



SPREAD THE WORD

HOW TO GET THE MOST OUT OF MENTORING

MENTEE'S HANDBOOK

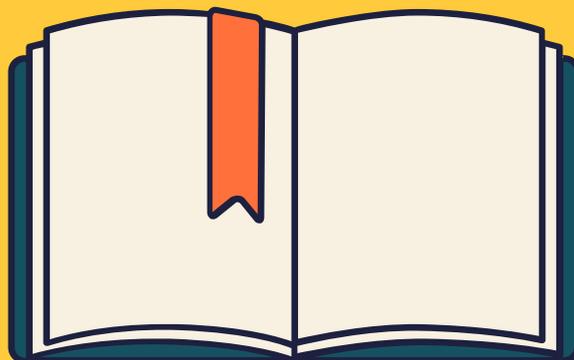


This handbook was composed and designed by Dr Athina Frantzana for ©2021 SPREAD THE WORD for the purposes of the EUWiSTEM mentoring scheme and for individual use only.

Please do not copy, reproduce, share or sell this handbook. Thank you.

CONTENTS

1. Understanding the mentoring relationship and the roles
 2. The start of the relationship – The first meeting
 3. Setting goals
 4. Feedback & Self-reflection
 5. Dealing with difficult situations
 6. End of the relationship
 7. Exercise: My Action Plan
 8. Resources
- Appendix



1. UNDERSTANDING THE MENTORING RELATIONSHIP AND THE ROLES

The purpose of mentoring for mentees can be broken down into four main areas:

- to obtain concrete guidance on career/studies routes and issues;
- to be challenged to explore their plans, ideas and network;
- to gain insight from a more experienced person on specific topics;
- to receive more holistic support - intellectual, emotional, psychological.

Mentor

The role of the mentor in the relationship can be described in two main responsibilities:

- 1 Facilitating productive interactions with their mentee;
- 2 Integrating and balancing the components of the relationship.



You should expect from your mentor to fulfil these responsibilities by:

- listening and asking questions;
- reviewing facts and using tailored knowledge;
- providing options and alternatives;
- examining goals and approaches;
- sharing feelings, examining plans & encouraging progress.

You should NOT expect your mentor to:

- **instruct you what to do;**
- **guarantee success;**
- **do things for you!**

There is a chance that you might not need a mentor at this moment:

- release your mentor to support another mentee;
- make use of this connection in order to develop skills or network;
- seek help from other/special available services provided by your organisation/institution.

Mentee

In respect, you too have to accept your share of equivalent responsibilities and respond with behaviours that foster the mentoring relationship.

You should:

- communicate clearly to your mentor your needs and preferences;
- offer detailed explanations and provide facts and records;
- keep a journal for evaluating progress and for future reference;
- reflect on plans and initiatives;
- express concerns and feelings;
- visualise your own future.



The more you can help your mentor to meet their responsibilities in the relationship, the more likely is that you will benefit from the advantages of mentoring.

Note:

Be prepared to accept your mentor's sincere efforts to provide meaningful assistance, and receive it graciously.

Even the most accomplished mentor may be unable to meet all expectations. It might take some time to realise if your mentor meets your expectations, so don't be too quick to judge.

2. THE START OF THE RELATIONSHIP – THE FIRST MEETING

Your first meeting is vital because it will set the tone of the relationship. If you get off to a good start, everything else should be much easier. To get started, you could: make yourselves comfortable; tell your mentor about yourself; explain why you need mentoring. If you don't hit it off straight away, don't panic; it takes time to build any relationship.

The key principles in building trust are:

- Make an effort to get to know your mentor;
- Be honest and prepared to provide all relevant information needed;
- Ensure you make clear to your mentor what you want from the relationship;
- Ask for and give feedback;
- Be flexible in meeting arrangements.



The first meeting is all about establishing some ground rules, boundaries, and acknowledging that the relationship is two-way:

- Agreeing when you would meet (how often and for how long) and where (online or physically when possible);
- How you will keep in touch (email, telephone, video-call);
- How you will record progress and future targets.

This is also the best time to cover your ambitions and goals:

- Particular issues you face;
- Your achievements so far and how to build on them;
- Realistic expectations;
- Scale of priorities;
- Areas in which you would find input most useful.

Do not share very personal information and details, unless they have direct relation to the issues you need support with.



3. SETTING GOALS

S.M.A.R.T.

A great way to start is by setting goals and making an action plan. Don't forget, goals are most useful when they are S.M.A.R.T.:

Specific For example, instead of "meet deadline" say "create a work schedule in order to meet the deadline".

Measurable Decide how you'll know when you've achieved the goal.

Achievable Can you do it? What stops you?

Realistic Do you think you have a real prospect of reaching your goal?

Timed Is this a long-term or short-term goal?

Your mentor should be equipped with techniques and questions to ask you in order to help you set your goals, identify challenges and the best ways to overcome them, and give you guidance, feedback and the framework for you to meet your objectives.

REMEMBER!

Successful mentoring relationships are characterised by mentees who:

- are realistically ambitious;
- have clear expectations;
- understand their role and select issues for discussion;
- are willing to challenge and be challenged;
- are able to approach the relationship with respect and openness;
- are aware of the obligations the relationship places on them.

In the case that you do not have specific goals or issues at this stage, but you want to keep your mentoring relationship for socialising and networking, here are some examples of questions you can ask your mentor to gain some insight:

- What do you care passionately about?
- What are you most proud about in your career?
- What do you enjoy most about your work?
- What do you enjoy most about being a mentor?
- What is your biggest ambition at work?

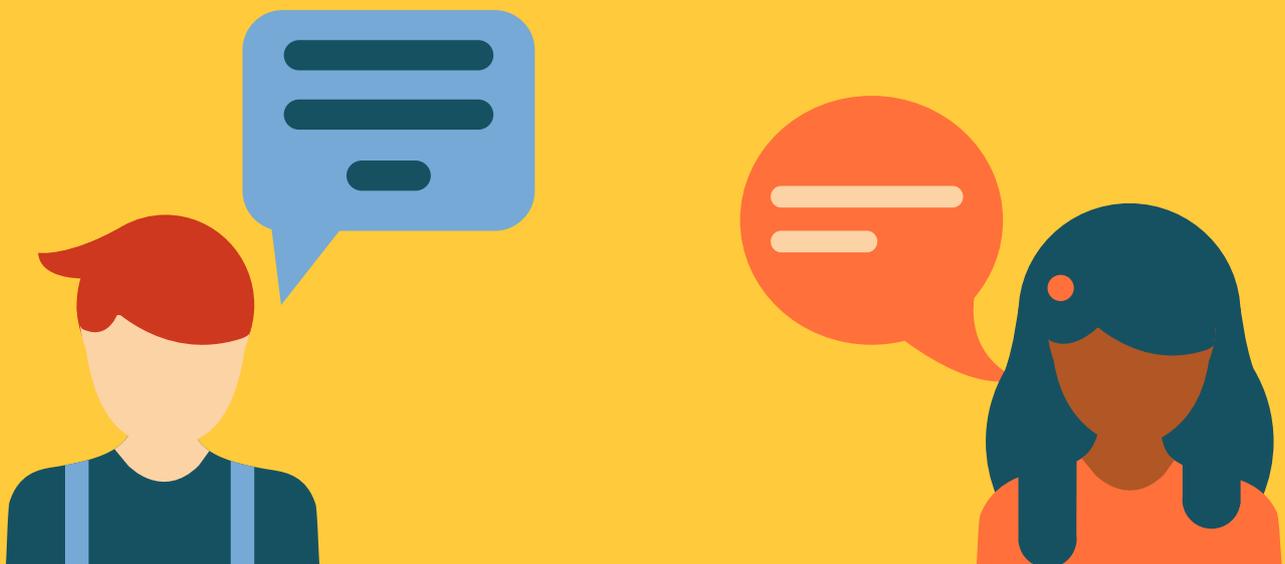
4. FEEDBACK & SELF-REFLECTION

Feedback

The skills of giving and receiving feedback are fundamental to effective relationships and are an essential part of the mentoring process. If feedback is given in a skilful way, it will convey the desirable message. 'Destructive criticism', on the other hand, can harm a person's self-esteem and will not lead to a positive outcome.

Receiving feedback is a skill that can be learned and help you improve. Positive feedback is always welcome, but you should welcome constructive feedback just as much, as it can lead to valuable learning and development.

Make sure that you not only accept feedback from your mentor, but you occasionally or when asked, give them feedback too; for example on the style of their mentoring, if their advice you followed was helpful, and so on.



Methods of giving feedback

Positive feedback

Praises strengths and achievements

Easiest form - super important

Negative feedback

Comments on actions or behaviours that affects improvement

If given skilfully, invaluable way to identify areas to grow and develop

Constructive feedback

Combination of positive and negative feedback

Probably the most productive form - focuses on joint problem-solving

Destructive feedback

Criticism without positive suggestions

No benefits - needs to be avoided - harms enthusiasm and reduces commitment

Self-reflection

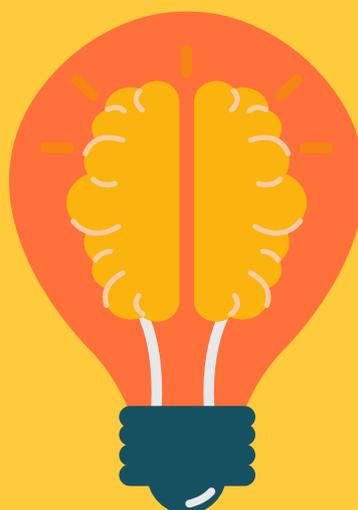
During the mentoring meetings, both the mentor and the mentee should reflect themselves and the actions taken as a result of those meetings to ensure that they both are learning from the mentoring experience.

When you reflect on what you have done, it helps you to understand the link between your actions and the practical results of those actions. This can apply in both professional and personal life.

Your mentor will help you through this process by using reflective questions, for example 'How did you feel at the time' or 'Why do you think that happened?' or 'What made you approach the situation in that particular way?'.

When you reflect, think about:

- What goes well and what doesn't;
- What you find you can do easily and what proves to be more difficult;
- What you observe and learn about yourself.



5. DEALING WITH DIFFICULT SITUATIONS



There is a chance you might have to deal with a conflict or a difficult situation with your mentor.

Find here some hints for you and your mentor on how to deal with such situations:

- Identify the real conflict – what is the real issue, ask questions and listen actively to all points of view;
- Explore and generate ways of resolving the conflict;
- Select a solution, clarify responsibilities, and schedule a follow-up;
- Express appreciation and use empathy: ensure that the other person's feelings and opinions are acknowledged and respected;
- Ask for clarification: ensure that you fully understand their position and reasoning by asking questions, rephrasing and echoing what they have said;
- Stay calm: breathe deeply and slowly, focus on staying in adult mode;
- Prepare yourself: gather all the facts and any details such as figures or examples to support your case
- Compromise: Don't wait for the other person to "give in". Strive for a win-win situation and don't be tempted to rush to a quick ego victory.



6. END OF THE RELATIONSHIP

If you and your mentor decided and agreed to terminate your mentoring relationship, for any reason (i.e. goals achieved, relationship is not working..), it is recommended that at least one session before the expected last one, both parties should begin to review:

- What the relationship has delivered in terms of expected and unexpected outcomes for both parties;
- What is has not delivered;
- What they expect for the new phase of the relationship, if any;
- What future mentoring needs the mentee may have that may best be met by other people.

Recognising the value of the relationship enables both parties to move on with confidence.



7. EXERCISE: MY ACTION PLAN



SUCCESS: MY ACTION PLAN

Finding the right balance between philosophies and practicalities can lead to your action plan to success! Describe the three main goals you want to achieve to fulfil your picture of success. Describe the practical things you can do to reach each of these goals. Describe on a scale 0-10 the probability of you reaching each of the goals.

I want to:

1).....
.....
.....
...../10

2).....
.....
.....
...../10

3).....
.....
.....
...../10

8. RESOURCES

Everyone Needs a Mentor, David Clutterbuck, CIPD, 2006.

The Art of Mentoring, Mike Pegg, Management Books Ltd, 2000.

A Practical Guide to Mentoring, David Kay & Roger Hinds, How To Books, 2012.

Power Mentoring, Elen Ensher & Susan Murphy, John Wiley & Sons Inc., 2005.

An Introduction to Enterprise Mentoring, getmentoring.org.



If you need any specifications on the material of this handbook or have any questions regarding mentoring, do not hesitate to get in touch by sending an email here:

hello@spreadthewordstem.co.uk

or get in touch here:

<https://spreadthewordstem.co.uk/contact/>

APPENDIX: SESSION LOG TEMPLATE

Mentee Name:	Date:
Mentor Name:	Duration:
AGENDA FOR THE SESSION	
INSIGHTS DURING THE SESSION	
ACTIONS TO TAKE FOR THE NEXT SESSION	
(INCOMPLETE ACTIONS FROM THE PREVIOUS SESSION)	



SPREAD THE WORD

www.spreadthewordstem.co.uk

This handbook was composed and designed by Dr Athina Frantzana for ©2021 SPREAD THE WORD for the purposes of the EUWiSTEM mentoring scheme and for individual use only.

Please do not copy, reproduce, share or sell this handbook. Thank you.