



Mentor training

Part 3

Encouraging

MENTOR SKILLS

Why are you here?

1. My boss said I have to follow this course.
2. I think I have to do it.
3. I follow this course because it's important for my job.
4. Because I like the topic

Film “the butterfly circus”

What can you do as a mentor to encourage the students?

What is motivation?

= Mainspring to reach a goal

..

= the willingness to endeavour

..

= The energy that someone wants to invest



Self-determination theory

Three psychological needs - for competence, relatedness and autonomy - are considered essential for understanding the what and why of goal pursuits.

All people do have the same three needs!

Competence

The need for **competence** means the desire to control and **master the environment** and outcome. We want to know how things will turn out and what the results are of our actions.

Autonomy

The need for **autonomy** concerns with the urge to be causal agents and to act in harmony with our integrated self. Deci and Ryan stated that to be autonomous does not mean to be independent. It means having a sense of free will when doing something or acting out of our own interests and values.

Relatedness

The need for **relatedness** deals with the desire to “interact with, be connected to, and experience caring for other people”. Our actions and daily activities involve other people and through this, we seek the feeling of belongingness.

- Make a list for the three needs with possible motivation techniques.
- Brainstorm in groups of two!
- Changing experiences: think about a trainee who was not motivated anymore.
- Tell us the story!
- Try to find a solution plenary.

How to encourage?

- Trainee = Responsible
- Feedback
- Reflecting
- Active listening
- Set goals

- Goal setting

- Smart!

- S
 - M
 - A
 - R
 - T

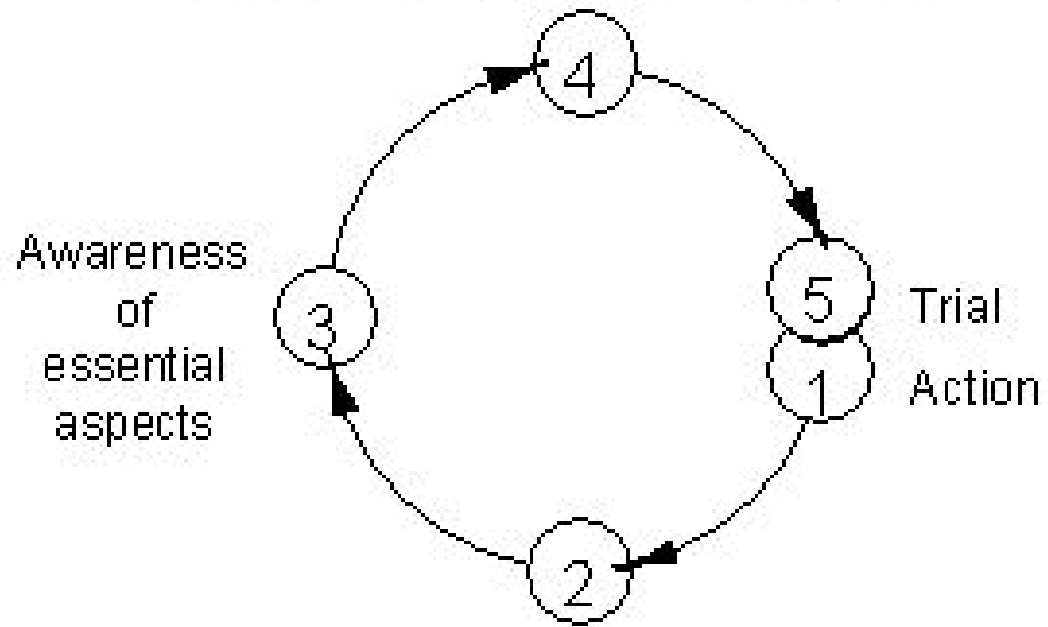
- Exercise

Reflecting

MENTOR SKILLS

Reflection Circle Korthagen

Creating alternative methods of action



Looking back on the action

ACTION

You can do this by using the STARR method: Situation - Task - Action - Result - Reflection

- What was the actual situation?
- What did I have to do in this situation?
- What action did I actually take?
- What was the outcome of this action?

LOOKING BACK

1. What did I see?
2. What did I feel?
3. What did I do?
4. What did I think?

- What did I think
5. that the other wanted?
 6. that the other felt?
 7. that the other thought?

AWARENESS OF ESSENTIAL ASPECTS

- What does that mean to me now?
- What is the problem (or the positive discovery)?
- What has all that caused? What does it involve?

Alternative methods

- What alternative methods do I see (solutions or ways of making use of what I have discovered)?
- What are their advantages and disadvantages?
- What will I remember for next time?

Trial

- What do I want to achieve?
- What should I watch out for?
- What do I want to try out?

Exercise

Reflection in pairs about
a concrete situation

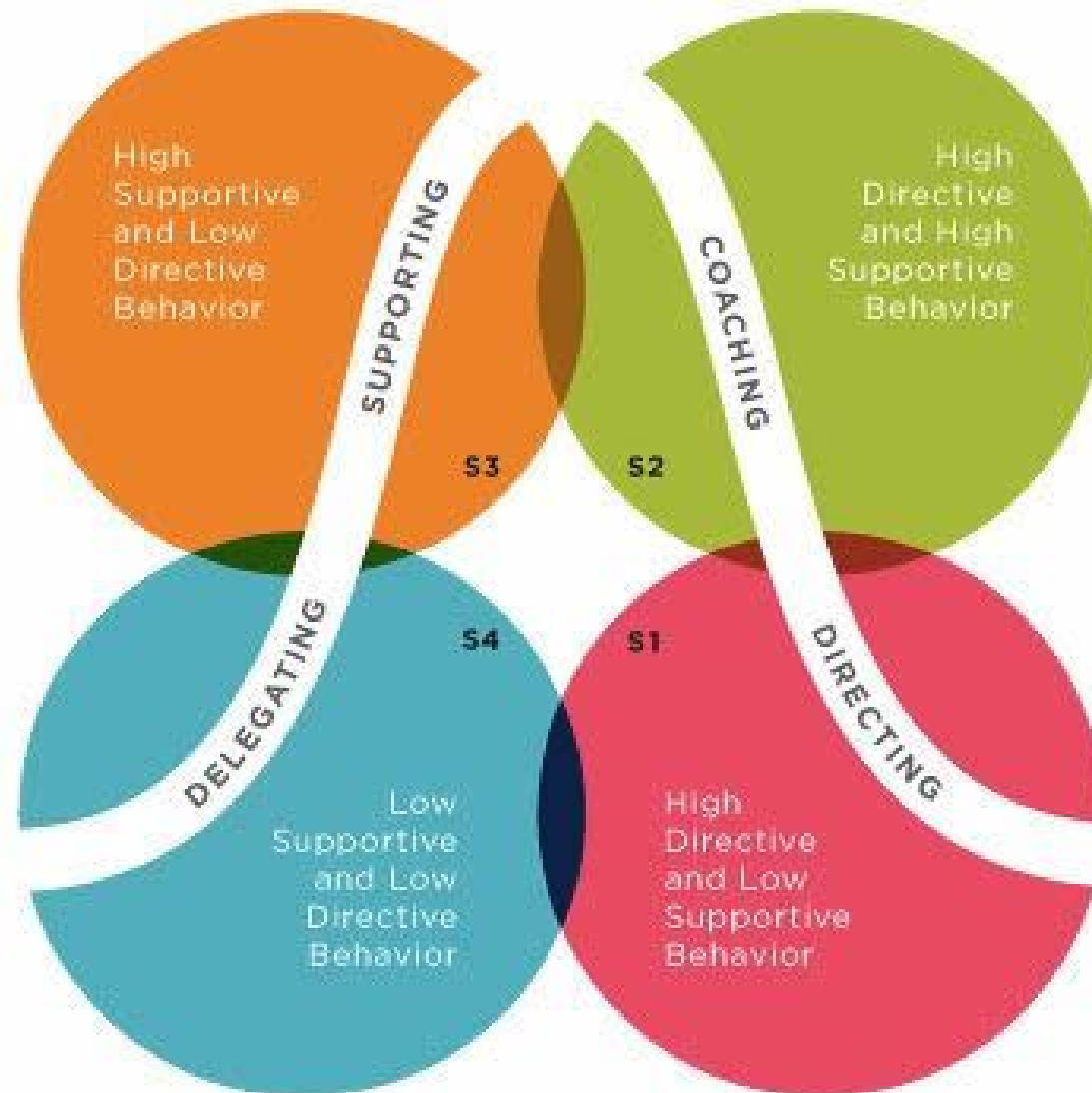
**STILSTAAN
BIJ JE
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Loesje

Situational leadership

MENTOR SKILLS

Situational leadership



- **S1: Directing** – is characterized by one-way communication in which the leader defines the roles of the individual or group and provides the what, how, why, when and where to do the task;
- **S2: Coaching** – while the leader is still providing the direction, he or she is now using two-way communication and providing the socio-emotional support that will allow the individual or group being influenced to buy into the process;

- **S3: Supporting** – this is how shared decision-making about aspects of how the task is accomplished and the leader is providing fewer task behaviours while maintaining high relationship behavior;
- **S4: Delegating** – the leader is still involved in decisions; however, the process and responsibility has been passed to the individual or group. The leader stays involved to monitor progress.

CONCERN

- Maturity levels are task-specific. A person might be generally skilled, confident and motivated in their job, but would still have a maturity level when asked to perform a task requiring skills they don't possess.
- Knowing how to lead is very important

OEFENING



Questions? Concerns?