

## Learning outcomes: Apply your learning and you will be able to...

Use an understanding of good practice of both mentoring and coaching to positive effect in your workplace

Recognise opportunities to make use of coaching and mentoring both planned and 'in the moment'

Develop your abilities as a coach or mentor focusing on issues of priority and that make the most impact

## Workshop structure

Time	Heading	Content	Resources	Session Aims
	Introductions Overview Issue of learning points sheets	Brief, concise personal introductions Explanation of content and style of the day Emphasis on seeking and capturing learning	Learning points sheets Examples of past learning points sheet use	To prepare all for a participative and learning-focused day
9.20 - 10.10	First activity	Two groups, with 20 minutes to explore own experiences, learning and personal experiences of relevance and note issues and questions to raise Plenary group then share/discuss	Activity task sheet Flip chart Learning points sheets	For the group to contribute to the content of the workshop
10.10 - 10.45	Coaching and Mentoring definitions	Two groups: One to look over and note thoughts on coaching definitions the other to focus upon mentoring	Coaching and mentoring definitions sheets Flip chart	To clarify understanding of the two terms and practices
10.45 - 11.00	Break			
11.00 - 11.30	Sharing of definitions and learning Differentiation: Coaching/Mentoring	Groups return to plenary, learning and thoughts are exchanged Significant differences are debated and clarified, with implications for practice	Coaching and mentoring definitions sheets Flip chart Learning points sheets	To crystallise understanding of both practices, identify most appropriate contexts and conditions for success
11.30 - 12.00	Learning issues and models	Both coaching and mentoring are all about Learning: curves, models, cycles, styles, motivations and responsibilities	Slideshow Flip chart Learning points sheets	To provide insights on and around learning issues of practical value to Coaches and Mentors

12.00 - 12.30	Mentoring 'ings' activity	A short, intense activity that makes explicit the wide range of mentoring roles individual then plenary sharing followed by facilitator's list of 134 'ings'	List of 'ings' for each Flip chart Learning points sheets	To make clear the range and nature of potential roles and issues a Mentor may undertake and encounter
12.30 - 1.00	Coaching and Mentoring diagnostics Part 1: 20 key signs of effectiveness	A key activity that sets two groups the task of creating a 20 point diagnostic of positive Coach/Mentor capabilities	Flip chart Task sheets	To encourage reflection on the specific behavioural competencies required by A Coach and a Mentor
1.00 - 1.45	Lunch			
1.45 - 2.30	Coaching and Mentoring diagnostics Part two: Sharing and exploration	Debrief of two group pre-lunch task by chart Facilitator then supplements this with two Sets of 50 point diagnostic behaviours	Flip chart Coaching diagnostic Mentoring diagnostic Learning points sheets	To specify the essential capabilities of each role To provide the basis of a plan for further development
2.30 - 3.00	The special rare skills of a real coach	Powerpoint slideshow that supplements and Reinforces the previous activity Summarises research on best practices	Slideshow Learning points sheets	To ensure coverage of all appropriate issues and to give appreciation of key responsibilities and issues
3.00 - 3.15	Break			
3.15 - 3.30	How to be an intense listener	Short plenary flip chart session	Flip chart	To identify specific behaviours possessed only by truly exceptional listeners
3.30 - 4.15	Active listening activity	Practical, ideally triad activity. Roles of speaker, listener and feedbacker Conversations all start with 'As a coach, I would like your help with' Debrief and capture of learning		Providing practical chance to use a key coaching skill
4.15 - 4.35	Practical feedback task	Individual task requiring short positive feedback statements for each in group, including self	A4 sheets for providing positive feedback	Another opportunity to practice a key coaching skill

4.35 - 4.45

Review and action planning

Three specific actions to be taken within a month that are a result of this day

Action planning task  
Envelope for each

To prompt actions as a direct result of participation whose impact provide a tangible application of learning and creation of value