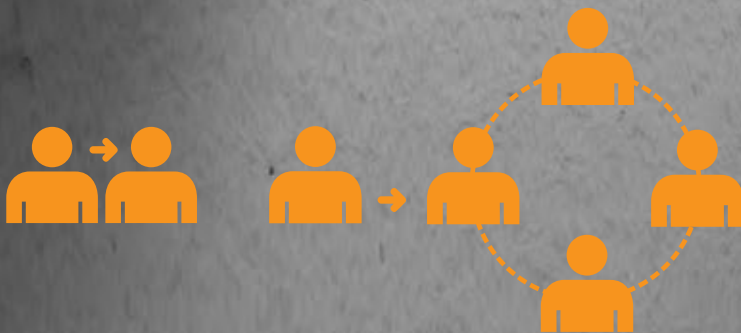




BE A MENTOR
IN THE WORKPLACE

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Framework for 'Implementing Mentoring in a SME'

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

CREDITS

TITLE

Framework for 'Implementing Mentoring in a SME'

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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.

This is one more challenge addressed to SMEs which employ the biggest slice of the active population in Europe and undertake important part of responsibility of improving the people standards of living in many perspectives, namely by opening opportunities to the continuous integration of older active people and younger one in the working life, fostering the global productivity and enhancing economic performance.

Be a Mentor in the Workplace is a project which promotes, widely speaking, the address of Mentoring methodologies to the inter-change 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.

By adopting new models of learning in the workplace and the use of ICT facilities, the project outcomes envisage a highlighted impact in the SMEs regarding the productivity and quality enhancement, the improvement of personnel development and intergeneration climate, the job satisfaction and motivation and valorisation of the target-groups.

"Framework for implementing Mentoring in SMEs" consists in an innovative approach to set up mentoring in their own floor with their own resources. This guide, based on effective, validated, practical and target oriented methodologies and tools, explains how to implement Mentoring in your own company, by giving an answer to a **set of questions** listed above. In parallel, an ICT based version can be found in www.bme-eu.org which will guide you, as well, **step-by-step** in the process of implementing Mentoring inside your SME.

This step-by-step approach involves the following questions, which should be addressed to you and your staff, when implementing Mentoring in your organization:

Step 1: why a mentoring program in our organisation?

Step 2: what is the concrete goal of the mentoring program? What is the target group?

Step 3: What is the role of mentors, profile of mentors and mentees? How do we carry out selection, matching, briefing and training?

Step 4: What on-going support will be offered? How to keep the mentors motivated? How will the program be evaluated?

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

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1. INTRODUCTION

1.1 CONCEPTS OF MENTORING

› What is mentoring?

• 'Traditional mentoring in the workplace' 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.

• 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).

› When can mentoring be used?

• 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 organisation for some time are often looking for a career challenge: a new direction or renewed motivation).

• To support an organisational learning philosophy.

1.2 BENEFITS OF MENTORING FOR ALL THOSE INVOLVED

› What are the benefits of mentoring for the learners/mentees?

For new employees, mentoring can help by:

• Giving faster integration into the team and a better insight into their function in the organization.

• Providing practical information and necessary training.

• Providing a point of contact where they receive individual support and feedback in a relationship built on trust.

• Providing a welcoming environment where they feel supported and receive the attention they need. This gives a positive first impression of the organization and their colleagues.

• Developing self-confidence and independence within the organization.

• Helping to lay a network of social contacts throughout the organization (helping them get to know people they can contact again later on when they have specific questions/problems).

• Aiding faster growth in necessary knowledge and skills for their role.

Mentoring can support existing employees by:

• Helping them to continue acquiring skills and knowledge which build on those from their usual daily job.

• Giving positive and constructive feedback on professional and personal development areas.

• Providing a sounding board for testing ideas and plans.

• Providing better insight into the organisational culture and structure.

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- Providing increased self-awareness.
- Providing more insight into goals and options in life and career.
- Providing improved promotion opportunities and the ability to move 'up the ladder' in a shorter period of time.
- Providing access to the mentor's network (expanded personal network).
- Supporting better performance and higher productivity.
- Giving more job satisfaction.
- Providing a role model.
- Providing empowerment and support to move on in life.

› There are also benefits for the mentors themselves:

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 programme 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.
- An 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 organisation, 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.

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- 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.
- 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 be mentors!
- Be realistic about the time required to run your programme and take into account time management issues for those involved.
- Uncommitted mentors or mentees will not give you a successful programme. 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.

1.3 POSSIBLE CHALLENGES AND OVERCOMING THEM

› What are possible challenges?

- 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.

› Avoid these and other problems by planning your project carefully:

- Use a project approach to start up the mentoring system, and make sure that the necessary conditions are met before starting to implement the programme.
- Remember that communication is key!

› Concrete tips on how to deal with resistance to your mentoring programme:

Possible reasons for resistance:

- Organization-based:
 - > Fear of a loss of status as an expert
 - > Fear of threatened job security
 - > Belief that it is not part of one's job to train others
 - > Absence of incentives for doing extra work
 - > Mistrust of management's objectives
- Person-based reasons:
 - > Discomfort in talking in front of others
 - > Uncertainty about what one knows
 - > Never having done anything like this before
 - > Lacking basic skills
 - > Nearing retirement age or will soon leave the organization for other reasons
 - > Fear of ridicule from peers

Concrete tips for dealing with resistance

- The challenge is to identify the reason in the particular situation at hand and act accordingly.
 - > In general, if the reasons are organization based, employees should at least be made aware that, if the training is successful, the performance of the group can improve. Thus, they have a stake in its success. For some employees, that is all that it takes to change their minds.
 - > Also guarantees for the future from the management will motivate them to want to pass on their valuable experiences to newcomers. The additional role of mentor should also be recognized as part of the job for which one gets the necessary time, resources and support.
 - > In contrast, when the reasons are person based, the employee should be approached in a sensitive manner to determine whether he or she wants to address the feelings or deficiencies. Training could help here.

› Concrete tips on how to deal with the following resistance to become a mentor: "Mentoring takes too much time"?

- Every mentoring relationship is unique. Each demands different amounts of time and energy from the mentor and mentee. If both partners mutually agree on the purpose and focus of learning, and on what it will take to make that happen, they will both be better prepared. They can build the necessary time into their plan and schedule.
- Time can also be used more efficiently by integrating many of the mentoring activities into the regular work activities.
- Mentoring takes time. Yet it may be inconvenient at times, the benefits definitely outweigh the negatives.

1.4 MENTORING VERSUS COACHING (BY A LINE MANAGER)

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).
 - The mentor reports to the line manager about the progress of the learning process.

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› 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.

1.5 LEGAL REQUIREMENTS (FOR ALL PARTNER COUNTRIES)

› Are there Legal requirements concerning mentoring?

In Belgium there is, since April 25th 2007, a Royal Decision: "Each employer needs to indicate an experienced employee to support a new hire."

- There is also a new CAO (collective labor agreement) nr. 104 in Belgium concerning a 'Employment plan older employees', since 2013 for all companies, with measures to preserve or raise the employment of employees of 45 years and older.
 - > By training experienced employees of 50+ to become a mentor they could find, by this striking career inversion, a new challenge to remain longer motivated to the work. This can limit the large outflow of employees of 50+.

1.6 PROJECT APPROACH TO IMPLEMENT A FORMAL MENTORING SYSTEM

› Why have a formal mentoring system?

- Although mentoring may occur spontaneously and informally with excellent results, it makes sense for progressive organizations to actively promote a formal mentoring process. A formal system is a structured program with clear goals, and evaluation at the end to help to recognize the goals achieved and the benefits for the organization.

> Advantages of a formal mentoring program:

- Participants are identified who can benefit from mentoring (rather than relying on similar people finding one another).
- Each employee gets the same quality of support.
- With clear goals and controlling activities, one can measure the benefits of the formal program.
- One coordinator can take responsibility for the mentoring program.

› Why use a project approach?

- One first creates the necessary conditions (time etc.) to be able to implement the program successfully. For example, the employees concerned must be given time for their tasks in the mentoring project!

- The project approach starts with creating support for mentoring throughout the whole organization. By creating a clear vision: why start with mentoring in our organization? What is the added value for our organization?

› Tasks of the project team?

- The project team contains representatives of all different interest groups including management, HR and various departments, and so knows the company very well.
 - > It is important that mentoring is a part of the human resources management. The quality of mentoring depends on the appropriate choice of mentors, the managing of relations, and the evaluation of its success. HR professionals must understand when mentoring is the most appropriate and effective learning intervention, must be able to compose a pole of mentors and train them (if necessary), decide how mentors and mentees should be paired best, make the necessary aids available and provide continuous support, support mentors who need help, incorporate a periodic reporting system, and take responsibility for the evaluation of the effectiveness of the mentoring.

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- This project team will:

- > Define the goals, scope, and target group of the mentoring project.
- > Define roles and responsibilities.
- > Define profiles and decide the selection and pairing of mentors.
- > Make an action plan with periodic reviews.
- > Create a communication plan.
- > Develop a training plan.
- > Gather success stories and plan the celebration of success.

- › **Communication plan: what needs to be communicated and to whom?**

- Communication ensures that the project lives, gets support and is taken seriously. Both formal and daily informal communication channels must be used.
- Create different messages for different target groups, giving the required information to individuals as appropriate.
- Be clear, open and honest about the program. Spend sufficient time and energy to interact with colleagues and receive feedback. This allows you also to understand the practical challenges and concerns of colleagues, and gives others 'buy in' to the project.
- Communicate regularly and reliably.
- Use several communication channels and platforms, for example e-mail, newspaper, meetings with managers, posters, an information brochure concerning what, why and how.
- Use the language of the company/department.
- If possible, provide role models and example case studies of successful mentoring programs to demonstrate the benefits of mentoring.

- › **Where do I start?**

- Assess the readiness of your organization to begin mentoring.
- Structured mentoring relationships will only be successful if the organization understands the mentoring process and is committed to the concept of long-term professional growth. The organization needs to allow the participants to take responsibility for their own growth and development.
 - > Assess current attitudes to training and professional development:
 - What currently exists to support staff growth and development? (What is the effective investment in time and other resources for training and development?).
 - How does mentoring fit into other staff development initiatives?
 - What are the current programs for induction of new staff, training for aspirant managers, support for new leaders and motivating experienced leaders?
 - > Check the understanding of the concept of mentoring.
 - > Agree on a purpose ("Why do we want mentoring in our organization?")

2. DIFFERENT STEPS OF A MENTORSHIP PROJECT

STEP 1 – “WHY A MENTORING PROGRAM IN OUR ORGANIZATION?”

2.1. WHY INVEST IN MENTORING FOR OUR ORGANIZATION?

› Defining: “Why mentoring? What is the added value for our organization?”

• Creating a vision (“Why mentoring?”) that can be used to further determine the goals and actions (Use the checklist-1)

- › This vision is crucial for strategic anchoring of your program in the organization, in order to guarantee that the necessary resources will become available.
- › Our philosophy (to assess organizational readiness and agree on purpose) is based on the appreciative approach.
 - That means that we start from a positive constructive mind set with a focus on possibilities instead of problems, i.e. a solution focus, not a problem focus.
 - This appreciative approach really helps in developing the right attitude. An added value in this way of working is that it gives people energy and motivates us to move from thinking towards really implementing an idea.

› Questions:

- What do you want to achieve through mentoring?
- Where are you standing today in this area?
- What is already working well?
- What could be your next little step?
- How could you use the strengths of the organisation to get there?

Checklist-1: Organizational needs that might be the reason for starting up a mentoring program:

a) Concerning the management of employees:

- We want to help integration of new employees and support seasonal or short term workers.
- We want to promote the organization’s values and culture.
- We want to be sure that the employees we recruit are the best match for our organisation and vice versa.
- We want a greater ability to cope with a large number of new employees in the same period.
- We want a better understanding of which elements create difficulties within the organization.
- We want to give job enrichment, new challenges and motivation for managers and more possibilities for promotion.
- We want to increase retention of both new and experienced employees.
- We want to enable the upward mobility of experienced staff.

b) Concerning the management of staff competences, we want to:

- Improve the skills of new employees at entry level (e.g. reduce the gap between theory and daily work in organizations).
- Introduce an inter-generational dialogue where different generations can learn from each other.
- Accelerate the pace of learning in our organization.
- Reduce resistance from experienced employees to pass on knowledge.
- Reduce the difficulties of passing on certain competences.
- Deliver support for employees of which the content of the job strongly changes.
- Improve task flexibility (if it is the intention that each employee must be able to fulfill several tasks, functions or roles).

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- Identify, formalize, secure and develop the knowledge, know-how and experience of both mentors and mentees.
- Provide more effective learning activities with more focus on organization-related knowledge.
- Discover hidden talent in our organization.
- Ensure a better upwards flow of talented employees by following up and supporting their skills.
- Gain faster results for employees who have difficulty reaching defined goals or requirements.
- Better support new managers (within the framework of management development).
- Support employees to enhance their ability to determine their own development needs, identify development and organizational targets and pursue a plan.
- Create an environment that fosters personal and professional growth through the sharing of business information, skills, attitudes and behaviors (e.g. by supporting community groups).

c) In the field of the management of human resources, we want to:

- Develop a more satisfying recruitment procedure.
- Better assess whether it is useful to invest in new employees.
- Keeping older employees motivated.
- Better organization of the training function of the organization.
- Use and transfer competences more successfully.
- Reinforce diversity.
- Identify, develop and retain talent for leadership and technical jobs.
- Promote the better understanding of our organisational culture amongst new and existing employees.
- Recognize and appreciate competences more successfully.

d) In the field of the social climate, we want to:

- Increase the motivation of existing employees.
- Decrease the number of absences.
- Decrease the number of work accidents.
- Improve and strengthen relations.
- Contribute more to the general well-being of our employees.
- Respond to the need of a 'trust' person: somebody who listens and gives advice about concerns which are difficult to discuss with their manager.
- Create a better atmosphere by the improvement of team spirit.

e) In the field of production in general, we want to:

- Increase production quality.
- Reduce resistance to change.
- Increase our capacity to respond and react to changes in the market.
- Increase our openness to outside influences.
- Increase productivity by increasing technical skills, leadership skills and motivation.

f) In the field of internal and external communication, we want to:

- Improve the image of the organization, with positive consequences for recruitment.
- Improve organizational communication and understanding.
- Have fewer isolated groups, both horizontally (between functions and services) and vertically.
- Ensure that instructions and goals are understood correctly.
- Ensure sufficient appreciation of alternative learning methods.

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- Questions:

- Creating a vision: 'Why mentoring. What do you want to reach with mentoring?'

Examples from the partner countries:

'Support for employees if they have strong skills and if they are seen as valuable managers for the future' (Turkish big company)

Reasons: difficult integration of new hires, too much new hires in the same period, dissatisfaction with entry level of new employees, the need for better flow of young promising potential, need for managers with skills in the area of motivating people, support of new managers (SME, Belgium)

'A formal process of personal development for staff (formal support for staff) would help us to keep staff longer at the organisation' (British SME)

'We want to help in adaptation for our new employees. We are teaching them how to use sale business skills in practice. By mentoring we give them advices how to communicate with customers and how to handle difficulties.

(Reason for starting up mentoring: difficult integration of new hires, very much information which must be passed on, dissatisfaction with the entry level of new employees, new organization culture is understood badly)' (Slovakia, big company)

'A mentoring program will contribute to the well-being of our collaborators. Sometimes employees might want to discuss particular matters which are difficult to talk about with their manager' (Belgium, SME)

'Maintain the knowledge, develop and maximize the potential of employees, improve the quality of communication in the organization, strengthen relationships within the organization, intergenerational transfer of knowledge and better use of the experience, introduce an intergenerational dialogue/combine experience with a fresh perspective, reduce the time and costs.'

(Reasons for starting up a mentoring program: too much new hires in the same period, fill in the gap between the theory on schools and the daily work practice of organizations, loss of knowledge and know how, experience, very much information which must be passed on, resistance from experienced employees to pass on knowledge and know how, difficulty at passing on certain competences, discovery of latent talent, the need for better flow of young promising potential, need for managers with skills in the area of motivating people, support of new managers, insufficient recognition and appreciation for competences) (Polish SME)

'Reasons for starting a mentoring program: burnt-out older employees, too much new hires in the same period, fill in the gap between the theory on schools and the daily work practice of organizations, insufficient plurivalence, too few competences and communication in the organization, gain faster results at employees who have difficulties to realize defined goals or requirements, the training function of the organization has been insufficiently organized, too low quality, instructions and goals are understood badly'. (Polish SME)

'We run various trainings, but not an individual mentoring program. Mentoring is currently not part of personal development in our company.

Benefits of a mentoring program would be: more sophisticated training for newly hired employees, deeper understanding of job responsibilities.' (SME, Slovakia)

'A mentoring program could blend in member of staff (current and new) in a more seamless way. Moreover, it could improve the effectiveness of the training programme, as moved from theory learning to on-the-job training. Mentoring is yet considered as one of the essential skills that need to be included as part of the personal improvement plan for employees.' (Big company, Slovakia)

We need a better flow and follow up of young promising potential (SME, Belgium)

'We do not know the concept of mentoring.' (SME, Turkey)

'Benefit would be: particularly in our tender and quotation unit – very essential; because tendering and quotation needs a lot of organisation related knowledge, market knowledge, competitors, finance etc. (more sales and more won tenders)' (SME, Turkey)

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'Mentoring program: when I plan my retirement, to hand over this business, then I must plan this in a more systematic way, to ensure that this small SME will survive after my retirement or death. I must teach my sons how to drive this business 100%.'

(SME, Turkey)

'Mentoring as explained by the interviewer: this is something we do without knowing the definition. Because this is how we born and survive up to now.'

(SME, Turkey)

'Not needed- Because we are a very small company and we communicate to each other almost all day long. Every one knows every one else thoughts.'

(SME, Turkey)

'A better flow and follow up of young promising potential'

(SME, Belgium)

'The mentor is a beacon in the storm and he or she gives advice about concerns/problems of employees which are difficult to discuss with their manager. In fact, a mentoring program is wonderful but sometimes superfluous if the atmosphere within the company is good and the collaborators can depend on all of their colleagues.'

(SME, Belgium)

'A mentoring program would add value because there will be a better insight in what lives between employees and certainly in the reasons for the big turnover. Frustrations or irritations can be increased by talking to a mentor that will listen and give directions. This can only have positive results for the company.'

Reason for starting up mentoring program: departure of 'experienced' employees, loss of knowledge and know how, experience, difficulty at passing on certain competences, discovery of latent talent, nourish exceptionally gifted and talented employees, need for better flow of young promising potential, need for managers with skills in the area of motivating people, gain faster results at employees who have difficulties to realize defined goals or requirements, support of new managers, training function insufficiently organized, management occupies himself insufficient with the development of employees, insufficient recognition and appreciation for competences, shortage of motivation at existing people, too low quality, resistance at change, insufficient response/reaction capacity, insufficient openness to outside, image of company must improve, instructions and goals are understood badly.

(Portugal, SME)

Reasons for starting up a mentoring program: very much info which must be passed on, need to satisfy to legal provisions, the need for better flow of young, promising potential, need for managers with skills in the area of motivating people

(SME, Belgium)

• What exists already to support the induction of new staff/ the growth and development of existing staff in your organization?

(Use checklist-2)

Examples from the partner countries:

New staff goes to regular trainings, staff with promising future receive more support including mentoring.

(Turkish big company)

Many experienced member of staff (for induction of new staff) and Education engine team and external training bodies (for development of existing staff).

(Big company, Slovakia)

New staff

We receive a support for 3 years that we are exempt from social securities because we are utilising state support program.

(SME, Turkey)

All new employees pass through mentoring program, all mentors are searching good or bad aspects of the newcomers.

(Slovakia, big company)

I have built up this business some almost 50 years ago. Since then I am growing my sons, my chief technicians in such a way that, they will take over one day. I am teaching them everything I knew and everything I have been learning on the job. The most important is the ethical approach to clients. I am teaching this seven days per week. My mentoring program would have been based on this. When I retire, I must have one or more persons to hand over this great business and great reputation. Such approach is ensuring/will ensure that this service will keep running. Maybe after I age a bit more, I can hire some professional mentoring company to assist us, build our own programmes and make professional internal training courses.

(SME, turkey)

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New staff

Induction including an introduction to practical aspects of work and a learning plan. I would like to develop a strengths and styles development plan.

For existing staff: Personal Development Reviews are completed and there is also an informal mentoring process. (British SME)

Exchanging of ideas and experiences, engaging the 'old' and 'young' staff for joint problem solving, intergenerational dialogue. (Polish SME)

Basic evaluation, periodic evaluation. (Polish SME)

Unofficial mentoring. (SME, Slovakia)

We know the concept of mentoring, but we name it "sharing of experiences" and usually managers and owners of companies do this to junior engineers.

It would be productive to establish such practice in more regulated form, but we do not have time for this at the moment. But it would definitely help young engineers and young managers more. (Turkey, SME)

New hires

We are currently extending our on boarding program. We already have a checklist for new hires to make sure everything is ready when they start working here. One week before the on boarding, we send our new hires an information brochure about our offices and at Panel Services they send their new hires flowers. On their first day new staff will get a document called 'the introduction program', which has been drawn up by their manager and HR Programs. In this document we describe the training and development initiatives necessary to onboard the new hire. Next to this there is also a new hire lunch with the HR Manager and our Managing Director to learn about every new hires' first impressions. After one month of employment, the new hire has a feedback moment with the HR Manager. After three months the new hire has a conversation with our HR Consultant about the on boarding and introduction program. (SME, Belgium)

Current staff

For existing staff we organise a number of activities such as:

- We have expert lunches; these are lunches for a small group of seniors in the company of the Managing Director and the HR manager. These allow us to learn about their well-being and their insights in management matters.

- Next to the lunches we also conduct an annual survey: Global Employee Survey (GES). This is an online questionnaire for employees in order to measure employee engagement and share perceptions about different subjects, for instance the GfK transformation. We encourage our employees to participate because only what has been addressed by employees can be heard and recognized, and only what has been recognized can be changed and improved.

- The management has appointed two change mentors who are available should the collaborators have worries or questions concerning the new organizational structure, the mergers etc.

Up until now, everything works fine, but the programs need to be aligned and rolled out in each 'entity'.

We could fill in the gaps that we might have in our current program.

Our first priority (before mentorship even) lies with teaching the managers to communicate well and often with their employees. We would like our mentors to be proactive, but in reality they are mostly reactive. (SME, Belgium)

Un-official training is taking place within the factory especially in production department. We are also doing similar here in marketing and sales. (SME, Turkey)

Young generation are not responsible as we are. Hence, we have to first teach them how to be responsible and think about their business continuously. This is the key. Later stages, we must teach them all hidden facts and tricks of business and production (technical) details. (SME, Turkey)

New staff

There is a procedure for on boarding new staff. Technical aspects will be explained in the starting weeks and they are encouraged to set up exploratory talks with different colleagues and executive staff members of the company. However, there is not given succession to this meeting nor is there any control in if these conversations take place in the first place.

Existing staff

For the existing staff there is no such support. We are thinking of reshaping the function of one of the production employees. This woman is about 45years old and recently been diagnosed with rheumatism what means she isn't able to work in production anymore. The company thinks about changing her function into a sort of mentor. Her task will be to give support to other colleagues, to give advice, to welcome new hires and help them getting properly integrated. This new function needs to be developed and the person needs to get training. Maybe this mentoring program can help us do that. (SME, Belgium)

• What is already working well?

Examples from partner countries:

We have about 1350 employees in retail, and mentoring is one of the most important effects in adaptation of new employees. (Slovakia, big company)

Experienced staff answers detailed job related questions the new staff has, on one-on-one basis. (Big Company, Slovakia) Exchanging of ideas and experiences, engaging the 'old' and 'young' staff for joint problem solving, responding to conflicts within the team, motivating and promoting of key employees. (Polish SME)

Basic evaluation, periodic evaluation should be replaced by evaluation after each project. (Polish SME)

Prepare regular training program. (SME, Turkey)

• How will mentoring fit into other staff development initiatives?

Examples from partner countries:

'We want to make mentoring programs also for people who changed positions or department to keep them in our company.' (Slovakia, big company)

'Experienced staff could be trained on how to communicate the knowledge to the new staff in the simpler way. The mentoring program could provide guidelines on the approach to use in the mentoring process – such as communication or presentation approach.' (Big company, Slovakia)

'Mentoring will fit into other staff development activities by supporting the initiative and creativity of employees, motivating young people, mentoring is consistent with other staff development initiatives.' (Polish SME)

'By the reason of being a small organization, it's a basic way to transfer and improve skills and benchmarking the best practices.' (Polish SME)

'We run already various trainings. Mentoring guidelines could help senior staff in better and more efficient training of new employees.' (SME, Slovakia)

'Technology is changing rapidly. We must train our people, we must teach them to follow technology day by day. This is the secret of our success, following ethical approach. A big part of a mentoring program must be ethical system and maintaining of. Then following the changing technology – how to follow it – and how to implement it by keeping cost effective operations. Our clients need cost effective quality service. We must maintain delivering it.' (SME, Turkey)

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

• What support would you need to set up a mentoring program?

Examples from partner countries:

'Expert lecturers giving some guidelines regarding mentoring approaches.' (Big Company, Slovakia)

'We are interested in receiving support from "Be a Mentor in the Workplace" to set up a mentoring program.' (Big Company, Slovakia)

'Funding (it would help with funding as we could show a formal process of personal development for staff), a package of how to do it, face to face trainings and the opportunity to sound things out would be useful. Also remote help, e-learning tools, a network of mentors in the city and feedback on the mentoring process so we could assess if it has been successful'. (British SME).

'Specific goals and guidelines would encourage us to set up a mentoring program. We would need the support of more experienced person/colleague in this subject. We are interested in receiving support from "Be a Mentor in the Workplace" to set up a mentoring program.' (SME Slovakia)

'Examples of other companies, best practices.., we are interested to get support from "Be a Mentor in the Workplace" to set up a mentoring program.' (SME, Belgium)

'Financial support from chamber or government programmes.' (SME, Turkey)

'Owners of the company should invest more in such issues as mentoring. Because our motivation is towards increasing revenues endlessly, secondary and auxiliary efforts are pit in second place.' (SME, Turkey)

'To have a model which is applicable to our factory.' (SME, Turkey)

'We must be able to reserve some finance for this. Competition is too high and it is not easy to reserve finance for such activities.' (SME, Turkey)

'Extern knowledge, directions, coaching and certain objectives to achieve such a program.' (SME, Belgium)

'Support from the leaders and line managers, foremen, etc, and other people with certain level of responsibility in the company; availability of the collaborators that will be involved in a mentoring program, more information about what is mentoring and what are the aims of a mentoring programme and how does it work (suggestion: info sessions to inform and debate this issue with the companies). (Portugal, SME)

To set up a mentoring program, we need to have outside help. We do not have the necessary know how. If there is a way of implementing mentorship on the workplace and this can be a win-win situation, we are certainly encouraged to set up such a program. (SME, Belgium)

• What could be your next step?

• How could you use the strengths of the organisation to get there?

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

Checklist-2: Formal and less formal learning activities

Learning activities	From formal to ----- informal		
	<ul style="list-style-type: none"> • Introduction program for newcomers • Computer-based training, web-based training, E-learning • On-the-job training by a colleague • (Stage) trainee period • Re-education program 	<ul style="list-style-type: none"> • Mentoring • Coaching by the Line Manager • Learning through evaluation and feedback: <ul style="list-style-type: none"> - competence-assessment, - functional conversations, - evaluation conversations, development conversations • Learning by consulting knowledge databases • Sharing 'Lessons learned' at the end of a project or after solving a work problem 	<ul style="list-style-type: none"> • Discussions with colleagues, customers and suppliers. • Brainstorming • Exchanging work experiences • Solving problems at work • Teamwork, team learning
Workplace learning	<ul style="list-style-type: none"> • Work instructions • Didactical aids • Formal guidelines • Supported practice • Personal development reviews • Basic and periodic evaluation • ... • ... 	<ul style="list-style-type: none"> • Looking at Case-studies • Learning by giving training to colleagues • Benchmarking • Reading the manuals • Workshops • ... • ... 	<ul style="list-style-type: none"> • Special projects, difficult assignments (with aid) • Job rotation • Personal networking • Sharing of knowledge and experience via learning networks/ Communities of Practice • Working together with an experienced colleague • Ask for advice • Searching for information in manuals • Looking how colleagues or manager performs an assignment
Learning outside the workplace	<ul style="list-style-type: none"> • Training at school • Professional updates • Short courses, seminars • Books, magazines, video's, multimedia, weblinks • Projectgroups • Projectgroups 	<ul style="list-style-type: none"> • Company visits • Learning through self analysis and reflection: <ul style="list-style-type: none"> - by using personal and professional diaries or - records of realisations and portfolios. • ... • ... • ... • ... 	<ul style="list-style-type: none"> • Professional associations • Learning networks • Advice groups • Interest groups • Alumni-associations • Management

› Defining terms

• "There are so many different terms (Buddy, tutor, coach,, mentor, ..) What term should we use?"

• A better question is: "What do we, in our organization, understand by the term 'mentor'? What is expected from the mentor, in order to realize the mentoring project goal?"

STEP 2 – "WHAT IS THE CONCRETE GOAL OF THE MENTORING PROGRAM?" WHAT IS THE TARGET GROUP?

2.2. PROJECT DEFINITION

DEFINING THE GOAL OF THE MENTORING PROJECT

► Possible goals of a mentoring project might be in the field of:

- Adequate induction of new employees.
- Personal and professional development of the mentee (Longer term development goals of existing employees)
 - > For mentees it is possible to profit from a mentor when they:
 - Want a sound board.
 - Want to get access to the rich experience, knowledge and networking of the mentor.
 - Are looking for someone who will challenge their way of thinking.
 - Want a better vision of their personal aims and values, e.g. who am I, why am I here?
 - Are looking for advice concerning career possibilities.
 - Settle into a new culture, role or place in the organization.
 - Wish to understand unwritten rules or political sensitivities.
 - Want to acquire insights in how leaders think concerning the priorities and direction of the organization.
 - Want to follow a successful role model.
 - Are looking for support at pursuing a good balance between life and work.
- Giving individual support to new leaders.
- Enrichment of leadership skills in the organization.
- Motivating and offering new opportunities to experienced leaders.
- Increasing gender diversity in the organization.

Goal of the Mentoring Program

Examples from the partner countries:

'To set up good guidance for new/young employees. This SME has several offices with different team leaders. It happens that team leaders and members of that team spent their working days in different offices/location. Team leaders do not have daily contact with their team members. To give the members of the team a proper support, mentors were indicated for a daily contact, particularly with new employees. (Belgian SME)

'Continuous flow of managerial personnel and filling the gap if some skills and experiences are missing in individuals' (Turkish big company)

'Good integration of new drivers. Mentors are the contact persons in between drivers and management.' (SME, Belgium)
'Adaptation for our new employees to the new organizational culture and working environment' (Slovakia, big company)
'To train new staff so that they could start working independently as quickly and accurately as possible' (Big Company, Slovakia)

'Development of the potential of employees, searching for talent, transfer of knowledge, strengthening of relationships within the organization.' (Polish SME)

'Benchmarking the best practices' (Polish SME)

'Supporting and improving negotiating skills' (SME, Slovakia)
'To have a big picture view and to get new insights. Support to improve potential of new or less experienced employees' (SME, Slovakia)

'As a Mentor in education: about self esteem ultimately, behavioural reason or learning assistance, as a Mentor in business: practical advice on how to grow for SME's, during Mentoring for dinner ladies and nursery nurses: learn confidence and self-esteem in order to learn about communication.' (Brass Bands, UK)

'The well-being of our employees is crucial to us. We want them to be happy and to feel good. Our staff are our human capital.' (SME, Belgium)

Monitoring the work of a mentee, accompanying the development of their career, giving them tools that allow them to get through difficulties that can appear, and providing the development of competences needed to succeed in their job. (Portugal, SME)

DEFINING THE TARGET GROUP

› Possible target groups for mentoring:

- New employees, seasonal workers, interim workers, isolated workers, high potentials, potential leaders from minority or under-represented groups, employees moving to a new function, existing employees (talent development), candidate new leaders, experienced leaders..

Target group of mentoring program

Examples from the partner countries:

All new recruited employees receive education and guidance. This project is called 'New entry project'. The project leaders are being designated by a mentor. Beside the team leader, mentors help by familiarizing the new and young employees with the company and other staff members.

Future managers (assistant managers). (Turkish big company)

Newcomers in retail branches – salesmen. (Slovakia, big company)

New staff in the department. (Big company, Slovakia)

Young employees, particularly student assistants. (Polish SME)

Middle level management. (Polish SME)

Colleagues working in the same field. (SME, Slovakia)

New or less experienced employees. (SME, Slovakia)

Children and youth with behavioural issues, adults with low confidence and low self esteem, small business and community groups: low confidence but mainly lack of knowledge in areas they needed. (Brass Bands, UK)

The target groups are new employees and existing staff. (SME, Belgium)

For the new drivers to integrate well, for the other drivers, the mentors are the colleagues who they can talk to in case of overall issues. (SME, Belgium)

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

STEP 3 – "WHAT IS THE ROLE OF THE MENTORS, PROFILE OF MENTORS AND MENTEES? HOW DO WE CARRY OUT SELECTION, MATCHING, BRIEFING AND TRAINING?"

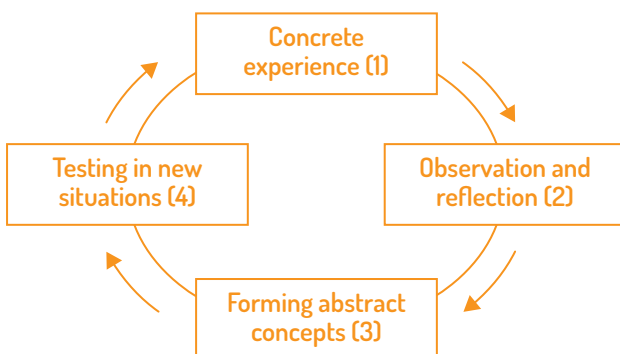
2.3. PROJECT PLANNING

DEFINING THE ROLE OF THE MENTORS

› The role of the mentor will largely be determined by the purpose of the program.

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 informal habits, helps the mentee to get to know the organisational culture, encourages the mentee to network in the organisation, 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 behaviour.



Kolb's Experiential Learning Cycle (1975)

- 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, action.
 - › Asking reflective questions, starting discussions for further exploration of different approaches to problems/situations and not proceeding too rapidly 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.

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

- Assists the mentee to identify areas for growth and development, gives vision, supports the learning in the frame of career development, 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.

Role of the mentor

Examples from the partner countries:

More experienced person who knows company practices very well and has positive life experience and attitudes.

(Turkish big company)

In case of new drivers, the mentors will bring out an evaluation regarding the employment of the new driver. (SME, Belgium)
Experienced person who has worked in the company for a longer time, knows the priorities, habits, and know-how specific to the company, and is loyal to the company.

(Slovakia, big company)

The mentor acts as the mentee's personal trainer. Their role is not only to facilitate the training but to do it in a personalized way.

(Slovakia, big company)

Advisor, teacher, trainer/coach. (Polish SME)

Delegation (use proper skills to aims, monitoring and observation, common conclusions). (Polish SME)

To determine strengths and weaknesses in negotiating skills and work with these. (SME, Slovakia)

Experienced employees give less experienced colleagues new insight, assisting them to improve their potential development, their qualities, and to help them create a new value for the company. (SME, Slovakia)

In general, it is about supporting and helping the mentees to see the value in themselves, and to help them make their own decisions and define their own path. In business, it was more about facilitating and sharing information (almost coaching in some respects). One of them (SME) had all the skills, most of the knowledge but just didn't have the confidence to take the first step. (Brass Bands, UK)

mentor is someone who gives advice to employees when there are matters that can't be discussed with their managers. They function as a beacon in the storm. (SME, Belgium)

A mentor is an advisor who gives support to the mentee in their development within the organization. The mentor's role is to help the mentee in the apprenticeship process showing the paths, and accompanying them along those paths. (Portugal, SME)

Mentors are anchor points in the organization or team. Primary to mentorship is that they are easy to approach, make time and are available. Team leaders are mentors and have an extra leading function. (Belgian SME)

DEFINING THE PROFILE OF EFFECTIVE MENTOR

▶ Profile of an excellent mentor for each role (skills, attitudes):

- Role: induction of new employees
 - > Has the necessary substantive knowledge and skills (credibility)
 - > Knows the work area of the newcomer.
 - > Is able to be patient with people with less experience.
 - > Listens to the difficulties of the mentee.
 - > Is able to teach knowledge and skills.
 - > Checks if a message is understood.
 - > Gives feedback in a constructive way.
 - > Is a respected bearer of desired company culture (e.g. function).
 - > Shows a people-oriented attitude.
 - > Wants to train new employees.
 - > Understands diversity.

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

- Role: helping to learn from practical experiences
 - > Has coaching skills: asks reflective questions, listens actively, gives constructive feedback and structured instructions, and is able to motivate the mentee.
 - > 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.
- Role: working on growth, helping to achieve the long-term development goals of the mentee
 - > Is honest and reliable.
 - > Reflects the organization's values and culture.
 - > Has good communication and interpersonal skills
 - > Shows maturity in work and life.
 - > Is a high performer. They should be known throughout the organization as being successful, someone whose opinion is asked.
 - > Knows the organization goals, behavior lines, functions and decision processes of the organization.
 - > Has a good amount of common sense, a positive attitude, and a friendly personality.
 - > Has a network of contacts and influence.
 - > Is open enough to take risks.
 - > Is open for new ideas and learning opportunities.
 - > Is willing to spend the time necessary to transfer skills and knowledge.
 - > Is a good motivator.
 - > Is accessible.
 - > Is willing to share experiences.
 - > Shows commitment to the mentoring program.

Profile of effective mentor

Examples from the partner countries:

Managing skills and communication skills, handle the young newcomers or people from different departments without knowledge of sales. (Slovakia, big company)

The most important competencies are responsibility and communication skills. Furthermore they have to be enthusiastic about the project. (SME, Belgium)

The mentors are familiar with the topic they are mentoring. They could give succinct answers related to their expert topic but could also direct the mentees to other expertises if the topics discussed are unfamiliar to them. (Slovakia, big company)

Patience, charisma, experience and authority. (Polish SME)

Professional, experienced in the topic and able to relate to various skills of other individuals. (SME, Slovakia)

Qualities: patience, ability to explain things in simple way, ability to express the idea accurately, ability to advise, ability to communicate just the most important things, ability to provide new insight to the mentee, to have general overview about the company process, company business. (SME, Slovakia)

The mentors have been selected by both HR Programs and the manager.

They need to be proactive, helpful and willing to listen! (SME, Belgium)

If we understand mentoring to be supportive coaching of one person by another, personal qualities like empathy and adaptive communication skills are key in most cases. Not everyone can learn to be an effective mentor if they don't naturally have these skills. People can learn to behave as an effective mentor – for example in a line manager situation – but a vital connection easing the relationship is missing. (Brass Bands, UK)

For us, mentors have to be more experienced, and often older, members of a team. This SME has several project leaders. For each project there is a Dutch and a French speaking project leader. These couples are called 'binomen'. Binomen are mostly chosen to be mentors. (SME, Belgium)

The mentor was selected according to the competences which needed to be conveyed to the mentee. (Portugal, SME)

› What is the profile of a good mentee (focus on growth)?

- Has a clear idea of what they want to achieve through the relationship.
- Voluntarily enters and remains in the relationship.
- Assumes responsibility for their own development.
- Dares to examine themselves critically.
- Is honest and open to express their feelings and thoughts/ideas.
- Is prepared to share failures.
- Shows openness to feedback and learning.
- Drives the relationship with their mentor.
- Listens to the advice of the mentor, takes sufficient time to consider everything, and asks questions.
- Goes, with the aid of the mentor, outside their own comfort zone.
- Tells the mentor which advice helped and why.
- Does not make value judgments concerning the experiences and choices of the mentor.
- Respects the time and other responsibilities of the mentor.
- Is reasonable in their own expectations.
- Says when the expectations are not met.
- Maintains the confidentiality of mentoring conversations.
- Gives something to the mentor.
- Is loyal.
- Is talented.
- Could be a future manager.
- Understands the goal of mentoring.
- Is open to guidance.
- Is willing to work on personal and professional development.
- Is willing to create additional value for the company.

Profile of a good mentee

Examples from the partner countries:

An open mind and mentality. Prepared to accept the directions of more experienced people. (SME, Belgium)

Talented, generally young and has good career prospects e.g. future managers. Good attitude to the company, seeking fast development and promotion. (Turkish/Slovak big company)

The mentees have an overall understanding of the goal of the mentoring session, and therefore pay full attention throughout. (Slovakia, big company)

Lack of experience, but the desire to acquire new knowledge and fit into the team. Willing to take a fresh look at their problems, and a desire to partake in the program. (Polish SME)

Basic qualities. (Polish SME)

Experienced in their job, understand what is required from them. (SME, Slovakia)

We hope they are open to inspiration. (SME, Belgium)

No specific qualities. (SME, Belgium)

Open to guidance. Willingness to work on own personal and professional development and willingness to create an additional value for the company. (SME, Slovakia)

The mentees needed help from the mentor to value themselves. They had a lack of confidence or just needed that extra voice; In other ways they were very different. They needed someone to listen, they needed support and guidance. (Brass Bands, UK)

Very interested in learning, dynamic, responsible, good level of facility in acquiring new skills. (Portugal, SME)

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

SELECTING PROCESS

› How to select the mentors?

- Good candidates are usually already performing the role of mentor in a more informal way!
- First communicate the goal of the mentoring project, the role and requested profile of the mentors, and how the mentors will be supported (they will get the necessary time, training, support from HR etc.) before asking for volunteers.
- Call for volunteers and select suitable applicants (inform the unsuccessful candidates why they are not selected or prepare with them a development plan to become a mentor later on). Call for manager's nominations (the line managers know his people the best).

› How to select the mentees?

- The primary consideration for selecting mentees should be that they are motivated to develop different or greater competencies through an intensive relationship with their mentor.

How to select the mentors

Examples from the partner countries:

Within the company. (Turkish big company)

By the regional managers of sale. (Slovakia, big company)

According to their experiences. (Slovakia, big company)

The first and key mentor is the owner and chairman of the board/at the same person/, because he's the most experienced person. (Polish SME)

We take into consideration experiences and position in organization structure. (Polish SME)

All experienced colleagues are involved in the role of mentor. They share the responsibility and knowledge. It is also a way of training for them. (SME, Slovakia)

It is my job, I volunteer. (Brass Bands, UK)

PAIRING PROCESS (MATCHING)

› How to pair mentors and mentees?

- One can go in search for either similarities or differences. Mentoring relations offer the largest learning opportunities when the 'correct gap' in experience is found. When the difference in experience is too small, the mentor and mentee will have to tell too little to each other. If the gap is too large then there is a danger that the experience of the mentor will not be relevant for the mentee.
- There are several approaches to bringing the different players in a mentoring relationship together: You may match pairs objectively as the programme leader or allow a group to pair up themselves (perhaps at an introductory event, where mentors and mentees can meet and approach each other.
 - > Mentors of new employees (a more experienced colleague of the same department) are generally designated.
 - > When the focus is on growth of the mentee (when it is the intention to create long-term relations, where the degree in which mentor and mentee like each other is very important) a process will be started up where the different parties themselves select their partner. If in practice potential mentors and mentees insufficiently know each other to reach a founded choice, then one should impose the matching, however, one will regularly evaluate and build in the possibility for modifications in the composition of the partners.
 - > Trust is very important within a mentoring relation (for this reason one chooses at individual coaching, where a friendly relation is aimed at, rather than people who stand in a direct hierarchical relation with each other. The mentee cannot be dependent on the mentor, if there is likely to be competition between them).
 - > When choosing a mentor one should always take into account the specific personal development goal of the mentee.
 - > In smaller companies one must work sometimes with the people which one has.
 - > When the mentoring system is for example aimed at career development, the mentor is generally a manager from another part of the organization. A line manager wants to obtain the aimed for results for his/her department. It might be possible that this objective is not compatible with the objective of the mentor to help the mentee develop their own potential, certainly if this means that the person will leave the department.

Matching of mentors and mentees

Examples from the partner countries:

Depending on their technical conformance firstly. Then, their positions/department/functional similarities are prevailing. (Turkish big company)

HR invites the selected mentor to assess if he/she wants to accept the mentorship. (SME, Belgium)

By their sales conformance and understanding of the procedures firstly. (Slovakia, big company)

The mentors and mentees are matched according to the job description and responsibilities. (Slovakia, big company)

There's no enough experienced mentors, so these challenges rest on managers of departments. (Polish SME)

Were divided by departments and common goals (e.g. trade, production, finances and administration). (Polish SME)

Random selection. (SME, Slovakia)

Matching is not important. The crucial is to find the way how to collaborate to reach the goal. (SME, Slovakia)

Sometimes through advertisements, my job role, or casual opportunities of finding affinity. (Brass Bands, UK)

No specific link between mentors and mentees. (SME, Belgium)

They both match at the level of competences needed to perform the job, due to the fact that the development department needed to be reinforced with a new collaborator. (Portugal, SME)

Experienced employees of the same projects are matched with the mentees. (SME, Belgium)

BRIEFING AND TRAINING

› Why training?

- A professional training gives the signal to the participants that the organization stands behind the mentoring program and is convinced that a successful progress of the training is important.
- The training also ensures the development of mentoring skills and gives the participants an opportunity to express anxieties and ask questions.
- Furthermore, all people concerned get the necessary documents and instructions for use during the mentoring relationship.

› What training is needed for mentors of new employees? What topics should be covered?

- Mentoring for new employees.
- Role of the mentor.
- What do newcomers expect when they enter our organisation.
- Do's- and-don't's when introducing new colleagues.
- Define and evaluate the learning goals (monitoring the progress of the training plan for the new employee)
- Teaching skills.
- Understanding the importance of learning styles; recognizing that there are different preferred learning styles and being aware of their own preferred learning style in order to help the other learn in the most effective way.
- Developing a coaching attitude and coaching skills
Understand the importance of an appreciative approach and learn to use a toolkit (rating scale, questioning techniques, core quadrants, areas of influence) that is based on this way of coaching.
- Knowledge and use of preferred thinking/personality styles to realize a more effective coaching relation with the mentee.
- Influencing skills (from a non-hierarchical position).
- How to deal with difficult behavior.

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

› What training is needed for mentors (and mentees) when there is a focus on growth? Topics?

- What is mentoring, what is not mentoring .
- Reflecting on the mentoring experience.
- Assumption hunting.
- The goals of the mentoring program.
- Roles and responsibilities.
- Profile of an effective mentor and mentee.
- The process of mentoring (lifecycle of a mentoring relationship).
- Build up an effective mentoring relationship, control progress, closure.
- Appointments.
- Techniques and skills (coaching skills, defining and evaluating SMART learning goals, be aware of different learning styles, reflection on the own communication style).
- Simulation and practicing some typical mentoring conversations (for mentors)
- Documents and instructions used during the mentoring relation. For example:
 - › Reflection form for mentees (to fill in and give to the mentor before each mentoring session):
 - Date, topic
 - What did I want to achieve after the last mentoring session?
 - What did I try concretely?
 - How did I feel about this?
 - What went well?
 - What did not go well?
 - Questions/remarks form my mentor.
- Benefits for mentor, mentee, organization
- Dysfunctional mentoring relations, typical pitfalls of mentoring relationships.

Training offered to the participants

Examples from the partner countries:

Start up training about mentoring concept and future expectation from both parties. (Turkish big company)

Training for new employees. (Slovakia, big company)

Communication training. The mentors familiarize with the topic on daily basis so they have a thorough insight to the topic and this is really valuable for the new-comers. The problem is with the communication as obstacle – how to make jargons used at work become simpler and understandable for the new-comers. (Slovakia, big company)

Solving problems through brainstorming, teamwork, raising qualifications related to the performance of duties. (Polish SME)

Basic: time managing, delegation of responsibilities and communication. (Polish SME)

Training in negotiating skills. (SME, Slovakia)

Company basis introduction, ad-hoc trainings needed for day-to-day agenda, for understanding company business activities and processes. (SME, Slovakia)

I took a diploma for mentoring; the training gives you some techniques but it was not so useful if the mentor didn't possess already the necessary personal qualities. (Brass Bands, UK)

None (SME, Belgium) , None. (Portugal, SME)

All mentors followed a 3 days course called "Peterschap". (SME, Belgium)

We schedule an individual learning trajectory for every employee. We take into consideration age, other work experiences, individual needs and set up trainings. (SME, Belgium)

STEP 4 – "WHAT ON-GOING SUPPORT WILL BE OFFERED? HOW TO KEEP THE MENTORS MOTIVATED? HOW WILL THE PROGRAM BE EVALUATED?"

2.4. PROJECT IMPLEMENTATION

BUILDING A MENTOR-MENTEE RELATIONSHIP

› **Mentoring is a relationship. The mentee and the mentor collaborate in the development of the mentee.**

› **What are ingredients for successful relationships?**

- Effective mentors and mentees take time to get to know each other, talk about mentoring, share information on learning styles, establish the boundaries of the relationship, mutually agree on the goals of the relationship, agree upon a meeting schedule, agree upon a time frame for the relationship (with periodic reviews) to evaluate how well the relationship is meeting the goals, discuss confidentiality (to be able to be vulnerable, yet safe, in difficult conversations), show respect for each other.

- If both parties are able to express freely and honestly about strengths, weaknesses, goals and concerns, the learning will be greatly enhanced.

- Mentoring involves sharing. (Effective sharing involves freely giving thoughts, opinions, concepts, ideas, experiences, hunches, techniques and learning to one another)

› **Duration of mentoring?**

- The duration of the mentoring relationship is dependent on the defined goal and target group.

- › The duration of the mentoring relationship for new hires is limited, (for instance limited to the induction/trial period)

- › Mentoring relationships based on the mentee's longer-term development objectives should last as long as the mentee still needs development in that area.

› **How to start up, manage and close the relationship with the mentee?**

- Making contact

- Contracting

- Progress

- Closure

- › Mentoring goals achieved, moving on to a less formal/more personal relationship or the end of the relationship.

START UP THE RELATIONSHIP

› **How to start up the mentoring relationship (mentoring for new employees)?**

- Getting to know each other.

- Explaining to the newcomer how you will cooperate.

- Discussing the learning goals to achieve (individual training plan with necessary competences to perform according to the standard in the job)

- Outlining the cooperation with line manager and colleagues.

- Outlining your involvement with respect to periodic conversations concerning the evolution of the learning process (end evaluation is responsibility of line manager).

- Making appointments concerning the cooperation.

- Communicating when you find that there is coordination with the line manager necessary: stimulating the newcomer to take action himself in this area.

- Sketching the duration of the period within which the mentoring role runs, when and how that period expires.

- Believing in the possibilities of the mentee and showing that.

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

- Making contracts concerning confidentiality within the relationship:

- > For example agreeing whether consultation is necessary with the mentees line manager concerning their progress.
- > Agreeing that personal aspects discussed (e.g. doubts, uncertainties, fears, difficult steps in learning, personal experiences at work...) are kept confidential and only shared with the manager on explicit request and/or in dialogue with the mentee.

- Protecting your integrity and being clear about the mentors role.

- › **How to start up the mentoring relationship (focusing on the growth of existing employees)?**

- 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 attractive in your job and working in this organisation – where do you want to be in 5 years time – your most important realizations/failures – your idea of success.

- Goals for development: how the mentee can grow in the current job and with a view to future functions.

- Values, life aims.

- Defining mentoring goals (contracting)

- > Setting expectations.
- > Defining SMART learning goals, action plan and milestones.
- > 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 (face to face, through e-mail, by telephone...), how many meetings.

- > Defining the time investment of the mentor.

- > Making agreements concerning confidentiality within the mentoring relationship (openness, trust!)

- For career development consultation with the line manager may be necessary (if it concerns for example the development plan/ contract).

- > 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 fulfilled or unsatisfying.

- > Making a contract (with the 'go-ahead' of the line manager).

COURSE OF A MENTORING SESSION (FOCUS ON GROWTH)

- › **What to do during the mentoring session:**

- Supporting the relationship.

- Defining the learning goal.

- Discovering the subject and questioning things

- > Getting to know each other

- > The mentor looks at the subjects from the perspective of the mentee.

- Possible subjects:

Self-development, Career Planning, Opportunities, Alternatives, Tactical approaches, Culture, Trends, Politics, Behaviors and impact, Successes and Failures, Learning experiences, Skills and Needs, Fears and doubts, Interests, Work/life balance, Work values.

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- > For the mentor the challenge is NOT to judge immediately, give advice or start action.
- > The mentor stimulates the thinking and the learning of the mentee by asking questions.
- > The mentee listens to feedback and constructive ideas.
- Summarizing and making appointments concerning the learning
 - > Start action and summarize the discussion.
 - > The mentee shows commitment to learning. He/she agrees to think further on the subject and take action.
- Evaluating the effectiveness of the session
 - > This step is essential for the learning and obtaining optimal return on investment of the mentoring relationship. Mentor and mentee look at both content and process:
 - What went well? Why?
 - What did not go well? Why?
 - What did we learn?
 - What are we going to do differently next time??
- Organising periodic evaluations of the mentoring relationship:
 - > It is recommended, to perform a full evaluation of the relationship and the progress being made by the mentee, at least every 4-6 months to ensure benefits are still being achieved.
 - Do the meetings take place, as planned? Do they spend enough time and energy to these mentoring sessions?
 - What subjects are covered already? What achievements have been made by the mentee with the support of the mentor?
 - Do they experience a general growth towards the development goals set? Are there measurable results or benefits from the relationship?
 - Are they satisfied with the mentoring relationship? Do they feel themselves free to share thoughts and ideas? Are there other points for improvement?
 - Do they expect that continuing the relationship will produce still more learning moments?
 - Are possible problems in the relationship solved adequately?
- Organizing final evaluations at the end of the mentoring relationship:

- > Allow mentors and mentees to have a critical and open retrospection on the relationship, to draw lessons for the future.
- Mentor and mentee should ask themselves the following questions:
 - What did the mentoring relationship achieve for us both? Including expected and unexpected results (changes in knowledge, behavior, role...)
 - Did the relationship not achieve something which was expected at the beginning? If so, why not?
 - What are the future development needs of the mentee?
 - Are there other development goals where other mentors could help?
 - Recommendations for further development.

SUPPORTING THE MENTORS

› How to provide on-going mentor support (HR)?

- Creating a manual for the mentors.
- Briefing of the mentors on their role.
- Defining clear definition of the different roles: mentor – line manager: tasks and responsibilities of each.
- Organizing training.
- Organising workshops on certain topics of mentoring.
- Coordination of the reporting on the mentoring sessions.
- Facilitating meetings (mentors/mentees).
- Supporting mentors that need support.

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

On-going support offered

Examples from the partner countries:

Quarterly cross evaluation by HR department, followed by action, if necessary. (Turkey, big company)

Evaluation by HR department, after the 2 months probation. (Slovakia, big company)

Mentors offer their "all time" availability (Slovakia, big company)
Support in a crisis situation, coaching and joint solving current problems. (Polish SME)

Ongoing advices, support and help in different areas and in different ways. Working as a team; Helping each other to provide high quality results. Back-to-back feedback is crucial. (SME, Slovakia)

Every time different, when I was supporting a child, 5 minutes a day was better than half an hour per week. It is very important to maintain promises.

With adults it is very important to communicate clearly and regularly. It is also very important to keep supporting them also after the program finishes. (Brass Bands, UK)

To give them as much feedback as possible. To engage them within operational planning. (SME, Belgium)

None (Portugal, SME)

How to motivate the mentors?

- Recognition of the contribution of mentors
- Communication of mentoring results during yearly dinner
- Networking sessions between mentors.
- Sharing sessions (exchanging experiences) between mentors
 - > The mentors could fill in a reflection sheet after each mentoring session, on which they register their experiences, to take along to the sharing session:
 - Date, subject

- What did I want to achieve in this mentoring session with the mentee?
- What have I tried out in the session?
- What did I achieve? How did I feel myself as a result?
- What went well?
- What went less well?
- Which questions or remarks do I take along to the next mentoring session?

Motivation of mentors

Examples from the partner countries:

They receive extra financial compensation. (Turkish big company)

They are motivated by receiving a chance to provide mentoring programme for other group of new employees and they receive some bonus. (Slovakia, big company)

The main mentor in the company is the owner and chairman of the board /at the same person/ because he's the most experienced manager and the company is relatively small. (Polish SME)

Starting with outsourced audit, then work with common aims and declaration of the tasks by each of participants (Polish SME)
Mentors are motivated enough, being in the role of mentor is personal benefit by itself. (SME, Slovakia)

For me as a mentor it was an immense satisfaction because it is helping people in a practical way and it also allows me to use the skills that I like to use best. (Brass Bands, UK)

@Retail and Technology the mentees read out a New Year's letter to their mentors at the New Year's reception and were rewarded with a small present. (SME, Belgium)

Our mentors are motivated by performances the mentees deliver. We do not experience we need to motivate them especially. Mentees are often grateful for their guidance and probably will be mentors in themselves in the future. The reward is a nice atmosphere between mentors and mentees and all the employees in general. (SME, Belgium)

FRAMEWORK FOR 'IMPLEMENTING MENTORING IN A SME'

PERIODIC EVALUATIONS

› Evaluation during the mentoring of new employees

- Evaluation of the on-the-job training for new employees, with recommendations.
- Periodic evaluation sessions (evolution of training plan, feedback from the mentee) during the mentoring period of a new employee, with recommendations.

Periodic reviews of a mentoring system with focus on growth

- Regular contact of facilitator with participants?
- Pairs met at least the minimum number of times?
- Meetings and specific activities evaluated and discussed by pairs?
- Used time for mentoring according to the planned time?
- Facilitator available to support/council pairs?
- Common problems/pitfalls reported?
- Side-effects reported?
- Recommendations.

Evaluation during periodic reviews

Examples from the partner countries:

Quarterly. (Turkish big company)

After 2 months. (Slovakia, big company)

Yes. (Slovakia, big company)

During periodic reviews. (Polish SME)

No. (SME, Slovakia)

Regular feedback. (SME, Slovakia)

Yes. (Brass Bands, UK)

Yes, after 1 month and after 3 months. (SME, Belgium)

All went smooth so far. The only thing we have to be careful about is that we don't use the same mentor every time. This could demotivate the other mentors. (SME, Belgium)

No. (Portugal, SME)

When new members start, they are automatically followed up by their team leaders and mentors during the first months. Eventual problems are working points. (SME, Belgium)

Evaluation at the end

Examples from the partner countries:

Results are checked for evaluation (person promoted, successful? Etc.) (Turkish big company)

Result in evaluation report. (Slovakia, big company)

Feedback from new employees. (Slovakia, big company)

Yes. (Slovakia, big company)

No. (Portugal, SME)

Feedback from contact (transfer of knowledge and motivating new employees and monitoring their work went well. Problems/pitfalls: fill in the gap between the theory on schools and the daily work practice of organizations, very much information which must be passed on, too much new hires in the same period, requiring training). (Polish SME)

Feedback from contact: motivation went very well, the staff is very motivated; Problems/pitfalls: lack of competences of the mentors, the features the mentors should have. (Polish SME)

Yes. (SME, Slovakia)

Regular review of the KPI. (SME, Slovakia)

Yes. The evaluation from mentees was collected at the end of each session. (Brass Bands, UK)

We do exit talks when people leave the company and this is one of the topics which are discussed. (SME, Belgium)

Evaluations are made at the end of each program. (SME, Belgium)

There is not really an end between mentors and mentees. After some months, the mentee is properly integrated and the bond between them increases in a natural way because it is not really necessary anymore. (SME, Belgium)

According to both mentor and mentee the mentoring process is running as predicted, they established a relationship of loyalty, confidence, and empathy. The only problem that was mentioned was the fact of the mentor not to have the due time to dedicate to the process, in order to convey all necessary information that the mentee needed in order to perform her job accurately. (Portugal, SME)

2.5. ENDING OF THE MENTORING PROJECT

› From the organization's point of view, formal mentoring programs should have a finite length. (Some pairs will choose to continue the relationship beyond the formal program). It is important that when participants volunteer their commitment it is for a specific period of time. If there is no formal conclusion of the relationship it could fade away without a sense of closure.

› A formal session that concludes the mentoring program allows participants to express their appreciation to their partner, acknowledges the contribution that the mentors have made to the organization, and marks the end of the formal relationship and commitment.

- Sharing significant moments and experiences (stories)

- Celebrating

- › Recognition of the contribution and rewarding the mentors and mentees (particularly the mentors who might have less tangible gains from participating in this program)

- For example: distribute 'mentor awards' (certificate, commemorative plaque, an article in the company newsletter or a thank you from significant leaders within the company).

› Conduct an evaluation of the mentoring project (evaluate the success of the mentoring project), including:

- Program promotion.

- Support from the program coordinator.

- Roles of all parties involved.

- Selection and matching.

- Training, competences of the mentors.

- Learning goals achieved (success of the learning, change in the performance).

- Realized benefits for the mentees.

- Impact of the mentoring program. Return on investment?

- Recording of testimonials (significant moments and experiences) of the mentors/mentees.

› Stop or start new project

- Good closure of a mentoring project can be a springboard for another project. The experience and information now available can facilitate the organisation of a future project, and raise its quality.

› Follow up evaluation

- To obtain accurate data about the success and influence of the program, you need to continue the evaluation process for at least one year beyond its formal conclusion. However, few organizations are prepared to resource the evaluation process to that extent.

Benefits

Examples from the partner countries:

For mentees:

- move up in shorter time (Turkish big company)

- faster growing in sales skills (Slovakia, big company)

- practical experience and tips (SME, Slovakia)

- upgrading skills, acquiring knowledge, acquisition of practical skills, support and care (Polish SME)

- improving skills and possibility to promotion (Polish SME)

- learn by doing and watching which makes them familiar with the process quicker (Slovakia, big company)

- empowering them and help them to move on in life. (Brass Bands, UK)

For organization:

- invest in people for better management and overall success (Turkish big company)

- they can recognize in short time if they will continue in investment to hired people (Slovakia, big company)

- more experienced employees in general, employees get the impression that the organization cares about their personal development (SME, Slovakia)

- long-term learning process for all employees, low cost method, the way how to share knowledge within the company (SME, Slovakia)

- discovery of talent, specialized staff with high qualifications and skills (Polish SME)

- gaining two tasks: quality and profits (Polish SME)

- win-win situation, mentoring helps avoiding current staff making mistake at work (as they need to automatically re-educate themselves every time they

- mentor someone). On the other hand, it accelerates the pace of learning for the new staff.

- fulfil our aims of supporting community groups. (Brass Bands, UK)

- In our eyes, the mentor is a beacon in the storm and he or she gives advice about concerns/problems of employees which are difficult to discuss with their manager. In fact, a mentoring program is wonderful but sometimes superfluous if the atmosphere within the company is good and the collaborators can depend on all of their colleagues. (SME, Belgium)

- Mentorship is definitely a win-win situation. If the well-being of our employees is secured and they feel happy, there's a good atmosphere and people are productive. (SME, Belgium)

- In case of hiring new drivers, we are pretty sure about the new employee regarding skills and character. The new candidate driver has the opportunity to see if he likes the job or not. New drivers are integrated quicker. The management stays in close contact with the employees on the floor. (SME, Belgium)

For mentors:

- being in the role of mentor is personal benefit by itself (SME, Slovakia)

- sense of mission and responsibility for a young team; growing authority and respect. (Polish SME)

- by mentoring someone else this also helps re-educating himself on the process mentored (Slovakia, big company)

- for team leaders: Mentors are a really good support for the team leaders. (SME, Belgium)

Critical success factors for implementing mentorship in a SME?

Answers from partner countries:

Financing for external mentoring when there are no internal mentoring sources.

The willing of the entire company to introduce mentoring, the willing to train mentors, to make time in their schedule and to follow up the evolution of mentors and mentees is absolutely necessary (SME, Belgium)

Get enough time for the mentoring process (Portugal, SME)

Mentoring programmes are usually outsourced by external companies so it is needed to manage enough financial sources to cover mentoring expenses. (Slovakia)

Well developed programmes, motivation and skills of mentors. Clear structure and mentoring guidelines for the company (SME, Slovakia)

To have sufficient trained and experienced employees able to provide mentoring program or to be able to purchase the company providing sufficient mentoring program. (SME, Slovakia)

Mentoring technique on how to approach the mentees in a more personalised way (Slovakia, big company)

Knowledge on the topic of mentoring (Slovakia, big company)

Matching experience and people: this is for SME safe and comfortable environment for both parties. A suitable environment. Quality of time.

Willingness to help and to listen, informal conversations/procedures. (SME, Belgium)

Encouraging involvement. (SME, Belgium)

Selecting the right people. (SME, Belgium)

f.i. The willing of the mentors as well as the mentees to listen, cooperate, give and receive directions or information concerning the procedures. We believe there has to be a certain level of communication skills present with our employees, otherwise the purpose of mentors gets lost and becomes vague or inefficient. (SME, Belgium)

Feedback or suggestions on the Framework for implementing mentoring in SME's?

Answers from partner countries:

Retired personnel with mentoring experience may be external mentor for SME's (Turkish big company)

It is important to keep the boundaries clear: the balance between mentor, coach and counsellor needs to be clear; it may be more appropriate to have a mentor for staff who is external to the organisation so there is no conflict of interest (British SME).

It would be good to stipulate that the person should have been mentored in order to be a mentor (British SME)

The most important is to have reliable and well experienced mentor who can provide mentoring programme. (Slovakia)

The idea should be disseminated, spread definition and rules of mentoring between management and owners level. Popularization mentoring idea (by evidence base practice) as sparing way to make company competitive.

We would be willing to contribute feedback on a new Framework for implementing mentoring in SME's" (SME, Slovakia), (Slovakia, big company) (3 SME's, Belgium), (3 Turkish SME's) (1 SME from Portugal)

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