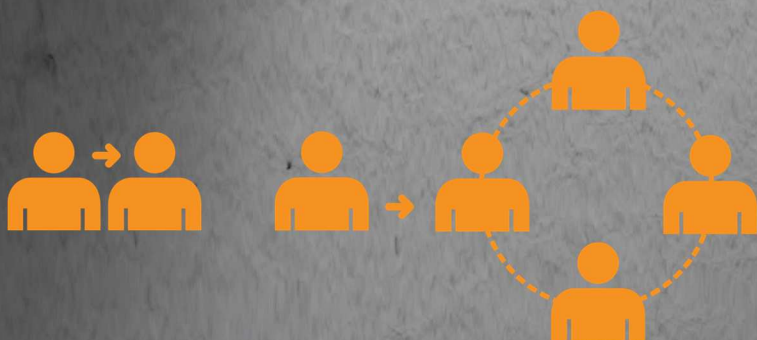




BE A MENTOR
IN THE WORKPLACE

www.bmw-eu.net



Course for Mentors:

Be a Mentor in the Workplace

COURSE FOR MENTORS

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Be a Mentor in the Workplace

CREDITS

TITLE

Course for Mentors

COORDINATION

OBELISK PLC

LAY-OUT & EDITORIAL

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EXECUTIVE SUMMARY

In Europe, the active ageing is a challenge which brings two issues to the top: the need to motivate older people to continue to work and learn and the creation of professional opportunities for the younger people.

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 course to help to develop mentoring skills and competences, targeted to mentors or candidates to be mentors, in SME, based on the flexible and modular curriculum developed by the project team which responds to the profile also drafted.

For more information regarding project and partnership, go to www.bmw-eu.net

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0. INTRODUCTION

The course presented in this module and all the support training material are based on the profile drafted for the mentor in the workplace which should include the 3 different and complementary roles:

- 1 - The role of instructor**
- 2 - The role of a regular coach, based on practical experience and day-to-day support**
- 3 - The role of a development coach, to achieve growth**

The course and all correspondent training material and assessments tests were structured upon the following curriculum. It can be organized according to each training entity organization; we suggest to plan it within a 60 hours course.

Module 1: Assessment to check if the candidate has the necessary attitudes

Module 2: Knowledge on mentoring

- What is mentoring? Advantages, challenges
- What is the difference between coaching and mentoring?
- What do people expect from me as a coach?

Module 3: Communication skills

- Communication process
- Speaking skills
- Writing skills
- Active listening
- Asking the right questions
- Giving and receiving feedback

Module 4: Instructing skills

- Presentation techniques
- Giving clear instructions
- Adapting to the learning style of the mentee

Module 5: Coaching-on-the-job

- Adapting to your audience
- > Contacting & Contracting
- > First to pace and then to lead
- Coaching on the job
- Structuring the coaching, using the GROW-model

Module 6: Coaching for development

- The iceberg and motivational drivers
- Creating self-awareness
- Being flexible, using the Heron intervention-model

Module 7: E-mentoring

- What is e-mentoring
- Nature of e-mentoring
- Benefits of e-mentoring

1. MODULE 1 –ASSESSMENT TO CHECK IF THE CANDIDATE HAS THE NECESSARY ATTITUDES

The first step in certifying a mentor, is selecting a candidate or several candidates in your organisation.

In our profile of an effective mentor we talked about different roles and for each role, we gave a description of competences needed to take up these role.

- Knowledge: what does a mentor needs to know?
- Skills: which capacities does a mentor has to have?
- Attitude: how does a mentor needs to be?

Of course, we believe in the possible development of people, it is difficult to develop attitudes and moreover, it takes a long time. Therefore we believe that the chosen mentor has to have some basic attitudes that are necessary to take up the role of a mentor.

To check if the candidate mentor has the basic attitudes, we propose a double assessment:

- 1) A self-assessment, done by the candidate mentor
- 2) An assessment, done by the manager or a close colleague of the candidate mentor

1) Self-assessment

	Strongly agree	Agree	Disagree	Strongly disagree
Role of instructor				
I'm patient with people with less experience				
Role of regular coach				
I'm self-confident				
I'm reliable				
I'm optimistic				
I have a positive view on others				
Role of a development coach				
I'm honest and reliable				
I love to reflect on the organisation's values and culture				
I show maturity in work and live				
I'm open to take risks				
I'm open to new ideas and learning opportunities				
I want to spend the necessary time to transfer skills and knowledge				
I'm accessible				
I want to share my experiences				
I'm committed to the mentoring program				

2) Assessment by somebody else

	Strongly agree	Agree	Disagree	Strongly disagree
Role of instructor				
Is patient with people with less experience				
Role of regular coach				
Is self-confident				
Is reliable				
Is optimistic				
Has a positive view on others				
Role of a development coach				
Is honest and reliable				
Loves to reflect on the organisation's values and culture				
Shows maturity in work and live				
Is open to take risks				
Is open to new ideas and learning opportunities				
Wants to spend the necessary time to transfer skills and knowledge				
Is accessible				
Wants to share his/ her experiences				
I'm committed to the mentoring program				

After filling in the assessment, you can set up a meeting with the candidate mentor and talk about the assessment and different scores you gave. Then you can decide if the mentorship can start and which actions you have to take.

As a mentor, you can do the next modules of this certification program to elaborate your knowledge and skills about communication, instructing, coaching and e-mentoring.

Scoring

1) Scoring self-assessment

a. Score between 0 and 14

You should ask yourself if you're really motivated to take up the role of mentor. And it's ok if you are not. Not everybody has to be a good mentor.

Just keep in mind that part of the success of mentoring is determined by the degree of motivation of the mentor and the willingness to go for it.

Or maybe you're too harsh for yourself? Ask a colleague that you trust to fill in the assessment and discuss the scores.

b. Score between 15 and 28

You possess some crucial attitudes that are important for being a mentor.

On the other hand, you believe that you miss some aspects.

It's maybe a good idea to take the following steps:

- i. Ask yourself why you believe you miss some attitudes? And do you want to evolve in these attitudes while you're mentoring somebody?
- ii. Make a list of the attitudes that you don't find within yourself and ask somebody you trust to provide you some feedback.

c. Score between 29 and 56

You're made out the right stuff and you have the potential to be a great mentor.

If you want to broaden your knowledge and strengthen some competencies, don't hesitate to follow the modules in the online course.

2) Scoring assessment by somebody else

a. Score between 0 and 14

It's probably not a good idea to choose this person as a mentor in the organisation. It just costs too much time and effort to reach the required level.

This doesn't mean that this person is not a good employee. He/ she is just not the right person for a mentoring program.

Make sure that you give the person a clear feedback on why you believe being a mentor is not something for him or her.

b. Score between 15 and 28

The person you have in mind has certainly some important attitudes, that can help him/ her to be a good mentor. On the other hand, there are some attitudes that need attention.

We would suggest to go in dialogue with this person and:

- i. Check the motivation: does this person want to be a mentor? And how motivated is he/ she to pay attention to certain attitudes
- ii. Give feedback: what are the strengths of this person as a mentor and what are pitfalls?

c. Score between 29 and 56

This person has really the potential to be a good mentor!

Give him/ her that feedback and explain why you gave the scores on the assessment.

2. MODULE 2 – KNOWLEDGE ON MENTORING

2.1. INTRODUCTION TO THE MODULE 2

Welcome to the second module of the course ‘**Be a Mentor in the Workplace**’!

After seeing the introduction movie, you will probably already have a slight idea of what we mean with mentoring.

This module will give you a further insight on mentoring.

After finishing this module:

- a. You will have a **clear insight** in what **mentoring** is
- b. You will be able to explain **the difference between mentoring and coaching**
- c. You will know what the **advantages** of mentoring are
- d. You will understand the **possible challenges** in mentoring and how to overcome them
- e. You will know what is **expected** from you **as a mentor**

The first part of the module gives you the necessary background on mentoring.

The second part will test if you have understand the content of this module.

We wish you an interesting learning experience!

2.2. WHAT IS MENTORING?

Be my guide

Episode one.

This is John. It's his first day at work. He is going to work in the sales department. He is excited and eager to start.

He has just graduated from one of the top schools of economics in the country. Diploma of an expert in the field of marketing and sales. With perfect knowledge of two foreign languages. Certified computing skills, inborn interpersonal skills. And two post-graduate courses in persuasive techniques and e-marketing.

He is ready to climb his career ladder. He thinks he has everything he needs to succeed. But does he?

John is going to share his office with an older colleague whose name is Tom.

John: Hi tom! Nice to meet you! I hope we will make a good team!

Tom: I'm sure we will. So, what's on your agenda for today, kid?

John: Well, they told me to register in the system first. Next I'm supposed to get in touch with our major client in Brighton to answer his questions about his last order. Then, I should start with cold calling and complete the reports on them in the data base... I guess I will start right away. It's not that easy I'm afraid...

Video created specifically for the course, freely downloadable in <https://www.youtube.com/watch?v=xbKj5DBjuDA>

COURSE FOR MENTORS

Mentoring describes a relationship in which a more experienced colleague uses his or her greater knowledge and understanding of the work or workplace to support the development (of skills, abilities, knowledge and/or thinking) of a more junior or inexperienced member of staff.

A mentor is someone with more experience/skills who guides, teaches, and develops a (new hired) mentee. It is a specific learning and development intervention. Mentoring is a tool that complements and integrates with other learning activities within an employee's development plan.

There are different types of mentoring, including: group mentoring, e-mentoring, peer mentoring, and reverse mentoring (where older, more experienced workers are mentored by people from younger generations to gain fresh insights and perspectives)

Mentoring can be useful in different kinds of situations:

- As part of staff induction – Helps people get up to speed in a new job (new employees are supported and inducted quickly into 'our way of doing things')
- In supporting staff development – Ensures effective learning.
- For career progression – To assist in identifying and supporting potential talent.
- As part of "on the job" learning – To enhance job related knowledge and skills for the present.
- In succession planning (to identify and provide internal skills development for potential leaders).
- As an incentive for 'high fliers'.
- To support equal opportunity programmes – To ensure proper integration and fairness of treatment.
- To support isolated employees, or those who may need extra support due to disability, illness etc.
- To reduce burn-out (managers and leaders who have been with the organization for some time are often looking for a career challenge: a new direction or renewed motivation).
- To support an organizational learning philosophy.

Be my guide

Episode two.

Twenty minutes later John is really lost. How to register to the system? What system? Who is the major client? What script should he learn and what data base does he have to use?

Tom: Any problems John? Don't worry. I will help you.

John: Any problems? Everything seems to be a problem! The system, the major client and his last order, the data, the cold calling and this secret script or whatever it is.

Tom: Ok, ok. Relax and let me be your guide. First coffee and next registering to the system. And then step by step I will show you everything.

John: Now I have everything I need to succeed. My diplomas, skills, courses and certificates. But above all... my mentor's experience!

Next on "Be my guide"

Tom will help his young colleague how to make the cold calling warm to get new clients easily...

Video created for the course, downloadable in <https://www.youtube.com/watch?v=xbKj5DBjuDA>

2.3. MENTORING COMES WITH SOME ADVANTAGES

Mentors working with new hires will gain:

- Enhanced self-esteem

- The satisfaction of developing a close relationship with the mentee.
- Personal development from gaining new skills, such as didactic skills, and interpersonal skills such as giving feedback, motivating people, positive influencing, and leadership skills.
- New chances for promotion through involvement in the program and development of new skills.
- New chances for promotion through involvement in the program and development of new skills.
- Knowledge from the new employees they work with (if they are willing to learn!), for example learning new computer or technical skills.
- New insights into the organization as they see it through the eyes of a new employee, resulting in the realization of bad habits, a freshening of their own knowledge, and new ideas and insights being brought forward.
- Public recognition (by the invitation to become a mentor) of their own skills and knowledge, resulting in more self-confidence and because of this new challenge, a new interest in the work.
- The team overall will also find that the new employee is more rapidly operational, and will be ready to play a full part in the organization in a shorter period of time.

Mentors of existing employees will gain:

- As well as the above...
- Increased motivation for their role.
- Increased self-awareness.
- Increased motivation to stay longer in their role by being offered new job content and more involvement.
- A chance to stand back and reflect on the organization.
- An opportunity to look at the world with a different view.
- A chance to reflect on their own position and question established views.
- Increased awareness of what happens further down the organization.
- An expanded personal network.
- Leadership skills.
- Contact with the younger generation.
- Bigger status and recognition.

As a manager in your organization, mentoring can provide you and **your company** with:

- Better motivated employees with more strength and resilience.
- Fulfillment of the potential of your organization and employees.
- Higher employee productivity through an increase in skills and experience.
- A more efficient organization with lower turn-over of staff and a chance to assess if it is necessary to invest in hiring new people.
- A happy and supportive work environment with good team spirit, good communication and organizational values.
- A chance to secure knowledge and experience within your organization, through better staff networking and retention.
- Development of the organization through receiving feedback and suggestions from new staff members.
- An environment that fosters personal and professional growth through the sharing of business information, skills, attitudes and behaviors.
- Increased productivity by increasing technical skills, leadership skills and motivation.
- Reinforcing of diversity.
- A better image of the organization with positive consequences on recruitment.
- Accelerated processes for the identification, development and retention of talent for leadership and technical jobs.
- Discovery of (latent) talent.

- A process to transfer leadership skills. (Increased role modeling of leaders teaching other leaders).
- Better development of future leaders.
- Overall success and better profit.

2.4. POSSIBLE CHALLENGES IN MENTORING AND HOW TO OVERCOME THEM

Some possible challenges are:



- New employees may get too much information from different parties (HR, line manager and mentor) OR may not get any information at all (HR thinks that the mentor will give the information, the mentor thinks that the line manager will give the information, etc.). You will need to make sure communication is clear and that all staff know their responsibilities to the new employee.



- New employees may not get full, professional, on-the-job training because for the experienced mentor, everything seems so evident...). To prevent this, ensure that there is a clear plan for mentoring and other training which covers all required knowledge.
- It is important to ensure that the right mentor is matched with new employees and that they are giving the right feedback regularly. Ensure mentors are properly trained in their role to handle this.



- Pick your mentors carefully and ensure they are enthusiastic and are taking their roles seriously. A voluntary application procedure to become a mentor and good training can ensure you get the best people in your organization to become mentors!
- Be realistic about the time required to run your program and take into account time management issues for those involved.
- Uncommitted mentors or mentees will not give you a successful program. Employees should not be pressured to take part or given unrealistic responsibilities and expectations.
- Ensure that the mentor does not take credit for the mentee's work (inappropriate selection).
- Mentors should not see mentees as an extra member of staff. Again, ensure that program goals and role expectations are clear.



- Unsuccessful matching may cause problems between individual mentors and mentees. Give thought to the matching process, avoiding any potential conflict of interest or clash of personalities. Avoid any misunderstanding around confidentiality issues by providing a clear policy on this so that both parties feel free to talk.

Mentor vs. coach

Episode three.

John: Good morning coach!

Tom: Good morning! But I am not your coach. I am your mentor.

John: My mentor? I thought that a coach does exactly the same things as a mentor? Isn't that the case?

Tom: No. Some things are similar. But there are also some critical differences. Let me explain... As a mentor I focus on your long term development. A coach usually focuses on a short term performance results.

John: Oh, I see.

Tom: Another difference is that a coach is often task-oriented, which matches the performance focused approach. I try to build a relationship-oriented partnership with you, so that you feel comfortable about asking me questions and don't hesitate to come and talk to me about any difficulties you may encounter.

John: OK, but both a coach and a mentor have to offer guidance to their coachee or mentee. So in some ways they are similar as well, aren't they?

Tom: Yes, that's right. And what other similarities and differences can you think of?

John: Let me think for a moment...Well, I experience a lot of support and I'm sure a coach offers support as well. It all gets clear to me when I think about my basketball coach.

Tom: That's interesting. Go on.

John: Now I see what you mean by long term and short term focus. Both you and my basketball coach are concerned with my training and skills development. It's just that you do it to make me learn things for the rest of my professional career while my basketball coach does it to win a game. So in business context a coach would support the coachee to see results.

Tom: Yes! You are a fast learner! And what about some other differences?

John: Well, you ask me a lot of questions that make me think and reflect upon my work. What do I do? How do I do it? It's not about the product I deliver but mainly about the procedure. We focus on the process in general that I initiate to come to a certain outcome. Whereas a coach will rather suggest ways to do it otherwise or in a manner that suits her or him best in order to meet the performance standards. It's like a top down manner. In our relationship I feel more equal... But yet, sometimes you also use coaching method while mentoring me.

Tom: That's right again! I do that sometimes because coaching can be a sub-component of mentoring. A tool that I can use to make our relationship even more effective.

John: Well, mentor. Thanks for sharing your experience and knowledge with me.

Video created for the course, downloadable in <https://www.youtube.com/watch?v=byMEoalk2E>

2.5. THE DIFFERENCE BETWEEN MENTORING AND COACHING

What is the **difference** between **mentoring** and **coaching**?

- Coaching targets high performance and improvement at work and usually focuses on specific skills and goals. The process typically lasts for a relatively short period.
- Coaching by the line manager is primarily a top-down process: the coach suggests ways of altering performance to improve results and gives feedback. Coaching is rather task-oriented.
- The mentoring-relationship is a not-hierarchical relation. It focuses on long-term development and on sharing and reflecting together.
- (Coaching can be a sub-component, a kind of tool used to support the larger effect of mentoring.)

Should the **mentor perform** a **formal evaluation** of the mentee?

- The line manager/supervisor evaluates and decides on fixed recruitment, promotion,...
- The mentor supports and monitors the learning process and its evolution (based on the new employee's individual training plan using SMART learning goals)
 - ⇒ Specific, Measurable, Action-oriented, Realistic, Timely = SMART
- The mentor reports to the line manager about the progress of the learning process.

How to **reconcile the role** of the line manager **and the role of the mentor**?

- Define their roles clearly (who does what?).
 - ⇒ Starting up a mentoring relationship does not relinquish the supervisor from their responsibilities in the development team. Rather it adds another learning resource to the team.
 - ⇒ When the mentoring relationship involves a focus on existing employees, the supervisor can help the employee's mentoring activity by identifying and recommending appropriate mentors, demonstrating interest and support, helping the employee identify development goals, providing rewards for meeting development milestones, respecting the confidentiality.

MENTORING	COACHING
long-term development	specific goal, task oriented
sharing, reflecting together	instructing, evaluating
not-hierarchical	top-down process

2.6. EXPECTATIONS TOWARDS A MENTOR

Different **possible tasks** of a **mentor**:

- *Enabling and encouraging the new employee by giving the right proportion of direction and emotional support*
 - ⇒ The mentor supports the social integration of the new employee: Gives required information, translates professional jargon, answers practical questions, transfers standards and values and organizational culture, encourages the mentee to network in the organization, explains what is expected of the mentee in their new role, encourages them to ask questions, facilitates the integration of the newcomer to the team.
 - ⇒ Gives on-the-job training (knowledge and skills necessary to perform according to the standard required and/or monitors the evolution of the training plan of the new employee).
- *Coaching a mentee to develop a specific skill*
 - ⇒ Support development of a specific skill by stimulating the mentee to go through the KOLB's adult learning cycle. KOLB presents a cyclical model of experiential learning: the actual practical learning experience, reflecting on what happened, studying the theory, planning the next learning experience – action plan to apply the new theory in practice – in order to learn/change behavior.
- *Helping the mentee to learn from practical experiences by supporting and challenging them:*
 - ⇒ Active listening and empathizing with the mentee. Being alert for what the mentee says, both explicitly and implicitly.
 - ⇒ Enabling the mentee to step back and look at their experiences.
 - ⇒ Not proceeding too rapidly to judgment, recommendation, and action.

- ⇒ Asking reflective questions, starting discussions for further exploration of different approaches to problems/situations and not proceeding to judgment, recommendation or action.
 - ⇒ Stimulating the mentee to make links with other experiences.
 - ⇒ Stimulating the mentee to reflect on consequences of their behavior.
 - ⇒ Helping the mentee to get an insight in their feelings and motivations.
 - ⇒ Giving feedback on the behavior of the mentee and the way others experience this behavior.
 - ⇒ Helping the mentee to become aware of the situation /focus on the real problem.
 - ⇒ Opening new horizons, playing devil's advocate, developing hypotheses, stimulating reflection on alternatives.
 - ⇒ Questioning unconscious assumptions.
 - ⇒ Sharing their own experiences, telling stories, and showing their own vulnerability by being open about their feelings, doubts and lessons learnt from the past.
 - ⇒ Directing the discussion from problem to solution.
 - ⇒ Challenging the mentee and investigating options.
 - ⇒ Looking for possibilities to put what has been learned into practice.
 - ⇒ Encouraging the mentee to experiment, to develop new insights and ways of acting.
- Assists the mentee to identify areas for growth and development, gives vision, supports the learning in the frame of career development, and provides psychological support, counseling and advice.
 - ⇒ Being a role model
 - ⇒ Person to talk to about career decisions, future at the organization.
 - ⇒ Making the mentee aware of opportunities.
 - ⇒ Encouraging risk taking in learning.
 - ⇒ Providing appropriate and timely advice.
 - ⇒ Confronting negative intentions or behaviors.
 - ⇒ Guiding in the culture and practice of the organization.

2.7. CONSOLIDATION EXERCISES

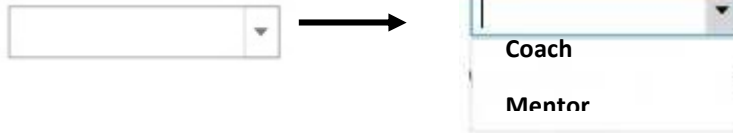
Hopefully, you're knowledge of and insight in mentoring has grown by reading this module. Now you can check if you have really understood the content.

Which of the following definition(s) is/ are the most accurate? (right answers in green)

- ☐ Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor is responsible for the quality of work; done by the mentee.
- ☒ Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor supports the mentee in the development of skills, needed to execute task.
- ☒ Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor can support the succession planning of the mentee.
- ☐ Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship, the mentor has to be older than the mentee.

Which of the following sentence construction(s) indicate a mentor approach?

1. I am an expert in a particular field and have accumulated a lot of knowledge and experience within this domain (Mentor).



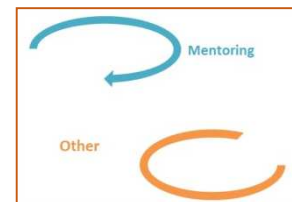
2. The content of the conversation is determined by pre- defined goals. These goals are listed and discussed at the start of the conversation (Coach)



3. In this relationship I give guidance by using my professional expertise, maturity, experience and network (Mentor).
4. One of the parties is mostly speaking in this conversation, the other party monitors the time and the structure of the conversation and doesn't say much (Coach).
5. This relationship is limited in time and can be top-down applied depending on the setting (Coach).
6. Both parties learn from each other's knowledge and insights. This is a win-win relationship (mentor).
7. The topic of the conversation is not always predetermined. Meetings between both parties are usually aimed at finding answers and solutions to questions and problems that are indicated by the guided person (Mentor).
8. I am an expert in the field of guiding personal and professional change of people (Coach).
9. This relationship emphasizes the long-term development and is non-hierarchical (Mentor)

The role of the mentor will largely be determined by the purpose of the program, yet there are some overall expectations. What expectation(s) can be linked to mentoring? Drag the appropriate sentence under the correct section.

What is indicated in red fits under the section **NOT** mentoring



Showing authority	Directing the discussion from problem to another problem	Reflecting the organization's values and culture
Wanting to train new employees	Doing all the talking for the mentee	Listening to the difficulties of the mentee
Being a good pusher	Being accessible	Being open for new ideas and learning opportunities
Being able to teach knowledge and skills	Avoiding diversity	Showing a task-oriented attitude

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Not having a network of contacts and influence	Giving the right proportion of direction and emotional support	Being able to be patient with people with less experience
Giving feedback in a constructive way	Having good intrapersonal skills	Willing to share experiences

As a mentor you possess a number of important skills in guidance and advice. Read the following statements. Which of these two possibilities is correct? There is always only one correct answer.

As a mentor you (correct answer in green):

- Listen actively and empathize with the mentee. You are also alert for what the mentee says, both explicitly and implicitly.
- Emphasize active listening of the mentee and you indicate that he or she must be vigilant in expressing implicit and explicit signals.

During the meeting with your mentee it may be that:

- You think about questions you would want to ask with the purpose of letting the mentee gain its own insight or arrive at an opinion or solution.
- You listen attentively. You limit your role to provide advice or solutions, so your mentee can continue.

One of your tasks is that you:

- Encourage your mentee to take notes of your experience and encourage him/her to develop or seek for a similar experience.
- Encourage the mentee to experiment, to develop new insights and ways of acting.

Something you would say to your mentee is that:

- He/she first has to deepen the problem and to become aware of the situation
- He/she always has to focus on the solution and then work back to the problem

You as a mentor sees mentoring versus coaching in such a way that:

- Mentoring can be a sub-component, a kind of tool used to support the larger effect of coaching.
- Coaching can be a sub-component, a kind of tool used to support the larger effect of mentoring.

What are the advantages and challenges associated with mentoring ? Read the following sentences: is the benefit or challenge right or wrong ?

1. As a mentor of a new employee you'll develop new insights into the organization.

- ☐ True
- ☐ False

2. New chances for promotion because you enlarge your network by mentoring a new employee.

- ☐ True
- ☐ False

3. The team will have great admiration for you for taking the responsibility as a mentor

- ☐ True
- ☒ False

4. When mentoring existing employees your motivation to stay longer in your role will rise because of new job content and more involvement due to mentoring.

- ☒ True
- ☐ False

5. One of the challenges is that the mentee will take credit for actions of him/her that were only made possible by your guidance

- ☐ True
- ☒ False

6. Uncommitted mentors will give a successful program because they see things committed mentors don't

- ☐ True
- ☒ False

7. What sometimes causes difficulties is that mentees get an overload on information of different parties due to miscommunication

- ☒ True
- ☐ False

8. Often mentors put mentees to work in such manner that they see them as an extra member of staff.

- ☒ True
- ☐ False

2.8. SELF ASSESSMENT TEST

(the right answer is **in bold**)

1. Which of the following advantages is NOT an advantage of being a mentor:

- ☐ As a mentor you will learn new things and work on your personal development.
- ☒ **As a mentor you profile yourself in a positive way and therefore you enlarge your changes on promotion.**
- ☐ As a mentor you can receive new forms of appreciation.
- ☐ As a mentor you can share your knowledge that you build up during your career.

2. Which of the following definitions of mentoring is the most accurate?

- Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor is responsible for the quality of work; done by the mentee.
- Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship, the mentor has to be older than the mentee.
- **Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor supports the mentee in the development of skills, needed to execute task.**
- Mentoring describes a relationship between a more experienced colleague and a more junior or inexperienced member of staff. In this relationship the mentor tells the mentee what to do and solves problems for the mentee.

3. Which of the following conditions are NOT crucial for making mentoring a success?

- A good match between mentor and mentee
- **A mentor who is experienced in guiding development of people**
- Clear goals and expectations
- A motivated mentor

4. Which of the following sentences indicate a mentor approach?

- **The topic of the conversation is not always predetermined. Meetings between both parties are usually aimed at finding answers and solutions to questions and problems that are indicated by the guided person.**
- I am an expert in the field of guiding personal and professional change of people.
- This relationship is limited in time and can be top-down applied depending on the setting
- The content of the conversation is determined by pre- defined goals. These goals are listed and discussed at the start of the conversation.

5. Which of the following sentences indicate a coach approach?

- Both parties learn from each other's knowledge and insights. This is a win-win relationship
- I am an expert in a particular field and have accumulated a lot of knowledge and experience within this domain.
- **This relationship is limited in time and can be top-down applied depending on the setting.**
- In this relationship I give guidance by using my professional expertise, maturity, experience and network (Mentor).

6. Which of the following words is not linked to mentoring?

- **Evaluating**
- Sharing
- Long-term
- Not hierarchical

7. Which of the following tasks can be a task for a mentor?

- **Giving feedback on the behavior of the employee**
- Hiring new people
- Controlling if the employee has the right skills
- Making the match between a job and the employee

8. Which of the following sentences is right?

- There are no essential differences between mentoring and coaching.

- Mentoring is about development, coaching is about performance
- **Mentoring and coaching are both about reaching goals, but with mentoring the goals are more open than with coaching.**
- A mentor can never take up the role of a coach in the mentoring process.

9. Which of the following sentences is correct?

As a mentor you:

- **Listen actively and empathize with the mentee. You are also alert for what the mentee says, both explicitly and implicitly.**
- Emphasize active listening of the mentee and you indicate that he or she must be vigilant in expressing implicit and explicit signals.
- Pay more attention to giving advice than to active listening.
- Listen actively and empathize with the mentee. You make sure that the mentee comes up with own solutions and you certainly don't give advice.

10. Which of the following challenges for a mentor is NOT true?

- Often mentors put mentees to work in such manner that they see them as an extra member of staff.
- What sometimes causes difficulties is that mentees get an overload on information of different parties due to miscommunication.
- New employees may get too much information from different parties or may not get any information at all.
- **Uncommitted mentors will give a successful program because they see things committed mentors don't**

3. MODULE 3 - COMMUNICATION SKILLS

3.1. INTRODUCTION TO THE MODULE 3

Welcome to this Module!

This module will teach mentors what kind of communication skills mentees need to work virtually. In other words, it is a general course on how to help mentee to improve "mentee's communication skills and "train mentors" with this course so they can help mentees.

The module includes the definition of communication skills, a complete plan of how to identify current communication skills of their mentees and how to develop them further in communicating in their business environment, in a practical way.

This module will provide you mentors with essential information about communication skills and you will be able to develop your mentees' communication skills. As you already know in current fast changing working environment full of unexpected events people need to be wise and skilled in order to be successful in work by also receiving a strong mentoring support. This module is a great chance for you mentors to learn how to develop communication skills of your mentees and enter the job market. This module will help you as an experienced person to become a good mentor and share and teach your communication skills with your mentees as well your knowledge.

At the end of this module, you will have learned:

- the definition of communication and communication skills
- what is effective communication and the communication process
- speaking skills
- active learning skills
- writing skills
- effective feedback and questioning
- communication barriers

At the end there is a test of 10 questions with some questions to check if you understood the content of this module.

We wish you an interesting learning experience!

3.2. DEFINITION OF COMMUNICATION AND COMMUNICATION SKILLS

Communication is two-way process of reaching mutual understanding, in which participants not only exchange (encode-decode) information, news, ideas and feelings but also create and share meaning. In general, communication is a means of connecting people or places. In business, it is a key function of management--an organization cannot operate without communication between levels, departments and employees.¹

Good communication is a key element of any relationship and a mentoring relationship is no exception. As mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify the specific characteristics of effective communication and take time to practice communication skills.²

Effective communication helps to develop a successful working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor. Mentees learn best from mentors who are honest, accessible, good motivators, friendly and non-judgmental.

Communication skills (or the lack of communication skills) can have a large impact on your success in both your business and personal life. Communication skills learned at an early age will provide you with the skills that you need to interact successfully with a wide variety of people and situations, while a lack of communication skills will make it more difficult for you to get what you want out of life.³

The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and by doing so improve your quality of life.

Communication skills are some of the most important skills that you need to succeed in the workplace. Here are the most important communication skills mentor and their mentees need to have or develop:

- ✓ Speaking skills
- ✓ Active listening skills
- ✓ Writing skills

¹ <http://www.businessdictionary.com/definition/communication.html#ixzz3RfJi5OFF>

² <http://www.researchmentortraining.org/intro/keyThemes.aspx#communication>

³ <http://www.maximumadvantage.com/communication-skills/>

WHY COMMUNICATIONS SKILLS ARE SO IMPORTANT ?

If you are applying for a professional job or aiming to be promoted in your current role you will need to demonstrate that you have effective communication skills. The ability to speak appropriately with a wide variety of people, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely and work well in a group all require good communication skills. Most of these are essential skills that an employer would seek, and if your career will progress the importance of communication skills increase

3.3. COMMUNICATION PROCESS

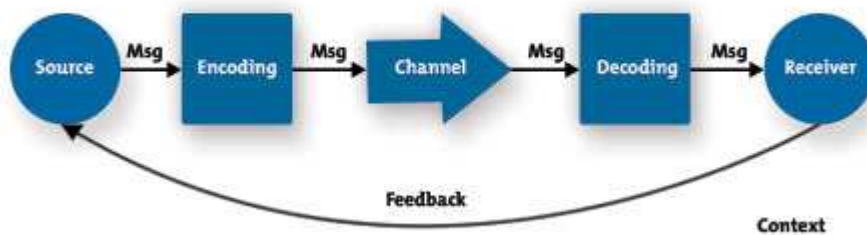
To be an effective communicator and to get your point across without misunderstanding and confusion, your goal should be to lessen the frequency of these barriers at each stage of this process with clear, concise, accurate, well-planned communications. We follow the process through below:

Source...

As the source of the message, you need to be clear about why you're communicating, and what you want to communicate. You also need to be confident that the information you're communicating is useful and accurate.

Message...

The message is the information that you want to communicate.



Encoding...

This is the process of transferring the information you want to communicate into a form that can be sent and correctly decoded at the other end. Your success in encoding depends partly on your ability to convey information clearly and simply, but also on your ability to anticipate and eliminate sources of confusion (for example, cultural issues, mistaken assumptions, and missing information.) A key part of this is knowing your audience: Failure to understand who you are communicating with will result in delivering messages that are misunderstood.

Channel...

Messages are conveyed through channels, with telephone and videoconferencing; and written including letters, emails, memos, and reports. Different channels have different strengths and weaknesses. For example, it's not

particularly effective to give a long list of directions verbally, while you'll quickly cause problems if you criticize someone strongly by email.

Decoding...

Just as successful encoding is a skill, so is successful decoding (involving, for example, taking the time to read a message carefully, or listen actively to it.) Just as confusion can arise from errors in encoding, it can also arise from decoding errors. This is particularly the case if the decoder doesn't have enough knowledge to understand the message.

Receiver...

Your message is delivered to individual members of your audience. No doubt, you have in mind the actions or reactions you hope your message will get from this audience. Keep in mind, though, that each of these individuals enters into the communication process with ideas and feelings that will undoubtedly influence their understanding of your message, and their response. To be a successful communicator, you should consider these before delivering your message, and act appropriately.

Feedback...

Your audience will provide you with feedback, verbal and nonverbal reactions to your communicated message. Pay close attention to this feedback, as it is the only thing that allows you to be confident that your audience has understood your message. If you find that there has been a misunderstanding, at least you have the opportunity to send the message a second time.

Context...

The situation in which your message is delivered is the context. This may include the surrounding environment or broader culture (corporate culture, international cultures, and so on).⁴

3.4. EFFECTIVE COMMUNICATION

The mentor-mentee relationship is not balanced, because the mentor holds greater power than the mentee. Communication is integral to the mentor-mentee relationship and the ability to communicate effectively is very important. The mentee must be open with the mentor, and the mentor must be able to listen carefully. Mentor also should provide feedback while maintaining a cordial and productive relationship.

The most common methods of e-mentoring are by telephone, fax, e-mail, text messaging, videoconferencing, e-portfolios, instant messaging, memos, letters, reports, etc. As information technology systems become ever more sophisticated the number and types of methods increased.

Being able to make people believe in your message will be the accomplishment of successful communication, however the communicator must be enthusiastic and provide all the facts required to back up their message.

The communication is effective when communicator will succeed in persuading someone to act in a way that is desired and also being motivated to do it. If there is a concern with the effectiveness of the mentor-mentee

⁴ <http://www.mindtools.com/CommSkill/CommunicationIntro.htm>

communication, it is important to reinterpretate the message and determine if the message was sent and received.

What are the most important skills for becoming an effective communicator?

- ✓ The ability to understand the situation, the message, the listener, and the quality of the communication.
- ✓ The ability to frame a message clearly, concisely, and directly.
- ✓ The ability to ask or tell someone to do something without evoking negative emotions on either side.
- ✓ The capacity to listen actively.
- ✓ The ability to be attentive and observant.
- ✓ The confidence to be sure of the message and convincing in relaying it.

3.5. SPEAKING SKILLS

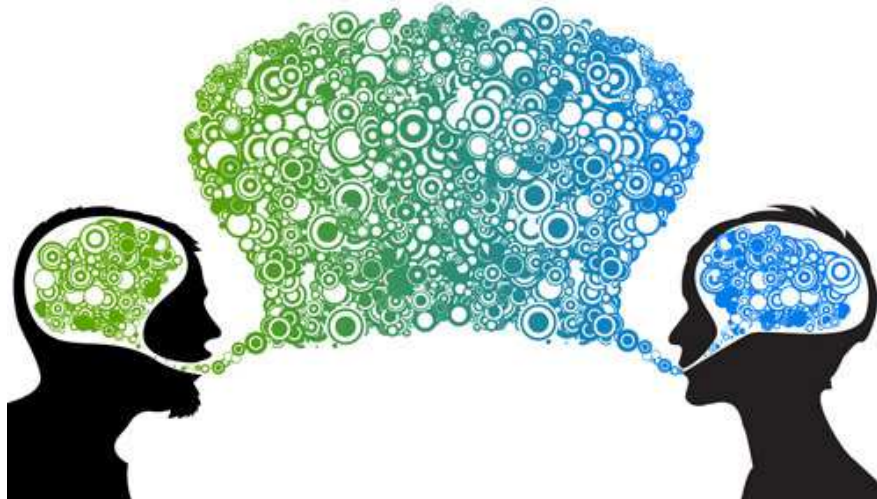
Effective spoken communication requires being able to express your ideas and thoughts clearly, confidently and concisely in speech, adapting your content and style to the mentee and promoting free-flowing communication.

The best way how to use your words and voice are:

Enunciate your words. Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.

Pronounce your words correctly. People will judge your competency through your vocabulary. If you aren't sure of how to say a word, don't use it.

Use the right words. If you're not sure of the meaning of a word, don't use it. Grab a dictionary and start a daily habit of learning one new word per day. Use it sometime in your conversations during the day.












Slow your speech down. People will perceive you as nervous and unsure of yourself if you talk fast. However, be careful not to slow down to the point where people begin to finish your sentences just to help you finish.

Develop your voice. A high or whiny voice is not perceived to be one of authority. In fact, a high and soft voice can make you sound like prey to an aggressive co-worker or make others not take you seriously. Begin doing exercises to lower the pitch of your voice. Try singing, but do it an octave lower on all your favorite songs. Practice this and, after a period of time, your voice will begin to lower.

Animate your voice. Avoid a monotone and use dynamics. Your pitch should raise and lower periodically. Radio DJ's are usually a good example of this.

Use appropriate volume. Use a volume that is appropriate for the setting. Speak more softly when you are alone and close. Speak louder when you are speaking to larger groups or across larger spaces.

Helpful tips for mentors:

-  Try to speak fluently and try to make sure mentee can hear you when you speak.
-  A good mentor is a good listener.
-  Do not interrupt or talk over the mentee, it breaks the flow of conversation. Timing is important.
-  Use appropriate volume for your conversation setting.
-  Get feedback from your receiver to ensure you were properly understood during your conversation.
-  Have confidence when talking, it doesn't matter what other people think.
-  Make sure you're using proper grammar.
-  Don't over-praise yourself in front of your audience.
-  Avoid thinking that whatever you say is always correct.⁵

3.6. ACTIVE LISTENING SKILLS



The quality of attention that mentor and mentee bring to the mentoring session is achieved by a concentrated form of listening. Active listening is an essential mentoring skill. One of the most common mistakes mentors can make is confusing hearing and listening. There is a great deal of difference between hearing and listening. Hearing is a passive activity, while listening is active and requires you to show that you have been listening. Listening involves both psychological and physical efforts.

⁵ <http://www.wikihow.com/Develop-Good-Communication-Skills>

Only when someone feels certain that they are understood will they proceed to share their thoughts, ideas and feelings. That should help the mentee to get rid of worries and thoughts that are inhibiting thinking about mentee's future and characterize plans for action.

Active listening is one of the key skills of mentoring. An active listener says as little as possible, only asking questions for clarification, and encourages the conversation with confirmation of what the other person has said. It is very important not to interrupt the speaker with ideas, solutions or suggestions. You may decide to offer your experiences at the end of the conversation but their situation is likely to be subtly different. The answer to their problem is likely to be within them. They may want to explore options but the ultimate decision should reside with the mentee.⁶

Active listening is essential in a mentoring relationship because it reduces confusion, increases mutual understanding, and shows respect for the other's opinions. Effective listening is definitely hard work. Good mentor need to work at it and, like all other skills, mentor need to be interested and motivated enough to want real results from his efforts.

Active listening contains six important skills (paying attention, holding judgement, reflecting, clarifying, summarizing and sharing) and if you apply these six skills required for listening, you will not only be known as a good listener. You will become a better mentor as well.

1. Pay attention. One goal of active listening is to set a comfortable tone and allow time and opportunity for the other person to think and speak. Be focused on the moment and operate from a place of respect.

2. Hold judgment. Active listening requires an open mind. As a listener, you need to be open to new ideas, new perspectives and new possibilities. Even when mentors have strong views, they suspend judgment, hold their criticism and avoid arguing or selling their point right away.

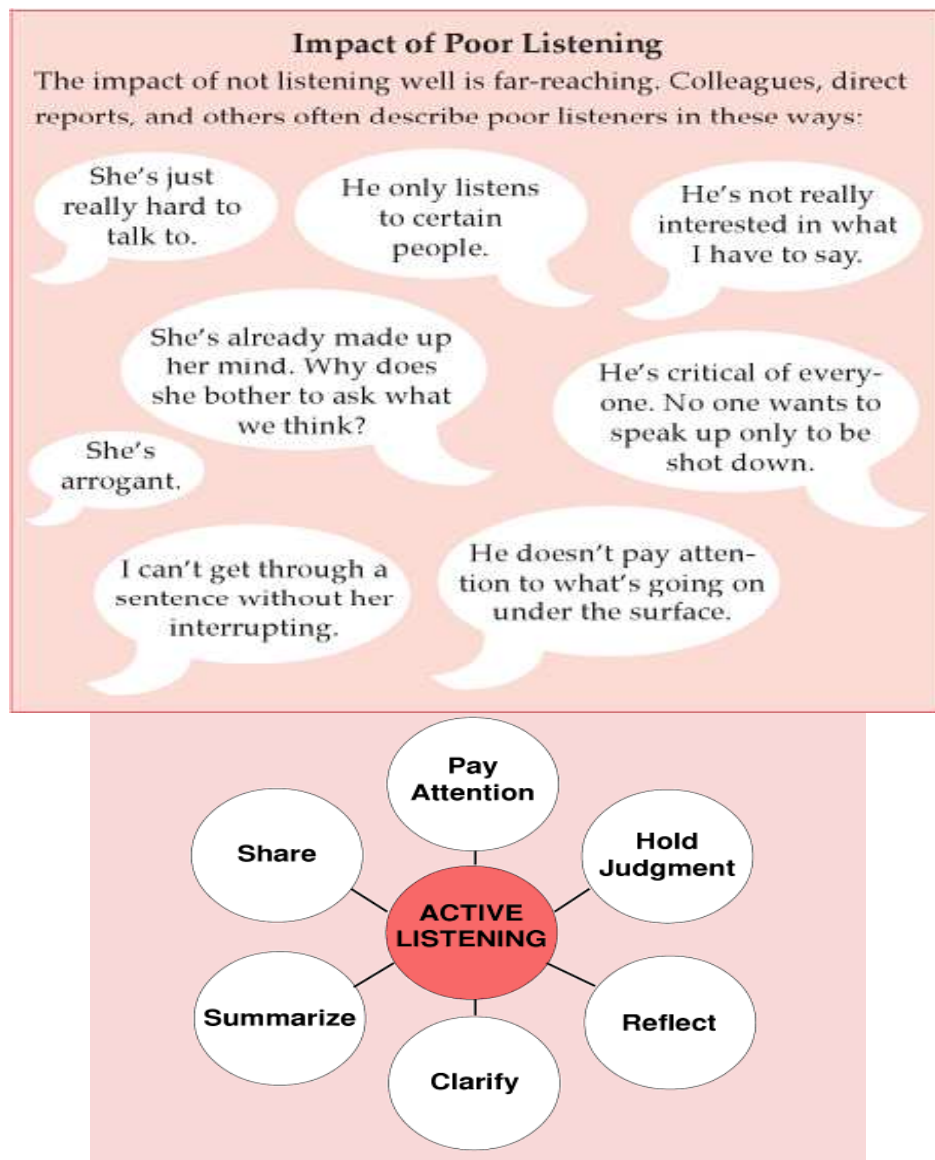
3. Reflect. Learn to mirror the other person's information and emotions by paraphrasing key points. Don't assume that you understand correctly or that the mentee knows you've heard him. Reflecting is a way to indicate that mentor and mentee counterpart are on the same page.

4. Clarify. Don't be shy to ask questions about any issue that is ambiguous or unclear. Open-ended, clarifying and probing questions are important tools. They draw mentee out and encourage him to expand his ideas, while inviting reflection and thoughtful response.

5. Summarize. Restating key themes as the conversation proceeds confirms and solidifies your grasp of the mentee's point of view. It also helps both parties to be clear on mutual responsibilities and follow-up. Briefly summarize what you have understood as you listened, and ask the mentee to do the same.

6. Share. Active listening is first about understanding the other person, then about being understood. As you gain a clearer understanding of the other person's perspective, you can then introduce your ideas, feelings and suggestions. You might talk about a similar experience you had or share an idea that was triggered by a comment made previously in the conversation.

⁶ <http://www.nottingham.ac.uk/professionaldevelopment/professionaldevelopment/mentoring/mentoringskills.aspx>



Active listening is important because:

- ✓ It provides a deeper understanding of the factors that hold the person back and their unique situation.
- ✓ It means that the focus is on the mentee and not on the mentor.
- ✓ It helps to get a clear picture of the situation. It is often valuable for the person speaking to articulate the complex factors that might impinge on them taking the next step.⁷

Useful listening behaviour:

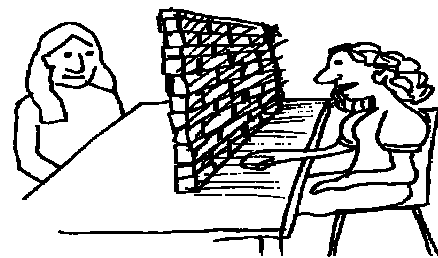
- ✓ Keep an open mind – do not prejudge mentee, jump to conclusions, argue or interrupt: mentee can have a different point of view.

⁷ <http://www.nottingham.ac.uk/professionaldevelopment/professionaldevelopment/mentoring/mentoringskills.aspx>

- ✓ Be aware of your own emotions; try to listen carefully even where you might disagree
- ✓ Suspend prejudice; don't allow the fact you disagree make you turn a deaf ear to what is being said
- ✓ Concentrate on what matters by trying to get at the core of the response
- ✓ If you want to understand you must be prepared to listen and show you are listening actively
- ✓ Concentrate and pay attention to details
- ✓ Beware of cultural differences in communication habits
- ✓ Do not talk too much

Barriers to effective listening and how to overcome them

Poor listening skills definitely have huge impact on relationship between mentor and mentee. This situation usually results in conflicts and misunderstandings among them, and it creates a negative environment. Fortunately, listening skills can be learned. The first step is to identify the barriers to listening. The second step is to consciously implement the tips provided here to overcome those barriers.



Frequently, the listener's personal interpretations, attitudes, biases, and prejudices lead to ineffective communication

To use the active listening technique to improve interpersonal communication, you put personal emotions aside during the conversation, ask questions and paraphrase back to the speaker to clarify understanding, and you also try to overcome all types of environment distractions. Furthermore, the listener considers the speaker's background, both cultural and personal, to benefit as much as possible from the communication process.

Helpful tips for mentors and mentees to improve their listening skills⁸:

1. When it's your turn to listen- Stop Talking! People cannot talk and listen at the same time - it does not work!

2. Identify with the Speaker ! This means putting yourself in the speaker's place. Try to really understand the speaker's view point

3. Ask Questions! When you ask questions, two good things happen: First, it fuels your own interest level. If you are in the presence of a good speaker, meaningful questions should bring you some significant added information. Second, your questions may encourage the speaker to expand on the topic of the speech. Be careful not to ask too many questions.

4. Concentrate! Focus all of your attention on the speaker and the message being delivered.



⁸ <http://www.asbcentral.com/leadership%20lessons%20pdf/listening.pdf>

5. Show the speaker that you want to listen! Look and act interested in the speaker's comments. Listen to understand.

6. Control your emotions and your temper! Uncontrolled emotions and/or temper can cause misunderstanding when you are trying to listen.

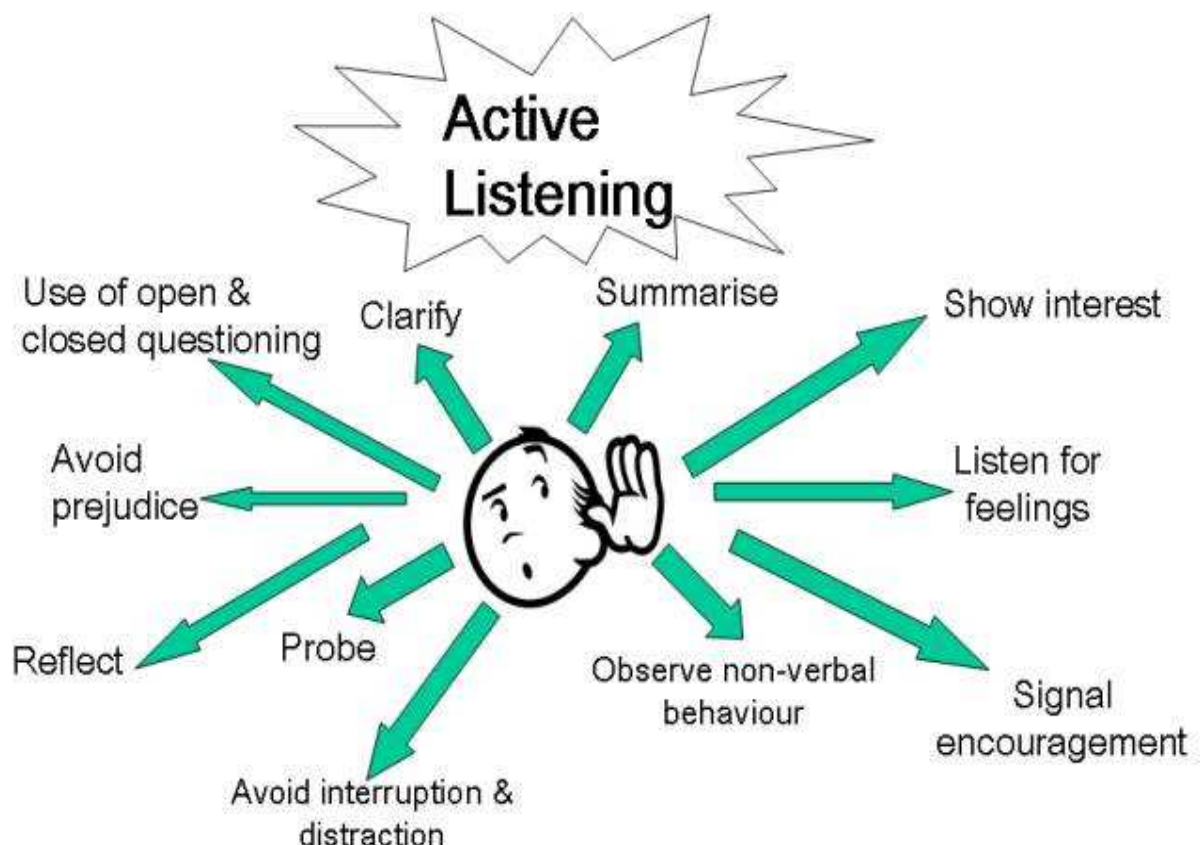
7. Eliminate distractions! Avoid fidgeting with pens, notebooks, or other stuff. If it's your responsibility to handle attention, close the door to reduce outside noises.

8. Look for areas of agreement! Listening for areas of agreement will make the speaker's message more meaningful for you and will also make the speaker more comfortable.

9. Avoid jumping to conclusions and making hasty evaluations! If you are using your mind and attention-span to formulate conclusions before the speaker is finished you may not hear the complete message.

10. Listen for the main points! Speakers may present many details in a message. Try to concentrate on the main points being made. This will help you develop a clear understanding of what the real message is.

11. Take notes! Don't try to record every word, just get the main ideas.



3.7. FEED-BACK

As a mentor, it is crucial that you provide guidance to your mentee. It is your obligation to help your mentee identify and learn the skills and knowledge needed for a successful career. Feedback allows you to acknowledge your mentee's strengths and to motivate the mentee to work on areas of weakness. Keep in mind that your mentee wants and needs your feedback to move forward in his or her career.⁹

By giving a feedback you demonstrate that you are actively listening and you are confirming the communications between you and others. Furthermore feedback serves to ensure the communications are understood which makes it a good tool to use to verify everything you heard while actively listening.



Giving feedback effectively is a skill. And like all skills, it takes practice to build your confidence and improve.

Helpful tips for effective feedback:¹⁰

1. TRY TO MAKE IT A POSITIVE PROCESS AND EXPERIENCE. Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve the situation or performance. You won't accomplish that by being harsh, critical, or offensive.

2. BE TIMELY. The closer to the event you address the issue, the better. Feedback isn't about surprising someone so the sooner you do it, the more the person will be expecting it.



3. MAKE IT REGULAR. Feedback is a process that requires constant attention. When something needs to be said, say it. People then know where they stand all the time

4. TALK ABOUT POSITIVES TOO. A good rule is start off with something positive. This helps put the person at ease. It also lets them "see" what success looks like and this helps them to take the right steps next time.

5. BE SPECIFIC. Tell the person exactly what they need to improve on.

6. USE "I" STATEMENTS. Give the feedback from your perspective. This way you avoid labelling the person.

7. LIMIT YOUR FOCUS. A feedback session should discuss no more than two issues.

8. PREPARE YOUR COMMENTS. You don't want to read a script but you do need to be clear about you are going to say.

⁹ <https://www.icre.pitt.edu/mentoring/feedback.html>

¹⁰ http://www.mindtools.com/pages/article/newTMM_98.htm

9. PROVIDE SPECIFIC SUGGESTIONS. Make sure you both know what needs to be done to improve the situation

10. FOLLOW UP. The whole purpose of feedback is to improve performance.

Giving effective feedback is two-way process

Mentors: It is important to be able to give your mentee feedback on how the relationship is progressing.

Mentees: It is also important for you to know how to receive feedback well, as this is the way you will grow and learn. Do not forget that your mentor is invested in your future and wants you to succeed. Feedback is intended to provide you with information on your strengths and areas that need more work. Feedback involves a critique of your work, not a criticism.

3.8. EFFECTIVE QUESTIONING

Developing effective questioning skills is vital to effective mentoring. Mentors should know that their primary role is to encourage their mentees to develop. This cannot be reached if they create excessive pressure or confusion by unappropriated questioning. Also, mentor should be able to apply good questioning techniques and should know how to ask effective questions.



Different types of questions

Questions, in their simplest form, can either be open or closed.

Closed ended questions

Closed questions will give your mentee facts, enable him/her to control conversation and are easy and quick to respond. These questions are suitable for opening conversation because they do not scare the respondent, for clarifying the situation and persuading. Closed questions can simply require a 'Yes' or 'No' answer.

Example:

- ✓ So, you think that this one is better, right?
- ✓ Would you like to get another supplier?
- ✓ What time is it?

Use closed questions to:

- ✓ check understanding
- ✓ direct the flow of information
- ✓ clarify a point

Open ended questions

A more difficult skill to develop, but one that is essential to mentoring and supporting, is to use open question. Open questions are good for longer answers, when your mentee wants to know more about situation, develop an open conversation or know an opinion of other person. These usually begin with how, why or what.

Example:

- ✓ What do you think about this offer?
- ✓ How would you solve this situation?

Use open questions to:

- ✓ gain information
- ✓ elicit opinions
- ✓ explore ideas
- ✓ uncover need



Your primary objective as a mentor is to help your partner to think things through for themselves. There are some different types of questioning that are appropriate for different purposes.¹¹

PROBING QUESTIONS

After having asked your initial question, you may need further information, clarification or a way to direct your partner's thinking from the general to the particular. You can ask a probing question, stating with 'What else...?', 'What happens when...?' 'What do you put that down to?' or 'What made you think that?', for example.

HYPOTHESISING QUESTIONS

There are questions that begin with 'What if..?' You can use them to introduce new ideas, alternatives or options. You can also use them to challenge something your partner has said with out causing offence.

JUSTIFYING QUESTIONS

These questions can be used to ask your partner to justify their statements: 'How would you explain...?' They can be helpful when you have already established a dialogue of ideas, where this kind of challenge can be appropriate. Otherwise it can sound intimidating and too challenging.

SUMMARISING QUESTIONS

Asking your partner to summarise or pull out key points from a situation or an explanation they have given can help them to think more clearly. Asking 'What do you see as the main point of the process?', for example, encourages clarity and their own understanding.





¹¹ <http://learningmatters.com/dwn/584/index.html>

COMPARISON QUESTIONS






Asking 'How does X compare with Y?' can help your partner to develop their lateral thinking. It can be used to direct him or her to an aspect they have not thought of themselves.



BENEFITS OF QUESTIONING VS. EXPLAINING¹²

-  Encourages mentees to be active participants in the learning process.
-  Helps clearly distinguish what the mentee knows from what they do not, or what they are unclear on
-  Allows mentees to discover the answers; therefore, the learning is more meaningful.
-  Entire sessions with your mentee can be conducted almost completely by asking questions without any lengthy explanations.

QUESTIONINGS TRAPS TO BE AVOIDED:

-  **Leading.** Suggesting the expected answer.
-  **Multiple.** A question with several parts, which tend to confuse the mentee.
-  **Ambiguous.** A question which is vague or has a double meaning.
-  **Irrelevant.** These are "nice to know" questions, rather than ones which are directly related to the subject matter.
-  **Closed.** Asking too many closed questions can cause that the mentee goes quiet and just waits for other question.



¹² <http://www.queensu.ca/hcds/peermentors/handbook/Tutoring%20Techniques%20as%20they%20Apply%20to%20Mentoring.pdf>



Open. A lot of questions starting with "Why?" can put mentee on the spot with impact that they should justify themselves. They can provoke a defensive "because" reply, which doesn't encourage exploration of the issue and so should be used with care.



Too many. Can lead to the mentee feeling as if he or she is in Spanish Institution!

3.9. WRITING SKILLS

When you know what you want to say, decide exactly how you'll say it. You're responsible for sending a message that's clear and concise. To achieve this, you need to consider not only what you'll say, but also how you think the recipient will perceive it. Also, poor writing skills create poor first impressions and many readers will have an immediate negative reaction if they spot a spelling or grammatical mistake.

We often focus on the message that we want to send, and the way in which we'll send it. But if our message is delivered without considering the other person's perspective, it's likely that part of that message will be lost. To communicate more effectively:

- ✓ Understand what you truly need and want to say.
- ✓ Anticipate the other person's reaction to your message.
- ✓ Choose words that allow the other person to really hear what you're saying.

With written communication, make sure that what you write will be perceived the way you intend. Words on a page generally have no emotion – they don't "smile" or "frown" at you while you're reading them (unless you're a very talented writer, of course!)

When writing, take time to do the following:

- ✓ Review your style.
- ✓ Avoid jargon or slang.
- ✓ Check your grammar and punctuation.
- ✓ Check also for tone, attitude, nuance, and other subtleties. If you think the message may be misunderstood, it probably will. Take the time to clarify it!
- ✓ Familiarize yourself with your company's writing policies

The better your writing skills are, the better the impression you'll make on the people around you – including your boss, your colleagues, and your clients. You never know how far these good impressions will take you!

All written communications should therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors. Do not assume that spelling and grammar checkers will identify all mistakes as many incorrect words can indeed be spelt correctly (for example, when "their" is used instead of "there" or "principle" instead of "principal") or entire words may be missing. If at all possible, take a break before re-reading and checking your writing, as you are more likely to notice problems when you read it fresh.

Even if you know spelling and grammar rules, you should still double-check your work or, even better, have it proof-read by somebody else. Our brains work faster than our fingers can type and accidental typographical errors (typos) inevitably creep in.¹³



Helpful tips for mentors and mentees to improve their writing skills:

- 👍 Elimination of unimportant words. Keep written conversation as short and straight as possible.
- 👍 Different tone depending on how much one knows the recipient.
- 👍 Usage of natural tone. Written communication is different than verbal one, so one needs to be aware and make the text as natural as possible. If it is not necessary do not be too official.
- 👍 Elimination of unnecessary adverbs.
- 👍 Replacement of Negative words with neutral/positive.
- 👍 Elimination of unimportant words. Keep written conversation as short and straight as possible.
- 👍 Usage of no-gender terms. Example: Businessperson vs. Businessman
- 👍 No clichés.
- 👍 Usage of specific nouns. Example: Somebody → Client → Mrs. Black
- 👍 Taking into consideration a vocabulary of reader.

3.10. EMOTIONAL AWARENESS

Emotions play an important role in the way we communicate at home and work. It's the way you feel, more than the way you think, that motivates you to communicate or to make decisions. If you are out of touch with your feelings, and don't understand how you feel or why you feel that way, you'll have a hard time communicating your feelings and needs to others. This can result in frustration, misunderstandings, and conflict. When you don't address what's really bothering you, you often become embroiled in petty squabbles instead—arguing with your spouse about how the towels should be hung, for example, or with a coworker about whose turn it is to restock the copier.

Emotional awareness provides you the tools needed for understanding both yourself and other people, and the real messages they are communicating to you. Although knowing your own feelings may seem simple, many

¹³ <http://www.skillsyouneed.com/writing-skills.html#ixzz3S7h1H12T>

people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to communicate depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on communicating only on a rational level, it will impair your ability to fully understand others, creatively problem solve, resolve conflicts, or build an affectionate connection with someone.

Emotional awareness helps you:

- ✓ Understand and empathize with what is really troubling other people
- ✓ Understand yourself, including what's really troubling you and what you really want
- ✓ Stay motivated to understand and empathize with the person you're interacting with, even if you don't like them or their message
- ✓ Communicate clearly and effectively, even when delivering negative messages
- ✓ Build strong, trusting, and rewarding relationships, think creatively, solve problems, and resolve conflicts

Effective communication requires both thinking and feeling

When emotional awareness is strongly developed, you'll know what you're feeling without having to think about it—and you'll be able to use these emotional cues to understand what someone is really communicating to you and act accordingly. The goal of effective communication is to find a healthy balance between your intellect and your emotions, between thinking and feeling.

Emotional awareness is a skill you can learn

Emotional awareness is a skill that, with patience and practice, can be learned at any time of life. You can develop emotional awareness by learning how to get in touch with difficult emotions and manage uncomfortable feelings, including anger, sadness, fear, disgust, surprise, and joy. When you know how to do this, you can remain in control of your emotions and behavior, even in very challenging situations, and communicate more clearly and effectively.¹⁴

Friendliness

Through a friendly tone, a personal question, you will encourage your coworkers to engage in open and honest communication with you. When you can, personalize your emails to coworkers and/or employees - a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated.

Confidence

It is important to be confident in all of your interactions with others. Confidence ensures your coworkers that you believe in and will follow through with what you are saying. Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person.

Empathy

Even when you disagree with an employer, coworker, or employee, it is important for you to understand and respect their point of view. Using phrases as simple as "I understand where you are coming from" demonstrate that you have been listening to the other person and respect their opinions.

¹⁴ <http://www.helpguide.org/articles/relationships/effective-communication.htm>

Open-mindedness

A good communicator should enter any conversation with a flexible, open mind. Be open to listening to and understanding the other person's point of view, rather than simply getting your message across. By being willing to enter into a dialogue, even with people with whom you disagree, you will be able to have more honest, productive conversations.

Respect

People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name and actively listening when a person speaks will make the person feel appreciated. Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think you do not respect her enough to think through your communication with her.¹⁵

3.11. COMMUNICATION BARRIERS

A number of attitudes and/or behaviors can serve as barriers to communication. Verbal barriers to communication that should be avoided include the following:

Moralizing: Making judgments about a mentees' behavior, including calling it "right" or "wrong," or telling them what they "should" or "should not" do.

Arguing: Disagreeing with instead of encouraging the mentee.

Preaching: Telling the mentee what to do in a self-righteous way.

Storytelling: Relating long-winded personal narratives that are not relevant or helpful to the mentee.

Blocking communication: Speaking without listening to the mentee's responses, using an aggressive voice, showing impatience, showing annoyance when interrupted, or having an authoritative manner. These behaviors often lead to the mentee feeling down, humiliated, scared, and insecure. As a result, the mentee may remain passive and refrain from asking questions, or distrust the mentor and disregard his/her recommendations.

Talking too much: Talking so much that the mentee does not have time to express him or herself. As a mentor, it is important not to dominate the interaction.

3.12. SELF-ASSESSMENT

In order to be able to assess yourself to see if you have digested the content of the Communication skills module, please do use the following self-assessment.

The right definitions are **in green**.

¹⁵ <http://jobsearch.about.com/od/skills/qt/communication-skills.htm>

1. Which of the following definitions of good and effective communication are the most accurate?

- ☐ Communication helps to work between relationship by helping the mentor to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentee.
- ☒ Communication helps to develop a successful working relationship between the mentor and mentee by helping the mentee to better understand directions and feedback from the mentor, feel respected and understood, and be motivated to learn from the mentor.
- ☒ Communication is a key element of any relationship and a mentoring relationship is no exception. As mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify the specific characteristics of effective communication and take time to practice communication skills.
- ☐ Mentor is a key element of any relationship and a mentoring relationship is no exception. As mentors, it is not enough to say that we know good communication when we see it. Rather, it is critical that mentors reflect upon and identify the simply characteristics of effective communication and take time to practice communication skills.

2. Which of the following definitions is not true for definition of communication skills?

- ☐ Communication skills (or the lack of communication skills) can have a large impact on your success in both your business and personal life. Communication skills learned at an early age will provide you with the skills that you need to interact successfully with a wide variety of people and situations, while a lack of communication skills will make it more difficult for you to get what you want out of life.
- ☐ Communication skills are some of the most important skills that you need to succeed in the workplace.
- ☐ Communication skills are some of the most important skills that you need to succeed in the workplace.
- ☒ Communication skills cannot have a large impact on your success in both your business and personal life. Communication skills learned at an late age will provide you with the skills that you need to interact successfully with a wide variety of people and situations.

3. Which one of the following choices is not below to communication process?

- ☒ source, message, encoding, recognition, channel, decoding, receiver
- ☐ source, message, encoding, channel, decoding, receiver
- ☐ source, message, encoding, channel, decoding, receiver, feedback, context

4. Which one of the followings is one of the best way how to use words and voice?

- ☒ Speak clearly and don't mumble. If people are always asking you to repeat yourself, try to do a better job of articulating yourself in a better manner.
- ☐ If you're sure of the meaning of a word, don't use it. Don't grab a dictionary and start a daily habit of learning one new word per day.
- ☐ People will perceive you as nervous and unsure of yourself if you don't talk fast. However, be careful to slow down to the point where people begin to finish your sentences just to help you finish.
- ☐ Avoid a monotone and don't use dynamics. Your pitch should raise and lower periodically.

5. Which one of the followings is one of the best helpful tips for mentors?

- ☐ Get feedback from your receiver to ensure you were properly understood during your conversation.
- ☐ Don't use appropriate volume for your conversation setting.
- ☐ Interrupt or talk over the mentee, it breaks the flow of conversation. Timing is important.
- ☐ Don't try to speak fluently and try to make sure mentor can hear you when you speak.

6. Which of the following definitions is not true for definition of active listening skills?

- ☐ The quality of attention that mentor and mentee bring to the mentoring session is achieved by a concentrated form of listening. Active listening is an essential mentoring skill.
- ☐ Active listening is essential in a mentee relationship because it reduces confusion, increases mutual understanding, and don't shows respect for the other's opinions.
- ☐ Active listening is one of the key skills of mentoring. An active listener says as little as possible, only asking questions for clarification, and encourages the conversation with confirmation of what the other person has said.
- ☐ One of the most common mistakes mentors can make is confusing hearing and listening. There is great of deal of difference between hearing and listening.

7. Which one of the following choices is not one of the active listening skills?

- ☐ paying attention
- ☐ summarizing and sharing
- ☐ understanding
- ☐ reflecting

8. Which one of the choices below is not one of the giving to feedback effectively?

- ☐ As a mentor, it is crucial that you provide guidance to your mentee. It is your obligation to help your mentee identify and learn the skills and knowledge needed for a successful career.
- ☐ Feedback allows you to acknowledge your mentee's strengths and to motivate the mentee to work on areas of weakness.
- ☐ Keep in mind that your mentee wants and needs your feedback to move forward in his or her career
- ☐ By giving a feedback you don't demonstrate that you are actively listening and you are confirming the communications between you and others.

9. Which one of the followings is one of the best helpful tips for effective feedback?

- ☐ Before giving feedback make sure you remind yourself why you are doing it. The purpose for giving feedback is to improve the situation or performance.
- ☐ By giving a feedback you don't demonstrate that you are actively listening and you are confirming the communications between you and others.
- ☐ Give the feedback from mentee perspective. This way you avoid labeling the mentor.

- ☐ You want to read a script but you don't need to be clear about you are going to say.

10. Which of the following definitions is not true for definition of writing skills?

- ☐ When you know what you want to say, decide exactly how you'll say it. You're responsible for sending a message that's clear and concise.
- ☐ All written communications should not therefore be re-read before sending to print, or hitting the send button in the case of emails, as it is likely that there will be errors.
- ☐ The better your writing skills are, the better the impression you'll make on the people around you – including your boss, your colleagues, and your clients. You never know how far these good impressions will take you!
- ☐ Even if you know spelling and grammar rules, you should still double-check your work or, even better, have it proof-read by somebody else.

4. MODULE 4 - INSTRUCTION SKILLS

4.1. INTRODUCTION TO THE MODULE 3

Welcome to the fourth module of the online course 'Be a Mentor in the Workplace'!

After finishing this module:

1. You will have a clear idea about the existing learning styles and their influence on the way the instruction should be provided to achieve the maximum effectiveness
2. You will be able to explain the difference between each one of the existing learning styles
3. You will be able to identify the different steps of the process of giving instructions and apply the most accurate techniques
4. You will understand the conditions that limit the understanding of instructions

The first part of the module is focused on the understanding of learning styles.

The second part will fill you in the process of giving instructions.

Meanwhile you'll be invited to assess your learning performance by making exercises.

At the end of the course, there is an assessment to check if you understood the content of the course. Good luck!

4.2. LEARNING STYLES

LEARNING STYLES



Some people have a certain preference for a learning style. So there are:

Activists

Activists throw themselves entirely and without preconceptions in new experiences. They enjoy the here and now and are gladly being predominated by direct experiences. They are open minded, not sceptical and as a result they are rapidly enthusiastic concerning everything what is new. Their life attitude is: I must try out everything ever. They walk on paths which others do not dare to enter. For them carefulness is not so important. Their days are filled with all kinds of activities. They enjoy fires extinguish at brief crises. They tackle problems by means of brainstorming. When the enthusiasm concerning one activity has faded they rapidly search for the next activity. They enjoy the challenge of new experiences but annoy themselves at implementation and long-term consolidation. They love sociability and are constantly busy with other people but attract all attention at the same time. They are the centre of the companionship and try to concentrate all activities around themselves.

Thinkers/observers

Thinkers gladly take distance to consider experiences and examine experiences from all angles. They collect data, both from the first hand and from others, and investigate them gladly thorough before drawing a conclusion. The thorough collection and analysis of data concerning experiences and events are so important that they are tended to postpone as long as possible definite conclusions. Their life attitude is to be cautious, to investigate everything. "Thinks before starting", "Sleep once more one night". They are well-advised people who gladly consider all views and possibilities before proceeding to action. They prefer to remain on the background at meetings and conversations. They gladly observe other people who are busy. They listen to others and wait how the discussion goes before they announce their own point of view. They keep calm and make a slightly distant, tolerant, imperturbable impression. When they proceed to action, that action is part of a larger whole that includes both past and present and does not only takes into account the opinion of others but also those of themselves.

Theorists

Theorists adapt perceptions and incorporate them in complicated but logically justified theories. They look at problems in a vertical, step-by-step logical manner. They assimilate disparate facts to coherent theories. They tend to perfectionism, thus they find no rest until the things are arranged and fit in their rational diagrams. They gladly analyse and synthesise. They love points to start from, principles, theoretical models and systematically thinking. Their life attitude prizes rationality and logic. "If it is logical, it is well". Questions which they frequently ask are: "Does it has sense?", "How can it be matched with each other?", What are the starting points?

They are frequently unbiased, analytical and dedicated to rational objectivity instead of subjectively or ambiguous. They approach problems consequently in a logical manner. This is their mental institution and they reject rigorously everything what is not appropriate. They want an as big as possible certainty and feel themselves badly at their ease with subjective judgements and superficiality.

Pragmatist

Pragmatist gladly try out ideas, theories and techniques to see if they work in practice. They investigate certainly new ideas thoroughly and use the first occasion to experiment with the application. They are the people that, after a management course, have a lot of ideas which they want gladly try out in practice. They tackle gladly things and react rapidly and to full faith on ideas they like. They become impatiently of pointless and endless discussions. They are really practical people who stand with both legs on the ground, which gladly take practical decisions and solve problems. They consider problems and chances as a challenge. Their life attitude is: "It is always possible to improve" and "If it works, then it is well".

TIPS

- The four learning styles are not lower or higher appreciated with regard to each other. Discovering its own preference learning style can be possibly clarifying to start realizing in which you are doing well.
- Also, this insight leads to learning aims to develop the other styles a bit more. (All learning styles are present in people. One learns eventually the best when one uses all the learning styles!) Instructors must forget the idea that everyone learns in the same way. The instructor at the workplace must know the own learning style, because the danger exists that he imposes unconsciously that to his mentee.
- *And the instructor should also adapt to the preference learning style of the mentee to help him/her to learn.* (But eventually the mentee learns best when he/she passes through the complete learning circle of Kolb) Interaction takes place between the personal learning style and the surroundings.
- Learning styles can change in the course of time.

Now that you know about learning styles, you are invited to do the EXERCISE 1 in the consolidation exercises - choosing learning activities that are appropriate at the preferred learning style of the mentee

CONCLUSIONS

Activists learn the best of activities where:

- New experiences/chances are offered to learn from
- They are confronted with complex situations and challenges
- They are allowed to try out and make errors
- Different activities are offered

- Involved with others f.i. in the exchange of ideas
- They can be active, f.i. lead the discussion, give a presentation

Thinkers learn the best from activities where:

- They get the opportunity to investigate/analyse and collect relevant information
- They get plenty of time to consider, assimilate, prepare on the action
- They are able to listen to the opinions of others, to see others in action
- They are allowed to come to a decision in their own time, without pressure and tight deadlines

Theorists learn the best from activities where:

- They get the opportunity to ask questions
- Aims and program indicate a clear structure
- They are confronted with complex ideas and concepts to widen their view
- The approaches to use and the concepts to examine are “firm”
- They get an intellectual challenge
- They get the time for methodical research of associations and interrelations between ideas, events and situations

Pragmatic learn the best from activities where:

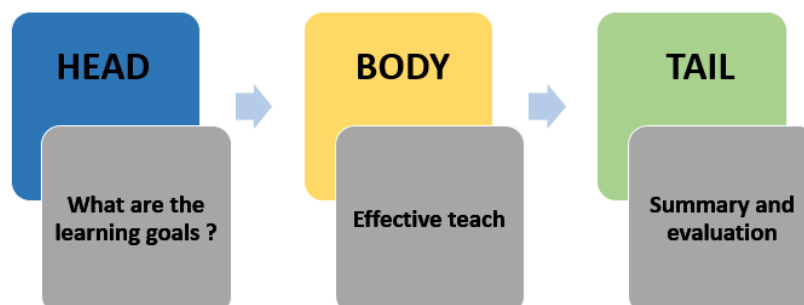
- There is plenty of occasion to exercise and experiment
- They get many practical tips and techniques
- They have to face real problems and need to make action plans
- They meet experts able to do things themselves
- They get rapidly the occasion to apply the learned in practice

REFERENCES

Peterschap in ondernemingen - Helga Gielen. Acco 2005

4.3. GIVING INSTRUCTION

HOW TO IMPLEMENT AN INSTRUCTION SESSION IN THE WORKPLACE?



Each instruction session should have an **Head**, **Body** and **Tail**.

- In the **Head**, the instructor announces what he/she is going to tell, what the learning goals are.
- In the **Body** the instructor teaches.
- In the **Tail**, the instructor summarizes and evaluates the learning goals.

You are invited now to do the EXERCISE 2 in consolidation exercises.

Now that you've just completed the exercise, you can check all the points of each phase of the instruction session:

1 HEAD OF INSTRUCTION SESSION

- Start and stop on time
- Introduce yourself as the instructor
- Put the learner at ease
- Smile, be enthusiastic
- If it concerns a task, first define the task and explain how the task fits in the larger whole.
- Give an overview of the instruction session: the learning goals, the red wire, the different modules, the didactical methods, what you expect from the learner – required performance standard - and possible links with previous training session.
- Explain why it is important that the learner learns this
- Ask for learning wishes from learner and delimit
- Give practical information (timing, breaks, lunch, ...).
- Make clear appointments to avoid problems
- Involve the learner from the beginning to get interactivity
- Encourage the learner to ask questions if something is not clear
- A good beginning puts the tone for the complete instruction session
- A positive and stimulating attitude of the instructor inspires confidence in a good result.

2 BODY OF THE INSTRUCTION SESSION

Step by step

- Explain patiently and quietly and/or demonstrate in understandable steps and in time order.
- Put the learner during a demonstration beside you (not in front of you)
- Demonstrate firstly in the normal speed of work (standards for speed and accuracy). Explain that you do not expect the learner to reach this tempo and this accuracy immediately.
- Demonstrate afterwards in a lower tempo to teach the task.
- Use real materials during the demonstration.
- Use suitable language. Avoid jargon and vague words.
- Be concisely. Eliminate superfluous matters.
- Try to lay links with what the learner already knows/can do.
- Put the emphasis on important points or characteristics.
- Pass on at the correct moment tips and tricks.
- Explain the 'why' (holds back mentee to develop bad habits)
- Give after each step time to exercise, practice
- Let the mentee first work in his own tempo. Later on, the tempo can be raised.
- Let the mentee explain the task whereas he/she carries it out (programming of the brain)
- Give feedback.

- Emphasise: "You learn from errors!"
- Repeat the vital points once more.
- Also explain where exactly the responsibility of the learners lies.

Giving feed-back

- It is better to give much feedback than too little.
- Do not attack the person. Give feedback concerning specific, perceptible behaviour. Avoid vague and general judgements.
- Talk directly to the learner and do not talk above his head. Look at him/her, use his/her name.
- Give feedback without delay, during or directly after the operation.
- Give positive feedback for what the learner knows/can do. Give none unmerited positive feedback.
- Correct errors when they occur. Explain why they are errors.
- Correct errors at a supporting manner by aiming on the task and not on the learner.

Asking questions actively

- Ask open questions to make the learner thinking ("What...?", "Why...?", "How...?", "When...?", "Where...?")
- Regularly ask questions to examine understanding and progress
- Give time to think when asking a question
- Respond to answers in a positive way
- When you notice the learner does not understand you (look at the body language!):
 - Ask a closed question (Was this clear?)
 - Or an open question (How would you summarise what you've just heard?).
 - Repeat what you've said in other words
- Use practical examples to bring abstract ideas to live
- Ask questions, stimulate discussion, summarise.
- Encourage the asking of questions ("Which questions do you have? "). Never avoid questions.
- Make sure that you understand the question.
- Give an honestly answer.
- There are no 'stupid' questions (take care of your non-verbal communication!).
- If you do not know the answer ask for help or write down the question and give the answer afterwards.

Increase the involvement of the learner

- Show your own enthusiasm
- Keep your promises concerning contents and working method
- Insert application possibilities
- Create surroundings where errors are possible
- Learn from the mentee, use his/her experience
- Keep eye contact, pay attention to body language
- Regularly encourage
- Call people with their name
- Let the learner summarise the most important learning points

3 TAIL OF INSTRUCTION SESSION

- Summary of the most important learning points
- Evaluation of the learning goals

REFERENCES: Peterschap in ondernemingen. Helga Gielen. Acco 2005

4.4. CONSOLIDATION EXERCISES

EXERCISE 1: Please choose learning activities that are appropriate at the preferred learning style of the mentee

Just like some people have a preference for a certain learning style, some learning activities are also strongly aimed at one certain learning style.

If the individual preferences correspond to the activities, learning becomes more easily. If they do not correspond, people will probably learn less.

Which learning activities would you select in the first place for a mentee with the preferred learning style:

Activist (A)? Thinker (D)? Theorist (T)? Pragmaticus (P)?

- ☐ giving time for methodical research of associations and interrelations between ideas, events and situations
- ☐ allowing the mentee to reach a decision in the own time without pressure and tight deadlines
- ☐ making it possible for the mentee to meet experts whom themselves are able to do the things
- ☐ confrontation with difficult questions and challenges
- ☐ involvement with others f.i. in exchanging ideas
- ☐ wide occasion of practising and experiments
- ☐ giving the possibility to examine and to collect relevant information
- ☐ giving the opportunity to lead discussions, to give presentations
- ☐ using aims and a programme which indicates a clear structure
- ☐ making sure that the approaches to use and the concepts to examine are firm
- ☐ offering many practical tips and techniques
- ☐ giving sufficient time give to consider, assimilate and to prepare themselves (on the action)
- ☐ offering intellectual challenge
- ☐ letting the mentee try out something new (errors are allowed)
- ☐ allowing the mentee to react on real problems and make action plans
- ☐ giving the chance to listen to the opinion of others, of to see others in action
- ☐ giving the opportunity to ask questions
- ☐ presenting complex ideas and concepts with which they can widen their view
- ☐ offering new experiences or chances to learn from
- ☐ offering several activities
- ☐ giving them rapidly the occasion to apply the learned in practice

Solution

T giving time for methodical research of associations and interrelations between ideas, events and situations

D allowing the mentee to reach a decision in the own time without pressure and tight deadlines

P making it possible for the mentee to meet experts whom themselves are able to do the things

A confrontation with difficult questions and challenges

A involvement with others f.i. in exchanging ideas

P wide occasion of practicing and experiments

D giving the possibility to examine and to collect relevant information

A giving the opportunity to lead discussions, to give presentations

T using aims and a program which indicates a clear structure

T making sure that the approaches to use and the concepts to examine are “firm”

P offering many practical tips and techniques

D giving sufficient time give to consider, assimilate and to prepare themselves (on the action)

T offering intellectual challenge

A letting the mentee try out something new (errors are allowed)

P allowing the mentee to react on real problems and make action plans

D giving the chance to listen to the opinion of others, of to see others in action

T giving the opportunity to ask questions

T presenting complex ideas and concepts with which they can widen their view

A offering new experiences or chances to learn from

A offering several activities

P giving them rapidly the occasion to apply the learned in practice

EXERCISE 2: Which of the following topics would you place in the Head of an instruction session? In the Body? In the Tail?

- Evaluation of the learning goals T
- Explaining the ‘why’ (holds back mentee to develop bad habits) B
- Regularly asking questions to examine understanding and progress B
- Explaining patiently and quietly and/or demonstrating in understandable steps and in time order. B
- Giving an overview of the instruction session and the learning goals H
- Explaining why it is important that the learner learns this H
- Summary of most important learning points T
- Putting the learner at its ease H

4.5. SELF-ASSESSMENT

Hopefully, you’re now filled in about implementing an instruction session in the workplace.

Now we will check if you have really understood the content.

GOOD LUCK!!

(the right answer is in **bold**)

1. Which of the following sentences is correct?

- As a mentor you should use your own learning style in instructing the mentee because you feel most comfortable in this style. And eventually that works the best.
- **As a mentor you should use all the learning styles because then the mentee learns best.**
- As a mentor you have to adapt your way of instructing completely to the preferred learning style of the mentee.
- Some learning styles have a stronger effect on the learning of the mentee than others.

2. Which of the following features is the most typically for a theorists?

- **A theorist needs information presented in a structured way.**
- A theorist wants to know if what you tell him, works.
- A theorist wants to collect relevant information.
- A theorist needs a lot of preparation time before taking action.

3. Which of the following features is the most typically for an activist?

- An activist needs a lot of practical tips and techniques.
- An activist has a lot of ideas.
- An activist likes to look at an experience from a distance.
- **An activist likes to be confronted with challenges.**

4. Which of the following features is the most typically for a thinker ?

- A thinker wants to ask questions.
- **A thinker wants to come to a decision on his own, without the pressure of deadlines.**
- A thinker learns from an intellectual challenge.
- A thinker investigates new ideas thoroughly and use the first occasion to experiment with the application.

5. Which of the following features is the most typically for a pragmatist?

- **A pragmatist needs to face real problems and needs to make action plans.**
- A pragmatist learns when different activities are offered.
- A pragmatist likes to be confronted with direct experiences.
- A pragmatist learns when he can ask questions.

6. What isn't a good idea when you give feedback ?

- **Don't give too much feedback. The mentee is in a learning phase and you don't want to discourage him by giving too much feedback.**
- Give no unmerited positive feedback.
- When you correct errors, explain why this is an error.
- Avoid vague and general judgements.

7. Which of the following sentences is true when you ask questions during an instruction.

- You ask for quick answers. That's the best way to check if the mentee has understood it.

- Which of the following elements doesn't belong in the body of an instruction?



In module 5 we will learn that one of the role of a mentor is "helping to learn from practical experience". As a coach-on-the-job your main goal is to improve the performance of your mentee.

After finishing this module:

- You will have a clear insight into coaching-on-the-job,
- You will know what the goals of coaching-on-the-job are,
- You will know the possible activities of the coach-on-the-job,
- You will be able to implement the GROW model in your coaching-on-the-job session.

The first part of the module gives you the necessary knowledge on the coaching-on-the-job.

The second part will test if you have understand the content of this module.

We wish you an even more interesting learning experience!

5.2. COACHING ON THE JOB

Coaching on the job

One of the role of a mentor is 'helping to learn from practical experience'. As a coach-on-the-job your main goal is to improve the performance of your mentee.

This role we can call 'coaching –on-the-job'

Coaching-on-the-job contains a number of activities:

- Supporting the mentee with day-to day work
- Helping to clarify goals
- Staying connected to mentee by following-up on activities
- Helping to find solutions
- Developing a relationship of trust and partnership with her/his mentee
- Providing objectivity
- Providing knowledge (both and good and bad experiences) through experience
- Giving and discussing feed-back

5.3. GOALS AND SKILLS

The goals of coaching-on-the-job

- personal and professional development of the mentee
- induction of new hires
- enrichment of leadership skills in the organization
- helping the mentee to learn from practical experiences by supporting and challenging
- to assist the mentee to identify areas for growth and development, to give vision, to support the learning in the frame of career development
- change in behaviour and attitude

- shift in motivation
- change in mentee thinking/ feeling
- new knowledge
- new skills
- strategy change
- change in plan, clear objectives

Skills and qualities of coach-on-the-job

- creates the time
- understands the context
- uses open/closed questions to push a mentee to uncover critical issues, set goals and form a working plan
- listens actively and deeply more than talks
- supports
- is resilient, authentic
- challenges
- manages own emotions
- deals with difficult situations
- concentrates on mentee's needs
- gives feedback
- is self aware
- doesn't create dependency
- is self-confident
- is optimistic.
- is open, prepared to share and listen.
- has a positive view of others that greatly increases how much learning can be transferred



Skills and qualities of a mentee

- is ready and willing to experiment
- listens actively
- asks for help
- shows commitment

- is willing to change
- is willing to take a challenge
- is willing to develop
- is ready to take courage
- is ready to discuss
- is open and honest
- voluntary enters and remains in the relationship
- assumes responsibility for the own development
- dares to examine one-self critically
- is honest and open to express feelings and thoughts/ideas
- is prepared to share failures
- shows openness to feedback and learning
- drives relationship with coach-on-the job
- listens to the advice of the mentor, takes sufficient time to consider everything, asks many questions
- goes, with the aid of the mentor, outside the own comfort zone
- tells the mentor which advice helped and why
- is reasonable in the own expectations
- says also when the expectations are not met
- maintains confidentiality of mentoring conversations

5.4. CONTACTING AND CONTRACTING

How to start your coaching-on-the-job?

- Choose a coach-on-the-job.
 - Making contact
 - Getting to know each other.
 - Appreciating differences in style (learning from differences)
 - Telling the personal tale in all its dimensions:
 - Socially: course of the career – family circumstances – interests outside the work .
 - Career ambitions: what you appreciate/find less pretty to your job and the working in this organization – where do you want to stand within 5 years – your most important realizations/failures – your idea of success.
 - Goals of development: how the mentee can grow in the current job and with a view to future functions.
 - Values, life aims.



- Initial conversation to set goals, priorities. In coaching terms we talk about contracting
 - Setting expectations.
 - Defining SMART learning goals, action plan and milestones (SMART criteria of setting objectives, they should be Specific, Measurable, Assignable, Realistic, Time-related).
 - Setting an initial time period for the relationship based upon the current needs and goals of the mentoring relationship.
 - Defining what subjects/issues will not be discussed.
 - Defining roles and responsibilities.
 - Agreeing upon a meeting schedule. When to meet, how to communicate (personally, through e-mail, by telephone..), how many meetings.
 - Defining the time investment of the coach-on-the-job.
 - Making appointments concerning confidentiality within the mentoring relationship.
 - Setting up periodic reviews to evaluate how well the relationship is meeting its goals.
 - Collecting contact information from mentor and mentee.
 - Making an agreement on how to end the relationship when considered unsatisfying.
 - Making a working plan.





Then Build

*Rapport and trust are crucial for coaching sessions. To build the rapport you should start from questions on personal background, professional experience, educational background, how does the mentee feel and what is **important** for both, the coach-on-the-job and mentee. In coaching terms, we speak about contacting and contracting: The term means that you will create a relationship, based on mutual trust. A comfortable and safe learning environment is crucial if you want the mentor to learn something.*



Explore using GROW (explanation later)



Plan for future sessions

After each meeting it is important to summarize and repeat the most important aspects, agree the next steps and work to do till the next session.

5.5. THE GROW MODEL

The GROW Model is the most common **coaching framework** used by coaches-on-the-job as a way to structure coaching and mentoring sessions with their employees. The word GROW is an acronym for **Goal-Reality-Options-Will**.

The GROW model leads to a clearly defined results through four phases. It stands for learning through experience: **reflection, insight, making choices and pursuing them**.

The mentee is personally active in identifying problems and generating solutions. Theoretically, you don't need to be an expert in your client's specific situation to be able to coach him. The GROW coaching framework offers questions to elicit goals, obstacles, options. You start from setting goals to be sure that the coaching conversation is focused on the right topic, then you assess reality, the perception of the situation, you concentrate on options and finally, will do, what you can do, how and when.

The GROW model

Lisa: Hello! What's up? Is everything OK?

Tom: Not really. I've had a difficult week! Lots of challenges ahead of me and I don't know how to deal with them! I've already tried everything!

Lisa: OK! Stop for a moment and let's start again. You've called me this morning and asked me to come here and help you. Let us first identify what you want to change. What would you like to discuss?

Tom: Well, I'm afraid my staff is not motivated to work! I'd like to change it!

Lisa: OK. I understand. So what steps have you already taken to motivate your staff?

Tom: I've talked to them about our sales targets. I've also introduced a new system of bonuses!

Lisa: And? Have you achieved what you wanted?

Tom: No. Not really! I'm afraid they don't care anymore!

Lisa: Come on! Be more optimistic! Let's try to think what else you could do to motivate them. What are the possible options? Have you tried talking to them? Asking them what they would like to change? Maybe they need some training or some new challenges in their job.

Tom: That's a good idea to start! Maybe I can motivate them when I know why they are not dedicated to their work! It's so simple but I haven't thought of just asking them!

Lisa: Exactly! When you know their attitudes and ideas, you can choose the right tools to reach your goals!... So, what are your next steps?

Tom: I think I will organize a staff meeting. But this time we will not discuss sales figures. I'll ask them to tell me about their fears and hopes connected with work.

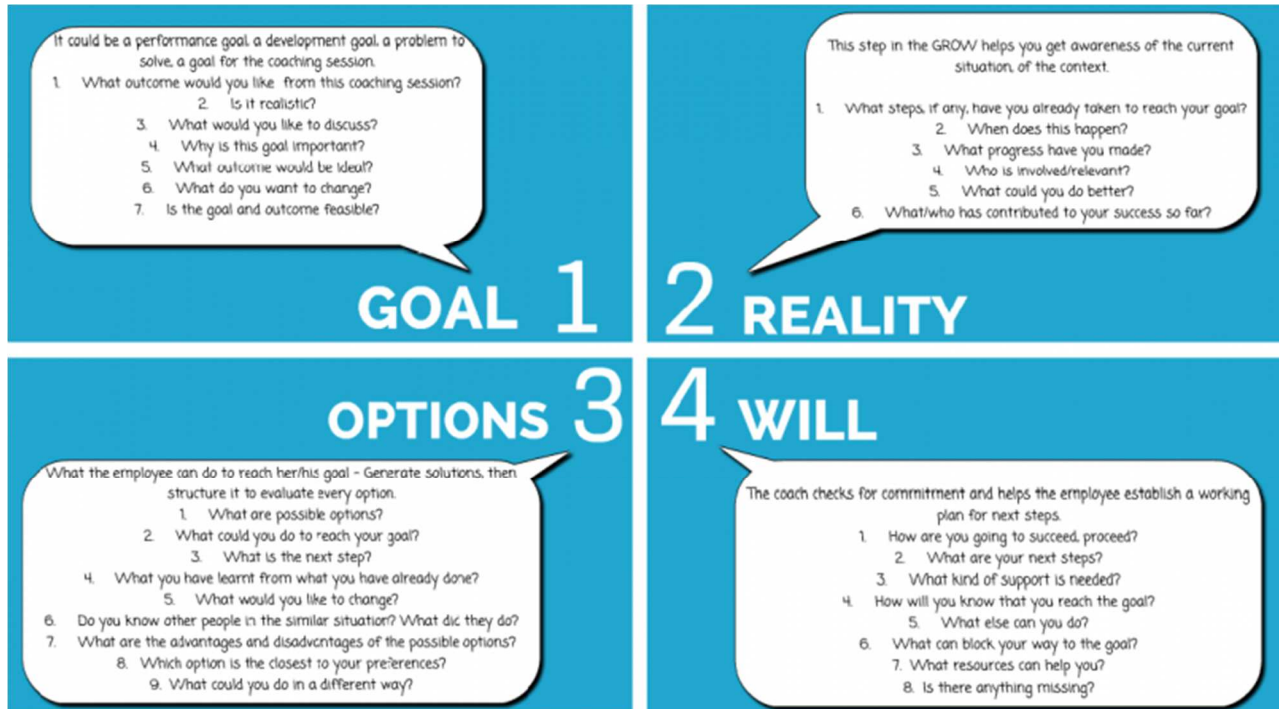
Lisa: Great! And what kind of support do you need?

Tom: Well, I know how to talk about sales figures but I could do with some help when it comes to discussing employees needs. Can you give me some tips?

Lisa: Sure! Let's meet after the lunch break. I'll help you. And I'm sure you will successfully respond to your challenges and reach your goal.

Video created for the course, downloadable in <https://www.youtube.com/watch?v=uCTFK2Gz9JM>

The GROW coaching model consists of four steps.



5.6. CONSOLIDATION EXERCISE

The GROW model leads to a clearly defined results through four phases **Goal-Reality-Options-Will**. Please drag and drop following questions corresponding to four phases.

GOAL	
REALITY	
OPTIONS	
WILL	

What/who has contributed to your success so far?

Why is this goal important?

What outcome would be ideal?

How are you going to succeed, proceed?

Is the goal and outcome feasible?

What do you want to change?

What could you do to reach your goal?

What else can you do?

What you have learnt from what you have already done?

What are the advantages and disadvantages of the possible options?

What would you like to discuss?

What resources can help you?

How will you know that you reach the goal?

What could you do better?

What is the next step?

What could you do in a different way?

What would you like to change?

What outcome would you like from this coaching session?

Which option is the closest to your preferences?

What are possible options?

What are your next steps?

What can block your way to the goal?

What steps, if any, have you already taken to reach your goal?

Is there anything missing?

When does this happen?

What progress have you made?

Do you know other people in the similar situation? What did they do?

Who is involved/relevant?

Is it realistic?

What kind of support is needed?

5.7. SELF-ASSESSMENT

Decide which of the following sentences are TRUE and which are FALSE

1. The coach-on-the-job concentrates on his/her own needs and always creates dependency.
2. A coachee while working with coach-on-the-job doesn't reveal the willingness to develop or take a challenge.
3. Among many goals of the coaching-on-the-job there is a change in mentor thinking/feeling and shift in motivation.
4. Coach-on-the-job working with mentee often uses open/closed questions to push a coachee to uncover critical issues, set goals and form a working plan.

Group the questions into right category

I step- Goal

II step Reality

III step - Options

IV step – Will (Way Forward)

What are possible options?

What/who has contributed to your success so far?

What progress have you made?

How are you going to succeed, proceed?

How will you know that you reach the goal?

What are the advantages and disadvantages of the possible options?

Which option is the closest to your preferences?

Is there anything missing?

What outcome would you like from this coaching session?

When does this happen?

Is it realistic?

What do you want to change?

What is the next step?

What steps, if any, have you already taken to reach your goal?

Why is this goal important?

6. MODULE 6 – COACHING FOR DEVELOPMENT

6.1. INTRODUCTION TO THE MODULE

Welcome to the 6th module of the online course 'Be a Mentor in the Workplace'! In the second module you have learned that one of the possible tasks of a mentor is: 'to assist the mentee to identify areas for growth and development, to give vision, to support the learning in the frame of career development, to provide psychological support, counselling and advice.' In this module you gain some information and insights on how to take up this role in your mentoring situation.

After finishing this module:

- You will have a clear insight in what mentoring for development is;
- You will be able to play more a facilitating role on self-reflection;
- You will be capable of working with different interventions during a session with your mentee;

- You will be capable of moving from a more pragmatic approach to a mentoring discussion on long term aspiration.

In this module we will start with explaining what 'mentoring for development' means. Then we will explain you how you can use different kind of interventions in a flexible way. We end this module with two tools that can help you to take up the role of facilitator in a mentoring discussion and encourage self-reflection and self-awareness.

We wish you an interesting learning experience!

6.2. MENTORING FOR DEVELOPMENT

Although the line between coaching and mentoring is very thin, it helps to see the role of the coach as relating to every day work issues, and the role of the mentor as relating to

career and life issues in the bigger picture. A mentor brings objectivity and experience because they are removed from the day to day work of the mentee and focuses on the individual instead of the tasks. In other words it takes an holistic view of the employee, whereas coaching is a specifically focused on an area to improve.

Furthermore the mentor tries to ask those questions so that the mentee reflects and finds their own answers on certain topics they would like to discuss (pull) instead of solving the problem for them (push).

In this scheme, you see the distinction between push and pull (Hargreaves, 2013) more clearly.



Does this still sound too abstract? Take a look at the next two fragments (movies). I am sure you will recognize the importance and differences between push and pull factors for a mentoring relationship.

Fragment 1:

Manager (M) sits in the office with his assistant (A) and they have a meeting about how to handle a certain client.

M: I heard you're having problems with handling the Weisman account.

A: Yes, I'm really trying to get control over the situation but I'm not really sure how to handle it.

M: What's the problem?

A: Well, when he keeps pushing to move the delivery date. I agreed the first time. But we can't move it any further. And I told him no before but it doesn't seem to make any difference.

M: Ok, I understand. I believe you have to be more firm with him. Next time, make yourself clear in the beginning.

A: But how do I do that exactly?

M: You just say what he can expect from you and what you can't do regarding to the delivery date. Next time, you have a call with him, put it on my calendar and I'll join you to show you how it's done. And you just copy me.

A: Ok, I guess...

This video was created for the course, available for download in <https://www.youtube.com/watch?v=aZ9BWvx9IGo>

Fragment 2:

The same manager (M) has a meeting with his mentor (Me)

Me: Hi John, ready for our meeting.

M: Yes, I just finished a coaching session with Mandy.

Me: How did that go?

M: Fine, I guess. But it seems that's she is not really getting what I'm teaching her. Maybe I have given her too much responsibility.

Me: I suppose that's possible. April is looking like a capable and responsible employee though. Do you think that it is possible that anything else is causing the problem?

M: Like what?

Me: Well, how confident are you about your coaching skills?

M: They are ok, still figuring it out as I go along. There is just so much to keep track of with this new position. I suppose I never thought about how well I'm doing as a coach. I probably could use a few pointers.

Me: Then let's talk about how to coach more effectively. I think I have some ideas that might help you.

M: Great! I appreciate it.

This video was created for the course, available for download in <https://www.youtube.com/watch?v=R1P5NGVCgqA>

To resume: when you take up the role of mentoring for development; you focus on the growth and the development of the mentee. You will help the mentee to help themselves, to solve his/ her own problems, to identify possible actions.

When you mentee for development, you:

- Go in dialogue which promotes self-discovery
- Guide the mentee to discover the best way of doing something
- Enable the mentee's learning rather than teaching them
- Assist the mentee to confront the opportunities/ challenges they face
- Raise the mentee's awareness of the situation around them and how they are affected by the situation

EXERCISE 1

Put the following words in the right order in the continuum PUSH – PULL

Instructing – Asking questions that raise awareness – Making suggestions – Paraphrasing – Non-directive – Reflecting - Giving guidelines – Directive - Giving advice – Listening to understand – Giving feedback – Summarizing

PUSH
PULL

Which of the following assertion(s) matches the best with mentoring for development

The right answers are in green.

- a. As a mentor it is important to have some expertise in the area you guide the mentee.
- b. Asking the right questions is often more helpful than giving the right answers.
- c. Mentoring is about learning how the mentee can help themselves.
- d. As a mentor you have to know the answers to the different kind of questions the mentee asks.
- e. Mentoring is about unlocking the potential in the mentee.
- f. As a mentor you have to give the right advice.

6.3. DIFFERENT KIND OF INTERVENTION

There are a number of excellent reasons to advise a mentoring program. It is an excellent way to build the employee talent pool in succession [planning](#). It supports diversity programs so minorities can learn unspoken rules and norms. Mentoring is an excellent vehicle for general corporate career development. It also allows participants to build relationships across functional departments and up and down the corporate ladder. Finally it helps to increase the retention rate of employees, especially "high potential" employees.

There isn't a specific style in mentoring that produces the best outcomes. Often the best method is one based on different mentor styles or being flexible, selecting whichever style is appropriate "in the moment" to achieve impact for the mentee at that point in the conversation. When to decide which intervention style is needed?

[John Heron's](#) framework (Sloan & Watson, 2001). provides a model for analysing how you carry out a mentoring relationship. Heron's model has two basic styles – "authoritative" and "facilitative" which further breakdown into six categories to describe how people intervene when mentoring. If a helping intervention is "authoritative", it means that the [person](#) "helping" is giving information, challenging the other person or suggesting what the other person should do. If a helping intervention is "facilitative", it means that the person "helping" is drawing out ideas, solutions, self-confidence, and so on, from the other person, helping him or her to reach his or her own solutions or decisions.

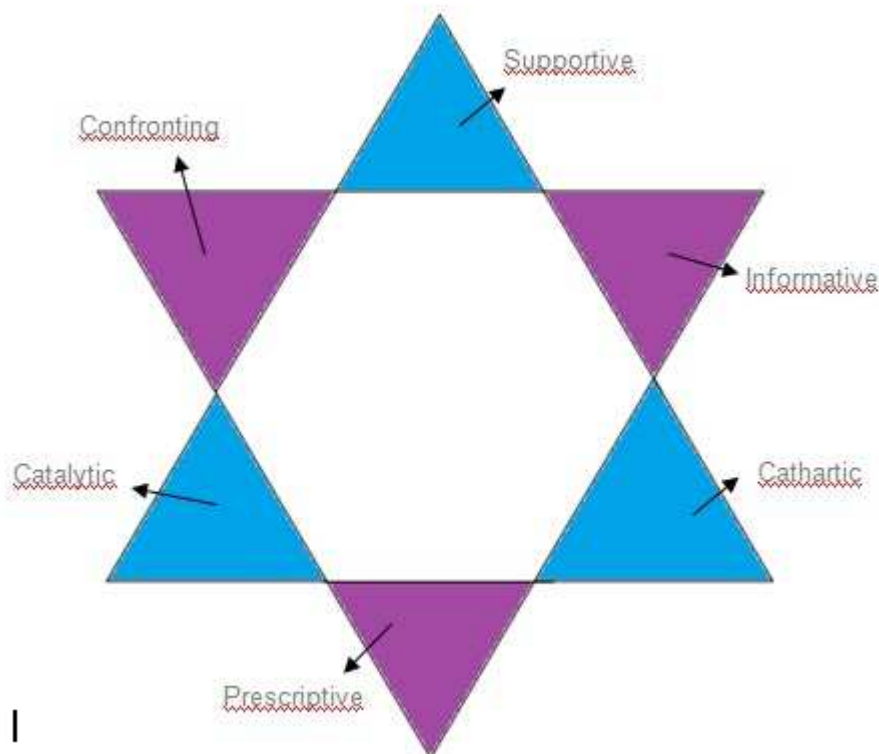
Authoritative Interventions

- “*Prescriptive*” – You explicitly direct the person you are helping by giving advice and direction.
- “*Informative*” – You provide information to instruct and guide the other person.
- “*Confronting*” – You challenge the other person’s behaviour or attitude. Not to be confused with aggressive confrontation, “confronting” is positive and constructive. It helps the other person consider the behaviour and attitudes of which they would otherwise be unaware.

Facilitative Interventions

- “*Cathartic*” – You help the other person to express and overcome thoughts or emotions that they have not previously *confronted*.
- “*Catalytic*” – You help the other person reflect, discover and learn for them. This helps them become more self-directed in making decisions, solving problems and so on.
- “*Supportive*” – You build up the confidence of the other person by focusing on their competences, qualities and achievements.

Heron's Six Styles of Intervention



	APPROACH	DESCRIPTION	IMPACT	EXAMPLE
	Prescriptive	Directs current or future behavior & prescribe action	New direction	"You need to cut overheads immediately"
	Informative	Imparts knowledge, information or meaning – by interpreting or clarifying	New data	"here is a methodology you might find useful"
	Confronting	Raises consciousness about something they are relatively unaware about – directs feedback	New awareness	"I experienced your answers to the client as evasive"
	Cathartic	Invites emotional expression or release of tension	New expression or feeling	"What would you really like to say to Astrid?"
	Catalytic	Listening, using open-ended and enabling questions to encourage self-directed exploration	New thinking	"Can you tell me some more about that?"
	Supportive	Affirms the worth & value – expressing positive feelings, affirming, validating	New confidence	"That meeting must have been very difficult for you"

EXERCISE 1

Can you put the model of 'Heron's interventions' back together? Drag the appropriate sentence under the correct section.

(The colours can be left out while putting it in the e-course. It is for making it visual to see which sentence fits where)

Authoritative	Prescriptive	
	Informative	
	Confronting	
Facilitative	Cathartic	
	Catalytic	
	Supportive	

Give advice and guidance, offer an expert view, put forward an opinion	Tell the other person you value them (their contribution, good intentions or achievements)	Ask questions to encourage fresh thinking
Help the other person express their feelings or fears	Ask the other to re-enact the incident articulating what was left unsaid	Tell them what to do
Care should be taken to ensure the appropriate amount and level of data	Encourage the other person to generate new options and solutions	Empathise with them
Listen and summarise, and listen some more	Show them they have your support and commitment	Tell them what you think is holding them back
Will cause shock in the mentee, so allow time to absorb before progressing	Tell the other person how they should behave	Offer the mentee models/methodologies, market data, etc.
Praise them, give positive feedback about the person's positive impact	Point out inconsistencies between what the mentee says and does	Give your view and experience

EXERCISE 2

Determine which sentence fits the right intervention style:

For authoritative interventions:

- g. "From my experience there are a number of things which might help here..."

- h. "I think we should move on as you said you wanted to focus today on..." (good answer: **Prescriptive**)
- i. "You have avoided talking about this issue for the last 3 meetings..." (good answer: **Confronting**)

For facilitative interventions:

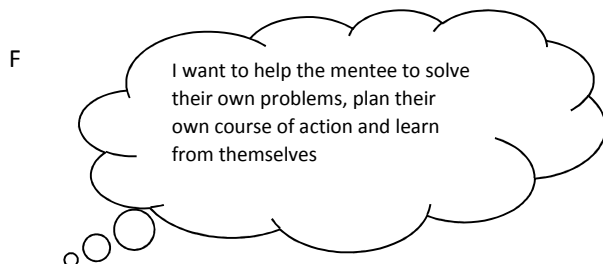
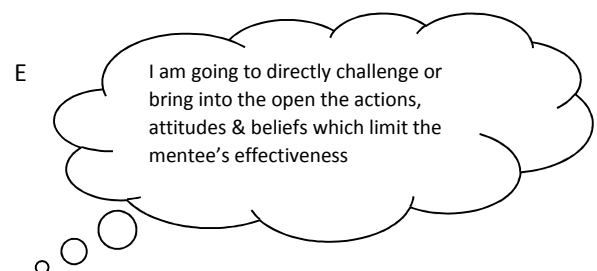
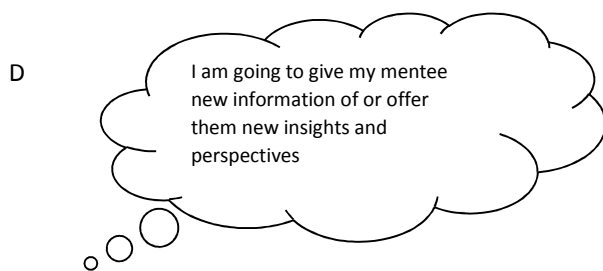
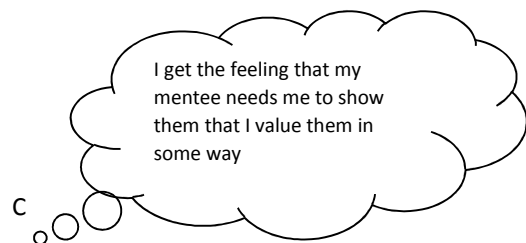
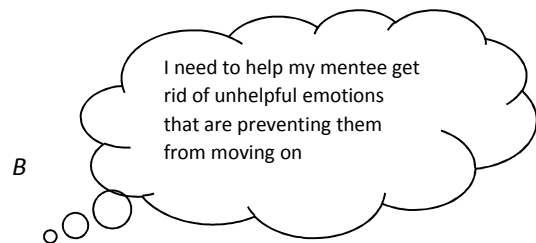
- a. "What options do you have?"

- b. "I know I would feel the same in these circumstances" (good answer: **Supportive**)
- c. "How are you feeling right now?" (good answer: **Cathartic**)

EXERCISE 3

Determine in what situation which intervention style is needed to mentor the mentee:

(You can make different cartoons, with a mentor and a text balloon that says:)



A= Authoritative Prescriptive B= Facilitative Cathartic

C= Facilitative Supportive

D= Authoritative Informative

E= Authoritative Confronting F= Supportive Catalytic

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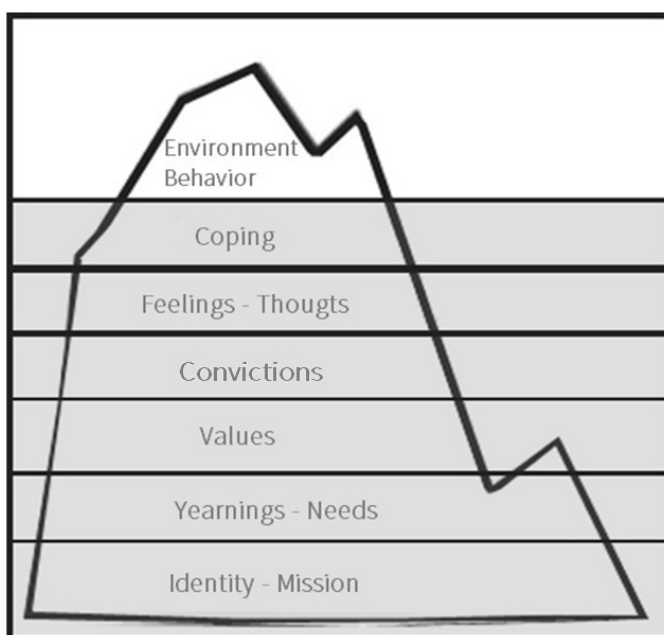
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6.4. TOOLS FOR SELF REFLECTION

In this chapter of module 6 we would like to offer you two tools:

1. The iceberg This tool helps you not to judge too quickly and to try to understand why a mentee does what they do and begin to understand more about their behavior drivers, or our motives. This is very useful information for you as a mentee.
2. The core quadrant The core quadrant helps to increase your own self awareness and also that of your mentee

The iceberg (Adapted from Dilts, 1990)



The Personal Iceberg is a technique used as a transformational tool to explore ones self. The tool utilises the [metaphor](#) of an [iceberg](#) to represent what a person is experiencing; the small tip represents visible [behaviors](#), which is often just what we focus on as we move through life as. It is so easily accessible to us. However as the Iceberg metaphor illustrates, the [observable](#) is only the tip of what a person experiences. Each layer under the water represents a part of personal experience that is unique to each individual, and if explored, gets us each closer to who we are in the world. Behavior is an objective occurrence which means it is observable and measurable. Behavior is also normative: this is the domain of [right and wrong](#), of justice, of morality. What we say, do, what happens, or does not happen, can be just or unjust, but below the water's surface, there is no need for judgement, there is not a right or wrong thought, [feeling](#), etc. As we journey down the Iceberg, you should release the need to judge what you find.

What are the different parts of the iceberg?

- *Identity – Mission*: This part of the Iceberg Metaphor represents the Self. I Am is that component which represents the life force, essence and soul. These concepts align our identities en play a crucial part in determining who we are, and why we are. Our mission stands for the seeker in all of us and gives meaning to our own perception of our importance of presence in our daily life activities.
- *Yearnings – Needs*: The component of yearnings is where we all share universal desires for love, affection, belonging, connection, respect, recognition, validation, trust, safety, meaning and freedom. Uncovering and acknowledging these yearnings that underlie behavior can help the mentee to feel truly understood.
- *Values*: Values can be defined as broad preferences concerning appropriate courses of action or outcomes. As such, values reflect a person's sense of right and wrong or what 'ought' to be. Values tend to influence attitudes and behavior.
- *Convictions*: A strong belief or faith about the environment around us. For example: I belief I will see my wife again in heaven when I die. Another example: I believe that readiness to help is very important in all relations.
- *Feelings – Thoughts*: The feeling component is the inner response that all humans experience even though not all humans have an awareness about their feelings. When a mentee is deeply understood through feelings by a mentor, then internal change will happen.
- *Coping*: The way we cope with situations and unexpected problems under stress, can have a huge impact on the environment. Therefore it is interesting for a mentor to determine what coping strategies his mentee uses, so he or she can react accordingly on certain behaviors.
- *Environment – Behavior*: This is the part that one can observe readily in the external world. Behavior is the result of internal processes within a person. Behavior is a manifestation of the changes or blocks within the mentee's inner world. So a certain task lies within the mentors capacities to make what is covert, visually and externally overt, so new awarenesses can occur to the mentee and internal shifts in the hidden components of the Personal Iceberg Metaphor are made.

Why is it important to explore the iceberg of your mentee?

- Necessary to discover interesting motivational factors and convictions. If you want to coach the mentee in solving a problem, you have to handle these problems on the right 'level'.
- Necessary to help someone to solve their own problems instead of solving someone's problem for them by giving them advice

Let's take a look at this fragment.

Fragment 3:

Mentor (M) and Mentee (Me) are sitting together in a meeting room.

M: How are you?

Me: To be honest, not so good.

M: Oh, what's going on?

Me: I can't manage all my tasks. It is just too much! Can we look together at all my tasks and look if we could delegate some tasks?

M: I hear that you feel that you have too much work. Before we think about solutions I want to investigate your issue a little more.

Can you describe to me how you plan your day?

Me: I start my day with making a to-do list and then I prioritise the tasks. I then start with the most important tasks.

M: That's already a good start to the day.

Me: It's starts ok but then it goes wrong. I never finish all the to do's on my list.

M: And the reason why it goes wrong, is it because there are too many to do's?

Me: Euh, yes...

M: silence

Me: Actually, when I think about it. I get disturbed a lot: colleagues who need help and have questions, phone calls from important clients,...

M: And how do you handle these disturbances?

Me: Euh, what do you mean? I just try to answer the questions and help our colleagues and clients.

M: So, if I understand it well: one of the reasons why you can't manage all your tasks is the amount of disturbances you have in a day. And that you react immediately to these questions.

Me: Yes, of course. What I'm supposed to do then? I cannot not help my colleagues and our clients.

M: Helping others is important for you.

Me: Yes, very important.

M: More important than the task with the highest priority on your to do list?

Me: If you put it like this...

M: silence

Me: I just like helping others. I believe that readiness to help is very important in all relations.

M: And I believe that this is a very good quality. And I personally think that this is one of the reasons why clients and colleagues love to work with you.

I want to propose that we first look at how you can find a good balance between 'completing your own tasks' and 'helping others'.

In a second phase we will look if it's necessary to make some changes to your tasks.

What do you think?

Me: I believe it's a good idea. I'm curious how we are going to handle this.

This video was created for the course, available for download in <https://www.youtube.com/watch?v=LovhupSVOXs>

In this example you see how important it is to tackle the issue on the right level.

If the mentor wouldn't have explored the iceberg of his mentee and just delegated some tasks (environment), the behavior of the mentee probably wouldn't have changed and sooner or later they would have the same problem again.

Now the mentor knows that the reason why the mentee can't manage all his tasks is because they always want to help others (values – convictions) and know they can search for a solution that works in the long-term.

Which questions do I ask?

Ask questions with more depth such as:

- What's important for you?
- How important is it for you?
- What do you mean by that?
- Can you make it more specific?
- When does it happen?
- What is the impact on you?
- What's your way of doing this?
- What are you proud of?
- Etc..

Specific questions for each part of the Personal Iceberg Metaphor

Behavior - Environment	<p>Use the information about the behaviors you observed to this point in the mentor-mentee relation, to discuss overt behaviors.</p> <ul style="list-style-type: none">- For example: I've noticed you put a lot effort in structuring your desk. Do you need structure? And how does that come?
Coping	<ul style="list-style-type: none">- When you encounter a difficult task and you don't know how to handle it, how do you cope?- I've noticed you were disappointed yesterday with your presentation, why is that?- What's your way of doing this?
Feelings – Thoughts	<ul style="list-style-type: none">- How are you?- What is on your mind a lot, and why?- Your project was a real success, how did you feel hearing about that?
Conviction	<ul style="list-style-type: none">- Why do you hold this belief?

	- If you would look at your situation more objectively, what causes you to act a certain way in this situation?
Values	- What is important to you? - How important is that for you? - Where are you proud of?
Yearnings – Needs	Uncovering and acknowledging his or her yearnings that underlie behavior can help the mentee to feel truly understood. - I've noticed being so far from your family, makes you a little bit sad. I reckon that mustn't been easy.
Identity – Mission	- How do you see your life? - If I would ask you, who you are as a person, what would you say?

EXERCISE 1 – SELF REFLECTION

A core quadrant of Ofman can be fulfilled starting from a core quality, but also from a trap, a challenge or an allergy. In this exercise some core quadrants are presented. In each quadrant there is only one word available. The main task is to determine which of the words in the right column fit the quadrant starting from the word that is already present. Good luck! Once you completed this exercise, try to make one for yourself.

1. Drag the words you think fit best following the core quality 'Decisiveness'

Distance

Receptivity

Pushiness (= trap)

Obtrusiveness

Initiative

Patience (= challenge)

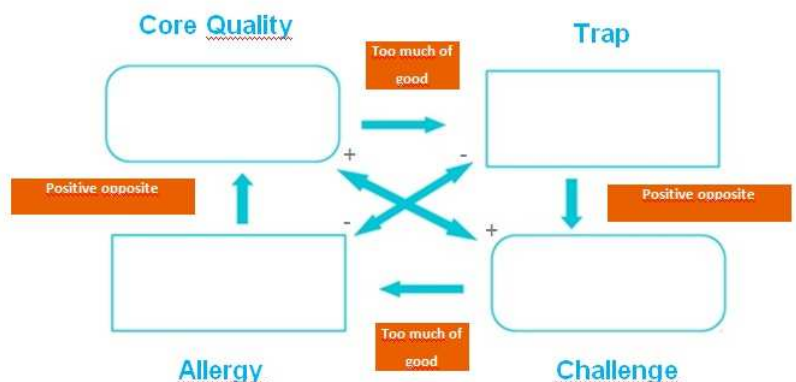
Profiling

Passivity (= allergy)

Determination

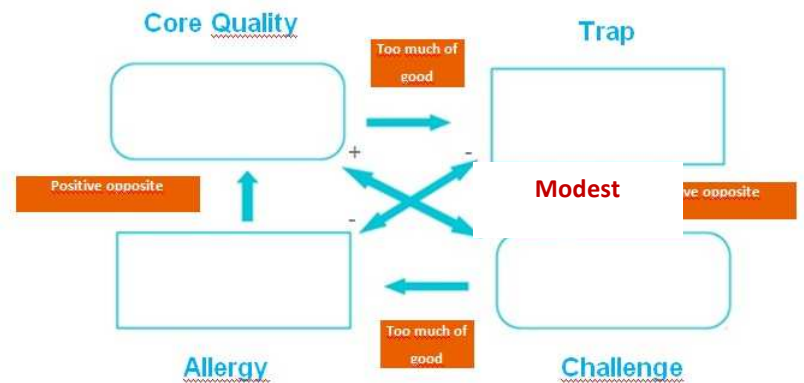
Convinced

Modest



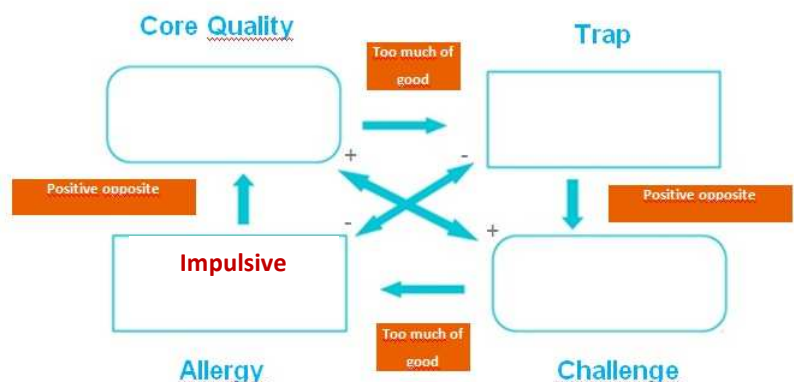
2. Drag the words you think fit best following the possible challenge of being 'Modest'

Helpfulness
Flexibility
Invisible (= allergy)
Recklessness
Carefulness
Nagging
Profiling (= quality)
Inhibition
Confusion
Arrogant (= trap)
Accuracy
Independence

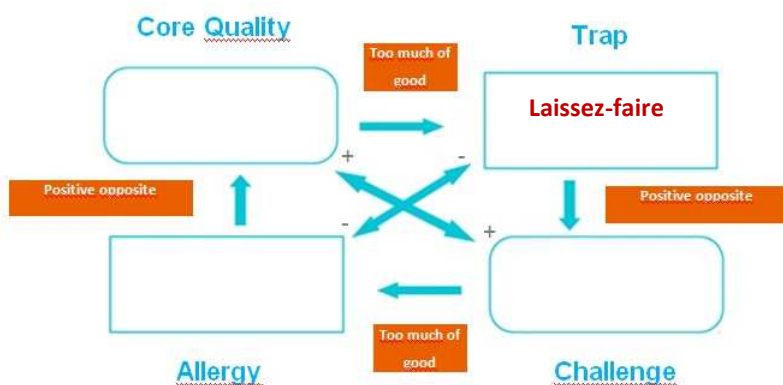


3. Drag the words you think fit best following the possible allergy

Pleasant
Demanding
Rigid (= trap)
Unemotional
Cooperative
Insecure
Consistent (= quality)
Stubborn
Versatile
Inventive (= challenge)
Tender
Inventive

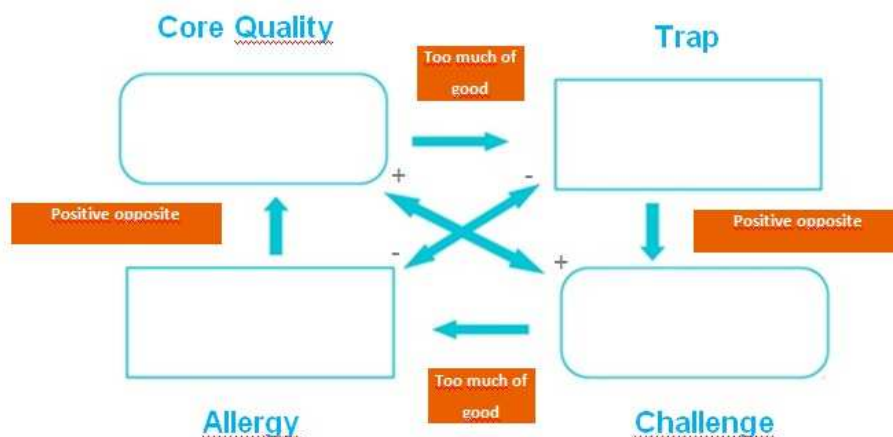


4. Drag the words you think fit best following the possible trap 'Laissez-faire'



Decisive
Empathy
Rigid (= allergy)
Patient
Straightforward
Sarcastic
Flexible (= quality)
Tense
Fearful
Structured (= challenge)
Appreciative
Forgetful

Self-awareness (Ofman Quadrant)



Every human being has certain qualities and these qualities can be very different from [person](#) to person. Big differences in these qualities can cause a certain friction between people.

The core quadrant can raise self-awareness by identifying strengths, pitfalls and challenges.

Besides that, it helps also to understand why collaborating with some people is difficult (allergy).

Applying the core quadrant, will create more sympathy for one another and for different situations.

In order to gain an understanding of mutual relationships, [Ofman](#) developed a core quadrant from which it becomes clear why this friction arises. Someone's core quality could be directly opposite to the behaviour one is allergic to. Subsequently, [Ofman](#) indicates, how a core quality can go too far and transgress into a pitfall and in which way this core quality could take on the challenge to adjust behaviour.

Core quality

The core quality is someone's natural positive quality that has not been acquired. It is an individual's specific strength, talent, or how others often recognize him or her in the workplace. To the person him- or herself, it is often a matter of course: "... anyone can do it."

Examples of core qualities:

- Being considerate, carefulness, courage, orderliness, flexibility

Pitfall

A pitfall results from the amplification of a core quality. A pitfall represents 'too much of a good thing'. When a core quality goes too far, the strength is exaggerated. The pitfall may tend to be perceived as a weakness compared to the core quality.

Examples of pitfalls:

- Helpful becomes meddling.
- Careful become fussy.
- Flexible becomes capricious.

Yet there is a positive quality behind every amplification. The underlying core quality can be found using a pitfall (negative label) as the basis for the search.

Examples of core qualities underlying a pitfall include:

- Someone who acts inflexibly may have decisiveness as a core quality.
- Someone with an unyielding attitude may be an enterprising person at the core.

Challenge

A challenge is the positive opposite of a pitfall. Having identified the pitfall (exaggerated core quality), one can begin looking for the challenge.

For example, in a nagging person, the positive opposite is patience (and the core quality decisiveness).

In a capricious person, the challenge is orderly behavior(and the core quality flexibility).

The core quality and the challenge are complementary qualities. The objective for maximum effectiveness is to strike a balance between the two. If the challenge is underdeveloped, the core quality must be improved to establish the balance.

For example, it is not necessary to become less decisive, but to develop more patience, resulting in patient decisiveness without nagging.

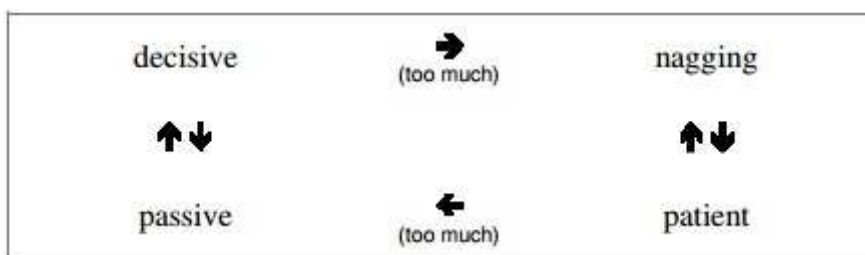
In the second situation, the aim is to establish a balance between flexibility and orderliness.

Allergy

The core qualities can also be used to identify potential conflicts with the environment. People tend to be allergic to too much of their own challenge in other people. The Allergy is a combination of 'too much of a good thing' of the challenge as well as the negative opposite of the core quality.

An example of an allergy is: The negative opposite of the core quality decisiveness is passivity. Too much patience may also degenerate into passiveness. The more people are confronted with their own allergy, the greater the risk they run of ending up in their own pitfall.

For example, the decisive individual starts nagging in response to too much passivity in another individual. Example of one core quadrant:



Implications of Encounters Using the Core Quadrant Framework

- What happens when two similar people, e.g. two decisive individuals, meet? They often will respect each other. In certain circumstances, however, they can turn out to be two nagging people. When this occurs, they will often identify each other's pitfalls.
- What happens when two opposites meet? Many times the result is contempt, a behavior that appears in an individual when confronted with his or her Allergy. That confrontation makes the individual vulnerable, tending to drive behavior toward his or her own Pitfall. Awareness of the behavior and the nature of a "pitfall" may help the individual identify his/her Pitfall in a given situation.
- People are usually allergic to the 'too much of a good thing' they themselves need most their own (Challenge). When this is the case, they can learn from people with whom they have a hard time getting along. A relevant question in a situation where one is dealing with an individual whose behavior we do not like is: "What was he/she sent to teach me (about myself)?"
- When an individual encounters someone to whose behavior triggers an Allergy, one option (to annoyance or rejecting the person) is to consider the Allergy-causing behavior to be 'too much of a good thing' of the other's Core Quality—making it the individual's Pitfall. By looking at the allergy-causing behavior from this perspective, the core quadrant concept may serve as an instrument for an individual to help the other person find the core quality behind that pitfall. If this is successful, that core quality may represent a perfect basis of cooperation with one's own core quality.

When to use this model?

- **Feedback and personal development**
 - When in conversation with your mentee, you can use his or her challenges in order to develop a personal development plan or give useful feedback about his/her actions.
- **Awareness** of and insight in strengths and pitfalls
 - The continual effort of remaining aware of one's core quality, though difficult, is perhaps the closest approximation of being true to oneself and succeeding in life.
- **Sympathy** for reactions of others (colleagues, clients, mentee...)
 - Core quadrants have proven to be very helpful in increasing mutual understanding and respect among people with opposing core qualities, which will improve your relationship with colleagues.

Make a core quadrant of your mentoring skills and challenges. You can start in any part of the quadrant:

- Start an inventory of your strong points and elaborate by defining your pitfall, challenge, and allergy.
- Have others told you what they often dislike about you? That might be your pitfall. Look for the positive quality behind it and continue by determining your challenge and allergy.
- You might already know some of your challenges. Try finding the positive quality behind them and describe the accompanying pitfall and allergy.
- Is there somebody that immediately pops up in your mind when you talk about your allergies? Try describing the positive things of that person and discover what it says about you.

6.5. SELF ASSESSMENT

In order to check if you understood the content of the module on 'Knowledge on mentoring', we want to ask to fill in the following assessment.

In this assessment, you need to fill in 10 multiple choice exercises.

If you read this module and did the exercises, you will manage to finish this assessment successfully.

GOOD LUCK!

(ights answers **in bold**)

1. Which of the following interventions do not belong to a mentor, when he takes up the role of development coach

- You encourage the mentee to confront challenges.
- You ask a lot of questions that help to raise awareness.
- **You give a lot of advice so the mentee knows what to do.**
- You focus more on learning then on teaching.

2. Which of the following statements is false?

- **Pull skills are more important in mentoring then push-skills**

- Push skills are oriented towards solving the problem for the mentee, pull skills are oriented towards helping the mentee to solve the problem on his own.
- Instructing is a push skill, asking questions is a pull-skill
- Pull skills focus more on long term, push skills more on short term

3. Which statements about the Heron intervention model is false.

- The Heron intervention model makes a distinction between authoritative and facilitative interventions.
- **Confronting is a facilitative intervention.**
- Each intervention is useful in mentoring.
- The Heron intervention model helps to decide which intervention is the most appropriate in the moment.

You are the mentor of John. John is recently promoted and is now teamleader of the team where he worked already for before he got promoted. You have a mentoring session with him and he wants to discuss his problem with giving feedback. He finds it difficult to give his colleagues feedback. He's afraid that his colleagues will find him too 'bossy'.

4. What kind of intervention is this reaction: 'I completely understand that it is difficult to become teamleader of the team where you worked in and to give feedback to your colleagues. I would find it also a challenge.'

- Catalytic
- Confronting
- **Supportive**
- Informative

5. What kind of intervention is this reaction: 'Giving feedback doesn't mean you are bossy. The most important is the way you are giving feedback. My suggestion is that you share your fear with your colleagues: that you want to give honest feedback but you're afraid to come across as bossy.'

- Confronting
- **Informative**
- Cathartic
- Prescriptive

6. What kind of intervention is this reaction: 'What is the reason that you're afraid to come across as bossy?'

- Catalytic
- **Cathartic**
- Supportive
- Prescriptive

7. What kind of intervention is this reaction: 'We discussed already several times this issue and we agreed on some actions. But I understand that you didn't put any action into practice. Can you elaborate on that?'

- **Confronting**
- Informative
- Prescriptive

- Supportive

8. What kind of intervention is this reaction ? When did you give a feedback where you were very satisfied with? How did you handle that?

- Informative
- Supportive
- **Catalytic**
- Cathartic

9. Which of the following statements about the Iceberg model is false?

- The iceberg helps to tackle a problem on the right level.
- **When you change the environment of the mentee, you solve immediately the problems on the other levels of the iceberg.**
- Our values determine our convictions.
- The iceberg can help the mentor not to judge too quickly.

10. Which row of characteristics is not logic, according to the core quadrant of Ofman?

- Direct – Dominant – Thinking before talking – Unclear
- Empathic – Accomodating – Assertiveness – Aggressive
- Modest – Invisible – Profile yourself – Arrogance
- Patient – Passive – Pushy - Decisively

7. MODULE 7 – E-MENTORING

7.1. INTRODUCTION TO THE MODULE

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.¹⁶

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.¹⁷

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!

7.2. 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.

¹⁶ <http://i-careermanagement.com/e-mentoring.pdf>

¹⁷ <http://www.usask.ca/gmcte/mentoring/index.html>

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.

7.3. 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

7.4. 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>

7.5. 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

8. CERTIFICATION

For certification of mentor, there are three distinct roles:

- 1 - The role of instructor**
- 2 - The role of a regular coach, based on practical experience and day-to-day support**
- 3 - The role of a development coach, to achieve growth**

The candidate to be a mentor should be skilled on the 3 roles as defined in the “Certification of Mentors in the Workplace” (more info in www.bmw-eu.net)

Therefore it is advisable to complete all the course. However, as this course is oriented to the development of Mentoring skills for an intervention in the workplace, each SME can choose the role or roles that they see as necessary for mentoring in their own organisation. Once the course is flexible, and after have decided upon the role to take, they can decide which action to take to train the mentor in taking up their role.

For the course a threshold has been established of 100% of completion and at least 80% of success in all the self-assessment (for each module available).

A model of certificate is indicated below:



BE A MENTOR
IN THE WORKPLACE

Certificate of Professional Training

We certify that

Complete Name of the Trainee:.....

Place of born.....

Date of born.....

Identification number.....

Validity of the ID.....

Successfully finished the course “Be a Mentor in the Workplace”

Conclusion date.....

Duration (hours).....

Place and date.....

DATE.....

Signature and Stamp



Lifelong
Learning
Programme

Project number:

2013-1-PT1-LEO05-15778

Duration:

24 months

October 2013 - September 2015

www.bmw-eu.net

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