

Common mentoring models

GROW Model

A common model used in coaching and mentoring developed by Sir John Whitmore, a pioneer of executive coaching.

G - Goals

- Effective goal-setting provides direction for any coaching interaction and ensures that both mentor and mentee are clear about expectations.
- Goals can provide a basis for feedback and reward and help to improve motivation.
- If the mentee has sought out the coaching session then they should set the goal. Even when the mentor has set up the dialogue, goals can still be collaboratively set.

R - Reality

- Objectively examining the current situation, facts, figures, incidents, resources.
- You are after the reality of the mentee, not how you see things for them at the moment. Avoid making assumptions about your mentee's reality.
- Help the mentee see what is actually happening rather than what they want to or think is happening.
- Have a shared understanding of the current situation to help the mentee to move forward. Identify the gap between what the mentee wants (goal) and where they are now.

O - Options

- The purpose of this stage is not to find the 'right' answer but to create and list as many alternative courses of action as possible.
- The mentor needs to create an environment in which participants will feel safe enough to express their thoughts and ideas without inhibition.
- Don't immediately jump into solution mode as a mentor.
- Create a higher level of buy-in where the mentee has not only identified the solution but also the limitations.
- Let the mentee come up with options.

W - Will

- The final phase of the coaching model: To convert the discussion into a decision/create action plan.
- Allow the mentee to write enough detail about their action plan that they are prepared to take it away and are committed to implementing it.
- Ideally, the mentee should wrap up the coaching dialogue. This again increases the level of buy-in and allows you to feel really comfortable around the mentee's understanding of the way forward.
- Take notes for the items you need to remember, but let the mentee write their own action plan.

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SMART goals

Factors to consider when setting an objective.

S - Specific

- Try to include an answer to: Who will be involved? What exactly are you trying to accomplish? When will it be done? Where will it be done? (If relevant) What is the reason for this goal?
- Try to break large, general goals into smaller, more specific ones.

M - Measurable

- How can we track improvement?
- What are the most appropriate but simplest measures? (Examples include quality, cost and time)

A - Attainable

- Can it be done? Is the mentee aiming for something unachievable?

R - Realistic (or relevant)

- Are your mentee's goals realistic given your time, resources, priority and motivation?
- Why are you setting the professional or personal goals that you are setting? How is it relevant?

T - Time-bound

- When will the mentee complete the goal? Set intermediate but repeating goals for things that you want to become a habit.