



CONTACT INFO



Facilitator/Coach Brian Cracknell

Brian Cracknell has a strong record of developing other people in their respective fields. He has a genuine interest in seeing others advance and can relate to their problems. He has a wide range of skills to pass on, combines patience with very good interpersonal skills, and is able to operate effectively in rapidly changing contexts.

He has various interests and contacts, can command respect, and has the time and resources available to devote to long-term relationship-building. Above all, he himself is keen to learn, and enjoys working towards understanding organisations, how they work and where they are going.



COACHING & Mentoring

SUSTAINABLE LEARNING



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in collaboration with
CITY & GUILDS UK



BACKGROUND

In an effort to roll out a 'talent pool' to build capacity to meet the long-term requirements for high-performance staff, Language Works undertakes Coaching and Mentoring training.

The learning programme primarily focuses on:

- Developing ability to communicate clearly, credibly and confidently
- Using a common approach to dialogue to ensure continuing effective business performance into the future
- Conducting distinctive, energising dialogues in line with company values
- Measurably improving performance in speaking and listening skills.

THE PROGRAMME

Objectives

The specific objectives of Coaching and Mentoring are to:

- Learn and practise a dialogue approach
- Design and conduct coach/mentor dialogue practice sessions
- Improve ability to judge performance
- Promote use of problem-solving skills
- Develop confidence in giving performance feedback
- Work on setting performance goals.

Benefits

Overall benefits include improved interaction, communication and development support.



However, the primary benefits of Coaching and Mentoring are:

- Effectiveness insights
- Alignment of espoused corporate culture and actual behaviour
- Facilitating communication and learning retention
- Resolution of issues.

Methodology

The central methodology will be dialogue, using questions based on the ORID (Objective/Reflective/Interpretive/Decisional) technique, as conceived by the Institute of Cultural Affairs (ICA), Toronto, Canada.

Participants are expected to openly discuss and reflect on questions about how main themes relate to their work. From this we can identify areas for further development.

Each participant will conduct one coaching and one mentoring observed session, conducted by an appointed Assessor from Language Works. The participant will be given oral feedback by the Assessor immediately after each session. At the completion of the sessions, the participant will be presented with a written summary report on the completed knowledge questions.

Evaluation

We obtain feedback from participants' questionnaires. Evaluation questionnaires will tell us the extent to which participants find the programme relevant and applicable to their current needs.

Internal follow-up sessions will take place, together with management feedback, and the opportunity to implement ideas back on the job.

Participants

Participants will be experienced professionals from a range of backgrounds and sectors, but not necessarily with formal coaching or mentoring experience.

COURSE OUTLINE

COACHING

1. Introduction
2. What Is Coaching?
3. Manager as Coach
4. Nature of Change
5. Coaching Objective
6. Effective Questions
7. Role of Coach
8. Sequence of Questioning
9. Goal Setting
10. Being Objective
11. What Options?
12. What Will You Do?
13. What Is Performance?
14. Assessing and Applying
15. Developing Team
16. Coaching Teams
17. Barriers
18. Benefits
19. You, the Coach
20. Conclusion

MENTORING

1. Introduction
2. Mentoring In Context
3. Modern Mentoring?
4. Models of Mentoring
5. Formal Mentoring Scheme?
6. Benefits of Mentoring
7. Downsides of Mentoring
8. Selecting and Matching: Mentors
9. Selecting and Matching: Mentees
10. Setting up Mentoring Programme
11. Running Mentoring Programme
12. Phases of Mentoring Relationship
13. Problems
14. The Mentoring Dialogue
15. Relating to the Organisation
16. Challenges
17. Conclusion