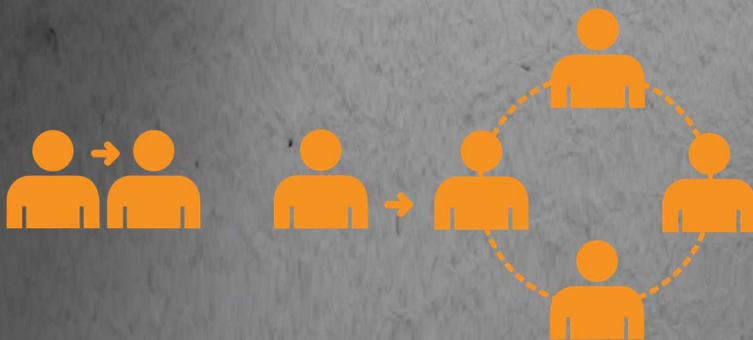




BE A MENTOR
IN THE WORKPLACE

www.bmw-eu.net



E-Mentoring Module – Compact Version

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CREDITS

TITLE

E-Mentoring Module – Compact Version

COORDINATION

POINT PLC

LAY-OUT & EDITORIAL

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EXECUTIVE SUMMARY

Be a Mentor in the Workplace is a project which promotes, widely speaking, the address of Mentoring methodologies to the interchange of generations in the profit of active ageing and younger population employability, involving the development of mentoring skills, under the perspective of work based lifelong learning, of both mentors (traditionally the older and/or experienced employees) and mentees (traditionally the youngers already employed or the new comers) to the organization.

This manual consists in a training module on e-mentoring in a compact version.

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E-MENTORING MODULE – COMPACT VERSION

1. MODULE DESCRIPTION

MODULE TITLE	E-MENTORING
KEYWORDS	E-mentoring, tele mentoring, online mentoring, virtual mentoring, benefits of e-mentoring, challenges of e-mentoring, e-mentoring tips, e-mentoring strategies.
AIMS OF THE MODULE	This Module aims to give you knowledge about e-mentoring, its benefits and challenges as well as giving you some handy strategies and tips for e-mentoring relationship.
LEARNING OUTCOMES	Upon successful completion of the module the participant will have learned; <ul style="list-style-type: none">a. the definition of e-mentoring;b. the nature of e-mentoring;c. benefits of e-mentoring;d. challenges of e-mentoring and how to avoid them;e. some handy strategies for e-mentors including first contact and first virtual meeting, communication strategies, conversation and discussions;f. e-mentoring relationship strategies.g. planning and tools for e-mentoring
LEARNING HOURS:	8 hours online training (4 days) Self-study hours: 10 Assessment hours: 1
ASSESSMENT	Self-assessment test

2. INTRODUCTION

Dear Participant,

Welcome to this Module!

The information age is changing the dynamics of many relationships, including mentoring. E-Mentoring or Virtual Mentoring (or sometimes referred as tele-mentoring, computer mediated mentoring, cyber-mentoring or online mentoring) is a new concept where participants rely almost exclusively on electronic tools to communicate. Electronic tools may include email, online meeting platforms, videoconferencing, phone, voicemail, instant messaging, other VoIP methods and faxes. Although the great majority of the time is spent in the electronic world, the mentor and the mentee may meet face-to-face one or more times during their partnership if they have opportunity for that. Technology is increasingly used in the mentoring process because of its widespread accessibility. Additionally, electronic tools allow mentoring relationships to occur where geography, time, or financial constraints, physical constraints would otherwise prevent them. It is expected that this e-mentoring holds promise for redefining mentoring relationships and changing the conditions under which mentoring is sought and offered.¹

This Module will introduce you to a number of benefits of e-mentoring as well as specific challenges and barriers to e-mentoring that have to be considered and resolved for a successful mentoring relationship. You will also be introduced to selected strategies that would enhance communication and understanding when mentoring relationships occur at a distance.

It is important to realize, however, that the purposes and goals of mentoring programs and the human nature of mentoring relationships must drive the mentoring process, rather than the advantages provided by technology.²

After finishing this module you will have learned;

- a. the definition of e-mentoring;
- b. the nature of e-mentoring
- c. benefits of e-mentoring;
- d. challenges of e-mentoring and how to avoid them;
- e. some handy strategies for e-mentors including first contact and first virtual meeting, communication strategies, conversation and discussions;
- f. e-mentoring relationship strategies.
- g. planning and tools for e-mentoring

At the end there is a test with some questions to check if you understood the content of this module.

We wish you an interesting learning experience!

¹ <http://i-careermanagement.com/e-mentoring.pdf>

² <http://www.usask.ca/gmcte/mentoring/index.html>

3. CONTENTS OF THE MODULE

- Movies
- Core Module
- Support reference – 1 (Downloadable) link
- Support reference – 2 (Downloadable) link

3.1. DEFINITION OF E-MENTORING

E-mentoring can be defined as a computer mediated, mutually beneficial relationship between a mentor and a mentee which provides learning, advising, encouraging, promoting, and modelling, that is often boundaryless, egalitarian, and qualitatively different than traditional face-to-face mentoring.¹

This definition has two elements² that distinguish e-mentoring from traditional mentoring: the boundaryless configuration of e-mentoring and the egalitarian quality of the exchange.

1 <http://i-careermanagement.com/e-mentoring.pdf>

2 <http://i-careermanagement.com/e-mentoring.pdf>

Boundaryless Configuration

E-mentoring is distinctive because it challenges the conventional opinion that mentoring must be based on a personal, face-to-face relationship. It opens the possibility for relationships that cross boundaries of time, geography, and culture unlikely to happen under the classical model.

E-mentoring programs promote both formal and informal online exchanges between working professionals and learners of all ages when a face-to-face relationship would be impractical. It has low barriers to entry, requiring Internet access, an email account, and minimal investments of time. It is highly time efficient and can be engaged in at the convenience of both the mentor and mentee. Further, large amounts of information can be transmitted between the mentor and mentee in a short time span.

Egalitarian Quality of the Exchange

E-mentoring has the potential to cross barriers of race, gender, geography, age, and hierarchy that are rarely crossed in traditional mentoring relationships.

3.2. NATURE OF E-MENTORING

In the rush flow of business life, people usually may not find time for face to face mentoring relationships. Therefore, employees of any level as well as managerial people who may not have time for face to face meetings find the features and facilities of ICT beneficial, which give them the opportunity to still participate in a mentoring relationship and share their expertise.

The benefits of mentoring to one's academic success, career aspirations, and personal development are widely recognized. Two of the components necessary to a rewarding mentoring relationship are the ease and frequency of interaction and communication.³

E-mentoring is not necessarily based on a wise elder offering advice and instruction to a mentee. Rather it is a mutually beneficial relationship that is highly versatile and can be adapted to work in a variety of settings. E-mentoring may happen between peers, one-on-one, one mentor may work with a team, or even students may provide mentoring to their mentors in some aspects. Mentors may be professionals, business people, retirees, or parents. E-mentoring need not be bound by local or national culture. The virtual medium provides a context and exchange that may not be possible to replicate in face-to-face mentoring relationships. The nature of the e-mentoring relationship may be qualitatively different when mediated through a computer. While information is certainly exchanged in e-mentoring, there is a level of support, counselling, and advisement that is absent from merely posting a request for help to a mailing list or sending an email request. The mentor is sharing information in the context of helping the mentee learn and grow, and the relationship between the mentor and mentee sets e-mentoring apart from mere knowledge exchange and acquisition. E-mentoring assumes that a relationship exists between the mentor and mentee and that there is a mutual benefit for participating in the relationship.

E-mentoring can be accepted as an ongoing (powerful) learning process which assures the intergenerational transfer of knowledge and "know-how" throughout a lifetime.⁴

³ <http://i-careermanagement.com/e-mentoring.pdf>

⁴ http://cet.usc.edu/resources/teaching_learning/docs/eMentoringsep04.pdf

3.3. BENEFITS OF E-MENTORING

E-mentoring can be beneficial for both parties in many aspects. Some of the benefits can be given as follows: 5, 6

1. It is an excellent enhancement to offline face-to-face mentoring programs: it connects people and ideas.
2. E-mentoring can enhance values regarding online (and offline) ethics, behaviour and safety, as participants practice and learn about netiquette, being responsive to each other, keeping commitments as participants in the relationship, adhering to online confidentiality and safety guidelines, and talking about what can be harmful or inappropriate online.
3. E-mentoring provides improved access due to its flexibility. It can allow for the involvement of mentors who might not be able to participate in a traditional, face-to-face program, because of their geographic location, transportation issues, their work schedule, a home obligation or a disability. There are online mentoring programs with a particular focus on bringing people together professionals of a particular field, or people in a particular geographic area. Tele mentoring also has the potential to equalize access to mentors.
4. Minimizes the scheduling and geographic concerns associated with face-to-face mentoring relationships/programs: Mentor and mentee can benefit from asynchronous communication while still maintaining a focus on the dialog.
5. Helps expose mentees to the opportunities in their fields, offers guidance and advice based on experience, and provides support, encouragement, and access to professional networks for further career development.
6. In online mentoring, mentees will discuss subjects online that they are not always comfortable talking about face-to-face

7. An excellent way to enhance online writing, reading, and online researching skills

8. Ecological considerations: Online mentoring may be considered as environmentally friendly since it reduces the need for travel and use of paper.

⁵ http://cet.usc.edu/resources/teaching_learning/docs/eMentoringsep04.pdf

⁶ <http://www.coyotecomunications.com/vv/direct/benefits.shtml>

4. SELF ASSESSMENT

(The right definitions are in green).

1. Which one of the followings gives the elements that distinguish e-mentoring from traditional mentoring?

- Meeting the mentee face-to-face.
- Development of soft skills and optimism
- The boundaryless configuration of e-mentoring and the egalitarian quality of the exchange.
- None of the above

2. Which one of the following choices below is a true sentence about the nature of e-mentoring?

- E-mentoring assumes that a relationship exists between the mentor and mentee and that there is a mutual benefit for participating in the relationship.
- E-mentoring can be accepted as an ongoing powerful learning process which assures the intergenerational transfer of knowledge and “know-how” throughout a lifetime.
- E-mentoring is not necessarily based on a wise elder offering advice and instruction to a mentee. E-mentoring may happen between peers, one-on-one, one mentor may work with a team, or even students may provide mentoring to their mentors in some aspects.
- All of the above sentences are true.

3. Which one of the choices below gives the definition of e-mentoring correctly?

- E-mentoring is a traditional form of mentoring.
- E-mentoring is a computer mediated, mutually beneficial relationship between a mentor and a mentee which provides learning, advising, encouraging, promoting, and modeling, that is often boundaryless, egalitarian, and qualitatively different than traditional face-to-face mentoring
- E-mentoring is a form of mentoring which uses only e-mails for communication.
- Both A and C.

4. Which one of the choices below gives one of the benefits of e-mentoring?

- Faster development of relationship online than in FtF.
- It does not require online ethics and netiquette.

- Mentor and mentee use only asynchronous communication.
- Minimizes the scheduling and geographic concerns associated with face-to-face mentoring relationships/programs.

5. Which one of the following choices is giving the potential challenges of e-mentoring?

- Likelihood of miscommunication.
- Slower development of relationship online than in FtF.
- Issues of privacy and confidentiality.
- All of the above.

6. Which one of the following choices is not true for businesses and e-mentoring?

- E-mentoring deepens relationships and builds bonds either within an organization or across networks in an industry or sector.
- There are appropriate training courses and enough time for individuals in executive and managing positions; so e-mentoring is not very beneficial for them.
- Business e-mentoring is a cost-effective way to increase employee engagement, loyalty and upskill employees as well as increasing sense of belonging for new employees.
- E-mentoring does offer new ways for experienced managers and leaders to share their knowledge and expertise, and to help bring up fresh talent.

7. Which one of the choices below is not one of the handy strategies for e-mentors for the first contact and first virtual meeting ?

- Review the mentee's information to learn about his or her background, experience, and interests before the first virtual meeting.
- Be clear about and define ground rules, expectations, purpose and boundaries of your mentoring relationship at the beginning of the mentoring relationship.
- It is not necessary to be prepared for the first virtual meeting; it is better to be spontaneous.
- Discuss with the mentee the parameters for working together, the methods of communication, and the frequency of contact and responses.

8. Which one of the choices below is one of the handy strategies for e-mentors for communication?

- Establish regular meeting times. Make a special effort to adjust preferably once a week virtual meetings if it is possible.
- When you're sending messages to your mentee, use the subject line effectively.
- Choose videoconferencing (such as Skype, Hangouts, etc.) as your meeting method as much as possible since this allows mentor and mentee to see each other and avoid misunderstandings due to lack of nonverbal clues.
- All of the above are true.

9. Which one of the choices below is one of the handy strategies for e-mentors for conversation and discussions?

- Listen deeply and ask powerful questions; practice active listening.
- Dominate the conversation.
- Do more talking and less listening so your mentee can share his/her thoughts.
- Both A and B.

10. Which one of the followings is not one of the e-mentoring relationship strategies?

- Set firm guidelines and expectations from the beginning.
- Encourage strategic thinking.
- Maintain and respect the values -privacy, confidentiality, honesty, and integrity- in your core relationship.
- Simply give directives to the mentee to solve his/her own problem rather than helping to solve on his/her own



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