



**HUMAN RESOURCES
MANAGEMENT ASSOCIATION**

The Voice of the HR Profession



Professional Mentoring Program

VI PMP Learning Event
Speed Coaching February 5, 2015



Agenda: Today's Learning Objectives

- Discuss three roles of a Mentor (Advisor, Teacher, Coach).
- Discuss how the coaching approach builds leadership skills.
- Become familiar with a basic outline for coaching and coaching questions.
- Become familiar with the International Coaching Federation (ICF) Guidelines.
- Practice the 'Coaching Approach' – Speed Coaching Activity.



Mentorship - Three Distinct Roles

Advisor: Mentor uses their wisdom and real-life experiences to provide advice to protégé to consider when making a decision.

Teacher/Expert: Mentor uses their expertise/knowledge to show the protégé how to do something i.e. designing a HR Dept. Budget.

Coach: Mentor uses a coaching approach, they listen and ask open-ended questions to support the protégé to think on their own.



Mentorship and Leadership: Coaching

Coaching to build leadership skills...
one conversation at a time!



Coaching and Leadership?

How does the 'Coaching Approach' build leadership skills in a mentoring relationship?



**HUMAN RESOURCES
MANAGEMENT ASSOCIATION**
The Voice of the HR Profession

Definition of Coaching:

“Interactions that help the individual being coached to expand awareness, discover superior solutions, and make and implement better decisions ...

...coaching helps individuals discover answers within themselves and helps them feel more personally empowered.”

Jim Clemmer, the Clemmer Group



HUMAN RESOURCES
MANAGEMENT ASSOCIATION
The Voice of the HR Profession

Basic Coaching Session Outline

Step One	Rapport and Trust - develop a common understanding, get to know each others preferences and styles; respect the differences.
Step Two	Contract for the Coaching Session - determine the structure and guidelines, confidentiality, purpose, focus, timeframe.
Step Three	Problem/Opportunity – use questions to fully explore situation, support goal setting and measurements of success.
Step Four	Options and Solutions – use questions to assess and evaluate multiple options, supporting protégé to choose the best solution.
Step Five	Action Plan - use powerful questions to support the development of a personalized action plan, identifying barriers/supports.
Step Six	Debriefing the Coaching Session - each party discusses what worked well and what could be changed next time for better results.



Basic Coaching Questions

Step 1 - Rapport	How are things going for you right now? What can I do to support you today?
Step 2 - Contract	What do you want to accomplish in this conversation today? How much time do you have for this conversation today?
Step 3 - Explore	Describe all the facets of the challenge you are currently facing? What outcomes and/or results are you trying to achieve?
Step 4 - Options	What are all of your options for resolving this challenge? How will you evaluate options to find the best solution?
Step 5 - Actions	What are all of your next steps? How will you stay on track? What could pull you off course?
Step 6 - Debrief	Did you achieve your goal for today? Was this conversation helpful? What worked for you today? What would you have liked different?



Coaching Conversations: Do's - Don'ts

Do's	Don'ts
▪ Coach listens without judgment and attends to what the Coachee wants to do.	▪ Coach does not push their own viewpoint or tell the Coachee what to do.
▪ Coach is fully present and asks Q's to clarify understanding of the situation.	▪ Coach does not jump to conclusions about what the problem is for the Coachee.
▪ Coach asks open-ended questions that will lead to new insights for the Coachee.	▪ Coach does not use leading questions to lead the Coachee to the 'right answer'.
▪ Coach uses positive language and speaks in the style that suits the Coachee.	▪ Coach does not use too many words and concepts that might confuse the Coachee.
▪ Coach is able to support the Coachee to identify their own solutions and actions.	▪ Coach does not assign homework or actions that the Coach thinks the Coachee should do.
▪ Coach is able to stay focused on what is important for the Coachee.	▪ Coach does not insist on the Coachee following a structure that the Coach likes.



Speed Coaching Activity

Pairs Activity - Mentors and Protégé's (8 minutes)

- **Protégé' describes a real-life challenge to their mentor** (it is very important to use an actual challenge – agree on confidentiality).
- **Mentor uses a coaching approach to support Protégé** (use the resources provided i.e. coaching process and example questions)

Debrief Coaching Activity (2 minutes)

- Protégé uses **ICF Coaching Competencies Evaluation/Feedback Model** to describe what worked and what did not work.
- Mentor uses **ICF Coaching Competencies Evaluation/Feedback Model** to describe what worked and what did not work



Questions



**HUMAN RESOURCES
MANAGEMENT ASSOCIATION**
The Voice of the HR Profession

Resources and Support

- **Professional Mentoring Resource Guide** – Accountability Agreement, Development Plan, Mentoring Log for CHRP Credits, FAQ's, Contact Information, Tips for Success
- **Mentoring Leads** – Deborah Lang, CHRP and Carole Gosse, CHRP
- **Member Relations Manager** – Carolyn Taylor
- **Professional Mentoring Program Manager** – Quinne Davey
- **Internet Resources**
 - www.MentoringGroup.com
 - www.CoachingAndMentoring.com
 - www.mentoring.org
 - www.HRVoice.org



Professional Mentoring Team - VI

Deborah Lang, CHRP
deborahlang@shaw.ca

Carole Gosse, CHRP
gosse@camosun.bc.ca

Lauren Stedman
lo.sted522@gmail.com



**HUMAN RESOURCES
MANAGEMENT ASSOCIATION**
The Voice of the HR Profession



**HUMAN RESOURCES
MANAGEMENT ASSOCIATION**

The Voice of the HR Profession

Carolyn Taylor
Member Relations Manager, Vancouver Island
ctaylor@hrma.ca

hrma.ca