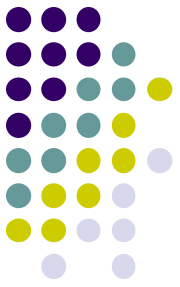


Mentoring & Coaching

Other ways to learn

Gijón, 3 to 5 July 2017



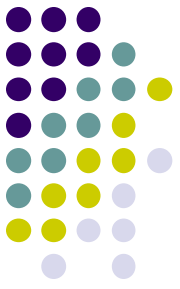
D. Juan José Arias
Director Área de formación
Univ. Acelor-Mitall

Into
2nd International Joint Staff Training Event
“Desarrollando competencias para la búsqueda de empleo e inclusión.
Una perspectiva internacional”

Project 2016-1-ES01-KA204-025159 ERASMUS+
*Sharing effective educational practices and systematizing a training competences
programme
for employment and inclusion for vulnerable adults.*

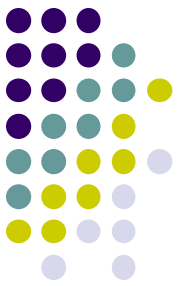


Co-funded by the
Erasmus+ Programme
of the European Union



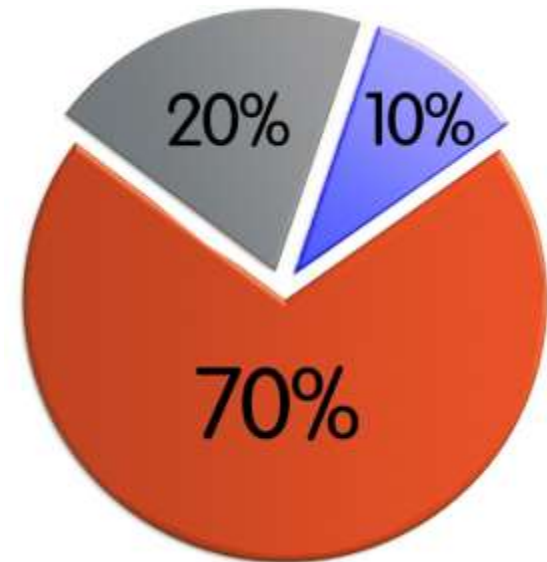
Summary

- **The 70:20:10 learning model**
- **What is mentoring.**
- **Roles and benefits of mentoring.**
- **What is executive coaching.**
- **Roles in executive coaching.**
- **Framework for action**
- **Differences between coaching & mentoring.**
- **The coaching process.**
- **GROW and PISAR models.**
- **Conclusion**

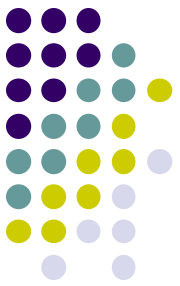


The 70:20:10 learning model

- It was developed at Princeton University.
- It is a vision of learning that involves a change in the way we carry out employee development plans.

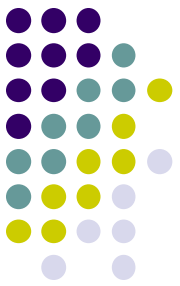


Adult learning occurs mainly in the context of work and in collaboration with others.



The 70:20:10 learning model





The 70:20:10 learning model

Social learning

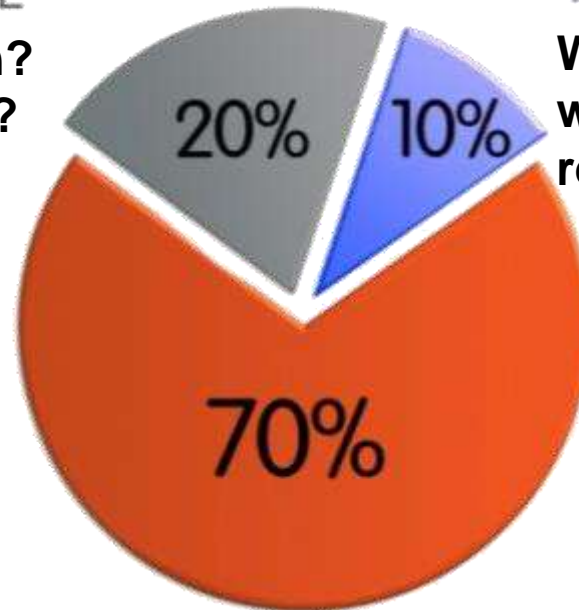
APRENDIZAJE SOCIAL

Looking for whom to learn?
Do I teach by my example?

Regulated learning

APRENDIZAJE REGLADO

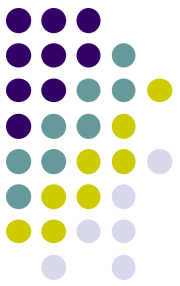
Which regulated training
would help me achieve my
results?



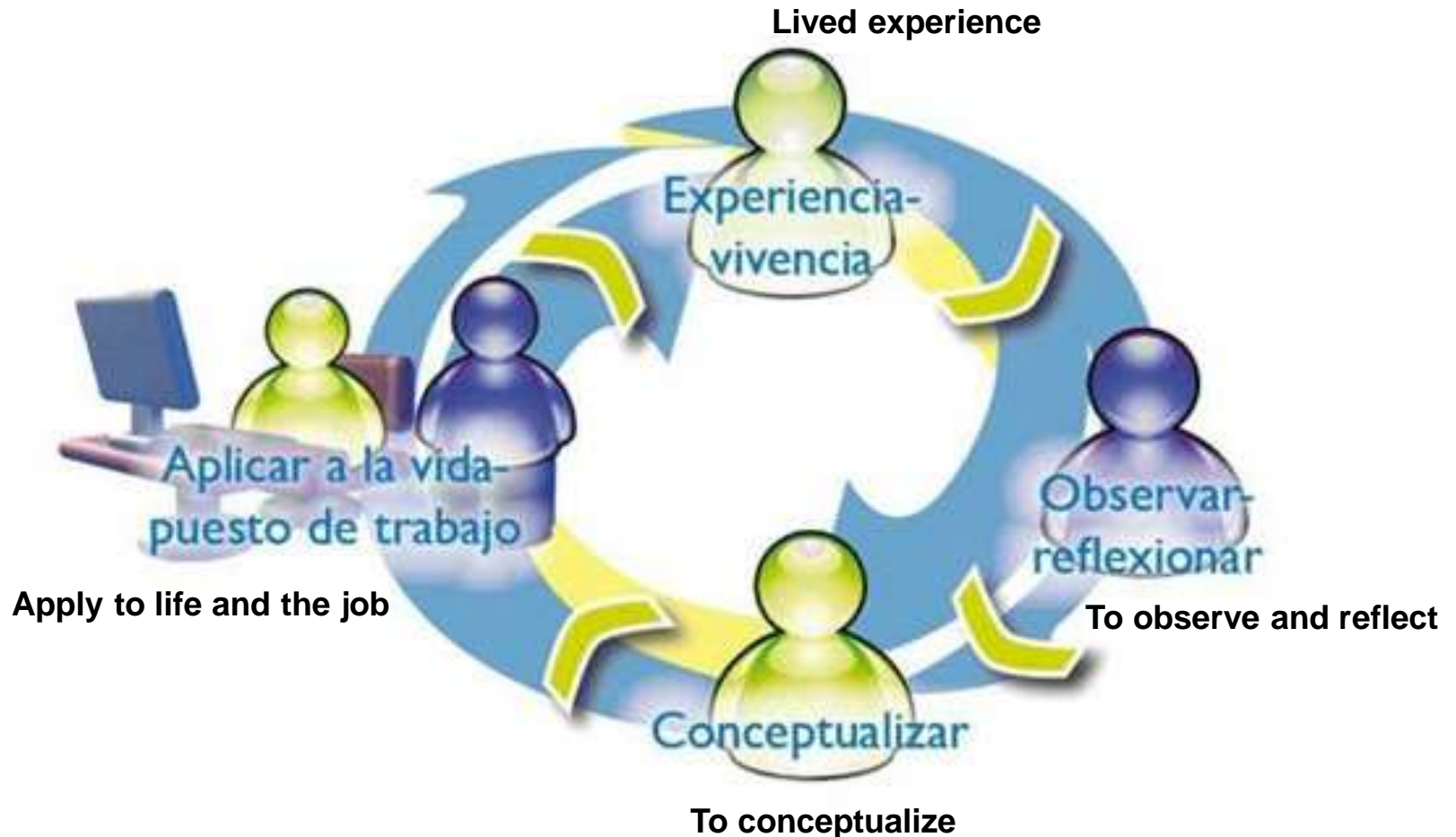
Learning experience

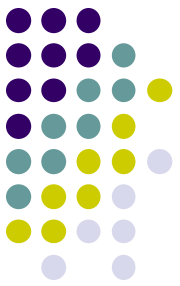
APRENDIZAJE DE LA EXPERIENCIA

Do I strive to learn from my daily experience?



Kolb Cycle





Experiential Learning

Phase 1: To experiment

FASE 1: EXPERIMENTAR

Realización de una experiencia de forma inmediata, que puede ser controlada o simplemente sensorial o emocional.



Phase 2: To reflect

FASE 2: REFLEXIONAR

Reflexión sobre la experiencia realizada o experimentada, desde distintos puntos de vista, de forma que establezcamos relaciones de causa – efecto entre dicha experiencia y los resultados o consecuencias verificados.



FASE 3: CONCEPTUALIZAR

Extracción y formación de conceptos abstractos, de carácter amplio y generalizado, que superen el contexto concreto de la experiencia anterior.

Phase 3: To conceptualize

Phase 4: To apply

FASE 4: APLICAR

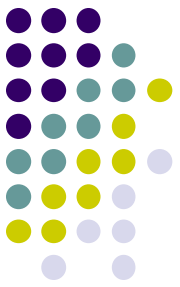
Aplicación práctica de los principios generados, usándolos como guía para resolver nuevos problemas y afrontar distintas situaciones, lo cual nos permitirá a su vez comprobar su validez y recomenzar el ciclo desde la Fase 1 (experiencial).



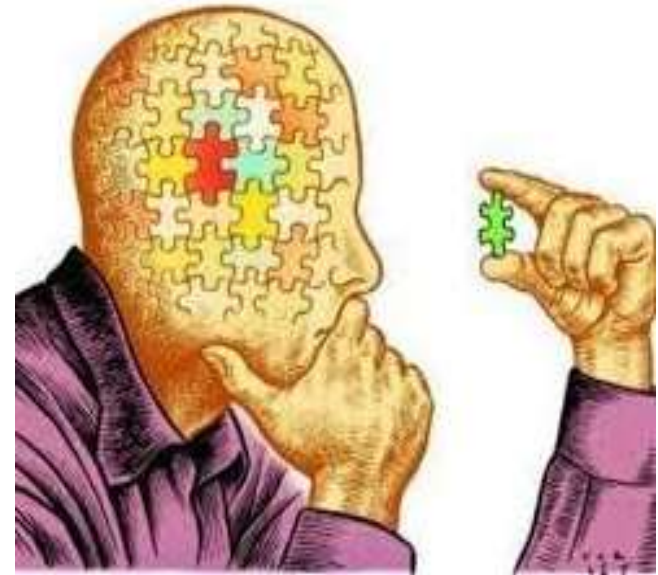
CICLO DE DAVID KOLB

Critical thinking

(USA National Council for Excellence in Critical Tinking)



- Critical thinking is the skillful and active process of conceptualization that applies, analyzes, synthesizes, and / or evaluates information obtained from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide for beliefs and action.



Elements of critical thinking

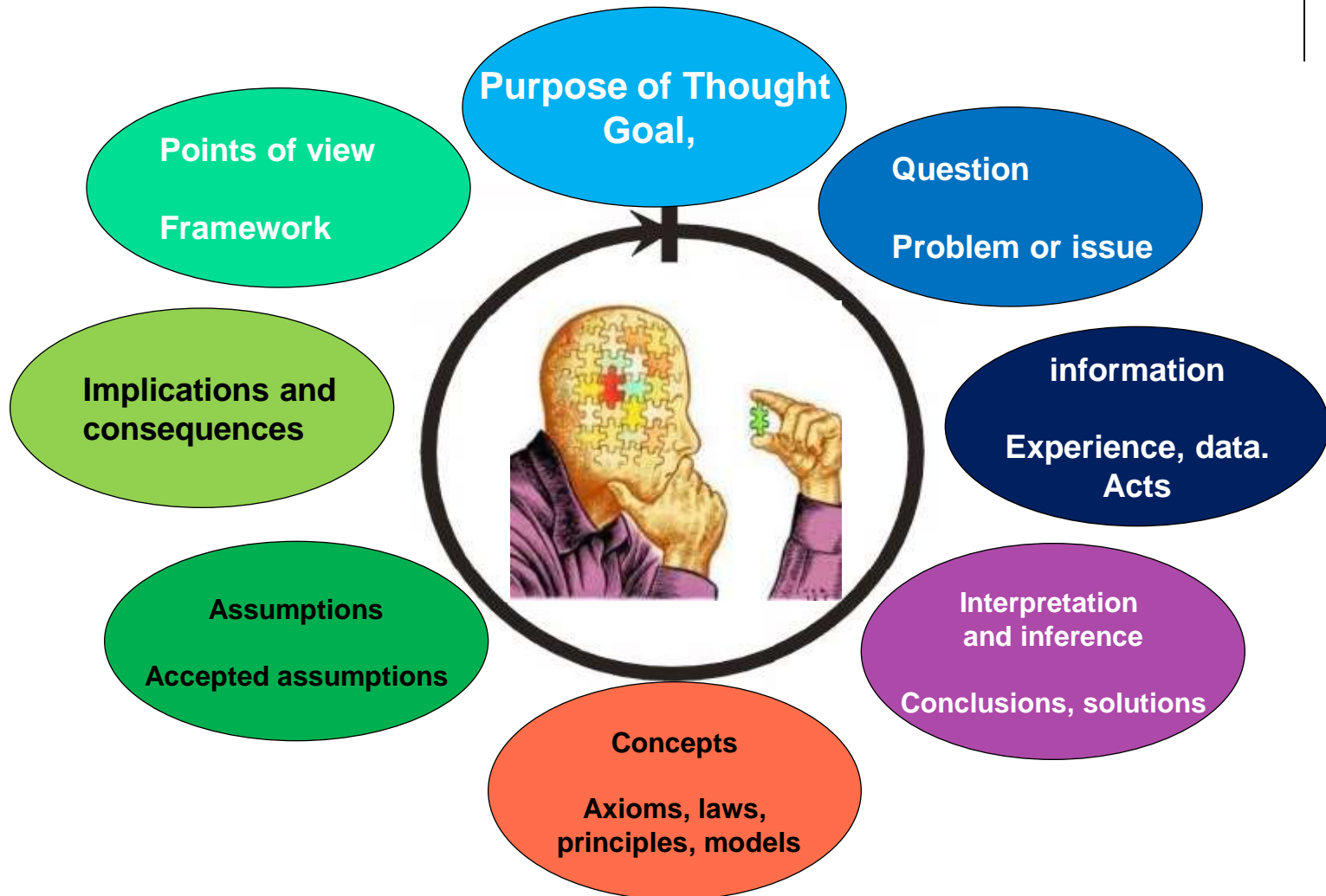
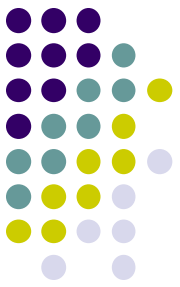
(Paul & Elder 2004)

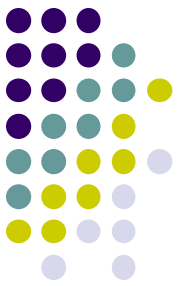
- All reasoning has a purpose.
- All reasoning is an attempt to find something better, to answer some questions, to solve a problem.
- All reasoning is based on assumptions.
- All reasoning is done from a certain point of view.
- All reasoning is based on data, information and evidence.
- All reasoning is expressed through, and formed by, concepts and ideas.
- All reasoning contains inferences, with which we can draw conclusions and give meanings.
- All reasoning leads to somewhere, has implications and consequences.



Elements of critical thinking

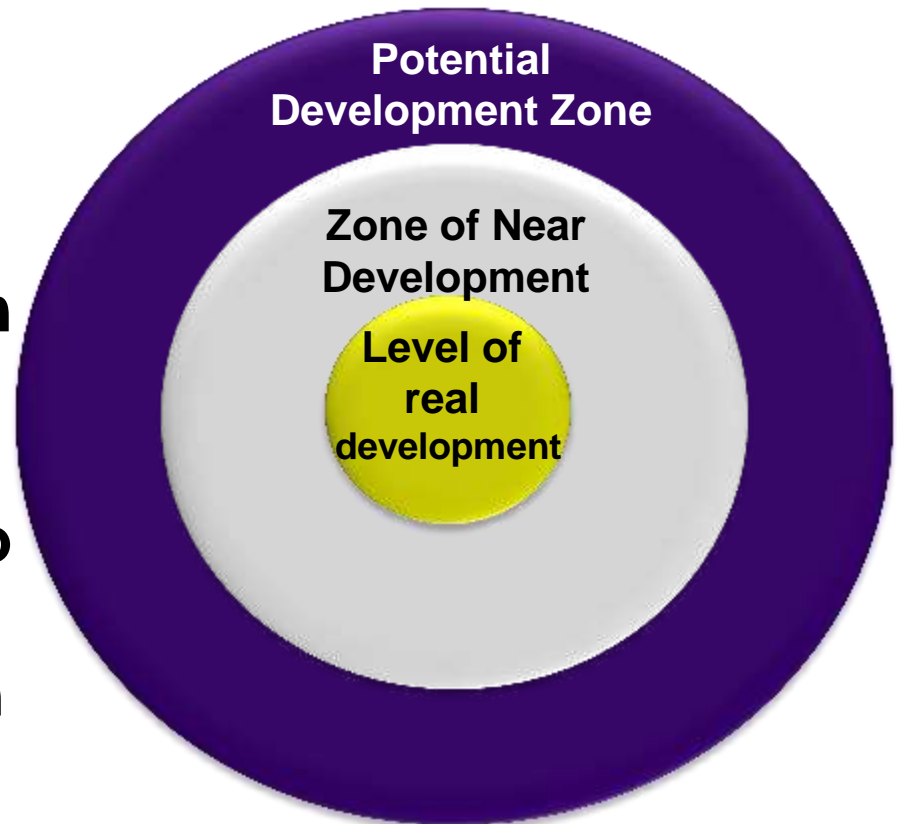
(Paul & Elder 2004)



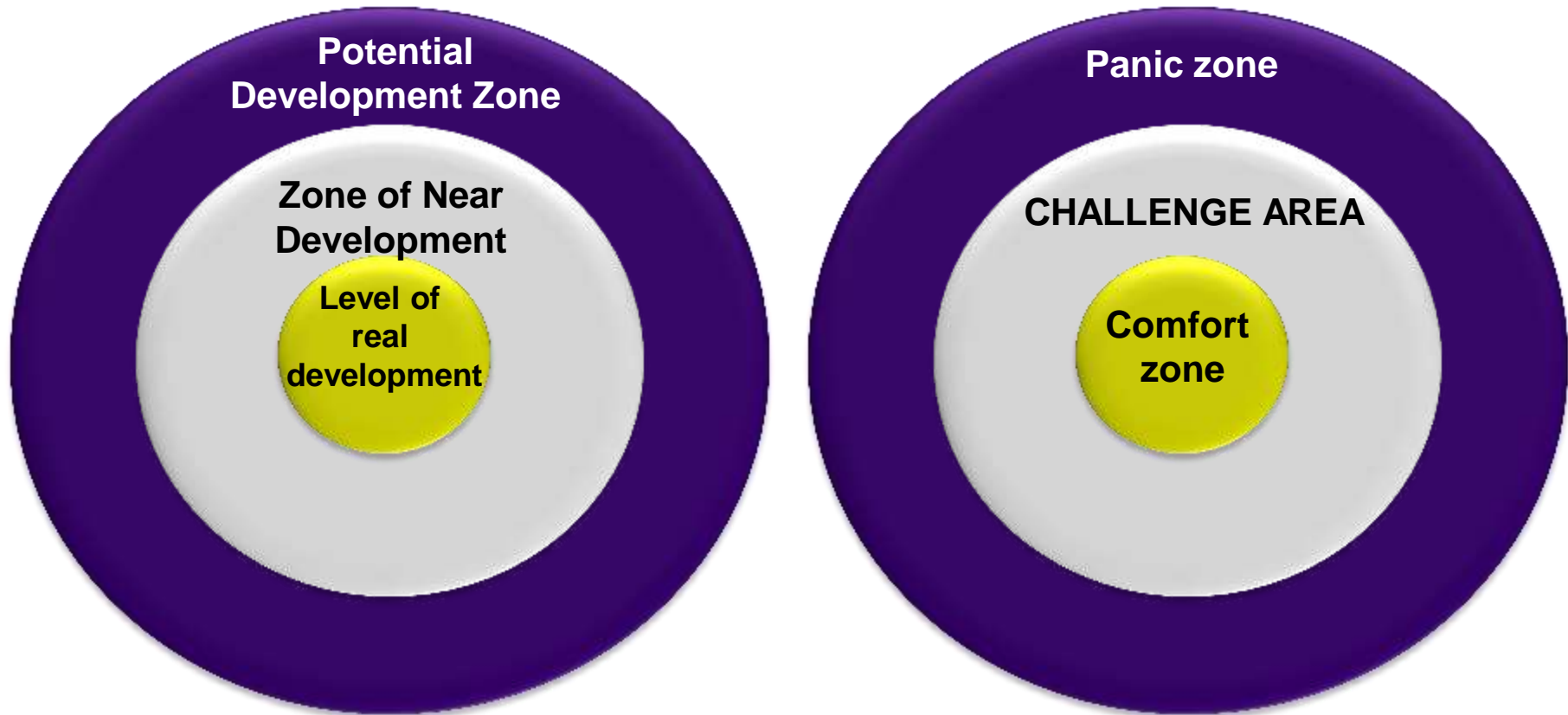


Social Learning (Vigotsky)

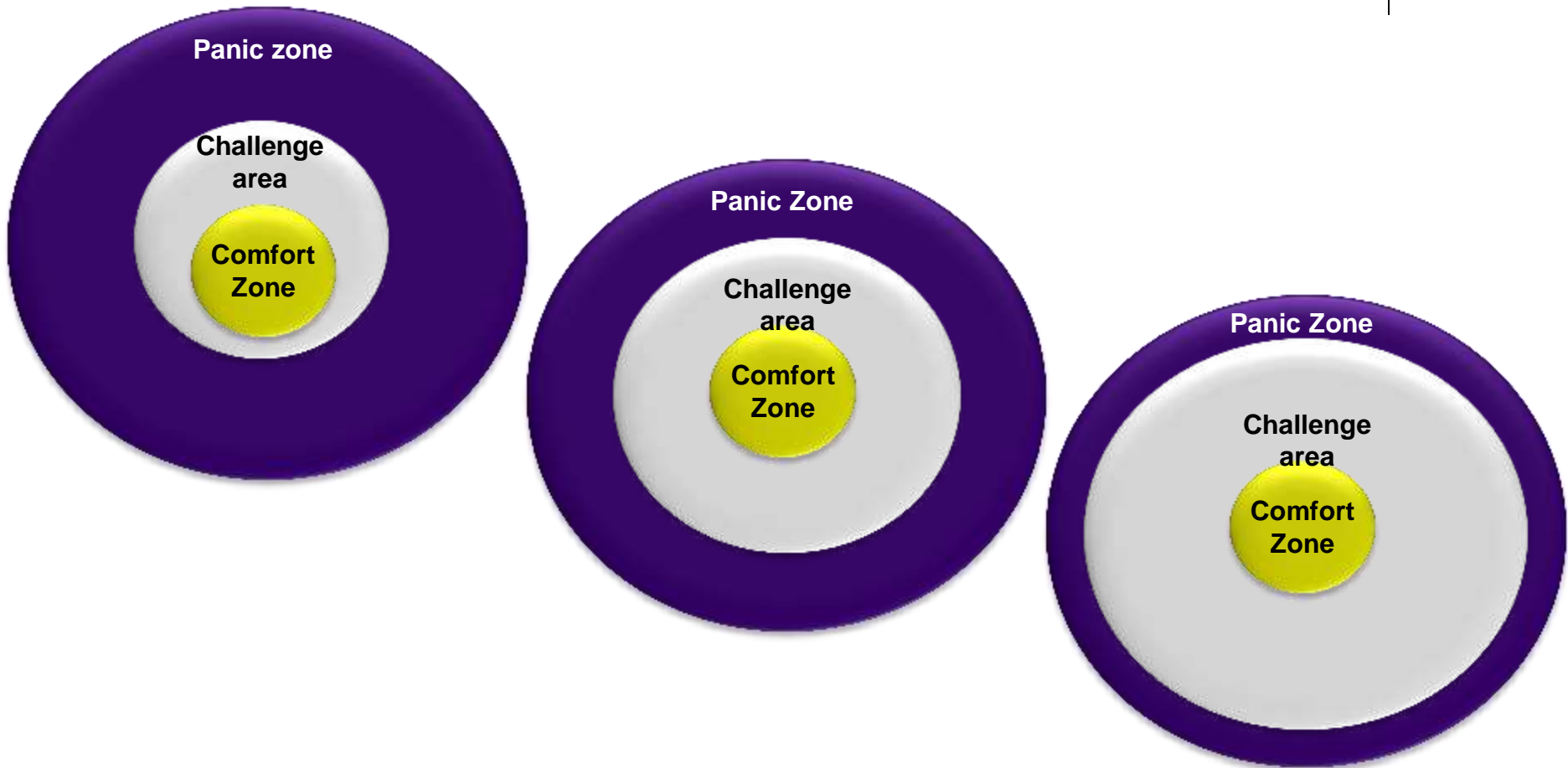
The Zone of Near Development is the distance between the level of real development of the person, determined from the autonomous resolution of problems, and the highest level of potential development that is able to achieve through the guidance of an expert or in collaboration with more capable equals.



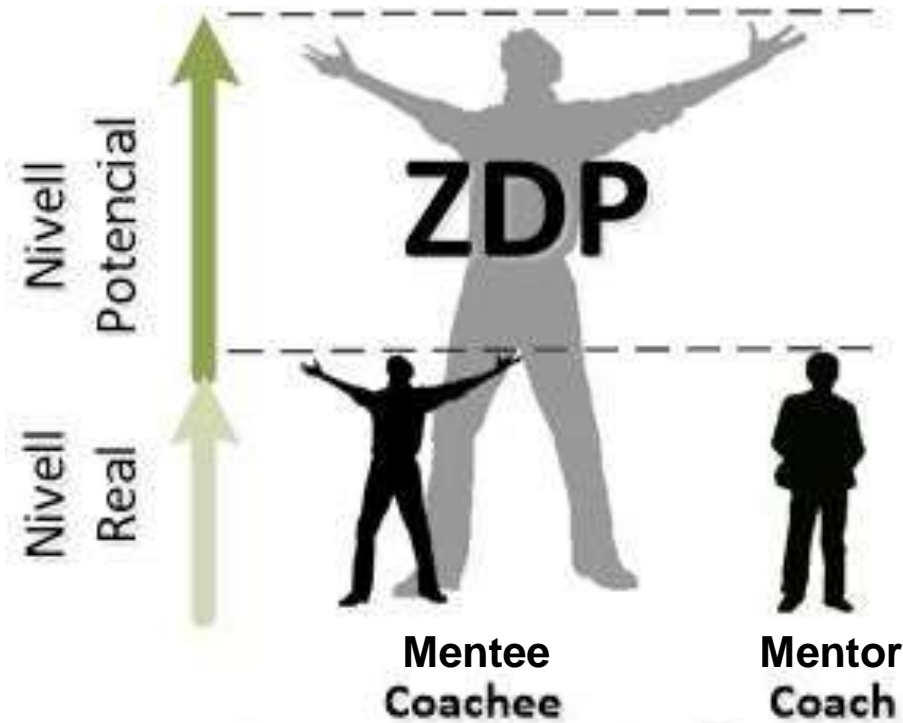
Social Learning (Vigotsky)



Social Learning (Vigotsky)



Social Learning



The ability to develop and solve problems in a way that individually could not reach and achieved thanks to interaction with a third party, in this case a coach or a mentor.

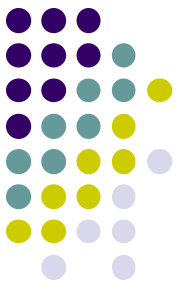
Experiential and social learning



- Each person takes charge and can build his own learning, provided that he has the help of a competent mediator, who has as one of his tasks to ensure that the acquisition and transformation of knowledge is done correctly.
- The interaction between the mentee / coachee and the mentor / coach is the main source of creation and expansion of the DPZ. In addition, the cooperative work between employees and the exchange of experiences also promotes the creation and expansion of the DPZ.



The employee takes charge of their learning and development



- The concept of traditional or directed learning loses relevance and arises as counterpart of autonomous learning.
- Autonomous learning is a self-directed process that encourages the employee to be responsible and guardian of their own development, so that:
 - He builds his own career and acquires knowledge of everything he needs and ignores.
 - He has a method or procedure to put into practice what he has learned independently.



Competences needed to learn independently

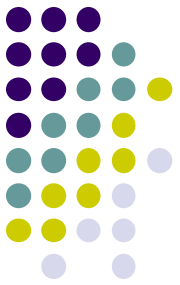


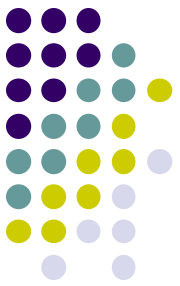
- Planning: When testing or working within your learning plan, take your time to read it and plan actions that will allow you to do it on time.
- Organization and learning habit: Distribute in your calendar autonomously the time you need to do your work in a timely manner, reflect on them to extract the knowledge that facilitates the training experience, and thus achieve the learning objectives.
- Discipline: To carry out their study activities and reconcile them with their work, family and leisure activities.
- Attitude and open mind to learn: If you do not understand something consult with your mentor or take you to coaching sessions, but also research the web to solve doubts and correct mistakes.



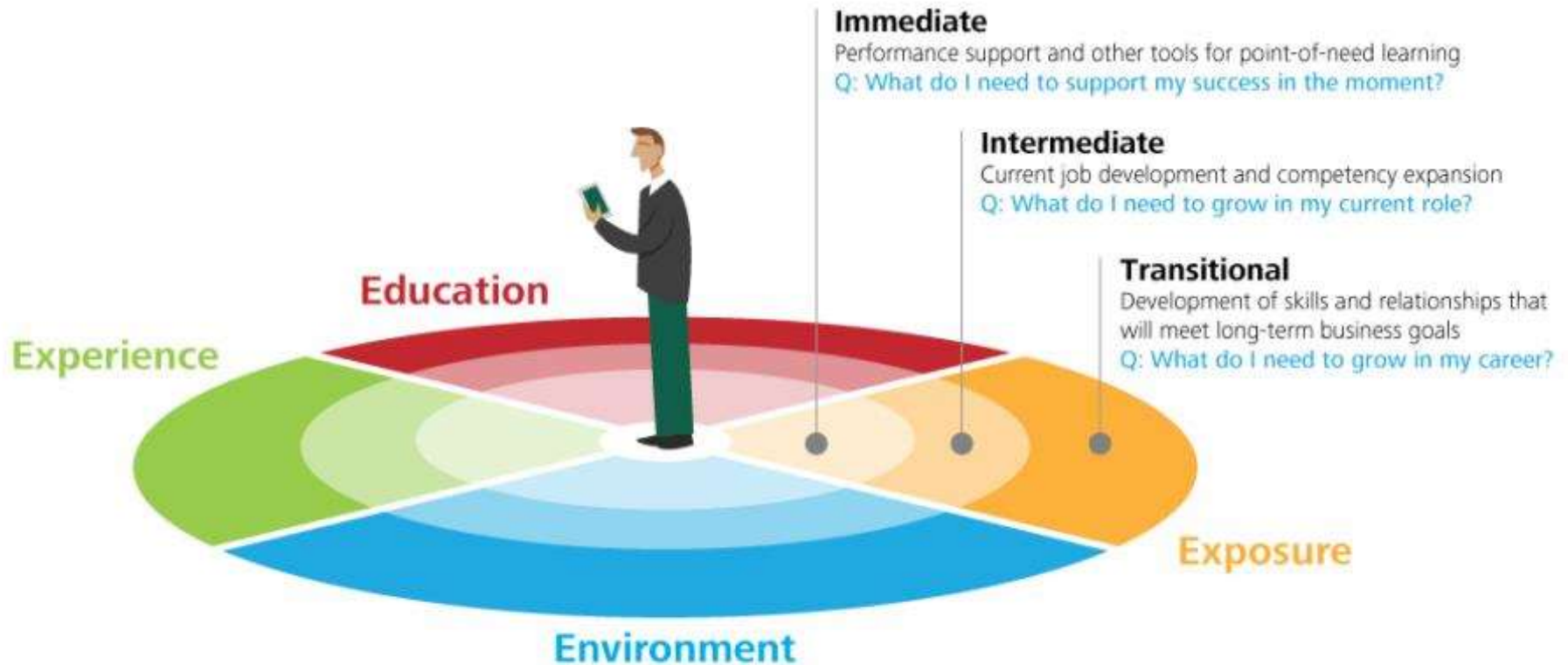
Continuing learning model

- This model describes the four paradigms and contexts in which employees learn.
 - **Education:** It encompasses formalized education that has a definite beginning and end and can be followed..
- **Experience:** It includes the elements that happen while the employees are in their workstation (special projects, rotation of positions, etc.) and their reflection with a coach.
 - **Exposition:** They are the learning elements that enable development through personal relationships and interactions with strong leaders who act as mentors.
 - **Environment:** It covers the tools, systems and other infrastructures that the employees use in the position as support of learning or consultation.





Continuing learning model

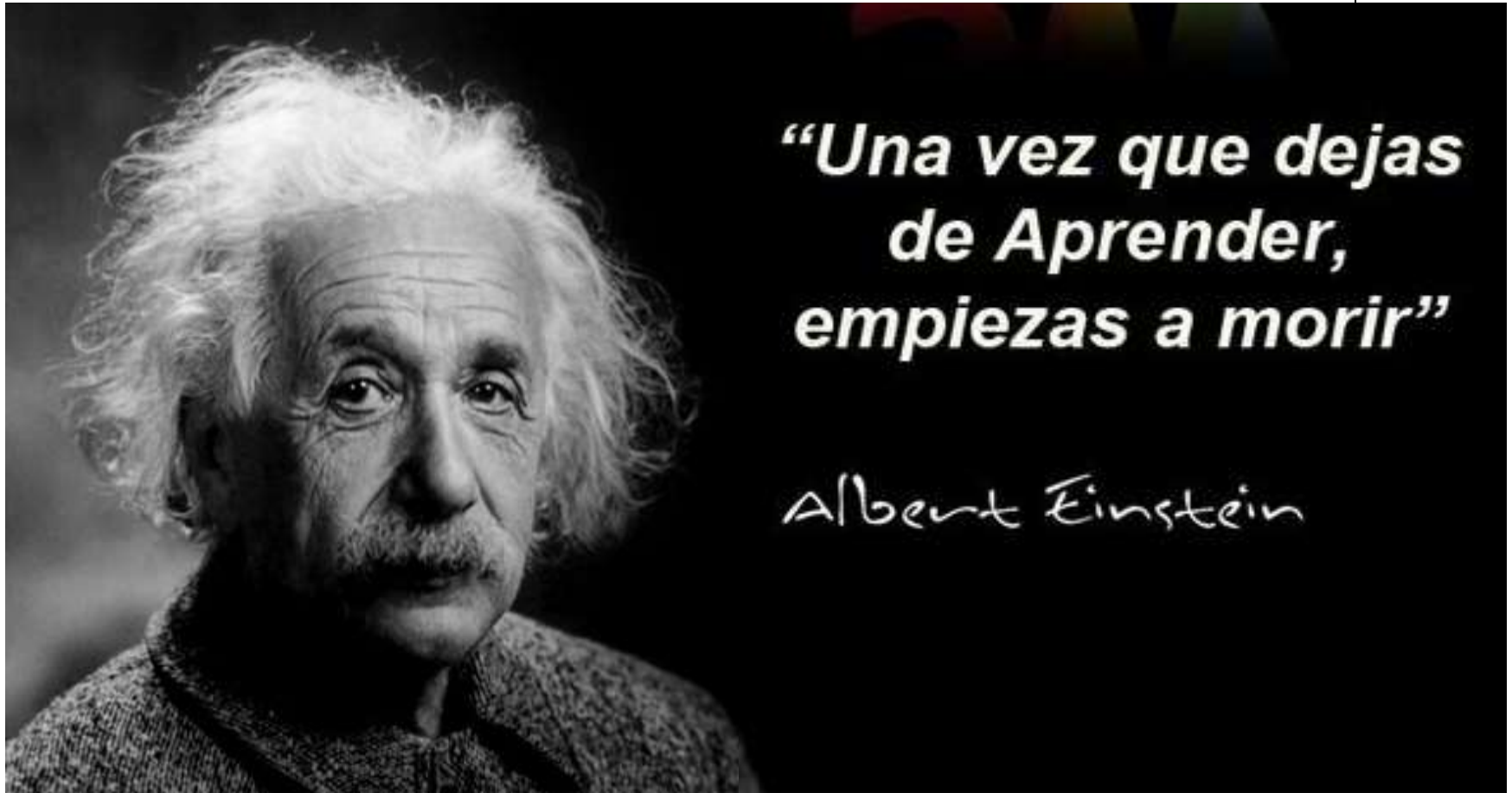
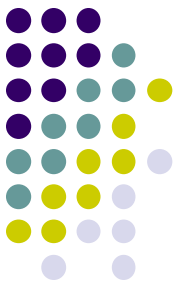


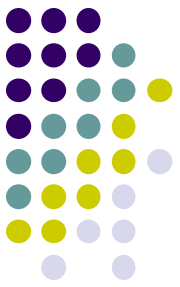
Source: David Mallon and Dani Johnson, *The learning architecture: Defining development and enabling continuous learning*, Bersin by Deloitte, 2014, <http://bersinone.bersin.com/resources/research/?docid=17435>.

Graphic: Deloitte University Press | DUPress.com

Continuing learning model

"Once you stop learning, you start to die"

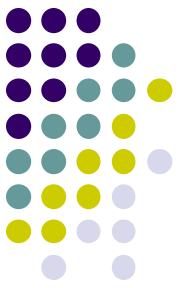




What is mentoring?

- It is an individualized process in which one person, the mentor, is responsible for supervising the career and development of another person, the mentee, without a subordinate command / relationship between them.
- It is built on the basis of honesty and trust, requires constant communication, and is done within the working day.





Mentor Role

- To Share experiences and values with the subject, analyze development paths, explore and advise possibilities, transfer experiences to address similar situations, present or future, and guide decisions.
- The mentor is a model to emulate, acts as a transmitter of experiences, counselor, networking facilitator and can sometimes act as a coach.

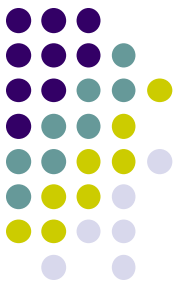




What the mentor should do?

- TO Listen actively.
- TO Build trust.
- TO Share your experiences (successes and mistakes).
- TO Give constructive feedback. Advise and promote challenges for decision making.
- TO Make the mentor of new situations and experiences.
- TO Follow and reflect on ethical guidelines and code of conduct.
- TO Show enthusiastic and enjoy the experience.

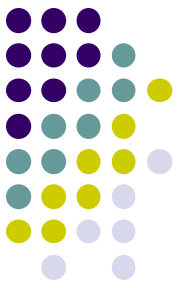




Coachee Role

- To Show ambition and desire to absorb all the knowledge that the mentor has, and reflect together with him, to know how to use and apply it in his current and future experience.
- To Put that knowledge into practice to experience it and demonstrate what you have learned.
- To Decide how much help and guidance you need. Take the initiative to ask, ask for help or advice and to address more challenging companies.

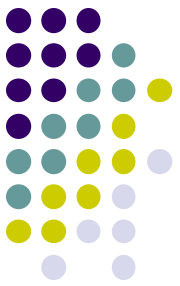




What the coachee should do?

- TO Be active and lead the relationship.
- TO Reflect on yourself.
- TO Share with honesty.
- TO Ask questions and listen attentively to mentor responses.
- TO Prepare for each session.
- TO Show enthusiasm, recognition and appreciation to the mentor.
- TO Follow ethical guidelines and code of conduct.
- TO Learn and share new knowledge.





TO Prepare for each session

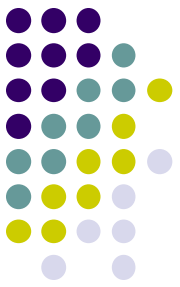


REFLECTION

What I want to get.?
What do i need from you?
How can you help me?

TO ASK

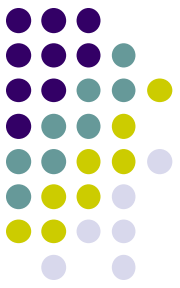
**What do you want to get?
What do you need from me?
How can I help you?**



Benefits of mentoring

- For the coachee :
 - TO Increase your self-confidence.
 - TO Follow tips that guide and can improve your career.
 - TO Receive help in developing your skills.
 - TO Get a better understanding of corporate culture.
 - TO Expand the network of contacts.
 - TO Increase your employee satisfaction.
- For the mentor:
 - TO Get satisfaction from helping and supporting others.
 - TO Receive recognition, value your knowledge and experiences.
 - TO Improve interpersonal skills, which can be transferred to other situations.





What is executive coaching?

- It is a process oriented to facilitate rapid and significant improvements, focused on the professional development of the people who participate in it.
- It is based on a dialogue between the coach and the participant through which the coach chooses and addresses situations that pose a personal challenge to achieve professional goals.
- It allows an extension of the perspective on the external variables (environment) and internal (personal of the participant) that affect their present situation and that can affect their desired future.

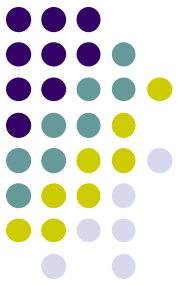




What is executive coaching?

- It allows the participant to acquire a vision and a more global, complete and deep knowledge of these variables to approach them and use them as levers of rapid improvement.
- It facilitates the accompaniment and support to the decision making of the participant, monitoring their commitments and evaluating the achievements.





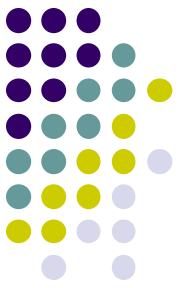
Classification

- External professional coaching.
- Internal professional coaching.
- The boss as coach.

Coach Externo
Lider Coach  *Coach interno*
— ¿Qué es mejor? —

CONFIANZA

RAPPORT



Internal Coaching

- The internal coach:
It has a deep knowledge of the organization itself as a system, its culture, structures, policies and methods. It should not have direct or organic link with the coachee.
- Internal coaching:
It is radically ideographic, centered on the person and his circumstances.
It is not directive, it promotes "empowerment" and personal autonomy.
It is focused on promoting a consolidated change:
 - Aimed at releasing the maximum latent potential.
 - Oriented to improving performance.
 - Encourage "learning to learn" and seek coachee professional and personal development within the organization.



Classification



- Individual Coaching.

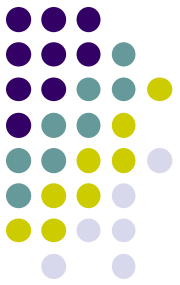


People, the most sensitive material in an organization



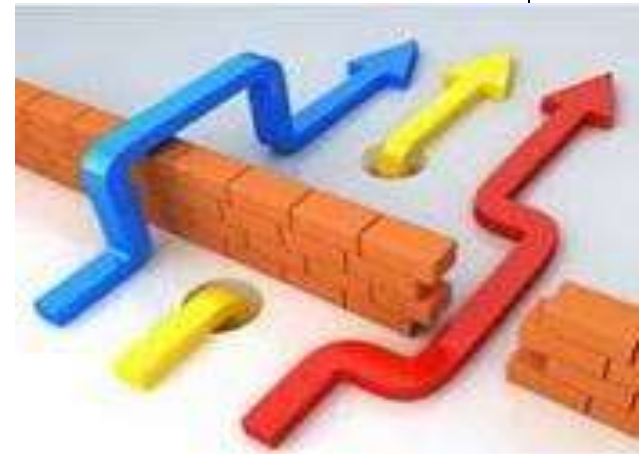
- Team Coaching

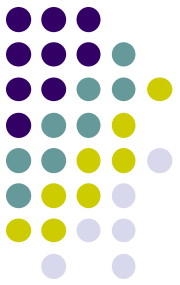




Coachee Role

- Define the scope of the intervention.
- Set change goals.
 - Address.
 - Sense.
- Plans actions and assumes responsibility for compliance.
- Determine your degree of commitment.
 - Effort
 - Set the evaluation indicators.
 - Quantity.
 - Intensity.
- Put actions into practice
- Check the results





Coach Role

- Facilitator of awareness.
- Catalyst of the processes of change directed to the improvement.
- Generator of responsibility in provoking decision-making.
- Auditor of commitments.
- Solvent of fears (develops self-confidence).
- Promotor of the self-esteem and the autonomy in the approach of the professional and personal challenges.
- Support for the materialization of talent



Framework for action



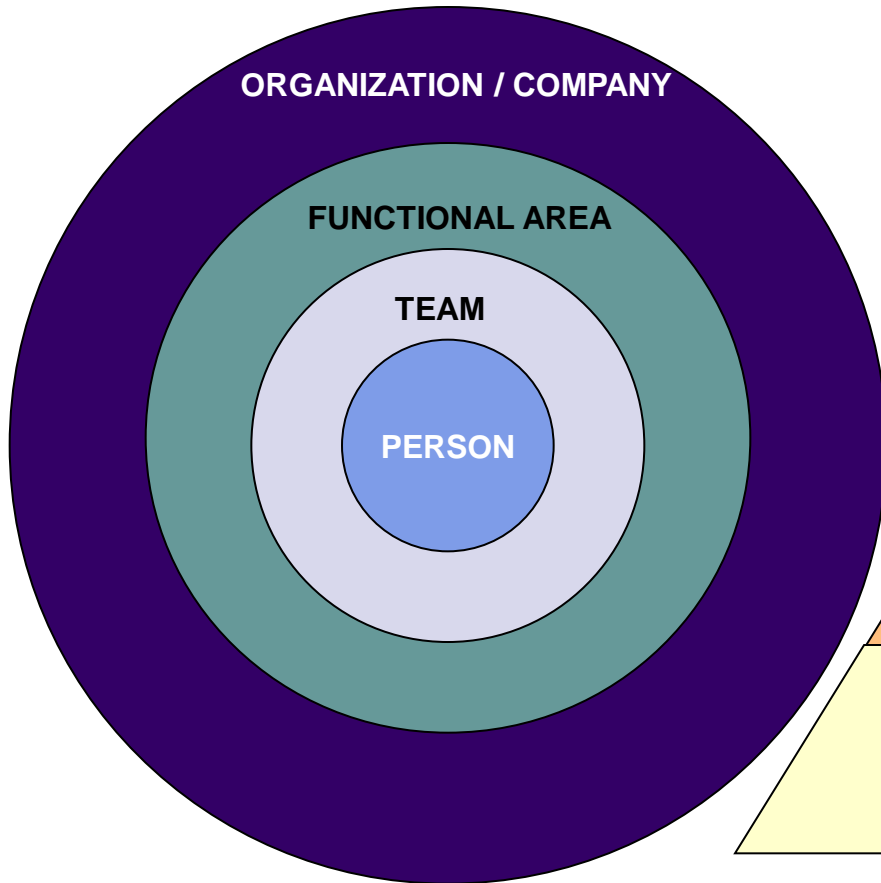
SOCIETY

ORGANIZATION / COMPANY

FUNCTIONAL AREA

TEAM

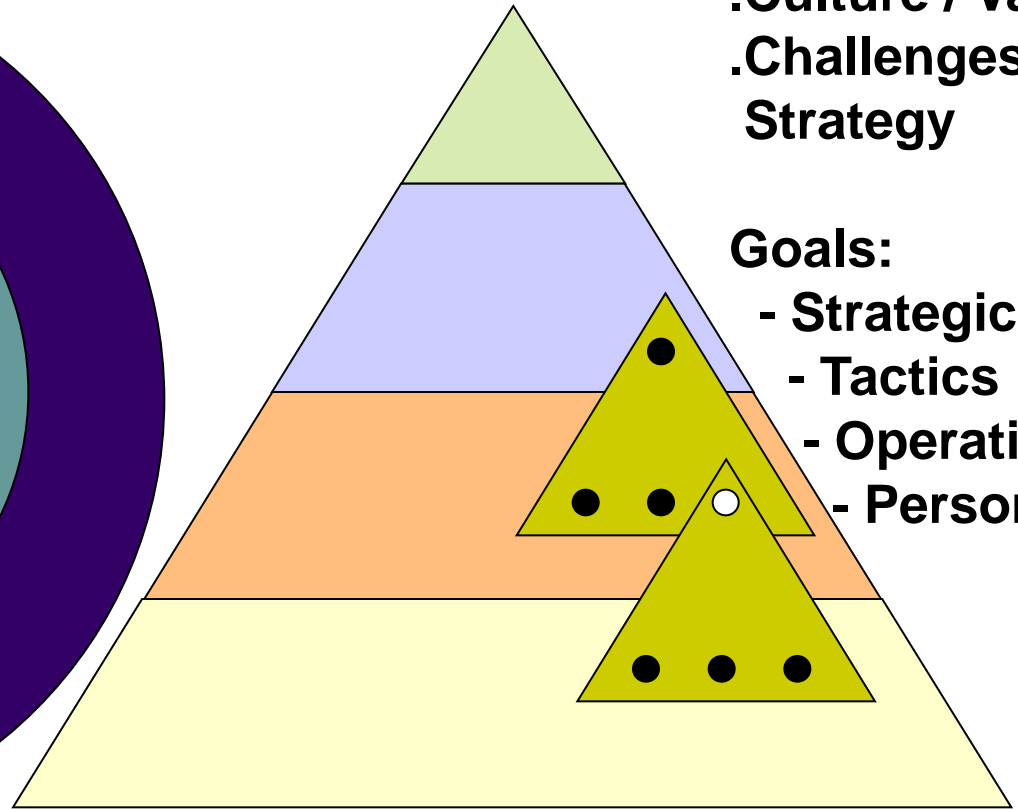
PERSON



.Vision / Mission
.Culture / Values
.Challenges/
Strategy

Goals:

- Strategic
- Tactics
- Operational
- Personal



Person



- **knowledge.**
Interests.
Values.
Stereotypes.
Judgments.
Thoughts.

- **Emotions.**
Moods
Feelings.
Wishes
Temperament
Motivation / Drive

- **Perception.**
Attention.
Prosecution.
Decision making
Memory / learning.

- **Capabilities.**
- **Abilities.**

Equipment and Functional Area



- Leadership.
- Communication.
- Group decision making.
- Conflict.
- Negotiation.
- Teambuilding

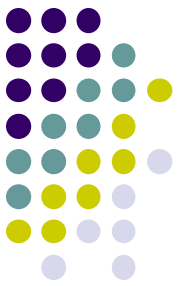


- Perception of the role.
- Identity of the role.
- Role conflict.

Company



- **Organizational structure.**
- **Professional structure.**
- **Authority, Power and Influence.**
- **Mission, values, policies.**
- **HR system**
- **Organizational culture.**
- **Processes of change and organizational development.**
- **Business Objectives and Challenges**



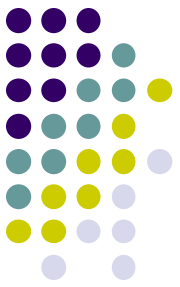
Mentoring versus Coaching

MENTORING

- Long-term process, lasting more than six months, and dedicated to a wide range of aspects.
- Less structured process in the deadlines, the sessions are set when the mentor requires guidance and support.
- Process focused on the mentor, who is more senior than the mentee and on the transfer of their experiences and knowledge.

COACHING

- **Short-term process, lasting less than six months, focused on focused, specific and specified improvements.**
- **Structured process in established terms on a regular time basis.**
- **Process focused on the coachee, who establishes areas for improvement to work, the coach does not need to have experience in the functional scope of the coachee.**



Mentoring versus coaching

- Process directed to *being*, to enhance the career of the mentor and prepare for other roles in the future.
- It works in the present with the look on the past for the saber in the future.
- The mentor uses his or her experience to condition the mentor's performance.
- The mentor requires extensive experience in the organization and a basic training on intervention methodology.

- **Process focused on DO, to obtain radical improvements in the performance of its function that are established as immediate objectives.**
- **It works in the present with the future.**
- **The coach does not condition from his experience the performance of the coachee.**
- **The coach requires extensive training, specific and certified in his methodology of intervention, and does not need experience in the organization.**

African Proverb



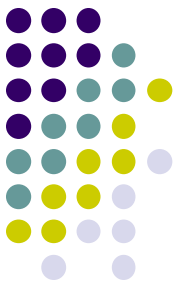
- If you want to go fast... travel alone ...



- ... If you want to get far and safe... travel accompanied.



Kaizen & Kaikaku



- **Kaizen:**
It refers to continuous improvement or incremental process innovation.
- **Kaikaku:**
It refers to radical change or disruptive innovation in processes.
- These are two approaches to bringing organizational changes and improvements to practice that, while conflicting should be complemented at the global strategy level.
- While with Kaizen the results are more oriented to the long term, with Kaikaku we can break paradigms and generate a new vision with immediacy.

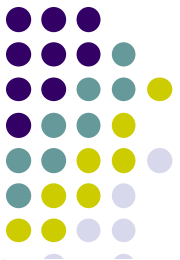
改善
改革



Kaikaku y Coaching

Some commandments of the Kaikaku according to Hiroyuki Hirano:

- Get rid of the traditional concept of production methods.
- Think about how the new method will work, not how it will not work.
- Reject the excuses; Completely refuses the status quo.
- Do not seek perfection; A 50% implementation rate is fine as long as it is well focused.
- Corrects errors at the same time they are detected.
- Problems give you the opportunity to use your brain.
- Ask "why" five times.
- The ideas of ten people are better than the knowledge of one.



改革



Kaikaku & Coaching

Kaikaku commandments applied to coaching:

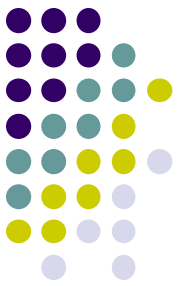
Get rid of your usual behavior if it is a barrier to achieving your goals.

- Think and decide what you will do, not what you will try to do.
- Do not make excuses, do not accept the status quo.
- Do not postpone action, address the barriers when Arise
- Look at challenging high impact goals, but do not Impossible.
- Do not see problems as enemies, they give you the opportunity to use your brain for creative improvement.
- Always ask yourself What for? In a cycle of several times.
- It addresses difficulties from a variety of perspectives before deciding to take action.



改革





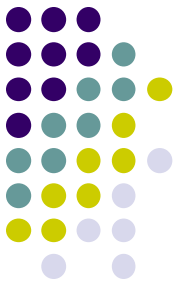
Kaizen (Continuous improvement)

Deming Wheel (PDCA):

- Plan
- Do
- Check
- Adjust/Act

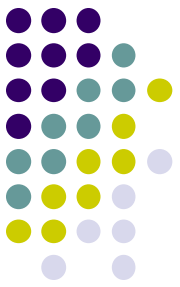


Coaching process



**We are convinced that
we perceive things
as they really are,
that reality is a ...**

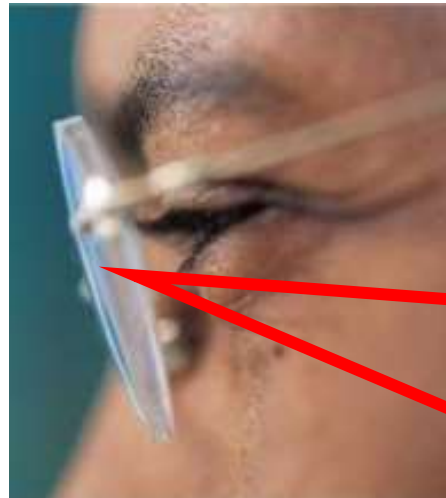
WHAT WE KNOW



Coaching process

Nothing is true or false, everything is according to the color of the glass with which it looks.

Ramón de Campoamor



- **STRENGTHS**

Values

- Interests

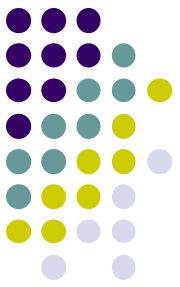
- Wishes

- Competences

- **DEBILIDADES**

We see the world as we are or how we have been conditioned to see it.

**I SEE
I THINK
I FEEL
I ACT**



Coaching process

TAKE AWARENESS

• OPPORTUNITIES

- Demands / Demands
- Requirements
- Constrictions
- Limits



• THREATS



• STRENGTHS

- Values
- Interests
- Wishes
- Competences

• DEBILIDADES

SETTING GOALS



CORRECTION AND ADJUST

START ACTIONS

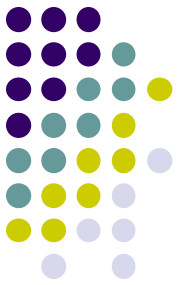
CHECK OUT RESULTS

IKIGAI



- Iki: life 生き
- Kai: Successful realization of the expected / desired 甲斐
- Ikigai: The reason to live, which gives meaning and meaning to our life 生き甲斐

IKIGAI



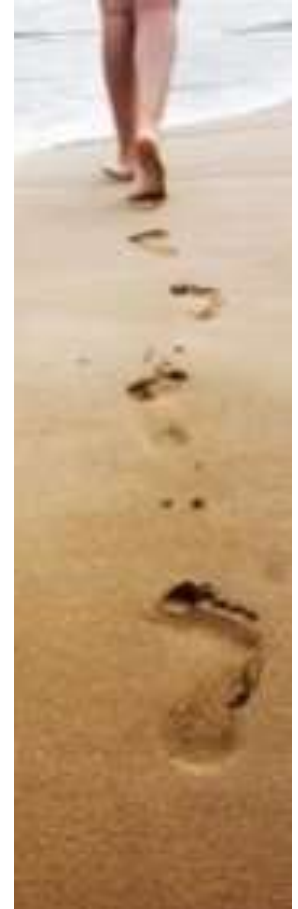
- A. Delight and fullness but no wealth.
- B. Personal satisfaction.
- C. Situation comfortable but empty.
- D. Enthusiasm and satisfaction, but a sense of uncertainty.



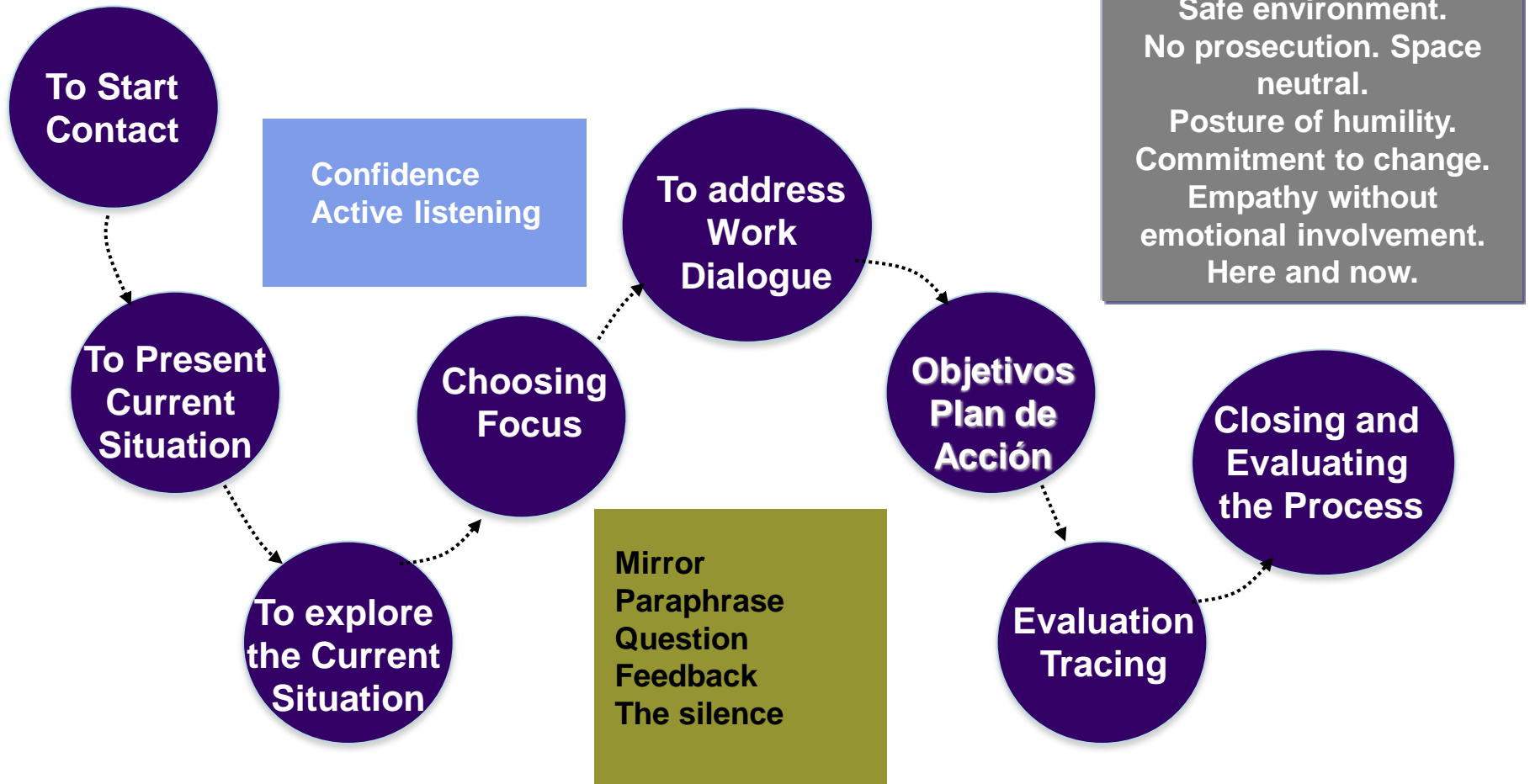
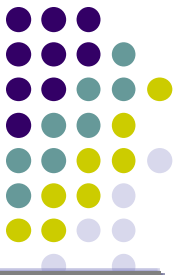
Laws of IKIGAI



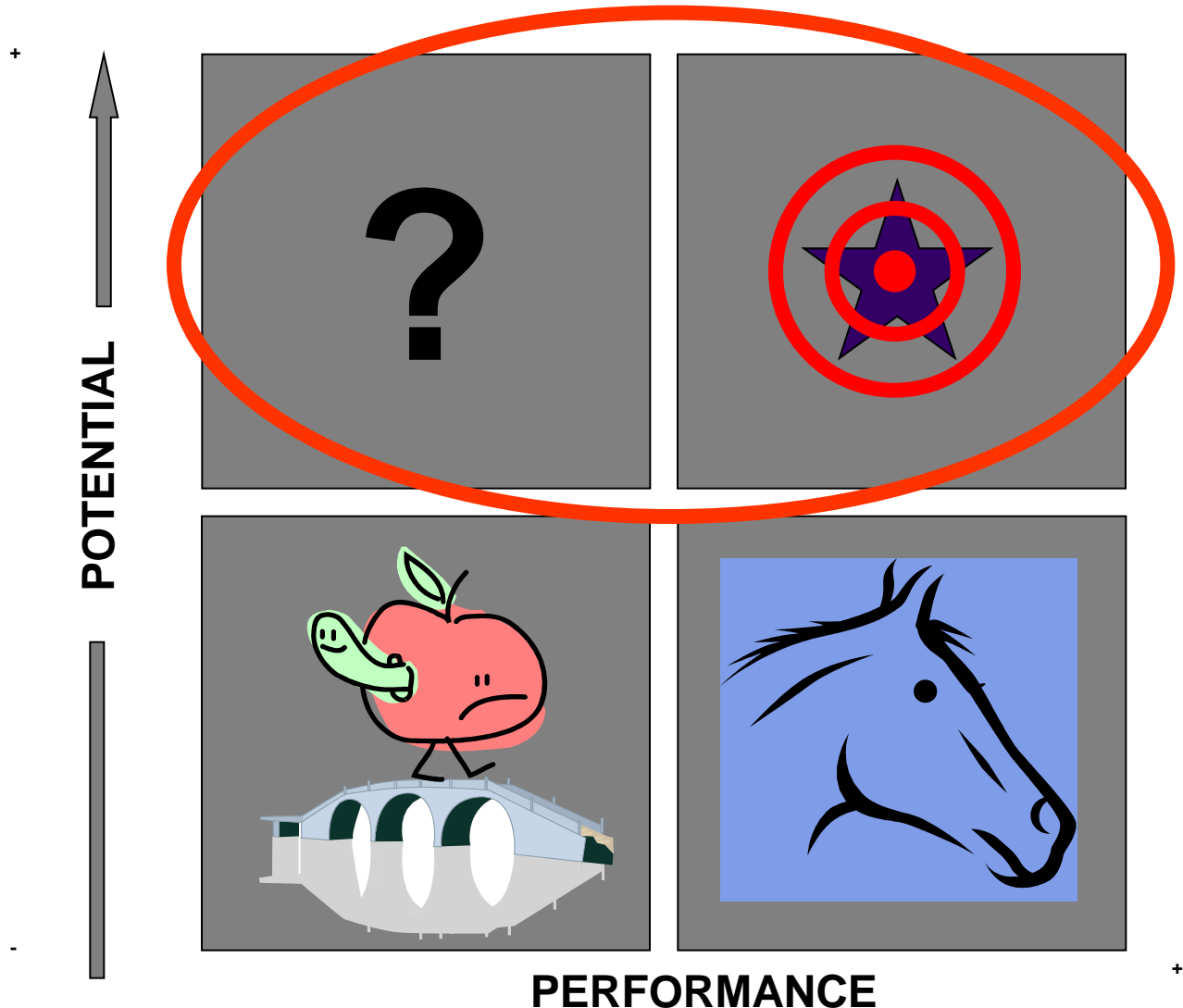
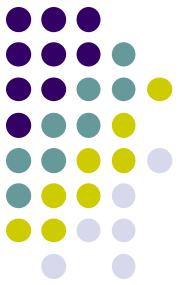
- Live the moment. Stop regretting the past and fearing the future. All you have is today. Give it the best possible use.
- Be always active, never withdraw. Whoever leaves the things he loves and knows how to do, loses the meaning of his life.
- Watch your health. Do not eat until you fill. Also in food for a long life, "less is more".
- Keep your fitness. Exercise secretes the hormones of happiness.
- Take it easy. Walking slowly you get far.
- Surround yourself with good friends. They are the best remedy to dissolve the worries, and the best support network in difficult times.
- Smile. A friendly attitude makes friends and relaxes the person. Give thanks. Take a moment of the day to thank and increase your flow of happiness.
- Reconnect with nature. We are made to merge with nature, return to it to load the piles of the soul.
- Follow your ikigai. Within you there is a passion, a unique talent that gives meaning to your days and pushes you to give the best of yourself until the end. If you have not found it yet, your next mission will be to find it.



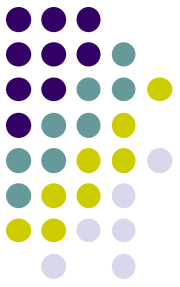
Coaching process



Target population



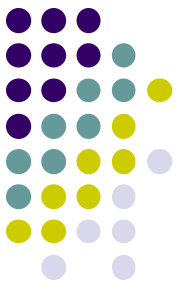
The evolution of the leader's profile



- In recent decades there have been a series of changes that have required an evolution in the profile of leaders.
- These changes have been linked to three different milestones:
 - The environment.
 - The organization.
 - The people.



What environment do you have to deal with?



V

Volatility

Continuous Disruptive Changes

I

Uncertainty

Low level of prediction / planning

C

Complexity

Multiple factors and connections

A

Ambiguity

Lack of clarity and Multiple interpretations

V

View

Have identified and defined what you want to achieve

I

Innovation

Be curious to listen and learn

C

Clarity

Try to understand and be understood

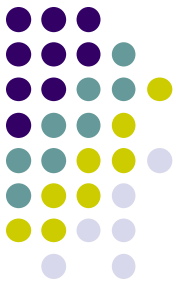
A

Agility

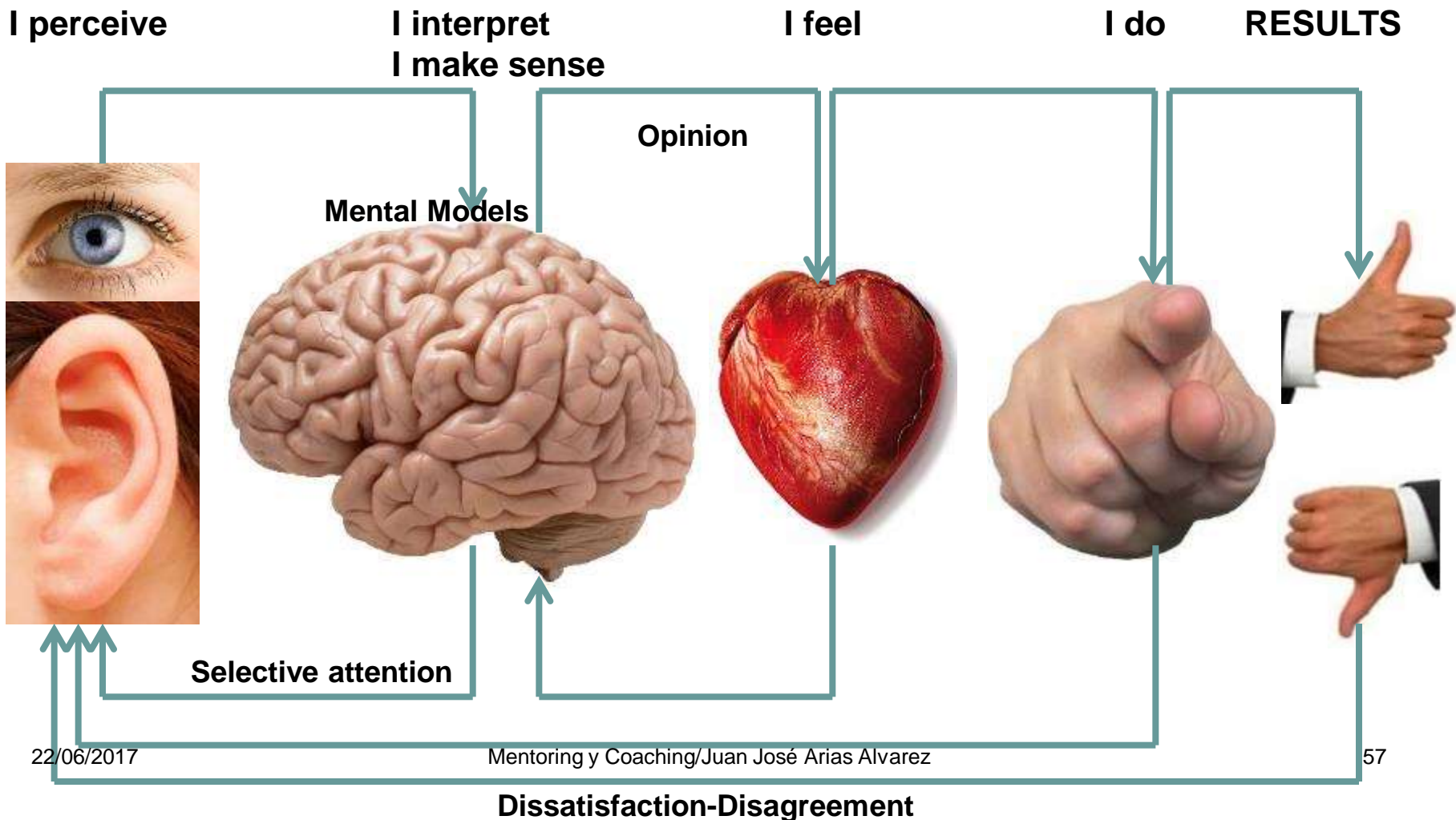
Think, Feel, Act, Interrelate

PISAR Model

- The leader is evaluated and valued for its ability to facilitate and accelerate changes that generate results, based on standards established in the form of objectives, in VICA environments (Volatile, Uncertain, Complex / Competitive and Ambiguous) within a specific system, the company .
 - The priority is set in the achievement of RESULTS.
 - The results are the result of the ACTIONS themselves coordinated with those of others and the guidance and coordination of others within the team.
 - Actions are the fruit of our DECISIONS and our FEELINGS / EMOTIONS (perceived utility).
 - Emotions and decisions are the fruit of our INTERPRETATIONS in the form of judgments.
 - Interpretations are the result of PERCEPTIONS and their contrast with our mental models.



PISAR Model



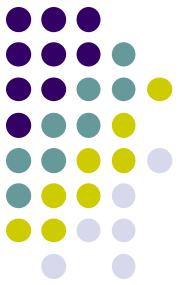
Facilitators of Change



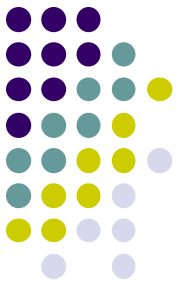
- To promote the analysis of the environment:
 - External
 - Internal
- To Allow time for reflection.
- To Listen and reflect.
- To Give information. To Avoid surprises.
- To Accept feelings and help make sense of them.
- To Reduce external stressors.
- To Explore and identify areas for change.
- To Visualize the benefits that the change will bring.
- To Display the costs of not changing.
- To Move to action:
 - Setting goals.
 - To Establish activities and calendar.
 - To Monitor results.
 - To Give feedback.



Process model

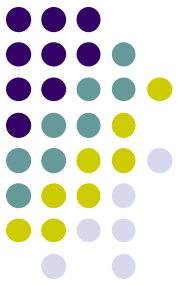


Point of view	Where is the person now?	Where does the person want to be?
Person	Abilities: What can the person do? Perception: How do you see yourself?	Personal goals: What does the person want to achieve for himself?
Organization	Perceptions: How do people see others?	Standards and expectations of the organization: What does the organization of the person expect?



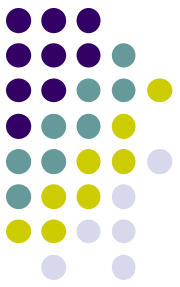
G R O W MODEL

GOAL	REALITY	OPTIONS	WILLINGNESS
<p>TO Establish the issues to be addressed.</p> <p>TO Determine the specific objectives of the session.</p> <p>TO Determine the short, medium and long term goals.</p>	<p>TO Suggest the self-assessment to the coachee.</p> <p>TO Listen carefully and rephrase what comes.</p> <p>TO Provide the coach's vision based on evidence (facts, not assumptions).</p>	<p>TO Explore all possible options.</p> <p>TO Invite the coachee to contribute their ideas and suggestions.</p> <p>TO Offer some suggestions with due caution.</p> <p>TO Ensure that, from the options, concrete lines of action are chosen.</p>	<p>TO Seek personal involvement in action plans.</p> <p>TO Ensure personal commitment.</p> <p>TO Calibrate and define what the person is willing to put on your part.</p> <p>TO Identify obstacles, resource needs.</p> <p>TO Concrete the aids and supports that will have available.</p>



G R O W MODEL

GOAL	REALITY	OPTIONS	WILLINGNESS
<p>What is the purpose of the meeting? What do you want to achieve in the short, medium and long term? Can we transform your desires into SMART goals? How much control do you think you have for your achievement?</p>	<p>How do you perceive your current situation? SWOT What circumstances affect or can affect your goals? What have you done so far to achieve your goals? What were the results? What barriers or difficulties have you encountered?</p>	<p>What different lines of action can contribute to achieving your goals ? What other things could be done? What would happen if...? What if...? What are the disadvantages of each? Which are the most appropriate to present and planned circumstances? Which are we going to apply?</p>	<p>What are you willing to do? How much are you willing to put on your part? What do you commit to? What resources will you need? What obstacles can arise? What aids and supports do you think you will need to address them? Who do you think can help you get them?</p>



Consequences of coaching

- Consciousness.
- Clarity.
- Responsibility.
- Commitment.
- Self-confidence.
- Internal motivation.
- Action(Decisiveness)



Extra-ordinary performance improvement.



改善 改革

Standards for Effectiveness



- Confidentiality.
The coach has an absolute duty of confidentiality for all the information that is generated in the conversations with the participant during the process.
- Exclusivity for development.
The sole objective is the individual development of the participant, the information will not be used for potential or performance evaluations, nor will it have an impact on management decisions, professional career or remuneration.
- Willfulness.
Participation in the process is a decision totally voluntary and assumed by the participant, after his offer by the Management. It will never be enforced or enforced.

Standards for Effectiveness



- Ownership of the participant.
The owner of all information generated during the process is the participant; Only he decides if he wants to share it, as well as with whom, where, how and when.
- Complementarity.
During the development of the process you can evaluate the complementary competition of other training actions. If these are an additional cost, they will be submitted to the Human Resources Department for evaluation and validation.
- Commitment.
The participant acquires the commitment to collaborate and unreservedly supply the necessary information during the process, as well as to fulfill the tasks that he assumes to perform between sessions and with the dates and schedules agreed, except for reasons of force majeure.

Conclusion

