MENTORING MODULE

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GEMS NI
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MELODY

METHODS FOR LEARNING
DISORDERS IN YOUTH

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Mentoring

REDUCING THE RISK OF EARLY SCHOOL LEAVING IN STUDENTS WITH LEARNING DISORDERS THROUGH MENTORING

Key concepts: Mentoring Theory and Practice, the Mentoring Relationship, the Mentoring Process

OBJECTIVES

The main objectives of this chapter are:

- Explore the concept of Mentoring
- to examine the nature of mentoring; the roles of the mentor (the teacher) and the mentee (The young person with a Learning Disorder who is at risk of Early School Leaving (ESL)
- Exploring relevant mentoring skills
- Identify the mentor's expectations
- Establish boundaries for the relationship: exploring the issues of confidentiality and trust
- Identifying mechanisms for managing the initial mentoring contact and the techniques for building rapport
- Ending the mentoring relationship positively

Mentoring Theory and Practice

What is Mentoring?

Mentoring is a confidential partnership between two people, based on understanding and trust. Its fundamental aim is to build capability and self-reliance in the mentee.

Mentoring is a positive developmental relationship, which is driven primarily by the mentee, and through which the mentee can take responsibility for their development.

Mentoring can also be described as a 'two-way learning relationship' providing opportunities for the mentor to learn - and for the school to benefit.

Mentoring can be formal, informal or peer.

Informal Mentoring

is when a partnership forms between a senior member of staff and a junior member of staff / an experienced member of staff with a less experienced one without intervention, planning or management from the institution.   The aim of the mentoring arrangement is to assist the less experienced / junior member of staff in developing work and/or career-relevant skills through exposure to work and learning opportunities.

Formal Mentoring

is when the organisation recruits participants to a mentoring programme, with varying degrees of support for the partnership in terms of management and training. In some mentoring programmes the organisation assigns mentors while in others the mentee makes the selection.   In some formal programmes guidance may be provided about the location, duration and frequency of meetings

Peer mentoring

is where the mentor and the mentee work at the same level and the mentor supports a new employee, or student, either in a formal or informal capacity. The lack of hierarchy in peer mentoring has been found to support communication and collaboration for effective learning, information sharing, emotional support and friendship. This approach is commonly used in Higher Education

The role of the mentor
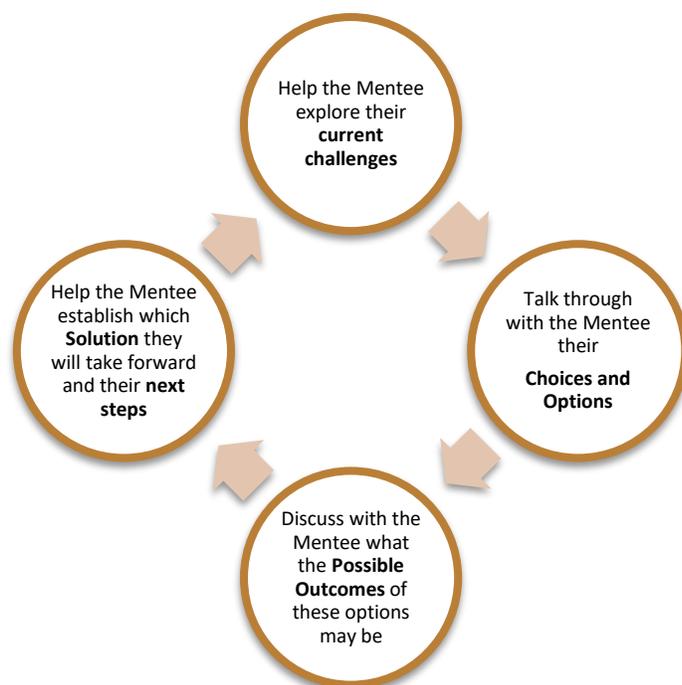
"Mentoring is a partnership between two people built on trust. It is a process in which the mentor offers on-going support and developmental opportunities to the mentee. Addressing issues and blockages identified by the mentee, the mentor offers guidance, counselling and support in the form of pragmatic and objective assistance. Both share a common purpose of developing a strong two-way learning relationship." [1]

The Characteristics of Mentoring

Whilst mentoring can be both formal or informal and used to meet a range of developmental needs, most mentoring approaches share common characteristics; mentoring is generally:

Offline

The Mentor is someone from outside the Mentee's reporting hierarchy – that is neither person has authority over the other

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[1] Jenny Sweeney, Keele University

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One person to another

Mentoring is a partnership to which the mentor brings relevant experience, expertise and knowledge

Confidential

The issues between Mentor and Mentee are confidential

Mentee-driven

The Mentee should take the initiative in the relationship – and responsibilities for actions taken is the Mentee's.

Person-Focused

The mentoring relationship is focused on the development of the Mentee so they can make significant changes/transitions

For a mentoring relationship to be effective, the relationship between the Mentor and the Mentee is very important. Mentoring works best when:

The Mentor encourages the Mentee's aspirations

The Mentee is helped to reach their potential

There is Trust and Mutual Respect

The Mentor also learns and develops through developing mentoring skills and being a Mentor
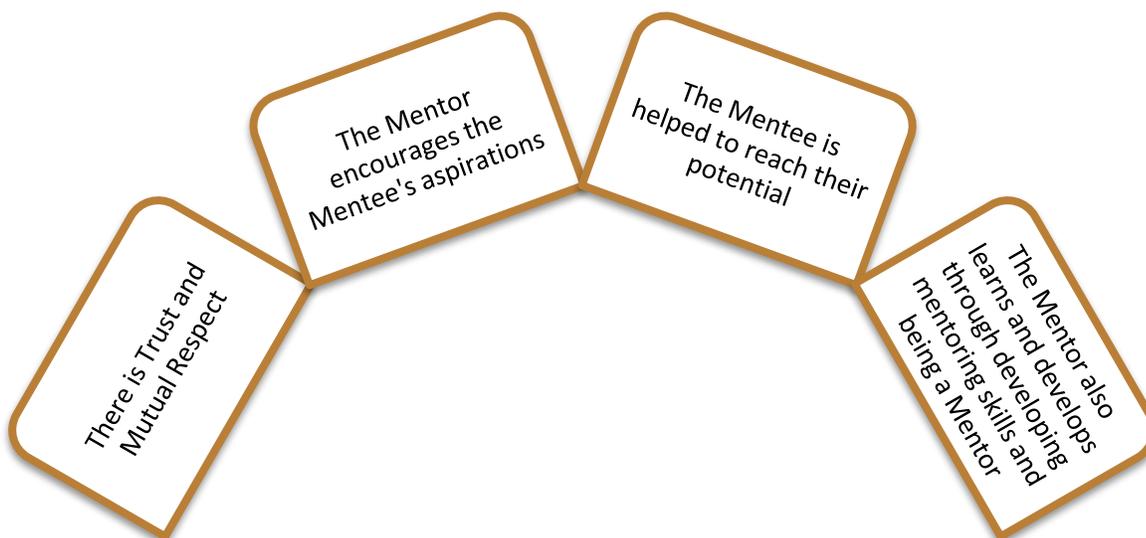
A key outcome for all mentoring relationships is that the Mentee will begin to view things differently; the relationship promotes change in the Mentee, supporting them towards a new vision of what is possible. The Mentor is not there to sort out the Mentee's problems, but to help the Mentee to explore

the issues and to help plan ways to navigate through them. Using skillful questioning and listening techniques, the Mentor will help the Mentee to clarify their 'world view' while bringing an additional and impartial view on the Mentee's issues.

In the context of a developmental approach mentoring can be described as:
- A relationship at a distance
- Offered by one to another with a degree of freedom of choice
- Recognized and understood by both
- Centred on a significant transition in activity, role expertise or understanding

A key skill for a Mentor is their ability to identify the most appropriate source of help and support required by the Mentee and where appropriate to be able to refer the Mentee on to additional or alternative help if this cannot be provided through a mentoring relationship.

The Spectrum of Mentoring Approaches

DIRECTIVE

COACHING	GUARDING

DIRECTIVE ← → **NURTURING**

NETWORKING	COUNSELLING
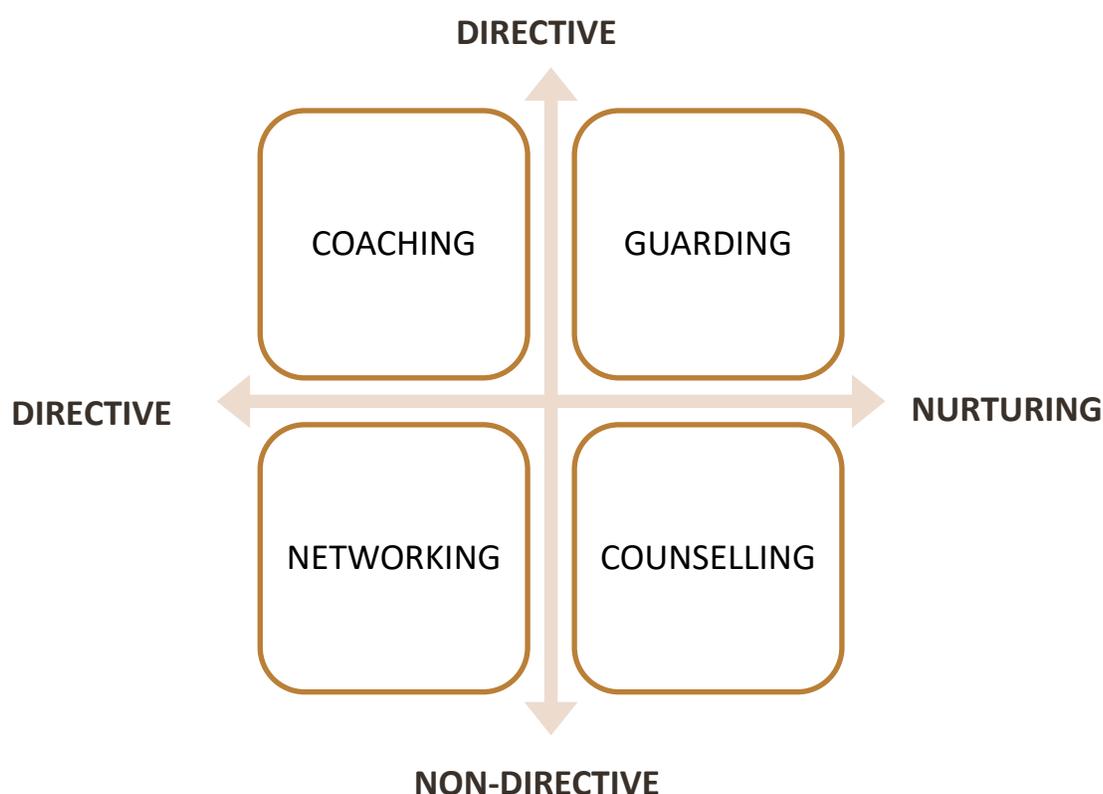
NON-DIRECTIVE

Development mentoring sits most appropriately within the non-directive area of the mentoring spectrum the Mentor will need to be able to use both stretching and nurturing approaches when

required. An effective Mentor will adjust their approach to meet the needs of the Mentee at any point during the relationship.

The following diagram illustrates different approaches that may be utilized during developmental mentoring.

Directive and non-directive behaviour within Mentoring

PUSH		
• Solving someone's problem for them	Asking Questions to raise Awareness	Summarising
Telling	Making Suggestions	Paraphrasing
Instructing	Giving Feedback	Reflecting
Giving Advice	Offering Guidance	Listening

PULL
• Helping Someone solve their own problem

The Principles of Mentoring
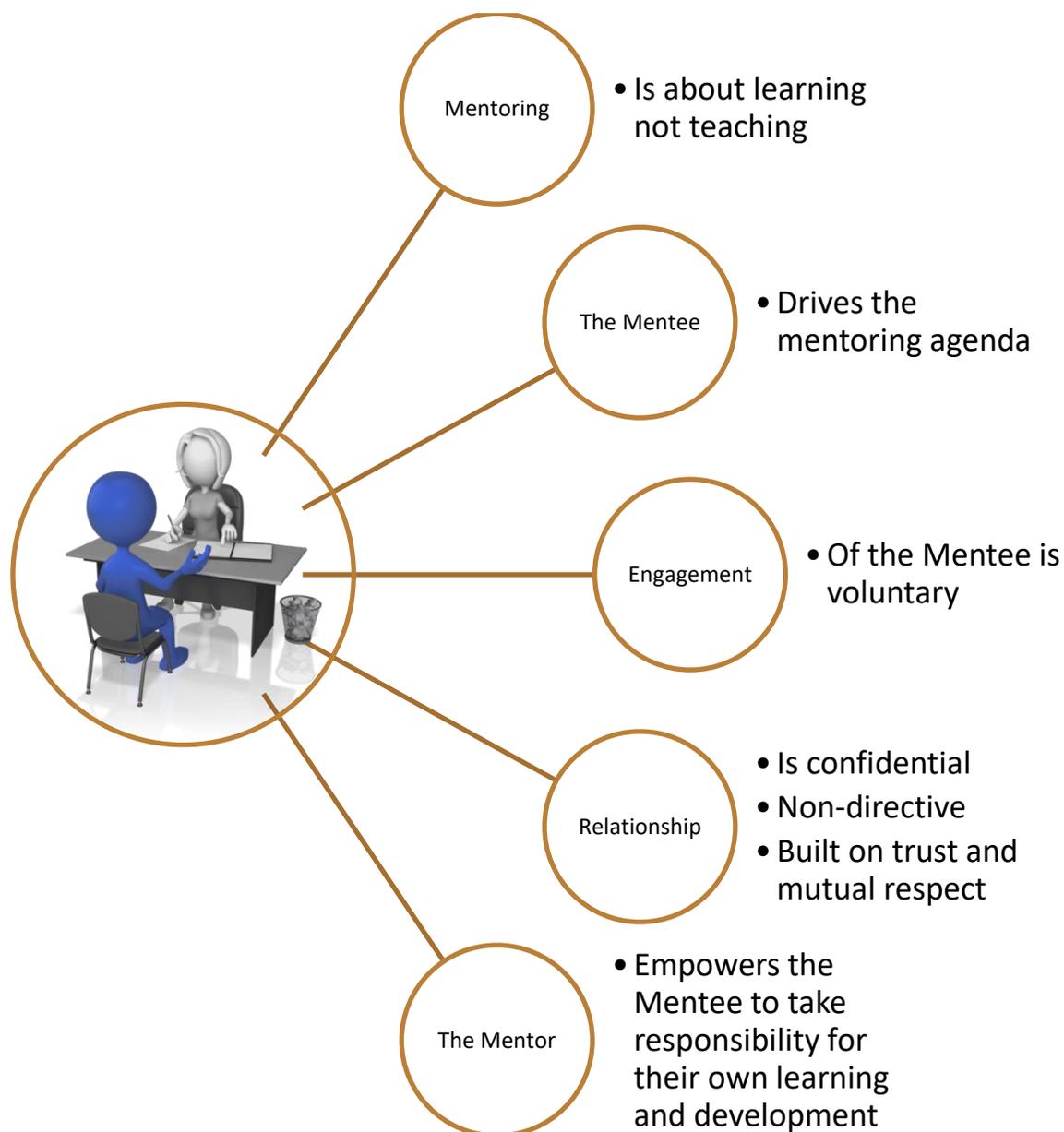
Mentoring
- Is about learning not teaching

The Mentee
- Drives the mentoring agenda

Engagement
- Of the Mentee is voluntary

Relationship
- Is confidential
- Non-directive
- Built on trust and mutual respect

The Mentor
- Empowers the Mentee to take responsibility for their own learning and development

Mentoring Models

3-Stage Model of the Mentoring Process

This model is adapted from Gerard Egan's 'The Skilled Helper'[2] model

One — Exploration

Two — New Understanding

Three — Action Planning
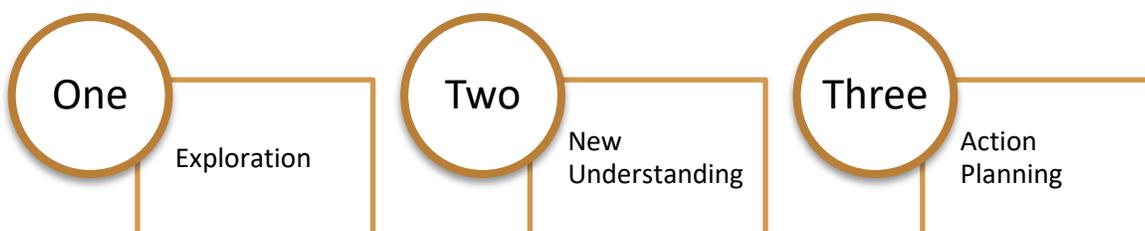
This model can be used to:

[2] Adapted from the 'Skilled Helper' model; Egan, G. The Skilled Helper, Wadsworth Publishing 2009

1. To reflect on the mentoring process and for the Mentor to assess their mentoring performance
2. As a schedule for a mentoring meeting to work through in stages
3. As a 'map' of the mentoring process – to identify what has been achieved/covered and what needs further attention/work
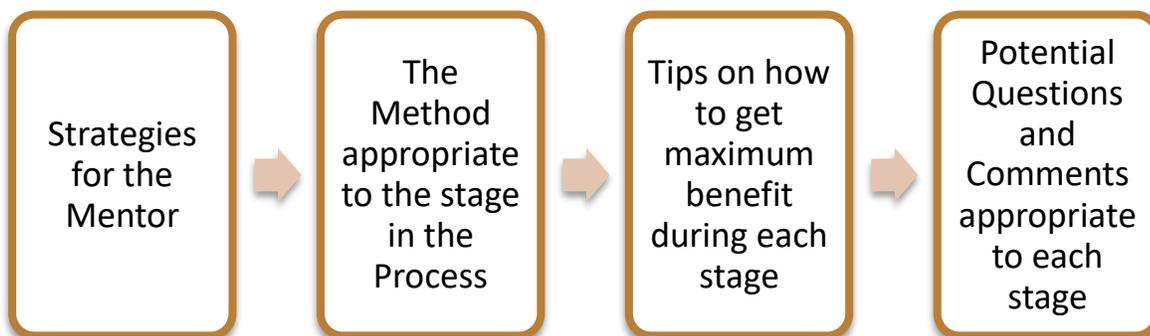4. To review the mentoring relationship over time, as the mentee moves towards achieving the goals identified earlier in the relationship
5. To enhance shared understanding of the mentoring process and relationship, and to develop the Mentee's ability to use the model independently.

At each stage in the model these areas are considered:

| Strategies for the Mentor | → | The Method appropriate to the stage in the Process | → | Tips on how to get maximum benefit during each stage | → | Potential Questions and Comments appropriate to each stage |

A mentoring discussion may consist of one key discussion theme during an individual session with the model utilized sequentially. During future meetings the model can be worked through several different times for different topics – alternatively a topic can be discussed over a number of meetings with the approach worked across and around a number of meetings.

Stage 1 Exploration

Strategies for the Mentor

- Take the lead by listening
- Pay attention to the relationship and develop it
- Clarify the aimes and objectives of the mentoring
- Support the exploration

Methods

- Negotiate an agenda
- Listen carefully
- Ask open questions
- Summarise
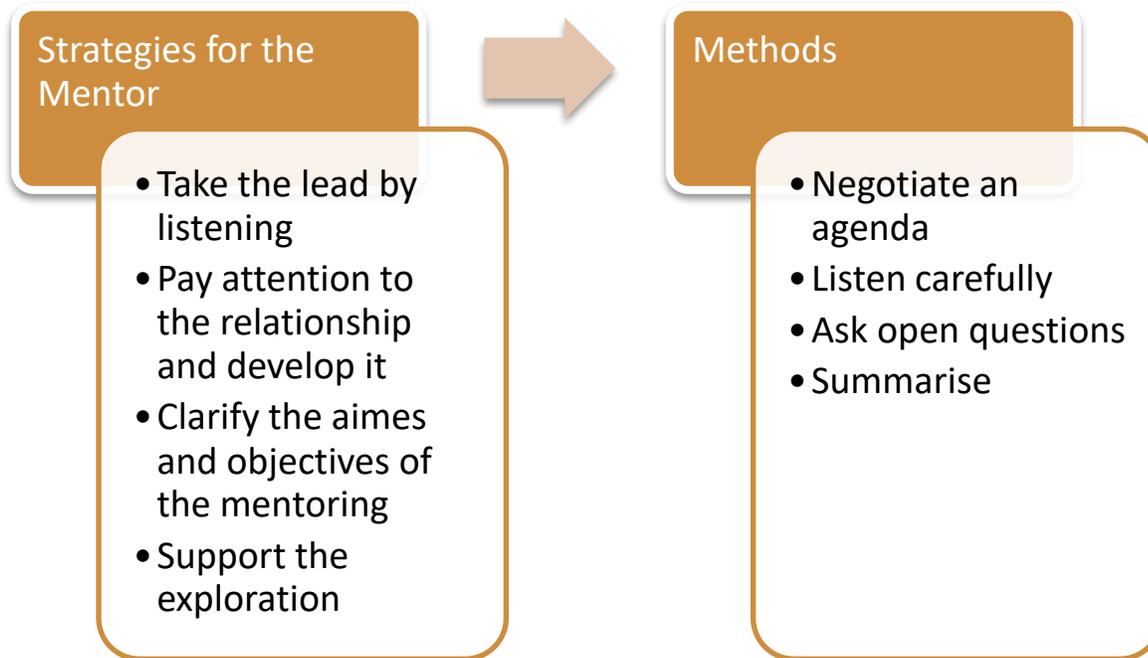
The Mentor takes the lead in establishing **rapport** with their mentee and creating an environment that encourages exploration. The Mentor demonstrates **commitment** to the Mentee, the mentoring process and the mentoring relationship.

The Mentor needs to give the **process time and patience** – action plans often fall apart when they are rushed and insufficient exploration results in faulty understanding in stage 2 leading to inappropriate plans.

The Mentor role is to help the Mentee to arrive at **their own answers**

SAMPLE QUESTIONS AND COMMENTS DURING STAGE ONE
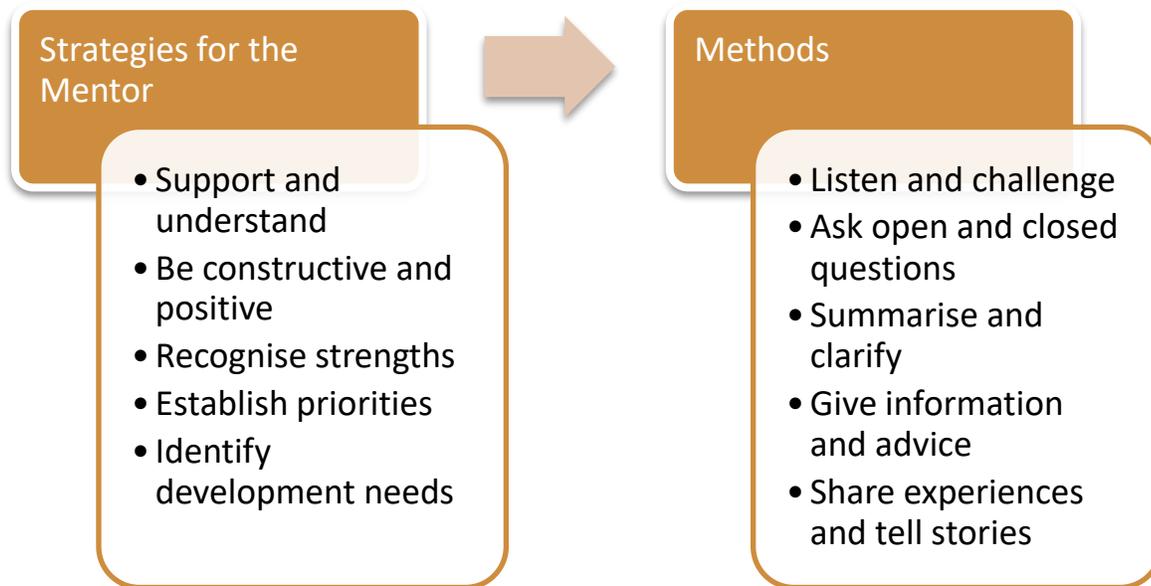
- *"Shall we start by recapping on our last meeting?"*
- *"What would you like to talk about today?"*
- *"Let's explore this issue some more"*
- *"Tell me about your experience of….."*
- *" What I understand you to be saying is…. (paraphrase/summarize) …. Does this seem right?"*
- *"You have said very little about [issue] but that seems to be key to the issue we are discussing"*

Stage one does not have a set timescale; the Mentor needs to think about they time they will need to explore the issues to enable them to assess progress,

Stage 2 New understanding

Strategies for the Mentor	Methods
• Support and understand • Be constructive and positive • Recognise strengths • Establish priorities • Identify development needs	• Listen and challenge • Ask open and closed questions • Summarise and clarify • Give information and advice • Share experiences and tell stories

Stage 2 is the turning point in the process. New understanding is experienced in different ways depending on the Mentee and the importance of the issue in hand. The Mentor needs to be flexible and resourceful, ready to progress or stop and reflect empathetically and constructively with the Mentee.

New understanding releases new energy; this can be exciting. It is important for the Mentor to offer encouragement to the Mentee when they being to see things differently; progress can be rapid but should not be rushed. The issues may be uncomfortable for the Mentee and they may be resistant; this can result in progress being slow and inconsistent. This could identify the need for further exploration. The Mentor needs to be **supportive** and **sensitive** when the Mentee is resistant – this encourages the Mentee to be receptive and able to learn.

It is important for the Mentor to **challenge positively** by this we mean referring to the Mentee's achievements, their positive qualities and their potential as well as offering constructive criticism of their current behaviour, attitudes or perceptions; the areas that may be causing problems. Above all the Mentor needs to **be patient.** New learning can result in a Mentee feeling vulnerable; the Mentor can help the Mentee during exploration by sharing stories/experiences that they have. However, this needs to be done with a 'light touch' to ensure the Mentee is not distracted from their own agenda.
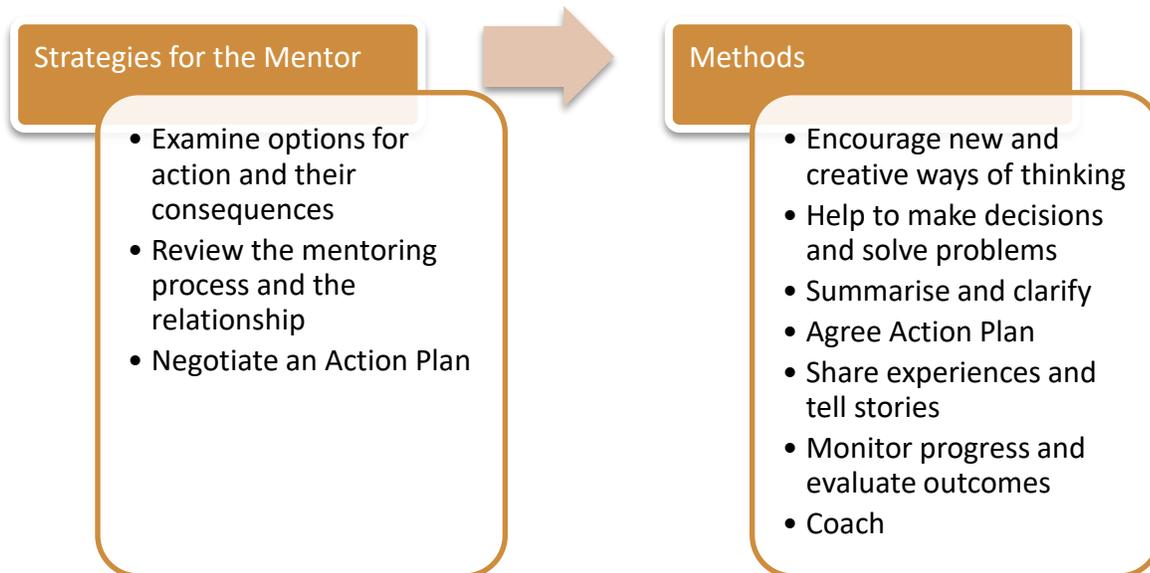
The Mentor should **reflect back** and clarify what the Mentee has learned and the implications of **new developmental needs, goals and aspirations.**

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SAMPLE QUESTIONS AND COMMENTS DURING STAGE TWO

- *"What are your options here, and what are the possible consequences of doing x?"*
- *"seeing that doing Y appears like a workable option, there is some useful information I could share with you"*
- *"What is there to learn here? What do you think is the most important thing to work on now that you are seeing the situation differently?"*
- *You have shown your commitment to the situation, but there are also things that you've done that you regret…. Is this a fair comment?*
- *Well done, this feels like you have made a breakthrough."*

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The **timescale** is dependent on experience, the nature and complexity of the issue and the quality of the mentoring conversations.

Stage 3 Action Planning

Strategies for the Mentor

- Examine options for action and their consequences
- Review the mentoring process and the relationship
- Negotiate an Action Plan

Methods

- Encourage new and creative ways of thinking
- Help to make decisions and solve problems
- Summarise and clarify
- Agree Action Plan
- Share experiences and tell stories
- Monitor progress and evaluate outcomes
- Coach

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Plans are followed through when the Mentee owns the solution. **The Mentor should offer advice and direction carefully.** A Mentee's commitment to change can be strengthened by clear agreements and target-setting.

The Mentor will discuss progress with the Mentee. Not every meeting will end with an action plan. Sometimes the action will be to meet again, and this will be progress. Remember to **affirm and celebrate success.**

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SAMPLE QUESTIONS AND COMMENTS DURING STAGE THREE
- *Now that you have decided to do Y is there anything you need to do first?*
- *Let's look at the advantages and disadvantages of this option"*
- *"How can I help you do this?"*
- *"Let's talk about [the mentoring] as we agreed we would review after [x] time"*

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Mentoring is not about "quick fixes" if it is to work well a longer-term view is essential. The quality of the action planning stage is critically linked to the quality of the first two stages.

The 5 Cs model of mentoring

The 5Cs model of mentoring is adapted from the work of Mike Pegg[3] and provides a 'journey map' for the facilitation of a structured mentoring session. This model can be useful when the Mentor needs to help the Mentee to consider alternative ways for dealing with a challenging situation, helping the Mentee explore options.

Mentoring Model
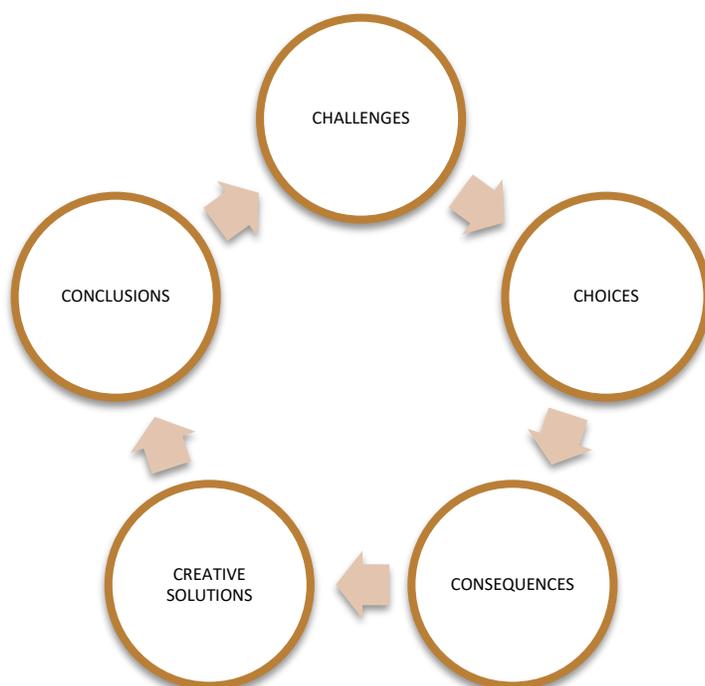
The 5 Cs model notes that mentoring works well when the Mentor can:
- Facilitate the right balance between **'Pulling and Pushing'**
- Undertake practical and mental preparation for a mentoring session
- Facilitate a structured approach to the mentoring session

The Mentor starts where the Mentee is at and the learning is nurtured by two main methods **Pulling and Pushing**[4]

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[3] Pegg, M. The Art of Mentoring, Management Books 2000 Ltd., 2003
[4] Pulling and Pushing is illustrated on Page 8 of this document

Pulling

Requires the Mentor to:

- **Offer a reflective space** outside the normal school environment
- **Offer a safe space** where the Mentee feels able to share their issues, interests and goals
- **Offer support** by active listening, asking the right questions and drawing out the Mentee's own responses to their problems and issues

Pushing

Requires the Mentor to:

- **Offer stimulation** to help the Mentee reflect in new or deeper ways, and to consider alternative perspectives
- **Offer challenge** as well as creative ideas, knowledge, models, tools and wisdom
- **Offer 'take away' value** that the Mentee finds relevant and of value

Effective Mentors balance these two approaches; however, when in doubt they Pull rather than Push to ensure the Mentee remains in control and can fulfil their agenda.

Working with the 5 Cs Model

The structured approach provides <u>possible</u> questions appropriate to each stage of the 5 Cs model of Mentoring:

Preparing for a Mentoring Session

- What issues would you like to discuss in the session?
- What are the key challenges you are currently facing?
- What outcomes would you like to achieve?
- What would make it a successful session?
- Please can you e-mail the key challenges you would like to discuss during our (next) mentoring session?

Challenges Stage Questions

Opening Questions
- What are your goals for the session?
- What issues would you like to discuss?
- What outcomes would you like to achieve?
- What for you would make this a successful session?

- What are the key challenges you are currently facing?
- What are the key things you need to focus on in the next week / month / semester / year?
- What are the three key things you can do to give yourself the greatest chance of success?

Exploratory Questions
- Which is the first challenge you would like to explore?
- Can you give me a picture of what is happening?
- Can you give me a specific example?
- What would you like to happen instead?
- What would be a positive outcome?
- What are the real results you would like to achieve?

Before exploring this challenge more deeply, let's revisit your own individual contribution to your work.

- What are your strengths?
- What do you enjoy doing?
- What do you do best?
- What is your picture of 'perfection'?
- How do you feel when you are engaged in activity that you do well / find meaningful?

- If you are looking back in future years, what will you have done for you to consider your work / life to have been successful?

Let's go back and explore the first/next challenge you want to tackle.

Choices Stage Questions

Looking at the first challenge:

- What do you see as the possible options you have for tackling the challenge?
- What is Option A?

What are the steps you would need to take if you followed this option?

- What do you see as Option B?

What are the steps you would need to take if you followed this option?

Every option has both pluses and minuses and later we will be considering these consequences.
For the moment, however, let's just explore what you see as all your possible options for tackling this challenge.

- What do you see as Option C? Option D? Option E?

- Can you think of any other options?
- What else have you tried before?
- What were the consequences?
- Do you see any of these as possible options?
- Is there anything we haven't thought about so far? If so, is there anything else you would like to add to the list of possibilities?

Maintaining the status quo and doing nothing is sometimes an option. Is this a possibility in your case?

- If so, what do you think would happen if you did nothing?

- Does this seem enough options?

If so, let's go on to consider the consequences. We can always come back later and add to the options.

Consequences Stage Questions

- What do you see as the pluses and minuses involved in pursuing Option A?
- Are there any positives?
- Are there any benefits that aren't immediately obvious?

Let's move on and consider the downside.
- What do you see as the minuses of taking Option A?
- Describe all the possible negatives.

- What do you see as the possible pluses and minuses of pursuing Option B? Option C? Option D? Option E?

Let's build a complete picture of the consequences involved in pursuing the different options for tackling this challenge.

We will soon be moving on to exploring some potential creative solutions. But first I would like you to check your gut feeling for each of the possibilities you have described.

Take a look at the different routes you can take:
- How attractive do you find each of these options?

Let's rate the attractiveness of each of the options. Do this on a scale of 0 to 10.
- Take a minute to rate each of the possible solutions – and to consider why you have given them these ratings.

Creative Solutions Questions
Let's take a helicopter view of your options and see if there are any possible creative solutions:
- What are the real results you want to achieve?
- How can you do your best to achieve these outcomes?
- When do you want to achieve these outcomes?
- Looking at the options you have created is it possible to take the best parts from each option and create a new road? How would this look?

Let's look back for a moment and learn from your successful history.
- Have you ever been in a similar situation in the past and managed it successfully?
- What did you do that led to the successful outcome?
- What are your successful patterns in life / school?
- How can you follow these paths again in the future?

Let's explore what we can learn from best practice and positive models.
- Are there any other people to your knowledge that have successfully managed this kind of challenge? What did they do to manage it successfully?
- How can you follow these principles in your own way?

Let's imagine you had a blank sheet of paper. What would you do if:
- You could start all over again tomorrow?
- You could do whatever you needed to fulfil your picture of the perfect outcome?
- How can you follow these principles in this situation?

Let's focus on your best contribution:
- What are your strengths?
- How can you use these to tackle this challenge?
- What help do you need from other people with other knowledge / expertise / networks

Let's focus on your key 'sponsors'.
- Who are your key sponsors?
- How can you satisfy these people?
- What support do you need from your sponsors?
- How can you make a clear contract with them to ensure you satisfy your sponsors?

Let's conclude by exploring any other possibilities.
- Looking at the challenge, is there anything else you can do?
- Are there any 'far out' possibilities? Or possible imaginative solutions?

Let's settle on the route you want to pursue.
- Looking at what we have discussed, what is your chosen option?
- What must you do to make this happen?

Finally, what is your back-up plan?
- What do you want to do if your first option does not succeed? What are your second and third options?

Conclusions Stage Questions

Time to conclude what has emerged from the discussion and how you want to tackle the chosen challenge.

Let's explore the option you have chosen:
•   What will be the pluses?
•   What will be the minuses?
•   How can you build on the pluses and minimize the minuses?
•   Bearing these consequences in mind, are you prepared to go ahead?

Let's move on to your Action Plan.
•   What steps must you take to reach your goals / outcomes?
•   How can you take these steps?
•   When do you want to begin?
•   What can you do to get some early successes?

Make a list of the tasks and a timetable.

Let's conclude with a reality check. On a scale of 0 to 10:

•   How much do you rate your desire to pursue this option?
•   How much do you rate the possibility of it being successful in reaching your goals?

•   What is the next challenge you would like to discuss?

The 7 Cs Model of Mentoring

This table maps the mentoring journey and the mentoring skills that are used at each stage. Awareness, understanding and experience of these skills and stages will enable those entering a mentoring relationship to approach the task with consciousness and clarity of purpose.

Stage	Purpose	Skills
Contacting	• Establish Rapport • Build a Relationship	• Listening • Matching • Mirroring • Empathy
Contracting	• Agree Boundaries and contract • Establish (Initial) outcomes • Establish Responsibilities • Gain commitment to development/change	• Questioning • Checking • Negotiating • Contracting
Clarifying	• Create Trust and Safety to allow disclosure • Increase understanding of issue(s) context and others • Identify 'themes'	• Reflecting • Paraphrasing • Open Questioning • Prompting • Summarizing
Challenging	• Identify and work with themes/patterns • Encourage Mentee to consider options • Identify barriers and blockages • Support Exploration	• Focusing • Defining • Confronting • Researching and Analyzing • Appraising
Choosing	• Widen options • Anticipate Consequences • Help move towards change/development	• Problem-solving • Scenario Planning • Decision making • Contracting
Changing	• Enable individual to take ownership, learn and manage	• Goal Setting • Action Planning • Rehearsing/Reflecting

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	• Support the Change Process • Facilitate action • Mentor and evaluate the results and manage the consequences	
Closure or re-contracting	• Bring the work and relationship to a close or establish a further contract • Review and evaluate the work done together • 'Close' the relationship	• Managing endings • Reflection and Sharing • Providing Feedback

The GROW[5] Model in Mentoring

GOAL

- There are different levels of goals depending on how far in the future you are looking

  Identify the inspirational goal to drive success and keep energy and motivation high

???

- What are you looking to achieve?

  What do we want to get out of this meeting?

  What's the bigger picture?
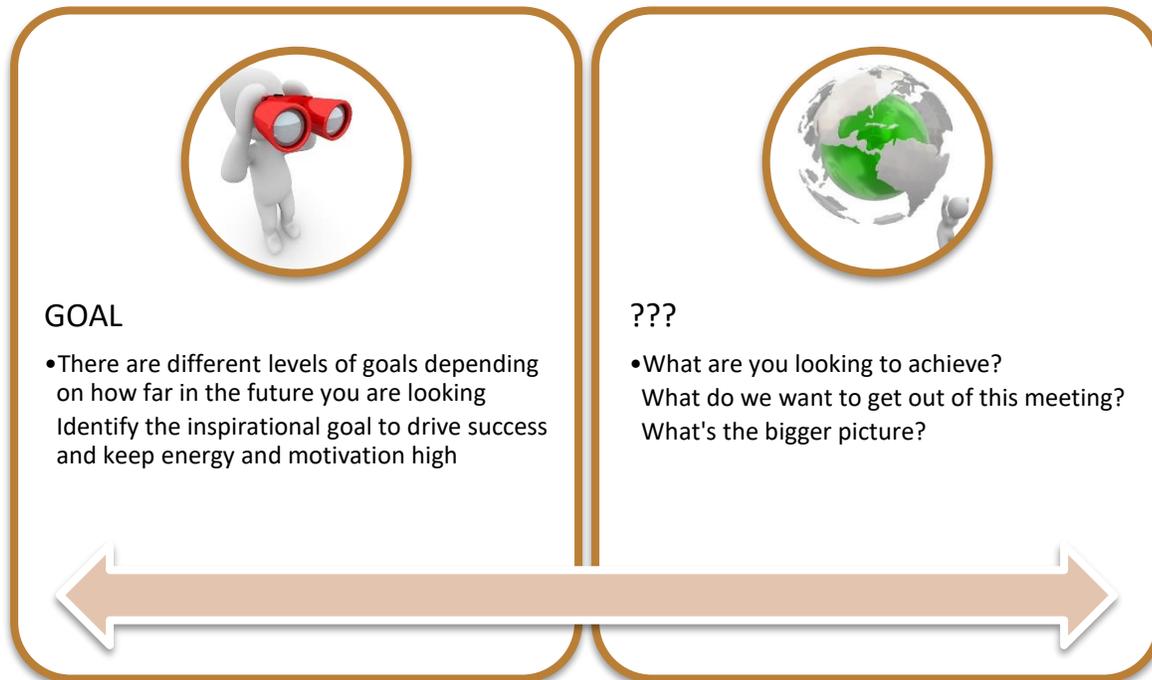
[5] Adapted from Sir John Watmore's Coaching Framework for Leaders Source:
https://www.performanceconsultants.com/wp-content/uploads/The-GROW-Model-infographic-sir-john-whitmore-performance-consultants.pdf

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REALITY

- Discuss the current situation and what barriers currently exist between now and the achievement of the goal
- Ask questions to help the individual to find their strengths

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- What is the current situation?
- What qualities/resources do you have to help you?
- What are the internal/external obstacles ?
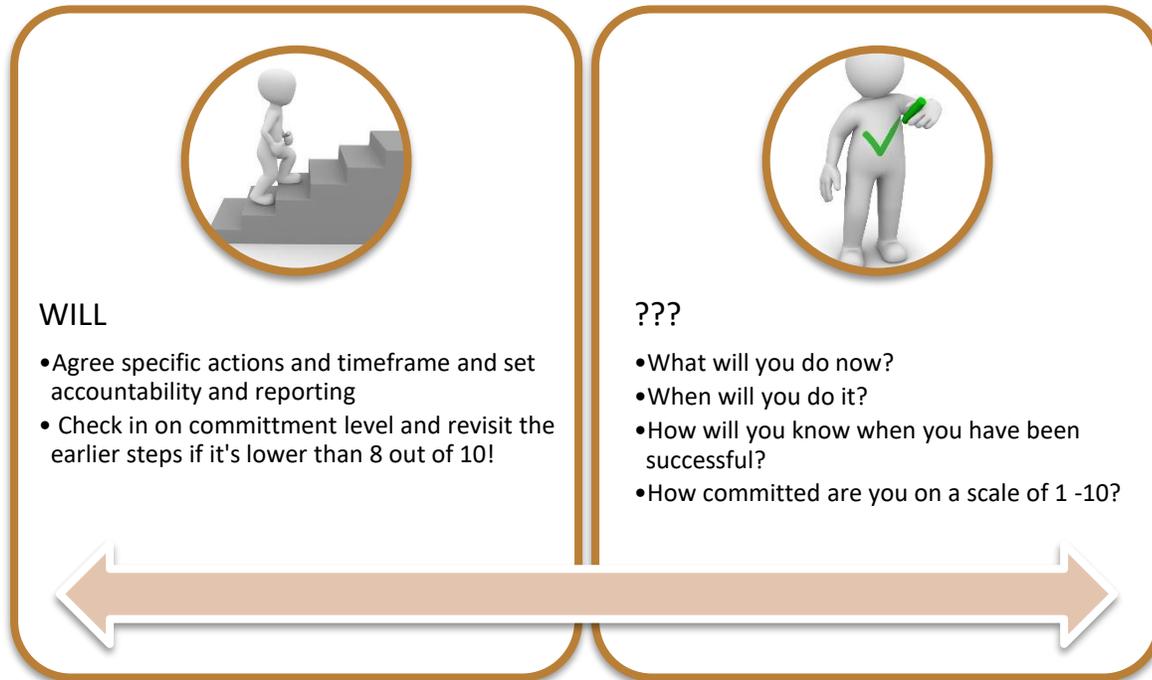
OPTIONS

- Explore the options for moving forward
- The more imaginative your questions the more likely the individual may have a breakthrough insight

???

- How would you tackle this if time wasn't a factor?
- What option appeals to you the most right now?
- What else could you do?

WILL

- Agree specific actions and timeframe and set accountability and reporting
- Check in on committment level and revisit the earlier steps if it's lower than 8 out of 10!

???

- What will you do now?
- When will you do it?
- How will you know when you have been successful?
- How committed are you on a scale of 1 -10?

The GROW model provides an accessible framework for a discussion that has a clear purpose and when a decision or way forward needs to be identified.

The structure provided by the framework ensures that the discussion has a logical flow and that an appropriate amount of time and dialogue happens at each stage before moving on to the next.

Whilst the framework is cyclical it is likely that the Mentor will go back and forward around the cycle; e.g. when added contextual information has been identified in the **Options** or **Will stages** that will impact on the decision made and the way forward in dealing with the issue. In this case the discussion will return to the **Reality stage** to explore the new information and its relevance and impact.

E-Learning Module

The GROW Model

An overview of the GROW model has been provided in this document.
The GROW model gives you as a Mentor a framework for conversations to have with your Mentee.

GROW – An Accessible approach to structuring Mentoring

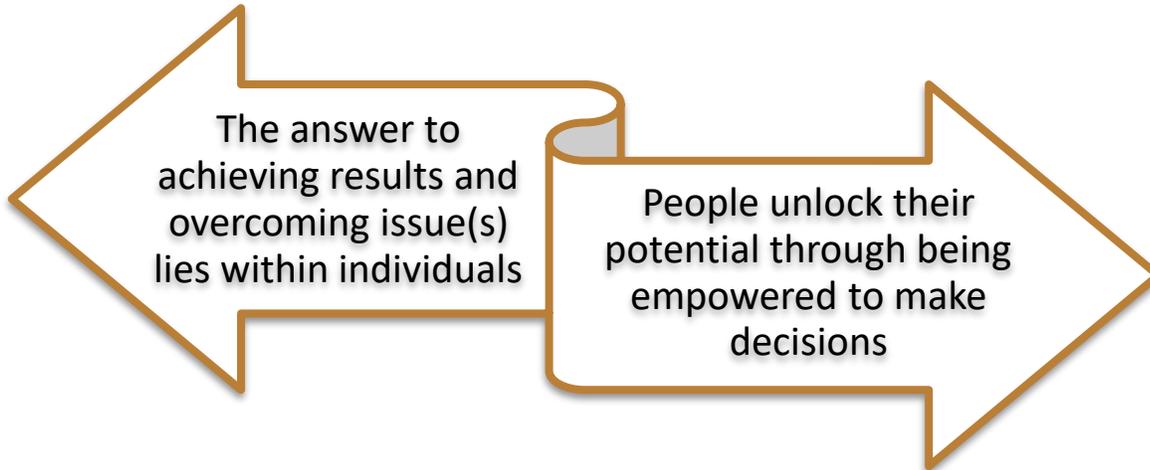| G	GOALS	The goal is the end point, where the person wants to be. The goal has to be defined in such a way that it is very clear when they have achieved it.
R	REALITY	The current reality is where they are now. What are the issues and the challenges, how far are they away from their goal?
O	OBSTACLES	There will be obstacles stopping then getting from where they are now to where they want to go. If there were no obstacles, they would already have reached their goal.
	OPTIONS	Once obstacles have been identified, they need to find ways of dealing with them if they are to make progress. These are the options.
W	WAY FORWARD	The options then need to be converted into action steps which will take them to their goal. These are the way forward.
	WILL	How likely is the person to do what they say they will? How can the likelihood of this be increased?

Task 1

Use this space to write down what you understand to be the key stages of the GROW Mentoring Model

This video provides you an example of the GROW model in action:

https://www.youtube.com/watch?v=6f3X2PEsV-Q

There are two distinct assertions that underpin the GROW mentoring model.

The answer to achieving results and overcoming issue(s) lies within individuals

People unlock their potential through being empowered to make decisions

This is key to enabling your Mentee to have their own insights.

How to use GROW

Use these steps to structure a mentoring session using the GROW model.

One

Establish the Goal

As the young person's Mentor, you need to look at what you want to change or do and then structure this towards a goal. Be rigorous with this as this is a key step but remember:

Your Mentee may find it difficult to set specific goals

It can be useful to ask this type of question:

How will you know when you have achieved this goal? How will you know that the problem or issue is solved?

Goals need to be 'SMART'

SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-BASED
•Target a specific area for improvement	•quantify (or suggest) an indicator of progress	•What results can realistically be achieved, given available time and resources?	•Does the outcome address the issue under discussion?	•When will the outcome be achieved?

Task 2
'Jay'

Jay is 14 they have Dyspraxia[6] and have been skipping the Wednesday afternoon Physical Education Classes and have not attended since the beginning of the new school term after the summer holidays; it is now late November.

Through your initial mentoring meeting with Jay they have shared with you that they feel embarrassed because they struggle at games, sometimes dropping or not being able to catch a ball when passed to them, stumbling or falling when running and not being able to hit the net with a ball or keep it in play. This has resulted in teasing (bullying?) from other students and being left to last when teams are being picked.

a. From this information what do you see as Jay's goal?

Use SMART to set this goal into a structure

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[6] Dyspraxia: Challenges with motor tasks, including hand-eye coordination and balance

Two

Examine the Current Reality

The role of the Mentor is to ask the Mentee to describe their current reality. It is important that the Mentor takes this step at a steady pace; this gives the Mentee time to think and reflect.

This is a critical step – the Mentee's needs to assemble all the factors (information) i.e. their **starting point** that they need to reach their goal effectively.

Discussion between the Mentee and the Mentor can result in the solution starting to emerge. The Mentor will need to probe, asking supplementary questions. This will be the key focus of the Mentoring session with the Mentor being prepared to ask further questions to ensure that all areas are explored. Questions for consideration in this step are:

What is happening now (what, who, when and how often)? What is the effect or result of this?
Have you already taken any steps towards your goal?
Does this goal get in the way (conflict) with any other goals or objectives?

Task 3

Jay is currently removing their immediate issue/problem by not attending the games classes.

This does not mean that Jay does not want to participate in games because they prefer to do something else rather than attend the class,

Jay is unhappy about participating in sports activities because the learning disorder they have affects their balance and hand-eye coordination. The impact of this is that their performance is viewed by their peers as 'inept or unfocused and someone who is letting the team down.'

b. Describe what a possible goal for Jay in relation to this issue might be.

Three

Explore the obstacles and options

Once you have discussed the current reality it is time to consider the possible obstacles and options. This gives and opportunity for your Mentee and you to "thought-share"[7] all the options.

There will be obstacles for your Mentee that will stop them getting from where they are now to where they want to go – if there were no obstacles it's likely they would have reached their goal.

As the Mentor you will encourage the Mentee to suggest options first and then provide others that they may not have thought of.

Questions for consideration in this step are:

What are the advantages and disadvantages of each option?
What would you do if you had all you required?

Task 4

A goal for Jay is to start attending the classes they have been missing and to participate in activities and not feel they were clumsy, not paying attention and letting the team down.

c.   Identify the possible options and the   potential obstacles in relation to each option.

1		Option	Obstacle	
		Example To attend classes but not get involved in team sports activities		Example By not participating in team sports activities but attending Jay would be isolated from the group and could be 'singled-out' for this
2		Option	Obstacle	

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[7] Thought-share is used instead of the more commonly used term "brain-storm" which is considered inappropriate

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3	Option	Obstacle
4	Option	Obstacle

Four

Establish the will/way forward

When the Mentee has examined the current reality and explored the options, they will have a good idea of how they can achieve the goal. The next stage is to gain commitment to specific actions to establish will and motivation

Questions for consideration in this step are:

- What will you do now, and when? What else will you do?
- When do you need to review progress? Daily, weekly, monthly?

On a scale of 1 to 10 how likely are you to do what you say you will?

What could be done to move this figure closer to 10?

Task 5

Jay has identified an action that they need to meet with the games teacher/coach to:

- describe dyspraxia and how it affects them when participating in games
- Explain how being seen as the "weakest link" in the team makes them feel and that they have been missing games because of this
- Discuss with the games teacher/coach how to address the issue

d. To carry out this action plan:

What are the immediate tasks that Jay needs to undertake? (what is the information and planning that Jay needs to help them with this task?)

Will they need help with this task? (can Jay arrange the meeting with the teacher on their own?)

What are the potential obstacles to Jay achieving this task?

Examples of Open Questions at each stage of the GROW model

GOALS

- What do you want to achieve?
- Where do you want to be in x years?
- What is your ideal picture of the future?
- What do you want to be different in 6 months?
- What do you want to be different by the end of today?
- Why do you want to achieve this goal?
- What will help you to achieve this goal?

REALITY

- What is your current situation (versus goals you described)?
- How do you know this is the problem/challenge?
- What is happening now (what, who, when, and how often)?
- What is the effect or result of this?
- What have you done to change things?
- What is working well right now?
- What are your strengths?
- What are your development needs?
- What have you done to change things?
- What do you feel about where you are now?
- Does your goal conflict with any other goals/objectives?

OBSTACLES AND OPTIONS

- What choices do you have (to move towards your goal/s)?

- Which ones are in your control?
- Which ones are in your influence?
- What else can you do?
- What other options are there?
- Who do you need to influence?
- What resources do you need?
- What would you do if you had all you required?
- What if this or that constraint was removed. Would that change things?
- What are the advantages and disadvantages of each option?
- What factors/considerations will you use to weigh the options?
- What do you need to stop doing to achieve this goal?
- What do you need to start doing to achieve this goal?
- What obstacles stand in your way?
- What will happen if you stay as you are?

WILL/WAY FORWARD

- How committed are you to making this work?
- What will keep you on track and motivated?
- What will stop you achieving this?
- How can you overcome that?
- How committed are you (on a scale of 1 -10)?
- What will you do to get closer to 10?
- What will you do now ?
- How can you keep yourself motivated and on track?
- How often do you need to review progress?
- What is a useful first step?