



ILPO55 Training Material - Instructor Guidelines

Adult Trainer

Unit 3

Mentoring Module

UNIT 3: Mentoring

Unit description

Tutoring and mentoring are important skills for an adult trainer, particularly so when dealing with inter-generational tutoring within the financial services sector. Tutoring and mentoring are about creating a safe and comfortable environment both for the tutor/mentor and the mentee. In this regard, the unit will discuss the role of mentoring and its role in the learning process, particularly with regards to the identification of individual needs. Learners will be exposed to the process to build effective relationships between the tutor/mentor and the learner/mentee.

1.1 What is mentoring?

The trainer must give a definition of mentoring and explain the difference between mentoring and coaching.

Definition of mentoring

Mentoring is a training system whereby senior employees or more experienced staff members act as advisors or counsellors to more junior staff. In this regard, one can conclude that mentoring takes the form of relationship-building between the mentor and mentored where the latter feels safe enough to share whatever issues are affecting his or her professional and personal development.

Distinction between mentoring and coaching

In contrast, **coaching** is task-oriented, where the focus is on concrete issues, such as time-management, delivering effective presentations. This requires a content expert (coach) who is capable of teaching the coached how to develop such skills

Trainer must provide situations when mentoring or coaching should be used, namely:

Coaching is used when

- a company is seeking to develop its employees in specific competencies
- a company has a number of talented employees who need further development
- a new leader or executive needs assistance in acquiring a new skill as an additional responsibility

In turn, mentoring is used when

- a company is seeking to develop current staff complement for succession planning
- a company seeks to retain its internal expertise and organisational history to develop younger staff, building on the synergies of creating personal relationships

Further information which explains very clearly the distinction between mentoring and coaching can be found from the website below: students are encouraged to download the full paper which sets out the differences between mentoring and coaching.

Online Paper: The Differences Between Coaching & Mentoring

Link: <http://www.management-mentors.com/resources/coaching-mentoring-differences>

Trainer to refer to terms protege'/(e), mentee

Trainer should direct learners towards this online article to understand the interchanging use of these words.

Link 1: <https://www.copypediting.com/do-you-mentor-mentees-or-proteges/#.Wb->

Link 2: <http://andersontgraves.blogspot.com.mt/2013/04/mentee-vs-protege-whats-in-name.html>

Trainer should also move into explaining the benefits of mentoring both to the organisation in terms of developing staff (the junior level as well as an alternative career plan for the over-55s); and for the mentor as another career path

Benefits of Mentoring

- Better prospects for career development and advancement of the mentee;
- Enhanced career and job satisfaction both for the mentee and the mentor;
- Increased managerial productivity for mentees;
- This may in turn lead to better compensation packages to the mentee;
- Increased employee retention for the Company

Trainer should also focus on the qualities of effective mentoring

Seven key qualities for effective mentoring

1. Ability and willingness to communicate one's knowledge/expertise
2. Be seriously committed and prepared for each mentoring session
3. Approachability, availability, and active listening
4. Honest but diplomatic
5. Continuous learning
6. Objectivity and fairness
7. Emotional intelligence

Trainer must explain in detail the above-seven qualities, transitioning to definition of Emotional Intelligence.

What is emotional intelligence?

Refer to book by Daniel Goleman, "Emotional Intelligence, Why it can matter more than IQ"

<http://www.danielgoleman.info/topics/emotional-intelligence/>

The theory of 'Emotional Intelligence' (EQ), was developed by Peter Salovey and John Mayer.

"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

- Mayer & Salovey, 1997

Psychology Today defines emotional intelligence as ‘the ability to identify and manage your own emotions and the emotions of others. It is generally said to include 3 skills:

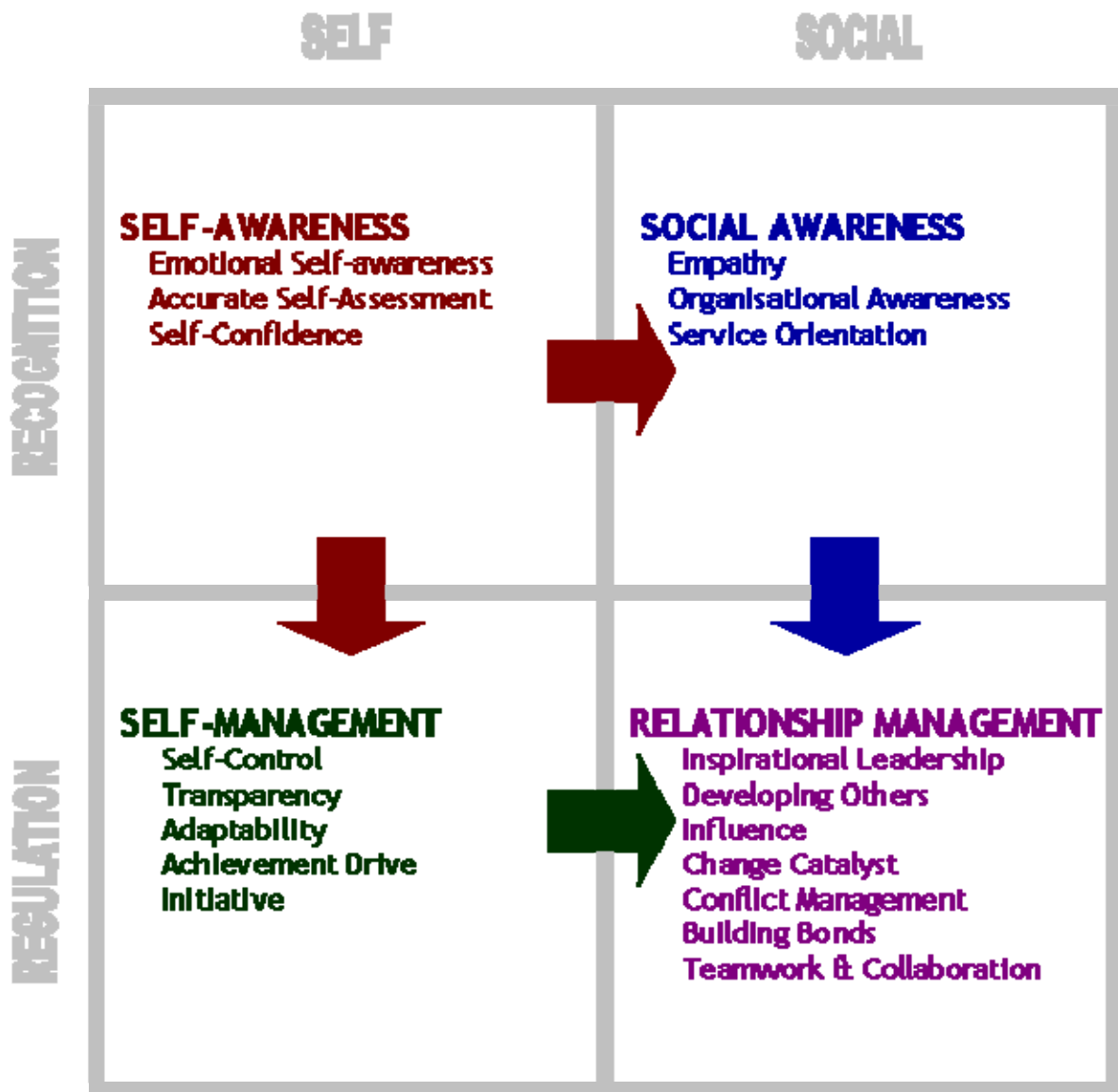
1. Emotional awareness, including the ability to identify your own emotions and those of others;
2. The ability to harness emotions and apply them to tasks like thinking and problems solving;
3. The ability to manage emotions, including the ability to regulate your own emotions, and the ability to cheer up or calm down another person.’

Sourced: <https://www.psychologytoday.com/basics/emotional-intelligence>

Goleman’s five pillars of Emotional Intelligence (EQ)

Daniel Goleman improved and broadened Mayer and Salovey’s work to include five essential pillars for EQ. These are:

- **Emotional self-awareness** — understands the moods that others are in. To gauge appropriately the mood at any given time. Understand and have tact with regards to how these moods affect behaviours
- **Self-regulation** — Think before you Act. Refer to Chinese proverb: **If you are patient in one moment of anger, you will escape one hundred days of sorrow.** Redirect one’s emotions and anticipate consequences before.
- **Motivation** — Use emotional factors to achieve the goals set. Perseverance. Internal motivation which goes beyond \$€, but focuses on what is important in life!
- **Empathy** — sensing the emotional makeup of others. Be socially and culturally aware. Soften negative emotions
- **Social skills** — managing relationships, inspiring others. Ability to find common ground. Build rapport.



Sourced:

https://www.sonoma.edu/users/s/swijtink/teaching/philosophy_101/paper1/goleman.htm

The trainer should then focus the training session on how mentees are assisted in developing problem solving and self-development skills.

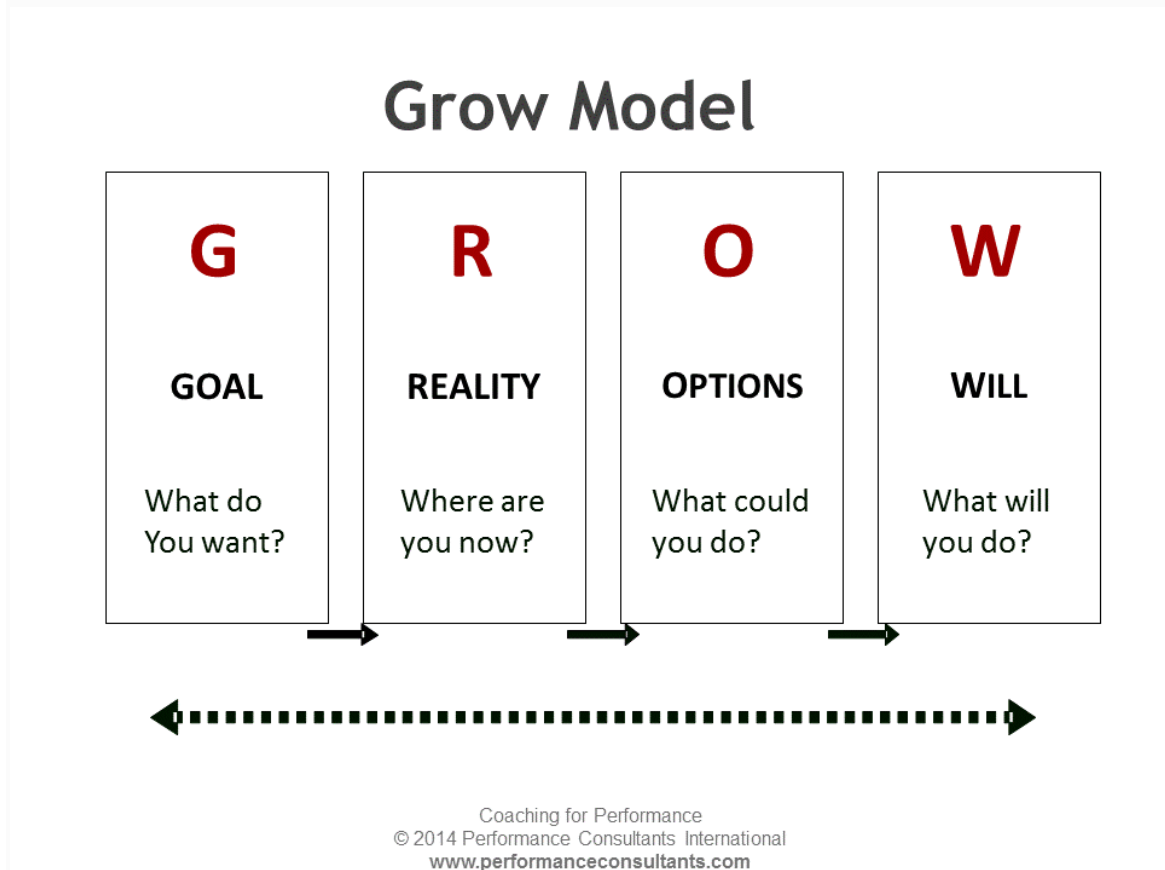
Plan and Prepare formal mentoring session

Introduction

The role of the mentor is to support and coach the mentees, helping them to make better decisions, resolve problems and possibly learn new skills that would eventually provide them with career prospects. To achieve his objectives, the mentor should adopt a structured approach based on the GROW model. The GROW model is a powerful framework for structuring mentoring sessions. The model was developed in the 1980s by Sir John Whitmore with the support of other coaches, namely Alan Fine and Graham Alexander. The use of the model is not intended to provide advice or

direction. The mentor must act as facilitator, providing guidelines to the mentee in selecting the best option available.

The model is like a journey, starting with the setting up of a goal for the mentee, establish the current reality, and explore possible options available and finally his willingness and commitment to achieve the set goal. The mentor has to be prepared to handle difficulties and problems during the course of the journey.



Using the Grow model

1. Establish the Goal

It is imperative to establish the behaviour the mentee is required to change. This change needs to be structured, as the mentee's goal he aims to achieve. The goal has to be SMART, i.e.

1. Specific
2. Measurable
3. Attainable
4. Realistic
5. Time-bound

Questions to be asked in establishing a goal:

- How can you assess that mentee has achieved the goal? How will you know that the problem has been resolved?
- Does the goal set will have a fit with the mentee's overall career objectives? And does it have a fit within the team's objectives?

2. Examine the current Reality

You are required to discuss the current reality with the mentee, looking at his strengths and weaknesses. Once established, you have to guide the mentee in finding a solution.

Useful questions in finding a solution:

- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- The mentee has already taken any steps towards the set goal?
- Does this goal conflict with any other goals or objectives?

3. Explore the Options

Once you have explored the current reality, you have to determine what is possible, evaluating all of the possible options to achieve the objective.

You are expected to recommend proposals to the mentee, however the mentee himself is also required to share his views and put forward suggestions. The mentee is also expected to lead the discussion, do most of the talking and be guided by the mentor accordingly. It is imperative that the mentee will make the final decision.

Typical questions that can be used to explore options are as follows:

- What else could the mentee do?
- What if any constraints were removed? Would that change things?
- What are the pros and cons of each option?
- What factors or considerations you have to use to weigh the options?
- What is required to stop doing in order to achieve the set goal? Are you aware of any obstacles that stand in the way?

4. Establish the Will

By examining the current reality and exploring the options, the mentee will have a good idea of how he can achieve the set goal. Finally, the mentee is expected to commit him to specific actions in order to achieve his goal. You have to assist the mentee to establish his will and keep him motivated.

Useful questions to ask:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?

- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?

Finally, set a date when the progress is to be reviewed. This will provide accountability and allow him to change his approach if something is wrong with the original plan.

For the model to work effectively, the mentor needs to have the following skills:

1. The ability to ask good questions
 - a. Avoid closed questions
 - b. Ask open questions
2. The ability to listen effectively. The mentee is to do most of the talking.

Case Study

Jessica works with an Investment Management company, as investment officer. She joined the company five years ago. The Investment Management Company services high-net worth customers, through four investment teams, each managed by a team manager. One of the team managers has submitted her resignation and Jessica may be considered to fill in the post. You have been asked to support and coach one of your team members, Jessica, to achieve her goals using the GROW Model.

Goal

Jessica holds a junior post within your organisation and she is aspiring to be appointed as team manager within the next twelve months. This is a SMART goal as it's specific, measurable, attainable (in view that she already has two year experience in her present role), realistic (in line with Jessica's overall career aspirations and the team's mission), and time related.

Reality

You and Jessica now look at her current reality. She is in signatory position, but she already has some of the skills needed to be a team manager. You brainstorm the additional skills required in order to be successful in a managerial role. She needs more experience of managing other people, and experience in dealing directly with high-net worth customers. She also needs to continue reaching her targets, so that she will be considered for a managerial role, once the vacancy will be available.

Options

You then both review her options. To attain the additional experience required, she could be attend courses/seminars to strengthen her capabilities or else be assigned with one of the other team managers for a number of months and be present for a number of meetings with high-net worth customers.

Will

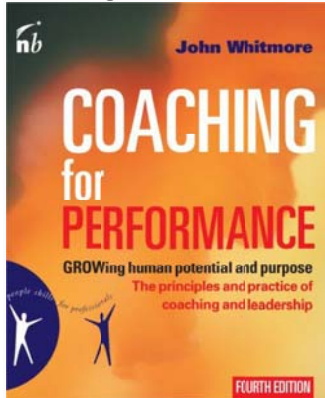
Finally, you have to establish the will. As Head of the Unit, you offer to let her lead the team under your guidance. If she performs well, she can take over the management of the team. Jessica may also need to attend overseas training. Jessica will have a probationary period of six months since her appointment, at which time her progress will be reviewed.

Sources

http://changingminds.org/disciplines/hr/performance_management/grow.htm

Further Reading

Coaching for Performance by John Whitmore 4th Edition



Mentoring models

Apart from the GROW model there are a number of other mentoring models that are used for aiding mentoring. A few have been listed below, (mostly taken from www.mentoringforchange.co.uk).

CLEAR model

- Contracting – opening the discussion, setting the scope, agreeing the desired outcomes
- Listening – using active listening to develop understanding of the situation
- Exploring – helping the learner to understand the effect this is having and challenging them
- Action – supporting them to choose a way ahead
- Review – reinforcing ground rules and value added, giving/receiving feedback

OSKAR model

- Outcome – what is the objective of this session what do we want to achieve today?
- Scaling – rate the situation on a scale of 1-10. How did you get this far? How to get to 10?
- Know-how & resources – what helps you perform at n rather than 0? How does this happen? (see note below)
- Affirm & Action – what is already going well? What is next? What will it take to get to...10?
- Review – what is better now? What did you do to effect that change? What will change next?
- Although, more recently has been quoted as OSCAR with the C = Choices & options

The Story Telling model

- Listening – demonstrating active listening at least 80% of the time
- Appreciating – showing that you are appreciating what they are saying/clear about success
- Suggesting – what alternatives can be suggested?
- Sharing personal reactions.
- Drawing out Asking – what else do you need? What else do you/they need to do?

Reverse Mentoring

Reverse mentoring is particularly important within the concept of intergenerational learning. Reverse mentoring is an arrangement where a young team member enters into a mentoring arrangement with a more senior executive where through this agree on a professional friendship and the younger member of the team can give guidance to the senior member on, say, the use of new technology such as Linked in, WhatsApp etc. In this way mentoring will not be top down only but also, inversely, bottom up. This concept was identified by Jack Welch, the ex CEO of General Electric who recognised that he was not so technologically savvy and that younger recruits within the Company were. He introduced a mentoring programme where new joiners could provide mentoring to senior executives and such programmes would be beneficial to both.

THE Trainer SHOULD ALSO address the Importance of confidentiality in mentoring

Confidentiality in mentoring is extremely important and fundamental for the mentoring programme to be effective and for the desired results to be achieved. Indeed how can the mentor and mentee be able to share information with each other if there are doubts as to whether this information can be kept confidential or otherwise? Within this context it is therefore essential that the ground rules of confidentiality are set at the outset so that there will be no ill feeling in the event that certain information is disclosed to third parties. Examples of what the ground rules should cover:

1. Mentor and mentee should observe confidentiality on what is discussed during the mentoring session at all times; ;
2. The mentee must acknowledge that this duty of confidentiality is not absolute and in certain cases the mentor (and or mentee for that matter) has a duty and an obligation to break confidentiality commitments e.g. in the case where something unlawful comes to light such as physical, sexual or emotional abuse, a crime is going to be committed or in the case where the mentee's health or the health of others may be in jeopardy
3. Mentor and mentee must decide whether the mentoring arrangement is to be made public. This may be desirable in certain cases (e.g. a middle aged manager mentoring a relatively young official of the opposite sex) but each case has to be discussed and treated on its own merits.
4. Mentor and mentee should agree and commit themselves that the confidentiality of the mentoring sessions should survive the termination (for whatever reason) of the mentoring arrangement
5. Where a meeting with line management to discuss the mentee's performance etc. is necessary, it would be desirable that the mentoring session prior to this meeting should be used as a forum to clearly set out what is going to be disclosed about the mentee and what the boundaries are for the mentor to disclose information gathered in the course of the mentoring sessions.

Breaking confidentiality commitments in a mentoring arrangement may lead to termination and in such a case it can be, in a worst case scenario, very acrimonious.

Assessment

ON-LINE ASSIGNMENT: 45 minutes

Take the on-line emotional Test

http://psychologytoday.tests.psychtests.com/take_test.php?idRegTest=3203

sourced from <http://psychologytoday.com>