

Organisation: City & Guilds Group

Scope: International

Focus: Coach supervision

Sector: Services (vocational qualifications, learning resources, e-learning and accreditation.)

Background:

The City & Guilds Group purpose is to help people, organisations and economies develop their skills for growth. Today, the Group consists of City & Guilds, Gen2, ILM, Kineo, The Oxford Group, Digitalme and e3Learning. Together, its businesses set the standards for corporate learning, on-the-job development, and skills recognition.

Project description: City & Guilds Group businesses such as the Oxford Group and ILM focus on developing leaders. It is not surprising then, that the City & Guilds Group has been investing in both professionally resourced coaching for targeted employees and in developing a small, but well-qualified cohort of internal leadership coaches. Coaching and Mentoring International provides regular quarterly group supervision sessions, supplemented as needed by one-to-one sessions and other guidance on coaching culture.



Organisation: Care Quality Commission

Scope: UK

Focus: Mentoring

Sector: Public

Background: The Care Quality Commission (CQC) is an organisation set up by the UK Government to monitor the quality of care provided in hospitals, care homes and other institutions looking after vulnerable people. It has more than 2,000 employees, some at its headquarters in London, but many of them based at home across the country. They carry out inspections against clear quality standards and make recommendations for improvements as needed. The inspectors may take action, including forced closure, to ensure that institutions meet the required standards of care. Many of the CQC's staff are from black and minority ethnic (BME) groups. The primary purpose of the mentoring programme is to encourage career progression amongst these employees and also amongst employees, who are potentially disadvantaged by disability.

Project description: CMI's proposal to the CQC, as part of an open tender competition, involved the following key steps:

We supported the CIPD from scoping of their programme through to matching, briefing mentors and mentees, supporting them throughout their mentoring relationship, and with evaluation of the programme.

- Establish and work with a steering committee composed of a wide spectrum of stakeholders, including representatives of the BME, disabled and gay and lesbian communities
- Identify the potential drivers and barriers to success of the programme, through interviews and focus groups
- Support the in-house team in matching mentors and mentees in two pilot cohorts of 40 mentoring pairs each
- Design initial and follow up training for all participants – one day initial face-to-face training for each, followed by two subsequent webinars to help participants get the most out of their relationships
- Support mentors and mentees with online resources, to minimise the time spent by the internal programme management team on troubleshooting. Additionally, mentors were encouraged to form buddying pairs for mutual support.

- Transfer to the in-house training team the capacity to bring both programme management and training in-house
- Assist in measuring the impact at both programme and relationship levels
- Facilitate the formal closure of the two pilot cadres in a celebratory event
- Advise on continuous improvement for the programme

Organisation: Chartered Institute for Personnel and Development

Scope: UK

Focus: Mentoring

Sector: Professional Services

Background: The Chartered Institute for Personnel and Development (CIPD) is the representative body for the HR and training profession in the UK. It has 140,000 members in the UK and across the world. CMI has supported the CIPD in recent years with two programmes: one for new entrants to the HR profession, either taking or having recently taken their professional qualification; and one for aspiring HR directors.

Project description: The career development mentoring programme, delivered with Coach Mentoring,(our CMI UK partner) aims to support CIPD members in: gaining their first role in HR; making a transition in their next role to another area of HR; or gaining a promotion in an HR role. We supported the CIPD from scoping of their programme through to matching, briefing mentors and mentees, supporting them throughout their mentoring relationship, and with evaluation of the programme.

Feedback from the pilot was that all mentors would take part again as well as most of the mentees, and everyone would recommend the programme to their colleagues. There was also much useful data, which influenced the roll out of further mentoring within the CIPD Careers Service. This virtual programme is rolled out on an annual basis with over 90 mentoring pairs in 2017. For more information click [here](#)

The aspiring directors programme had been a recommendation from CMI over several years. The transition from senior HR practitioner to HR director is complex and demanding. It is very difficult for someone, who has been managing a department within HR to prepare for a role that requires them to adopt a more strategic role as one of the leadership team. The pilot for the programme involved a marketing campaign, to recruit both mentors (highly experienced current HR directors) and mentees (senior professionals nominated by their own HR director as having the intention and ability to move into an HR director role within two years). Participants were matched from different sectors, to provide a breadth of learning.

Both mentors and mentees attended initial training, plus a follow up event to consolidate learning. We also provided webinar-based group supervision and access to other resources. In designing the programme, we took account of the special nature of mentoring potential directors – mentors were encouraged to reflect upon and share their thoughts around what was or would have been most helpful to them, in making this transition. Issues of especial importance were developing the mindset of a director and learning how to let go of operational responsibilities. Feedback from participants was that the programme had been both valuable and enjoyable for both mentors and mentees.

Organisation: Cherie Blair Foundation for Women



Scope: International

Focus: Mentoring

Sector: Voluntary

Background: The Cherie Blair Foundation for Women supports women entrepreneurs in developing and emerging economies to access the skills, technology, networks and financial services they need to become successful business owners. Its Mentoring Women in Business Programme is one of the Foundation's core programmes, combining mentoring with technology to offer cross-border support to women entrepreneurs by matching them with experienced mentors from around the world. Since its pilot in 2010, the Mentoring Programme has supported over 2,500 women entrepreneurs in 100+ developing and emerging economies. Over the course of one year, these women work online with a dedicated mentor using communication tools like Skype or Google Hangouts. They spend two hours each month working on an action plan centred on the mentee's business and professional development objectives, as well as the mentor's own expertise and learning objectives. As a supplement to their one-on-one mentoring relationships, they also have access to an online learning and networking platform, which houses a range of trainings and resources on business, financial literacy, leadership and mentoring topics, as well as peer-to-peer learning tools. They become part of a global community of committed, ambitious entrepreneurs who share knowledge through our online platform and become invested in each other's success. Of mentees to graduate from the programme in the Foundation's last financial year: 96% of respondents gained confidence; 93% increased their business skills; and 99% would recommend the programme to a colleague or friend. Of mentors to graduate from the programme in the Foundation's last financial year, 96% benefitted from the work with their mentees, including by building skills around business, leadership, communications, management and mentoring.

Project description: The core of Cherie Blair Foundation for Women's Mentoring Programme is its personalised support model, which closely tracks each mentee and mentor in the programme and provides additional support and assistance to enable effective, impactful mentoring. This is made possible through a bespoke online platform, which runs a range of software that the team uses to

match, train, track and support programme participants. It also house a range of participant-facing resources to foster learning and collaboration. From the programme's pilot in 2010, the CMI team provided consultancy on good practice and trained the in-house team to manage a complex, multi-faceted, multi-country programme. We also provided materials for the website, for online training and to answer queries from participants. We have continued to support the programme with further materials. In 2016, we carried out a comparison and evaluation of the programme with other international and national programmes aimed at women and/or entrepreneurs. Our report confirmed its status as an exemplar of good practice for international mentoring programmes and outlined areas for further expansion and growth.



Organisation: Mencap

Scope: UK

Focus: Mentoring

Sector: Voluntary

Background: Mencap is the UK's leading charity working with people with a learning disability, and their families and carers. They campaign for change at every level of government – locally and nationally. And they provide a wide range of services for people of all ages – like housing, education, employment and leisure – that give people the chance to lead fulfilling, active lives with as much independence as possible. Mencap employs around 8000 people across England, Wales and Northern Ireland. In 2017, they were named best endorsed provider of learning and development by Skills for Care.

Project description: The aim of the project was firstly to support talent management and succession planning at all levels and secondly to build a sustainable in-house mentoring capability. The CMI team provided initial training for mentors and mentees, as well as training for HR staff in programme management. On-line materials supported mentors and mentees in their relationships and after 12 months the programme was taken in-house.

The initial programme involved approximately 100 pairs, with some of the mentees being people with learning disability – a visible indication of a belief that talent and aspirations to grow can be found at any level in the organisation. Measurements at the end of the first cohort indicated significant impacts on mentees' self-confidence and sense of career direction.

Now part of a wider talent programme called "You've got talent", the programme has evolved year on year with measurement of what works well and less well. In 2016, 50% of mentees achieved a promotion, many into management roles, with other mentees making horizontal moves to enhance their careers – for example, from client support work to working on campaigns. Among benefits observed from mentoring as it has become increasingly embedded in the organisation are:

- Greater understanding and appreciation by participants of other parts of Mencap
- Increased listening skills – now an important part of the charity’s approach to leadership
- Developmental conversations happen more naturally throughout the organisation as people have confidence to engage in them – in particular, it has been easier to redesign the appraisal process to be more of a conversation. The mentoring conversations, too, have evolved with practice and familiarity, becoming more natural and relaxed than at first.
- Easier introduction of other developmental support, such as action learning sets

Mencap’s Learning and Development Team place great importance on early transference of the competence to run mentoring programmes and to train and support participants. Because the programme was owned by the in-house team, it could be adapted and continuously updated in line with the evolving culture and changing operating environment.

8 Qualities of a Good Mentor

BY PENNY LORETTO

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Good mentors do not take their roles lightly. They feel invested in the success of the mentee. Usually, this requires someone who is knowledgeable, compassionate, and possesses the attributes of a good teacher or trainer. Excellent communication skills also are required. A good mentor is committed to helping their mentees find success and gratification in their chosen professions. Overall good mentoring requires empowering the mentee to develop their own strengths, beliefs, and personal attributes.

A good mentor exhibits the personal attributes it takes to be successful in the field. By showing the mentee what it takes to be productive and successful, they are demonstrating the specific behaviors and actions required to succeed in the field. Remember, the positive attitude must go both ways. It's important that you always treat your mentor with the utmost professionalism. If you are lucky enough to find a mentor, hold on tight, and take the relationship seriously. A good mentor is hard to find, and most people don't have mentors. Don't take the relationship for granted. A good mentoring relationship provides new employees as well as [interns](#) with someone who will share their professional knowledge and expertise in the field. A good mentor is available to answer any questions relevant to the job. Good mentor-mentee relationships are a two-way street, so show a genuine interest in your mentor and a willingness to do what it takes to become successful as an intern or new employee in the field. Following suggestions and recommendations as well as reading all pertinent literature available in the field is a good way to show your mentor that you are committed to being successful and that you take your career and responsibilities seriously.

01

Willingness to Share Skills, Knowledge, and Expertise

A good mentor is willing to teach what he knows and accept the mentee where they currently are in their professional development.

Always take time to stop talking about yourself and ask your mentor how he or she is doing. Ask them about their experiences and learn from their stories. Good mentors can remember what it was like just starting out in the field, so use their experience to your advantage.

02

Demonstrates a Positive Attitude and Acts as a Positive Role Model

A good mentor exhibits the personal attributes it takes to be successful in the field. By showing the mentee what it takes to be productive and successful, she demonstrates the specific behaviors and actions required to succeed in the field. Remember, the positive attitude must go both ways. It's important that you always treat your mentor with the utmost professionalism.

03

Takes a Personal Interest in the Mentoring Relationship

Good mentors do not take their responsibility lightly and feel invested in the success of the mentee. Usually, this requires someone who is knowledgeable, compassionate, and in possession of the attributes of a good teacher or trainer. Excellent communication skills also are required. A good mentor is committed to helping their mentees find success and gratification in their chosen profession. Overall good mentoring requires empowering mentees to develop their strengths, beliefs, and personal attributes.

04

Exhibits Enthusiasm in the Field

A mentor who does not exhibit enthusiasm about his job will not make a good mentor. Enthusiasm is catching, and new **employees** want to feel as if their job has meaning and the potential to create a good life.

Your mentor has to take a special interest in helping you build and develop as an executive. If they aren't enthusiastic about you and the kind of work you are trying to do, it probably won't work out.

05

Values Ongoing Learning and Growth in the Field

Mentors are in a position to illustrate how the field is growing and changing and that even after many years there still are new things to learn. Anyone who feels stagnant in their current position will not make a good mentor. When starting out in a new career, people want to feel that the time and energy they spend learning will be rewarded and will ultimately provide them with **career satisfaction**. Good mentors are committed and are open to experimenting and learning practices that are new to the field. They continually read professional journals and may even write articles on subjects where they have developed some expertise. They are excited to share their knowledge with new people entering the field and take their role seriously in teaching their knowledge to others. They may choose to teach or attend classes to further develop their knowledge and skills. They enjoy taking workshops and attending professional conferences provided through their membership in professional associations.

Finding a mentor who is committed to continued learning is important. You want someone who truly believes in the power of professional development, regardless of where they're at in their career.

06

Provides Guidance and Constructive Feedback

One of the key responsibilities of a good mentor is to provide guidance and **constructive feedback** to their mentee. This is where the mentee most likely will grow the most by identifying their current strengths and weaknesses and learning how to use these to make themselves successful in the field. A good mentor possesses excellent communication skills and can adjust her communication to the personality style of the mentee. A good mentor also will provide the mentee with challenges that foster professional development and a feeling of accomplishment in learning the field.

As the mentee, it's crucial that you listen to the feedback, don't take it personally, and actually consider it. Remember, this feedback is coming from the right place.

07

Respected by Colleagues and Employees in All Levels of the Organization

Ideally, mentees look up to their mentors and can see themselves filling a mentor's role in the future. Mentees want to follow someone who is well respected by colleagues and coworkers and whose contribution in the field is appreciated.

Ask your mentor about his or her experiences working with their team, ask them about how they navigate sticky situations, and ask them about how they got to where they are.

08

Sets and Meets Ongoing Personal and Professional Goals

A good mentor continually sets a good example by showing how his habits are reflected by personal and professional goals and overall success.

That being said, your mentor is busy, and you have to respect that. They aren't always going to be able to drop everything to speak with you. Make sure you don't abuse the relationship—pick and choose what you bring to your mentor.

Read on for a more detailed list of [coaching and mentoring](#) skills that you will need for business coaching.

Listening with curiosity

An essential skill for any business coach is being able to listen with curiosity. This means that you will need to convey a genuine interest in what people are saying, [while actively listening and hearing what they are saying “between the lines”](#).

All too often people listen with lack of attention and even impatience, which can hinder any constructive dialogue that may come out of the conversation. If you are genuinely curious, don't do all of the thinking (and talking) and keep interruptions to a minimum you will find that conversations can result in an exchange of ideas rather than simply two people talking to one another.

Goal setting

Business coaching takes a goal-focused approach to providing solutions to problems. The ability to elicit clear and emotionally engaging goals is an important skill to have in your arsenal as a business coach.

There are two types of coaching you will need to learn as a business coach, formal and informal styles of coaching. Formal coaching involves introducing goal-setting into the coaching process using [SMART goals](#) (a SMART goal is Specific, Measurable, Attractive, Realistic and Timed). Informal coaching means that you think about and ask questions from a goal-focused mindset. Having a goal-oriented personality is essential to any successful business coach.

Reflecting back with accuracy

Reflecting back to someone with accuracy and understanding shows that you have truly been listening and taking note of the most important information. This allows the person to check that what they have said or have been trying to get across is correct and makes sense.

You can reflect back by using paraphrasing, summarising, repeating important words and asking confirming questions. This process helps you as a coach to fully understand what your coachee is saying. It will allow you to create a more meaningful solution to their problems and give them the best guidance possible.

Presence

Having presence is not a tangible skill but is more a part of your personality. Needless to say, if you are considering business coaching as a career, you will already have enough confidence to stand in front of people and talk without feeling anxious or afraid.

You want the person who is being coached to feel as though your full attention is on them, which is part presence and part active listening. Your questions should not sound pre-prepared and you should not act as though you are simply ‘going through the motions’ when you are presenting to your audience. Concentrate on your client and let your confidence shine through, this will help you to naturally build your presence.

Emotional intelligence

Being emotionally intelligent means that you have a certain level of empathy and self-control in frustrating situations. This skill is needed for business coaches because you may have to deal with people from an array of different backgrounds or with difficult coachees.

You will need to be able to handle interpersonal relationships with integrity and understanding, as well as express your emotions clearly and calmly. This ties in with goal-setting and listening, and will improve your presence among those you are coaching. Emotionally intelligent coaches are better able to implement their strategies and adapt to situations and audiences.

Asking exploring questions

Being able to ask questions for exploration is another vital skill that all business coaches need to have. Asking questions extends the conversation and allows you to gather more information in order to provide solutions.

Asking open-ended questions allows your coachees to discover the answers for themselves, which is beneficial for all future problem solving. This will reinforce in their minds that you believe in them and that your coaching is working (which is *your* end goal). Being able to ask pointed and relevant questions comes with years of practice but if you build up this skill it will prove invaluable.

Conclusion

Coaching and mentoring business people is a unique and niche career choice. It is something that requires more soft skills than hard skills but can prove to be invaluable to those who use your services. You will need to have emotional intelligence and be able to listen with curiosity, allowing you to ask open ended question and lead a conversation. Goal setting is another important skill that you will need to cultivate, as is being able to reflect back with accuracy. Coaching someone to be the best they can be is exciting and rewarding, and is an ideal career path for motivated and confident people.