EFFECTIVE MENTORING
A RESOURCE AND GUIDE FOR MENTORS

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Introduction

"To feel that we are contributing to a future generation of leaders and co-creating the right kind of culture to do so. If that comes through our involvement that would be brilliant".

Career Mentor

Mentoring is a highly effective and efficient way to develop our future leaders. There is now a deeper acknowledgment that creating a sense of belonging, supporting and growing our people - the key building blocks of talent management, are vital to enable us to take our services forward.

Whether you are acting as a mentor in a formal capacity, perhaps part of a regional mentoring hub or development programme, or supporting colleagues in a more informal way, finding that your mentoring is happening in response to more dynamic situations, we hope that you will find something in this resource to support and enhance your mentoring activity.

This resource has been devised and developed to support all mentors, formal and informal. It is responsive to interviews conducted with mentors to establish what would help them with their roles and responsibilities as mentors, with a particular focus on career mentoring for aspirant senior leaders, developing talent and in support of talent management. It includes the differences between mentoring and coaching, the mentoring relationship (contracting, ending, review and evaluation), practical skills for mentoring (building rapport and open questions) and top tips. The content also incorporates several studies around inclusive leadership and the links with inclusive mentoring as well as the translation of mentoring skills into a virtual space.

It comprises materials to provoke curiosity, encourage reflection and support purposeful action. There are articles, videos, exercises to help with preparation for the role of mentor and some mentoring models. There are also powerful questions, case studies, top tips, and checklists to affirm learning and assess self-development.

If you find this resource helpful and are interested in developing your mentoring skills further or would like to join the regional mentoring pool ….

For East of England please see

[Coaching and Mentoring – East of England (leadershipacademy.nhs.uk)](leadershipacademy.nhs.uk)

and please register as a mentor at

[Coaching and Mentoring Hub : NHS Leadership Academy](leadershipacademy.nhs.uk)

If you have any queries please contact talentandleadership.eoe@england.nhs.uk

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Section 1: Mentoring and Coaching Differences

Mentoring and Coaching

Mentoring is used specifically and separately as a form of long-term tailored development for an individual which can also bring benefits to the organisation. Its characteristics are:

- It is essentially a supportive form of development.
- It focuses on helping an individual manage their career and improve skills.
- Personal issues can be discussed more productively unlike in coaching where the emphasis is on performance at work.
- Mentoring activities can have both organisational and individual goals.

The following table, (adapted from Alred, 1998), highlights the differences between mentoring and coaching. However, in practice the two terms are often used interchangeably. The key difference is that mentors tend to be qualified through experience, whereas coaches are often required to undertake formal training before engagement as a coach.

Mentoring	Coaching
Ongoing relationship can last for a long time	Relationship generally has a short duration
Can be more informal and meetings can take place as and when the mentored individual needs some guidance and or support	Generally, more structured in nature and meetings scheduled on a regular basis
More long term and takes a broader view of the person. Often known as the 'mentee' but terms client or mentored person can be used	Short-term (sometimes time bounded) and focused on specific development areas/issues
Mentor usually passes on experience and is normally more senior in organisation	Not generally performed on basis that coach needs direct experience of clients' formal occupational role
The focus is on career and personal development	Focus generally on development/issues at work
Agenda is set by the mentored person with the mentor providing support and guidance to prepare them for future roles	Agenda focused on achieving specific, immediate goals
Revolves more around developing the mentee professionally	Revolves more around specific development areas/issues

Mentoring and coaching are development techniques based typically on the use of one-to-one discussions to enhance an individual's skills, knowledge, or work performance. However, although it is possible to draw distinctions between them, they do overlap.

What is mentoring?

Mentoring is primarily about developing capability and potential in the role rather than performance and skills. However, mentoring involves the use of the same models and skills of questioning, listening, clarifying, and reframing associated with coaching. Traditionally, mentoring in the workplace has tended to describe a relationship in which a more experienced colleague uses their greater knowledge and understanding of the work or workplace to support the development of a more junior or inexperienced member of staff.

One key distinction is that mentoring relationships tend to be longer term than coaching arrangements. In a succession planning scenario, for example, an assistant finance director might be mentored by a more senior counterpart over a lengthy period to develop a sound understanding of dealing with the boardroom, presenting to analysts and challenging departmental budgets, all in a supportive environment.

Mentoring relationships work best when they move beyond the directive approach of a senior colleague 'telling it how it is', to one where both learn from each other. An effective mentoring relationship is a learning opportunity for both parties. This is particularly productive when used to encourage inclusive working practices and equal opportunities, for example where a senior female or ethnic minority leader mentors a more junior colleague from a similar background. Reverse mentoring (where a more junior colleague mentors a senior leader) can also be effective in encouraging sharing and learning across generations and/or between role levels.

What is coaching?

Coaching targets high performance and improvement at work and usually focuses on specific skills and goals, although it may also have an impact on an individual's personal attributes such as social interaction or confidence. Developing a person's skills and knowledge so that their job performance improves, hopefully leading to achievement of personal and/or organisational objectives. The process typically lasts for a relatively short defined period of time or forms the basis of an on-going management style.

Although there's a lack of agreement among coaching professionals about precise definitions, there are some generally agreed characteristics of coaching:

- It's essentially a non-directive form of development, though this isn't a hard and fast rule.
- It focuses on improving performance and developing individuals' skills.
- Personal issues may be discussed but the emphasis is on performance at work.
- Coaching activities have both organisational and individual goals.
- It provides people with feedback on both their strengths and their weaknesses.
- It's a skilled activity, which should be delivered by people who are trained to do so. This can be line managers and others trained in basic coaching skills.

When is a mentoring or coaching or relationship not appropriate?

A mentor or coach should NOT replace line management. Line managers will use good coaching and mentoring skills in their role and this resource will hopefully will be useful to enhance those skills as well, recognising the importance of good career conversations, appraisals and regular 1 to 1 time to discuss individuals objectives, performance, aspirations, potential, development needs and strengths. Mentoring and coaching interventions are generally concerned with the practical issues of setting goals, skills development and achieving results within specific timescales. They are not designed to seek to resolve an individual's deeper underlying issues that are the cause of serious problems like poor motivation, low self-esteem, and poor job performance.

Mentoring and coaching is generally commenced on the premise that individuals are self-aware and have selected coaching or mentoring because they do not require a therapeutic intervention such as counselling.

Section 2: Building the Mentoring Relationship

Contracting

Contracting is essential to an effective mentoring relationship. It is the working agreement between the two parties, setting out:

- goals for the relationship
- boundaries of the relationship
- what to expect
- what not to expect
- how mentor and mentee will work together.

Though it is tempting to jump in and get on with mentoring, mentors need to invest time at the beginning to agree a comprehensive contract with their mentee. It lays the foundation for effective working and helps to avoid assumptions, misunderstanding and confusion. Throughout the relationship, the contract is a useful reference point for checking that things are on track and that both parties are doing what they said they would do.

Contracting applies at two levels.

- The overall relationship — a contract which is set out at the beginning to govern the mentoring or coaching relationship as a whole; this should be written down.
- The session — a working agreement about how the individual session will run; this should be agreed verbally at the start of the meeting.

There are four key themes that should be addressed in contracting.

1. **Procedure**

This includes:
- where, when, and how often to meet.
- how long each session will be.
- what to do if one or both needs to cancel or reschedule.
- whether contact will happen between sessions; if so, how.

2. **Professional**

This should cover:
- what the mentee wants to achieve, in terms of subject and desired outcome.
- what subjects are off limits.

- roles and responsibilities.
- how and when to review how things are going.

3. Personal

This section should include:
- how both parties will interact together
- what is wanted from each other
- what kind of style the mentee wants from the coach/mentor
- how to handle disagreements
- what to do if either party wants to terminate the relationship.

4. Psychological

This includes:
- what could get in the way, either for the mentor or the mentee
- how that will be dealt with
- how the mentee has coped with change in the past
- whether the mentee has been coached/mentored before, and if so, what the experience was like and what can be learned from it
- how to deal with any worries either or both parties have about the coaching/mentoring process.

The main contract should handle each of these aspects comprehensively. At the start of each session, it is helpful to set a "mini-contract", using the following questions.

- How do you want to use today's session?
- What do you want to leave with today?
- What style do you want from me today? — or, what's my role in helping you with that?

Mentoring Definition
To support and encourage people to manage their own learning in order that they may maximise heir, develop their skills, improve their performance and become the person they want to be."
(Parsloe, 1992)

The Mentoring Cycle
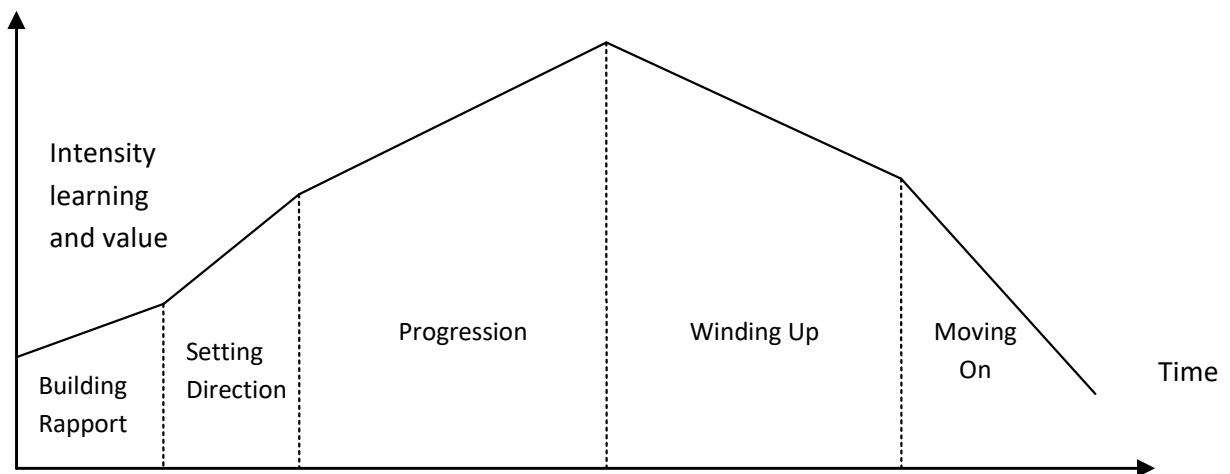
Phases of the mentoring relationship

Clutterbuck & Lane, 2004

Phases of the mentoring relationship

Mentoring relationships last for various lengths of time – more formal programmes will often set a time frame – for example 12 months. Less formal programmes may just allow relationships to continue as agreed by the individuals. However, research into large numbers of mentoring pairs has established that effective mentoring relationships have a recognisable life cycle that can be broken down into 5 phases.

Phase 1: Building Rapport

During this phase, focus will be on getting to know each other and agreeing how to work together. Without building this solid grounding of trust and agreeing the practical ways in which both parties will work together, it may be a struggle to move the relationship forward.

Some areas to focus on would be:
- What do we have in common?
- What values do we share?
- What is this relationship and what is it not?
- What experiences would it be good to share now?
- How often will we meet, for how long and where?

Things to be aware of at this stage are:
- Making any early judgements of each other
- Tackling any early identified boundaries
- Politeness

- Impatience to start moving forward – allow sufficient time to get to know each other.
- Apprehension to commit – trust takes time to build, so don't question someone's commitment too soon.

Some useful questions to ask each other at this phase are:
- Have we have established a good understanding of each other?
- Are we relaxed in our meetings?
- Do we understand and respect each other's feelings and opinions?
- Do we respect the confidences we share?
- Do we feel confident in the relationship?

If you cannot establish good rapport the relationship will struggle to progress beyond the transactional or cosy conversation. Do not be afraid to spend two or even three meetings on this phase of the relationship – time invested in establishing strong rapport will pay dividends later in the relationship.

Phase 2: Setting Direction
It's at this point that both parties will start to clarify what they want to achieve from this relationship and start taking through how this might be done. Exploration of priorities and timescales should begin and how goals might be achieved. The goal does not need to be too specific at this point – it will probably evolve as the mentoring relationship progresses.

Some areas to focus on would be:
- Learn about each other's style of learning (Learning Styles)
- Think through the implications of style and how this will impact on working together.
- Determine goals and initial needs and set priorities.
- Think about how to measure progress.

Things to be aware of at this stage are:
- There may be a reluctance to open up possibilities for diagnosis.
- Potential of using diagnostic tools.
- Ensure that the goals are set by the mentee.
- Be prepared to give feedback around objectives and goals.

Some useful questions to ask each other at this phase are:
- Have we established clear goals for the relationship?
- Have we have agreed the objectives, a way to approach them and ways to measure progress?
- Are we beginning to see differences of opinion and to work through them constructively?
- Does the mentee feel comfortable to challenge the mentor?

This phase may well be re-visited many times as research has established that goals are often emergent and areas to work on will change. Once a higher level of trust is built in the relationship this can sometimes lead to re-thinking the original goals and then to amend them. Alternatively, some shorter-term goals will be achieved, and it is then good practice to go back to the setting direction phase and look at what might be worked on next.

Phase 3: Progression
This phase is where the majority of the great work is done, and the focus is on the conversations that happen that enable greater thinking and moving towards achieving goals. Having defined how you are going to work together and what you're going to work on now is the time to make it all happen.

Some areas to focus on would be:
- Ensure effective preparation for meetings takes place.
- Make sure progress is reviewed regularly.
- Examine development needs in greater depth.
- Identify any new ways of working that are required.

Issues to be aware of at this stage are:
- Ensure progress is monitored.
- Look at working with deeper personal and interpersonal issues.
- Be prepared to take a systemic perspective i.e. to look at the complexity of influences on issues being explored.
- Look at managing the development of the relationship.

Some useful questions to ask each other at this phase are:
- Is the agenda for each meetings being set by the mentee?
- Does responsibility for managing the relationship rest with the mentee?
- Does the balance of power in the relationship rest with the mentee?
- Is achievement of goals and milestones being celebrated?
- Is the relationship a positive, supportive, and nurturing one?
- Is the mentee more confident to cope with new or demanding situations than when the relationship began?

This phase of the relationship is a period of sustained and productive activity where the relationship will need to be continually reviewed and adapted to ensure the learning continues.

Phase 4: Winding up
When there is a sense that the original objectives have nearly been achieved, it is important to acknowledge this together and to discuss if there are further things that could be worked

on together, so going back to the setting direction discussions can be helpful. However, if both of parties are clear that you've achieved all that you need to it is time to start thinking about how to wind the relationship up.

Some areas to focus on are:
- Do check that there are no more objectives that need to be worked on?
- Discuss if you would like to allow the relationship to end or evolve?
- Review what can be taken and used in other contexts.

Issues to be aware of at this stage are:
- Is there a danger of becoming dependent on each other for advice and support?

Some useful questions to ask each other at this phase are:
- Have we achieved all the goals we set for our relationship?
- Can the mentee now tackle most situations confidently without the mentor's help?
- Where will the mentee get support from to help sustain the learning?

Phase 5: Moving on

It is important that once a decision has been made by both parties that goals have been achieved, that the relationship moves on. Research has shown that it is more beneficial and further cements the learning achieved if both parties agree what comes next rather than just letting the relationship fade away.

Some areas to focus on are:
1. Aim to end the relationship within a final mentoring meeting.
2. Celebrate the learning that's been achieved.
3. Address your own and the other person's feelings of loss.

Issues to be aware of at this stage are:
- Don't allow things to drift away.
- Don't make the break abrupt.
- Don't feel guilty about closing the relationship.

Some useful questions to ask each other at this phase are:
- Have we become firm friends at a professional level?
- How would we like to continue this relationship?
- Does the mentee have an idea of what will now support their personal development?
- Who (what) will take the place of the mentor in the mentee's continuing development?

Section 3: Core Mentoring Skills

This section contains key skills and considerations that help mentors to build robust mentoring relationships.

The approach of the mentor

The mentor should listen, empathise, and show an interest in their mentee. It is important to reserve judgement, demonstrate positive body language and be open and honest. A good mentor avoids being directive but is willing to share their own experiences.

The agenda and goals for discussions

In mentoring arrangements, the agenda and goals should be driven by the mentee. The mentor supports the mentee in exploring their ideas and should avoid leading the mentee to a particular conclusion or solution. This is often easier if the mentor is not the line-manager or a close colleague of the mentee.

Separation from other work processes

To enable the mentee to speak freely, mentoring arrangements should be kept distinct and separate from other departmental processes (probation, performance management, appraisal, progression and so on).

Listen effectively

In all mentoring discussions, you should listen significantly more than you talk. Mentors should be active listeners. This involves listening not only to your mentee's words, but also to their delivery, in order to gain deeper insight. Pay attention to:

- tone of voice
- non-verbal signals
- body language

Demonstrate that you are listening through your body language, asking questions and by reflecting back what you've heard to the mentee, in order check your understanding. It is also important to consider what environment you require to maximise your ability to listen attentively to your mentee. This will likely require a quiet, private space away from other distractions.

Consider your own frame of mind. What time of the day are you realistically able to give your mentee your full attention? Also be aware of how your own thoughts and emotions might affect your ability to listen objectively.

Question effectively

Being able to formulate and ask the right questions is a key skill for an effective mentor. An appropriately phrased question has the ability to unlock new ideas, challenge limiting assumptions and bring about new insights (see page 16 for some powerful questions). Good questions in mentoring are simple and generally require open ended responses (i.e. not closed questions requiring yes/no responses).

Questioning can be used to:

- gather information.
- deepen understanding.
- clarify facts.
- explore different perspectives.
- highlight/reflect on important points.
- demonstrate interest.
- move discussion forward.
- identify ideas or solutions.
- build commitment and motivation.

As a mentor you should ask questions from a place of curiosity and avoid leading questions. The best ideas and solutions will come from the mentee themselves, therefore your questioning should not lead them to a pre-determined conclusion.

There are many questioning frameworks that mentors can draw upon. Some useful examples are GROW and OSKAR (see Section 4, Mentoring Models). However, be guided by your mentee and trust your intuition when it comes to questioning. If you are genuinely interested in your mentee and their development, then your questions will inevitably be useful to the individual.

Powerful Questions

By asking the powerful question, the mentor invites the mentee to clarity, action, and discovery at a whole new level. As you can see from the following examples, these generally are open-ended questions that create greater possibility for expanded learning and fresh perspective.

Anticipation

What is possible?

What if it works out exactly as you want it to?

What is the dream?

What is exciting to you about this?

What is the urge?

What does your intuition tell you?

Assessment

What do you make of it?

What do you think is best?

How does it look to you?

How do you feel about it?

What resonates for you?

Clarification

What do you mean? What does it feel like?

What is the part that is not yet clear?

Can you say more? What do you want?

Elaboration

Can you tell me more? What else?

What other ideas/thoughts/ feelings do you have about it?

Evaluation

What is the opportunity here?

What is the challenge?

How does this fit with your plans/way of life/values?

What do you think that means?

What is your assessment?

Example

What is an example?

For instance?

Like what? Such as?

What would it look like?

Exploration

What is here that you want to explore? What part of the situation have you not yet explored?

What other angles can you think of?

What is just one more possibility?

What are your other options?

For Instance

If you could do it over again, what would you do differently?

If it had been you, what would you have done?

How else could a person handle this?

If you could do anything you wanted, what would you do?

Fun as Perspective

What does fun mean to you?

What was humorous about the situation?

How can you make this more fun?

How do you want it to be?

If you were to teach people how to have fun, what would you say?

History

What caused it?

What led up to it?

What have you tried so far?

What do you make of it all?

Implementation

What is the action plan?

What will you have to do to get the job done?

What support do you need to accomplish it?

What will you do?

When will you do it?

Offering constructive feedback

As a mentor, you might be involved in providing feedback to your mentee if:

1. your mentee asks you directly for feedback on their work or professional activities.
2. during mentoring discussions, you spot an opportunity to offer feedback.

In the second case, be careful to first ask the mentee if they would like some feedback. In most instances, the mentee will welcome your feedback, but providing unsolicited feedback during a discussion can break the mentee's concentration or complicate the matter under discussion. Remember the mnemonic **BOOST** to ensure your feedback is constructive for your mentee.

BOOST:

Balanced: Focus not only on areas for development, but also on strengths

Observed: Provide feedback based only upon behaviours that you have observed

Objective: Avoid judgements and relate your feedback to the observed behaviours, not personality

Specific: Back up your comments with specific examples of the observed behaviour

Timely: Give feedback soon after the activity to allow the mentee the opportunity to reflect on the learning

Case study in practice - Mentor Medical Director with Mentee Associate Medical Director

1. *What benefit or impact has mentoring had on you?* Provided a safe space to discuss career aims and source of expert advice.
2. *What benefit or impact has mentoring had on your work?* It has helped me perform better at work as I had space to air my frustrations away from my organization.
3. *What benefit or impact has mentoring had on your organisation?* I have performed better clinically and in management as I have been able to understand wider organization issues and how to work at board level.
4. *To what extent do you feel your objectives for mentoring have been met?* I did not have objectives as I was not immediately looking for career advancement.
5. *What would you have liked to have seen more of, or less of, from your mentor?* There were no areas for improvement needed at the time
6. *Do you have any other comments regarding your mentor?* Highly skilled

Section 4: Mentoring Models

Introduction to Grow Model

The **GROW Model** is probably the most widely utilised goal-setting and problem-solving model in the UK, perhaps the world. It provides a simple and methodical, yet-powerful framework of four main stages of a **mentoring** session. Though no-one can claim to be the sole inventor of the model, thought-leaders and writers **Alan Fine** and **Graham Alexander**, along with former racing car champion **John Whitmore** made large contributions to the contemporary model, which was largely developed during the 1980s and 1990s.

The acronym **GROW** stands for:

• **Goal**

• **Reality**

• **Opportunity**

• **Will/Wrap-up/What next/Way forward?**

These are the four main stages of a mentoring session.

Goal: *What do you want?*			
The end point where the mentee wants to be	Agree topic for discussion	Agree specific outcomes	Set long term aims

Reality: *Where are you now?*			
Current reality where the mentee is now	Invite self-assessment of mentee	Offer specific feedback	Examine assumptions

Opportunity: *What could you do?*			
Invite options for how mentee will progress	Invite suggestions from the mentee	Carefully offer suggestions	Ensure that some choices are made

Way forward: *What will you do?*			
Action steps to take the mentee to their goal	Develop plan with specific steps & timings	Identify possible future obstacles and solutions	Agree support throughout the process

How does the GROW model Work?

To encourage a deep awareness and ownership of the issues to be addressed by the mentoring activity, the GROW model must be guided by the mentor's use of effective questioning and listening skills. As Whitmore suggests: **"GROW, without the context of awareness and responsibilities and the skill of questioning to generate them, has little value."** Initial discussions between mentor and mentee should focus on identifying the key issues or the topic for the meeting, the context and influencing factors, the scope and extent of the challenge and the mentee's long-term vision or goal for the issue or topic.

Goal

During the first stage of the process, the **goal** is the priority. Once a topic for discussion is agreed, specific outcomes and objectives should be discussed by the mentor and mentee. These may be short term goals, or – when appropriate, and a clear path to the outcome can be agreed – they may be long term aims. Goals should be **SMART**: **Specific, Measurable, Accurate, Realistic** and **Timely.** The goal may also be inspirational and positive, whilst being challenging and requiring the mentee to stretch themselves and their abilities to achieve it.

Example questions for a mentor:
• What do you want?
• How realistic is that goal?
• What does that look like?
• What will people be saying to you?
• How will you feel once this is achieved?
• What is different?
• What's the risk or consequence of not achieving this goal?

Reality

During the second stage of the process, both mentor and mentee outline and discuss the current reality of the situation using a variety of different methods and techniques. The mentor may invite the mentee to assess their own situation before offering their own advice or specific feedback on the current scenario and obstacles faced. The focus should be on the mentee, and the mentor should be looking to identify potential in the situation, rather than problems. They could examine any assumptions made by the mentee with regards to their reality and the impact on achieving future goals.

Example questions:
• What is happening right now?
• How far are you from an ideal situation?
• How do you feel about your current situation?
• What is the impact on you and your life?
• What is standing in the way of your goal?
• What have you tried already?

Opportunity

Once reality and all obstacles to current goals have been discussed, the options as to how to overcome current issues preventing progress should be examined. At first, the full range of options should be put-forward and discussed, predominantly inviting suggestions from the mentee. Any suggestions by the mentor should be offered carefully and with consideration of the mentee's overall position. By the end of stage 3, the mentor should ensure that at least some choices have been made with regards to overcoming obstacles, and there is significantly less ambiguity surrounding immediate actions.

Example questions:

• What could you have?
• What ideas/options do you have? What else?
• What actions have worked for you in the past?
• Who could help you to achieve your goals?
• What information do you need, and how could you acquire it?
• What would a trusted friend/colleague advise?

Will/Wrap-up/Way Forward/ What next?

The final stage of the process is when the client commits to decisive actions in order to move towards their goal. A plan is drawn up, with the mentor guiding the ideas discussed by the mentee. Any potential obstacles that may be encountered during the process are identified and subsequent solutions are considered, including an outline of the support required throughout. Both mentor and mentee should remain flexible throughout the entire process, and goals/actions may need to be altered to react to both positive and negative events.

Example questions:

• What will you do to achieve your goals?
• How and when will you do it?
• Who will you talk to throughout?
• Are there any other measures you need to put into place?
• How committed are you to this action?

GROW in Leadership and Management

GROW is one of many mentoring models. It can be used as a basis to establish a methodical and systematic process by which the efficiency and effectiveness of mentoring practices can be improved, to provide a greater return on investment. In addition, if team leaders or managers are equipped with mentoring tools such as GROW, they can be utilised alongside motivational and other methods to significantly improve workplace performance, at both team and individual levels. Effective mentoring also provides return by equipping individual mentees with the tools and awareness to take greater responsibility over obstacles and goal setting in their own lives.

Here are video links to explore the GROW Model in further detail. The first offers a practical demonstration. 1. https://www.youtube.com/watch?v=6f3X2PEsV-Q);
2. https://www.youtube.com/watch?v=6LmjV2R9qSo; 3. https://youtu.be/i36TNj1D3nc

An Introduction to the OSKAR Mentoring Model
A Solutions Focused Approach

The **OSKAR** model was developed by Paul Z Jackson and Mark McKergow who describe the model in their book 'The Solutions Focus, Making Mentoring and Change SIMPLE'. This is a solution-focused model that requires the mentor to ask questions in such a way as to move the mentee's attention away from problems in favour of solutions. Instead of discussing difficulties and their causes, the mentoring session explores:

1) Desired goals
2) Experiences that have led to success in the past (times when the problem did not occur)
3) Solutions (the changes that will have occurred once the goal is reached) as well as existing resources.

At heart, this solution-focused approach involves finding out what works and doing more of it. It also entails stopping doing what doesn't work and doing something else.

- The **OSKAR** model requires the mentor to ask questions in such a way as to move the mentee's attention away from problems in favour of solutions.
- **OSKAR** is an acronym for Outcome, Scaling, Know-how & Resources, Affirm & Action, and Review.
- The **Outcome** is the difference that the mentee (and those around them) wants to see as a result of the mentoring or topic being explored.
- **Scaling** determines to what extent the mentee believes the current situation is working.
- **Know-how & Resources** enables the mentee to establish what factors are already contributing towards moving the situation closer to the desired outcome.
- **Affirm & Action** helps to build the mentee's self-belief, as well as enhancing their relationship with their mentor.
- The **Review** stage involves reviewing progress and takes place at the beginning of the next mentoring session.

Solution-based mentoring accepts that people have problems rather than them being the problem.

It is easy when mentoring, to focus on the problem and to explore it in great depth in order eventually to reach a solution. In particular, people are often keen to find 'the cause' of the problem and identify all the effects. Time spent doing this, however, is time that is not spent on finding a solution.

Outcome

This is similar but different to the 'goal' in most mentoring models. The outcome is not simply the goal of the mentee. It is the difference that the mentee (and those around them) wants to see as a result of the mentoring. This establishes a 'platform' from which to mentor. It clarifies:

- What the mentee wants to achieve (long, medium, and short term)
- What they want to achieve from the session itself
- How they will know it has been useful to them
- The perfect or better scenario desired by the mentee

Mentors could ask the mentee to suppose that suddenly and miraculously overnight the goal was achieved, and the problems vanished. The typical questions you might ask at this stage are:

- *'I want you to imagine that you have attained your goal. What changes do you see in your working environment?*
- *'You've come into work today to find that this problem has vanished. What changes have occurred?'*
- *'What do you want to achieve?'*
- *'Are there times when the solution is already present, or something similar? Can you identify what is different about these times?'*

This leads to a discussion not merely about results, but also about the small and visible signs that the results are starting to happen, something that helps the mentee visualise their desired outcome.

Scaling

By asking the mentee where they rate things on a scale of 0-10 (where the Outcome is ten, and zero is the complete opposite), both parties start to understand to what extent the current situation is working. By using this scale in mentoring, it's likely to see two things happen:

- The current situation is rarely zero
- Often there is already some limited progress towards the outcome even at the very beginning of the process.

The typical questions that could be asked at this stage are:

- *'On a scale of 0 to 10, with 0 representing the worst it has ever been and 10 the preferred future, where would you put the situation today?'*
- *'If 0 is no achievement and 10 is complete goal achievement, where are you on the scale already?'*
- *'You are "N" now; what did you do to get this far?' 'How would you know you got to N+1?'*

Know-How and Resources

Once the current situation has been explored by identifying how far along the scale the mentee is in relation to their preferred outcome, it is the mentor's role to help the mentee establish what factors are already contributing to getting the situation incrementally closer to the outcome. The sort of questions to ask at this stage are:

- *'What are your strengths?'*
- *'What helps you perform at "N" on the scale, rather than 0?'*
- *'What knowledge do you currently have that is helping you?'*
- *'What resources do you have?'*
- *'What skills do you currently have that are helping you?'*
- *'What attitudes do you currently have that are helping you?'*
- *'When does the outcome already happen for you - even a little bit?'*
- *'What did you do to make that happen? How did you do that?'*

This stage really is about finding out what is working - that is, what is already happening to get the situation closer to the objective. The search for know-how may be extended to include the mentor, other people, and teams. The focus is always relentlessly on what works or what has worked rather than what won't work or what is wrong.

Affirm and Action

The 'A' in OSKAR stands for two steps:

• Affirm

• Action.

Affirm involves providing positive reinforcement to the mentee by reflecting back positive comments about the key strengths they have revealed in terms of their knowledge, skills, and attitudes. For example:

- *'So your knowledge of "X" is extensive and has enabled …'*
- *'Reacting to the situation in the way you describe was excellent because …'*
- *'The level of skills within your team is much higher than others I've seen in this situation.'*
- *'How can you use these resources and strengths to help you achieve your goal?'*

Recognising these qualities helps to build the mentee's self-belief, as well as enhancing the relationship between mentor and mentee.

Action involves helping the mentee determine what actions they will take to keep moving toward the outcome. This means doing more of the things that have already been recognised as working rather than or at least as well as, anything new or different. For example:

- *'Will keeping that successful process in place help you complete that action?'*
- *'What did you do to get this far?'*
- *'How can you do more of that?'*
- *'Do you think altering the current procedure has any additional benefits?'*

Review

This final stage of the OSKAR mentoring model involves reviewing progress and takes place at the beginning of the next mentoring session. Mentors should ask 'What is better?' rather than whether a particular action was carried out, or what happened. This keeps the focus on the things that are moving the process in the right direction.

Revisiting the scale to find out how much things have improved and what has helped the most is helpful here, provided the emphasis remains on reviewing the positives. Typical questions for the review would be:
- *'What is better?'*
- *'What did you do that made change successful?'*
- *'What do you think will change next?'*

This model's focus on finding a solution highlights key differences from a problem-based approach. Firstly, it clarifies what goal is desired by asking what needs to change rather than asking for a description or assessment of a problem. It also asks what recent improvements the mentee has seen instead of recent difficulties.

From a motivational perspective the solution-based model is more positive because it sees people as having problems rather than them being the problem! This is also reflected when asking the mentee to explain what progress has been made and not asking for an explanation of the problems.

Finally, the mentor gets the individual to focus on the strengths and resources of the central issue, not the opposite aspects. The main principles of solution-focused mentoring can be summarised as follows:
- It has a focus on solutions, not on analysing problems
- It begins with the notion that people are competent
- It has an expectation of success and progress
- It believes that making the least change leads to the greatest results
- If something is working, keep on doing it
- If something is not working, stop doing it

In summary, the OSKAR mentoring model is a framework to help mentoring sessions focus on solutions rather than problems. It doesn't mean that mentors should refuse to discuss the problem, but it does mean that the focus is on finding a solution.

Here is a video link that offers a fuller and useful explanation of the OSKAR model (https://youtu.be/t2NksJ1rdVQ).

Below is an alternative model OSCAR, which has similarities with both GROW and OSKAR.

O	**Outcome**	Determining the outcome and goals of the session.
S	**Situation**	Clarify the team member's current situation and feelings.
C	**Choices**	Generate choices and consider the consequences of each.
A	**Actions**	Define the next immediate steps in their chosen process.
R	**Review**	Develop a plan for returning and reviewing the process.

"You don't have to have all the answers, you just have to be willing to share what you know."

A MENTOR IS SOMEONE WHO ALLOWS YOU TO SEE THE HOPE INSIDE YOURSELF
Oprah Winfrey

A mentor is someone who sees more talent and ability within you, than you see in yourself, and helps bring it out of you.
- Bob Proctor

Section 5: Top Tips for Mentoring

Pre-mentoring contact

It is recommended that mentors and mentees make contact before a mentoring relationship formally begins. This helps to build some initial rapport and to establish whether both parties are compatible and "the right fit" to move things forward. Before saying yes to a prospective mentee, discuss the following:

- What are their expectations for you and the relationship?
- What exact help or guidance do they want from you – and can you deliver this?
- How much time do they want or need from you?
- What role do they want you to play as a mentor? E.g. role model, sounding board, door opener, introducer, facilitator, mentor, career counsellor?

Contracting

Though it is tempting to jump in and get on with mentoring, investing time at the beginning to agree a comprehensive contract with their mentee is essential to an effective mentoring relationship. It lays the foundation for effective working and helps to avoid assumptions, misunderstanding and confusion. Throughout the relationship, the contract is a useful reference point for checking that things are on track and that both parties are doing what they said they would do. Contracting should be done at two levels:

- The overall relationship — a contract which is set out at the beginning to govern the mentoring relationship as a whole; this should be written down.
- The session — a working agreement about how the individual session will run; this should be agreed verbally at the start of the meeting.

It's a good idea to refer back to this contract throughout your relationship - do re-contract every 6-12 months to make sure that both parties are still getting what they want from the relationship.

Time

Being part of a successful mentoring relationship takes time. Ensure there is genuine capacity to give the time that is needed. It's better to be honest from the start, or to communicate quickly if things change, than commit to a relationship where one or both parties can't commit the time to continue.

Role Model

Effective mentors should be inspiring role model to their mentees - being true to values and authentic in dealings with others. A mentee will often select their mentor based on their career aspirations and the opportunity to work with someone they can look up to.

Build Trust, Be Honest

Part of the role of a mentor is to be a critical friend. With the benefit of experience, a mentor can often be in a position to offer advice and guidance. Don't shy away from being a mirror and providing challenging but supportive feedback. This may help a mentee to develop and address any aspects of their performance or mindset that may derail their potential and career aspirations.

Access Training and Support

Your local leadership and lifelong learning team will support their coaches and mentors by offering a range of development options to build mentoring skills, keep up to date and to refresh as needed. It's easy to assume that we already have the skills needed to be an effective mentor, especially those in senior leadership roles with lots of experience of working with others, however, it's always a good idea to explore the learning options available to broaden skills and perspectives.

Access Regular Supervision

Supervision is an essential element of coaching and mentoring practice. This can be done either 1:1 with an experienced supervisor or in a group supervision session. Group supervision provides access to the combined knowledge of the group itself and the knowledge and skills of the supervisor who facilitates the session. It also provides an opportunity to compare approaches and experiences with others, helping to benchmark skills and behaviours. A good group brings a diversity of views and opinions.

Your local leadership and lifelong learning team will provide regular opportunities to access supervision.

Champion your Mentee

Part of the role of a mentor is to champion their mentee, informally and formally. Often a mentor will be in a more senior role and this may give access to a wider network of contacts and opportunities that may support a mentee's development and career aspirations.

Top tips for Mentoring

Before you start:

Agree where and how you will meet:
- Face-to-face
- Phone
- Skype/Zoom
.. and how often

Have a conversation to agree what you would both like to gain from the mentoring relationship.

Mentoring is a supportive form of development that helps an individual manage their career, improve their skills.

Did you Know?

Mentoring is about sharing skills. A mentor can be more senior than the person they are mentoring, or more junior (reverse mentoring)

A mentor Should be:
- Compassionate
- Inquisitive
- Positive
- Authentic
- Approachable
- Encouraging
- Kind

Able to listen well, ask open questions, offer non-judgemental constructive feedback

Willing to share knowledge, expertise, experience, resources.

← Knowledge + expertise

HORIZONS

"Being a good mentor is about asking questions. The more you can learn about your mentee and where she/he is in their career, the more you can offer. It's a two way street, a two-way exchange of information and ideas and to be honest, I expect to get as much out of the mentorship as my mentee."

– Stephen Knight

A mentor is not someone who walks ahead of us to show us how they did it. A mentor walks alongside us to show us what we can do.

- SIMON SINEK

Case Study in practice – Senior manager *Mentor* with Transformation Lead *Mentee*

1. ***What benefit or impact has mentoring had on you?*** It has made me feel confident in my role as Transformation Lead. It has given me a broader perspective of the organisation that I work for and how it functions in relation to staff development.

2. ***What benefit or impact has mentoring had on your work?*** I am more aware of how to support my colleagues in practice.

3. ***What benefit or impact has mentoring had on your organisation?*** It has supported my role in transforming the service. It has also given me a better understanding of the process and who I need to liaise with in the organisation in relation to training needs for our staff

4. ***To what extent do you feel your objectives for mentoring have been met?*** On a score of 1-5 with 1 being the least satisfactory and 5 being the most satisfactory I would score it a 4. I was satisfied with meeting the objectives I set out to achieve.

5. ***What would you have liked to have seen more of, or less of, from your mentor?*** Would have been nice to meet up with my mentor in person but I understood the distance. We did end up using face time, so it was nice to see who I was talking too.

6. ***Do you have any other comments regarding your mentor?*** Felt my mentor was helpful and supportive with enabling me to understand transformation, training and development and support me with preparing for an interview.

7. ***Do you have any other comments regarding the overall mentoring process?*** I felt it was a valuable experience of gaining knowledge, sharing experience, and having an external mentor to run information by.

Section 6: Virtual Mentoring

The recent challenges with the pandemic have provided an opportunity to explore and deploy a range of virtual communication platforms and this has fast-tracked an acceptance of meeting virtually rather than in person. In the world of coaching and mentoring, this has some benefits and also presents some challenges, and this section will highlight things to consider and some useful tips to ensure virtual mentoring sessions are effective.

Mindset

- Knowing from start this is different.
- Having confidence in existing coaching and mentoring skills that can be adapted to this the new space.
- Using a 'strengths based' approach, that comes from positive psychology. Think of the strengths and opportunities this provides.
- Avoiding a deficit mindset – avoid focussing on the downsides of virtual working.
- Working with the voice (pace, modulation, inflection)
- Understanding what enables you to be fully present in the virtual world.
- Being aware of your own virtual presence.

Using Technology

- Technology is a tool not a barrier—try to engage with it proactively.
- Ensure mentees can access the virtual platform being used e.g. MS Teams.
- Most people are now much more confident working with virtual tools but don't assume and be prepared to provide pre session information or a practise opportunity if need be.
- Have a backup plan e.g. swap phone numbers so that contact can be quickly re-established if there is a Wi-Fi issue and the session can't be continued online.

Benefits of Mentoring Virtually

- More accessible to people in any location
- Choice of mentor does not have to be influenced by location.
- Time saved on travel for both parties.
- If needed, sessions can be arranged "in the moment" more easily.
- Environmental benefits
- Option to call a break or pause if needed.

Potential Challenges of Mentoring Virtually

- Developing rapport and trust especially if parties have only ever met virtually.
- Cognitive dissonance—head in the room, body in different places.
- Not able to read full body language, or only able to pick up verbal cues if on the phone.
- Awareness of how things are landing e.g. feedback.
- Technology issues
- Either or both parties not being engaged or being anxious or distracted.

Managing Barriers and Challenges

- Try to minimise distractions – e.g. working from home noises and interruptions as well as internal ones - anxiety, other pressures.
- Be aware of any distractions that might be getting in the way for either/both parties – do not be afraid to re-schedule if necessary but try to avoid this if possible.
- Take a few minutes before a session to try to focus.
- Keeping track – start each session with some contracting.
- Technology – have a pre-arranged back up plan.

Quick Tips

- Keep in mind that whilst there may be less or no face-to-face interaction with virtual mentoring, the premise of providing learning and development through a relationship of mutual trust remains the same.
- If possible, aim for a meeting using virtual tools e.g. Skype, Microsoft Teams, Zoom, rather than over the telephone.
- Where possible, use a webcam. As well as helping to build the relationship, it helps that both parties can see each other and can observe body language and reactions during the session.
- Either set up a test call prior to the session or agree to dial in a few minutes early to ensure everything is working properly on both sides to avoid cutting into the session time.
- Ensure a private location is used with minimal distractions.
- Ensure both parties are in a place that they can have an open conversation where they will be able to talk freely.
- Enable just-in-time mentoring in which mentor and mentee can connect at the moment a question arises. Ensure this is addressed during the contracting phase to agree expectations.
- Check understanding as you go through the conversation – this may need to be done more regularly than with a face-to-face session.
- Ensure that both parties fully engage with the conversation and that each session still follows the mentees agenda.

> A lot of people have gone further than they thought they could because someone else thought they could. Zig Ziglar

> I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel
> Maya Angelou

Section 7: Mentoring for Inclusion

This section explores mentoring for inclusion and provides several resources to support this, building on the skills and models already outlined. It offers a set of resources that will help mentors to continue to consider "what is mentoring for inclusion", supporting reflection and actions as an inclusive mentor.

The first resource is from David Clutterbuck, who offers a definition of inclusion, a perspective on how mentoring has shifted from a "barrier" to "resource" for inclusion and shows how the impact on the diversity and inclusion on the mentoring agenda is substantial.

The second resource is from Professor Michael West CBE. He offers the challenge that a collective and inclusive NHS leadership is the only way forward. "Collective and inclusive leadership means everyone taking responsibility for the inclusivity, civility, culture and success of the organisation as a whole – not just for their own jobs or work area.

The third resource is Bernadette Dillon and Juliet Bourke's study, The Six Signature Traits of Inclusive Leadership: Thriving in a Diverse New World. They recommend that in our volatile, complex, and challenging world, adaptation and a new capability is demanded of those playing a leading role. This new capability is called *inclusive leadership* and has six traits that characterise an inclusive mind-set and inclusive behaviour. Dillon and Bourke also note that inclusive leadership is important in what organisations do and should be at the core of Boards' responsibilities. Make notes on these resources for your own reflection and action.

10 High Impact Actions

To provide some local context, below are the 10 High Impact Actions and objectives developed by the Regional Talent Boards with input from diversity and inclusion advisors, Doyin Atewologun and Roger Kline, which aimed to support NHS organisations to increase workforce diversity, particularly at senior levels.

The objectives of these 10 high impact actions are:

- To support trusts and CCGs to design inclusion into their talent management approach across all parts of their organisation, with the aim of increasing the diversity of the workforce, particularly at senior levels and creating more inclusive cultures.

- To support the delivery of the ambitions laid out in the Developing People: Improving Care (DP:IC) framework and the vision of the NHS Long Term Plan to create a just culture that leads to outstanding staff engagement and patient care.

- To form a part of and support the strategies that organisations will adopt in order to implement the Workforce Race Equality Standard (WRES) and the Workforce Disability Equality Standard (WDES).

- To support provider organisations in building towards an outstanding CQC Well Led rating in relation to equality and diversity.

Action 1: Be clear about, and then disseminate, a clear "business case" explaining why diversity and inclusion need to be central to successful talent management in your context.	**Action 6:** Check your assumptions and data about "talent" and "development" for bias and act accordingly.
Action 2: Ensure recruiters have a consistent idea of what 'potential' means in the search for candidates taking on senior roles in the NHS.	**Action 7:** Understand the multiple and often subtle ways in which bias affects every stage of recruitment and development despite best intentions.
Action 3: Explain need for positive action and establish a programme of positive action for under-represented groups.	**Action 8:** Give forthright and frequent feedback at every stage of recruitment and development, reflecting on minimising bias.
Action 4: Use data and careful listening to monitor and challenge progress.	**Action 9:** Role model inclusive leader behaviours throughout development and recruitment and after appointment.
Action 5: Set targets	**Action 10:** Get comfortable with being uncomfortable.

Reflection Questions:

1. How do these 10 high impact actions land with you?
2. What have been your experiences of introducing these 10 high impact actions or your awareness of their implementation and impact?
3. Where have there been successes?
4. How do these 10 high impact actions contribute to your practice as an inclusive leader?
5. Why are these 10 high impact actions important for mentoring for inclusion?

1. How Mentoring Supports Inclusion

David Clutterbuck: Introduced supported mentoring to Europe in early 1980s; Co-founded European Mentoring & Mentoring Council (now Special Ambassador for the EMCC)

Inclusion: Genuinely valuing a wide range of diversity in talent, perspective, and person, for its ability to contribute to individual, organisational, and societal well-being.

Authentic inclusion is recognised by a sense amongst all groups that the only limitations on their potential to achieve are those they choose to impose upon themselves, and by the high quality of conversations between people, irrespective of their differences.

From very early origins in the 1980s, when mentoring was about maintaining the status quo and was largely an instrument for reinforcing barriers against inclusion, mentoring has become one of the most significant resources for supporting inclusion, in organisations and in society in general.

Effective developmental mentoring is about stimulating learning conversations between people, who have different levels or kinds of experience. In its early manifestations, structured mentoring focused on the age gap – the passing on of wisdom from a senior, authority figure to a new entrant to an organisation or profession. Inevitably, the mentors were attracted to mentees, who they saw as similar to themselves. Gradually, however, mentoring has shifted to place emphasis on other kinds of experience gap, based on diversity of race, gender, education, discipline, ability/ disability and so on.

The impact on the diversity and inclusion agenda is substantial. Some of the most common ways we see that impact on people from less advantaged groups include:
- Giving insight into the realities of how organisations work and what is needed to progress.
- Helping them raise their ambition levels, discover their strengths, and overcome self-limiting beliefs.
- Providing a safe environment to challenge stereotypes.
- Building support networks that extend into the sources of power within organisations and societies.

At the same time, there are major impacts on leaders and people in more advantaged groups:
- Creating understanding amongst them about the nature and mechanisms of unconscious discrimination; educating them to recognise and challenge.
- Giving them a safe environment, in which they can be challenged (and can challenged themselves) about beliefs and practices that limit others.
- Enabling them to practise engaging and conversing with people, who are different, so that they are better able to relax into and appreciate diverse relationships.

From an organisational perspective, mentoring helps achieve diversity objectives, not least because it is closely associated with retention of diverse talent. However, it does much more – it opens up dialogue generally around diversity issues and it helps shift the culture of the organisation to one that is much more inclusive. In particular, mentoring reinforces the cultural evolution from an equal opportunities focus, through a focus on diversity management, to one on leveraging the power of difference, where inclusion can flourish.

Table 2: From Equal Opportunities to Leveraging Difference

Equal opportunities	Diversity management	Leveraging difference
Issue (problem) focused	Opportunity focused	Individual focused
Tactical emphasis	Strategic emphasis	Tactical and strategic
Focused on a small number of defined groups	Aimed at everyone in a wider range of groups	A wider definition of talent
An HR issue 'Hard' targets (get the numbers)	Issue owned by everyone Changing thinking and behaviours to change the culture	Valuing difference in all its forms
About enforcing the distribution of power, privilege, and advantage	About increasing collaborative endeavour and sharing	About the quality of conversations between employees and the organisation
Driven by legislation	Driven by organisational need	Driven by alignment between individual & organisational needs

Reflection Questions:

1. Does Clutterbuck's definition of inclusion and authentic inclusion work for you?

2. How can mentoring be utilised to help achieve diversity objectives, facilitate critical conversations relating to diversity issues and shift the culture of the organisation to one that is much more inclusive?

3. How can mentoring reinforce the cultural evolution from an equal opportunities focus, through a focus on diversity management, to one on leveraging the power of difference, where inclusion can flourish?

2. Collective and inclusive NHS leadership is the only way forward

In 2014 Professor West spent some time with participants on the NHS Leadership Academy's Top Leaders programme and shared with them his thoughts about the culture change challenges they face that demand inclusive, collective leadership. He noted that it was interesting to hear what they felt were the main challenges in transforming leadership cultures so that the delivery of high quality and compassionate care for all can be ensured.

Reflection Questions:

• What do you think are the main challenges now?

• Why might exploring these challenges be important in your engagement with aspiring directors in your role as career mentor?

Professor West also communicated that, "The modern NHS **requires** all staff to adopt leadership roles in their work and take individual and collective responsibility for delivering safe, effective, high-quality and compassionate care for patients and service users. Achieving this **requires** inclusiveness, fairness, transparency, careful planning, persistent commitment and a constant focus on nurturing leadership and culture in order that NHS organisations meet the needs of local communities. This also involves **recognition** of the need for organisations to mirror and value the diversity of the communities they serve. It's all about the culture".

Professor West continued, "And the most important determinant of an organisation's culture is its current and future leadership, so the challenge is to achieve the right leadership for the future of health care organisations. But individual NHS leaders are relatively powerless in the face of the complexity and challenge of creating or shaping culture. There are too many unknowns, forces and counterforces, dynamic contexts and threats all pulling in different directions; there is too much to get done and there are too many competing demands on NHS leaders for them to do it alone, whether they are ward sisters, community mental health team leaders or GP practice managers.

Leadership therefore has to be seen as a collective, inclusive enterprise in the NHS going forward – given the mountainous challenges of integrating care, increasing demand and budget cuts. Our orientation to leadership has to shift – no more heroes and no more focus simply on individuals (King's Fund Leadership Papers). We have to see NHS leadership as a collective process and therefore necessarily inclusive of all with expertise from all backgrounds not just those standing on hierarchical status steps.

Reflection Questions:

- How are you contributing individually and collectively in your leadership to the NHS current and future culture?
- How do you see your leadership as contributing to an NHS that is inclusive of all with expertise from all backgrounds not just those standing on hierarchical status steps?
- How will your role as a career mentor help shift the orientation of leadership to where there are no more heroes and no more focus simply on individuals?

Further, Professor West wrote, "Every interaction by every leader at every level shapes the emerging culture of an organisation. To the extent that such actions are inclusive, welcoming, supportive, and compassionate to all, this will powerfully shape the culture of care for staff and patients/service users. Where these actions are not inclusive or compassionate, cultures of care will be weakened progressively.

"Collective and inclusive leadership means everyone taking responsibility for the inclusivity, civility, culture and success of the organisation as a whole – not just for their own jobs or work area. This contrasts with traditional approaches to leadership, which have focused on developing individual capability while neglecting the need for developing collective capability or embedding the development of leaders within the context of the organisation they are working in. That means everyone taking responsibility for nurturing cultures of inclusion, respect, civility, and challenging behaviours that are contrary to those principles".

In addition, Professor West counselled, "Making the shift to collective, inclusive leadership in an organisation requires strategic implementation. While the process of developing collective leadership starts at board level, all staff across the organisation will need to be involved in this endeavour with their respective expertise, contributing to the collective leadership process".

"Collective and inclusive leadership offers huge opportunities for creating cultures of continually improving, high quality, and compassionate care. But it requires a courage, persistence, and professionalism from all leaders (formal and informal) to fully realise its potential. The complete dedication of the board and leadership team to empower all staff as leaders, and trust in the process of inclusiveness and collaboration in the organisation as the foundation for its leadership culture are keys to success".

Reflection Questions:

- Are you ready to make the shift to collective, inclusive leadership?
- Do you embrace inclusiveness and collaboration as foundation to your leadership and keys to success for improving the NHS culture?
- What will empowering success through your mentoring look like for you?

3. The Six Signature Traits of Inclusive Leadership – Thriving in a Diverse New World

Dillon and Bourke, in a study, titled, "The Six Signature Traits of Inclusive Leadership – Thriving in a Diverse New World (2016)," posed the question: What will it take to be a great leader in the future? In five years, ten years, even fifteen years?

They answered that in our volatile, complex, and challenging world, predicting the future with precision is a risky business. It demands adaptation by those playing a leading role. However, Dillon and Bourke provoked with their surety about four mega-trends they view as reshaping the global environment and influencing business priorities. These mega-trends are the diversity of markets, diversity of customers, diversity of ideas and diversity of talent, and are explained as follows:

D*iversity of markets*: Demand is shifting to emerging markets. With their growing middle class, these new markets represent the single biggest growth opportunity in the portfolio of many companies around the world.

D*iversity of customers*: Customer demographics and attitudes are changing. Empowered through technology and with greater choice, an increasingly diverse customer base expects better personalisation of products and services.

D*iversity of ideas*: Digital technology, hyper-connectivity, and deregulation are disrupting business value chains and the nature of consumption and competition. Few would argue against the need for rapid innovation.

D*iversity of talent*: Shifts in age profiles, education, and migration flows, along with expectations of equality of opportunity and work/life balance, are all impacting employee populations.

For Dillon and Bourke, these simultaneous shifts are the new context, and for leaders who have perfected their craft in a more homogenous environment, rapid adjustment is required. Of course, the core aspects of leadership, such as setting direction and influencing others, are timeless, but a new capability that is vital to the way leadership is executed is suggested. This is what Dillon and Bourke calls *inclusive leadership* and have identified six traits that characterise an inclusive mind-set and inclusive behaviour. These six traits are intended to help leaders think about how traditional notions of leadership might change.

A wholesale replacement of previous leadership theory is not being suggested. For example, elements of inclusive leadership are echoed in transformational, servant and authentic leadership. These concepts are carried forward. However, these known attributes are

amplified and built on to define a powerful new capability uniquely adapted to a diverse environment. Understanding and being adept at inclusive leadership it is thought will help leaders thrive in their increasingly diverse environment. The six signature traits of an inclusive leader (figure 1) are identified as follows:

Figure 1. The six signature traits of an inclusive leader

Cognizance
Because bias is a leader's Achilles' heel

Curiosity
Because different ideas and experiences enable growth

Courage
Because talking about imperfections involves personal risk-taking

Cultural intelligence
Because not everyone sees the world through the same cultural frame

Commitment
Because staying the course is hard

Collaboration
Because a diverse-thinking team is greater than the sum of its parts

The six signature traits

What can organisations do?

Dillon and Bourke say the six signature traits of an inclusive leader have important implications for how organisations select and develop leaders. Below, they provide some possible actions to help organisations develop inclusive leadership capabilities and build a culture of inclusion.

Strategic alignment
Highlight inclusive leadership as a core pillar within the organisation's diversity and inclusion strategy. Articulate a compelling narrative as to why inclusive leadership is critical to business success. For example, how may inclusive leadership drive innovation and prevent the

organisation from being blindsided, support greater customer connectivity, optimise talent, and/or enable leaders to operate more effectively in a global marketplace?

Make symbolic workplace changes to signify the importance of inclusive leadership. For example, incorporate inclusion into an organisation's values to guide behaviours, and appoint senior leaders who embody inclusive leadership.

Recruitment

Ensure that job advertisements emphasise inclusive leadership capabilities for example, collaborative, curious and the organisation's commitment to diversity and inclusion. Incorporate inclusion into behavioural interview questions. For example, an interviewer could ask, "Describe a situation where others you were working with disagreed with your ideas. How did you respond?"

Capability and competency management

Integrate inclusive leadership capabilities into the organisation's leadership competency model.

Performance management

Link KPIs to inclusive behaviours and diversity and inclusion outcomes. For example, establish a metric around employee perceptions of leadership commitment to diversity and inclusion and their inclusive behaviours. Ensure that those appointed to senior-level positions embody inclusive leadership or demonstrate a genuine commitment to developing the capability for inclusive leadership. Hold leaders to account for non-inclusive behaviours.

Rewards and recognition

Reward leaders who role model inclusive behaviours. Showcase highly inclusive leaders across the organisation as well as the benefits derived from their inclusive behaviour.

Leadership development

Formally assess inclusive leadership capabilities across senior leaders and people managers. Identify individual and organisational developmental gaps and create development plans. Encourage leaders to seek informal feedback from others on their capability for inclusive leadership. Integrate development of the six signature traits of inclusive leadership into leadership development programmes.

System integration

Integrate inclusive leadership into the organisation's and systems strategy in order to help assess participant readiness and to develop current and future leaders. Consider how inclusive leadership—as well as the broader principles of diversity and inclusion—fit within the organisation's innovation strategy and processes. For example, in undertaking ideation or

problem-solving activities, ensure that leaders assemble teams that are diverse in their thinking and that individual and group biases are mitigated in group discussions. Diversity— of markets, customers, ideas, and talent—is an inescapable part of today's business environment. When leaders have clarity about what it means to be highly inclusive—through the six signature traits — they are positioned for success.

Boards should also care about inclusion. "The Board setting an example is important," states a director of a Fortune 500 industrial products manufacturer. "If the board is not both diverse and inclusive, it lacks credibility with management"—as likely as well with investors, customers, employees, and other stakeholders.

Yet boardroom conversation around the board's influence over inclusion is often scarce. A review of some charters for board committees in areas with potential diversity and inclusion implications—such as nominating and governance, human resources, and compensation— revealed that while more than half mentioned diversity and inclusion, these references most often only pertained to demographic composition (diversity). A small minority of these charters made direct references to the board's oversight of inclusive organisational culture, practices, or strategy (inclusion). Additionally, while many boards use tools such as board competency matrices in their succession planning efforts, most of these tools do not provide detailed insight into board members'' experiences and capabilities, including their experience or capability in practicing inclusive behaviour.

Qualitative research further reinforces the need for additional board focus on inclusion. Interviews with board members and executives of organisations across the marketplace reveal that a large majority of boards may not consider diversity and inclusion as separate concepts. Indeed, most boards'' current efforts in these areas focus mostly on diversity.
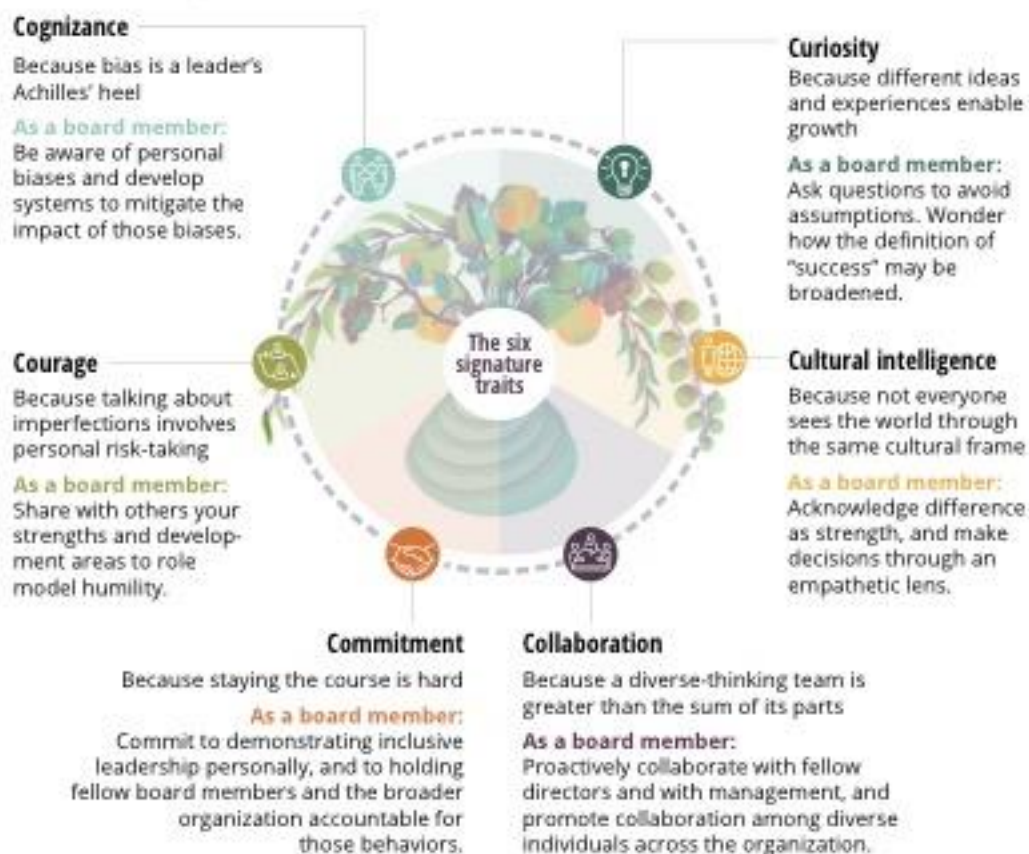
Boards have an interest in encouraging inclusion as well as diversity, however. The uplift organisations receive from having an inclusive culture, and not just a diverse workforce, is substantial. Where an inclusive culture exists, employees are much more likely to see themselves as part of a high-performing organisation in which teams collaborate and consistently meet client and customer needs. Teams also perform better when they are both diverse *and* inclusive—there is less groupthink and more innovation. In fact, the board, as a team, can also exemplify this pattern. When comparing low and high-performing boards, high-performing boards are more likely to exhibit gender balance and inclusive behaviours.

These outcomes of inclusion can translate into financial results. When operating under an inclusive culture and inclusive talent practices, organisations generate up to 30 percent higher revenue per employee, are more profitable than their competitors, and become eight times more likely to achieve positive business outcomes.

In short, because diversity alone does not ensure that organisations are able to bring a wide variety of insights, life experiences, and perspectives to bear on their challenges and opportunities, boards should also value and promote *inclusion* as a separate yet connected priority.

It is time for boards to recognise both their potential for influencing inclusion and their responsibility to do so, not only for the sake of their own organisations and employees but, where relevant, also for the sake of their various stakeholders. "Shareholders ask about diversity and inclusion because they know diversity and inclusion add to long-term shareholder value," says Kosta Kartsotis, chairman and CEO, Fossil Group. Furthermore, as markets and customer preferences shift, boards and executives benefit from recognising that prioritising the inclusion of diverse customers and stakeholders is key to staying competitive in the marketplace.

Inclusive leadership for board members

Cognizance
Because bias is a leader's Achilles' heel

As a board member:
Be aware of personal biases and develop systems to mitigate the impact of those biases.

Curiosity
Because different ideas and experiences enable growth

As a board member:
Ask questions to avoid assumptions. Wonder how the definition of "success" may be broadened.

The six signature traits

Courage
Because talking about imperfections involves personal risk-taking

As a board member:
Share with others your strengths and development areas to role model humility.

Cultural intelligence
Because not everyone sees the world through the same cultural frame

As a board member:
Acknowledge difference as strength, and make decisions through an empathetic lens.

Commitment
Because staying the course is hard

As a board member:
Commit to demonstrating inclusive leadership personally, and to holding fellow board members and the broader organization accountable for those behaviors.

Collaboration
Because a diverse-thinking team is greater than the sum of its parts

As a board member:
Proactively collaborate with fellow directors and with management, and promote collaboration among diverse individuals across the organization.

Sources: Juliet Bourke and Bernadette Dillon, *The six signature traits of inclusive leadership: Thriving in a diverse new world,* Deloitte Insights, April 14, 2016; Deloitte analysis.

How can boards shift into an inclusion governance mind-set? While it may seem an amorphous undertaking, it is possible for boards to chart a clear way forward that embeds inclusion into every facet of the organisation's work, workforce, and workplace.

 "It all starts at the board to set the tone for inclusion as a priority both internally and externally." *Ken Denman, governance & nominating committee chair, Motorola Solutions*

Past research reveals, and our interviews confirm, that boards of directors traditionally own five key areas of organisational oversight:

- Strategy
- Governance
- Talent
- Integrity
- Performance

As these responsibilities evolve to account for changes in regulations, the business environment, and society in general, the role boards play in influencing inclusion within each of these five areas is becoming even more important.

Reflection Questions:

- How do these six signature traits of the Inclusive Leadership Model land with you?

- How do the possible ideas for what organisations might do match up with the 10 high impact actions?

- How might these six signature traits of the inclusive leader be employed to deliver the 10 high impact actions that aim to support NHS organisations to increase the diversity of their workforce, particularly at a senior level?

- How might they be of value in influencing what organisations and boards can do?

- How might they be of value in your role as a mentor? Where are your strengths? What are your areas for development?

Section 8: Career Mentoring Tools

- ## **Wheel of Life Exercise**

This wheel contains eight sections that, together, represent one way of describing a whole life. You, as mentor, or your mentee may have other labels or categories or may wish to divide friends and family. The structure is up to you and your mentee. The exercise measures your mentee's level of satisfaction in these areas on the day they work through this exercise. It is not a picture of how it has been in the past or what the mentee wants it to be in the future. It is a snapshot taken in the moment. It is not a report card on how well the mentee has performed or what he or she has achieved. The emphasis is on the mentee's level of satisfaction in each area.
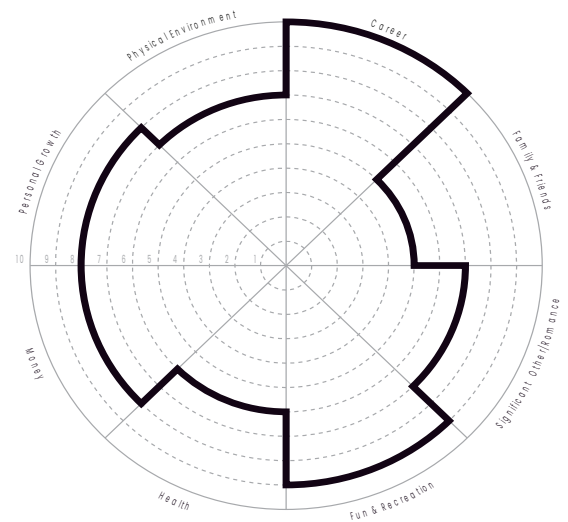
The Wheel of Life provides a unique model for mentees. The wheel shows mentees what balance in their life looks like. Mentors use this tool with mentees in the discovery session, sample sessions and to get a sense of fulfilment in the mentee's life.

Using the Wheel of Life in a mentoring session:

- Briefly explain the wheel and what it signifies to your mentee. The wheel of life is a tool mentors use to get a snapshot of how satisfied a mentee is in their life. There are eight areas on the wheel. You may want to change the categories to reflect the areas of your life. **For example:** The mentee may choose to break the category of friends and family into two separate categories. The mentee may wish to add a category.

- Ask the mentee to rate their level of satisfaction in each of the areas. *"I am going to ask you to rate your level of satisfaction in eight areas of your life. Zero means not satisfied and 10 means highly satisfied."*

- After the mentee has rated each of the areas, ask them to connect the lines to form an inner wheel. This gives the mentee an overview of balance in their life. *"Remember, this is not about getting 10s! It's about a smoother ride." "If this wheel were a tyre on your car, how bumpy would the ride be?"* Listen to the mentee's response and then move to step 4.

- Ask the mentee, "what area/areas would you like to focus on? Or what area are you

ready to make a change in? Once an area is selected, continue to ask powerful questions to move the mentee forward.

- Wrap up the mentoring session by making a request, or by asking the mentee to reflect further.
- Be sure to hold the mentee accountable. What will you do? When? How will I know?

Directions: The eight sections in the Wheel of Life represent different aspects of life. Seeing the centre of the wheel as 1 and the outer edges as 10, rank your level of satisfaction with each life area by drawing a straight or curved line to create a new outer edge. The new perimeter represents the wheel of your life. If this were a real wheel, how bumpy would the ride be?
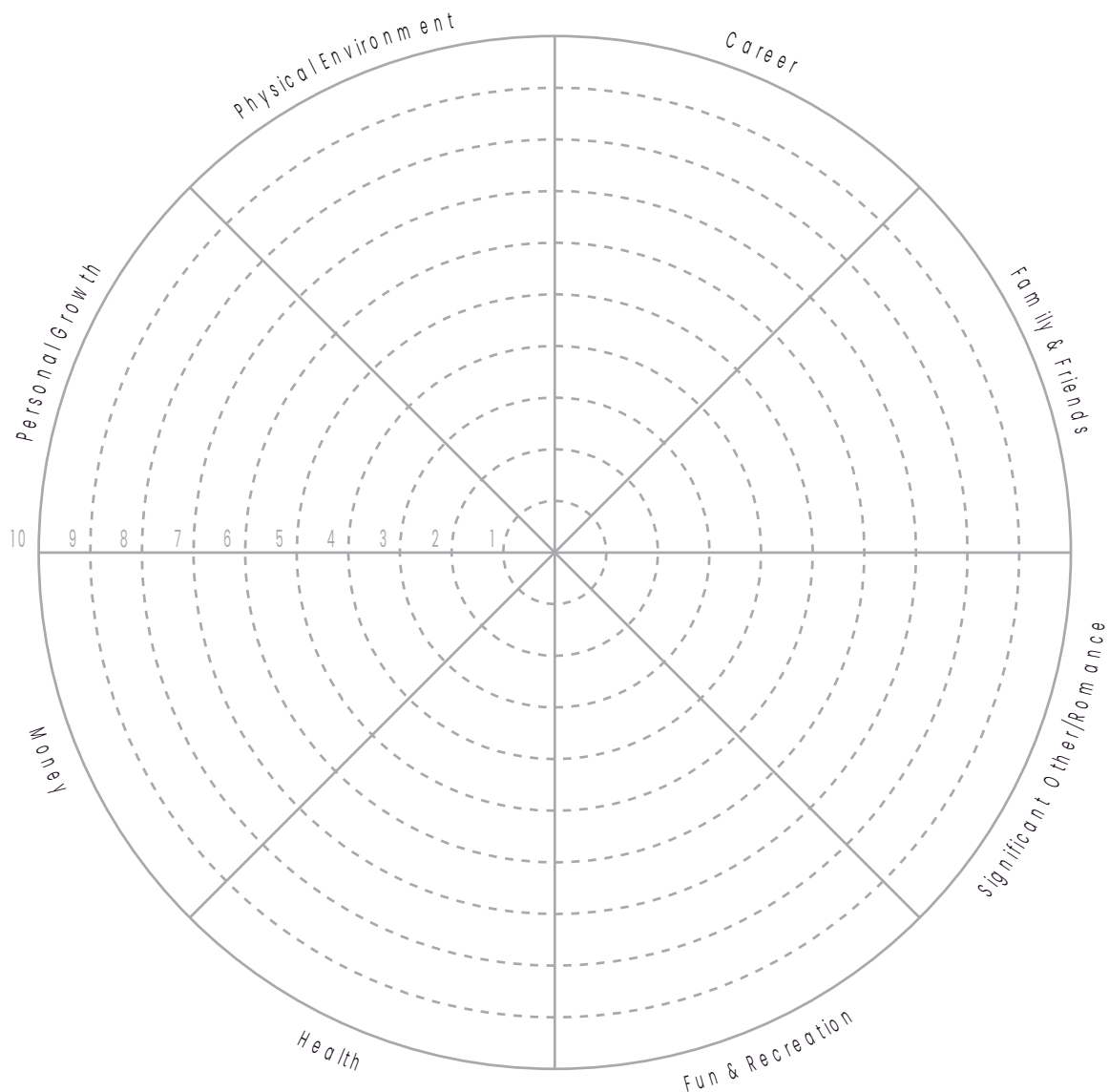
Professional Assessment Sheet

This assessment explores eight areas that, together, represent one way of describing your professional life as a whole. It measures your level of satisfaction and range of expression in these areas as a snapshot in time. As you work through it you will find areas where you can acknowledge the success you have created and areas where you may want to improve your level of satisfaction.

Rank each of the statements below on a scale from 1 (Highly Disagree) to 10 (Highly Agree), then total your scores for each area.

Recognition (1 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I feel valued and affirmed at work.

☐ I am appropriately compensated for the work I do.

☐ I acknowledge and appreciate others.

☐ I take time to celebrate my accomplishments and growth.

/40 Total

Satisfaction (2 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I am engaged in meaningful work.

☐ I feel vibrant and alive in my work.

☐ I look forward to going to work on Monday morning.

☐ I have energy at the end of each day to attend to the people I care about and my personal interests.

/40 Total

Relationship (3 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I establish good relationships with others.

☐ I design effective alliances with others.

☐ I respect my colleagues and the work they do.

☐ I cultivate trust in others.

☐ I empower leadership in myself and others.

/50 Total

Creative Self- Expression (5 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I feel I make a unique contribution through my work.

☐ I give myself permission to take risks, experiment, innovate and create things "outside the box."

☐ I see challenge as an opportunity to expand and engage.

☐ I have opportunities to engage my strengths every day at work.

/40 Total

Results (6 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I produce high quality results.

☐ I am reliable and consistent.

☐ I use my influence to impact the day-to-day success of the company.

☐ I accept responsibility for my successes and failures

/40 Total

Career Development (7 of 8)
1 (Highly Disagree) to 10 (Highly Agree)

☐ I take responsibility for the evolution of my career path.

☐ I use everything that occurs as an opportunity to grow.

☐ I look for ways to expand my responsibility.

☐ I have a champion at work who encourages my development.

☐ I invest time and energy to develop myself as an individual, in addition to developing my career skills.

/50 Total

Communication (4 of 8)

1 (Highly Disagree) to 10 (Highly Agree)

|	I communicate clearly with my colleagues, supervisor and leadership teams.
	I value listening as much as I do speaking.
	I am thoughtful about the impact of my communication.
	I make direct requests rather than communicating requests indirectly or through gossip or complaint.
	I communicate for the sake of something larger than myself.

/50 Total

Climate & Culture (8 of 8)

1 (Highly Disagree) to 10 (Highly Agree)

	The company culture and mission aligns with my personal values.
	I foster a positive environment.
	I champion my organization and the people who work there.
	I create a physical environment that supports my work.

/40 Total

Directions: To get a snapshot of your life, transfer your total scores from page one to the summary Wheel and find the % of the total for each area. Then take that percent and draw a line in the respective area on the Wheel. Look at your completed Wheel.

If your professional life is riding on this Wheel, how bumpy is the ride? Answer the questions below to help you expand your satisfaction and balance.
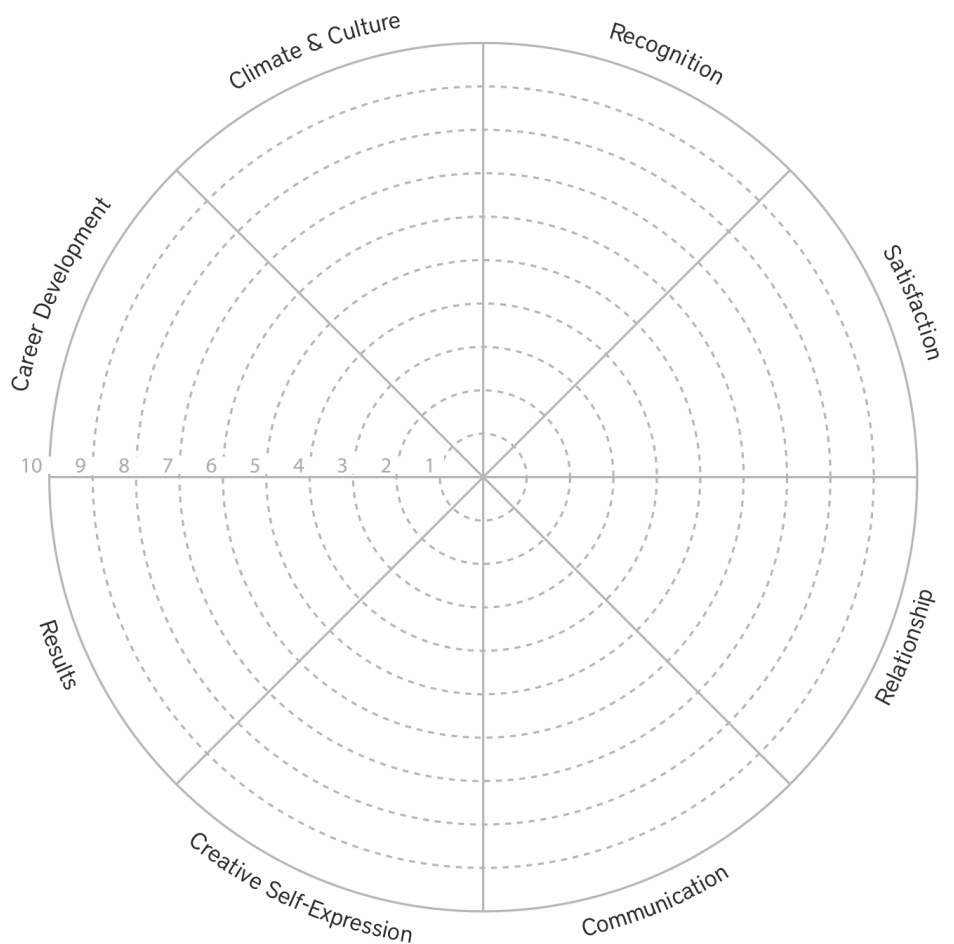
Recognition	/40 =		%
Satisfaction	/40 =		%
Relationship	/50 =		%
Communication	/50 =		%
Creative Self-Expression	/40 =		%
Results	/40 =		%
Career Development	/50 =		%
Climate & Culture	/40 =		%

What area on the wheel would you like to improve your level of satisfaction?

_____
_____
_____
_____

What is the current state of this area in your professional life?

_____
_____
_____
_____

What is missing or not working for you in this area?

_____
_____
_____
_____

What would you like to create in this area?

_____
_____
_____
_____

Section 9: The Mentee

It is important to remember that the mentee is responsible for their own growth therefore they need to be actively involved in the discussions that take place. They are taking control of their development by managing themselves, using the mentors as facilitators.

The responsibility for the success of the mentoring relationship is one that is shared by both parties. It is the mentee's responsibility to input into the relationship building the mentor's involvement and commitment. The mentee can develop and support the relationship by:

- **Clarity** – clear communication of needs and aspirations to and from the mentor will make the meetings focused and both parties will know where they stand.
- **Networking** – use any contacts and confidential information sensibly, seeking permission from the mentor when using their name or details.
- **Taking action** – agreed outcomes should be followed through within the time frames discussed
- **Not making demands** – that cross the boundaries agreed during the contracting phase unless these have been re-set, especially around the issues of time and networking
- **Remembering** – mentoring is just as much the mentee's responsibility; it is a two-way process and the mentee will get what they are prepared to put in

Preparing for Mentoring Sessions

To make effective use of the mentoring time the mentee needs to prepare by reflecting on their past experiences. This will develop understanding, consideration for future needs and exploring options and strategies with the mentor's input.

The mentee can start this process by considering the following prefixes to sentences:

- I am experiencing difficulty with…
- In terms of support, I may need…
- I want to develop my skill(s) in… What would you suggest?
- Things that have gone well are…
- How can I find out more about…?
- I have appreciated your support and ideas on… etc.

One way to ensure that mentees can reflect on their time with their mentor is to use some form of learning log, journal, or diary system.

A learning log/recording system allows the mentee to self-review and it is through this process that more learning and development occurs and more importantly, helps the mentee to take ownership of the process. They can then, reflect, recognise achievements, analyse practices, and identify areas for development. Some of the common questions, which may be used to help the mentee reflect, are:

- What have I achieved?
- What have been difficult areas when...?
- What analysis has come from...?
- What have I learned from...?
- What do I need to change so I can...?
- What do I need to develop to allow me to...?

Things to include and remember when using a learning log/recording system:

- Reflection and analysis – concentrate on key learning points.
- Support and development needs – be specific.
- Difficulties that were encountered and how they were resolved.
- Identified strengths.
- Achievements and successes.

Case Study – Director of Strategy, *Mentor* with Acting Head of Procurement, *Mentee*

1. **What benefit or impact has mentoring had on your work?** Very beneficial, particularly in terms of understanding and observing my behaviours as an external agent. I was recently unsuccessful at an application to convert an interim role into a permanent role and my final mentoring session was perfectly timed to see how I could have improved my preparation and performance.
2. **What benefit or impact has mentoring had on your organisation?** In seeing the bigger picture, seeing myself through someone else's eyes, hearing how I come across in meetings and how this differs from my perception of how I come across; difficult stuff but very, very helpful in understanding ways to achieve my objectives and areas on which to focus.
3. **To what extent do you feel your objectives for mentoring have been met?** Exceeded my objectives, mentor brought insight, experience, honesty yet integrity and acted as a role model.
4. **What would you have liked to have seen more of, or less of, from your mentor?** Probably a few more sessions but appreciate the number of sessions I was able to have.
5. **Do you have any other comments regarding your mentor?** It has been a very positive,

The information outlined in all parts of this resource are also designed to support the mentee as it will help if they are also familiar with and understand the mentor's process, perspective and demands.

Appendix I - Initial Meeting Checklist

The following headings might provide a useful checklist for Mentee and Mentor to use during the initial meeting to check out suitability.

Purpose and initial outcomes:
- Why the need for mentoring?
- What you hope to achieve as outcomes (linked to development goals over the next 12-24 months)
- Current situation
- Strengths/Weaknesses
- Potential Challenges over next 12 months
- Initial areas for mentoring focus

Relationship:
- What each of you want from the relationship
- What each of you bring to it

How the mentoring is to be carried out:
- What is going to make it work
- Style of mentoring
- Process/format you will follow during the mentoring sessions
- How you will know that mentoring is working for you both
- How you will recognise that the mentoring need has finished

The mentor role and responsibility:
- Expectations by mentee of mentor
- What mentor is prepared to do/give to the process – how much time is the mentor prepared to spend
- Checking out whether mentor skills/attributes/style match the needs and personality of the mentee

The mentee role and responsibility:
- Expectations by mentor of mentee
- What mentee is prepared to do and give to the process
- What mentee is prepared to offer the mentor in terms of mentor's own development
- Checking out whether the mentee is the right person for the mentor to work with

Developing the Ground Rules:

- Initial duration of whole mentoring process
- Venues, timings, frequency, and length of each meeting
- Whether there will be informal contact between meetings
- Boundaries (including confidentiality, limitations to the work & clarity that the mentee does not use the mentor's name or authority without the mentor's permission)
- Signing Off – How you will do this and what it means when you get that far
- Who is driving the overall mentoring process (normally the mentee) and what this means in practice

Appendix II - Checklist for Mentors Giving Feedback

(a) always have the mentee's best interests at heart

(b) always start with some positive feedback

(c) prioritise feedback to avoid overload if necessary

(d) observe the mentee's reactions and be responsive to these

(e) concentrate on facts and behaviours rather than emotions and personalities

(f) avoid blaming the mentee for all problems: seek 'the big picture'

(g) acknowledge and summarise mentee's contributions

(h) provide critical feedback in a supportive way

(i) strike a balance between being too informal and too distant

(j) strike a balance between being overly positive and overly negative

(k) work with the mentee to interpret the situations being discussed

(l) probe mentee's responses as necessary to derive further insights

Appendix III - Mentoring Review Form

Name of Mentee	
Name of Mentor	
Date	

1. How are you getting on with your Mentee/ Mentor?

   _____
   _____
   _____
   _____

2. What are the good points / benefits from the meetings so far?

   _____
   _____
   _____
   _____
   _____

3. Are there any issues / problems regarding the mentoring relationship?

   _____
   _____
   _____

4. Have you agreed any targets / objectives? Please detail below.

   _____
   _____
   _____
   _____

5. What progress have you made towards your agreed targets / objectives?

   _____
   _____
   _____
   _____

6. How could the programme be improved?

   _____
   _____
   _____

7. Date and time of next review meeting:

   _____

Signed .... Date .... Print Name ....

Appendix IV – Further Reading and Information

EMCC UK (European Mentoring and Coaching Council - https://www.emccuk.org//

[NHS Skills Development Network (NHS SDN)](#)

Techniques for Coaching and Mentoring by David Clutterbuck and David Megginson

The Mentoring Manual: Your Step by Step Guide to Being a Better Mentor by Julie Starr

Everyone Needs a Mentor - David Clutterbuck

Coaching and Mentoring: Practical Techniques for Developing Learning and Performance by Eric Parsloe and Melville Leedham

Mentoring Mindset, Skills and Tools - Ann Rolfe

Finding Square Holes: Discover who you Really are and Find the Perfect Career by Anita Houghton

Reverse Mentoring - https://davidclutterbuckpartnership.com/making-reverse-mentoring-work/

What Colour is Your Parachute? - R Bolles

Build Your Own Rainbow – B Hopson and M Scally

Career Anchors; Discover your Real Values – E H Schein

[Return to Work Mentoring programme – Leadership Academy](#)

[Ethical Mentoring programme – Leadership Academy](#)

[Coaching and mentoring for leaders – Our NHS People](#)

We will review, update and reissue this resource on a regular basis and welcome any feedback, suggestions for content and resources to ensure that this meets the needs for you as mentors. Thank you for your time and support towards the development for mentees.
If you have any queries please contact talentandleadership.eoe@england.nhs.uk