

Sage Gateshead

Inclusion Training

Mentor Training Handbook



Introduction

This handbook has been developed to support you as a Mentor. It aims to provide you with:

- An introduction to Sage Gateshead's REFLECT mentoring framework.
- Practical information and documents you will need:
 - The mentoring framework
 - Bibliography
 - Mentoring examples
- A place to record your training notes.

Mentoring framework

This Mentoring Framework is intended to act as a guide for people in mentoring relationships. It was initially created through an extended conversation between Peter Renshaw and Wendy Smith and has been developed and shaped by those participating in and leading Sage Gateshead's REFLECT co-mentoring programme.

What is mentoring?

Mentoring makes valuable time and space for creative thinking and reflection. Mentoring is about engaging in a learning conversation. Mentoring conversations are non-judgmental, based on empathy and mutual respect. Mentors support people to pause, reflect, and review their learning from a new perspective. Mentors have the skills and insight to act as a sounding board for the person they are mentoring.

What do people get out of mentoring?

Through exploring their own skills and development needs people are inspired to strengthen learning, develop new approaches to music leadership, and establish new, inclusive ways of working.

Definitions

The term 'mentoring' and the ways in which this process of learning is approached depend on the purpose and context in which the mentoring is placed. In this Framework the following definitions are used, thereby providing a spectrum of related but distinct roles:

Facilitating is a dynamic, non-directive way of generating a conversation aimed at enabling or empowering a person(s) to take responsibility for their own learning and practice.

Shadowing, a job role can be shadowed by an individual with an interest in learning about the role without necessarily aspiring to do that particular job. The reasons for wishing to gain experience through shadowing and observation need to be clear and understood prior to the activity taking place. Shadowing might take the form of peer-to-peer conversation about a shared observation of practice. This could develop into a continuing professional peer relationship i.e; peer mentoring.

Advising constitutes a conversation about professional issues that arise from practice in a specific context (e.g; career orientation; possible new directions for the future; professional development opportunities; new networks and partnerships; marketing; budgeting).

Tutoring is an intentional, goal-oriented activity aimed at fostering the understanding and learning of knowledge through the process of questioning, and critical dialogue.

Instructing comprises a form of imparting and passing on specialist knowledge and skills with little scope for dialogue i.e; a mechanistic model of transmitting knowledge.



Buddying is an informal, friendly 'confessional' process in which experiences and insights are shared. It offers low-level support with little sense of progression and is generally only short-term, assisting a transition to a new job or new role.

Coaching is an enabling process aimed at enhancing learning and development with the intention of improving performance in a specific aspect of practice. It has a short-term focus with an emphasis on immediate micro issues. (e.g; How can I improve my performance in this particular area? How can I strengthen my workshop practice? What are the most appropriate ways of making my team work together more effectively?).

Mentoring is a more developmental process, including elements of coaching and facilitating, aimed at sharing knowledge and encouraging individual development. It has a longer-term focus designed to foster personal growth and to help an individual place their creative, professional and personal development in a wider cultural, social and educational context (e.g; Why am I doing what I do? How do I perceive my identity? In what ways does this impact on my professional life and work? Where am I going? What determines my long-term goals?).

Mentoring Relationship

What should it look like?

- The mentoring relationship is time-based with a beginning and an end.
- It is a confidential relationship based on trust and respect. Details are held in confidence and cannot be divulged to other individuals or organisations (with the exception for safeguarding reasons). Please ensure you are familiar with Sage Gateshead's Safeguarding Policies and Procedures, speak to your line manager if you are unclear on these).
- An effective mentoring relationship includes an agreement in which roles, responsibilities and expectations are made clear.
- Clear boundaries are established within professional, personal and private domains for the relationship to work effectively.

Core conditions of an effective mentoring relationship

In 'listening' professions, for example counselling, coaching or facilitating - it is widely accepted that there are core conditions that facilitate effective conversations. Creating these conditions also supports personal change, growth and enables creativity to flourish.

Carl Rogers, the psychologist and pioneer of person-centred therapy defined the conditions as:

- Congruence or authenticity
- Acceptance
- Empathic understanding

Congruence or authenticity – the Mentor is not 'putting up a professional front or personal façade' (Rogers, 2000) whatever is being experienced by the Mentor is what is expressed to the person being mentored.

Acceptance - a 'positive, non-judgemental, acceptant attitude' (Rogers, 2000) towards the person you are mentoring and whatever they are experiencing.

Empathic understanding - the ability to understand from the others' perspective. Natalie Rogers, pioneer of expressive arts therapy, describes empathy as: 'seeing the world through the other person's eyes, ears and heart'. (Rogers, 2000). Being empathic is to walk alongside the person you are mentoring.

What are the characteristics of an effective mentoring relationship?

- Being non judgemental
- Empathic understanding
- Feeling valued
- Trust
- Honesty
- Clear boundaries
- Equality
- Commitment to the process
- Being open to new ideas
- Space to think differently
- Making sure there is time to take learning away and to reflect
- Mutual respect
- Risk taking
- Good questioning
- Being heard and having a voice



Main elements of a mentoring process

Quality of the environment

- Developing a non-judgmental, non-threatening mentor relationship based on empathy, trust and mutual respect.
- Establishing a safe, supportive environment.
- Creating conditions that encourage openness, honesty, informality and risk-taking.
- Defining boundaries and ground rules before commencing the process, by drawing up a mentor agreement.
- Building rapport and a clear understanding of who does what and why.
- Selecting a clearly defined focus and shaping and shaping the process of learning.

Professional and personal development

- Exploring developments at work and sharing experiences to maximise work outcomes for others, while improving personal ways of working and wellbeing.
- Supporting a person to be reflective about their practice, exploring with them the question '*why do we do what we do?*'

Reflection

Reflective practice

Reflective practice or 'reflection-on-action' (Schon, 1983) entails adopting a critical perspective about the reasons and consequences of what we do in different contexts. By focusing on the why rather than the how, this process of self-observation and self-review, rooted in evidence and experience drawn from their practice, enables each person being mentored to evaluate their starting point and to redefine their future actions. A reflective conversation helps each person to shift their perspective, change their behaviour and develop a sense of responsibility and authorship of their professional practice in a wide range of social and cultural contexts.

Facilitating a reflective conversation that focuses on:

- **Making connections**
 - **Asking open questions**
 - **Active listening**
 - **Absorbing**
 - **Rephrasing**
 - **Reflecting**
 - **Mirroring back**
 - **Responding by leading and challenging in a non-directive way**
- Drawing out and enabling the person you are mentoring to step outside and become a detached spectator on their own practice and on their own learning.
 - Empowering the person to take responsibility for their own learning.
 - Encouraging the person to develop listening and analytical skills that help them to build up a strong sense of ownership of their practice in different contexts.

- Deepening the person's awareness and conviction in what they are doing by fostering a greater understanding of context and place.
- Strengthening the person's ability to challenge their preconceived views, to take risks, to make new connections and to shift their perspective.
- Enabling the person to clarify the principles underpinning their work, thereby strengthening a sense of critical engagement based on a continuing review of evidence and experience.
- Empowering the person by asking neutral, open questions that encourage critical self-reflection, curiosity and a sense of enquiry.
- Helping the person to connect their self-awareness and sense of identity to their outer world – i.e to the context in which they work and live.
- Encouraging the person to reflect on their own story, their own biography, as a means of clarifying and deepening their understanding of themselves, their history and their personal and professional experiences.

Creating the possibility for the person to engage with their emotional intelligence by:

- **Becoming emotionally self-aware developing the ability to manage their emotions and feelings.**
- **Understanding how to use emotions for the benefit of their self-motivation.**
- **Recognising and responding to emotions in others through the use of empathy.**
- **Strengthening their interpersonal skills and understanding.**

Listening

Being an effective listener – some guidance

Relational Dynamics 1st Coaching Training use the following model - Active Listening: The Five Levels.



LEVEL ONE

Me now – waiting for your turn to speak

Planning what you are going to say while the speaker is talking – not really listening at all. We're just waiting for the other person to draw breath so that we can interject.

LEVEL TWO

Just like me – sharing our experience

Relating what they are saying back to your own experience, so your reply is about you, not them. This is probably how most normal conversations are conducted. This kind of communication is good for building rapport with someone new but is not appropriate in a mentoring conversation.

LEVEL THREE

Telling (do it like me) – giving advice

Listening to what the speaker is saying and giving them advice. This is still about you, not them.

LEVEL FOUR

Encouraging – eliciting more

Listening to what the speaker is saying and inviting more. This can expand thinking. People often work things out while they are talking. If you interrupt with anything other than encouragement, you may disrupt the process.

LEVEL FIVE

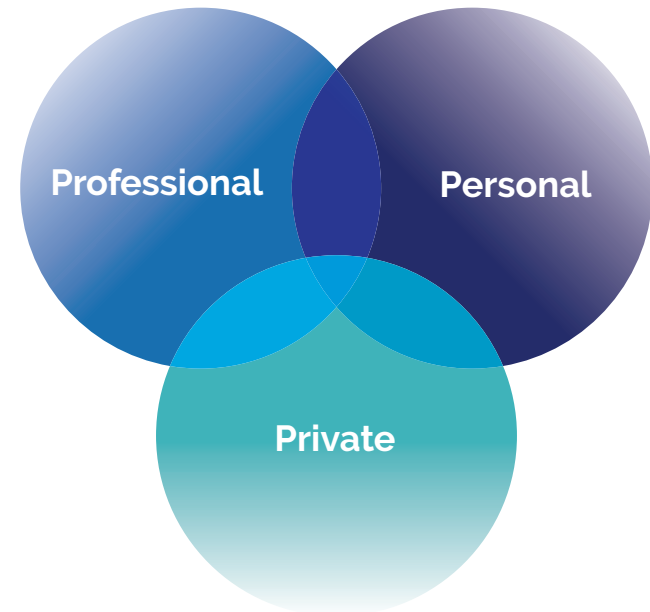
Active listening – engaging with silence

Listening behind the words and between the words, listening to the silences, being fully present, using your intuition. In the mentoring relationship, when encouraging reflection, you will be engaging in levels four and five as often as possible.

Clear Boundaries

The Three Ps model (Jappe, 2010) defined by Eric Jappe as a key concept of social pedagogy, suggests we are all made of three parts:

- The **Professional** part of us relates to the responsibilities, knowledge and skills connected with the work or role we are undertaking. It provides us with a professional framework that can help guide our interactions and decisions.
- The **Personal** part of us is our personality, it recognises the uniqueness we offer as an individual. Sharing our own experiences, stories, preferences, strengths and weaknesses. Allowing people to see this more personal side of ourselves helps to create authentic relationships and enables us to use our full potential.
- The **Private** part of us relates to the area of our life that we would only choose to share with those closest to us, if at all. Sharing something from the private self inappropriately may leave us feeling vulnerable. We have to carefully reflect on the line between personal and private and acknowledge that this line will move depending on the situation we are in and who we are working with.



While being congruent, accepting and empathic the Mentor negotiates the lines between professional, personal and private.

While the Mentor actively listens to the person they are mentoring, the Mentor is not a counsellor and the purpose of the mentoring conversation is not counselling or therapy.

Open Questions

Asking open questions – some guidance

- Hold up a mirror for the person you are mentoring so they can reflect on experiences.
- Be sufficiently challenging through the depth of your questioning.
- Don't have pre-planned questions.
- Ask open questions and ask *'what else'* when the other person has finished speaking.
- Avoiding the *'why'* question as this can appear judgemental.
- If you want to give advice or feedback, it's best offered through a contractual agreement. A simple *"Can I offer you some advice? Can I offer you some feedback on that?"*, is a respectful approach.



Reflecting on your story

If we want to encourage others to be reflective in this way, it is a useful process for us to reflect on our own experiences. Understanding that not everyone's story is the same and that we see the world differently from each other, ultimately promotes empathy, which as we have seen, is a core condition to aid the mentoring relationship. Take a few moments to reflect on your story asking yourself:

- **Why do you do what you do?**
- **What were the contributing factors that lead you to here and now thinking about the events, the people, the influencers and influences?**



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(The REFLECT Framework has been developed from this Research Report - © Lectorate Lifelong Learning in Music)

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