



GUIDELINES OF MENTORING

“Research of Virtual learning methods for soft skills training course program development, and its implementation for multinational and multicultural groups”

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CONTENTS

What is Mentoring?.....	3
What is a Mentor?.....	3
Skills and experience required to be a Mentor:	3
Mentees	4
Stages of mentoring	5





What is Mentoring?

Mentoring is essentially about helping people to develop more effectively. It is a relationship designed to build confidence and support the mentee, so they are able to take control of their own development and work.

Mentoring is not the same as training, teaching or coaching, and a mentor doesn't need to be a qualified trainer or an expert in the role the mentee carries out. They need to be able to listen and ask questions that will challenge the mentee to identify the course of action they need to take in regard to their own development. The following definition provides a useful insight:

Off-line help by one person to another in making significant transactions in knowledge, working or thinking (Clutterbuck & Megginson 1995)

What is a Mentor?

A mentor is defined in the Oxford Dictionary as an “experienced and trusted adviser”. This description reflects how we would like to see mentors work with their mentees. Your role as mentor will cover at least some of the following:

- Listen
- Ask questions to help develop yours' and the mentee's understanding of a situation or problem
- Provide information and knowledge and share informal networks
- Provide advice on social and business entrepreneurship;
- Offer different perspectives
- Provide support and encouragement
- Provide an insight into your practice
- Offer guidance and advice in regards social and business entrepreneurship competences
- Be a critical friend
- Encourage self-reflection
- Help mentees identify areas for personal and professional development

As a mentor you will have the opportunity to use your experience and knowledge in a facilitative manner to support the development of the mentee. However, the responsibility for making things happen and putting plans into action lies primarily with the mentee - not with you.

Skills and experience required to be a Mentor:

- Self-Awareness – you should have a good understanding of your own strengths and development needs.
- Organisational know-how – you should know how to get things done at social and business entrepreneurship.



- Credibility – you should have personal and professional credibility; this may include being a member of relevant organizations.
- Accessibility – you should be willing and able to commit sufficient time to your mentee to offer support and guidance.
- Communication – you need excellent communication skills and be able to understand the ideas and feelings of others. You also need to be a great listener.
- Ability to empower – you should be able to create a working environment where it is safe for individuals to try out different things, allowing them to contribute in different ways.
- A desire to help others develop – you should understand how individuals develop and have experience, either formally or informally, of developing others.
- Inventiveness – be open to new ways of doing things and different ways of working.
- Empathy – Ability to empathize with others.
- Understanding – You should be prepared to try to understand different perspectives, approaches and possibly backgrounds of different mentees. www.mentormatch.mmu.ac.uk

Mentees

Mentoring provide mentees with the opportunity to discuss issues and plans in a supportive and confidential environment with a mentor. As a mentee you will need some clarity about what you would like to achieve from working with a mentor. The responsibility for making things happens and putting plans into action primarily lies with you.

Role of Mentee

- Attend information (virtual and non-virtual) sessions for mentees to be held by mentor;
- Develop a schedule of meetings as agreed with the mentor;
- Organize an (formal or informal) agenda of discussion topics for (virtual and non-virtual) meetings;
- Contribute to discussion and resolution of issues raised in (virtual and non-virtual) meetings; and
- Participate (virtual and non-virtual) in program evaluation and review.

The mentee may achieve their role by:

- Discussing topics taught and debated in the project Moodle system;
- Reviewing their acquired experiences;
- Sharing their particular interests in entrepreneurship and creating social business;
- Discussing and developing their social business ideas;
- Always having an open frame of mind.

Benefits for mentees

There are many potential benefits for you to gain from mentoring including:

- Help in clarifying and setting development goals;
- Help in setting realistic social business goals;
- Ways for seeing through difficulties;
- The opportunity to learn from the experience of others;



- Increased motivation and confidence;
- Access to people outside your usual peer group;
- Increased self-awareness and confidence as a result of honest and constructive feedback.

Expectations of mentees:

- Have a commitment to your own learning;
- Be flexible in your approach to learning;
- Be honest and open about your own behavior;
- Be open to feedback;
- Have the time and willingness to develop a mentoring relationship;
- Have the commitment between sessions to follow-up on ideas discussed;
- Be willing to take the lead in setting meeting times and venues.

Top tips for mentees:

- Don't expect to be managed, given all the answers to problems and be told what to do;
- Be prepared to accept constructive feedback in a positive way;
- Be prepared to take risks and move forward;
- Be willing to discuss difficult issues openly;
- See mentoring as a positive contribution to, and investment in, your future;
- Have realistic expectations about what your mentor can/cannot provide in terms of advice and support. (Angie Allcock, Mentoring guidelines)

Stages of mentoring

In the initiation stage, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees. Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are "coachable." Mentoring research describes this stage as a period when a potential mentee proves him- or herself worthy of a mentor's attention. Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.

Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests. The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.

The cultivation stage is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through



promotions and recognition. Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee. The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship.

The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

The separation stage generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child. If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.

During the redefinition stage, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.

There is an unspoken code of behavior that exists in mentoring relationships. Unfortunately, since it's unspoken, both participants in the mentoring relationship, unknowingly and unintentionally, may end up doing the 'wrong thing.' All individuals come to a new relationship with different styles of communication, different points of view and different expectations. Working in a new relationship with someone very different from you is a skill. As with any skill, the more you practice, the easier it gets. At the very minimum, relationship skills required for mentoring include, showing kindness, practicing patience and flexibility, and conveying a sense of appreciation for the individual's accomplishments. Following are some additional suggestions for mentors

DO	DON'T
Respect your mentee's time as much as your own.	Assume that your schedule always has priority.
Be explicit about the 'norms' for your meetings and your own needs and limits (e.g., time, style of interfacing, etc.).	Make your mentee guess or learn by trial and error, about the ground rules for your meetings.
Always ask if you can make a suggestion or offer feedback.	Automatically give advice or criticism
Tell your mentee that you don't expect them to follow all of your suggestions.	Assume your advice will be followed.



Expect your mentee to move toward his/her goals; not yours.	Expect a clone of yourself.
Express appreciation to any help your mentee gives you.	Take your mentee for granted or assume the she/he doesn't need positive reinforcement.
Keep the relationship on a professional basis.	Move too quickly into a personal friendship, if at all.
Recognize and work through conflicts in a respectful way; invite discussions of differences.	Avoid discussion of inappropriate subjects and forcing your solutions in conflicts.
Keep the door open for your mentee to contact you in the future—if that is your wish.	End the relationship on a sour note.

Source:

https://www.nspe.org/sites/default/files/resources/pdfs/mentoring/Mentoring_Etiquette.pdf