



# Mentor Handbook

Advancing Women in Finance (AWF) Mentoring  
Programme

April 2018 – January 2019

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## About FWA AWF 2018 Mentoring Programme

FWA is delighted to launch its 7<sup>th</sup> annual professional mentoring programme for 2018, run in association with Protégé.

The mentorship programme is designed to connect selected FWA members in a six-month long professional mentoring relationship – pairing experienced industry leaders with talented and motivated early-career professionals.

The programme focuses on 'best-in-class' mentoring practices, providing new skills through networking and developmental workshops.

## FWA AWF Objectives

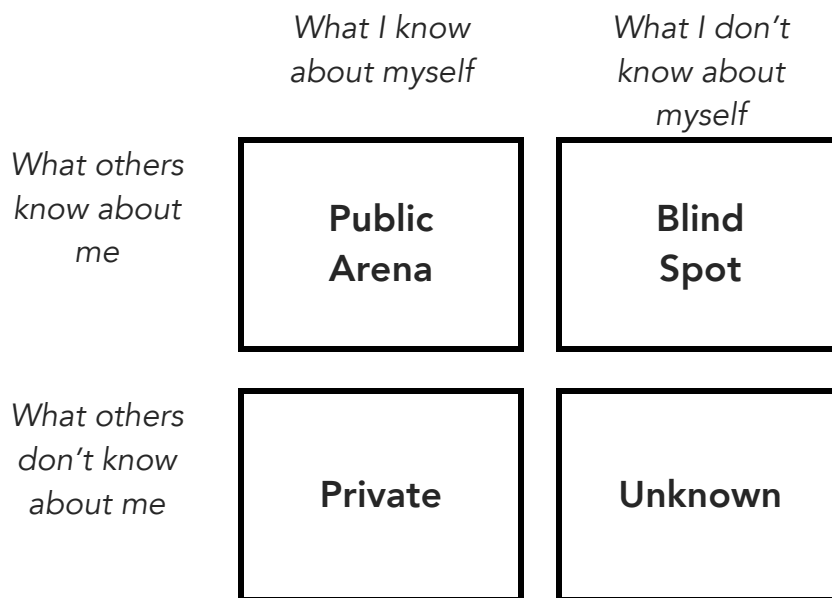
- To provide opportunities for FWA's younger members to engage with senior members to enhance professional and personal development
- To provide senior members a casual platform to engage the younger members to learn more about their world view and discover new ways to manage talent
- Build loyalty to FWA and encourage younger members to become involved in all aspects of the Association that results in a pipeline of engaged members who are ready to support and expand FWA in the future
- To encourage more active membership in FWA – a great reason to join!
- To support FWA strategy – increasing both membership and retention of members as well as promoting and advancing a high standard of professionalism within the financial services sector.

## Your Personal Objectives and Expectations

Complete your personal objectives for participating in the mentoring programme:

## It's All About Trust

### Johari Window



Source: Joseph Luft & Harry Ingham (1955)

What is the affect of expanding your Public Arena?

How can you expand the Public Arena?

How does this build trust?

## It's All About Trust

We know that trust is crucial in relationships, yet often it seems so intangible. We know when we trust someone, and we know when we don't – but what causes these different reactions and relationships? What is trust comprised of and what specifically can we do to build and maintain trust and relationships?

## The Trust Equation

We'll now explore a simple yet powerful formula that unravels the key universal components of trust. Assessing how we rate others and how others might rate us on these four dimensions can unlock the mystery behind both our high and low trust relationships – both professionally and personally.

$$\text{TRUST} = \frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Self-orientation}}$$

Source: The Trusted Advisor (2000) David H Maister, Charles H Green and Robert M Galford

- You can determine how trustworthy you and others are by rating each of the components on a scale of 1 (very low) to 10 (very high). This will vary for different relationships you have.
- Note that ACTUAL and PERCEIVED ratings may be different. For example, someone might actually have a very credible background and strong expertise, but because they don't look the part or present themselves confidently, this could affect their perceived credibility.
- Notice that a high Self-orientation can wipe out all the good trust building you've done on Credibility, Reliability and Intimacy.

## Credibility

This is about content expertise and the way we act, talk, and react to our content. The concept of credibility includes the notion of both accuracy and completeness. When someone is perceived to be credible, we often use the word 'believable' to describe her.

Tips for enhancing Credibility:

- Continue to build and maintain your expertise
- Keep fresh and up-to-date in your field
- Have evidence of your expertise
- Develop and maintain credible networks and relationships
- Be honest - don't exaggerate or tell lies i.e. tell as much of the truth as possible
- When you don't know, say so
- Do your homework
- Look and sound the part ("presence")
- Love your topic, be passionate, it will show
- Know who you are and what you want to stand for. Become it.

## Reliability

This is about whether others think you can be trusted to behave in consistent ways. This is strongly affected by the number of times you and the other person have had to interact.

Tips for enhancing Reliability:

- Make specific commitments even on small things and then deliver on them
- Send meeting agenda in advance and always solicit other's views on how time should be spent
- Announce changes to scheduled or committed dates
- When you need help, ask for it
- Apologise sincerely when you miss the mark
- Acknowledge and celebrate achievements.

## Intimacy

This involves learning about others and sharing aspects of yourself with them. It is about connecting with the 'who' of people. At the core of building a relationship is demonstrating to others that you are dealing with them as a human being.

Tips for enhancing Intimacy:

- Ask questions, rather than telling. Listen well to their responses
- Listen for the values behind people's words and what the person has passion and emotion around
- Create situations where others will tell you more about what's in her mind; about the emotional and personal components of her decision making process. Feel her pain, pressure
- Make the first move in disclosing something based on the clues that others have provided you with. You have to be willing to make an investment in the relationship and confide a little of your own thinking, feeling ....in order to earn the relationship
- Use the language of "we".

## Self-orientation

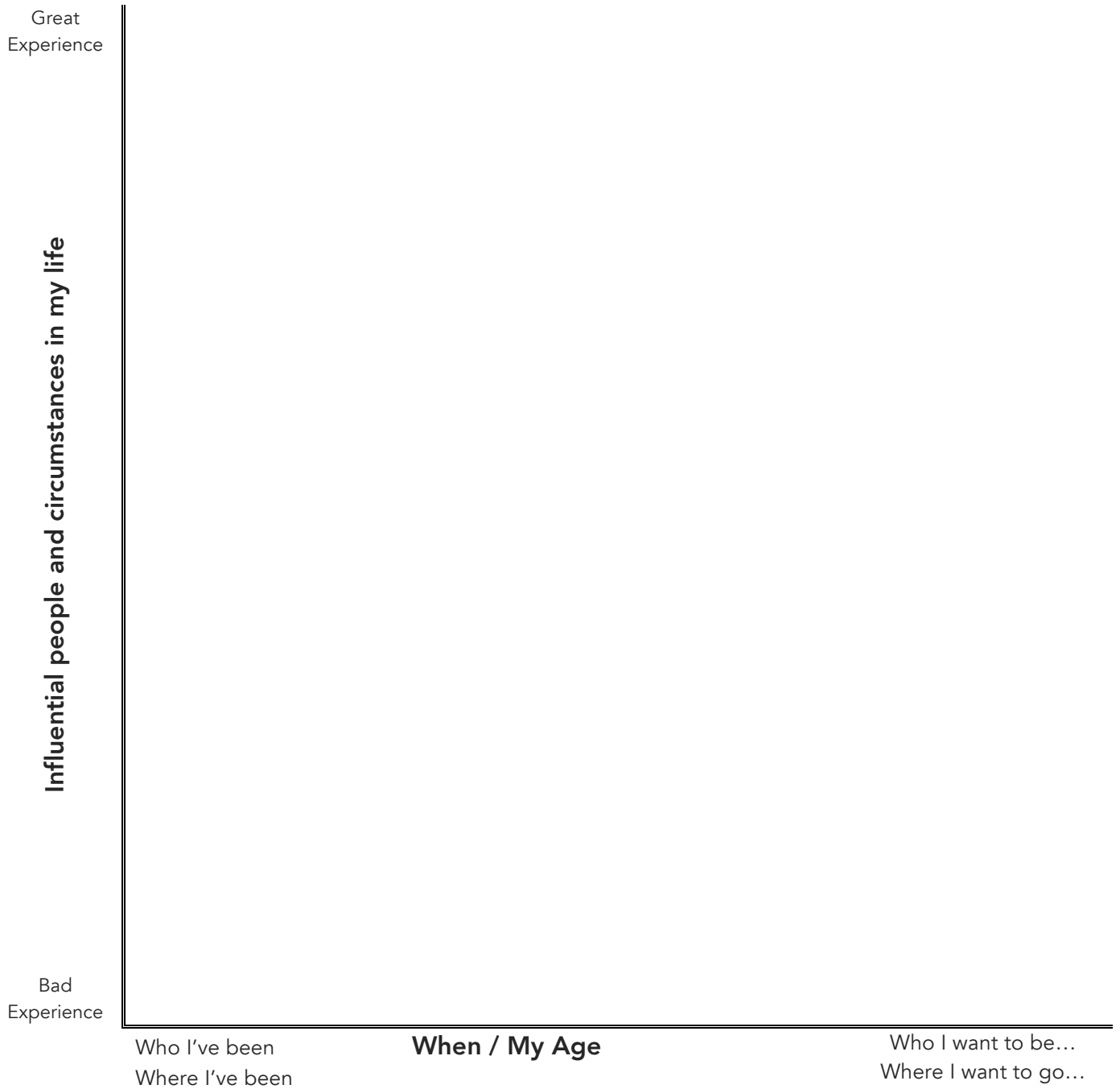
This covers any sort of preoccupation with our own agenda that keeps us focused on ourselves rather than on the other person.

Tips for reducing Self-orientation:

- Learn how to clear your mind of your own clutter when talking with and engaging with others
- Show that you're genuinely open and interested in others
- Let others fill in the empty spaces
- Ask others to talk about what is behind an issue; focus on defining the problem and not on guessing the solution
- Ask a lot of questions, shut-up and listen while maintaining eye contact
- Use reflective listening
- Avoid always bringing the conversation back to yourself or your agenda
- Regularly put yourself in the other person's shoes – what might they be experiencing?
- Focus as if nothing else mattered in their world; stay present!

## My Life Story

List characteristics (How I describe myself, how others describe me.)



Great Experience

Bad Experience

Influential people and circumstances in my life

When / My Age

Who I've been  
Where I've been

Who I want to be...  
Where I want to go...



## Great Mentors

### Mentors are:

- Supporters
- Nurturers
- Approachable
- Trusted advisors
- Friends
- Counsellors
- Leaders
- Motivators
- Role models
- Challengers
- Teachers

### Key Mentoring Strengths:

- Effective communication
- Celebrate differences – more than one way to achieve
- Self-awareness
- Strong interpersonal skills
- Patience, risk-taking & technical competence
- An interest in how organisations work
- Listening and observing
- Questioning
- Giving feedback
- Encouragement
- Status and prestige
- A network of contacts and influencers
- Recognising body language
- Interested in developing others

### Code of Ethics for Mentoring:

- Do not impose your own agenda – respond to the Mentee's developmental needs and her agenda
- Keep confidences and constantly build trust. Be discreet at all times
- Go where the Mentee wants to go and don't intrude into private areas that the Mentee doesn't want to go unless specifically related to issues they are having
- Be open and truthful about the relationship you are building
- Stay within the limits of your own competence
- Empower the Mentee to take responsibility and promote autonomy
- Respect each other's time – be punctual and keep appointments
- Fulfill promises and complete agreed tasks
- Avoid creating dependency
- Agree to dissolve the relationship together should it not be working.

## Topics Mentees often want to explore:

- Managing more effectively
- Where is the future and is that what I want?
- Clarification of role
- How to learn and grow from mistakes
- Giving and receiving feedback
- What else is there? Should I be looking for another role / different career?
- Gaining better recognition for achievements/ (Often lack the confidence to promote themselves)
- Living / working in other countries / cultures
- Taking the big promotion
- Resolving conflict
- Communicating more effectively
- Influencing and persuading with confidence
- Being more assertive (don't confuse with aggression) and dialogue skills
- Working and progressing in a male dominated environment
- Managing work and family commitments.

## Good Mentees:

- Acquire the ability to state their needs as part of the learning process
- Take ownership of the Mentoring relationship, process and learning
- Are punctual, and complete tasks they agreed to
- Provide adequate notice should they need to cancel an appointment (at least 48 hours or whatever is agreed with the Mentor)
- Keep an open mind to feedback and are prepared to change
- Are truthful and aware of their own limitations
- Respect confidentiality of the relationship.

Adapted: Wendy McCarthy AO, *The Guide for Mentees/Mentors*, Focus Publishing Interactive

## I'm a Great Mentor!

This self-assessment will help you understand your strengths as a Mentor in three main areas – skills, attitudes, and processes. Rate each statement according to how well it describes you on a scale of 1 to 4 by circling the most appropriate number.

Rating:

1	=	I need more help
2	=	I could be better
3	=	I'm great at this!
4	=	I'm highly skilled

Mentoring Attitudes					
a.	I always give a "pat on the back" when it's deserved	1	2	3	4
b.	It's important to deliver "tough messages". I rarely withhold these messages	1	2	3	4
c.	I have a positive, unconditional regard for the Mentee and am tolerant of any weaknesses or failings she might have.	1	2	3	4
d.	I am open and receptive to receiving feedback	1	2	3	4
e.	I let the Mentee work at her own pace and never in a hurry to finish Mentoring	1	2	3	4
f.	Mentoring is a valuable leadership style – I'm at ease Mentoring others without it being required.	1	2	3	4
g.	I am very encouraging and supportive. I always display a positive and motivating attitude	1	2	3	4
<b>TOTAL RATING: MENTORING ATTITUDES</b>					

Mentoring Process					
h.	I excel at supporting the Mentee to establish clear Mentoring goals	1	2	3	4
i.	I consistently follow up to ensure that the Mentee is making the progress that she wanted to make	1	2	3	4
j.	I assist the Mentee to identify the barriers and obstacles that may hinder her ability to develop and grow	1	2	3	4
k.	I help clarify the Mentee's expectations – she knows what to expect, and I know what she wants and needs	1	2	3	4
l.	I am excellent at supporting the Mentee with identifying and exploring options	1	2	3	4
m.	I am highly effective at helping the Mentee set specific action plans for change, so that it is clear what she must do to accomplish her goals	1	2	3	4
n.	I am a creative resource and always able to encourage the Mentee to get what she needs to carry out her plans	1	2	3	4
o.	I excel at providing timely acknowledgement to the Mentee when she is doing well and encouraging her to continue to grow and improve	1	2	3	4
p.	I am highly skilled at helping the Mentee set priorities, take small steps, and to establish a vision of the future	1	2	3	4
<b>TOTAL RATING: MENTORING PROCESS</b>					

Mentoring Skills					
q.	I am a keen observer of human behaviour and can quickly surface the Mentee’s core issues and underlying needs	1	2	3	4
r.	I am good at probing for both the Mentee’s ideas and feelings	1	2	3	4
s.	I am highly skilled at asking different types of questions that encourage the Mentee to give lengthy, thoughtful responses	1	2	3	4
t.	I am skilled at demonstrating the best way to do things	1	2	3	4
u.	I am flexible and am able to adapt my Mentoring style to what works best for the Mentee	1	2	3	4
v.	When the Mentee is speaking, I am always thoughtful, attentive and focused	1	2	3	4
w.	I’m a deep and active listener. I always acknowledge the Mentee’s perspective and can readily identify “what’s not being said” or the underlying emotion	1	2	3	4
x.	I am a positive role model, someone who always “walks-the-talk”.	1	2	3	4
y.	I’m effective at explaining and teaching how-to, concepts, and techniques that Mentees want to learn	1	2	3	4
z.	I am highly competent at giving developmental feedback	1	2	3	4
zz.	I am very capable of helping the Mentee identify options and “think outside the box”	1	2	3	4
<b>TOTAL RATING: MENTORING SKILLS</b>					

**Ratings**

Add the numbers in each column to find a total rating for each of the three sections. Record each of these scores below. Finally, add the three sections together to get your overall rating.

Mentoring Attitudes: \_\_\_\_\_

Mentoring Process: \_\_\_\_\_

Mentoring Skills: \_\_\_\_\_

**Mentoring Effectiveness Total:** \_\_\_\_\_

- 92 – 108 : I’m a really great Mentor!
- 75 – 91 : I’m better than the average Mentor
- 60 – 74 : I’m an average Mentor, and developing more each day
- 27 – 59 : I’m just starting out, and will focus on increasing my Mentoring effectiveness as a priority

Take some time to reflect on the results, to identify your Mentoring strengths and growth areas.



## Setting Goals – Writing an 'A' Paper

Instead of actually setting goals and having discussions with the Mentee around negative aspects of what they can't do, we often ask the Mentee to write a short paper on how they got an 'A' for the outcomes they would like to achieve during the Mentoring Programme.

The 'A' paper or story should reflect the following:

- Imagine speaking about your success one year from now
- All milestones / actions you've attained as already accomplished
- Write it in past tense
- Make it an inspiring document – truly worthy of an 'A'.

Include at the end:

- Personal insights
- How has your view of yourself changed?

**As their Mentor help them to refine the story.**

Adapted: *The Art of Possibility*, Zander & Zander, Harvard Business Press 2000

## Getting Started

### First Session and setting up

1. Mentoring Agreement or Contracting (discussion outcomes)
  - What needs to happen in our conversation today, so that it will turn out to be really useful for you?
  - What else?
  - What do you want to achieve in relation to that?
  - What do you want to achieve in the long term?
  - What has to happen in the next hour for you to know it has been time well spent?
  - Suppose this session turns out to be useful for you:
    - What will you do differently then?
    - What might be some positive effects of it?

2. Preferred Future or Miracle Question

'Suppose ... tonight while you sleep, a miracle happens ... and all these things we've been talking about just disappeared ... just like that ... (snap) ... but you do not know about the miracle since you were asleep.

When you wake up in the morning, what would be the first small clue that something is different? ... you don't know that the miracle has happened ... how would you go about discovering that it had ....'

- What would you notice?
  - What would be the first clue things are better?
  - What will you be able to do that you aren't doing now?
  - What will you be doing and saying that are different?
  - What will others be doing and saying that are different?
  - How will that make a difference to you?
  - Who might notice that this miracle has happened to you (without you telling them)?
  - How will they notice?
  - What else might they notice is different about you?
3. Know How and Resources
    - When was the most recent example that pieces and small signs of the miracle are already happening?
    - What other examples of forerunners come to mind?
    - How did you manage to do that? How did you contribute to these forerunners of the miracle?
  4. Scaling and Action
    - One a scale of 1 to 10, with 10 representing the miracle (future perfect), and 1 the worst its ever been, where are you on the scale today?

- What tells you that you are at 'x'?
- How come you're that high and not lower – what's going well? What else?
- Where would your friends / family / client put you on the scale? How come? What do they know about you?
- Can you remember a time when it was higher? When was that? How did that happen? What else? What's already going well?
- What is the next small step or steps you can take in the next couple of days to move you forward?
- Suppose you were at 'x'+1, what would be different? i.e what would you be seeing, hearing, doing, saying? What's the first thing you will notice that tells you you are one point up the scale?
- When was the most recent time a little piece of the miracle happened? How did you get it to happen? What else?

## 5. Progress Clues

- After our conversation today, what will be the first small sign telling you that you have already started making progress? What else?
- What could give you confidence and support along the way?

## 6. Session Conclusion

- I am impressed by how you '.....' (very positive remark from you)
- How useful has this conversation been for you so far on a scale from 1 to 10?
- What are some of the points that you are taking with you today?
- How could we wrap this session up so that it becomes even more useful for you?

## 7. Next Session / Review

- What's better?
- What did you do that made the change happen?
- What effects have the changes had?
- What do you think will change next?

Adapted Solution Surfers and Solution Focused Coaching





## Types of Questions Open & Closed Questions

Both are useful and can be used for many purposes.

- **Open** – encourage the Mentee to reflect, think, and to trigger insights. Used for exploration.
- **Closed** – limit responses. Used when you require confirmation, closure or to identify commitment or disagreement.

## Encouraging Questions

Invite Mentee to expand further and to show you are truly interested. Also used to acknowledge progress, and to help draw them forward towards their commitment.

- *"Can you tell me more about ...?"*
- *"Would you like to tell me how you feel about it now?"*
- *"Can you see what you are building with that?"*
- *"How does it feel to have come all that way?"*
- *"What could I say or do now that would benefit you the most?"*

## Clarifying Questions

Used to get more precise information, to help the Mentee rethink, simplify and make distinctions. They can be open or closed and follow on from and paraphrase what was just discussed.

- *"Could you give me an example of...?"*
- *"Could you tell me more about ...?"*
- *"Is it "X" or is it "Y"?"*
- *"Are we on track with what you wanted to cover and explore?"*

## Confirming Questions

Use to ensure you have understood or to gain permission. Are usually closed, and often include paraphrases of previous discussion.

- *"Are you saying that ....?"*
- *"If I understand you correctly, you mean that ...?"*
- *"Help me understand. Do you mean ....?"*
- *"So you ..... Have I understood that correctly?"*
- *"Are you ready to move forward?"*

## Provoking & Challenging Questions

Mainly used to provoke thinking and to help stretch the Mentee. They are direct – but never forceful or threatening. Ensure they are ready for this kind of question – listen and observe to see how they land.

- *“How do you know that?”*
- *“What aren’t you telling me?”*
- *“Is that big enough for you, or can you do more?”*
- *“May I push you a bit more on this one?”*
- *“What would it take for you to resolve that?”*
- *“What are the opportunities in front of you, that you’re not taking advantage of?”*
- *“What assumptions are you making about .....?”*

## Lower Level vs Higher Level Questions

**Lower level questions** are good for understanding the basics, viewing content or practical issues and getting the facts. They are often used at the beginning of a Mentoring session.

- *“What have you accomplished since we last met?”*
- *“What actions will you take in the next month?”*
- *“How did your fieldwork go?”*
- *“What was stopping you from achieving your goal this month?”*

**Higher level questions** prompt deeper or more expansive thinking and often require thinking time, so don’t be surprised if they are met by silence for a while. This is a good sign!

- *“What’s the lesson here?”*
- *“When or where else in your life have you experienced something similar?”*
- *“What is it you are resisting?”*
- *“What’s holding you back?”*
- *“So when did you first start believing that you..... (limiting assumption)?”*
- *“What if that (long held limiting assumption) was wrong?”*

## 'Why' to 'What' Questions

Asking 'why' in Mentoring can sound judgemental and trigger defensiveness. One technique of masterful questioning is to convert '**why**' questions into less threatening '**what**' questions. Look at the following examples and notice the subtle shift that occurs when using 'what' questions for a 'why' purpose.

'Why' Question		'What' Question
<i>"Why don't you think you can change that behaviour?"</i>	➔	<i>"What do you think is getting in your way?"</i> OR <i>"What would it look like if you were to change that behaviour?"</i>
<i>"Why do you stay in that situation, if it makes you so frustrated / unhappy?"</i>	➔	<i>"What would give you what you want?"</i>
<i>"Why do you always do that?"</i>	➔	<i>"What do you like about that?"</i> OR <i>"What's in it for you when you do that?"</i>
<i>"Why did that happen?"</i>	➔	<i>"What caused that to happen?"</i> OR <i>"What part do you think you played?"</i>
<i>"Why did you do that?"</i>	➔	<i>"What was your hope or intention behind that?"</i>

## Acknowledging

As the Mentor, think of ways to acknowledge and encourage the Mentee to remain energised and stay on track.

The Mentor's role here is to constantly acknowledge both successes and failures as often as required. It is important to note that any acknowledgement must be genuine, be about something that is real, rather than contrived or just for the sake of it. Let your admiration and respect, and even excitement for them, show in your voice and body language.

Accountability for outcomes, achieving goals and overcoming obstacles is the work of the Mentee, NOT of the Mentor. The Mentor's role remains that of encouraging and assisting in motivating the Mentee.

### What to Acknowledge

Acknowledging means celebrating successes, using positive words, and reinforcing feedback when the Mentee has:

- completed a task
- moved out of comfort zone
- taken a first small step forward
- finally takes that first step forward and fails (important to support failure and continue to motivate)
- successfully completed a step or steps
- reached a goal
- any time when encouragement would have a positive impact.

## Deep Listening

Listening is a critical skill and component of dialoguing, building relationships and Mentoring.

### Levels of Listening

Listening is both visible and invisible and uses different parts of our body as well as levels of your consciousness. The four key levels of listening are:

<b>Level 1: Cosmetic Listening</b>	<ul style="list-style-type: none"> <li>• Looks like you're listening, but you're not really</li> <li>• Mind is distracted, somewhere else – yet nodding and making 'listening noises' such as 'hmmm', 'I see', 'that's interesting'</li> <li>• Miss something or lose track of the conversation</li> </ul>
<b>Level 2: Conversational Listening</b>	<ul style="list-style-type: none"> <li>• Engaged in the conversation – listening, thinking, speaking, processing internally</li> <li>• Thinking about what you're saying or going to say</li> <li>• Share your thoughts, ideas and stories</li> <li>• Most common and natural form of listening – requires little effort, is informative, enjoyable and energising</li> </ul>
<b>Level 3: Active Listening</b>	<ul style="list-style-type: none"> <li>• Very attentive, intentionally focused on what the other person is saying and tuning into, to fully understand what's been said</li> <li>• Mentally register and record information for later use, continually confirm you're listening – through sounds, gestures, expressions</li> <li>• Use clarifying questions, reflect back, summarise information to check understanding and offer observations or conclusions</li> <li>• Aware of content and explicit emotions</li> </ul>
<b>Level 4: Deep Listening</b>	<ul style="list-style-type: none"> <li>• More focused on the other person than yourself</li> <li>• Mind is quiet and calm, constantly ready to receive what you're hearing and sensing and you have no agenda</li> <li>• Totally present and tuned into the speaker and their 'being'. Aware of content, how it's said and what isn't being said</li> <li>• Attending as if they are the only person in the world right now</li> <li>• Listening with your ears, eyes, gut, skin, intuition - your whole body and all your levels of consciousness</li> <li>• Listener feels totally 'heard' and understand – it may even seem to them that you are almost 'telepathic'</li> </ul>

Source: Adapted from Julie Starr (2003) *The Coaching Manual*

## The EARS Model of Listening

Attentive listening and effective questions based on what is heard are prerequisites for good Mentoring. Good listeners require the attitude and skills summed up below:

<b>E</b>	<b>Empathise</b>	Be aware of and identify with the other person's feelings and acknowledge the emotion i.e. <i>'You really sound like you are having a tough time right now'</i> .
<b>A</b>	<b>Attend</b>	Orient body toward the other, maintain appropriate eye contact, notice incongruence in speaker's verbals and nonverbals i.e. is their body language saying one thing and their words saying another. Acknowledge them by saying when appropriate <i>'aha, ahum'</i> .
<b>R</b>	<b>Reflect</b>	Paraphrase and link perspectives, contrast or differ constructively, note the speakers feelings (what is the emotion you heard) i.e. <i>'You sound really disappointed'</i> .
<b>S</b>	<b>Summarise</b>	Frequently summarise what you've heard in your own words to check for understanding. Ensure you keep an open mind and suspend judgement.

## Giving and Receiving Feedback

Giving feedback is one of the foremost skills to being an excellent manager, leader and Mentor – people need feedback to increase self-awareness, learn and grow.

Feedback is any information that has the potential to shift a person's interpretation of reality. It can contain a reinforcing or developmental message. Determine how you can give at least a 5:1 ration of positive to developmental feedback.

Feedback is often the start of a constructive and potentially Mentoring and learning conversation so you need to be well prepared and very objective when delivering the message.



## Mentoring Feedback Model - Example

<p><b>Ask first and identify topic</b></p> <ul style="list-style-type: none"> <li>• <i>'Would it be helpful for us to talk about the presentation you gave at the conference this morning?'</i></li> </ul> <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• <i>'What do you think went particularly well?'</i></li> <li>• <i>'Can you tell me more?'</i></li> <li>• <i>'What challenges did you face?'</i></li> <li>• <i>'What else?'</i></li> </ul>
<p><b>What is impact of behaviour</b></p> <ul style="list-style-type: none"> <li>• <i>'What effect do you think that had on the audience/others?'</i></li> <li>• <i>'How might that impact their perception of you?'</i></li> <li>• <i>'Say more about that', or</i></li> <li>• <i>'What other impact might this have?'</i></li> <li>• <i>'What else have you noticed?'</i></li> <li>• <i>'If you had to do the presentation again, what would you do differently?'</i></li> <li>• <i>'How could you get your point across using the slides as reinforcement?'</i></li> </ul>
<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>• <i>'What did you learn from this?'</i></li> <li>• <i>'How would you like to move forward?'</i></li> <li>• <i>'By when will you be able to put your plan into action?'</i></li> <li>• <i>'What initial first steps are you prepared to take today?'</i></li> <li>• <i>'What will be different once you have achieved 'x'?''</i></li> <li>• <i>'What else could you do?'</i></li> </ul>
<p><b>Follow-up and Encourage</b></p> <ul style="list-style-type: none"> <li>• <i>'What could get in your way?'</i></li> <li>• <i>'Do you have all the right resources?'</i></li> <li>• <i>'What do you need from me?'</i></li> <li>• <i>'When would you like to meet again to review?'</i></li> <li>• <i>'You are a really accomplished presenter, so once you've redesigned the slides, you'll be in really good shape. I'm looking forward to your next presentation.'</i></li> </ul>

## Receiving Feedback

- Be receptive and listen carefully
- Control your responses and try not to be defensive
- Probe for understanding by asking clarifying questions or for examples
- Thank them
- Then, adopt, adapt or reject the feedback.

## S. A. R. A. H. Effect

After delivering your feedback, wait until the 'receiver' has been able to digest what has been said and allow them time to deal with their emotions.

<b>Shock</b>	or surprise. For some people this can almost be physical in nature
<b>Anger</b>	or angst. Usually a strong 'negative' emotion. Apart from anger it can include feeling hurt, disappointed, upset, betrayed, embarrassed, exposed and fearful. Take some deep breaths, drink some water, walk around, sleep on it, talk to a trusted friend or partner – find your way of taking time out to process what you've heard.
<b>Rationalisation</b>	You come up with all the reasons why you got this feedback – the unique circumstances of the situation or justification for your behaviour. Some of these might be true. Some might be defensiveness and excuses.
<b>Acceptance</b>	This is the most important stage. You must get to this point before you can move on and develop. Note that you might not necessarily 'agree' with the feedback, but you accept the message. If you don't get to this stage, you could hold onto your anger, embarrassment or resentment for months, or even years. Next time you're in a similar situation, you are likely to overact in a defensive way that could shock both yourself and others around you.
<b>Help</b>	This is where you start to make decisions and take action. You decide on ways you can help yourself and enlist the help of others. Be prepared to help the 'receiver' understand how they are perceived and to help get them to the point of acceptance and agreement to an action plan.

## Suggested Reading

If you learn by reading, here are a few suggestions to get you started:

- Hawkins, Peter, Nick Smith (2006) **Coaching, Mentoring and Organizational Consultancy Supervision and Development** McGraw Hill
- Zander, Rosamund Stone, Benjamin Zander (200) **The Art of Possibility Transforming Professional and Personal Life** Harvard Business School Press, Boston Massachusetts
- Kline Nancy (1999) **Time to Think, Listening to Ignite the Human Mind** Cassell Illustrated
- Whitmore John (1992) **Coaching for Performance, GROWing People, Performance & Purpose** WS Bookwell
- Weitzel Sloan R. (2000) **Feedback That Works, How to Build and Deliver Your Message** Center for Creative Leadership
- Kirkland Karen, Sam Manoogian (1998) **Ongoing Feedback, How to Get It, How to Use It** Center for Creative Leadership
- Keegan, Robert, Lahey, Lisa Laskow (2001) **The Real Reason People Won't Change** Harvard Business Review, Nov 2001, Vol. 29 Issue 10, p85-92
- Goldsmith, Marshall, with Mark Reiter (2007) **What Got You Here Won't Get You There** Hyperion, New York
- Watkins, Michael (2003) **The First 90 Days Critical Success Strategies for New Leaders at All Levels** Harvard Business School Press, Boston Massachusetts
- Goleman, Daniel **Leadership That Gets Results** Harvard Business Review March – April 2000 pp78-90
- Lombardo, Michael M, Robert W. Eichinger (1998) **For Your Improvement™, A development and coaching guide** Lominger Limited

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