

THE MENTORING WORKBOOK

A practical guide to corporate & business mentoring



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Gaby Marcon Clarke

Gaby Marcon Clarke is the Director of Shine P&P, a mentoring specialist organization, and a business coach / mentor/ adviser. Her mentoring expertise is in developing training for mentors, creating a mentoring culture within organisations as well as setting up mentoring programmes in UK and Europe.

Her business coach/mentoring specialisms are in strategy, marketing and organisational development with extensive experience in owner-managed, family-owned businesses and partnerships. Holding accounting and a master qualification in museum and gallery management, Gaby has an unusual and broad frame of academic reference to complement her expertise.

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Shine P&P

Shine was established in 2004 having identified a gap in the market for the provision of management training coupled with coaching & mentoring, especially in the travel, tourism, hospitality and leisure sectors.

Since its inception Shine has been providing mentoring solutions both in the private and public sectors to expand on the ways employees manage their own growth and development; to strengthen the way employees communicate with each other; to facilitate organizational learning and to embed a mentoring culture.

Our mentoring interventions cover mentoring training for mentors, mentees and programme co-ordinators; ILM accredited mentoring training; design, implementation and running of mentoring programmes; career mentoring and business mentoring.

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1 Foreword

Co-ordinator Guide

- 3 What is mentoring?
- 4 Different types of mentoring
- 5 Characteristics of good mentoring
- 6 Different types of coaching
- 7 Mentoring vs managing and coaching
- 8 Why mentoring?
- 9 Preparing a mentoring programme
- 10 Establishing goals and objectives
- 11 Gaining consensus
- 12 Selecting the most appropriate mentoring
- 14 Financial planning
- 15 The programme co-ordinator
- 16 Managing the mentoring programme
- 19 Running the mentoring programme
- 27 Case studies
- 29 Lessons learnt
- 31 Mentoring questions
- 32 The mentoring 'code of practice'

Mentor Guide

- 34 Introduction
- 35 Who can be a mentor?
- 37 Roles in the mentoring process
- 41 The mentoring 'must-haves'
- 43 A range of mentoring approaches
- 44 The mentoring dance
- 45 Listening and questions
- 48 Questioning
- 50 The mentoring session
- 56 Phases of the mentoring relationship
- 58 Your first mentoring session
- 61 Frequently asked questions
- 63 Mentor self-assessment
- 65 Mentor application form
- 67 Mentor matching document
- 70 Mentoring agreement
- 72 Mentor's diary
- 73 Log of mentoring sessions
- 74 Conversation starters
- 75 Problem solving

Mentee Guide

- 78 Introduction
- 79 Everybody needs a mentor
- 87 The mentoring session
- 96 Frequently asked questions
- 97 Mentee application form
- 98 Mentee self-assessment questionnaire
- 100 Mentoring agreement
- 102 Mentoring plan
- 103 Log of mentoring sessions

Business Mentoring

- 106 Introduction
- 107 Who needs a business mentor?
- 109 The competing demands faced by owners
- 111 Essential enterprise skills checklist
- 112 Accounting and financial terms
- 114 Mentoring and start-ups
- 116 Mentoring and growing a business
- 117 Mentoring and strategic planning
- 119 Mentoring and financing a business
- 121 Frequently asked questions
- 123 Glossary
- 126 Bibliography

FOREWORD

Mentoring as an informal process has been around for centuries. It is only in the past thirty years or so that formal mentoring as a learning process has been adopted by companies and organisations. Mentoring has undergone a significant evolution since the first programmes were developed in the US. Both style and structure of mentoring have broadened considerably. Perhaps the most important change is to do with the fact that the balance of the relationship is now more equal, as mentoring is about mutual learning and sharing. It is a win-win relationship for all the stakeholders involved.

Indeed mentoring has become one of the most powerful developmental tools for any organisation. If you are considering the introduction of a structured mentoring programme for your company and don't know where to begin, this workbook is designed to help you.

Whether you are new or familiar to mentoring, we hope it will save you time and effort as it contains materials and information that you will need in order to start or maintain a mentoring programme. The guidelines given are based on experience in a wide variety of programmes.

The workbook is divided into two sections: Corporate and Business Mentoring.

Corporate Mentoring has been written with Human Resources, Training, Development and Diversity professionals in mind and provides an invaluable checklist of things to bear in mind when planning a structured mentoring programme. It is designed to work together with The Mentor Guide and The Mentee Guide and to be used as a 'Mentoring Companion'.

The Business Mentoring section aims at providing an introduction to the role of a business mentor in the various phases of starting and growing a business, and is intended to work together with the Mentor/Mentee Guides.

Whatever the use, we hope you will find it useful and that it will lead to organising many successful mentoring programmes and help many businesses to grow and succeed.

Gaby Marcon Clarke

London, 2015

*** MENTORING**

Mentoring is a partnership through which one person (the mentor) shares knowledge, skills, information and perspective to help the other (the mentee) learn and develop, as well as helping both parties to increase their professional and personal growth. It taps into a basic instinct most people share - the desire to pass on their learning and to help other people develop and fulfill their potential.

*** BUSINESS MENTORING**

Business mentoring is a relationship between the business owner(s) and someone with business experience who guides the individual or team through making decision; points out ways of improving the business; asks the tough questions and motivates to achieve higher levels of performance, all within the bounds of a trusted relationship.

*** COACHING**

'A collaborative, solution-focused, result-oriented and systematic process in which the coach facilitates the enhancement of work performance, life experience, self-directed learning and personal growth of the coachee.' (Anthony Grant, University of Sydney, 2000)

*** TEACHING**

Teaching refers to the process of imparting knowledge and skills from a teacher to a learner. It encompasses the activities of educating or instructing. It is an act or experience that has a formative effect on the mind, character or physical ability of an individual.

*** TRAINING**

Training is to help people learn something they need to know or be able to do for a specific purpose in order to achieve organizational objectives and goals; carry out specific tasks; prepare for new responsibilities or attain their career goals.

*** ADVISING**

Advising is offering suggestions to someone about the best course of action to take. A business advisor for instance might advise on a range of issues ranging from finance to marketing.

*** COUNSELLING**

Counselling is guidance offered by social workers, doctors, etc, to help a person resolve social or personal problems.

*** CONSULTING**

Providing expert knowledge to a third party for a fee. Consulting is most often used when a company needs an outside, expert opinion regarding a business decision. For example, a company seeking to sell its products abroad may look for a consultant familiar with the business practices of the target country. The consultant will tell the company what best practices should be followed, what to expect from customers, and how to deal with foreign regulations.

*** SMART MODEL** SMART is a mnemonic acronym, giving criteria to guide in the setting of objectives, for example in project management, employee performance management and personal development.

- * Specific – target a specific area for improvement.
- * Measurable – quantify or at least suggest an indicator of progress.
- * Attainable (or agreed or assignable) – that can be accomplished.
- * Realistic – state what results can realistically be achieved, given available resources.
- * Time-related – specify when the result(s) can be achieved.

SMARTER gives two additional criteria. For example, evaluated and reviewed are intended to ensure that targets are not forgotten.

*** GROW MODEL**

GROW is simple and powerful framework for structuring coaching or mentoring sessions. It is renowned for its success in both problem solving and goal setting. **GROW** stands for: Goal, Current Reality, Option (or Obstacles) Will or (Way forward).

*** VAK**

VAK (Visual, Auditory, Kinesthetic) is a system that uses the three main sensory receivers: visual, auditory and kinaesthetic (movement) to determine the dominant learning style. It is sometimes known as **VAKT** (Visual, Auditory, Kinesthetic, & Tactile).

*** ROLE MODEL**

Role model is someone others look to as a good example, someone who is worthy of imitation and who inspires others to imitate his or her good behavior. For instance parents try to be role models for their children by being good people. A famous person who gives money to charity or helps sick children is a role model.

*** EMOTIONAL INTELLIGENCE**

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. In other words, the ability to understand other people, what motivates them and how to work cooperatively with them. There are five major categories of emotional intelligence skills: self-awareness, self-regulation, motivation, empathy and social skills.

*** HLTT**

HLTT is an acronym that stands for Hospitality, Leisure, Travel & Tourism sectors.

*** STAKEHOLDER**

Stakeholder is a person, group or organization that has interest or concern in an organization. Stakeholders can affect or be affected by the organization's actions, objectives and policies.