



Mentoring Training Course Workbook

Facilitated by

Michael Miles N.Dip.M PGCE FBAPT MCMI

**Managing Director of
Elite Training European Limited
3 Parkers Place
Martlesham Heath
Ipswich
IP5 3UX**

Telephone (01473) 610320

**Email: mick@elitetraining.co.uk
Website: www.elitetraining.co.uk**

Mentoring Workbook

Table of contents

Contents	Page
1 Mentoring	3
2 Your Experience of Mentoring.....	4
3 The Mentor	5
3.1 The Ideal Mentor	5
3.2 The Role of a Mentor	6
3.3 Mentor Qualifications	7
4 Potential Benefits of Mentoring	8
4.1 Benefits to the Mentor	8
4.2 Benefits to the Mentee	8
4.3 Benefits to the Organisation.....	8
4.4 Benefits for the Line Manager	9
4.5 Mentor versus Manager	10
4.6 Mentor versus Coach	11
4.7 Mentoring and Counselling	11
5 The Mentee	12
5.1 Mentee Requirements.....	12
5.2 The Role of the Mentee.....	12
6 Duration of Mentoring.....	13
6.1 More than one mentee at a time	13
6.2 End of the relationship	13
7 The Do's and Don'ts of Mentoring.....	13
7.1 DO:.....	13
7.2 DON'T:	14
7.3 Mentoring is not a place to:	14

8	Mentoring Outcomes	15
8.1	Mentoring Skills	15
8.2	Discussions	16
8.3	Model Discussions	16
8.4	Listening Skills.....	18
8.5	Self-Disclosure	18
9	The Power of Questions	19
10	The Grow model	21
10.1	Summary of the GROW Model.....	23
11	Phases of Mentoring Relationships	24
11.1	Meeting Suggestions.....	24
11.2	The First Meeting	24
11.3	Between First and Second Meetings.....	26
11.4	The Second Meeting	27
11.5	Reviewing the Mentoring Progress.....	28
11.6	Evaluating the Mentoring.....	28
12	Mentoring by Email and Phone	28
13	Case Studies - Possible Issues for a Mentor.....	29
14	Suggested Resources	32
APPENDICES.....		33
Mentoring Outcomes for the Mentor		33
Mentee Résumé.....		34
Our Agreement and Ground Rules		35
Mentee Development Plan.....		36
Learning Log		37
Mentor's Planning Sheet.....		38
Meeting Planner		39
SMART Action Plan		40
Mentoring Review Sheet.....		41
Evaluation Form - Mentor		42
Evaluation Form – Mentee		43

1 Mentoring



The word 'mentor' originally comes from Greek mythology. Odysseus, King of Ithaca set out to fight the Trojan War and entrusted his son Telemachus to the care and direction of his old and trusted friend Mentor. This led to the word 'mentor' being used for someone who is a trusted friend and advisor.

Since then there are many definitions of a mentor but in keeping with the original use of a mentor the person could be described as a 'wise and trusted professional friend who is suitably experienced and acts as a confidential colleague and a guide.'

In the business world mentoring is regarded as a relationship in which one person (the mentor) - usually someone more experienced, often more senior in an organisation - helps another (the learner or mentee) to discover more about themselves, their potential and their capability.

Mentoring is also concerned with creating an informal environment in which one person can feel encouraged to discuss their needs and circumstances openly and in confidence with another person who is in a position to be of positive help to them.

Mentoring can be the best intervention in areas where the development task relates to an employee requiring much specialist, knowledge and information. However there are other contexts where it is the best intervention.

Specific areas where mentoring can be used:

Context	Purpose
Induction	Become familiar with the organisation and get up to speed
Support for development	Ensures effective learning
On the job learning	Enhance job related knowledge and skills
Diversity programmes	Ensure proper integration and fairness of treatment
Career progression	Assist in identifying and supporting potential talent
Succession planning	Develop potential managers of the future
Talent programmes	Develop talent, potential and capability
Redundancy and outplacement	Assist individual in managing the difficult transition
New projects	Ensure rapid assimilation and delivery
New job transition	Helps employee adjust
Within change programmes	Help people adjust to change

The mentor's role is not one of outlining instructions; rather the mentor's input helps the learner form their own views, develop different perspectives and develop as a person and as a potential manager.

Mentoring should be part of every manager's role but conflict may occur with some on-line functions, hence a mentor should not be their line manager.

2 Your Experience of Mentoring

Exercise 1

Think of people in your past that you know have influenced you significantly in a positive way. They could have been a useful role model or challenged and supported you to acquire a new vision and take a new direction.

Then answer the questions below:

1. What role did that person play?

.....

.....

.....

.....

.....

2. What did it do for you?

.....

.....

.....

.....

.....

3. What qualities did that person display that made them so valuable?

.....

.....

.....

.....

.....

.....

4. How can you use that experience to the benefit of your mentee?

.....

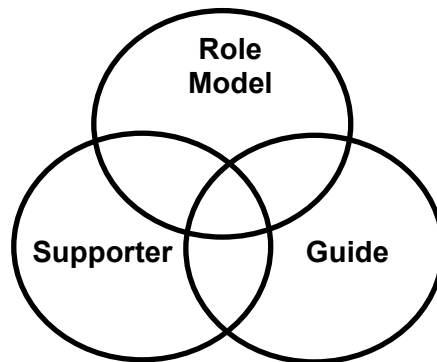
.....

.....

.....

3.2 The Role of a Mentor

A mentor's role can be divided into three main interlinking areas:



Role Model and Sounding Board

- Provides a good example, from which someone else can learn
- Guide to the organisation's culture
- Listens and empathises to mentee's concerns and problems
- Seeks options for the mentee to consider
- Critical friend – tells them uncomfortable truths that only a true friend can.

Supporter

- Assists with the organisation's knowledge and business information
- Encourages the use of resources and contacts
- Encourages mentee to find challenging tasks and supports with risk-taking
- Give support as s/he learns by sometimes making mistakes
- Recognises achievements and celebrates accomplishments.

Guide

- Guides toward solutions
- Helps to see issues from a different perspective
- Help to develop the connections they need to gain experience
- Shares views on succeeding at the organisation
- Identifies their leadership style and attitudes and behaviours that are not helpful
- Increases mentee's awareness on the affect s/he has on others.

3.3 Mentor Qualifications

Exercise 3

Effective mentors share a number of characteristics. While any single mentor may not possess all of the characteristics, effective mentors have many of these qualities.

Which of the characteristics do you possess?

Tick the box for those that apply to you now:

	Have a range of experience and variety of workplace skills
	Has worked at the organisation long enough to know the organisation's culture and contacts
	Displays good representation of the organisation's values and principles
	At least one grade above the mentee
	Volunteer or nominated by their manager
	An open mind, a flexible attitude, and a recognition of your own need for support
	Clearly and regularly demonstrate your leadership competencies
	Work demonstrates solid achievement
	Exhibit a good feeling about your own accomplishments and about the profession
	Use a variety of techniques and skills to achieve your goals
	Enjoy and are enthusiastic about your work
	Considered by peers to display a high standard of expertise in your field
	Display a high standard of listening, questioning and feedback skills
	Recognize excellence in others and encourage it
	Committed to supporting and interacting with colleagues
	Exercise good judgement in decisions concerning yourself and the welfare of others
	Enjoy intellectual engagement and like to help others
	Time and willingness to develop relationships with mentees
	Sensitive to the needs of others and generally recognize when others require support, direct assistance, or independence

4 Potential Benefits of Mentoring

As a development process, mentoring has advantages for the mentor, the learner and the organisation.

Exercise 4

List what you believe are the benefits of mentoring to the following:

4.1 Benefits to the Mentor

.....

.....

.....

.....

.....

.....

.....

4.2 Benefits to the Mentee

.....

.....

.....

.....

.....

.....

.....

4.3 Benefits to the Organisation

.....

.....

.....

.....

.....

.....

.....

4.5 Mentor versus Manager

The original use of line managers as mentors appeared to be appropriate when this concept was first introduced. However, with the benefit of experience and research, it has become apparent that the potential for role conflict exists for both parties (mentee and mentor).

Although the mentor and line manager are working as part of an organisational team to develop the individual (mentee), the line manager's responsibility is towards the organisation whilst the mentor's focus is upon the individual. If these responsibilities are held by the same person, prioritisation of needs and conflict of loyalty may occur. This is more so with the formal structuring of the mentoring relationship.

A similar conflict can occur for the mentee, who may be unable to differentiate between the loyalties of mentor and line manager if both roles are assigned to the same individual. This may result in the mentee not being open and honest about their development.

Although both the mentor and manager are interested in the career development and success of the employee in the organisation, there are distinct differences in their roles and responsibilities.

Exercise 6

There are some major differences between a mentor and their manager. Look at those listed for the manager and write in the equivalent ones for the mentor.

Mentor	Manager
	<p>Focus on performance in current position.</p> <p>Evaluates performance on the job, writes performance reviews, coaches, and provides feedback on current job performance.</p> <p>Determines compensation and promotions.</p> <p>Reviews goals related to current position and future advancement in the firm.</p> <p>Works with direct report to create and implement a Personal Development Plan.</p> <p>Gives instructions.</p>

5 The Mentee

Mentees are usually employees who wish to expand their current knowledge of the organisation and to develop skills and abilities that will assist them in their career development. **It is the mentee who drives the relationship – schedules the meeting, establishes goals and sets the agenda of each meeting.**

5.1 Mentee Requirements

These will vary according to the organisation's policy but generally they include:

- member of staff identified by the organisation's mentoring policy
- volunteered (or nominated by line management)
- willing to assume responsibility for their own growth and development
- actively seeks challenging assignments and greater responsibilities
- open, honest and receptive to feedback.

5.2 The Role of the Mentee

- To take responsibility for their learning
- Identify developmental needs
- To set goals
- Formulate action plans for accomplishing goals
- Maintain development plan and documents results
- Schedules meetings with their mentor
- Works on their development plan and meet regularly with their mentor
- Maintain regular work responsibilities
- Demonstrate a willingness to ask for help
- Respect mentor's experiences
- Emulate positive behaviours.

8.4 Listening Skills

*"We hear ½ of what is being said
we listen to ½ of that
we remember ½ of that."*

Because of this it is vital that we listen effectively. We have the capacity to hear up to 400 words per minute but can only speak 125 words per minute (with certain exceptions); therefore our minds tend to wander ahead of what the speaker is saying. This also means that we often make judgements or decisions before we have listened to all the information.

Exercise 10

Listening is one of the most important skills you will have as a mentor.

The trainer will give you this exercise to highlight the importance of this.

Based on this exercise; what are you more aware of about your listening style?

.....

.....

.....

.....

.....

.....

8.5 Self-Disclosure

Exercise 11

Sharing a bit about the challenges you had in your early career or times when you needed support are valuable ways to help your mentee feel safe to talk about their fears or challenges with you that they may feel embarrassed to discuss.

List three times in your career that you found the most challenging or where you feel you would have benefitted from the support of a mentor.

1.
2.
3.

This is a good time to look at your role as a mentor and the skills that you need to perform that role.

Exercise 12

How Much the Mentor Values this Relationship has a big impact.

The importance that the mentor gives the mentoring relationship the degree of priority that the mentor gives each meeting has a significant impact on the mentee and on the relationship.

In pairs, have a discussion where one of you takes the role of mentor and the other the role of the mentee and have the mentor have no time at all for the meeting or for the mentee's questions.

List below what it was like trying to have a discussion with someone who had no time for you?

.....

.....

.....

.....

.....

9 The Power of Questions

Exercise 13

Open and closed Questions

The trainer will give you this exercise to highlight the importance of this.

Asking questions and challenging your mentee to problem solve for themselves and come up with creative solutions is an important part of your role as a mentor.

Here are some tools you can use to develop your questioning skills.

Some types of questions include:

1. Open
2. Closed
3. Leading
4. Hypothetical
5. Paraphrasing.

Now is also a good time to think about what you will tell the mentee about yourself.

A mentee will benefit from your:

- knowledge of the organisation (politics, culture, history, character)
- experiences (what has gone well and not so well, overcoming obstacles)
- personal qualities and skills (openness, empathic, enthusiastic, motivated)

Exercise 15

Put yourself in the position of your mentee. Please make a note of the areas that you should tell your mentee about yourself.

.....

.....

.....

.....

.....

.....

.....

It is important to recognise that in the early stages, the mentor will take more of a lead; later, as the mentee's confidence and understanding grows, the balance will shift.

Besides finding out more about each other, some areas you may wish to discuss are:

- The role of the mentor and mentee
- What would you both like to achieve from the relationship and what will the relationship involve e.g. work shadowing, attachments, discussion of different situations etc. You need to be clear about what you can and what you can't offer
- How frequently you should meet and for how long
- How will the time be used
- When the relationship should end
- Both the mentor and the mentee can agree to terminate the mentoring relationship if either believes that the mentoring is not working as it is intended.

Mentoring Agreement - Appendix C

There is no prescribed format to establish mentoring agreements, but consider drafting a mentoring agreement like the example at Appendix C. It is important that both of parties are clear about what is required of each of you.

This could specify:

- the respective roles, responsibilities and commitment
- the likely number and frequency of meetings, as a plan that can be reviewed and amended if required
- the important issue of confidentiality within the relationship.

In general, everything said in the mentoring discussions is private to the mentor and mentee. However, you have certain legal obligations to report criminal conduct, for example, and many organisations insist that the mentor has a duty to report any possible incidents of sexual harassment or bullying, which they hear about through the mentoring discussions.

Mentee Development Plan - Appendix D

Now is the time to discuss with the mentee an action plan for their development. Use the development plan at Appendix D and ensure they understand SMART Action Plans.

Learning Log - Appendix E

Discuss with the mentee the benefit of the Experiential Learning Cycle. Issue them with copies of the learning log for them to complete after they have had an event or experience which they can learn from.

The Next Meeting

Finally, try to arrange your next meeting and the location.

11.3 Between First and Second Meetings

- Mentee completes Mentee Development Plan at Appendix D
- Mentee completes Learning Log(s) at Appendix E
- Mentor completes the Mentor's Planning Sheet at Appendix F
- Mentor or mentee (or both) complete the Meeting Planner at Appendix G
- Mentee prepares the agenda for the next meeting.

13 Case Studies - Possible Issues for a Mentor

Exercise 16

Record your answers to the following possible situations:

1. At your last meeting you agreed some actions for the mentee but their manager gave her no time or resources to complete those actions.

.....

.....

.....

2. What can be done to prevent people not selected for the mentoring scheme from being negative towards the scheme?

.....

.....

.....

3. You are tasked with a large project that will make meetings virtually impossible.

.....

.....

.....

4. With your help and guidance the mentee has developed but is unrealistically expecting a promotion at the end of the program.

.....

.....

.....

5. It is apparent that your mentee is having problems at home which are affecting their performance at work. The mentee is reluctant to talk about this.

.....

.....

.....

APPENDICES

Appendix A

Mentoring Outcomes for the Mentor

1. To develop my mentee's experience I will:

.....

.....

.....

.....

.....

2. I will do the following to be a more effective mentor:

.....

.....

.....

.....

.....

3. I will offer my mentee the following:

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....