



# How to get the most out of a field force via mentoring

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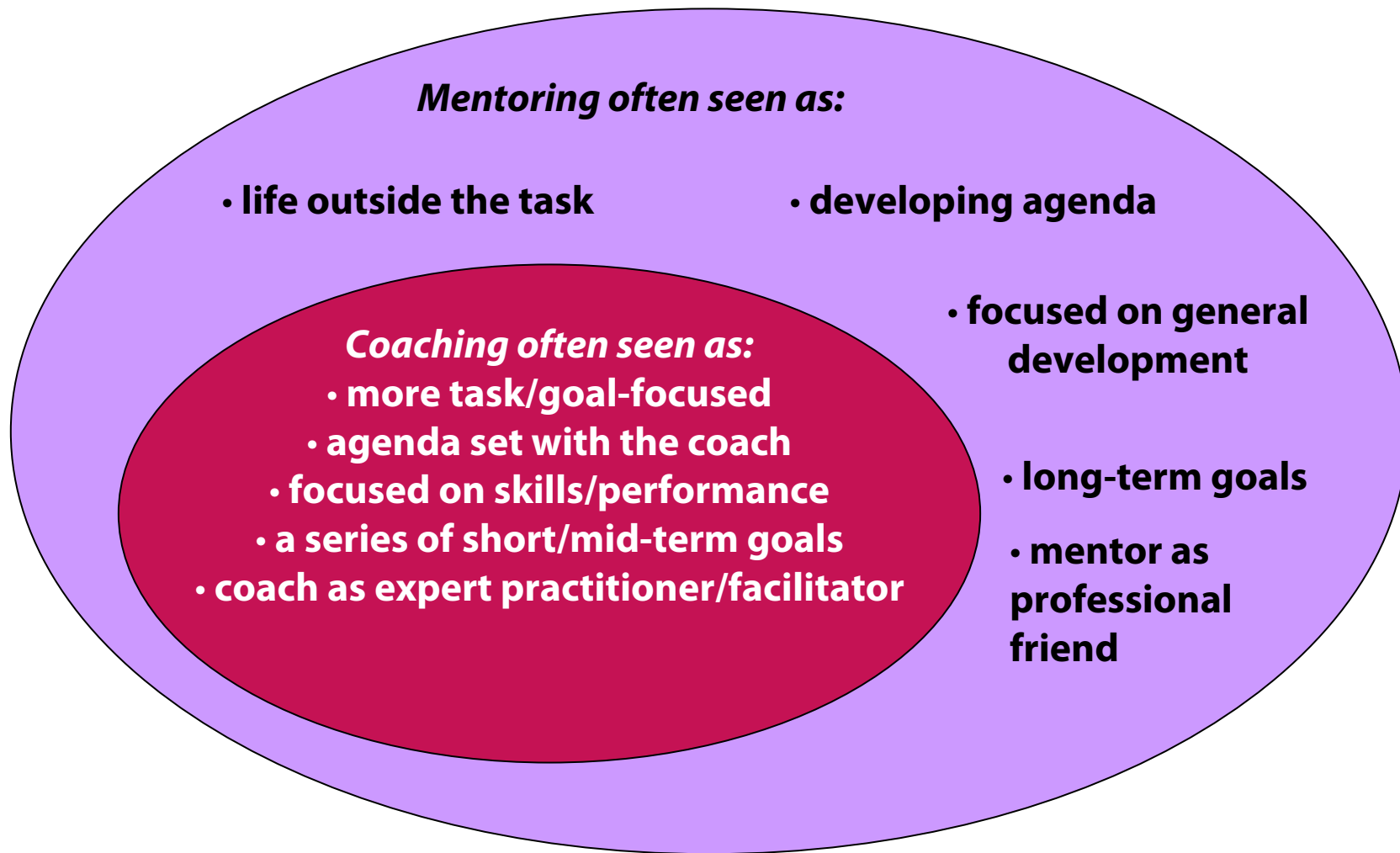
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# Key questions in starting a mentoring programme



- **WHAT** is mentoring?
- **WHY** use mentoring?
- **WHO** does it?
- **HOW** does it work?
- **HOW** can you make it work for you?

# WHAT is mentoring?



# WHAT is mentoring?



Here's how some people describe it:

- *“Mentoring is about helping another person to learn”*
- *“A mentor is someone who can guide, encourage, advise, listen to you – someone you know who is good at helping you think things through, and / or challenging you”*
- *“Off-line help by one person to another”*

# WHAT is mentoring?



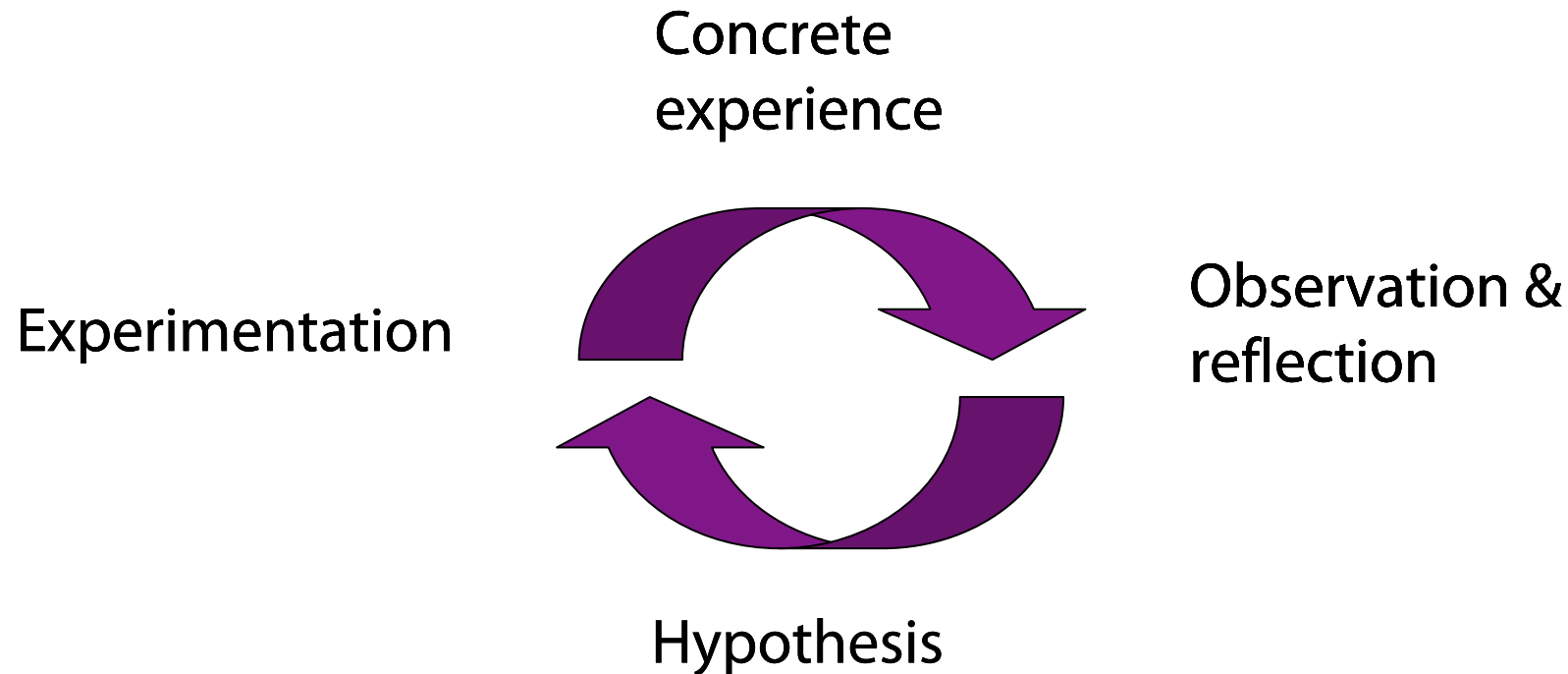
## *Key principle:*

- Encouraging development through helping the individual to help themselves

## *Good mentoring practice:*

- Encourages the individual to reflect on the problem to be solved
- Provides a framework for thinking through issues
- Provides pathways to solutions – not the solution itself

# WHY use mentoring?



*based on work by David Kolb*

Facilitating reflection encourages the stage most frequently missed out in training - *hypothesising*

# WHO 'does' mentoring?



## USUALLY/OFTEN....

- designed for senior managers
- conducted by someone more experienced, or an external consultant
- carried out by two people in a one-to-one, face-to-face environment

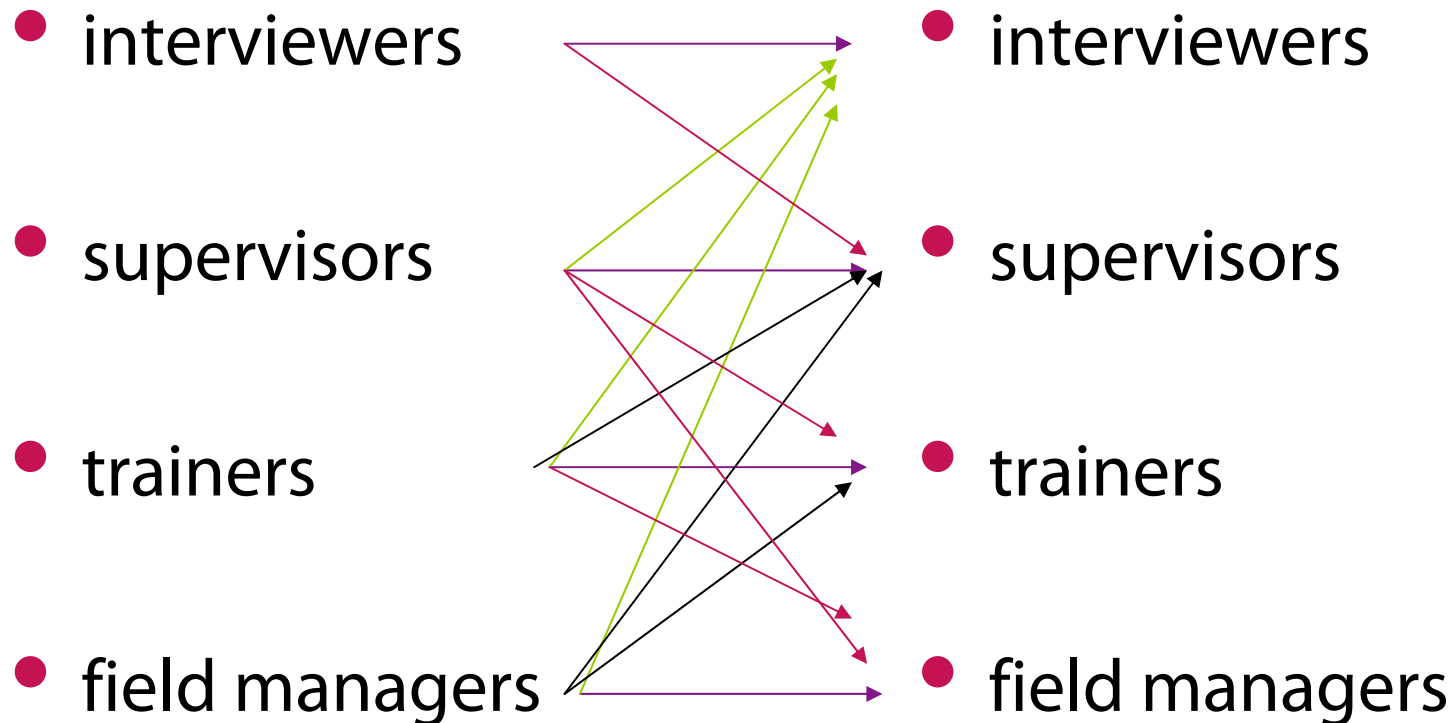
## BUT THERE'S NO REASON WHY IT CAN'T BE....

- relevant to all groups in an organisations
- carried out in peer groups, or with people from different departments – or even different organisations
- carried out by phone or in a virtual environment, in pairs or very small groups

# WHO can do mentoring in Field?



SOME FOOD FOR THOUGHT....



*Mentors – providing a ‘professional friend’*

# WHO benefits?



**Mentees**

**AND**

**Mentors**

**He's someone who really listens to me. I feel valued**

**I get satisfaction from helping out, guiding and using my "wealth" of knowledge**

**Helps me prepare for an the next level**

**I hadn't realised just how much I knew!**

**She's brilliant – very supportive, helpful and sensible. Good practical ideas**

**I'm learning quite a lot from them too – how they approach things**

# WHO benefits?



## THE ORGANISATION

- Provides additional development support to individuals
- Increases motivation – enhances performance
- Encourages people to stay
- Can break down barriers between roles & departments
- Establishes strong networks within the business
- Encourages sharing of knowledge across boundaries
- Builds internal capabilities, and role models for junior staff



# HOW does mentoring work?



## PLANNING FOR MENTORING

- How will it operate?
  - Who's included/excluded?
  - How are participants recruited?
  - What are the parameters (e.g. time, frequency etc)?
  - Who will drive it?
- Do the mentors have the necessary skills?
- How will success be measured?

# HOW can you make it work for you?



## ADOPTING A MENTORING APPROACH:

Step 1:

Work in groups of 4 or 5:

- Select one of the frequent problems identified at the beginning of the session. This is the problem you will work on.

# HOW can you make it work for you?



Step 2: Maximum time 20 minutes

Working with the scenario you've chosen:

- Summarise the PROBLEM in 10 words or fewer
- Identify the GOAL: What will success look like?
- Identify any OBSTACLES: What is likely to prevent you from achieving this?
- Identify SOLUTIONS: Doesn't matter if they seem unworkable at this stage.....
- Select a PREFERRED SOLUTION: Which aspects could work? Who would be involved? What resources would you need?
- Consider ACTION: What's the first step? And the next?

Summarise your ideas on a poster

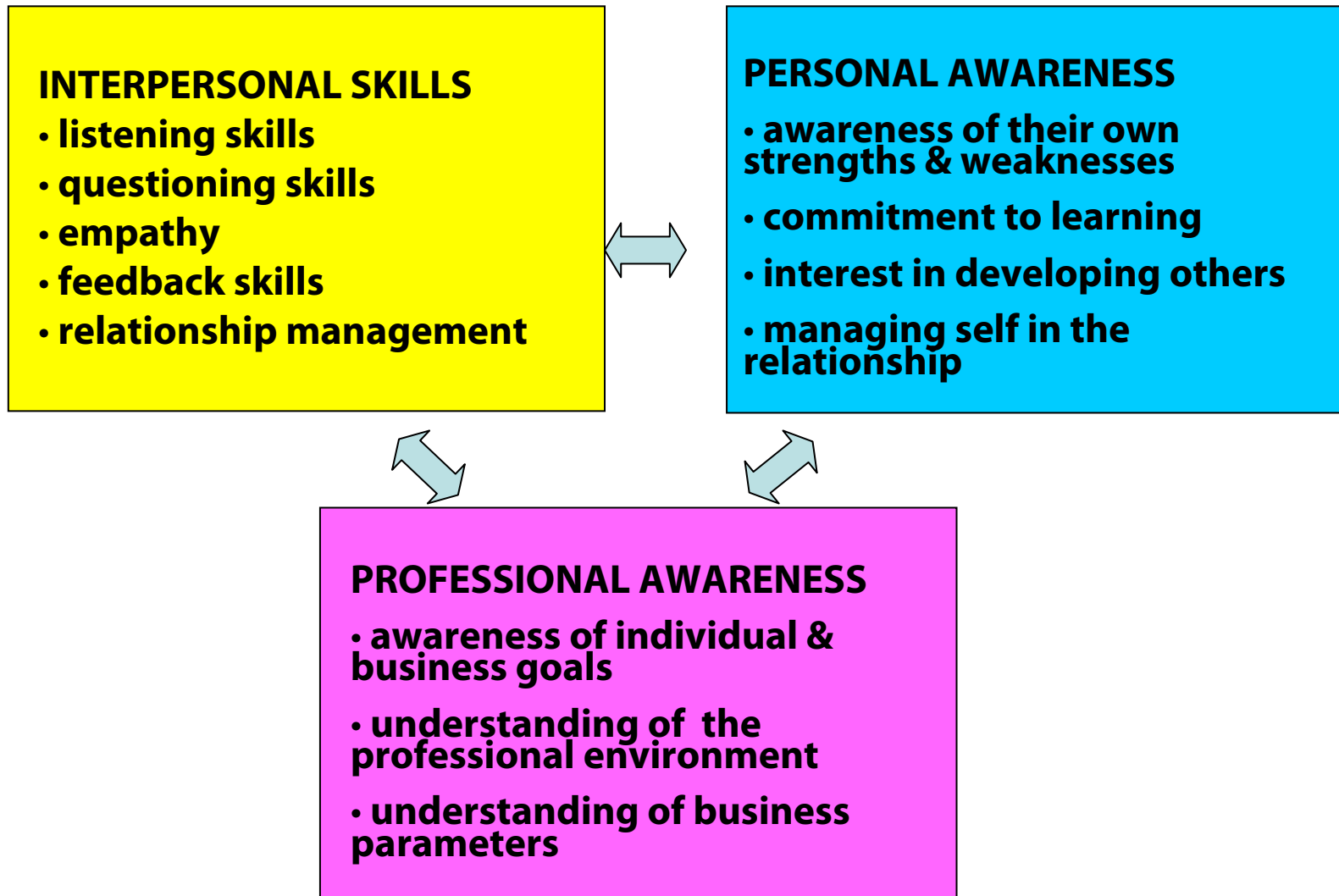
# Making mentoring work for you



## A framework for thinking & reflection

- Identify the PROBLEM or issue
- Define the GOAL
- Explore the OBSTACLES
- Identify the full range of possible SOLUTIONS
- Choose the most PREFERRED SOLUTION
- Plan for and commit to ACTION

# What skills does a good coach or mentor need?



# Making mentoring work for you



## A framework for thinking & reflection

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# Effective questioning skills



STAGE	QUESTION STEM
Description	<ul style="list-style-type: none"><li>• <i>When/where/how often....?</i></li><li>• <i>Tell me more about....</i></li></ul>
Exploration	<ul style="list-style-type: none"><li>• <i>What happens when....?</i></li><li>• <i>What would happen if.....?</i></li><li>• <i>What you seem to be saying is....Is that right?</i></li></ul>
Identifying & selecting solutions	<ul style="list-style-type: none"><li>• <i>In an ideal world, what would you?</i></li><li>• <i>How best could you...?</i></li><li>• <i>What's the best way of....?</i></li></ul>
Planning for action	<ul style="list-style-type: none"><li>• <i>What are you going to...?</i></li><li>• <i>What's the first step...?</i></li><li>• <i>When are you going to...?</i></li></ul>

# Developing mentoring skills



## EXERCISING YOUR SKILLS

In groups of 3, identify who will take the following roles:

- Mentor
- Mentee
- Observer

# Developing mentoring skills



## EXERCISING YOUR SKILLS - Mentor:

During this task, your mentee needs to work through a problem. Take a few moments to remind yourself of the stages in the mentoring framework, and of the types of questions you can use. When your mentee is ready, begin the session.

You have up to 10 minutes to work on the problem. Don't worry if you don't get to an 'answer' in that time – your main focus should be on helping the mentee to work out her/his OWN answer.

# Developing mentoring skills



## EXERCISING YOUR SKILLS - Mentee:

Think of a problem you would like to solve and that you would like your 'mentor' to help with. This could be one related to one of the areas identified at the beginning of the session. Alternatively, this could be a new problem.

Remember, however, that you will have to share this problem with your new mentor. In this practice situation, it should be an issue that you feel comfortable talking about.

Take a few moments to think of the details of the problem before beginning.

# Developing mentoring skills



## EXERCISING YOUR SKILLS - Observer:

Your role is to observe and take note of the stages of the session, and the way questions are being used. Try to identify questions which seem to work well, which help the mentee along the road to discovering a solution.

At the end of the 10 minutes, let the mentor and mentee say how they felt about their discussion, and then give feedback on any areas which you felt worked well.

# Will mentoring work for you?



To be effective, it needs to have clear parameters, e.g.:

- What areas can / can't be discussed? Mentors and mentees may need guidance on this.
- How often will mentoring sessions happen, and how long can they be? Even on virtual systems, there needs to be clear guidance
- Understanding of confidentiality
- Understanding of participation and feedback

Consider setting up frameworks for MENTOR CONTRACTS

If you would like to find out more...



For more information & guidance on mentoring, visit:

- The Coaching & Mentoring Network:  
<http://www.coachingnetwork.org.uk/>
- The Chartered Institute of Personnel & Development  
<http://www.cipd.co.uk>
- Or contact Karen on:  
[karen.adams@mrs.org.uk](mailto:karen.adams@mrs.org.uk) / 020 7566 1886