

MENTORING HANDBOOK



THE UNIVERSITY OF
WAIKATO
Te Whare Wānanga o Waikato





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WHAT IS MENTORING?

The terms coaching and mentoring are often used interchangeably. For our context, we define 'mentoring' and 'coaching' as follows:

MENTORING

Mentoring conversations are aimed at helping a person learn or develop faster than they might on their own. These conversations often impart experience and expertise in the subject matter or line of work. The focus is on the future, career development, and broadening an individual's horizons.

COACHING

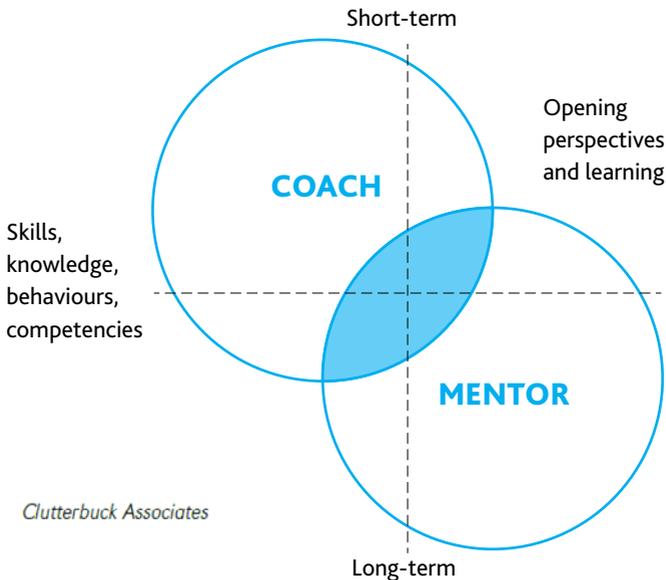
Coaching conversations are aimed at unlocking a person's potential to maximise their performance. The intention is to help someone learn rather than teach them. Coaching conversations assist a person to work through challenges by asking the right questions. The focus is on the here and now, and solving immediate problems or concerns. A coach does not necessarily have subject matter expertise aligned with the coachee.

There is an overlap between mentoring and coaching, and at times a mentor may use coaching skills.

It is important to note that neither coaching nor mentoring are 'counselling' which can be defined as follows:

COUNSELLING

Counselling conversations focus on overcoming barriers and issues from the past in order to move on. These may be therapeutic in nature.



FORMAL AND INFORMAL MENTORING

Mentoring opportunities can present themselves in various forms:

FORMAL MENTORING	INFORMAL / NATURAL MENTORING
When you are paired with someone as part of a formal development programme e.g. onboarding, leadership development.	When you happen to get along well with a new employee and take them under your wing while they're learning. Or when you're paired with a less experienced team member and you share your knowledge and experience with them as you work together e.g. on a project.
Measurable outcomes are agreed.	Measurable outcomes may not be set.
Strategic matching of mentors and mentees.	Self-selection of mentors and mentees.
Mentoring relationship lasts an agreed period of time (e.g. 9–12 months).	The mentoring relationship is flexible and can change in response to emerging events. May be occasional or longer term.
Recognition of commitment and dedicated time.	Often unrecognised and can be difficult to timetable.

BENEFITS

A mentoring relationship can have a number of potential benefits for people being mentored, for mentors and for the University.

FOR MENTEES

- An opportunity to ask questions in a safe and conducive environment (for example, around teaching, research, university expectations and career progress).
- A place to learn how things are done within a particular context.
- Personal support, discussion and suggestions in relation to a project or initiative.
- An opportunity to 'sound out' or to rehearse ideas.
- Encouragement and empowerment in personal development.
- Help to identify and achieve career goals.
- Help to identify and correct gaps in generic skills and knowledge.
- Increase in confidence.
- A broader perspective on career options and opportunities.
- Access to a senior role model.
- Insight into University culture.

FOR MENTORS

- Satisfaction in serving and supporting the development of others, and watching them progress.
- Satisfaction in seeing transfer of expanded professional knowledge and skills.
- An expanded network of colleagues.
- A chance to refine and deepen one's own thinking, practices, attitudes and values.
- Professional friendship.
- Opportunities to develop a variety of skills such as leadership, facilitation, listening, interpersonal skills.
- An opportunity to build confidence and self-esteem in themselves and others.
- Exposure to others' experience and knowledge.
- Fresh perspectives and an opportunity to stay abreast with emerging issues.

FOR THE UNIVERSITY

- Increase collegiality by building a community and encouraging staff to work together across disciplines and professions.
- Provide an opportunity to share best practice, tacit knowledge and maximise the potential of staff.
- Improve employee performance through staff development.
- Improve communication between individuals/groups/units.
- Reinforce a commitment to learning and development.
- Create a breeding ground for fresh ideas and innovations.
- Improve motivation and engagement of staff.

TYPES OF MENTORING RELATIONSHIPS

The traditional mentoring model is a formal one-on-one relationship. This University recognises that mentoring also occurs informally with our peers, in groups of interest and with line managers or other senior colleagues.

MENTORING GROUPS	PEER CONVERSATIONS	ONE-ON-ONE MENTORING
<p>These can either be one person providing advice to a group or a group of mentors and mentees.</p> <p>Activity examples include:</p> <ul style="list-style-type: none">• Professional development workshops• Special interest forums• Teaching advocate groups within Faculties/Schools	<p>Members provide knowledge and guidance to each other. A group may form around a single issue that needs to be addressed.</p> <p>Activity examples include:</p> <ul style="list-style-type: none">• Women Professors' Network• Gender Research Network• Special interest forums• Teaching Network• Postgraduate Supervisors' Conversations	<p>Individually tailored mentor and mentee for specific developmental purpose, problem solving, etc.</p> <p>Activity examples include:</p> <ul style="list-style-type: none">• Formal or informal University mentoring relationships• Line managers often provide aspects of mentoring throughout their relationships with direct reports• Teaching mentoring/coaching

Mentoring in all guises is recognised as an effective professional development activity, assisting with achieving goals, career development, managing relationships, developing leadership and personal growth.

FINDING A MENTOR AT THE UNIVERSITY OF WAIKATO

If you would like to be paired with a mentor you should speak with your line manager in the first instance. The Organisational Development and Wellness team can also assist, if required.

Prior to your request consider and get as clear as possible on the following:

- What you would like to achieve from a mentoring arrangement
- Your high level goals
- The criteria that you consider important in a suitable mentor, e.g. their subject matter expertise, role at the University, etc.

PRINCIPLES

The University of Waikato adopts the following key principles for mentoring relationships:

- The mentoring relationship will be based on trust, confidentiality, mutual respect and sensitivity.
- The relationship will be based on agreed boundaries and ground rules.
- Participation in a mentoring programme is voluntary for both mentors and mentees (unless it is a designated part of a leadership programme).
- There should be guidelines for the mentor/mentee matching process that is consistent with the goals of the particular mentoring programme.
- The mentoring relationship should be a private, non-reporting relationship in regard to the content and conversations.
- The mentee will drive the relationship and take increasing responsibility for their own self-reflection and development. There should be no coercion or mentor agenda.
- A mentor will work with the mentee to identify goals and challenges and set priorities for relevant personal growth.
- Mentors should seek advice or assistance regarding sustaining and developing the mentoring interaction if needed.

CHARACTERISTICS OF AN EFFECTIVE MENTOR AND MENTEE

The following are characteristics of an effective mentor and mentee:

MENTOR	MENTEE
Respectful	Motivated
Empowering	Positive
Honest	Respectful
Positive	Willing to Learn
Enthusiastic	Honest
Experienced	Clear Communication
Optimistic	Takes Initiative
Realistic	
Encouraging	
Strategic	
Supportive	
Sensitive	
'Human'	

RESPONSIBILITIES

The mentoring process is a two-way relationship where each individual has their own role.

MENTOR RESPONSIBILITIES

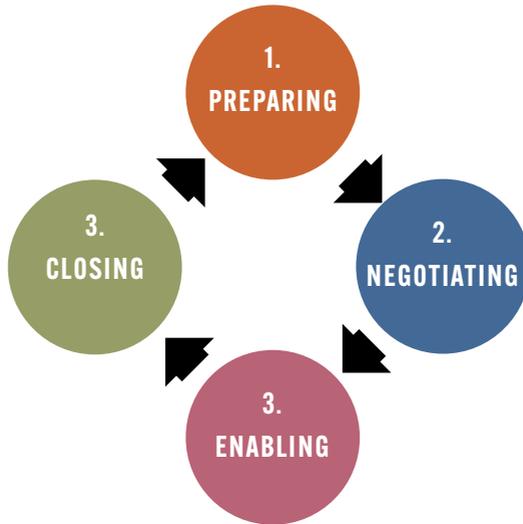
- Establishes, with the mentee, explicit goals and objectives for the relationship.
- Commits to fostering the relationship for the specified period of time.
- Commits to meeting with the mentee on a regular and agreed basis.
- Actively listens to the mentee.
- Provides frank, honest, and constructive feedback.
- Provides encouragement and assists the mentee in identifying professional development activities.
- Maintains confidentiality.
- Reviews goals and objectives of the relationship with the mentee (e.g. midway and at the end of a formal relationship).
- Follows through on commitments made to the mentee.
- Respects the mentee's limits and explicitly states own limits.
- Recognises and works through conflicts in caring ways, invites discussion on differences with the mentee, and arranges for a third party to assist if necessary.
- Makes only positive or neutral comments about the mentee to others; if disagreement over behaviour or values arise, discuss it with the mentee directly. If necessary, end the relationship and contact the co-ordinator (if applicable).
- Maintains a professional relationship, doesn't intrude into the mentee's personal life or expect to be personal friends.
- Ends the relationship at the agreed upon time.
- Informs own line manager of mentoring activities.

MENTEE RESPONSIBILITIES

- Establishes explicit goals and objectives based on needs.
- Takes initiative in the relationship.
- Takes responsibility for their own growth, development and career planning.
- Is prepared and on time, including providing talking points for reflection prior to the meeting.
- Is actively engaged in the discussion.
- Maintains confidentiality.
- Recognises the value of the mentor's time and input.
- Reviews goals and objectives of the relationship (e.g. midway and at the end of a formal relationship).
- Willing to request and act on feedback.
- Seriously considers all advice or suggestions received.
- Demonstrates that they have followed advice or acted on commitments; sharing outcomes is important.
- Expresses appreciation for forms of assistance received.
- Makes only positive or neutral comments about the mentor to others. If disagreements over behaviour or values arise, discuss it with the mentor directly. If necessary, end the relationship and contact the co-ordinator (if applicable).
- Maintains a professional relationship, doesn't intrude into the mentor's personal life or expect to be personal friends.
- Ends the relationship at the agreed upon time.
- Informs own line manager of mentoring activities.
- Follows up with the mentor after termination to keep in touch and share progress, if relevant.

PHASES OF MENTORING RELATIONSHIPS

Mentoring relationships consist of the following phases:



Zachary, L (2012)

PREPARING	Preparation starts with self-awareness through reflection on ones' own learning journey. Understanding your role in participating in effective mentoring and exploring your motivations. Mentors should assess their mentoring skills to identify areas of learning and development. Evaluate the viability of the prospective relationship.
NEGOTIATING	This involves agreeing on goals and objectives, content and processes. Developing the ground rules for the learning journey. Clarify expectations, assumptions, needs, boundaries and confidentiality. Details like how and when to meet, responsibilities, criteria and milestones for success, accountability and how to bring closure. A Mentoring Agreement template can be found in Appendix A.
ENABLING	In this phase the learning relationship is implemented. It is crucial to build a level of trust, rapport and effective communication that will lead to an effective mentoring relationship. The nurturing of the mentee's growth is encouraged by establishing an open and affirmative learning environment and by providing thoughtful, timely and constructive feedback. Monitoring learning progress and process against the mentee's Mentoring Plan (Appendix B). This could also be a vulnerable phase where obstacles need to be addressed.
CLOSING	Closure protocol is established as part of the mentoring agreement. Evaluating, acknowledging and celebrating achievement of learning outcomes is encouraged when closing the relationship. This is also an opportunity to evaluate personal learning and apply the learning to other relationships and situations.

MENTORING MEETINGS

THE FIRST MEETING

The first meeting provides an opportunity to share backgrounds, values and needs. You'll generate the best results from the beginning of your mentoring relationship by setting specific goals, planning and getting the details right.

Here are some tips to get you started

- Emailing your mentoring partner a brief introduction about yourself prior to the meeting.
- The mentee preparing their objectives summary and sending it to the mentor prior to the meeting.
- Discuss the purpose of the mentoring partnership and clarify expectations of each other.
- Discuss preferred communication styles of the mentee, e.g. detailed facts or broad overview, listener or reader.
- Seek mutual agreement on SMART goals and objectives. More information on SMART goals and a template form can be found in Appendix B.
- Agree on a timeframe for the relationship.
- Set a date to review how the relationship is going.
- Define boundaries by considering:

FORMAT:	<ul style="list-style-type: none">• Phone calls• Video calls• Emails• Direct messages• In-person conversations
FREQUENCY AND DURATION OF MEETINGS:	<ul style="list-style-type: none">• Meeting intervals• Duration• What if a meeting needs to be cancelled or postponed?
LOCATION:	<ul style="list-style-type: none">• Mutually suitable• Private
INFORMAL COMMUNICATION:	<ul style="list-style-type: none">• How do you communicate between meetings?• Are you OK to receive messages?• If so, in what format?
CONTENT AND CONFIDENTIALITY:	<ul style="list-style-type: none">• Consider if you feel comfortable discussing:<ul style="list-style-type: none">• Social life• Academic life• Career/professional life

- Agree on how the relationship can be concluded if either party requests it by considering a "no blame, no explanation" principle. Discussing this upfront will help alleviate potential stress if this happens.
- A Mentoring Agreement can be found in Appendix A and a Mentoring Plan for objectives in Appendix B. Or download the forms in Word format from the [Document Store](#).

ONGOING MEETINGS / SESSIONS

To help the mentor prepare and make each meeting as productive as possible the mentee should clarify and send through what they would like to focus on, together with a brief progress report since the previous meeting (if appropriate).

Make the most of meetings:

- Open socially, remember rapport is important.
- Clarify the topics for discussion and the type of support the mentee needs at each point. E.g. sounding board to process thinking, providing direct advice, feedback, challenging perception(s).
- A good question to ask is: What is the most important thing we need to discuss today?
- The GOOD approach may be used:

Goals: Share the status of goals since the last meeting

Obstacles: Discuss obstacles standing in the way of success

Opportunities: Explore ideas and opportunities

Decisions: Agree next steps and responsibilities

- Review and update the goals and objectives if necessary.
- Check with each other how useful the meeting has been and anything that would enhance future meetings.
- Confirm date and venue for next meeting.
- Mentee records meeting summary and actions.

ENDING THE RELATIONSHIP

Planned separation:

Ideally there would be a planned separation due to:

- The pre-determined relationship end date arrival
- Goals and objectives being achieved
- Mentor or mentee having a change in career or circumstance
- An agreement that the mentee will be working with another mentor on aspects that are outside the mentor's expertise

The mentoring relationship should only continue as long as both parties are able to commit to the relationship and on the basis that it continues to meet the agreed purpose and needs.

It is important for both the mentor and mentee to regularly assess and review the mentoring relationship. There may come a time when the relationship is no longer productive for the mentor or mentee and it should not be left to dwindle away. Occasionally, some people find they have become friends and drifted into a more informal relationship without conscious redefinition.

It is important to bring closure to the mentoring relationship by having a final meeting to:

- Reflect on and close off goals and objectives
- Acknowledge what you have learned from each other
- Discuss where to from here for the mentee
- Redefine the relationship if appropriate e.g. continue as colleagues, or friends.

If the relationship is not working:

Either mentoring partner may decide not to continue with the relationship. This is one of the topics that should be discussed and agreed in the first meeting and ideally the "no blame, no explanation" principle has been put in place. In the case of a formal mentoring relationship your central co-ordinator should be contacted to assist with reassignment if appropriate.

It is recommended that in ending the relationship you:

- Focus on the positives, such as the investment made and what has been gained
- Clearly communicate that you wish to end the relationship. You may provide an explanation if appropriate.

ENERGY: BEHAVIOURS AND ATTITUDES

Consider this quote by Theodore Roosevelt: "Someone does not care how much you know until they know how much you care".

We are responsible for two key components of our energy:

- Behaviours
- Attitude

The success of the mentoring relationship will depend on the ability of the mentor and the mentee to develop and maintain respect, trust and effective communication.

To do this it's important to:

- Commit and keep to the mentoring boundaries that you established at your first meeting
- Listen and communicate in a respectful way
- Show that you value each other's time and ideas
- Show up prepared
- Deliver on commitments by taking action, and following through on decisions and next steps
- Ask for, and be open to, receiving feedback
- Remain non-judgemental
- Respect the confidentiality of the relationship

NB: It is important to understand that if a mentee raises a serious issue, such as harassment, there is an obligation to ensure action is taken to disclose or resolve it. If this does not happen the University can legally be considered to have ignored the problem. First encourage the mentee to use existing channels to address the issue.

Be fully present during the meeting by being aware of:

- Thinking about the past or the future
- Disruptions from phones and notifications
- Distractions in the environment
- Not listening

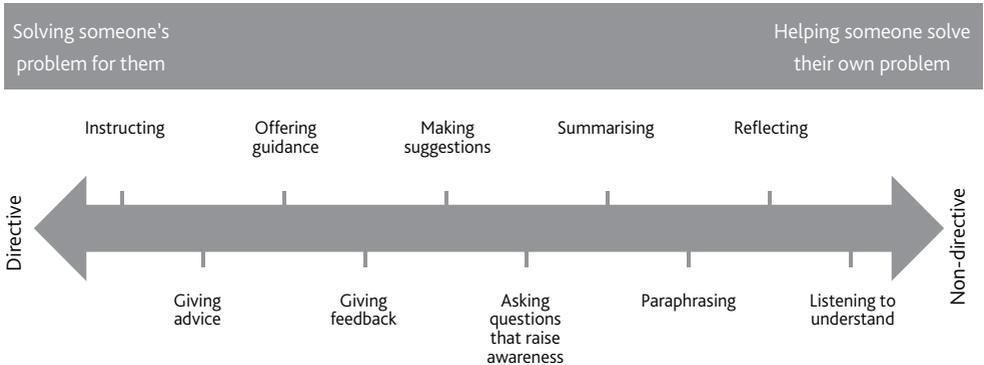
Consider “my” and “their” perspective by asking:

MY PERSPECTIVE	EXAMPLE
<ul style="list-style-type: none">• What energy am I bringing into the room?• What emotions am I feeling?• How could my emotions and energy state affect our time together?	<p>Your morning routine was disrupted due to family members running late, kids' homework that was uncompleted and needed to be rushed at the breakfast table, a spill on the carpet and an unexpected traffic delay. You rush into your morning meeting with your mentoring partner feeling frustrated, rushed and in disarray.</p> <p>This could result in frustration spilling over into your mentoring meeting, your partner perceiving you as unfocused and unprepared, subsequently negatively affecting the trust and respect in the relationship.</p> <p>However, because you are aware of your energy and emotions, you take a minute before stepping into the meeting to breathe deeply a few times, order your notes and ground yourself. You could also express to your mentoring partner your morning experience and the impact it has had on you and that you need a minute to centre yourself.</p>
THEIR PERSPECTIVE	
<ul style="list-style-type: none">• What energy is this person bringing into the room?• What emotions might they be feeling?• How could those emotions and energy states affect our time together?	<p>As you start your mentoring meeting you notice that your partner seems distraught. There have been a few times where you have asked a question and they seemed to not hear you.</p> <p>This could affect your time together as they seem to not be fully present and even upset. If you ignore this and carry on, your time together would not be used as effectively as it could have been and you would have missed an opportunity to strengthen the relationship by showing genuine concern.</p> <p>However, because you are aware of their energy and emotion, you comment that they seem distraught and assure them that you are available to listen. They may choose to share their concern with you, or not, but you have opened an avenue for further communication.</p>

KEY SKILLS FOR MENTORING

DIRECTIVE VS. NON-DIRECTIVE SUPPORT

It is important to consider whether 'directive' or 'non-directive' would be most helpful at any given time during the mentoring relationship. Once you have determined this you can be more intentional in your approach:



TRUST

Charles Feltman defines trust as "Choosing to make something important to you, vulnerable to the actions of someone else."

Trust is crucial to a successful mentoring relationship.

Watch this [video](#) (22.49 mins well worth investing) where Brené Brown explains how trust is made up of the accumulation of small actions and moments and download the BRAVING acronym from her website [here](#).

ACTIVE LISTENING

The process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment.

When you practice active listening, you make the other person feel heard and valued. In this way, active listening is the foundation for any successful conversation.

Active listening is not:

- Passive, i.e. hearing but not listening
- Evaluative, i.e. listening to respond rather than to understand
- Marginal, i.e. hearing only what you want to hear and being selective with the parts of the conversation that you engage with and steer the conversation towards

Pay attention to non-verbal cues (your own and others):

- Posture
- Observation
- Nodding
- Facial expression
- Voice affirmations like, "Mmm" or "Uh-huh"

Full body listening:



Head = Content, i.e. what is being said for example that the research piece will be about the thermal responses of soil microbes in Antarctica.

Heart = Feeling/emotions, i.e. how the speaker feels about what is being said for example feeling nervous or uncertain of what the next steps should be.

Feet = Intent, i.e. what are the speaker's intentions in talking about this topic for example that they need assistance to clarify the route of action.

You can demonstrate active listening by using the PASS method:

Paraphrase: Repeat back to the mentee in your own words what you heard.

Ask: Questions that are open-ended, to listen for underlying emotions and needs.

Synthesise: Help the mentee connect the pieces of what they are communicating.

Summarise: Conclude the conversation underlying the new distinctions and realisations that have come to light from the first three steps.

Silence is golden:

If the mentee stops talking that does not mean that they have stopped thinking. They may be on their own mental journey without you, but they still hope you will be there when they come back, because they will want to tell you where they have been.

You might feel uncomfortable with silence. It can often feel longer than it is. Silence creates a vacuum, and your discomfort encourages you to fill that vacuum. Don't. Don't try to rescue them – they don't need it; they're fine.

What matters is what happens in their mind, in their own understanding of what they are thinking. Being a silent witness can hold the space for someone else to do their best thinking.

EMPATHY

Daniel Goleman, author of the book Emotional Intelligence, says that empathy is basically the ability to understand others' emotions. However, he also notes that at a deeper level, it is about defining, understanding, and reacting to the concerns and needs that underlie others' emotional responses and reactions.

"If I were in your position, I would feel just as you do."

How to Win Friends & Influence People – Dale Carnegie

Empathy equips mentors and mentees to effectively handle the ups and downs of the relationship. It facilitates closer bonding in the relationship and generally more satisfied feelings within the relationship. Mentees need to feel that their mentors understand their situation in order for them to be receptive to the mentor's advice, guidance and knowledge.

Empathy is a skill that can be developed and, as with most interpersonal skills, empathising (at some level) comes naturally to most people.

Here are two highly recommended videos on empathy:

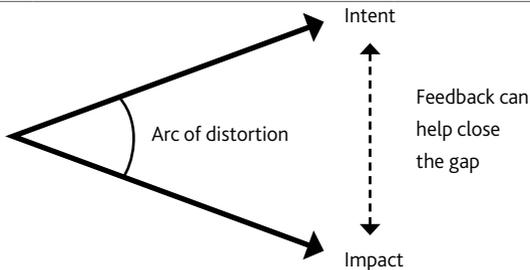
- Daniel Goleman on the **three types of empathy** (Cognitive empathy, emotional empathy and empathic concern) with their pros and cons. (4.53 mins)
- Brené Brown on **empathy vs. sympathy**. (2.53 mins)

Daniel Goleman identified five key elements of empathy as.

- Understanding others
- Developing others
- Having a service orientation
- Leveraging diversity
- Political awareness

ELEMENTS	DESCRIPTION	HOW THIS COULD BE DONE WITHIN A MENTORING RELATIONSHIP
1. UNDERSTANDING OTHERS	Sensing others' feelings and perspectives, and taking an active interest in their concerns.	<ul style="list-style-type: none"> • Tuning into emotional cues. • Listening well and paying attention to non-verbal communication, picking up subtle cues almost subconsciously. • Paraphrasing, reflecting and asking questions to clarify understanding. • Showing sensitivity, and understanding others' perspectives. • Helping based on one's understanding of their needs and feelings.
2. DEVELOPING OTHERS	Recognising and acknowledging the feelings, perspectives and experiences of the mentee alone does not develop their potential. Developing others means acting on their needs and concerns, and helping them to develop to their full potential. Recognising people for their strengths and accomplishments, and providing constructive feedback designed to focus on how to improve.	<ul style="list-style-type: none"> • By agreeing on development goals and objectives for the mentoring relationship and committing to those. • Practicing the skill of providing constructive feedback (this topic is covered further on). • Recognising and making the mentee aware of strengths that they may not be aware of themselves. • Sharing one's own knowledge and retelling stories of experiences where one faced similar situations. • Having and expressing confidence in the mentee's ability to succeed.
3. HAVING A SERVICE ORIENTATION	Having an attitude of service. This is thought of in terms of putting the needs of customers first: "going the extra mile" for clients. Genuinely understanding client's needs, and extending oneself to meet them.	<ul style="list-style-type: none"> • Modelling an attitude of service towards our clients (internal and external), students and stakeholders. • Adopting an attitude of service within the mentoring relationship, towards the mentee.

ELEMENTS	DESCRIPTION	HOW THIS COULD BE DONE WITHIN A MENTORING RELATIONSHIP
4. LEVERAGING DIVERSITY	<p>Leveraging diversity means being able to create and develop opportunities through different kinds of people, recognising and celebrating that we all bring something different to the table. This does not mean that you treat everyone in exactly the same way, but that you tailor the way you interact with others to fit with their needs and feelings.</p> <p>Respecting and relating well to everyone, regardless of their background. Seeing diversity as an opportunity, understanding that diverse teams work much better than teams that are more homogeneous.</p> <p>Challenging intolerance, bias and stereotyping when seen, creating an atmosphere that is respectful towards everyone.</p>	<ul style="list-style-type: none"> • Becoming more aware of one's own cognitive biases. For example, through online assessments available such as the Implicit Association Test (IAT). • Avoiding stereotyping and stereotypical references. Work done by Claude Steele at Stanford University suggested that being reminded of a stereotype, e.g. the stereotype that men perform better at mathematical problems results in many women experiencing activated emotional centres in the brain, which leads to greater anxiety and adversely affects their performance. • Being open to discussing what your mentee needs to feel a sense of inclusion and belonging. • As a mentor, put yourself in the mentees shoes and try, as best you can, to see things from their perspective. If the mentee shares challenges about other people then encourage your mentee to see things from the perspective of the other person(s), encourage them to seek to understand.
5. POLITICAL AWARENESS	<p>Many people view 'political' skills as manipulative, but in its best sense, 'political' means sensing and responding to a group's emotional undercurrents and power relationships.</p> <p>Political awareness can help individuals to navigate organisational relationships effectively, enabling them to achieve where others may previously have failed.</p>	<ul style="list-style-type: none"> • Developing an acute sense of the University's organisational relationships. • Providing positive advice to the mentee on how to navigate these relationships within the context of the goals and objectives of the mentoring relationship. • Avoiding and discouraging any gossiping within the mentoring relationship.



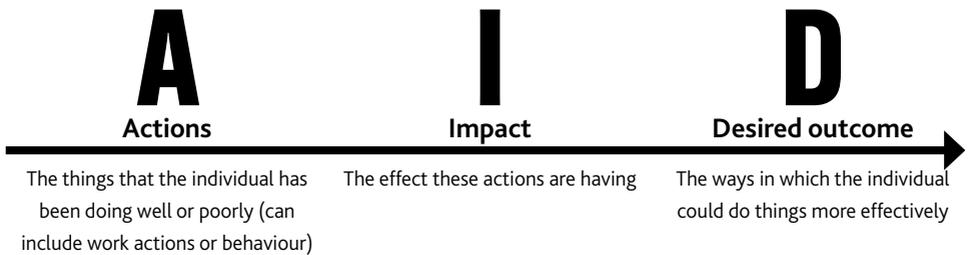
FEEDBACK

The arc of distortion can help articulate where there are differences between intent (what someone sets out to do) and impact (how others perceive the action). Feedback and open communication can help to close this gap.

Effective feedback gives individuals a choice of whether to change or not. By acting on effective feedback, an individual can narrow this gap – helping them to more successfully achieve their intentions.

Preparing to give feedback:

The **AID** model provides an effective structure for giving feedback to others.



The model can be used in two ways: directive or non-directive.

A directive piece of feedback might sound something like this:

A – “When we were in the meeting last week you said XXXX”

I – “that made me feel XXXX and XXXX”

D – “in the future I would prefer it if we could discuss it one-on-one before bringing it up at the meeting”

A non-directive approach could sound like this:

A – “How did the discussion go at the meeting? What happened?”

I – “What was the impact on others in the room?”

D – “What might you do differently next time to avoid that?”

When preparing to share feedback with someone it is useful to:

Focus first on observation:

Observation is what we see or hear in the behaviour of others. Interpretation includes our own assumptions about what we see. We should focus on facts (what, how, when and where) and not our own interpretation (why). Our interpretation may be right or wrong and if we share this information it must be recognised as what it is – inference not fact.

Be specific and use examples:

Messages are much clearer if we use examples. Without them it is hard for the receiver to focus on what they did and to think about how they may do something differently next time.

Focus on what can be changed by the individual:

It's very frustrating to be given feedback on, or reminded about, something over which you have no control. Feedback should serve the needs of the receiver, not the giver: it's an offer, not an imposition. Overloading the other person can reduce the effectiveness with which they use the feedback and important points may get lost among more trivial ones, so it is vital to prioritise the feedback we give.

Share ideas, info and alternatives, not solutions:

Considering a variety of alternatives is better than suggesting one solution. If we share ideas and information, the receiver is free to decide if the alternatives fit the problem. Your solution may work for you, but may not work for them.

Look forward; don't allocate blame for the past:

Giving feedback should be constructive and focus on ways of improving. Blaming others for what has happened may demotivate them and make them less likely to improve. After all, it is rare for all of the blame to lie with one person.

THREE STEPS FOR GIVING FEEDBACK

STEP 1: ASK, THEN HELP THE INDIVIDUAL THINK THROUGH FOR THEMSELF	Always ask permission to give feedback What went well? What didn't go as well as you'd hoped? What have you learned?
STEP 2: GIVE YOUR FEEDBACK	Be constructive rather than negative Focus on facts not beliefs, observation or judgment Be specific and use examples Focus on what can be changed Focus on value to receiver, not giver Share ideas, information and alternatives, not giving solutions Look forward, not allocating blame for the past
STEP 3: AGREE TOGETHER	Summarise the feedback What do they want to do next time? How will they do it? What kind of support do they need? From who? How will they build on their strengths?

TIPS FOR MENTORS IN PROVIDING FEEDBACK

WHAT TO DO	HOW TO DO IT	EXAMPLE
Align your feedback with the mentee's agenda.	Provide real-time feedback. Make it usable and realistic. Offer concrete and practical steps and options.	"I have a few ideas that might help..." "What works for me is..."
Provide feedback about behaviour that the mentee can do something about.	Stay with the mentee's behaviour rather than succumb to the temptation to evaluate it.	"Tell me about the impact of the behaviour..." "How might someone else see that behaviour?"
When you talk from your perspective, remember that your reality is not your mentee's reality.	When you talk about your own experience, set a context and be descriptive so that the mentee can see the parallels.	"In my experience, which was..., I found that... I know that is not your situation, but maybe there is something to learn here."
Check out your understanding of what is being said.	Listen actively. Clarify and summarise.	"If I understand what you are saying..." "Help me to understand what you mean by..."
Use a tone of respect.	Take care not to undermine the mentee's self-esteem.	"I liked the way you..." "I am curious..." "I wonder..." "Have you ever considered...?"
Be aware of your communication style and how that works with that of your mentee.	Share information about communication styles with your mentee, and discuss the implications for the feedback cycle.	"I find that I get defensive when..." "I react positively to..."
Avoid giving feedback when you lack adequate information.	Ask for time to get the information you need. Faking it doesn't work.	"To be honest with you, I need to think about that a little more."
Encourage the mentee to experience feedback as movement forward rather than interruption from the journey.	Continuously link progress and learning to the big picture and the journey.	"When we started out... and then... and now..."

Zachary, L. (2012) *The Mentor's Guide*

QUESTIONING

Powerful questions invite introspection, present additional solutions, and lead to greater creativity and insight. The more direct a question is, the more powerful it is. The objective is to make the impact as powerful as possible – it should make the mentoring partner stop and respond from the heart. So, you should expect a moment of silence and should allow time for a response. After a moment, there may be the temptation to fill the space – maybe even ask another powerful question, resist this temptation. Just listen and wait.

A good question should have the following characteristics:

- It should be simple.
- It should have a purpose.
- It should be influencing without being controlling.

Closed-ended questions can be answered with “Yes” or “No,” or they have a limited set of possible answers (such as: A, B, C, or All of the Above).

Open-ended questions are questions that allow someone to give a free-form answer and generally start with “what”, “where”, “when” or “how”.

Examples of optimal “What” questions:

- What is your greatest asset?
- What can you do to bring out the best in you?

Examples of optimal “When” questions:

- When is the best time to take this action?
- When are you most productive?

Examples of optimal “How” questions:

- How can you bring out the best in your team?
- How can you best utilise your strengths?

Simple ways to ask open questions:

- “Tell me more.”
- “Elaborate for me, please.”
- “Give me an example, please.”

Clarifying questions elicit more information:

- “Can you tell me more about....?”
- “In what way....?”
- “Why do you think?”
- “How do you feel about that?”
- “How do you know that....?”
- “What makes you say that....?”
- “What do you mean by....?”

Thinking questions get the mentee to think about their own questions:

- “How long have you been thinking about this?”

- “How might you think differently about this?”
- “What gaps may there be in your thinking?”
- “How clear are you about this issue?”
- “What are you noticing about your thinking?”
- “What impact is thinking about this issue having on you?”

Here are some powerful, yet simple, questions:

- “What makes it so scary?”
- “What do you want?”
- “How will you know?”
- “What is the truth?”
- “What do you need to say “no” to?”
- “Why not?”

Reframing:

Reframing is simply changing the meaning of an event or experience, in the way that placing a picture in a different picture frame somehow changes the look of it.

For example: “I made a mess of that presentation! I am useless at presenting!”

Reframing questions may look like:

- According to whom?
- What might be useful about this experience?
- How else could you describe your behaviour in this situation?
- How would you advise someone who had just given the presentation you did?
- What did you do well?

GROW COACHING MODEL

As seen in the definitions of mentoring and coaching the two are distinct yet overlap and there is room for coaching conversations to take place within the mentoring relationships.

Coaching is a non-directive conversation where the coach focuses on:

- Directing the process, not the content, in order to achieve the outcomes that have been agreed and leave the content, including emotions, to reside in the mentee. Thus, resisting giving the answers in a directive manner.
- Maintaining an attitude of exploration, jointly searching for understanding, clarity and potential answers.
- Expanding the mentee’s awareness of strengths, resources and challenges.
- Facilitating the generation of choices and making a conscious choice.

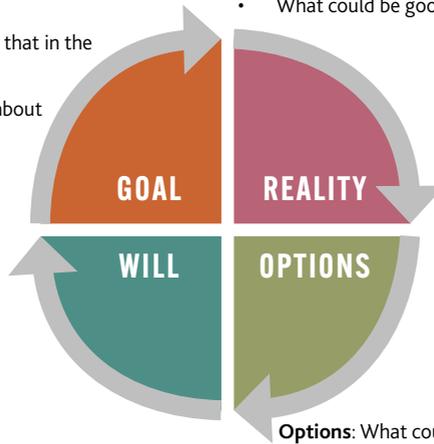
GROW COACHING EXAMPLE QUESTIONS

Goal: What do you need to achieve?

- What do you need to achieve? Tell me more about that?
- What would you like to have that is not happening now?
- What would be the result of that?
- How will that be of real value to you?
- What will be the benefits of achieving this goal?
- What will be the cost if you don't achieve this goal?
- When you achieve this goal, what will it look/feel like?
- Is that realistic? Can we do that in the time we have available?
- What is important to you about achieving this goal?
- How will you measure it?

Reality: What is happening now?

- What is happening at the moment?
- How do you know that this is accurate/true?
- What? Where? When? Who? And how often?
- What caused this?
- What happens to you and how do you feel?
- What is the perception of others involved?
- What have you done so far?
- What effect did that have?
- What do you already have in place that will increase the likelihood of you achieving this goal?
- What's missing?
- What do you have that you are not using?
- What is within your area of control?
- What could be good about this situation?



Sir John Whitmore's GROW Model.

Will: What will you do next?

- What are the next steps?
- Will this address the goal?
- What could stop you doing it and what will you do about it?
- Precisely when will you do what?
- What will be the cost if you don't take them?
- What will be the gain?
- How likely is this succeed?
- What support do you need and from whom?
- On a scale from 1 – 10, how committed are you to this goal? What prevents you from getting to a 10?

Options: What could you do?

- What could you do about the situation?
- What are your options?
- What else could you do?
- What have you seen others do in similar situations?
- What advice would you give to someone who is in a similar situation?
- What if you had ... (more time, less time, power, money, a magic wand)?
- What is the right thing to do?
- What is the most courageous step to take?
- What would a wise friend suggest?
- What if (this constraint) were removed?
- What are the downsides of each option?
- How would you prioritise each option?

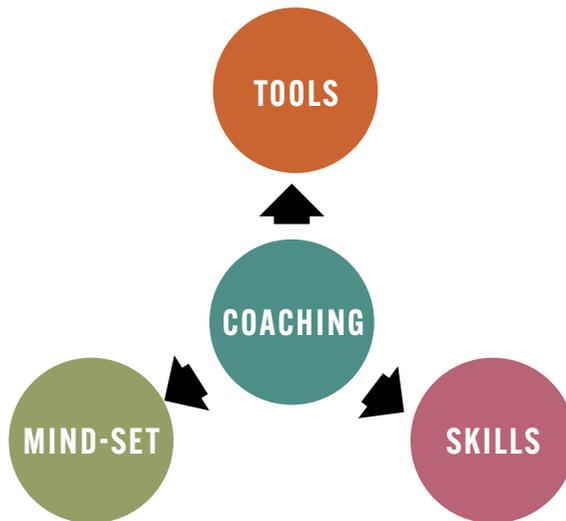
COACHING ON A PAGE

TOOLS – GROW

GOAL	What do you need to achieve?
REALITY	What is happening now?
OPTIONS	What could you do?
WILL	What will you do next?

SKILLS: THE LEARNABLE ABILITY TO DO SOMETHING WELL

• Develop trust	• Asking powerful questions
• Listen actively	• Giving feedback
• Clarifying	• Self-reflection
• Empathising	• Self-management
• Being succinct	



MIND-SET: THE ESTABLISHED SET OF ATTITUDES HELD BY SOMEONE

BE A CURIOUS LEARNER	Practicing a learner mindset – both by the coach and the individual being coached. This is about being open and curious to explore the situation rather than believing you have the answer.
BE RESPONSIBLE	Individuals are encouraged to take responsibility for their own development, including asking for coaching and feedback on an ongoing basis. Coaches act in service of the individual, focusing on what will provide the most value to them.
BE PRESENT	Engage fully in the moment by letting go of all physical or mental distractions and signalling to the other person that you are doing so.
BE COURAGEOUS	Choose courage over comfort. Choose what is right over what is fun, fast or easy.
BE AUTHENTIC	Being genuine, open and honest and create a safe space for each other to do so.
BE NON-JUDGMENTAL	We can talk about what we need without judgment. We hold the highest view of the intentions of each other's words and actions.

REFERENCES, WEBSITES AND FURTHER READING

Brené Brown

<https://brenebrown.com/>

Goleman, D. (2020) Emotional Intelligence: Why it can matter more than IQ. 25th Anniversary Ed. London : Bloomsbury Publishing PLC.

The GROW Model

<https://www.performanceconsultants.com/sir-john-whitmore>

The Mentoring Academy

<https://www.thementor.academy/>

Whitmore, J. (2020) Coaching for Performance: The Principles and Practice of Coaching and Leadership. The Fully Revised 25th Anniversary Ed. London: John Murray Press.

Zachary, L.J. (2012) The mentor's guide: facilitating effective learning relationships. 2nd ed. San Francisco : Jossey-Bass.

APPENDICES

APPENDIX A: MENTORING AGREEMENT

Both the mentor and mentee reflect on these prior to the first meeting and then discuss and complete during the first meeting. This form can be found in Word format in the [Document Store](#).

TOPIC	NOTES ON AGREEMENT
How long will the mentoring arrangement last?	
Which formats will we use? E.g.:	
<ul style="list-style-type: none">• Phone calls• Video calls• Emails• Direct messages• In-person conversations	
What will the frequency and duration of meetings be? E.g.:	
<ul style="list-style-type: none">• Meeting intervals• Duration• What if a meeting needs to be cancelled or postponed?	
Where will we meet? Consider a place that is mutually suitable and private.	
How will we prepare for each meeting?	
<ul style="list-style-type: none">• Will we have an agenda or not• How will the agenda for each meeting be set?	
How will we communicate informally? E.g.:	
<ul style="list-style-type: none">• How do you communicate between meetings?• Are you OK to receive messages?• In which format?	
Consider if you feel comfortable discussing:	
<ul style="list-style-type: none">• Social life• Academic life• Career/professional life	
When will we review how the mentoring arrangement is going?	
How will we give each other feedback?	
What are the procedures if either of us wants to exit the relationship? E.g. "No explanation, no blame" exit. How do we end on a positive note?	
Mutual expectations:	
<ul style="list-style-type: none">• What would each of us like to get out of the relationship?	

APPENDIX B: MENTORING PLAN

The mentoring plan should be completed in draft form by the mentee prior to the first meeting and completed in discussion with the mentor during the first meeting. This form can be found in Word Format in the [Document Store](#).

NAME:

MENTOR:

DEVELOPMENT GOALS:

A goal is a short statement of a desired outcome to be accomplished over a longer time frame. It is a broad statement that focuses on the desired results and does not describe the methods used to get the intended outcome. For example, enhance research portfolio or develop leadership capability.

OBJECTIVES:

Specific, actionable targets that need to be achieved within a shorter time frame, such as a year or less, to reach a certain goal. For example, understand the requirements for excellent research in the field of STEM Education or, develop my decision-making skills as a leader.

ACTIONS:

Tasks or activities towards achieving objectives.

E.g. Set up time to meet with the Research and Enterprise team or, research 5 decision making methodologies (These may evolve over the duration of the mentoring partnership as more avenues are explored)

SMART INDICATORS:

S – Specific
M – Measurable
A – Achievable
R – Realistic & Relevant
T – Time bound



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