

MENTORING PROGRAMME

Guide for mentors

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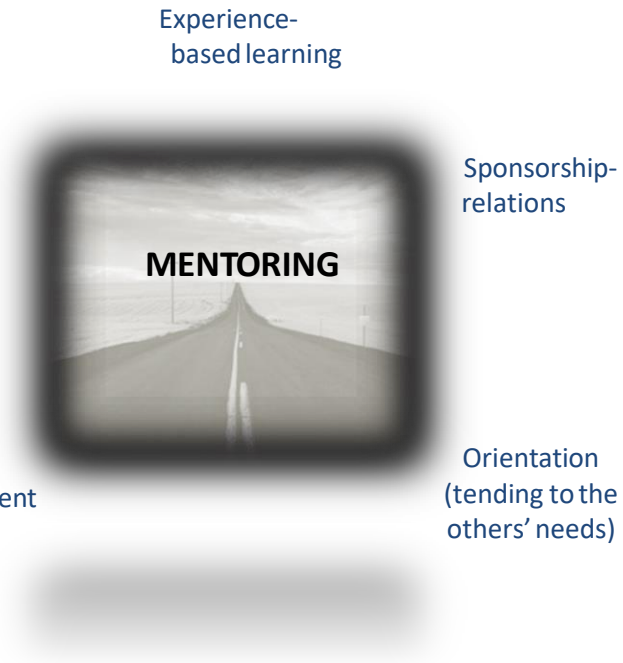
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Before starting...

What is MENTORING?

Mentoring consists of developing, nurturing, sharing and helping others. It's a relation in which mentors invest their time, know-how and efforts to **further their mentees' development**, especially in terms of their **knowledge and skills**.

The aim is to respond to the critical life needs of the mentees, pointing them in the right direction and helping them to achieve **greater productivity** and **future success**.



Mentors serve as advisors and facilitators to encourage changes in their mentees' behaviour.

Benefits of mentoring

1. Accelerates the mentees' personal and professional development. **POTENTIAL LIBERATED.**
2. Capitalises on the mentors' accumulated knowledge and ability to share their experiences with mentees. **KNOW-HOW TRANSFERRED.**
3. Creates valuable bonds and strengthens relations. **SPONSORSHIP-RELATIONS.**
4. Allows professionals to develop **on their own**, the mentors serving to inspire and encourage the mentees throughout this process.
5. Mentees transition from learning about theory to **behavioural-based learning**.

MENTORS...

- Transfer their knowledge and experience
- Promote certain ways of behaving and performing
- Enrich their own approaches and perspectives
- Improve their people development skills

MENTEES...

- Develop their own personal and professional competencies
- Enhance their leadership potential and strengthen their moral authority due to the effectiveness of the results obtained
- Gain a sense of control over their own futures

The mentor's role

The success of the entire mentoring process depends on the mentors assuming their responsibility, respecting and maintaining **TRUST**, **COMMITMENT** and **CONFIDENTIALITY** throughout.

WHAT DO I HAVE TO DO AS A MENTOR? Key behaviours:

- Serve as a guide and advisor
- Actively listen
- Ask and answer questions
- Communicate both empathetically and assertively
- Maintain an open and accepting mindset
- Encourage and motivate
- “Challenge” mentees
- Promote personal reflection
- Encourage the mentees to take action
- Manage expectations
- Facilitate ongoing learning
- Invest time and be available
- Acquire a personal commitment
- Share information, ideas and know-how
- Give feedback
- Stick to the Action Plan

The mentor's role

HOW DO I DO IT? Mentoring skills

Attention

- Pay attention to the mentees, who they are, what they want and need, how they experience the process, how they respond to feedback, what they think, etc.

Positive attitude

- See the mentees' limits and problems as learning and development opportunities.

Commitment

- Show a clear desire and interest in helping the mentees achieve their professional and personal goals; facilitate and create the appropriate context for the mentees to give the best of themselves.

Flexibility

- Attempt to understand the mentees' points of view; the mentees are the centre of the learning process, and the mentors are the "facilitators".

The mentor's role

WEBINAR: 'HOW TO BE A GOOD MENTOR'*

by César Fernandez (MBA PT 89)

Webinar: 'Cómo ser
un buen mentor',
a cargo de César Fernandez



*English subtitled version

The mentoring process



Session 1: Initial contact and... Action!

Objectives

- Create a trusting environment to facilitate the rest of the process.
- Establish the ground rules or “rules of the game”.
- Define both parties’ roles.
- Discuss both parties’ specific expectations.

Results

- Create a positive setting for the exchange.
- Have a better understanding of the mentoring process.
- Exchange information and expectations.
- Establish the work methodology.
- Establish the starting point.

Recommendations

- Introduce yourself. Present your own professional trajectory and invite the mentee to do the same.
- Explain the reason behind the mentoring process and its purpose.
- Share your personal and professional expectations and motivations with each other.
- Ask the mentee about his/her global development goals.
- Help the mentee to reflect on the process and on the competencies and elements he/she wants to address.
- Agree on the work methodology.
- Openly talk about each other’s responsibilities and “homework” during the process.
- Agree on when, where and how the following meetings will take place.
- Ask the mentee to share any questions or doubts.
- Set the next meeting.

Session 1: Goals-setting

Objectives

- Facilitate the mentee's self-awareness, personal reflection and learning process.
- Define and prioritise the mentee's key improvement areas and objectives.
- Detect the associated competencies and knowledge to be acquired.
- Define the specific actions to be carried out.

Results

- Have the information needed for the mentee to begin to work.
- Develop a structured and transparent mentoring process.
- Define the Action Plan.

Recommendations

- Guide the mentee through the reflection process to identify his/her areas for development; let the mentee be in charge of selecting and prioritising them.
- Agree on the objectives and critical areas on which to begin working.
- Pay special attention to the development objectives.
- Define the Action Plan.
- Focus on the quality of the actions and tasks to be carried out, not their quantity.
- Integrate the planned actions into the mentee's day-to-day routine.
- Set time aside to resolve any of the mentee's doubts or questions and respond to his/her suggestions.

Session 2: Follow-up on goals

Objectives

- Interpret and understand each situation from an improvement perspective.
- Help to gradually instil new habits, step-by-step.

Results

- Changes implemented in the competencies and/or skills identified as key areas for development.
- The Action Plan further developed.

Recommendations

- Work on the defined Action Plan and the established objectives.
- Jointly analyse real situations from the mentee's day-to-day routine as related to the competencies and areas for development.
- Help the mentee to identify alternatives to how he/she behaves in different situations. Once again, the mentee has to identify these.
- Examine the obstacles the mentee has identified.
- Agree on actions which represent a change and are directly related to the competencies and areas for development.
- Focus on improving the competencies identified; avoid being side-tracked.
- Encourage the mentee to present new situations.
- Search for and defend the benefits of the changes detected.
- Foresee possible obstacles and hurdles to implementing each action.

Session 3: Future commitments

Objectives

- Reflect on the successes achieved.
- Identify and define possible support required in the future.



Recommendations

- Review the commitments established at the start of the mentoring process.
- Jointly analyse the mentee's achievements and the changes enacted.
- Work with the mentee on identifying possible resources and support he/she may need over the long term.
- Encourage the mentee to think about the future challenges ahead.
- Jointly define the future and continuity of the relation between the two and establish new ground rules.

Resources: Powerful questions

✓ Ask questions that help to better pinpoint the information provided:

- ✓ What proof do you have that the situation is exactly how you say it is?
- ✓ Can you prove it? Why do you think it's like that?

✓ Analyse the consequences:

- ✓ What would happen if it really turned out to be like you say? Why would it be so terrible?
- ✓ Can you keep on working effectively even if it turns out to be true?

✓ Evaluate the usefulness:

- ✓ Does thinking like that serve you any purpose?
- ✓ Is it effective to help you to resolve your problems?
- ✓ Where is that type of thinking leading you?
- ✓ What will the consequences be if the situation remains unchanged? If you could change the situation, what possible benefits would there be?

✓ Search for other possible interpretations:

- ✓ "Maybe X hasn't realised it yet" instead of "I'm sure he did that on purpose".
- ✓ "Maybe it wasn't a good time for him to meet with me" instead of "He doesn't want anything to do with me; he doesn't care about me".

Resources: Design conversations to improve relations

1. Explore the labels we assign people:

- What do you think about that person?
- What would you say he/she is like?
- Is the opposite true in other situations?
- What happened?
- Has he/she done something to make you feel that way?



2. Put ourselves in the others' shoes:

- What do you think the other person feels?
- What do you think he/she's thinking?
- What happens to him/her when you do what you do?
- Do you think the other person does things poorly on purpose?

3. Explore what the relation serves for:

- What does this person mean to you?
- What is his/her primary contribution to you or the organisation?
- What does he/she do well?
- In what situations have you felt comfortable with this person?

Resources: Design conversations to improve relations

4. Explore what we believe the other person thinks about us:

- How does he/she see you?
- What does he/she value about you?
- What doesn't he/she like about you?
- Have you done something for which you'd like to apologise?
- Is he/she angry or upset with you for something in particular?

5. Define the new "labels":

- Is it possible that the person acted that way for another reason?
- What other possible explanations are there for that same situation?
- Are there other facts or factors that you haven't taken into account?

6. Re-define the conversation's objective:

- What are you specifically asking for?
- What will you contribute?
- What new commitments would you like to agree on?

Resources: Example Action Plan

OBJECTIVE (WHAT):			
Actions to carry out (HOW)	Performance indicators	Necessary means and resources	Timeline/Follow-up (WHEN)

Resources: Letter to Santa Claus

✓ Why:

- ✓ Clarify and specify the expectations in an aspirational and healthily ambitious way (dare to think big).

✓ When:

- ✓ In the first mentoring session

✓ How:

- ✓ “Imagine that you can write to Santa and ask him to make a particular dream of yours come true. What would you specifically ask for?”

Resources: Thank you letter

✓ Why:

- ✓ To boost your self-confidence, eliminate any concerns and help to broaden your perspective

✓ When:

- ✓ In the first or second mentoring session

✓ How:

- ✓ Write a letter to yourself or a family member, detailing all the points that you're proud of or that you'll appreciate your entire life (include both the personal and professional realms).



Material developed by:

