

MENTOR TRAINING

Agenda

- About this program
- What is mentoring?
- What does a mentor do... And not do?
- Expectations
- Establishing the relationship
- Confidentiality, trust, code
- Mentoring styles
- Getting the relationship underway
- Getting acquainted
- The first meeting
- Building rapport
- Communicating effectively online
- Goal setting
- Mentoring skills
- Tools & techniques
- Taking stock
- Next steps

About this program

- Connecting women in the Australian Resource industry
- Online platform for resources and connectivity
 - User Guide – in the Knowledge Base
- Paired mentoring meetings – telephone, Skype, email, other.
- Evaluations surveys

INFORMATION TRAINING	MATCHING	EVAL 1	FEEDBACK WEBINAR	EVAL 2	EVAL 3

The Online Platform

You are currently working on behalf of Gina Testmeibusch

Switch back to Melissa Richardson



AWRA e-Mentoring Program

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All Activity My Activity My Mentoring Connections Activity

You posted a message in your mentoring connection with Testmeibusch and Meredith
I just got your message. There seem to be too many w

About 9 days ago • Read full message

You updated the status of the milestone *Getting Ready for Mentoring* to Not started

About 9 days ago • View Milestone

You have been added as a mentor in the program

About 9 days ago

No more activities to show.



Gina Testmeibusch

Edit Profile

Complete your profile

Hide

Your profile is 66% complete. Complete your profile »

My Mentees (1 total)



Testmeibusch and Meredith

1 Milestone In progress

2 minutes since last activity

Quick links

My Mentoring Connections

Announcements

Program Events

Reply to Questions

Contact Admin

Mentor Handbook

The Online Platform

You are currently working on behalf of Gina Testmeibusch Switch back to Melissa Richards

awrae-mentoring AWRA e-Mentoring Program
Australian Women in Resources Alliance Supporting workforce diversity

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Testmeibusch and Meredith Edit

Getting Re.. **Preparing ..** The Middle.. Ending the..

Getting Ready for Mentoring Mark complete

Due Date: March 04, 2013
Status: **In Progress**
Task Status: 1 / 1
Description: Consider using the Initial Assessment tools to identify areas that you may need to focus on. For the mentee, what is most important is understanding your priorities for the mentoring relationship. There are many activities that may contribute to a successful mentoring relationship. It will be up to both of you to determine the best path to follow. To start off, here are a few ways in which the mentor might support the mentee:
1. Setting goals
2. Developing an action plan
3. Problem-solving
4. Following through with a plan or commitment
For the mentor, spend some time considering your mentoring skills and how you can best help a mentee.

Tasks Add new task

- Establish goals of the mentoring partnership [Elsbeth Meredith](#)
- Take Assessments [Elsbeth Meredith](#)

Resources

- [AWRA Welcome to Mentees](#)
- [AWRA Welcome to Mentors](#)
- [AWRA Mentor Self Assessment](#)
- [AWRA Mentee Self Assessment](#)
- [AWRA Goal Setting Guide](#)

Members

- Gina Testmeibusch** - Mentor
Less than a minute since last activity
- Elsbeth Meredith** - Mentee
6 days since last activity

Quick links

- [Provide feedback](#)
- [Contact administrator](#)
- [Export mentoring area](#)

Mentoring Connection Summary

Duration: 9 days
Started: February 11, 2013
Expires on: December 08, 2013 ([request for change](#))

What do we mean by Mentoring?

Mentoring is a helping relationship based on an exchange of knowledge, experience and goodwill. Mentors help someone less experienced gain confidence, clearer purpose, insight, and wisdom.

In developmental mentoring, the mentor, too, is changed by the relationship.

What is mentoring?



***“Off-line help by one person
to another in making significant transitions
in knowledge, work or thinking.”***

Megginson and Clutterbuck, 1995

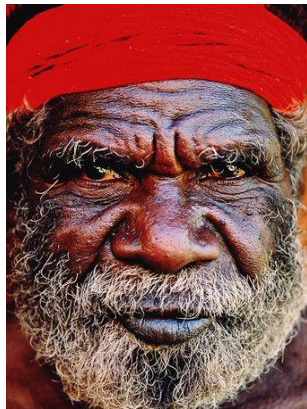
What does a mentor do... And not do?

A mentor is:

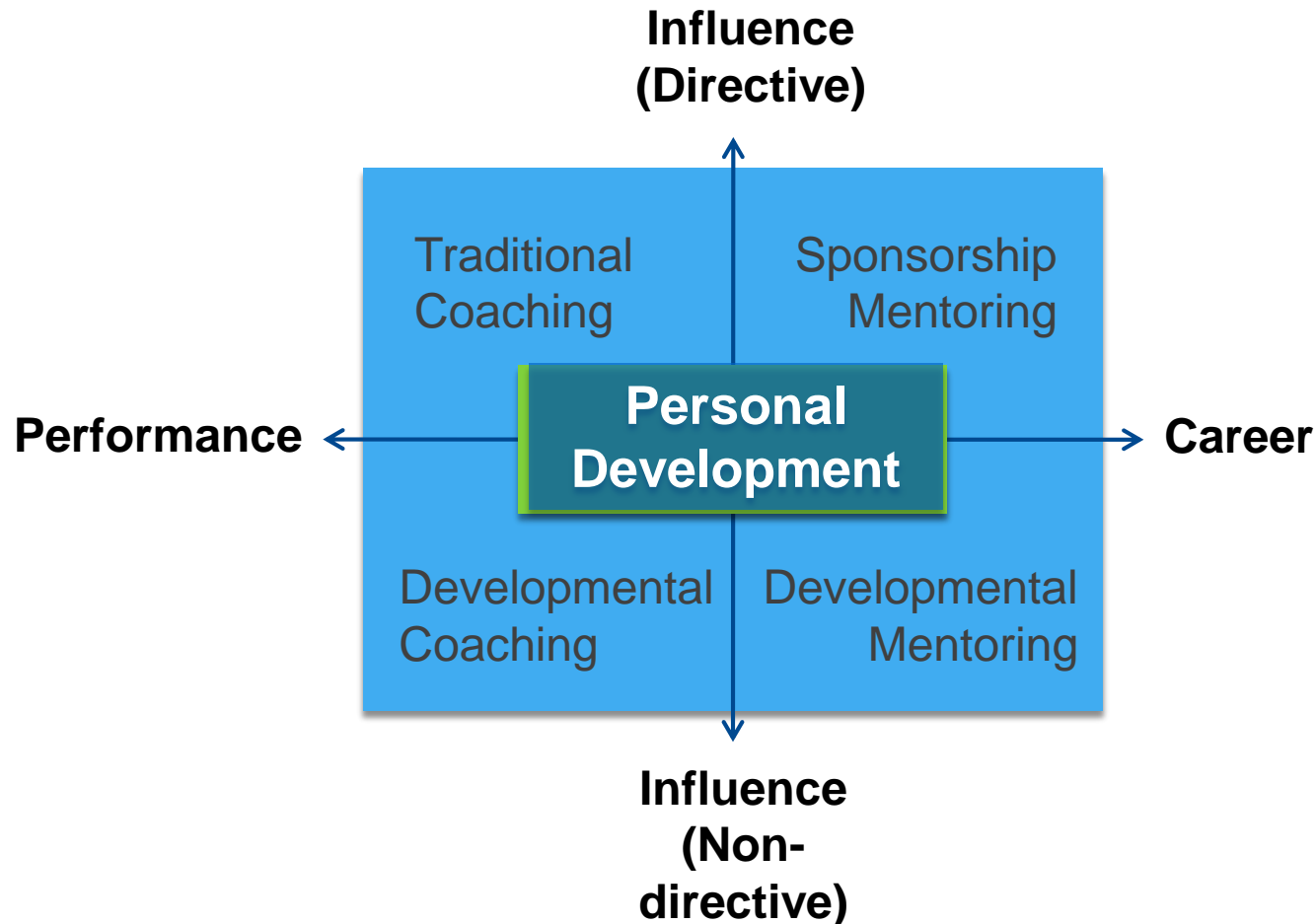
- ❑ A guide
- ❑ A sounding board
- ❑ A challenger
- ❑ A supporter and encourager
- ❑ A confidante
- ❑ A career coach
- ❑ A networking facilitator

Your role is not:

- ❑ To be a counsellor
- ❑ To be a best friend
- ❑ To discipline and correct
- ❑ To be revered as a super-hero
- ❑ To be a parent
- ❑ To be a an unpaid business consultant
- ❑ To take responsibility for the mentee, solve their problems, or make decisions for them



Coaching v Mentoring: 2 Models of each



Source: David Clutterbuck

Expectations

Of mentor

- Listen and learn
- Challenge
- Time
- Enthusiasm, honesty, openness
- Confidentiality
- Commitment

Of a mentee – same plus

- Establish the path
- Show consideration
- Drive the relationship

Establishing the relationship

- Mentee to schedule “meetings” every 2-4 weeks, (you’ll have other communication in between)
- Discuss expectations and ground rules
- Keep notes
- Work to establish trust and rapport quickly



Confidentiality, trust, code

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Mentoring Milestones Add new milestone

Getting Ready .. **Preparing for ..** The Middle - W.. Your Last Meet..

Summary

Title: Preparing for a successful partnership
Duration: 14 days
Description: The mentor and the mentee become acquainted and informally clarify their common interests, shared values, and future goals and aspirations. If taking time to become acquainted with one another's interests, values, and goals is given a high priority, the relationship seems to get off to a better start. During the first stage of the relationship, it's important to establish confidentiality, which helps to develop trust.

Tasks (6)

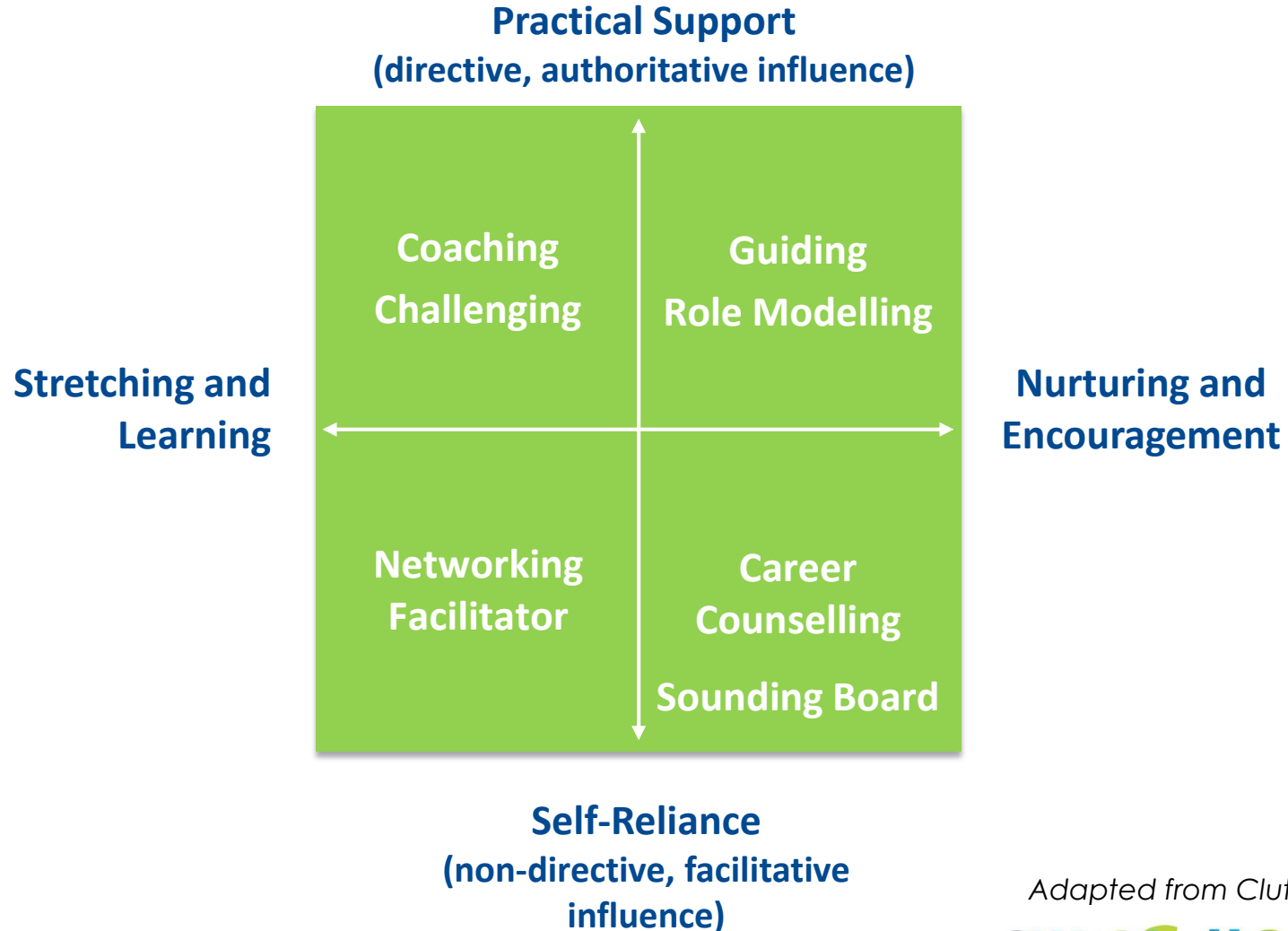
<input type="checkbox"/> Meeting Pre-requisites: Mentor to review mentee profile/resume	Mentor	Edit Delete
<input type="checkbox"/> Meeting Pre-requisites: Review the online Handbook	Mentor	Edit Delete
<input type="checkbox"/> Meeting Pre-requisites: Review the online Handbook	Mentee	Edit Delete
<input type="checkbox"/> Meeting Pre-requisites: Review Mentoring agreement	Mentor	Edit Delete
<input type="checkbox"/> Meeting Pre-requisites: Review Mentoring agreement	Mentee	Edit Delete
<input type="checkbox"/> Setup the first meeting	Mentor	Edit Delete

Resources

- [Mentoring partnership agreement](#)
- Guide to getting to know one another
- Checklist for initial meeting between mentee and mentor
- Mentor toolkit
- Mentee toolkit

[Delete Milestone](#)

Mentoring styles



Adapted from Clutterbuck, 2001

When to use which style

Diagnosis	Facilitative Intervention	Description
Lack of confidence	Supportive	Approving, affirming, validating
Locked “in the box”	Catalytic	Encouraging self-directed problem-solving, learning through self-discovery
Feelings getting in the way	Cathartic	Releasing tension. Encouraging laughter, crying etc. Helping to discharge painful emotions
Diagnosis	Authoritative Intervention	Description
Needing a new awareness	Confronting	Challenging restrictive attitudes, beliefs, behaviours
Don't have necessary info	Informative	Giving new info or knowledge
Can't choose direction	Prescriptive	Advising, offering opinion. Seeking to direct behaviour.

Getting the relationship underway

Getting acquainted

- “Guide to getting to know one another”
- First meeting tool in “Mentor Toolkit”



The first meeting

- Purpose
- When, what, how you will work together & resolve issues
- Confidentiality and trust
- Responsibilities

Building rapport & trust

- Talk about values
- Non-judgemental listening
- Do what you say
- Openness and honesty
- Give feedback

Communicating effectively online

- Meaningful subject line
- Clear and concise
- Investigate assumptions

Goal setting

- Goals can emerge as the mentoring relationship develops
- People will be more committed to goals they find important & have intrinsic value
- Goals should be
 - Desirable
 - Feasible
 - Measurable
 - Written

Mentoring skills

- Listening
- Questioning
- Summarising
- Role modelling
- Guiding
- Challenging AND supporting

Listening

- Slow down – listen before giving advice – help the mentee come to their own solution
- Active listening
 - Uh-huh... Yes... So what you are saying is...
 - Reflect back their words and feelings
 - Eye contact (Skype)

Questioning

Open Questions

- To get feelings as well as facts.
- Particularly good at the initial stages to promote a good atmosphere and set the scene.
- Use to explore background information.

What makes you say that?
Where will it take place?
How do you feel about this?
When will you be able to do it?
How else could this be achieved?
Who would be most helpful?

Closed Questions

- Used to establish specific facts.
- Closed questions can help control a talkative person
- Should be used sparingly or they can halt the discussion altogether.

Would you do the same thing again?
Did you enjoy it?
Is it a good idea?
Should you assume that?
Do you get on with him/her?
Is that the only time this happened?

Be cautious with 'why' questions

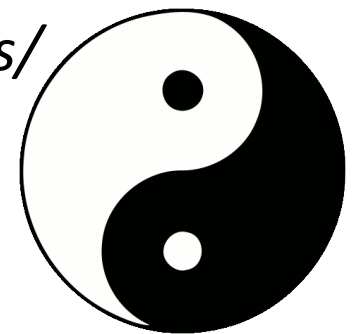
Guiding

- Sometimes mentees need guidance
 - e.g. when they are unaware of their own knowledge or skill gaps
 - when they need access to specific experience of the mentor
 - in an urgent or critical situation
 - If you are going to offer solutions, ask the mentee first if that is what they need.

Challenging AND supporting

A good mentor can balance CHALLENGE with appropriate SUPPORT

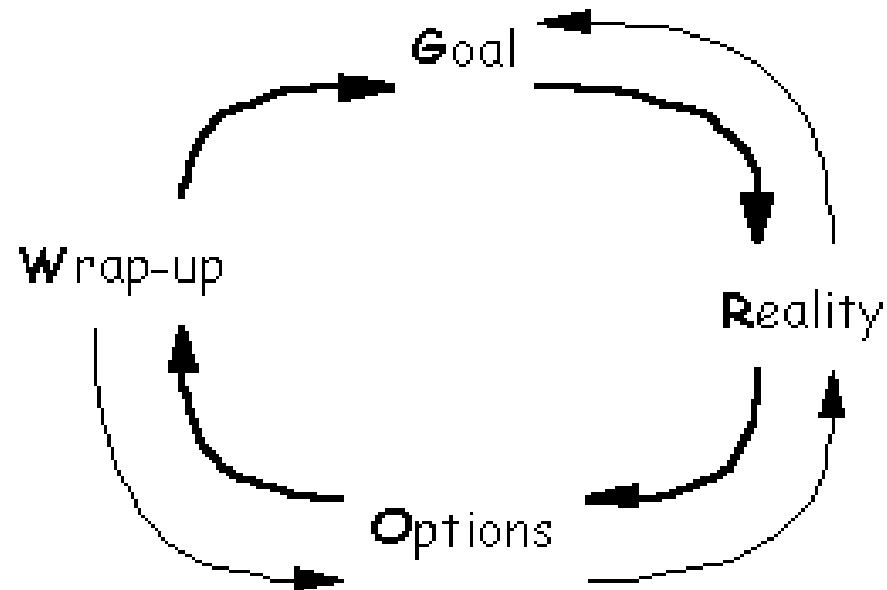
- *What do you mean precisely by that?*
- *Help me to understand...*
- *Can I recap on that (mentor summarises and highlights the apparent contradictions)*
- *How does that fit with our values/ priorities/ resources?*
- *Can you walk me through that (again)?*
- *Can you clarify what you intend?*



You can challenge ONLY when you have strong rapport and trust

Tools & Techniques

- GROW model – to structure a session



PRARIE - Powerful Questions



Questions that *have a significant, positive impact on the quality and direction of a person's thinking about issues important to them.*

They are:

- **Personal** - it is about them, or about how they connect to an issue
- **Resonant** - it has an emotional impact
- **Acute/ Incisive** - it gets to the heart of the issue
- **Reverberating** - it stimulates reflection both in the moment and for some time afterwards
- **Innocent** - the intent of the questioner is not self-interested or derived from an agenda of their own
- **Explicit** - clearly and explicitly expressed

Taking stock

- Review frequently
- What if it's not working?



Next steps

- Let us know that you have listened to this training
- Get started once matched
- Undertake evaluation surveys
- Opportunity to talk again at Feedback webinar approximately 13 weeks after your mentoring relationship commences
- Contact us via email at awra.e-Mentoring@amma.org.au