
Crash Course in Coaching and Mentoring

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DYFODOL
FUTURE
2025

 **ASPE**
Association for the Study of Primary Education



Session Objectives

- Understand the core principles of coaching and mentoring.
- Learn how to build and maintain trusting relationships.
- Develop active listening and constructive feedback skills.
- Explore techniques for tailoring mentorship to individual needs.
- Gain practical tools and approaches for overcoming mentoring challenges.
- Incorporate psychological insights to enhance mentoring effectiveness.



Part 1

Understanding Coaching and Mentoring



Defining Coaching and Mentoring

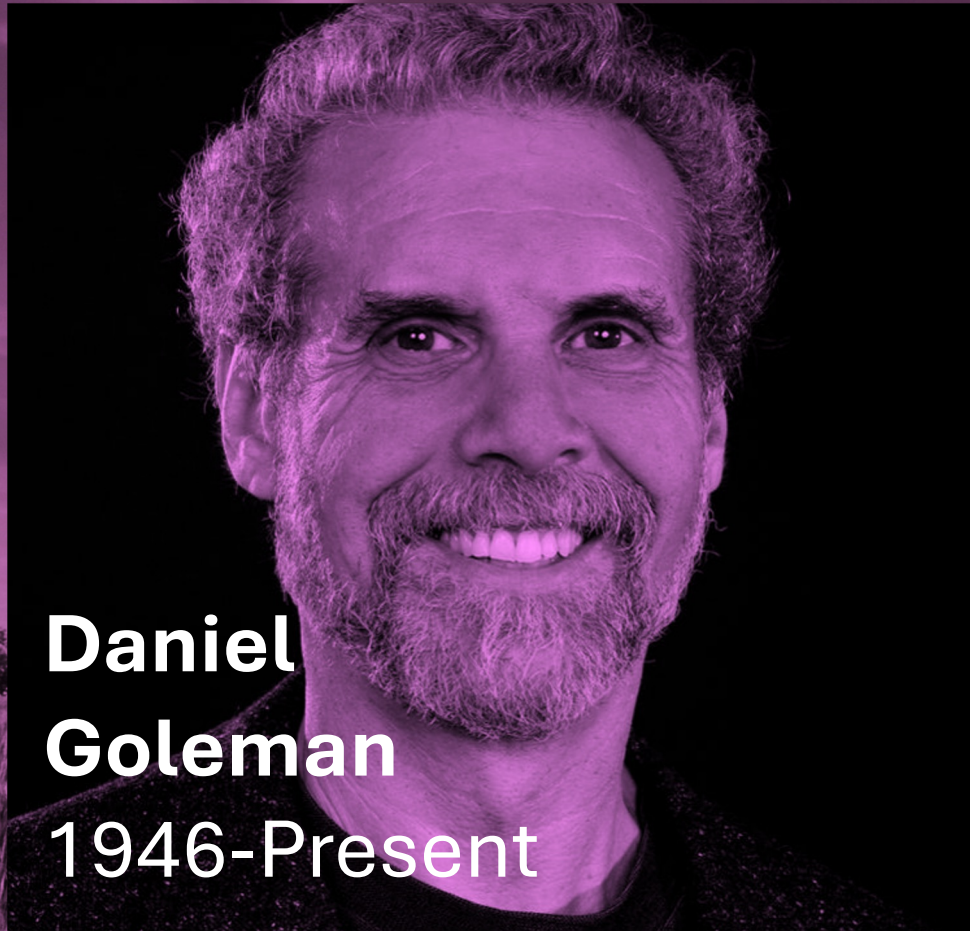
Coaching often involves setting clear, measurable goals and working with individuals to achieve those targets through structured sessions. It requires the coach to adopt a directive approach, providing guidance, feedback, and strategies aimed at improving the coachee's performance in specific areas.

Coaching

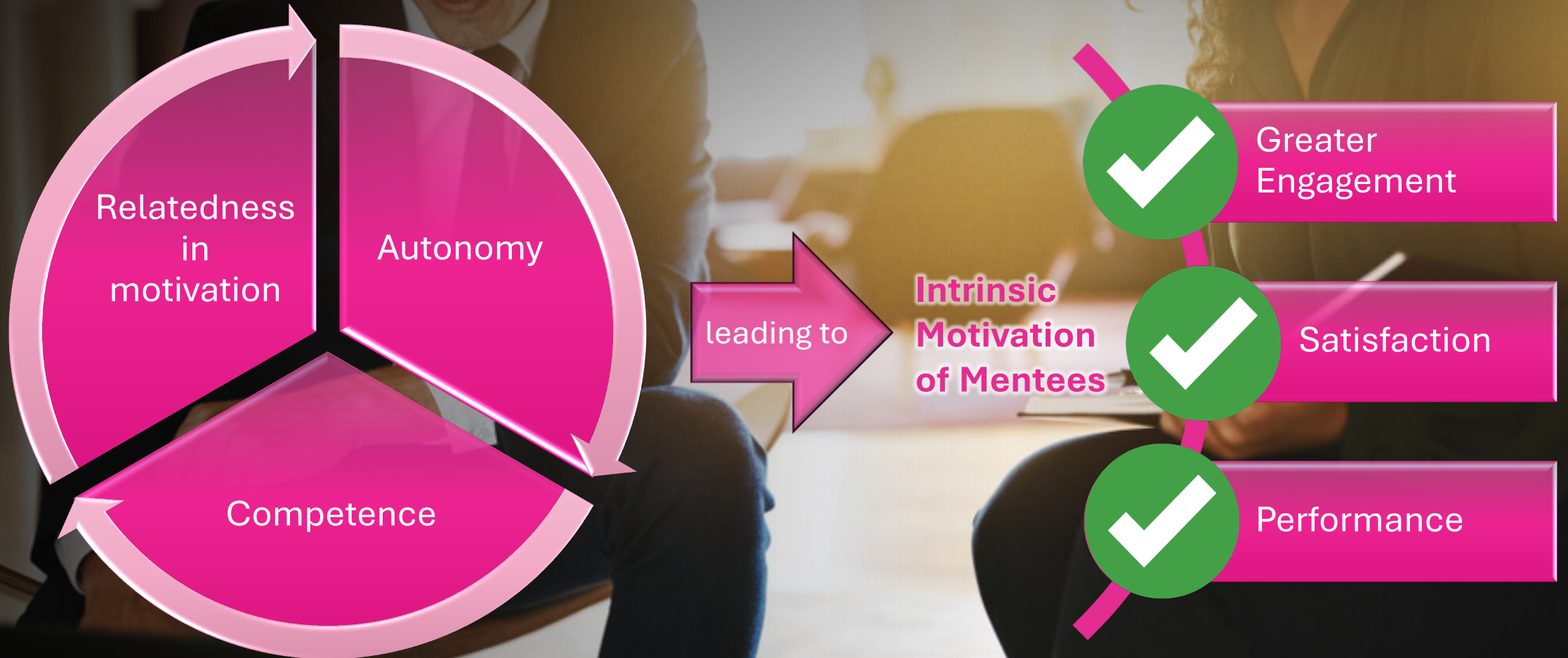
Mentoring

Mentoring requires a holistic approach. It involves building a supportive relationship. The mentor offers wisdom, advice, and encouragement. Mentors help mentees navigate broader career and personal development such as career advancement, work-life balance, and professional identity.

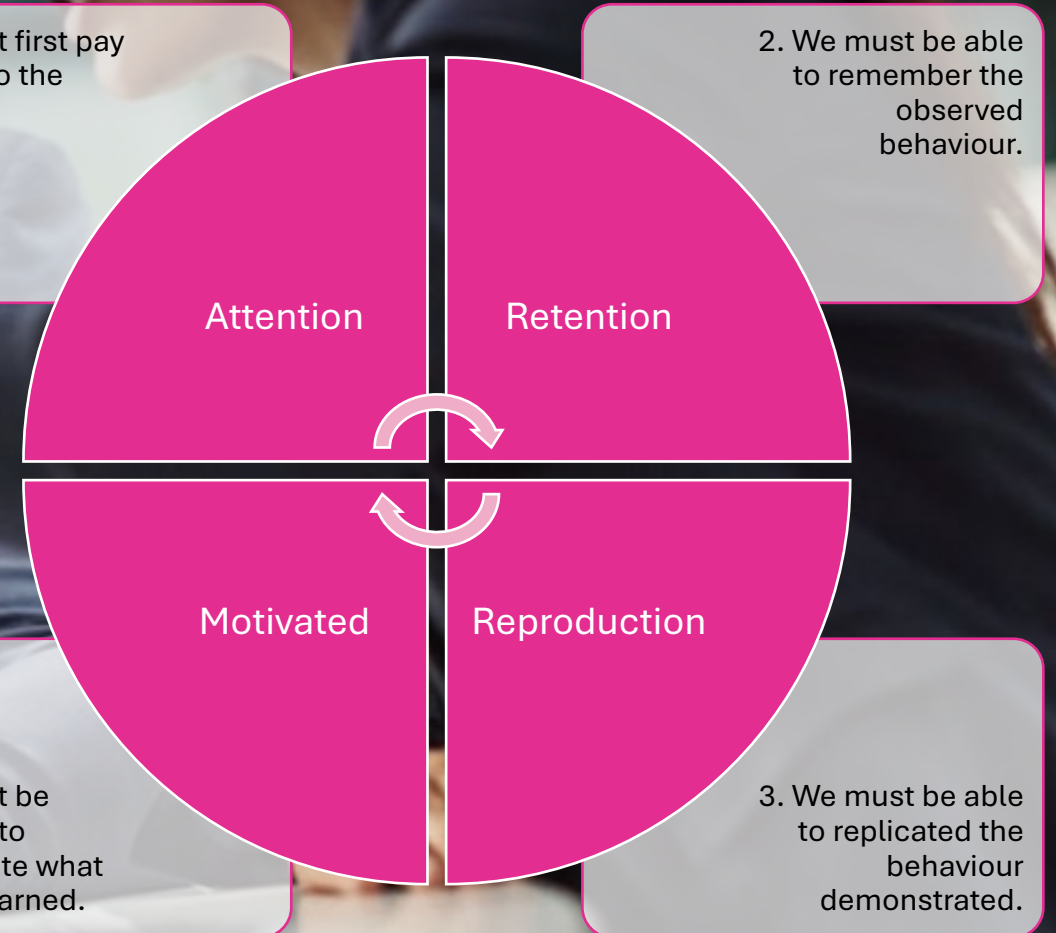
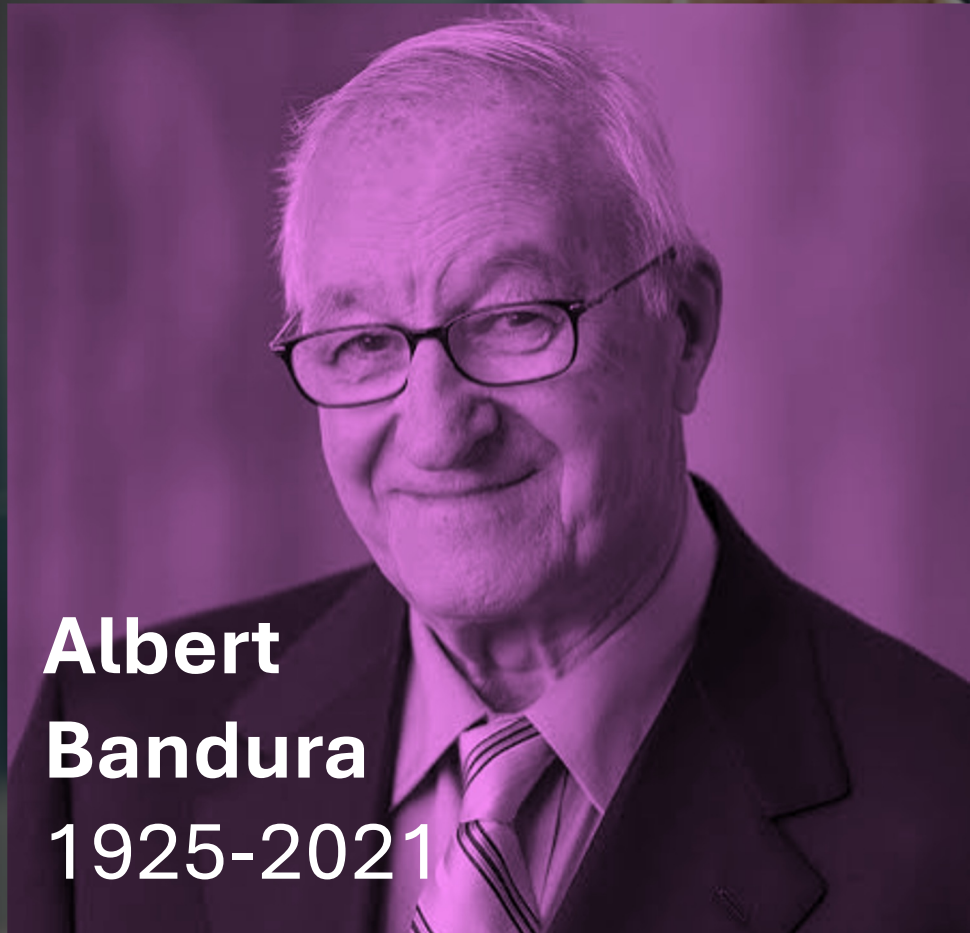
Emotional Intelligence (EI)



Self-Determination Theory (SDT)



Social Learning Theory (SLT)



Activity 1

To get us started, let's engage in a quick activity. Reflect on:

- What experiences have you had with coaching or mentoring?
- How did these experiences impact you?



Activity 1 Debrief

1. What common themes did you notice?
2. How did these experiences shape your understanding of coaching and mentoring?
3. What new insights did you gain?



Part 2

Building Trusting Relationships



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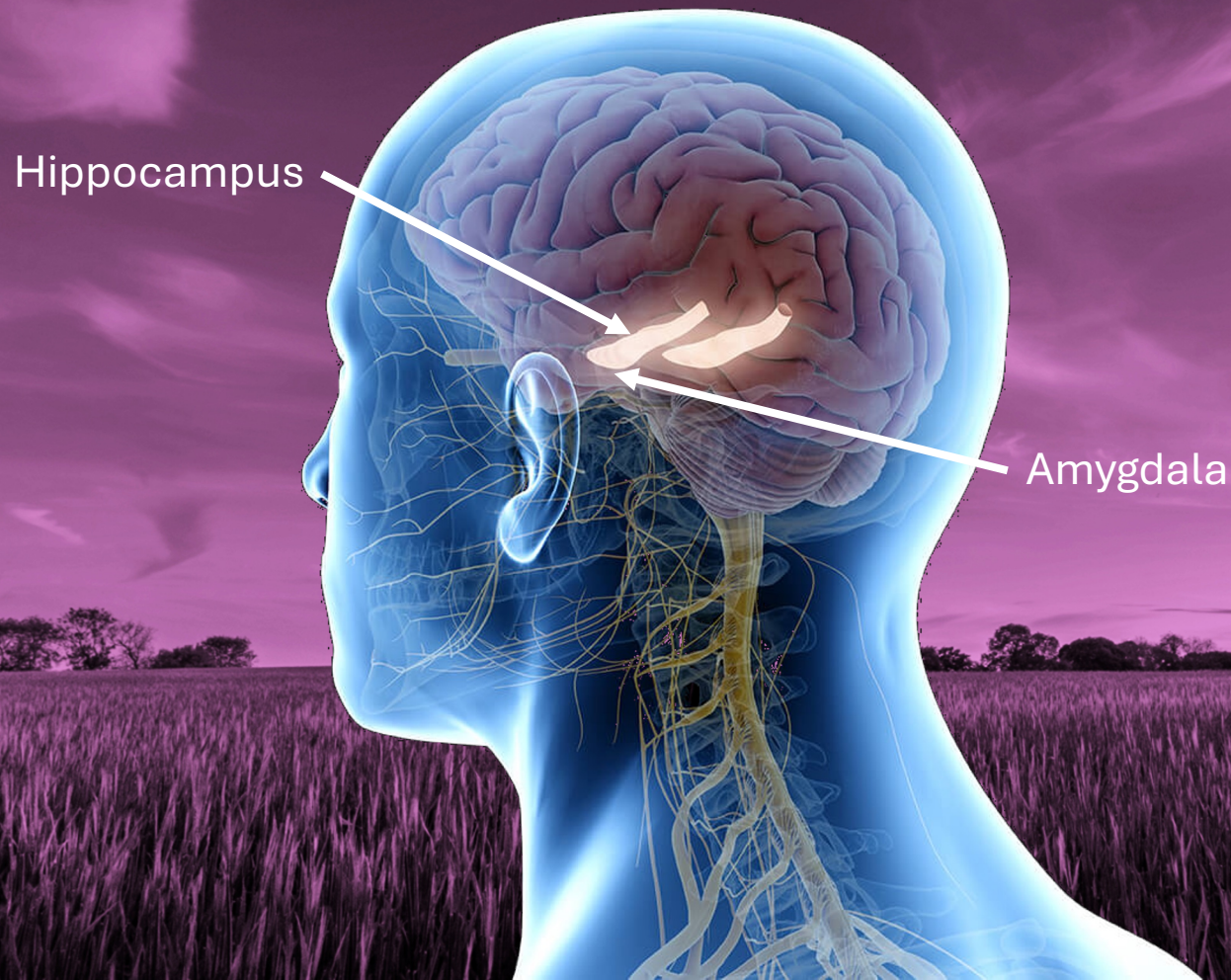
Building Trust in Mentoring Relationships



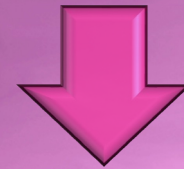
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The Limbic System



**Emotional Responses
and Memory Formation**



TRUST



**Open Communication
and Reduces Anxiety**

The Basis of Trust



Communication Style

Inclusive Language,
Collaborative
Approaches,
Partnership, Shared
Goals

VS.

Authority, Control

Self-Disclosure



Activity 2

Think of an example of a time when you felt a high level of trust in a professional relationship. Reflect on:

- What actions or behaviours contributed to that trust?
- How did it affect your work or learning experience?



Activity 2 Debrief

1. What patterns emerged in the examples?
2. What specific actions can you take to build trust in your mentoring relationships?
3. How does understanding the psychological basis of trust help in your role as a mentor?



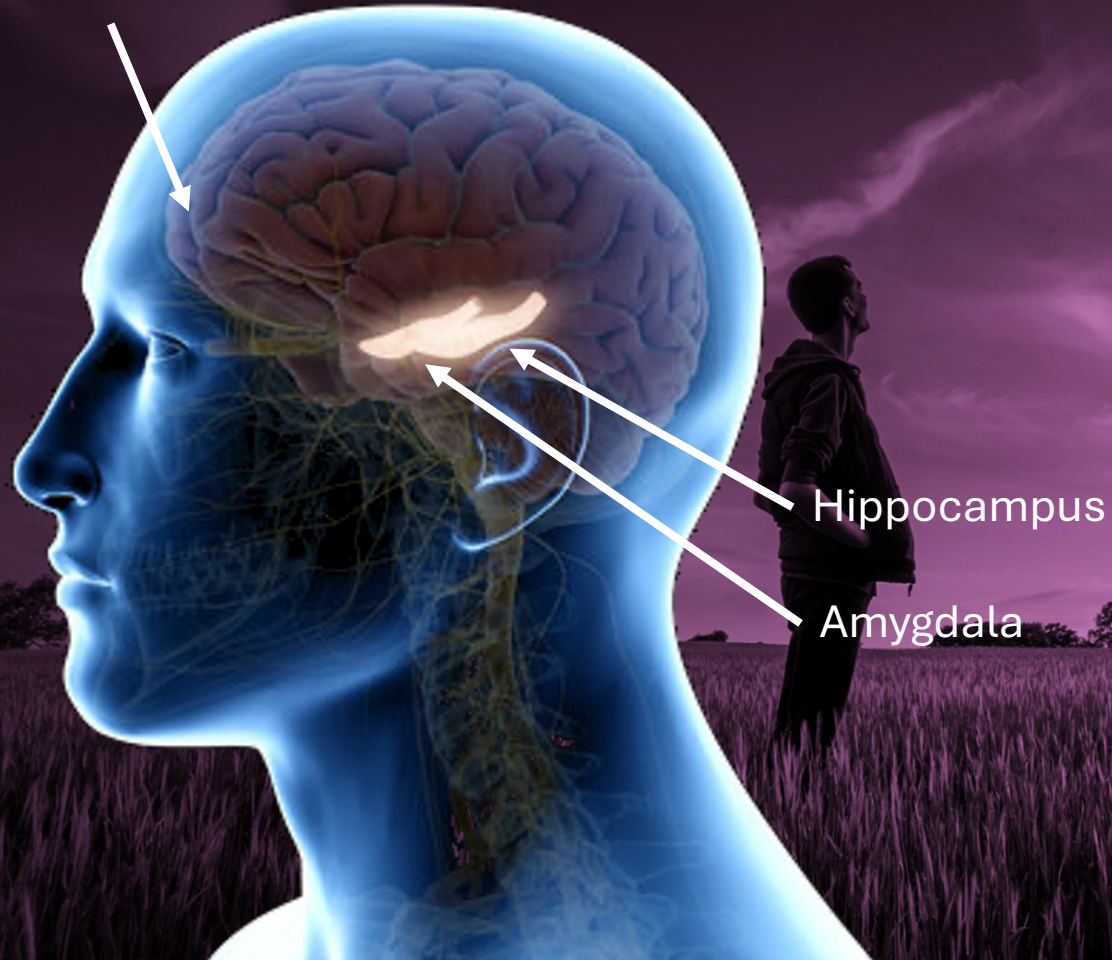
Part 3

Active Listening Skills



The Role of the Prefrontal Cortex

Prefrontal
Cortex



- Active Listening
- Decision-Making
- Social Interactions

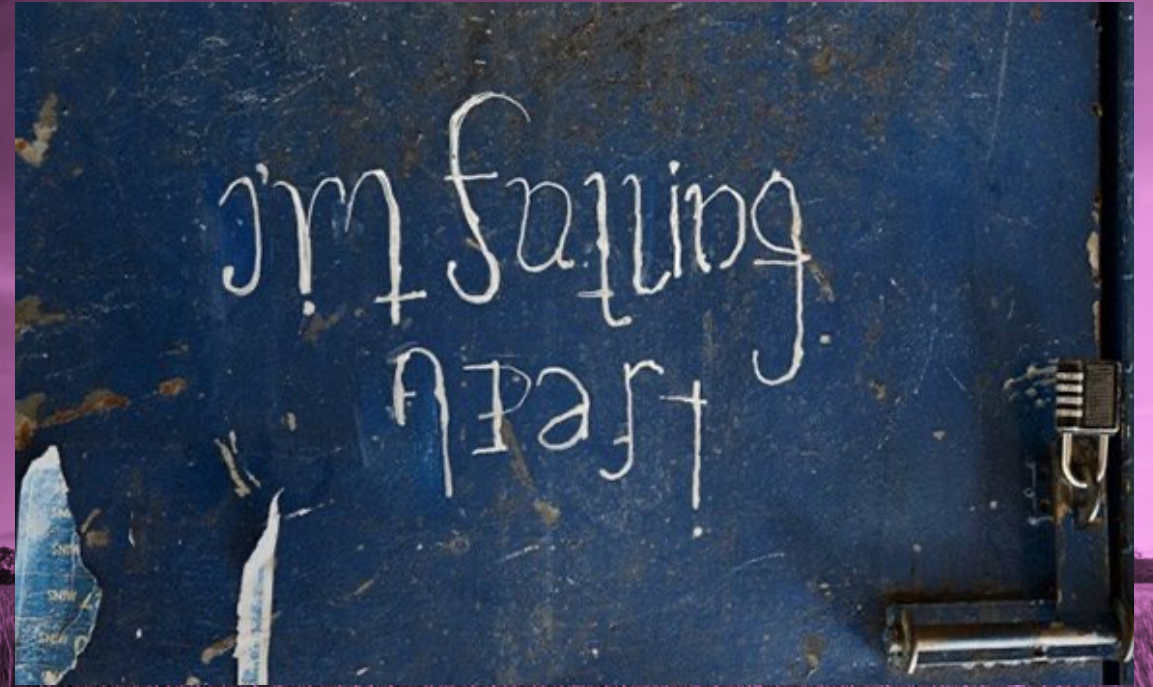
Hearing and Listening



Japanese Symbol for Listening



The Emotion Behind the Façade



Four Aspects of Emotional Intelligence



Perceiving
Emotions

Using
Emotions to
Facilitate
Thought

Understanding
Emotions

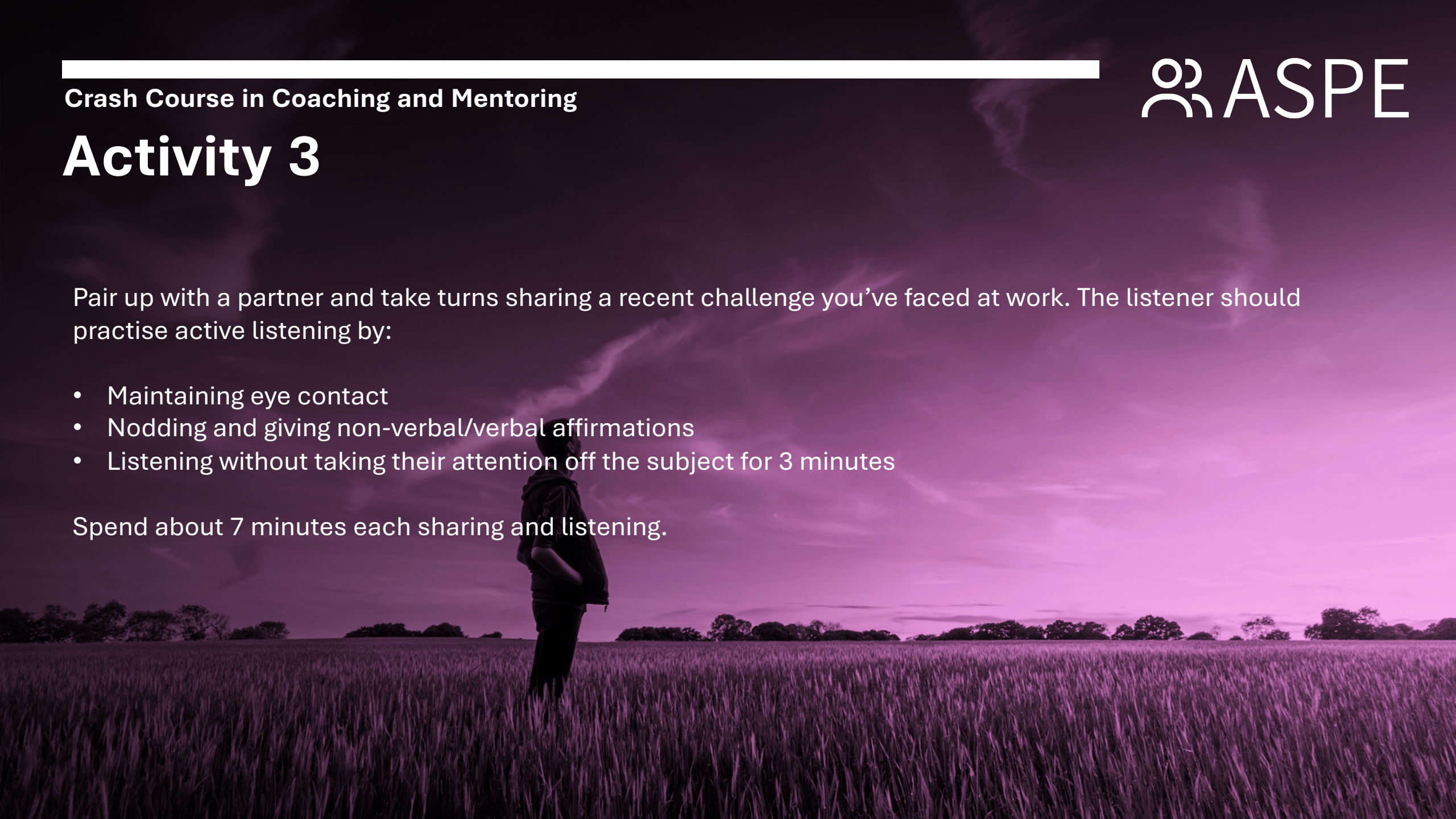
Managing
Emotions

Activity 3

Pair up with a partner and take turns sharing a recent challenge you've faced at work. The listener should practise active listening by:

- Maintaining eye contact
- Nodding and giving non-verbal/verbal affirmations
- Listening without taking their attention off the subject for 3 minutes

Spend about 7 minutes each sharing and listening.



Activity 3 Debrief

1. How does it feel to be actively listened to?
2. What strategies did you find most effective as the listener?
3. How might you incorporate active listening in your daily interactions?



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The Promise that Changes Everything

The
Promise
That
Changes
Everything
*I Won't
Interrupt You*

NANCY
KLINE

"This important book will fundamentally change the way you interact with people"
Mikael Krogerus and Roman Tschäppeler, authors of *The Communication Book*

"The quality of your
attention determines the
quality of other people's
thinking."



Part 4

Providing Constructive Feedback



SBI Model – Situation, Behaviour, Impact



Situation

Clearly describe the specific occasion where the behaviour occurred.



Behaviour

Specify the actual behaviour you observed. Focus on actions rather than perceived intentions.



Impact

Explain the effects of the behaviour.
This links the behaviour to its consequences.

SBI Praise

"You did a great job"



Situation

"In yesterday's meeting..."



Behaviour

"...you clearly articulated the project's progress and answered all the questions comprehensively."



Impact

"This helped the team feel more confident about the project's direction."

SBI Constructive Criticism

"Your presentation could have done with more prep"



Situation

"During the team presentation last week..."



Behaviour

"...you seemed a bit unprepared and skipped over some key points."



Impact

"This led to some confusion and unanswered questions from the team,"

Growth Mindset



**Carol
Dweck**
1946-Present

A growth mindset fosters the belief that abilities and intelligence can be developed through effort and learning.

The Concept of Self-Efficacy



Personality Differences



OPENNESS

prefers routine, practical vs. imaginative, spontaneous

CONSCIENTIOUS

impulsive, disorganized v. disciplines, careful

EXTRAVERSION

reserved, thoughtful vs. socialable, fun-loving

AGREEABLE

suspicious, uncooperative vs. trusting, helpful

NEUROTICISM

calm, confident vs. anxious, pessimistic

Activity 4

In pairs, if possible, role-play a feedback scenario. One person will be the mentor, and the other will be the mentee. The mentor should provide constructive feedback on a hypothetical situation, focusing on specific behaviours and offering suggestions for improvement. I will provide you with some scenarios to work with.

After the role-play, switch roles and repeat the exercise with a different scenario. Take about ten minutes for this activity. We'll then come together to discuss your experiences.



Activity 4, Scenario 1

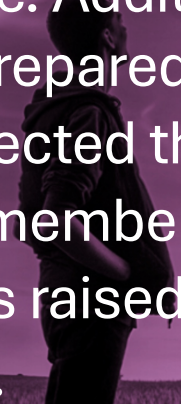
Positive Feedback on Team Collaboration

During a crucial project meeting on Monday, Sarah noticed that the team was struggling to meet the impending deadline. Without hesitation, she volunteered to take on additional tasks, coordinating effectively with her team members. She ensured clear communication, consistently providing updates on her progress. Demonstrating strong organisational skills, Sarah created a timeline and delegated tasks efficiently among the team. Her proactive approach and teamwork significantly contributed to the project's success, allowing the team to deliver ahead of schedule. The headteacher was highly impressed with the professionalism and reliability demonstrated, which not only enhanced the project's outcome but also boosted team morale.

Activity 4, Scenario 2

Negative Feedback on Missed Deadlines

John had been missing critical deadlines for submitting his reports over the past month. Despite reminders and discussions about the importance of timely submissions, the reports consistently arrived late. Additionally, John did not communicate delays in advance, leaving the team unprepared. These repeated delays caused setbacks in the overall project timeline and affected the team's ability to move forward with their tasks. Frustration grew among team members, who had to adjust their schedules and workloads to compensate. This raised concerns about John's reliability and accountability within the team.

A silhouette of a person standing in a field of tall grass, looking towards the horizon under a dramatic, cloudy sky.

Activity 4, Scenario 3

Positive Feedback on Innovation

Last week, during a brainstorming session for the new school marketing campaign, Emily proposed a novel idea for social media engagement. She presented a well-researched concept, detailing strategies and potential outcomes, and provided examples of similar successful campaigns. Emily outlined a step-by-step plan for implementation. Her innovative idea was not only well-received but also adopted as the central theme of the campaign. The team believed this approach would enhance the brand's visibility and engagement with the audience. Emily's contribution demonstrated creative thinking and initiative, setting a high standard for future projects.

Activity 4, Scenario 4

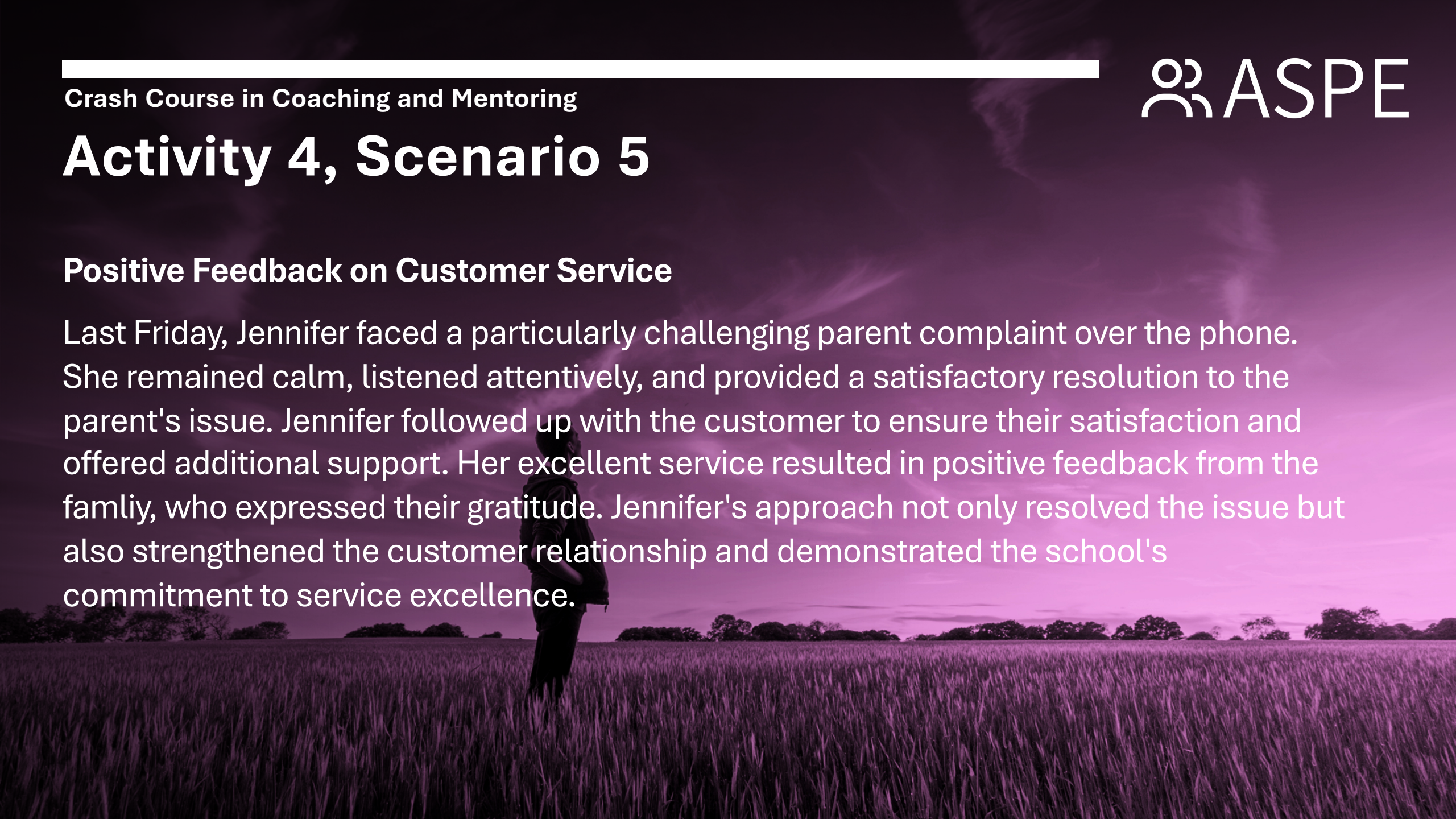
Negative Feedback on Communication

During a recent team presentation on Wednesday, Michael's communication skills were put to the test. His slides were cluttered, and his explanations were often too technical for the team to follow. Michael also failed to engage with the audience or adequately address their questions. This led to confusion and numerous follow-up questions, ultimately affecting the team's confidence in the proposed solutions. Several additional meetings were required to clarify the points and reassure the client, which could have been avoided with clearer communication. Improving these skills will help Michael deliver more effective and engaging presentations in the future.

Activity 4, Scenario 5

Positive Feedback on Customer Service

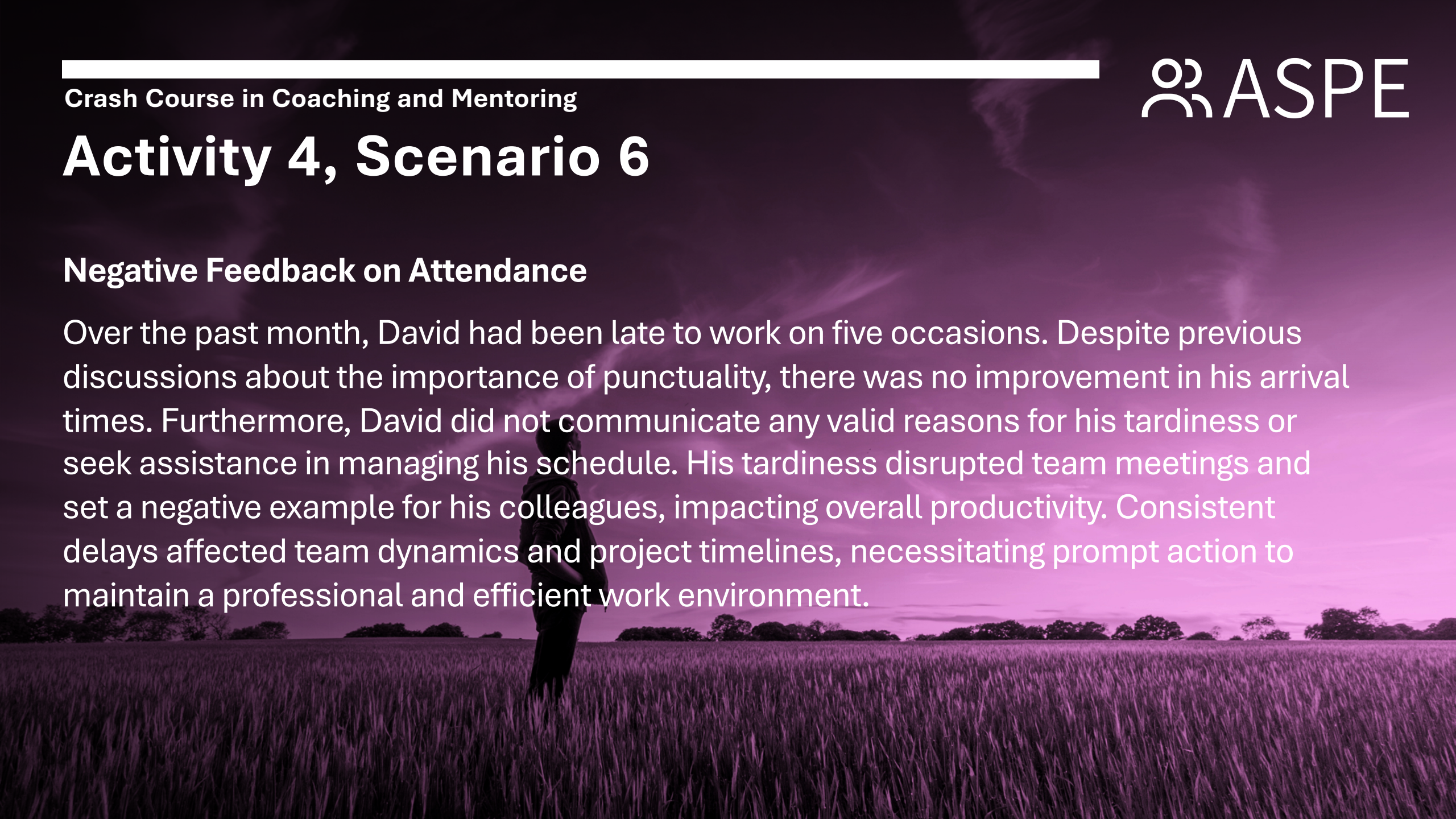
Last Friday, Jennifer faced a particularly challenging parent complaint over the phone. She remained calm, listened attentively, and provided a satisfactory resolution to the parent's issue. Jennifer followed up with the customer to ensure their satisfaction and offered additional support. Her excellent service resulted in positive feedback from the family, who expressed their gratitude. Jennifer's approach not only resolved the issue but also strengthened the customer relationship and demonstrated the school's commitment to service excellence.



Activity 4, Scenario 6

Negative Feedback on Attendance

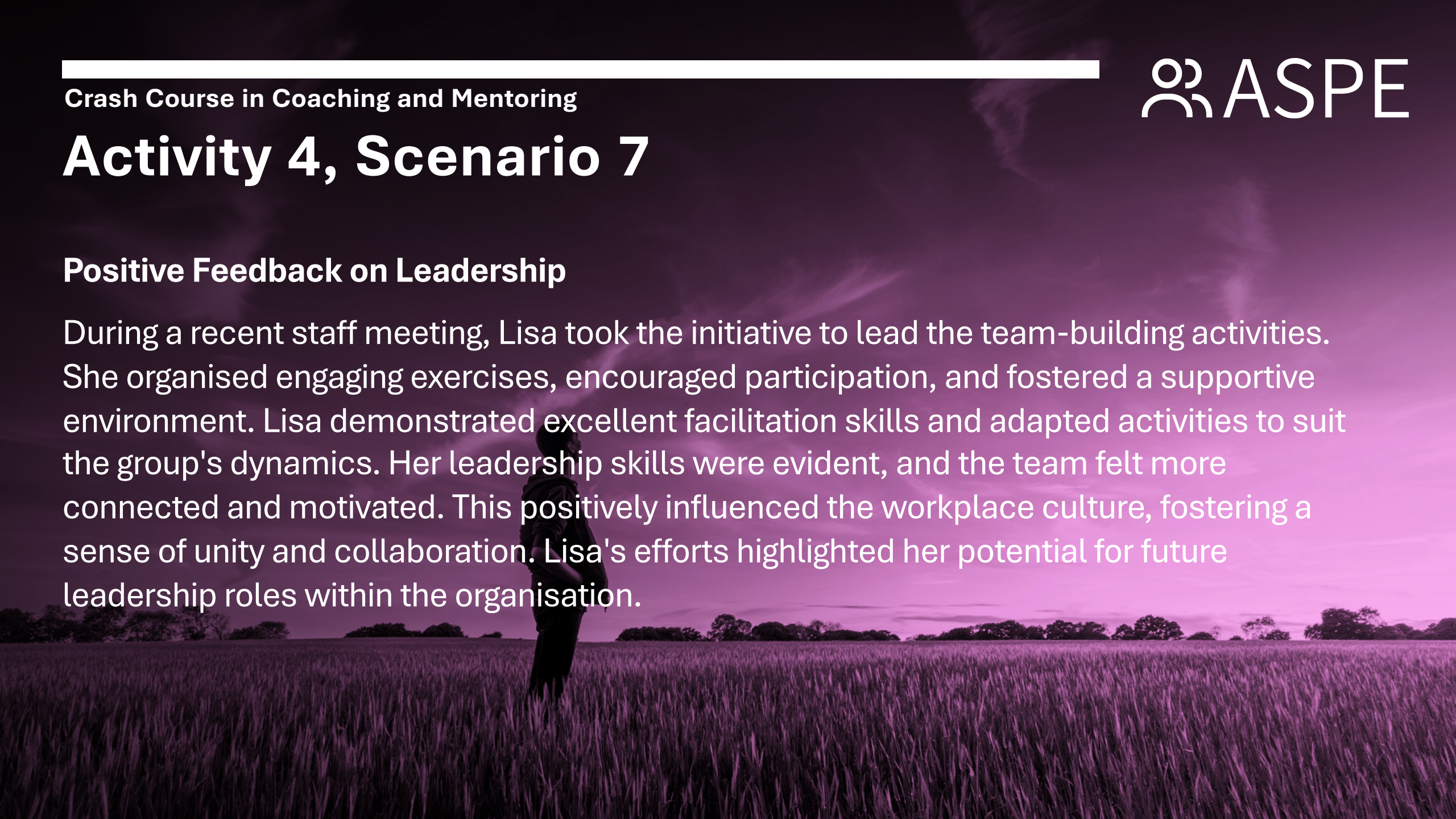
Over the past month, David had been late to work on five occasions. Despite previous discussions about the importance of punctuality, there was no improvement in his arrival times. Furthermore, David did not communicate any valid reasons for his tardiness or seek assistance in managing his schedule. His tardiness disrupted team meetings and set a negative example for his colleagues, impacting overall productivity. Consistent delays affected team dynamics and project timelines, necessitating prompt action to maintain a professional and efficient work environment.



Activity 4, Scenario 7

Positive Feedback on Leadership

During a recent staff meeting, Lisa took the initiative to lead the team-building activities. She organised engaging exercises, encouraged participation, and fostered a supportive environment. Lisa demonstrated excellent facilitation skills and adapted activities to suit the group's dynamics. Her leadership skills were evident, and the team felt more connected and motivated. This positively influenced the workplace culture, fostering a sense of unity and collaboration. Lisa's efforts highlighted her potential for future leadership roles within the organisation.



Activity 4, Scenario 8

Negative Feedback on Presentation Skills

Last Thursday, Robert presented the quarterly report to the senior leadership team. His presentation lacked structure, and he frequently read directly from the slides without making eye contact. Additionally, the data presented was not adequately summarised, making it difficult for the audience to grasp key points. This resulted in a disengaged audience and a lack of clarity regarding the project's performance. Numerous follow-up meetings were required to address unanswered questions, which could have been avoided with a more organised and engaging presentation. Enhancing Robert's presentation skills will ensure clearer communication and a more impactful delivery in future reports.

Activity 4 Debrief

1. How did the mentee perceive the feedback?
2. What techniques helped deliver the feedback effectively?
3. How can understanding the psychological impact of feedback improve your mentoring approach?

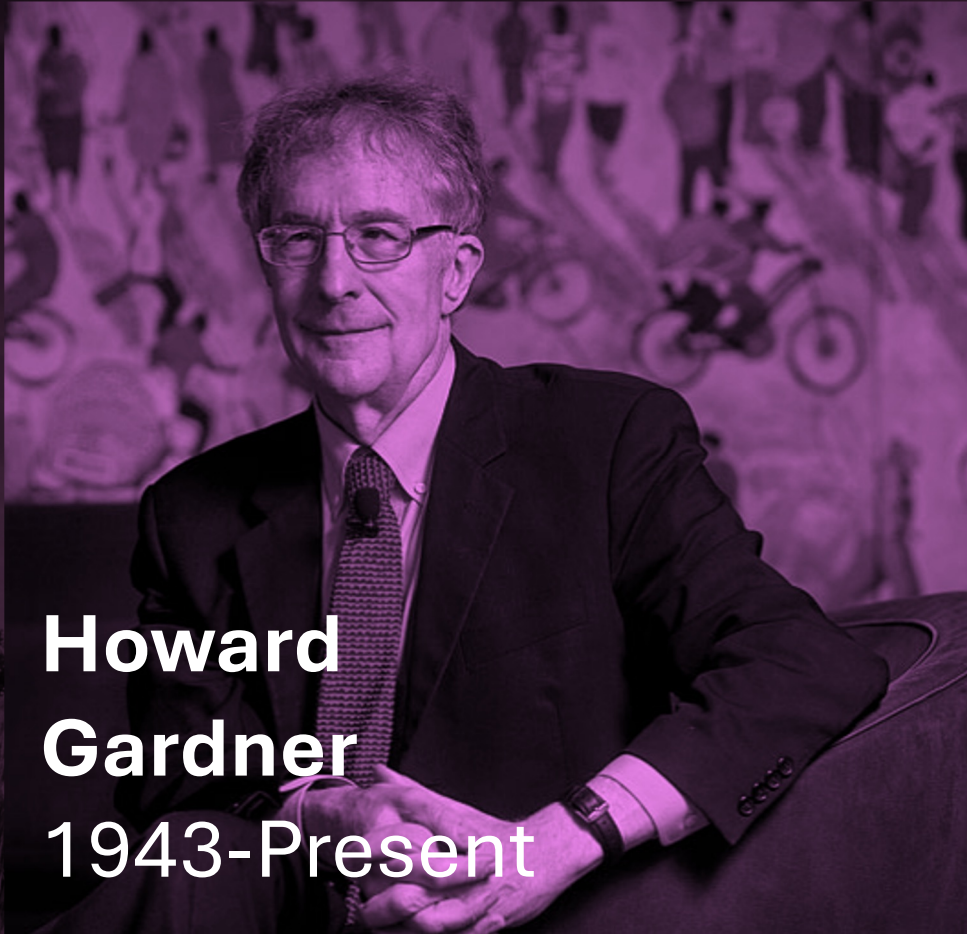


Part 5

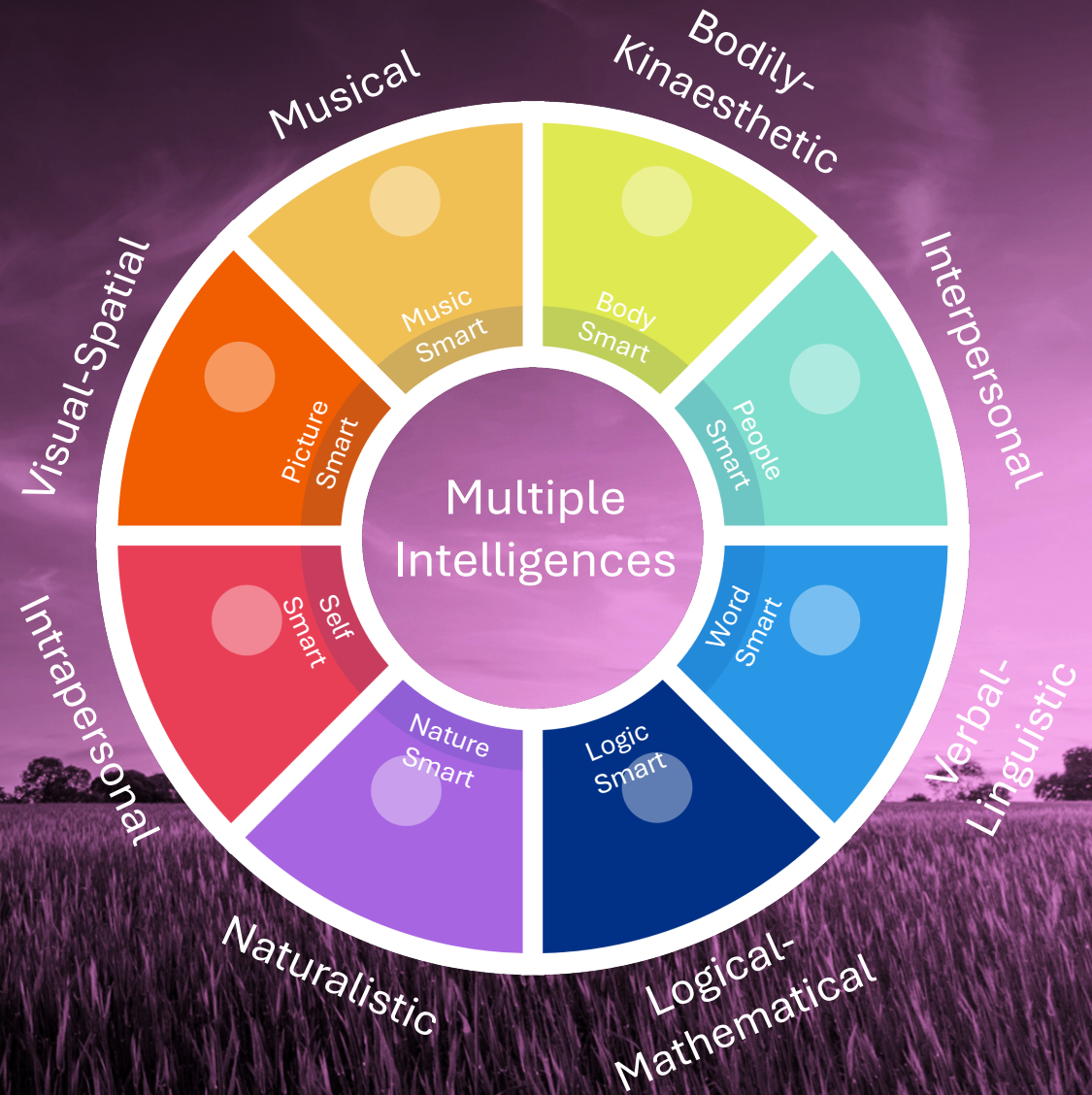
Tailoring Mentorship to Individual Needs



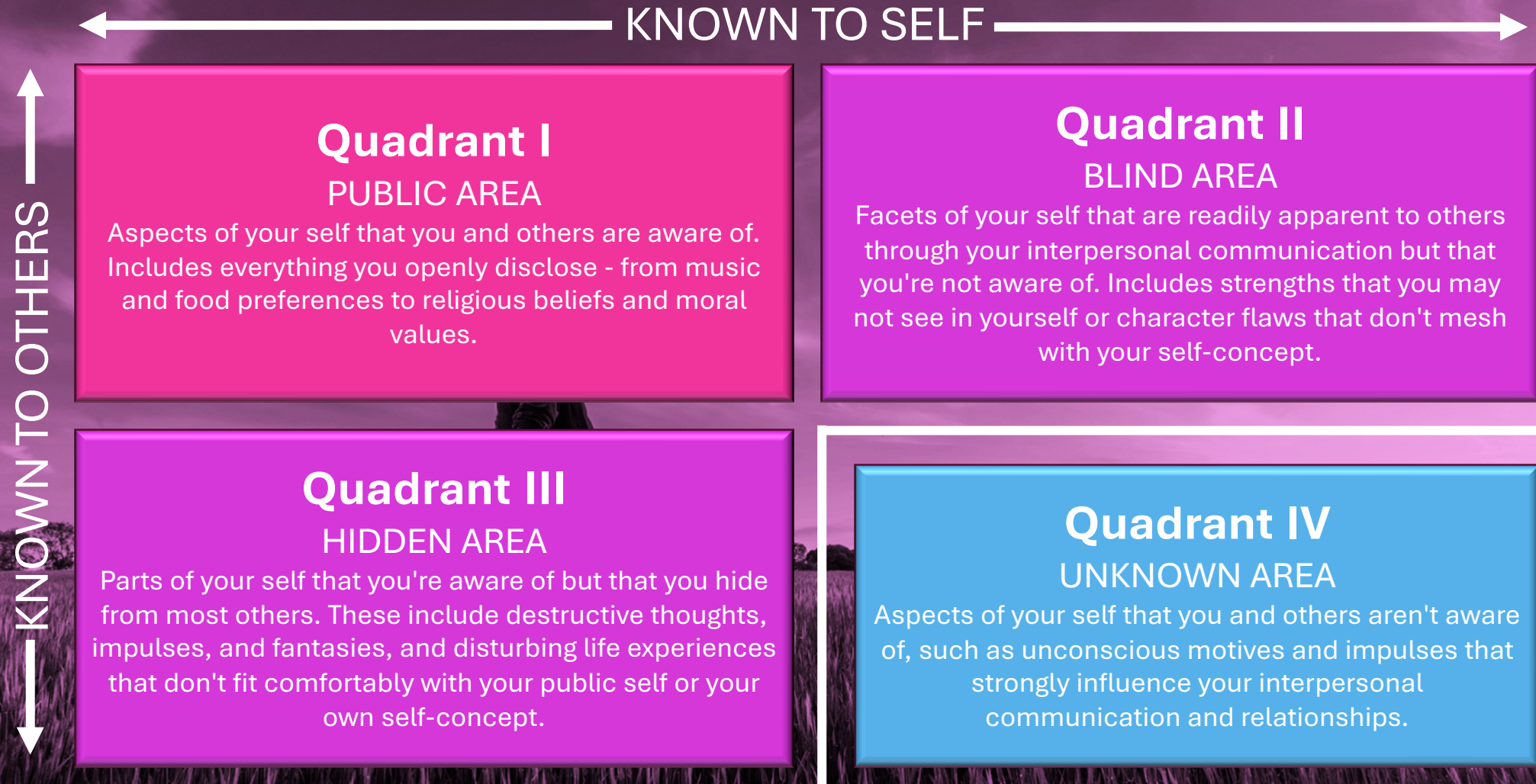
Multiple Intelligences



**Howard
Gardner**
1943-Present



The Johari Window



Situational Leadership Model

Directive

High

■ B

■ A

■ C

■ D

Low

High

Supportive

(A) Directing: High directive, low supportive. Suitable for mentees who are new or less competent.

(B) Coaching: High directive, high supportive. Suitable for mentees who have some competence but lack commitment.

(C) Supporting: Low directive, high supportive. Suitable for mentees who have competence but need encouragement.

(D) Delegating: Low directive, low supportive. Suitable for mentees who are highly competent and committed.

Activity 5

Create a personalised mentorship plan for a hypothetical mentee using one of the scenarios from Activity 4. Consider their individual needs, goals, and circumstances. Think about:

- How did you determine the mentee's needs?
- What strategies did you include to support their development?

Take about fifteen minutes for this exercise.



Activity 5 Debrief

1. What challenges did you face in creating the personalised plan?
2. How can psychological principles guide you in tailoring your mentorship?



Part 6

Overcoming Mentoring Challenges



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Stress Responses

Stress responses are mediated by the hypothalamic-pituitary-adrenal (HPA) axis, which regulates the release of cortisol, the body's primary stress hormone. Chronic stress can lead to burnout, characterised by emotional exhaustion, depersonalisation, and reduced personal accomplishment



Thomas-Kilmann Conflict Mode Instrument (TKI)



This style is assertive and uncooperative, a power-oriented mode often used when quick, decisive action is needed. It can be effective in situations where one knows they are right about an issue that impacts team welfare.

Thomas-Kilmann Conflict Mode Instrument (TKI)



Both assertive and cooperative, this style involves working with others to find a solution that fully satisfies everyone's concerns. It is valuable in situations where the goal is to merge insights from different perspectives, such as integrating diverse viewpoints in a mentoring plan.

Thomas-Kilmann Conflict Mode Instrument (TKI)



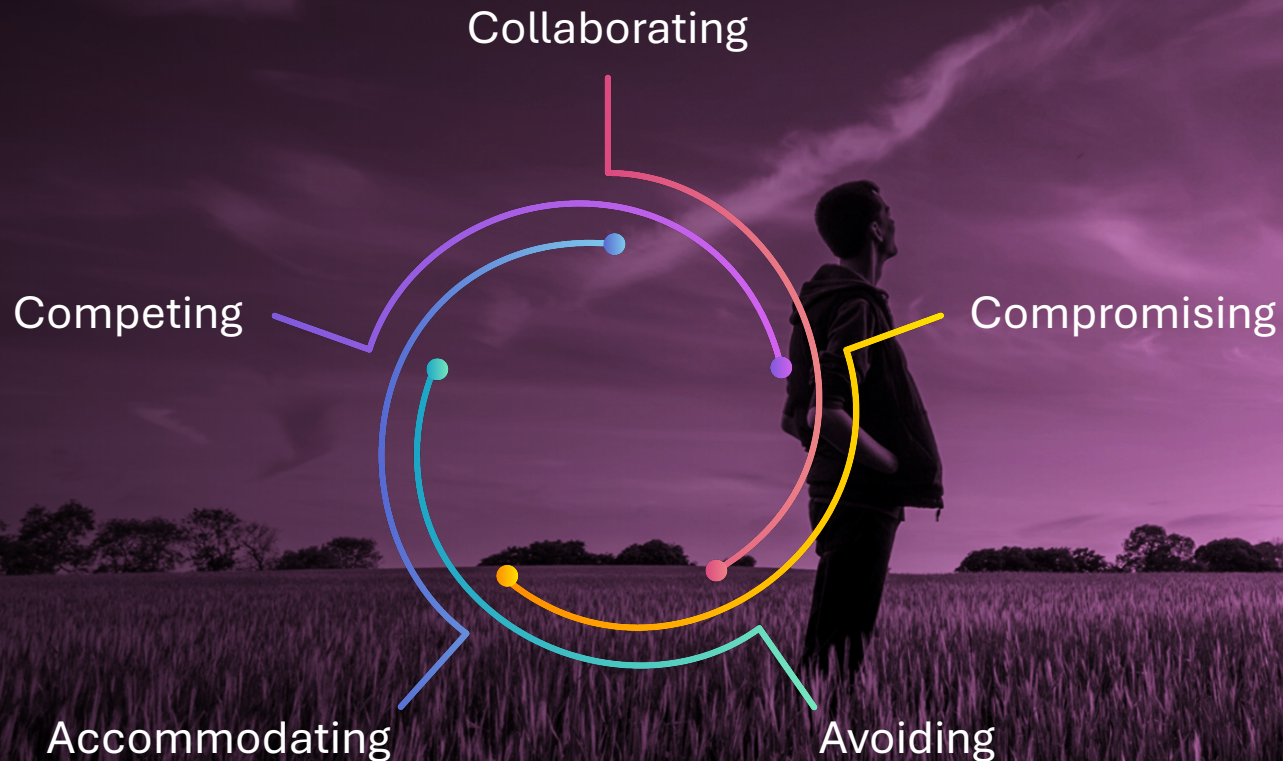
This style is intermediate in both assertiveness and cooperativeness. The goal is to find a mutually acceptable solution that partially satisfies both parties. It can be useful in mentoring when time is limited, and reaching a temporary settlement on a complex issue is necessary.

Thomas-Kilmann Conflict Mode Instrument (TKI)



Both unassertive and uncooperative, this style involves sidestepping the conflict, withdrawing, or postponing the issue. This can be helpful in situations where the conflict is trivial or when one needs more time to prepare or gather information.

Thomas-Kilmann Conflict Mode Instrument (TKI)



This style is unassertive and cooperative – essentially the opposite of competing. It might involve selflessly putting the other's needs and concerns above one's own, which can be effective in maintaining harmony or showing reasonableness.

Activity 6

Brainstorm common challenges faced in mentoring. Choose one challenge and develop a strategy to address it, incorporating psychological insights and practical tools.



Activity 6 Debrief

1. What were the most common challenges identified?
2. How did psychological insights help in developing your strategy?
3. How can you apply these strategies to real-life mentoring situations?



Part 7

Incorporating Psychological Insights

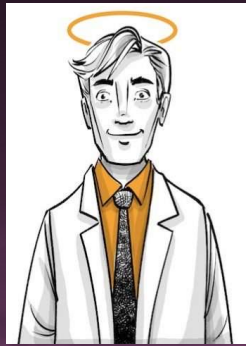


Confirmation Bias

The tendency to seek out and prefer information that supports our pre-existing beliefs or understandings.



The Halo Effect Bias



The Halo Effect Bias

Occurs when positive qualities of an individual overshadow their other attributes, leading to an overly favourable perception.

The Halo Effect Bias



The Halo Effect Bias

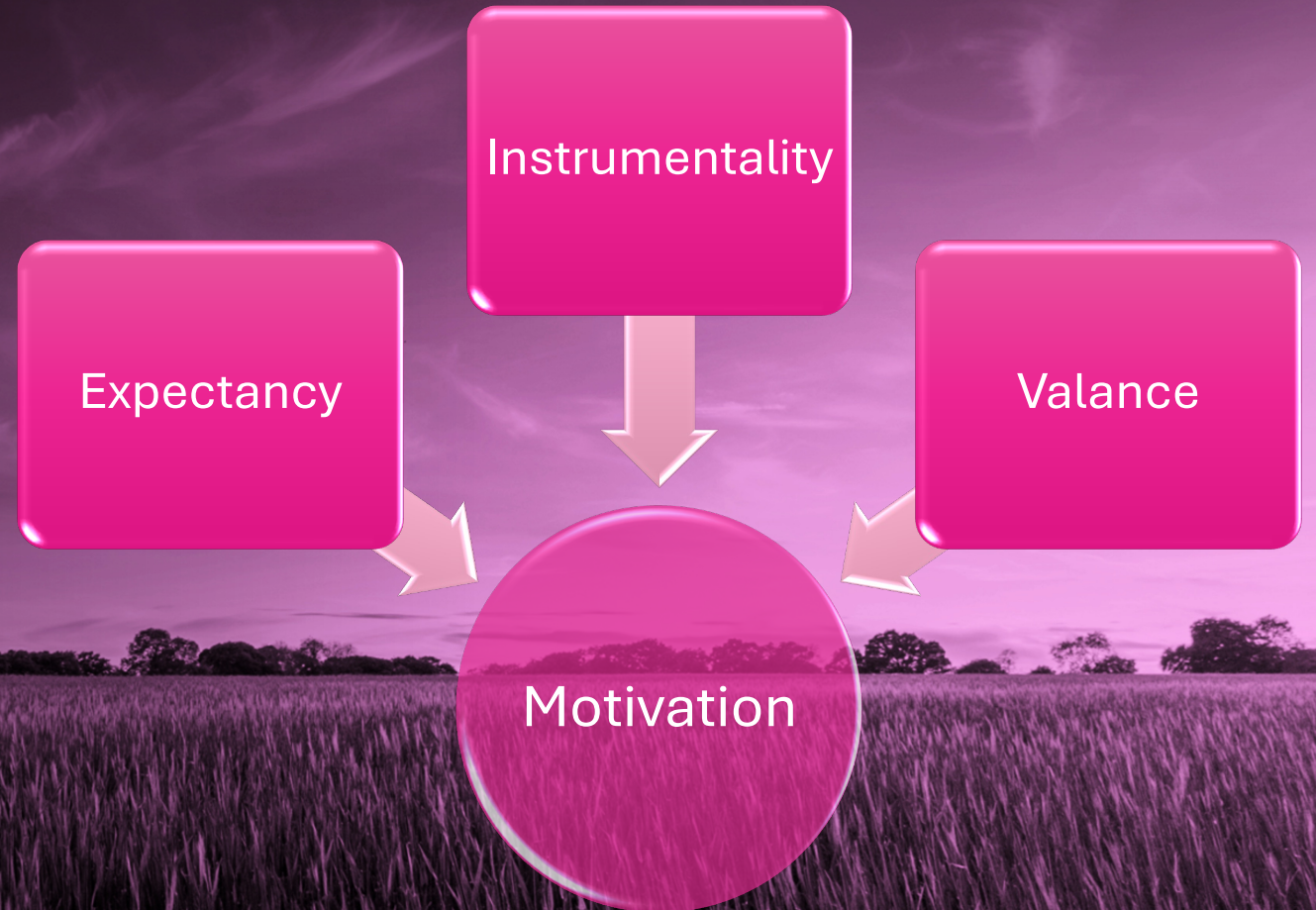
Occurs when positive qualities of an individual overshadow their other attributes, leading to an overly favourable perception.

The Horn Effect Bias

Occurs when negative traits of an individual influence perceptions, overshadowing their positive qualities and leading to unjustified criticism or judgements.



Expectancy Theory



Activity 7

Spend a few moments considering your insights into the psychological dimensions of mentoring. Jot down your reflections, concentrating on:

- Your comprehension of cognitive biases and their impact on mentoring.
- The significance of emotional intelligence within mentoring relationships.
- The application of motivational theories to mentoring practices.



Activity 7 Debrief

1. What new insights did you gain from this reflection?
2. How can you apply these insights to your mentoring relationships?
3. What further questions do you have about the psychological aspects of mentoring?



Conclusion

Effective mentoring is not just about providing guidance – it's about fostering growth, building trust, and inspiring others to reach their full potential.



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