



ACIPC MENTORING MASTERCLASS

ACIPC National Conference

Melbourne - 20 November 2024

MASTERCLASS OBJECTIVES

- Reflect on and learn from the 2024 program
- Recognise your skills, your unique approach, and opportunities for growth
- To share ideas and good practice
- Build your toolkit and confidence for the 2025 program



WHO'S IN THE ROOM?

Your previous experience?

- I came to yesterday's presentation
- In **2025**
 - I'm planning to MENTOR
 - I'd like to be a MENTEE
- In **2024**
 - I was a MENTOR
 - I was a MENTEE

WORKSHOP OVERVIEW

1. Contextualising Mentoring
2. Mentoring Basics – roles and styles
3. Mentoring Mastery – building skills
4. Some special cases
5. Next Steps



CONTRACTING FOR TODAY'S SESSION

- Confidentiality
- Being fully present
- Contributing and receiving
- What else ... ?

A mentor helps their mentee to improve the quality of their thinking and decision-making.

Professor David Clutterbuck

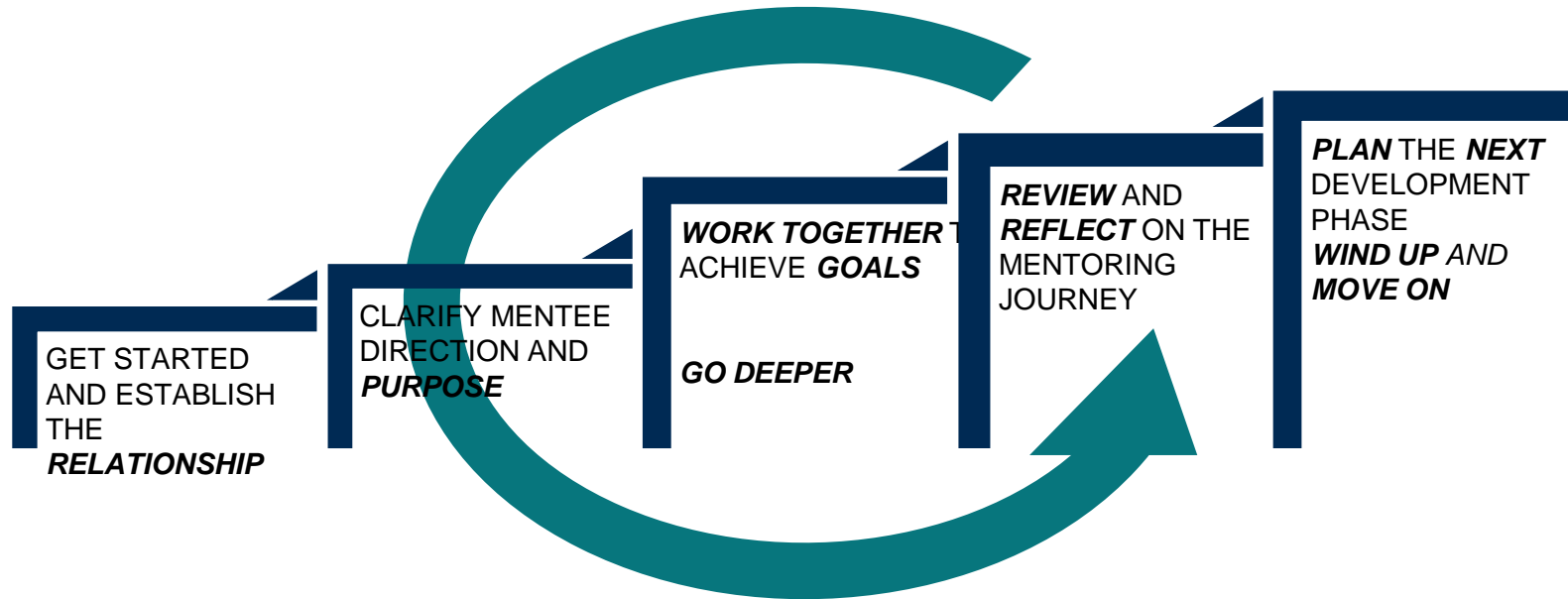
A mentor helps their mentee to improve the quality of their thinking and decision-making.

Professor David Clutterbuck

Mentoring provides a framework or journey – supported by the mentor (and the program resources) – for the mentee to achieve a purpose, and in the process learn new skills, and attitudes / approaches / mindsets.

Gina Meibusch

THE MENTORING JOURNEY



- GROUNDWORK
- DIFFERENCE/DIVERSITY

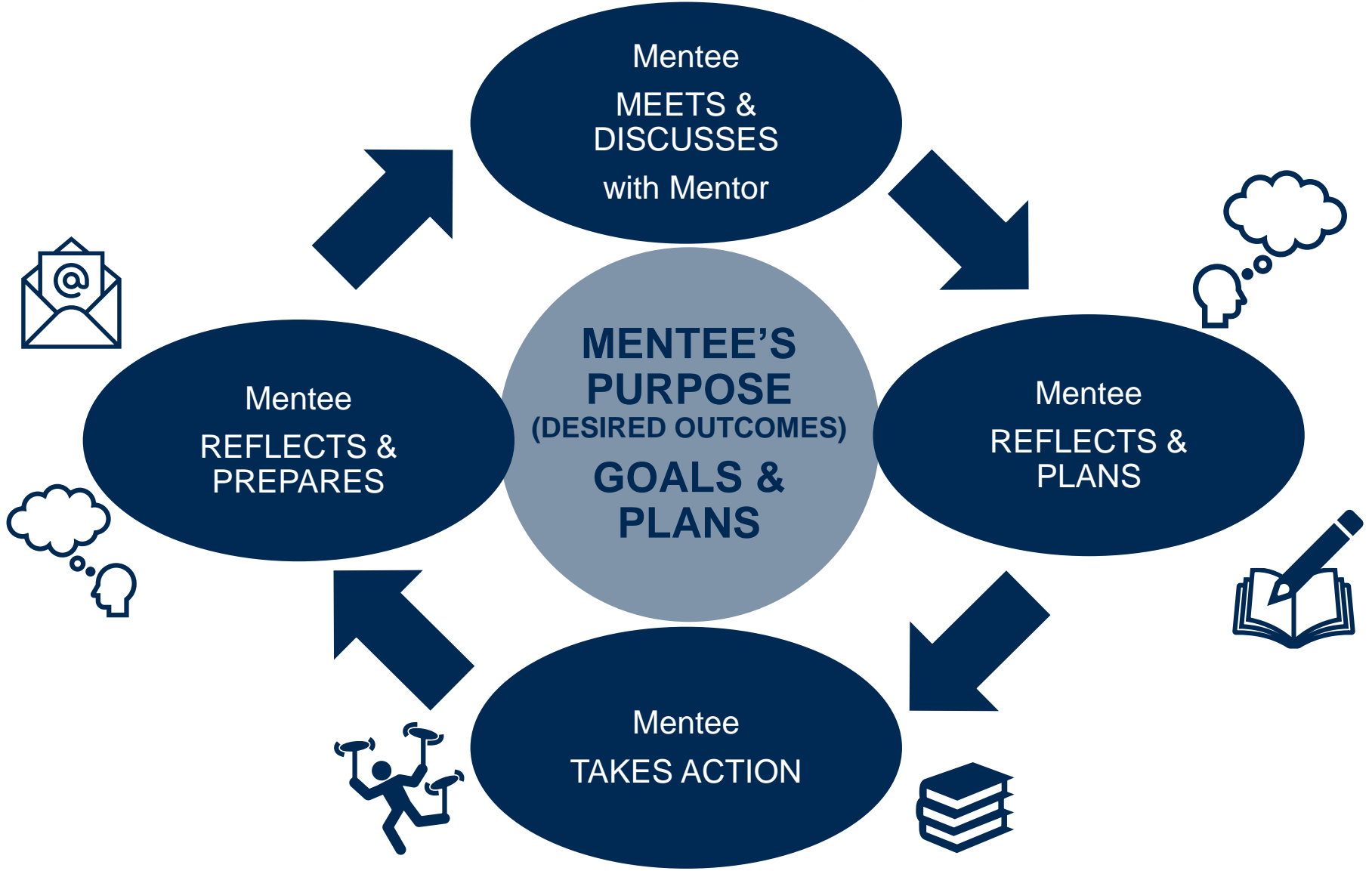
- LISTENING
- QUESTIONING
- CLARIFYING

... plus

- GOAL SETTING
- WITHHOLDING ADVICE
- MENTAL HEALTH

... plus

- REFLECTION AND FEEDBACK



IN SMALL GROUPS

How is mentoring different?

- to managing?
- to training/instructing?
- to coaching?

What are the mentee's responsibilities?

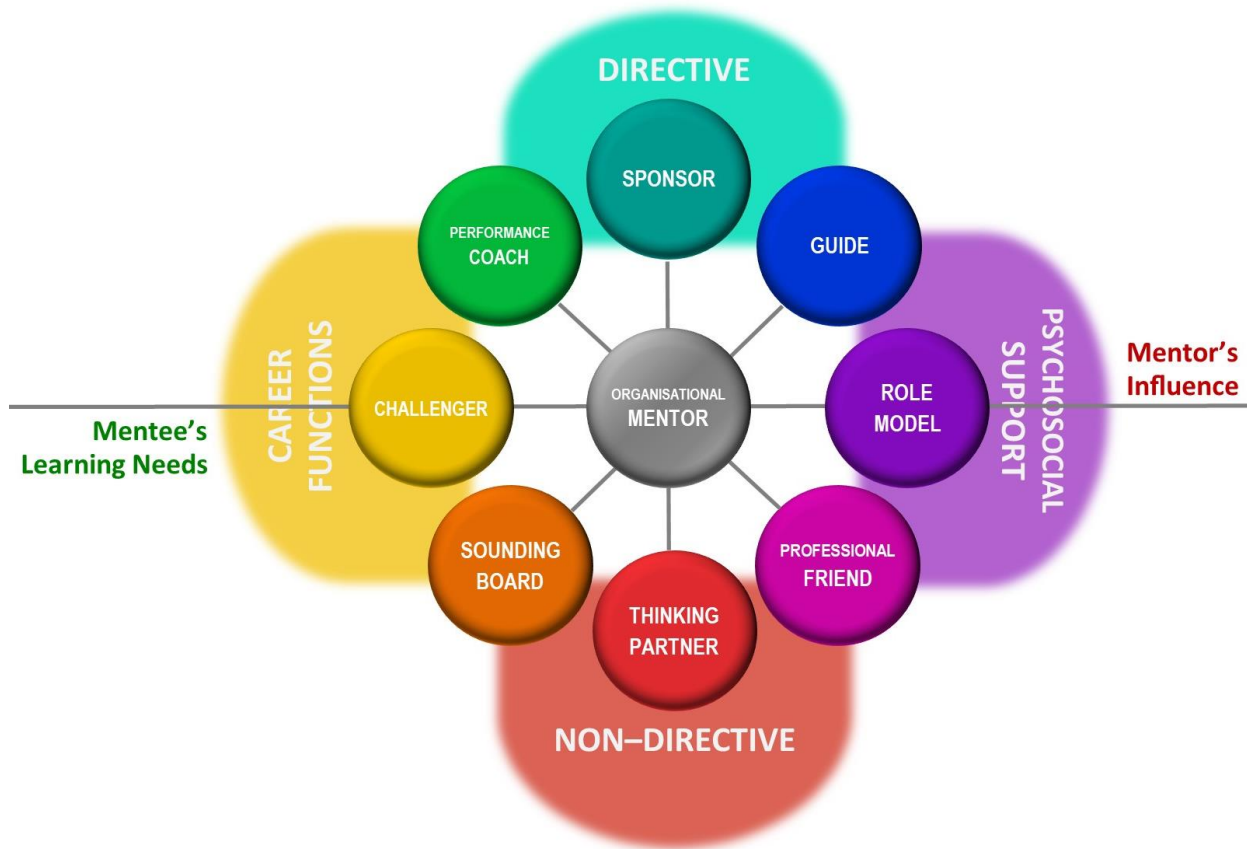
MENTORING AS AN ADULT LEARNING CONVERSATION

- Mentoring vs Coaching vs Instructing
- Two-way (dialogue)
- Positive voluntary relationship
- Cycle of experiential learning
- Action-bound, mentee's agenda
- Commitment and accountability





MENTORING STYLES



IN SMALL GROUPS

Discuss:

- Do any of these descriptors strike a chord for you?
- Which **roles** have you filled as a mentor?
- Do you have a **preferred/strong style** or a strength?
- Which is your **least preferred style** (or weakness)?
- Please share an example

MENTORING SKILLS

1. Beginning
2. Listening
3. Questioning
4. Sharing
5. Guiding
6. Challenging
7. Reflecting
8. Encouraging



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GROUNDWORK (AKA “CONTRACTING”)

Necessary to have a purposeful first conversation to

- Get to know each other
- Share goals and expectations
- Establish ground rules
- Agree logistics
 - Availability
 - Meetings and Channels
 - Agendas and Notes
 - Other systems and processes
 - Contact outside meetings? Frequency, channels, purpose, expectations
 - How and when to re-assess
 - End date? Exit strategy
- Set boundaries (personal, cultural) and agree how to manage them

ALIGNING EXPECTATIONS – THIS A CONVERSATION YOU’RE LIKELY TO HAVE HAD IN OTHER RELATIONSHIPS

ADVANCED CONTRACTING

- *I will always give you honest feedback about what I observe and hear in our conversations*
- *I will question whenever I feel that a statement, opinion or assumption is not fully thought through*
- *I will challenge whenever I perceive a divergence of values*
- *I will welcome and give open consideration to constructive challenge*
- *I will always seek to challenge with respect*

IN SMALL GROUPS

Discuss:

- Share a specific example from your mentoring experience where you feel that something in the contracting phase significantly influenced the success or direction of the mentoring relationship?
- What made this phase particularly effective or challenging in that instance?

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ACTIVE LISTENING

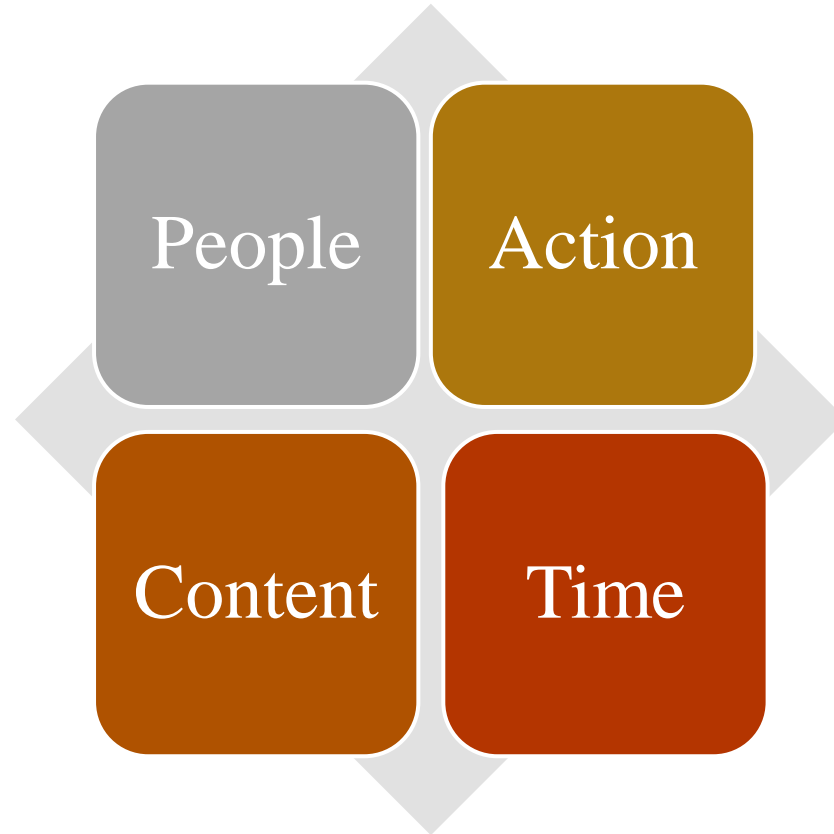


IN PAIRS

Listening practice:

- In pairs, take turns
 - Talker: Talk for 1 minute about a topic (ANYTHING) with which you are very familiar
 - Listener: just listen, without talking
- Then: Together discuss what was going on in your mind, identify any other thoughts and behaviours you had
- *Can you identify your own tendencies?
Areas to work on?*

WHAT'S YOUR PREDOMINANT LISTENING STYLE?



LISTENING STYLES

- **People-oriented:** Concern for others' feelings and emotions paramount. Looks for common areas of interest and tries to respond empathetically.
- **Action-oriented:** Preference for concise, error-free information. Can be particularly impatient and easily frustrated when listening to disorganized presentation.
- **Content-oriented:** Preference for receiving complex and challenging information. Tend to evaluate facts and details carefully before forming judgments and opinions.
- **Time-oriented:** Preference for brief or hurried interactions with others. Tend to let others know how much time they had to listen or meet

FIVE LEVELS OF LISTENING

1. To argue or refute
2. To respond (statement or question)
3. To understand
4. To help someone else understand
5. Without intent



Source: David Clutterbuck

ACTIVE LISTENING



ACTUAL LISTENING

- Listening to hear and to project that you are interested and care
- A skill that can be developed
- Helps the person speaking feel ...
 - More open, less defensive, safe, heard without judgement
 - Given a space where they can understand their thoughts and emotions better and resolve them
- Can collaborate better and solve problems
- Builds emotional intelligence – ability to understand and express what it is that you're feeling

ACTUAL LISTENING

- Pay attention – focus your mind and thoughts; practice mindfulness
- Don't talk when listening is what's needed
- Facial expressions – look interested in what they're saying
- Positive body language – open, (maybe) arms uncrossed, (maybe) looking at them**
- Non-verbal – nodding, mirroring, watch/move with them but NOT a “performance”
- Invite more – “OK, tell me more”, “what happened then?” if needed
- Listen for the deeper meaning / feeling and reflect it – acknowledge and allow it! Let them know you're on the same page
- Project acceptance, curiosity

BEING FULLY PRESENT REQUIRES MINDFULNESS

- Focus ... breath?
- Clearing all distractions
- Stilling the 'voice in the head'
- Receiving information and sensations rather than thinking thoughts



THE **MINDSET** OF THE MASTERFUL MENTOR

- Being present
- Mindfulness - noticing body sensations, thoughts
- Compassion rather than empathy, emotional resonance
- How to manage your own inner state

'Between stimulus and response, there is a space. In that space our power to choose our response'

Victor Frankl

MENTORING SKILLS

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ASKING QUESTIONS



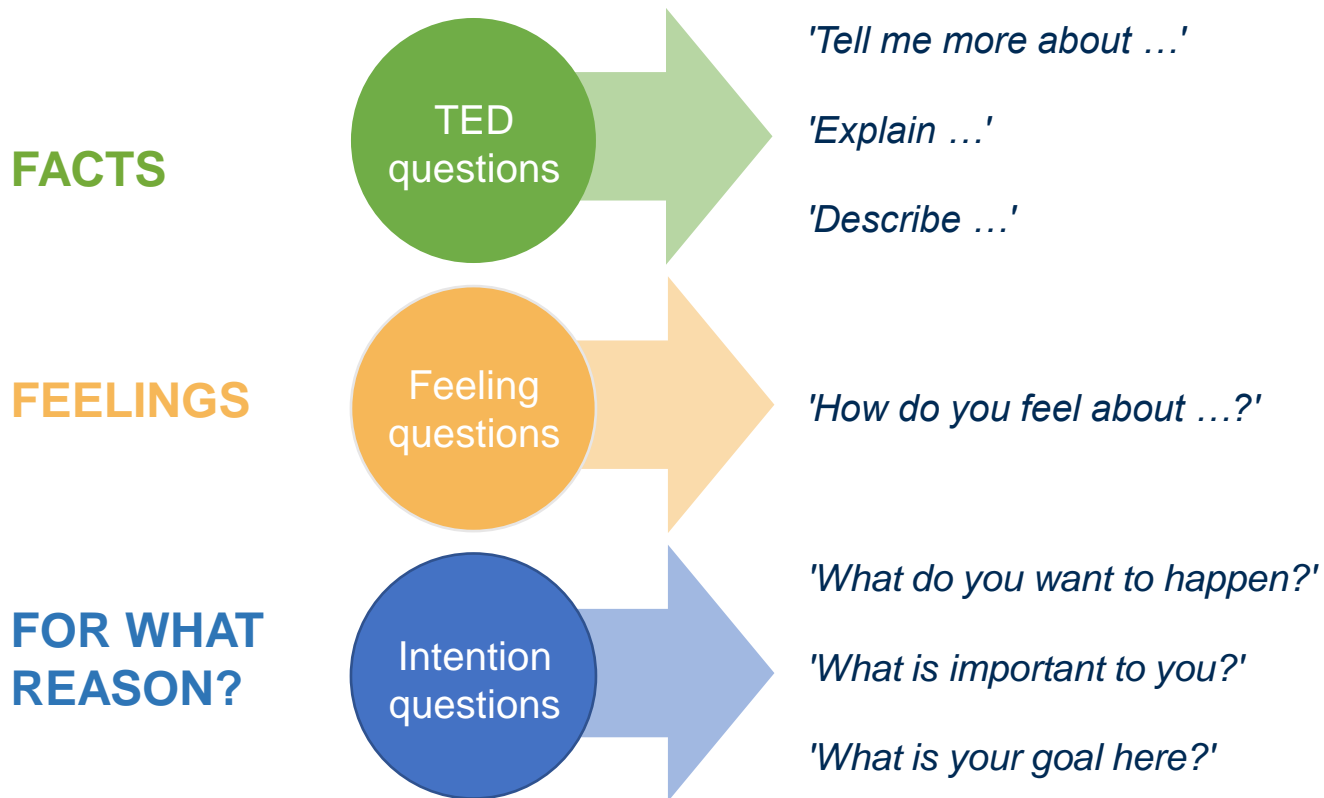
Open Questions	Closed Questions
<ul style="list-style-type: none"> • Are used to get feelings as well as facts. • They are particularly good at the initial stages to promote a good atmosphere and set the scene. • Use to explore background information for subsequent closer discussion. 	<ul style="list-style-type: none"> • Are used to establish specific facts. • The individual is strictly limited in replying, so closed questions can help control a talkative person • But they should be used sparingly or they can halt the discussion altogether.
<p><i>What makes you say that?</i> <i>Where will it take place?</i> <i>How do you feel about this?</i> <i>When will you be able to do it?</i> <i>How else could this be achieved?</i> <i>Who would be most helpful?</i></p>	<p><i>Would you do the same thing again?</i> <i>Did you enjoy it?</i> <i>Is it a good idea?</i> <i>Should you assume that?</i> <i>Do you get on with him/her?</i> <i>Is that the only time this happened?</i></p>

POWERFUL QUESTIONS

Questions that *have a significant, positive impact on the quality and direction of a person's thinking about issues important to them.*

D Clutterbuck

POWERFUL QUESTIONS ARE OPEN QUESTIONS AND ...



POWERFUL QUESTIONS

Questions that *have a significant, positive impact on the quality and direction of a person's thinking about issues important to them.*

They are:

- **Personal** - it is about them, or about how they connect to an issue
- **Resonant** - it has an emotional impact
- **Acute/ Incisive** - it gets to the heart of the issue
- **Reverberating** - it stimulates reflection both in the moment and for some time afterwards
- **Innocent** - the intent of the questioner is not self-interested or derived from an agenda of their own
- **Explicit** - clearly and explicitly expressed

D Clutterbuck

POWERFUL QUESTIONS

How to use powerful questions

General guidelines

The following guidelines will be helpful

- Before you ask any question, ask yourself:
 - For whom am I asking this question (to support their thinking, or, for example, to challenge their thinking?)
 - Are they ready to be challenged (yet?)
 - When will be the right moment for them to start thinking to ask a powerful question of their own thought first.)
- Always maintain respect for the client's and your self-respect. Phrase challenging questions in a way that is respectful and non-judgmental.

Crafting your own powerful questions

The ratio of ordinary questions to powerful questions (ones that really make a client think) varies greatly. However, the most effective coaches and mentors use fewer ordinary questions (usually less than half) and a higher proportion of powerful questions than less effective ones. If you want to assess the power of questions you use, the PRAIRIE acronym is useful:

P = personal (it feels crafted for this client, at this time, for this issue)

R = resonant (it strikes a strong emotional chord)

A/I = acute and incisive (it gets straight to the heart of the issue)

R = reverberant (the client will keep coming back to it in their subsequent reflections)

I = innocent (it has little or nothing of the coach's or mentor's agenda)

E = explicit (it is expressed in a few, simple words).

DAVID CL

IN YOUR PAIRS

Questioning practice:

Recall the **topic** the speaker discussed – the listener wants to know *WHY??*

FACTS

TED
questions

'Tell me more about ...'

'Explain ...'

'Describe ...'

FEELINGS

Feeling
questions

'How do you feel about ...?'

FOR WHAT REASON?

Intention
questions

'What do you want to happen?'

'What is important to you?'

'What is your goal here?'

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TO TELL OR NOT TO TELL?





Transcriber: Ximena Espinosa
Reviewer: Zsófia Herczeg

How to tame your Advice Monster

Michael Bungay Stanier

TEDxUniversityofNevada

<https://youtu.be/Kl0rmx7aa0w?si=7K7QPa7ff21t91>

X0

GIVING ADVICE ...

Avoid “telling” - especially do not give advice when your mentee:

- Wants you to make a decision for them
- Asks “what would you do in my shoes”
- Asks for your (negative) opinion of another’s actions, choices, character

GIVING ADVICE ...

It's okay to “tell” when:

- You are sharing knowledge that is factual
- Your mentee couldn't know unless you share your understanding
- You are presenting a range of options that may be worth considering

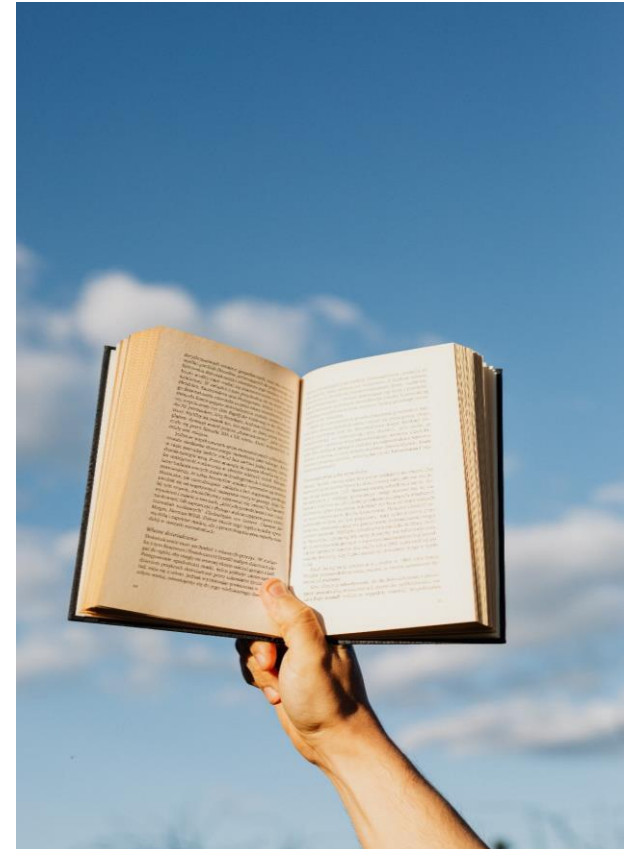
GUIDING

- Using the mentor's knowledge to work together to find a solution
- Keeps the mentee empowered
- Share experience and let the mentee explore how this might be relevant for them
- Share stories



WHY MENTORS TELL STORIES

- Open the mentee up
- Getting know each other at a deeper level – vulnerability
- Normalise experiences
- Show examples of dealing with
 - Dilemmas
 - Blind spots
 - New learning or new approach
- Building confidence



Be careful not to overuse stories – it's not all about you! What does your mentee need?

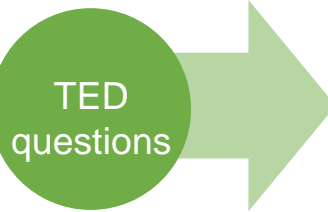
SHARING STORIES

- Something you are proud of...
- Something that keeps you awake at night...
- Something that made you who you are...
- Something that inspired you to be who you are today...



IN YOUR PAIR

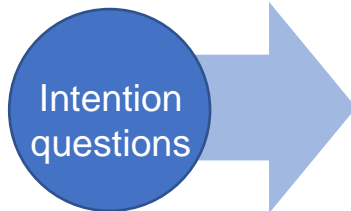
FACTS



FEELINGS



FOR WHAT
REASON?



Story-telling practice:

CHOOSE ONE

- What has happened recently that has made you deeply frustrated?
- What has happened recently that you feel really pleased about and wish you could achieve more often?
- What issue are you aware of not having got round to addressing, though you feel you should?

• **Person A** – Mentee

• **Person B** – Mentor

• 3 minutes mentoring, 2 minutes feedback / discussion then swap

HINT FOR GREAT STORY TELLING:

Think back to the 3 Fs model – IN REVERSE!

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CHALLENGE

- Helping the mentee question their assumptions, beliefs and perspectives
- A core role of a mentor!

- Mentoring partnership is a safe space for challenge
- Challenging conversations create discomfort
- Discomfort initiates change

- Challenge is necessary to test the quality of the mentee's thinking and decision making

CHALLENGE

- Logic: *Help me to understand...*
- Behaviour: *Can you please explain to me what you were intending to achieve there?*
- Assumptions: *What factors were you taking into account here? What assumptions were you making?*
- Perceptions: *Can you explain to me the context in which you were looking at this?*
- Values: *What are the personal/organizational values you are trying to apply here? What's important to you in this situation?*

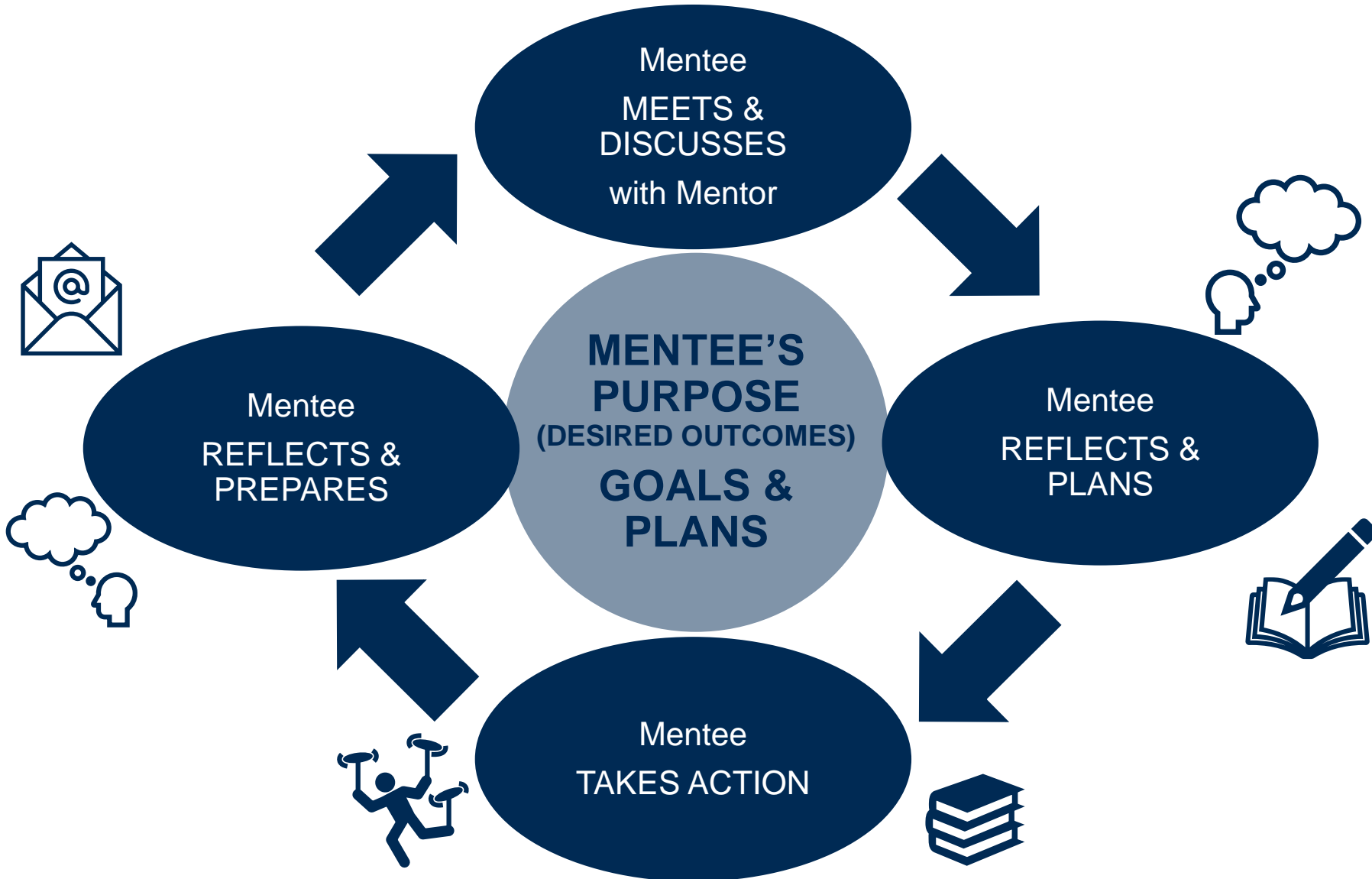
CHALLENGE

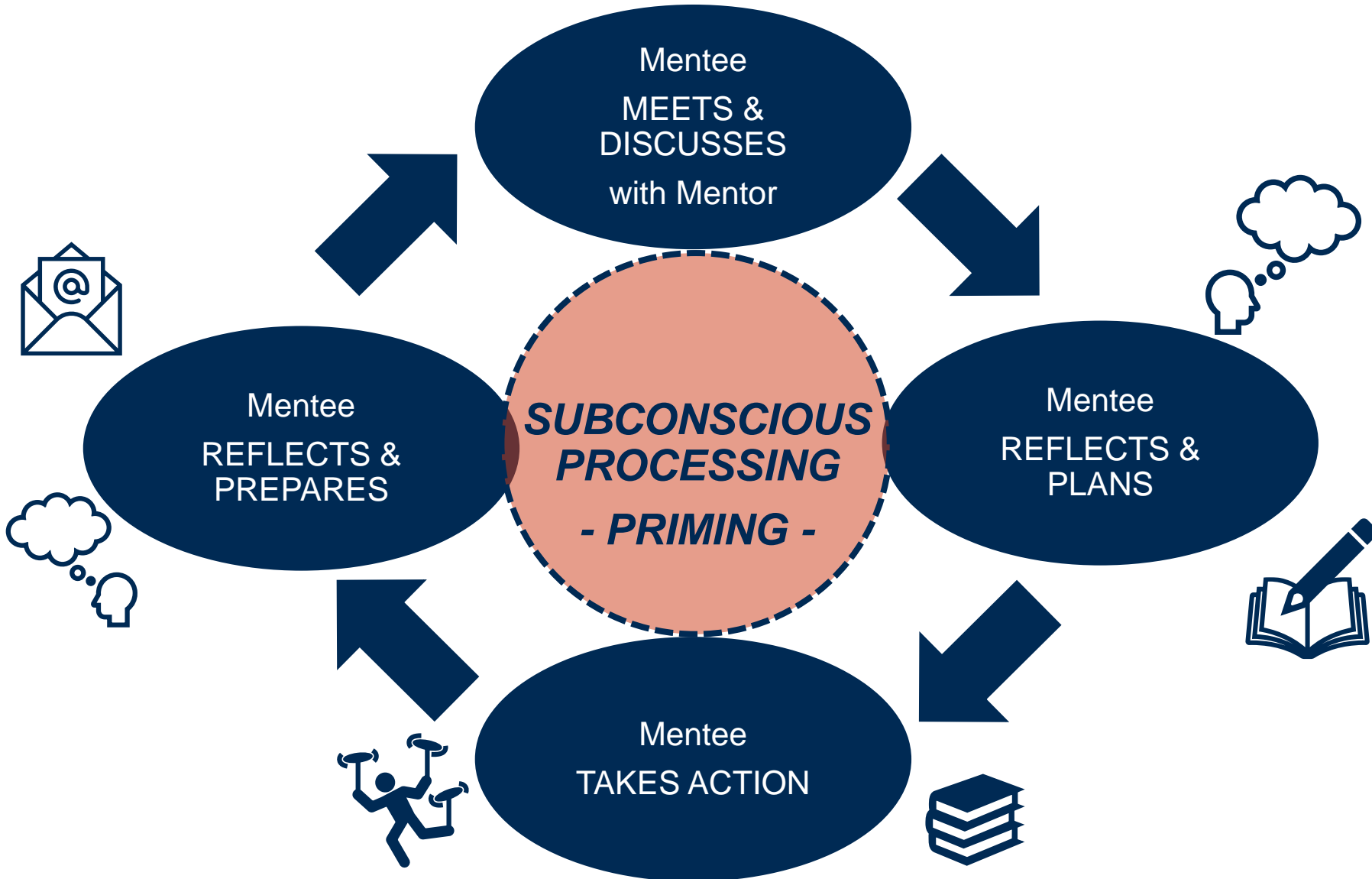
- *I'm feeling confused at this point...*
- *I don't feel very comfortable with that statement...*
- *My instinct tells me that this is not right...*

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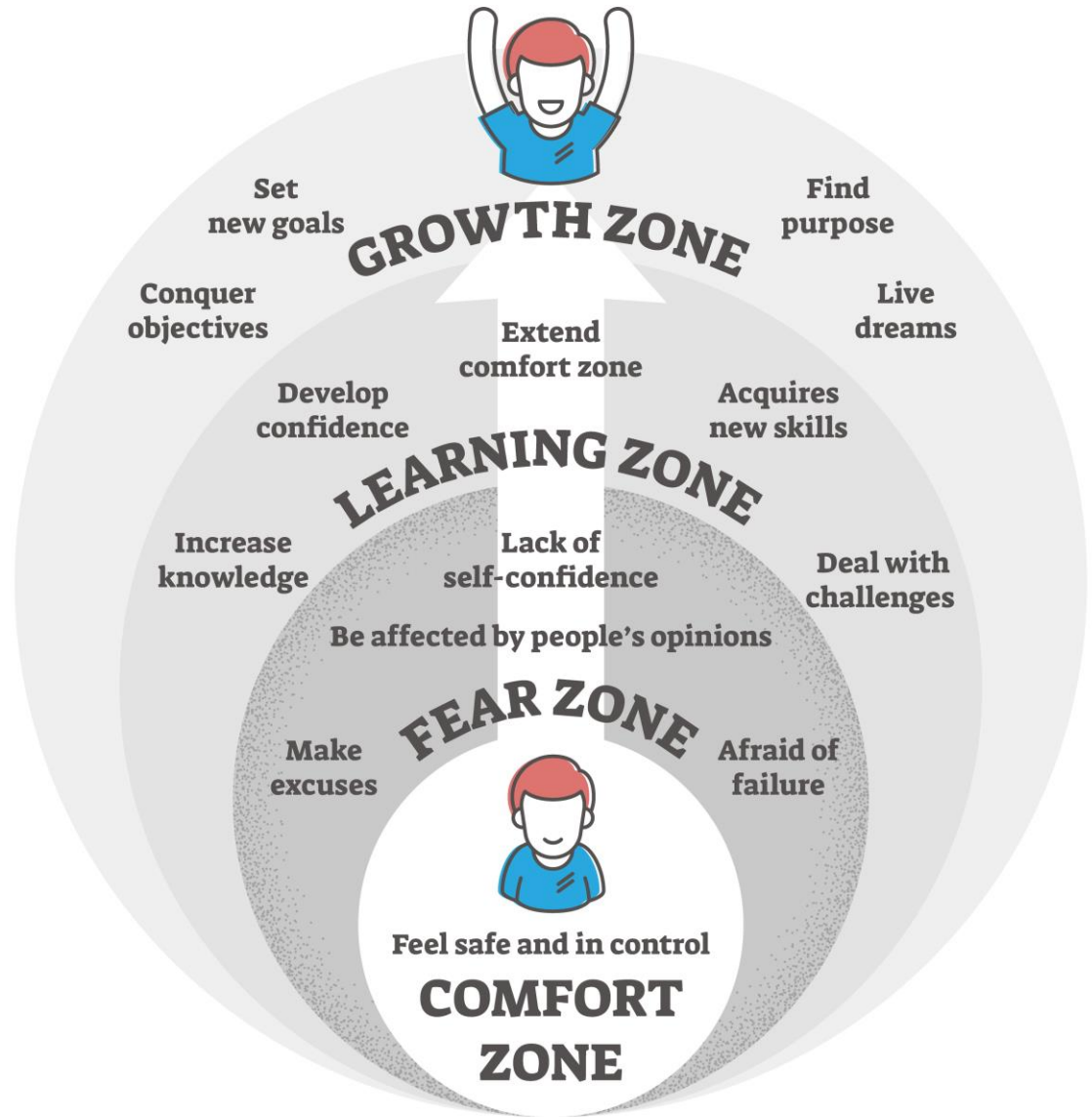


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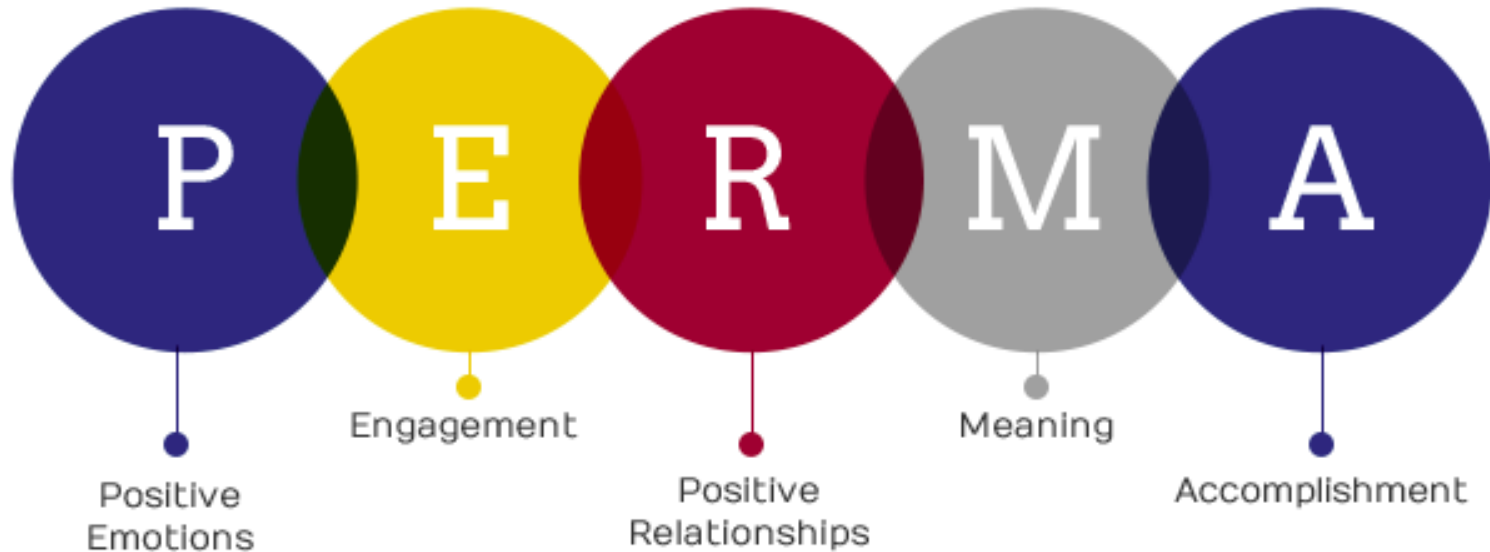


Taking yourself and your mentee into **new** **territory**



ENCOURAGING AND FLOURISHING

Introducing a New Theory of Well-Being



DEALING WITH IMPOSTER SYNDROME



What is it?



Signs of Imposter Syndrome



Afraid of being outed as a fraud



Feeling unworthy of success



Dismissing positive feedback



Distrusting of others



Overpreparing



Blaming accomplishments on luck



Helping a mentee with IS (and yourself)

- ❖ Embrace uncertainty
- ❖ No one knows everything
- ❖ Believe in them
- ❖ Ask them to keep a success inventory
- ❖ Help reframe perspective
- ❖ Breathe
- ❖ Reconnect with purpose

EVALUATING YOUR MENTORING IMPACT

- What went well, and less well?
- Where did I feel on the edge of your comfort zone?
- Did the conversation lose direction at any stage?
- What did I learn about my mentee? About myself?
- What did I learn more generally
- What topics piqued my interest that I'd like to explore?

DEVELOPING YOUR MENTORING MASTERY PLAN

- Keep a journal or learning log: about both the content of the conversations and your thinking, responding, performing as a mentor
- Join a mentor circle
- Read more about mentoring (see the reading list)
- Identify specific skills
- Seek feedback from your mentee(s) and use this to update your development plan.
- Seek supervision – a key developmental pathway for mentors (discuss, check in about complex issues, assess your progress)
- Look for future mentees who can stretch you.

IN THE CHAT BOX

Your takeaway from today?

- What is your key takeaway from today?
- Why does it feel important?
- How will you use this learning?

THE MASTERFUL MENTOR

'The greatest gift you can give anyone is your undivided attention'

FOR YOUR ONGOING DEVELOPMENT

Reading/Watching list

- PLATFORM:
- Developmental Mentoring Guide (David Clutterbuck)
- Ten Questions for Mentors
- Habits of the Best Mentors

OTHER:

- Powerful Questions (David Clutterbuck)
- The Advice Trap (Michael Bungay Stanier)
- The Coaching Habit (Michael Bungay Stanier)
- The Mentor's Guide (Lois J Zachary and Lisa Z Fain)
- You're Not Listening (Kate Murphy)

THANK YOU

Questions?

