



SPREAD THE WORD

HOW TO BE A GOOD MENTOR

MENTOR'S HANDBOOK

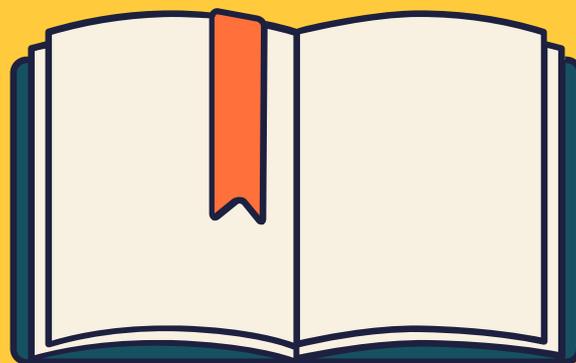


This handbook was composed and designed by Dr Athina Frantzana for ©2021 SPREAD THE WORD for the purposes of the EUWiSTEM mentoring scheme and for individual use only.

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

CONTENTS

1. The start of the relationship – The first meeting
 2. Techniques
 3. Questions
 4. Feedback & Self-reflection
 5. What not to do
 6. Dealing with difficult situations
 7. End of the relationship
 8. Exercises
 9. Resources
- Appendix



1. 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 mentee something about yourself; explain why you got involved. 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:

- Try to understand what your mentee thinks and why;
- Be reliable and always do what you say you are going to do;
- Ask for and give feedback;
- Challenge your mentee constructively to explore a wider viewpoint.



The first meeting is all about establishing some ground rules 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 the mentee's ambitions and goals:

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



2. TECHNIQUES

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?

S.W.O.T.

S.W.O.T. analysis is a useful technique/framework for the mentee to analyse themselves and understand their *Strengths* and *Weaknesses*, and identifying *Opportunities* and *Threats*.

Strengths

Weaknesses

Opportunities

Threats

The following questions can help you to guide your mentee to complete their S.W.O.T. grid:

Strengths

- What do you do better than anyone else?
- What do people see as your strengths?
- What factors mean that you are doing well?

Weaknesses

- What could you improve?
- What should you avoid?
- What are people likely to see as your weaknesses?
- What factors can lead to failure?

Opportunities

- What good opportunities can you spot?
- What interesting trends are you aware of that could help you?

Threats

- What obstacles do you face?
- What are other people doing that threatened your success?
- Could any of your weaknesses seriously threaten your success?



G-STAR

Use the G-STAR model technique to ask your mentee about a particular issue. It can often be a fast track to the real answers your mentee is looking for.



G: What are your mentee's GOALS?

- What are your goals for today's discussion?
- What will give you the most value from today's session?
- Do you have control over this issue?
- When do you need to achieve this goal by?

S: What SITUATION is your mentee facing?

- How do you feel about the situation?
- How can you describe the situation?
- What do you know about the current situation?
- What do you not know about the current situation?

T: What is their THINKING at this time?

- What options have you considered about the situation?
- What underlying assumptions are you making?
- Think how others would solve this problem.
- Think about how you will measure your success.

A: What ACTIONS are they considering?

- What do you need to do first?
- By when do you need to have this done?
- In what sequence will you do these tasks?
- Can you think of anything that may disrupt your actions?

R: What RESULTS do they expect?

- Are the results realistic?
- Have you considered other outcomes?
- What contingencies can you put in place?
- What are the consequences of not achieving these results

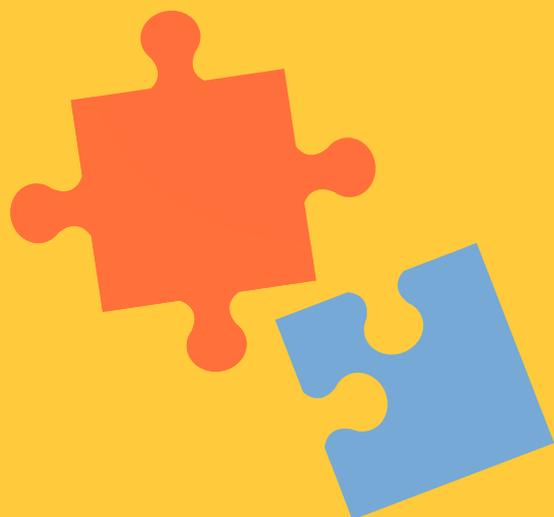


5 C's

The 5C's is another model that helps you to build a roadmap on the way to tackle your mentee's problems. Find below some possible questions which can lead you to identify **C**hallenges, **C**hoices, **C**onsequences, **C**reative solutions, and **C**onclusions.

Challenges

- What are your goals for the session? What would make it a successful session?
- What are the key challenges you face? What are the three key things which can give you the greatest chance of success?
- What is the first challenge you want to explore? What would be a positive outcome? What are the real results you would like to achieve?
- Before exploring the challenges, let's explore your strengths. What do you do best? What do you enjoy doing? What is your picture of perfection?



Choices

- What do you see as possible options to tackle the challenge(s)?
- What is option A? What do you think will happen if you do this?
- What is option B? What steps would you take if you followed this option?
- What other options are there? Have you tried any of these before? What were the consequences?
- What do you think would happen if you did nothing?

Consequences

- What pluses and minuses do you see involved in pursuing option A?
- What are the pluses and minus of the other options?
- On a scale from 1 to 10, how attractive do you find each of these options?

Creative solutions

- Is it possible to take the best parts from each option and create a solution?
- What are your successful patterns in your life and work?
- What advice you would give to yourself to tackle the challenges and reach your goals?
- Are there any other people that have successfully managed this kind of challenge? What did they do? Can you follow these principles?
- What is your back-up plan? When will you implement your back-up plan?

Conclusions

- What is your chosen option?
- What are the consequences of pursuing this option? Are you prepared to accept its pluses and minuses?
- What steps must you take to reach your goals? When will you begin?
- On a scale from 1 to 10, how much do you rate your desire to pursue this option, and how much do you rate the possibility of it being successful?

Whichever technique you decide to use for your mentoring, just remember that your role is to ask questions and listen, reflect and examine, give feedback and motivate.

**You are not here to
instruct your mentee
what to do or do things
for them!**



3. QUESTIONS

Apart from or in addition to the techniques suggested in the previous chapter, find here some “Killer” questions that you could ask at your first and following-up meetings with your mentee, divided in four main categories:

Current situation

- What will give you the most value from today's session?
- What do you want to focus on today?
- What issue or problem do you want to discuss today?
- What is the present situation in detail?
- What is happening now that is working well?
- What is happening now that tells you that you have a problem?
- What do you have control over?
- What strengths and resources do you bring to this?



Options, Possibilities & Plans

- What do you want to achieve? Where do you have control or influence with regard to this goal?
- Where do you want to be a year from now? How will you measure your success?
- What actions are possible now? Do you have a timetable of actions?
- What are your choices? What can you change?
- What is holding you back?
- What do you not know about this situation/project? How could you find out?
- Can you think of anything that might disrupt your plans?
- What risks are involved?
- If you improved one thing you do, what change would make the biggest improvement to your performance?
- What do you enjoy about what you do?

Resources/External support

- What written help exists?
- Who else has done this before?
- Who else can you ask?
- Who needs to be involved/informed?



Evaluation

- What have you learned from this?
- What can you do differently next time?
- What value did you take from this experience?
- What did you do well?
- Did anything happen that you could not have predicted?
- What will you do next?



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 you give feedback in a skilful way, it will enable you to convey the idea that you want your mentee to develop and be successful. 'Destructive criticism', on the other hand, can harm your mentee's self-esteem and will not lead to a positive outcome.

Receiving feedback is also 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.



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 the mentee reflects on what they have done, it helps them to understand the link between their actions and the practical results of those actions. This can apply in both professional and personal life.

Mentor's job here is to help this process along 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?'

Reflective practice helps also mentors to explore their role by observing how change takes place around them and how learning happens for them.

When you reflect, think about:

- Decisions you make intuitively, on the spur of the moment;
- What goes well and what doesn't;
- Sudden insights, when you notice that your perception of something has changed;
- What you find you can do easily and what proves to be more difficult, and same for your mentee;
- What you observe and learn about yourself.



5. WHAT NOT TO DO

Here is a list of what a mentor should not do, according to David Clutterbuck:



The 12 habits of a toxic MENTOR

- Start from the point of view that you – from your vast experience and broader perspective – know better than the mentee what's in his or her interest.
- Be determined to share your wisdom with the mentee whether they want it or not; remind them frequently how much they still have to learn.
- Decide what you and the mentee will talk about and when. Change dates and themes frequently to prevent complacency sneaking in.
- Do most of the talking, checking frequently that the mentee is paying attention.
- Make sure the mentee understands how trivial their concerns are compared to the weighty issues you have to deal with.
- Remind the mentee how fortunate they are to have your undivided attention.
- Neither show nor admit any personal weaknesses. Expect to be the mentee's role model in all aspects of career development and personal values.
- Never ask the mentee what they think they should expect of you – how would they know anyway?
- Demonstrate how important and well connected you are by sharing confidential information they don't need (or want) to know.
- Discourage any signs of levity or humour. This is a serious business and should be treated as such.
- Take the mentee to task when they don't follow your advice.
- Never, never admit that this could be a learning experience for you, too.

6. DEALING WITH DIFFICULT SITUATIONS

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

Find here some hints for dealing with such situations:

- Acknowledge the conflict – make it overt;
- 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.

7. END OF THE RELATIONSHIP

If you and your mentee 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.



8. EXERCISES

1



CREDIBILITY

Mentors gain respect in different ways. How can you gain credibility? Be true to yourself, be clear on your strengths and your limits. Describe three things you can do to gain credibility as a mentor.

1) I Can.....
.....
.....

2) I Can.....
.....
.....

3) I Can.....
.....
.....



CLARITY

Mentors must set clear parameters on what they are prepared to offer in their roles and what not. Clarity provides the platform for achieving success for both mentors and mentees. What can you offer? What can you not offer?

CAN: the things I can offer in my role as a mentor are

.....
.....
.....

CAN'T: the things I can't offer in my role as a mentor are

.....
.....
.....



**MY IDEAL MENTORING
SESSION**

What would constitute an ideal mentoring session for you? Clarify your picture of perfection by putting yourself in the role of the mentee. Imagine that today you have a meeting with your mentor.

**My ideal mentoring session
would be one where:**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. 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.