

Mentoring Resources for Mentors



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What is a Mentor?

A mentor is someone who is:

- Knowledgeable and experienced
- Capable of establishing a relationship of mutual trust
- Willing to share knowledge and experience
- Highly respected
- Focused on development and progress

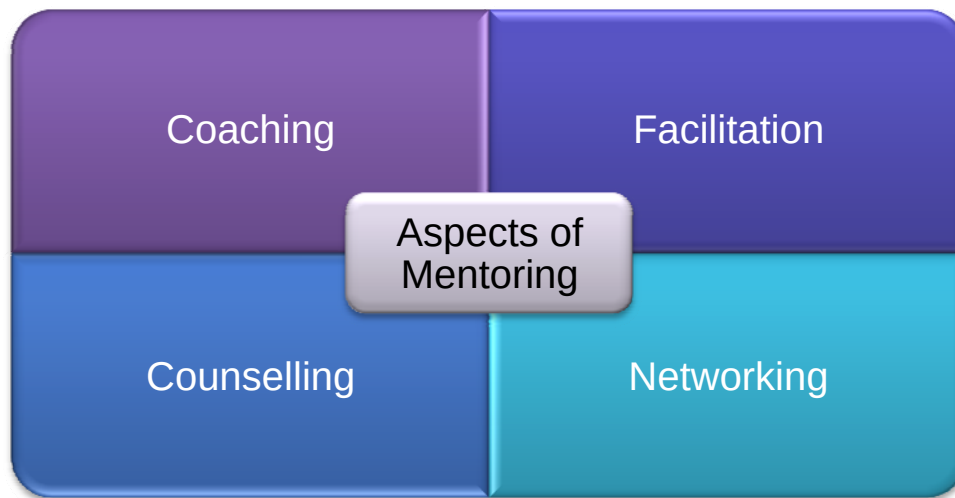
The role of the mentor is to:

- Assist the mentee in the setting of goals
- Listen and act as a sounding board
- Inspire and challenge the mentee
- Offer access to others
- Actively seek opportunities to develop the mentee
- Teach, influence and coach

The best mentors:

- Have been mentored
- Have a good reputation for developing others
- Have the time and aptitude to build relationships
- Are competent in the skills of coaching, facilitation and networking
- Are willing to help others

Four Aspects of Mentoring



1. Coaching – The Important Attributes:

- Active listening
- An open mind
- Observation and interpretation
- Feedback skills
- Ability to communicate
- Patience and understanding
- Telling in the sense of giving ideas and information

2. Facilitating - Making Things Happen:

- Be very clear about what needs to be done and why
- Recognise potential barriers and their causes
- Provide advice and guidance on overcoming barriers
- Smooth the path for others through introductions and endorsements
- Understand the politics

3. Networking - Adding Value Through Informal Channels

- Defining Networks – who so you need to influence?
- Developing them to add value – how can they continue to add value?
- Knowing how and when to use networks

4. Counselling - When to Use It:

- When a mentee has a problem with performance
- When career advice is needed
- At appraisal or personal development planning sessions

Mentoring Tools – Action Planning Form

As a result of a Mentoring meeting held on:

Mentee will:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Mentor will:

- 1.
- 2.
- 3.
- 4.
- 5.

Mentoring Tools – Guidelines for the First Meeting

Objective: To get to know the person and form a professional relationship

Actions	Notes
Plan the meeting with enough time to prepare	
Schedule a neutral place away from distraction	
Build rapport – take the meeting at a slow to steady pace	
Ask questions – get to understand the real issues or motivations	
Open up several areas of interest – don't get drawn into the first area of interest	
Be aware of your listening skills and body language	
Keep accurate, professional notes of key points	
Agree the relevant actions and commitments that are going to be undertaken	
Agree the time and date of the next meeting	
Review your performance as a mentor – what worked, what didn't	

Mentoring Tools – Needs Defined

Specifics	Notes
Give me specific “how-to” methods of achieving results	
Show me how to apply different planning methods	
Help me organise my time and plan my day effectively	
Give me ideas on how to be more effective in a specific area of my work	
Demonstrate how to approach things differently	
Teach me think how to think creatively	
Teach me to handle difficult people/situations	
Help me to expand my network of contacts	
Focus on my activity not my results	
Give me honest and immediate feedback	
Help me to resolve issues	
Give me one to one time weekly/monthly	
Help me to understand and use systems	
Keep a record of my performance for feedback	
Listen to my concerns without providing comment or criticism	
Identify and help me with a development plan	

Mentoring Tools – Mentoring Preparation Sheet

Initial Meeting Preparation Sheet
Expectations of mentoring
Mentoring goals
First Meeting
Get to know each other: ● exchange information, hopes and concerns ● establish mentoring contract ● discuss and agree goals
Actions required
Issues for next session

Mentoring Tools – Meeting Notes

Meeting Notes	
Issues to raise	Date of next meeting
Summary	
Learning achieved	
Actions agreed	
Issues for next session	
How well did the meeting run?	

Mentoring Tools – Mentoring Check-list

It may be useful for both parties to complete this after every meeting. Tick a column for each item to indicate whether or not this stage in the mentoring relationship has been reached

Rapport building	Strongly Agree	Agree	Disagree	Strongly Disagree
We have established a good understanding of each other				
I feel relaxed in our meetings				
We understand and respect each other's feelings and opinions				
We respect the confidences we share				
I feel confident in the relationship				

Direction Setting	Strongly agree	Agree	Disagree	Strongly Disagree
We have established clear goals for the relationship				
We have agreed the objectives, a broad route towards them and ways to measure progress				
We are beginning to surface differences of opinion and to work through them constructively				
The mentee feels comfortable to challenge the mentor				

Mentoring Tools – Mentoring Checklist (continued)

Progress making	Strongly agree	Agree	Disagree	Strongly Disagree
The agenda for our meetings is being set increasingly by the mentee				
Responsibility for managing the relationship is resting increasingly with the mentee				
We have shared our honest feelings and constructive feedback about progress				
We have celebrated achievement of goals and milestones				
We have a positive, supportive, nurturing relationship				
The mentee is now much more confident to cope with new or demanding situations				

Closedown	Strongly agree	Agree	Disagree	Strongly Disagree
We have largely achieved all the goals we set for our relationship				
The mentee can now tackle most situations confidently without the mentor's help				
We feel the mentee has reached self-sufficiency				
We are in danger of becoming dependent on each other for advice and support				
We have become firm friends at a professional level				

Mentoring Tools – Asking the Right Questions

Questioning forms a central part of any mentoring process. It is essential that the mentor is able to ask open and probing questions.

Open Questions

Open questions are general rather than specific; they enable the mentee to decide how they should be answered and encourages them to talk freely.

Examples include:

- How do you feel things have been going?
- How do you see the job developing?
- How do you feel about that?
- Tell me, why do you think that happened?

Probing Questions

Probing questions dig deeper for more specific information on what happened or why something happened. Answers should provide support to a mentee's initial answer and encourage them to provide more information about their feelings and attitudes. Probing questions can also be used to reflect back to the mentee and check information.

Examples are:

- That's very interesting. Tell me more about?
- To what extent do you think that ...?
- Have I got the right impression? Do you mean that?

The Meta Model In Action

Mind Reading	
Everybody thinks I'm bad I know what's best for her	How do you know they think that? How do you know what's best for her?
Cause-Effect (X Causes Y)	
You make me angry People bother me	How do I make you angry? How do I anger you? How do people bother you?
Complex Equivalency	
You don't love me any more. You don't bring me flowers	How does my not bringing you flowers mean that I don't love you any more? Do any of the people who don't bring you flowers love you? How do you know?
Lost Performative	
It's wrong to slow the group down This is the way we should do it He's acting funny	Wrong for whom? Do it for whom? According to whom?
Nominalisations	
I don't get any trust I need help	So, you would like to be trusted? How would you know you were trusted? How do you want to be helped? What does help mean to you?
Universal Quantifiers	
I am always wrong I never get loved	You have never ever been right? Always? You never ever get loved at all?

Modal Operators

I can't do it
I shouldn't go
I have to stay

What stops you?
What would happen if you did?
What stops you from going?
What would happen if you went?

Deletion

I am confused
I like her
He is better at golf
She is the best

What are you confused about?
What about her do you like?
Better than whom?
Best at what?

Comparisons

His ideas are better

How, specifically?

Lack of Referential Index

People are learners
Nobody respects me
This is easy to learn

Who, specifically, is a learner?
Who, specifically, doesn't respect you?
What, specifically, is easy to learn'?

Unspecified Verbs

He hurt me
She went to the store
I am confused

How, specifically, did he hurt you"?
How, specifically, did she go to the store?
How, specifically, are you confused?

General Referential Indexes

Dogs are bad

All dogs?

Mentoring Tools – Meeting Discussion Points

The following prompts may be helpful to start discussions with a mentee and give you an insight into their character:

1. Has the past week been good/bad/satisfactory for you, and why?
2. What do you consider to be your most important achievements of the past month?
3. What do you like/dislike about working for the organisation?
4. What elements of your job do you find most challenging?
5. What elements of your job interest you the most/least?
6. What do you consider to be your most important tasks in the next three months?
7. What action could you take to improve your performance in your current position?
8. What role would you like to be doing in one/two/five years time?
9. What sort of training/experience would benefit you in the next year? Broaden this question to include 'whole-person development' beyond job skills - for example:
What do you have a personal passion for?

Mentoring Tools – Questions for Success Measures

Mentees often require support with objective setting and managing their own performance. The following questions can be a useful guide for a discussion on what measures of success they are planning to use:

1. Can your measures evolve?
2. Do you have a mix of long and short term measures?
3. Do your measures help you to focus on the outcome not just the output? Are they positioned to help you achieve your objectives successfully?
4. How soon will your measures identify if something is not quite right – is that soon enough to remedy?
5. Are you set up for success?
6. Do your measures help you to demonstrate what have been accomplished, what has been improved and what has been changed?
7. Do your measures focus on volume or value? Getting it done or doing it properly? Are they directional? Are they quantitative? Are they worthwhile – does it mean all your work is adding value to the organisation?

Mentoring Tools – Pivot Analysis

This tool provides a systematic way of analysing the options available to them to meet their set targets. Pivot Analysis is useful for mentors to share with mentees who can then use the instrument themselves.

- Step 1:** Get the mentee to define the situation by writing down their current position and their desired position.
- Step 2:** Now ask the mentee to write each course of action that could help them achieve their desired position in a blank pivot
- Step 3:** Next the mentee should consider each course of action and list the advantages on the left-hand side and the disadvantages on the right hand side.
- Step 4:** Now get them to allocate a number of '+' symbols or '-' symbols depending on the strength of that advantage or disadvantage. For example '++++' indicates strong for whilst '-' equals mildly against. These symbols will be used to tip the balance in favour of a particular option.
- Step 5:** The mentee should examine the pivots and evaluate the balance of each pivot by totalling the '+' symbols and the '-' symbols. Now they can select the best option.
- Step 6:** Finally consider the selected option and how they will turn the negatives into positives.

A generic example for discussion is provided on the next page. Consider how the tool could be used during the mentoring process for:

- Reviewing ways of working
- Objective setting
- Setting action plans
- Career planning

Pivot Analysis – Example for Discussion

The current position is: Too much work

The desired position is: To be in control of my workload

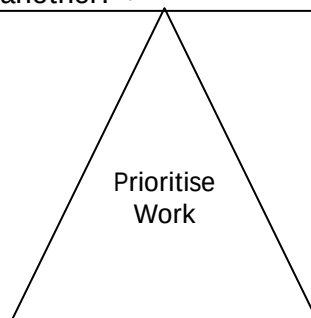
Focus on what is important: +++

Demote or ditch irrelevant: ++

Sends a clear message: +

Complete tasks before starting another: +

People are used to interrupting: -



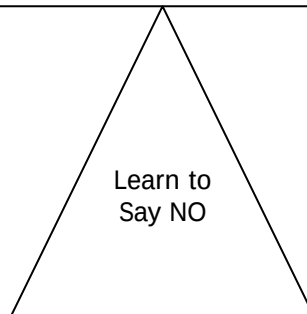
Reduces interruptions: +

Stops people dumping on me: + +

Lets people down: - -

May be viewed as negative: - -

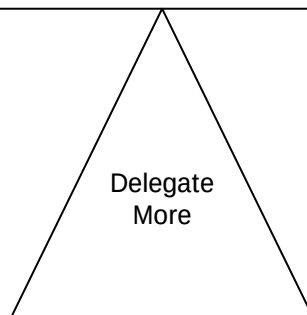
No support: - -



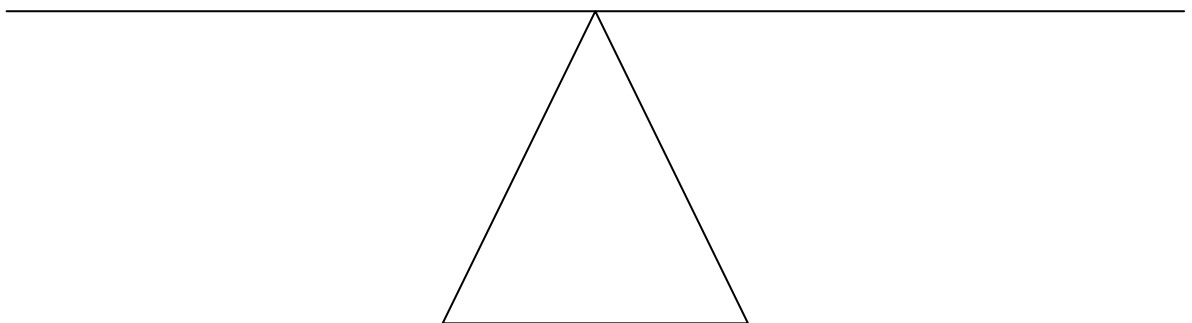
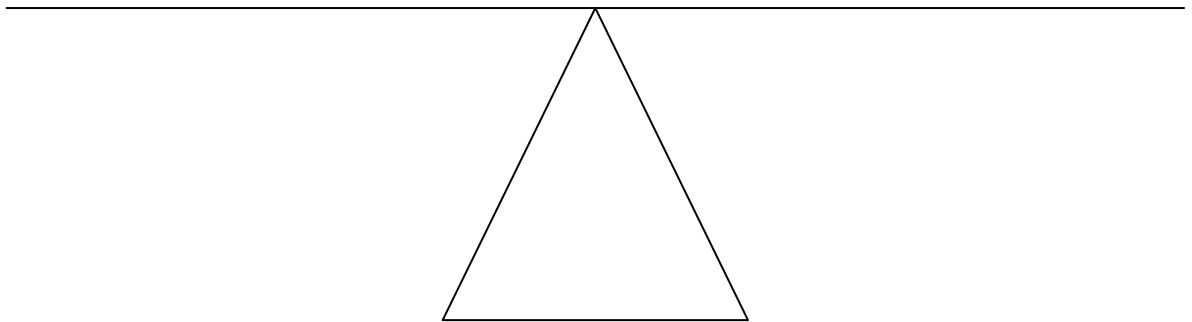
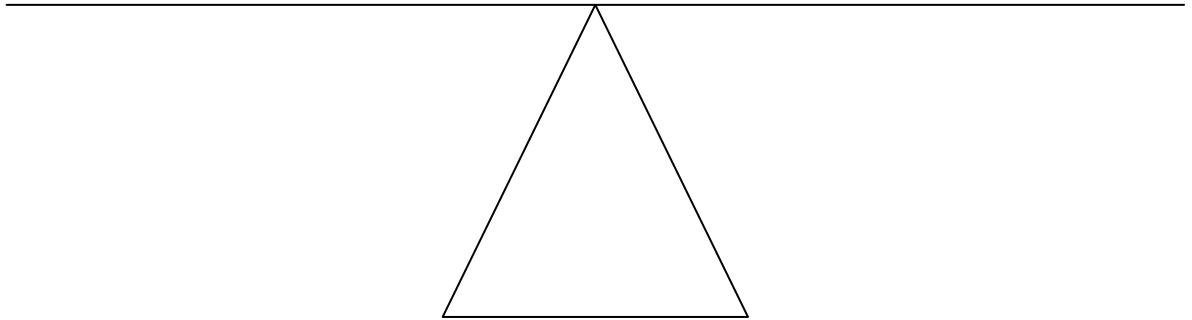
Others may enjoy the work: +

Won't do it as well as me: - -

May feel put upon: - -



Pivot Analysis – Template



Further Reading

The following titles provide further reading on the subject of Mentoring.

Title	Author
Effective Coaching	Myles Downey
The Art of Mentoring	Mike Pegg
Mentoring In Action	David Megginson & David Clutterbuck