

MENTOR ME

MENTOR INTRODUCTION
AND TRAINING

Mentoring defined



- ❑ “Involves the use of the same models and skills of questioning, listening, clarifying and reframing associated with coaching.”
- ❑ “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 a more junior or inexperienced member of staff.” (Source: CIPD <http://www.cipd.co.uk/hr-resources/factsheets/coaching-mentoring.aspx>)

Mentor Me - Overview

- ❑ Commitment to the Mentoring process for a 6 month period
- ❑ Six “one hour” one-to-one meetings held each month
 - ❑ Virtual or real time
 - ❑ Each monthly topic provides links to some learning materials on topical management matters
- ❑ Matching of regional mentors and mentees
 - ❑ Mentors: MIH, FIH
 - ❑ Mentees: Associates (AIH)
- ❑ Mentor Me Policy provides detailed information

Mentor Me format

- ❑ 2-3 career goals are set in month 1 for the mentee with help of mentor. Mentors are asked to consider their own goals and will read about mid-career planning and leadership.
- ❑ Each month participants receive some learning materials – perhaps articles or videos - on topical industry or management issues. These topics can act as ‘ice breakers’ at each meeting and also provide a little structured learning during mentoring. (NB copyright restrictions mean mentoring materials shouldn’t be shared with non-members)
- ❑ After discussing the monthly topic, the mentor and mentee can discuss progression towards the mentee’s goals and talk about the industry and career development generally
- ❑ Have the mentees goals to hand as a reminder of where the mentoring process is going and adapt the goals if they’ve changed



Being a mentor

The role of mentor

Your role is to:

- ❑ Provide support, information and guidance to the mentee, however, you are not an adviser
- ❑ Review and understand the SMART goals guidance in the Mentoring Goals form and encourage the mentee's realistic aspirations
- ❑ Encourage the mentees engagement in appropriate career development activities
- ❑ Be aware of the mentees abilities and potential – and be prepared to challenge them with realistic activities, discussion of those activities and suggesting methods to overcome any barriers to CPD
- ❑ Build confidence through attainable activities
- ❑ Act as a role model; ensure mentees understand the importance of professional ethics

Use discretion and build trust

- ❑ Mentees' maturity levels vary and some new managers will be more mature than others. As the mentoring relationship develops, you will get a better sense of your mentees maturity level
- ❑ Reassure the mentee about the confidentiality of the mentoring discussions and uphold this
- ❑ Equally, the mentee needs to understand that discretion and confidentiality are also part of their responsibility in being mentored

Mentoring tools



Mentor Me provides some mentoring tools to help mentors focus on the 6 month mentoring process.

- ❑ **Monthly learning materials** - provided on suggested topic schedule. The materials will sometimes differ for mentors and mentees because there will be specially selected items for mentors' own reflection and learning.
- ❑ **Mentoring Goals form** – goals can be agreed on and discussed during mentoring meetings. Mentors, please refer to the Mentoring Goals form which explains how to create some **SMART Goals**.
- ❑ **Mentoring Log** – to be used as a prompt on a monthly basis by you, the mentor. Note any questions, issues, contacts to be shared, etc. Available for download from the mentoring web page.

Mentor Skills: questioning

Most mentors will already be well-versed in interviewing skills. Here is a reminder about the types of questions that will mentoring off to a good start.

Open-ended questions beginning with the five Ws (who, what, where, when and why) can encourage a good dialogue with your mentee, e.g. “What did you think of this month’s topic?”

- ❑ What is your work experience? Education?
- ❑ When do you lose track of time, such as doing hobby or on the job? (This could indicate strengths, energising activities and skills Mentees should seek to incorporate into roles)
- ❑ Who influenced you in choosing hospitality as a career and why?
- ❑ What industry sectors interest you and why?
- ❑ What was the best (paid or unpaid) work experience you’ve had (or course) and why?
- ❑ What is your favourite aspect of your job? What roles or sectors allow more of this activity?

Close-ended questions resulting in ‘yes’ or ‘no’ answers should get you the direct response you need.

- ❑ Did you read this month’s articles?
- ❑ Have your goals changed since we last met?
- ❑ Are you having trouble making the meetings?



Mentor Skills: listening

A core competence for leaders is listening skills.

- ❑ Listening is active, not passive, and pauses are an effective way for both mentor and mentee to digest what has been said.
- ❑ Give your undivided attention to the mentee and put them at their ease by allowing them to feel free to speak.
- ❑ Remove distractions and interruptions, i.e. put your mobile on silent or voice mail.
- ❑ Empathise: consider the mentee's perspective and be open-minded.
- ❑ Be patient and give the mentee plenty of time to finish their thoughts. Don't interrupt them or finish their sentences.
- ❑ Avoid personal prejudices and judging their style of delivery.
- ❑ Listen to the mentee's volume *and* tone to better understand them.
- ❑ Be prepared to extract ideas from what is being said by remaining focused on the mentee.
- ❑ Watch for any non-verbal cues that show how the mentee feels about a particular topic.

Source: The Skills You Need <http://www.skillsyouneed.com/ips/listening-skills.html>

Mentor Skills: providing input

- ❑ **Storytelling** - sharing your experiences (whilst always maintaining others' confidentiality as well as your own privacy)
- ❑ **Discuss the development of management and leadership skills** - using examples of how you or others you admire have progressed in the industry.
- ❑ **War stories** - discussing a decision that you've regretted, another path you could have chosen, or even a failure. Explain how these are learning opportunities, too. War stories are interesting and show your human side to a young professional.
- ❑ **Reading/viewing learning materials** – you and the mentee should read/view the monthly materials for personal and career insights and for discussion at the mentoring sessions. The shared materials make great talking points and are an important part of the mentoring and learning process.
- ❑ **Adapt to changing goals** – mentee goals can change during the course of the mentoring process, particularly as the mentee learns more about career and personal aspirations. Be prepared to ask about and adapt the goals.

Mentor Skills: ending meetings

- ❑ Make plans for the next meetings time, place and any activities.
- ❑ Record dates of meetings, notes, activities or issues on the Mentor Log as an aide-mémoire soon after the meeting. Write down any questions you may have for the mentee for discussion at the next meeting.
- ❑ Are there any follow-up activities (attending an event, contacting an industry colleague) you think could be beneficial for the mentee? Make note of them.



Mentors don't ...

- ❑ Give professional or personal advice
- ❑ Provide a coaching or counselling service
- ❑ Act as a trainer
- ❑ Perform research or assignments on behalf of the mentee
- ❑ Meet with the mentee anywhere other than in a professional setting
- ❑ Waive a mentee's responsibilities for: attending mentoring meetings; preparing for the meetings or performing any mentoring reading or activities; notification if they can't make a mentoring meeting
- ❑ Give or accept any gifts from the mentee. Many businesses preclude gift giving for ethical or tax issues. To avoid any issues, please do not give or accept gifts during the mentoring process. Mentees are aware of this restriction.

The best mentors...



...ensure that the mentee

- ❑ is given time to think through problems;
- ❑ doesn't feel judged;
- ❑ isn't criticized;
- ❑ isn't belittled; and
- ❑ knows the mentor believes in him or her.

Source: *Mentoring in Action : A Practical Guide*. Megginson, David. 2006.

Mentoring support



- ❑ Mentoring support – Alistair Sandall FIH
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