

esadealumni

MENTORING PROGRAMME

Guide for mentors

Year 2020-21

1 – What is Mentoring?

2 – Benefits of Mentoring

3 – The mentor's role

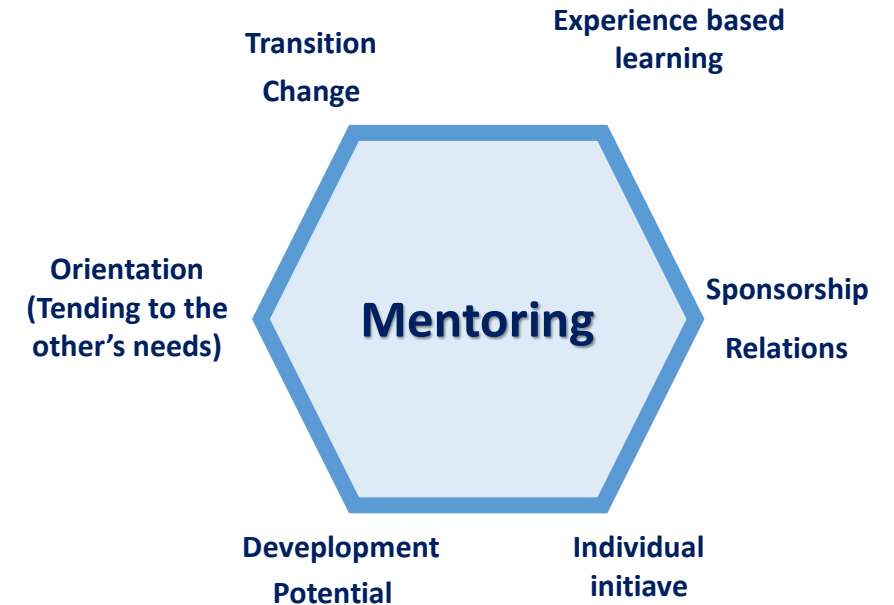
4 – The mentoring process

5 – Resources



What is Mentoring?

Mentoring consists of developing, nurturing, sharing and helping others. It's a relation in which mentors invest their time, know how and efforts to **further their mentees' development**, especially in terms of their **knowledge** and **skills**.



The aim is to respond to the critical life needs of the mentees, pointing them in the right direction and helping them to achieve **greater productivity** and future **success**.

Mentors serve as advisors and facilitators to encourage changes in their mentees' behaviour.

1. Accelerates the mentees' personal and professional development. **POTENTIAL LIBERATED.**
2. Capitalises on the mentors' accumulated knowledge and ability to share their experiences with mentees. **KNOW-HOW TRANSFERRED.**
3. Creates valuable bonds and strengthens relations. **SPONSORSHIP-RELATIONS.**
4. Allows professionals to develop **on their own**, the mentors serving to inspire and encourage the mentees throughout this process.
5. Pasa de la formación teórica al **aprendizaje por comportamientos.**

... MENTORS

- Transfer their knowledge and experience
- Promote certain ways of behaving and performing
- Enrich their own approaches and perspectives
- Improve their people development skills

... MENTEES

- Develop their own personal and professional competencies
- Enhance their leadership potential and strengthen their moral authority due to the effectiveness of the results obtained
- Gain a sense of control over their own futures

The success of the entire mentoring process depends on the mentors assuming their responsibility, respecting and maintaining **TRUST, COMMITMENT** and **CONFIDENTIALITY** throughout.

WHAT DO I HAVE TO DO AS A MENTOR? Key? Key behaviours:

- Serve as a guide and advisor
- Actively listen
- Ask and answer questions
- Communicate both empathetically and assertively
- Maintain an open and accepting mindset
- Encourage and motivate
- "Challenge" mentees
- Promote personal reflection
- Encourage the mentees to take action
- Manage expectations
- Facilitate ongoing learning
- Invest time and be available
- Acquire a personal commitment
- Share information, ideas and know-how
- Give feedback
- Stick to the Action Plan

HOW DO I DO IT? Mentoring skills

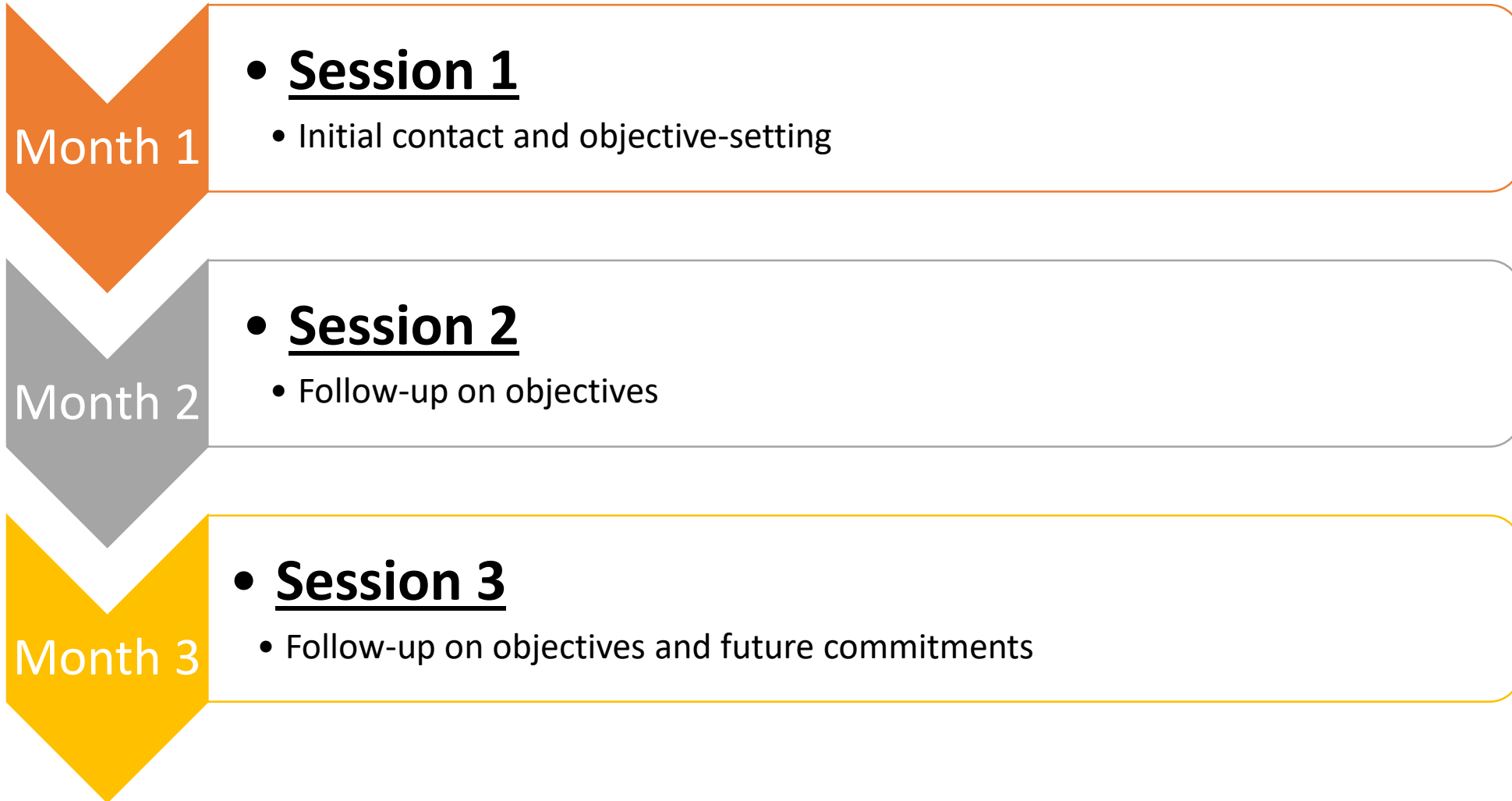


WEBINAR: 'HOW TO BE A GOOD MENTOR'

by César Fernandez (MBA PT 89)



*English subtitled version



- Objectives:

- ✓ Create a trusting environment to facilitate the rest of the process.
- ✓ Establish the ground rules or “rules of the game”.
- ✓ Define both parties’ roles.
- ✓ Discuss both parties’ specific expectations.

- Results:

- ✓ Create a positive setting for the exchange.
- ✓ Have a better understanding of the mentoring process.
- ✓ Exchange information and expectations.
- ✓ Establish the work methodology.
- ✓ Establish the starting point.

- Recommendations:

- ✓ Introduce yourself. Present your own professional trajectory and invite the mentee to do the same.
- ✓ Explain the reason behind the mentoring process and its purpose.
- ✓ Share your personal and professional expectations and motivations with each other.
- ✓ Ask the mentee about his/her global development goals.
- ✓ Help the mentee to reflect on the process and on the competencies and elements he/she wants to address.
- ✓ Agree on the work methodology.
- ✓ Openly talk about each other’s responsibilities and “homework” during the process.
- ✓ Agree on when, where and how the following meetings will take place.
- ✓ Ask the mentee to share any questions or doubts.
- ✓ Set the next meeting.

Session 1: Goals-setting

- Objectives:
 - ✓ Facilitate the mentee's self awareness, personal reflection and learning process.
 - ✓ Define and prioritise the mentee's key improvement areas and objectives.
 - ✓ Detect the associated competencies and knowledge to be acquired.
 - ✓ Define the specific actions to be carried out.
- Results:
 - ✓ Have the information needed for the mentee to begin to work.
 - ✓ Develop a structured and transparent mentoring process.
 - ✓ Define the Action Plan.
- Recommendations:
 - ✓ Guide the mentee through the reflection process to identify his/her areas for development let the mentee be in charge of selecting and prioritizing them.
 - ✓ Agree on the objectives and critical areas on which to begin working.
 - ✓ Pay special attention to the development objectives.
 - ✓ Define the Action Plan.
 - ✓ Focus on the quality of the actions and tasks to be carried out, not their quantity.
 - ✓ Integrate the planned actions into the mentee's day to day routine.
 - ✓ Set time aside to resolve any of the mentee's doubts or questions and respond to his/her suggestions.

- Objectives:

- ✓ Interpret and understand each situation from an improvement perspective.
- ✓ Help to gradually instil new habits, step by step.

- Results:

- ✓ Changes implemented in the competencies and/or skills identified as key areas for development.
- ✓ The Action Plan further developed.

- Recommendations:

- ✓ Work on the defined Action Plan and the established objectives.
- ✓ Jointly analyse real situations from the mentee's day to day routine as related to the competencies and areas for development.
- ✓ Help the mentee to identify alternatives to how he/she behaves in different situations. Once again, the mentee has to identify these.
- ✓ Examine the obstacles the mentee has identified.
- ✓ Agree on actions which represent a change and are directly related to the competencies and areas for development.
- ✓ Focus on improving the competencies identified; avoid being side tracked.
- ✓ Encourage the mentee to present new situations.
- ✓ Search for and defend the benefits of the changes detected.
- ✓ Foresee possible obstacles and hurdles to implementing each action.

- Objectives:

- ✓ Reflect on the successes achieved.
- ✓ Identify and define possible support required in the future.



- Recommendations:

- ✓ Review the commitments established at the start of the mentoring process.
- ✓ Jointly analyse the mentee's achievements and the changes enacted.
- ✓ Work with the mentee on identifying possible resources and support he/she may need over the long term.
- ✓ Encourage the mentee to think about the future challenges ahead.
- ✓ Jointly define the future and continuity of the relation between the two and establish new ground rules.

Resources: Powerful questions



✓ Ask questions that help to better pinpoint the information provided:

- What proof do you have that the situation is exactly how you say it is?
- Can you prove it? Why do you think it's like that?

✓ Analyse the consequences:

- What would happen if it really turned out to be like you say? Why would it be so terrible?
- Can you keep on working effectively even if it turns out to be true?

✓ Evaluate the usefulness:

- Does thinking like that serve you any purpose?
- Is it effective to help you to resolve your problems?
- Where is that type of thinking leading you?
- What will the consequences be if the situation remains unchanged? If you could change the situation, what possible benefits would there be?

✓ Search for other possible interpretations:

- “Maybe X hasn’t realised it yet” instead of “I’m sure he did that on purpose”.
- “Maybe it wasn’t a good time for him to meet with me” instead of “He doesn’t want anything to do with me; he doesn’t care about me”.

Resources: Design conversations to improve relations

1. Explore the labels we assign people:

- What do you think about that person?
- What would you say he/she is like?
- Is the opposite true in other situations?
- What happened?
- Has he/she done something to make you feel that way?

2. Put ourselves in the others' shoes:

- What do you think the other person feels?
- What do you think he/she's thinking?
- What happens to him/her when you do what you do?
- Do you think the other person does things poorly on purpose?

3. Explore what the relation serves for:

- What does this person mean to you?
- What is his/her primary contribution to you or the organisation?
- What does he/she do well?
- In what situations have you felt comfortable with this person?



4. Explore what we believe the other person thinks about us:

- How does he/she see you?
- What does he/she value about you?
- What doesn't he/she like about you?
- Have you done something for which you'd like to apologise?
- Is he/she angry or upset with you for something in particular?

5. Define the new "labels":

- Is it possible that the person acted that way for another reason?
- What other possible explanations are there for that same situation?
- Are there other facts or factors that you haven't taken into account?

6. Re define the conversation's objective:

- What are you specifically asking for?
- What will you contribute?
- What new commitments would you like to agree on??



Resources: Example Action Plan

OBJECTIVE (WHAT):			
Actions to carry out (HOW)	Performance indicators	Necessary means and resources	Timeline/Follow-up (WHEN)

Resources: Letter to Santa Claus

WHY?

Clarify and specify the expectations in an aspirational and healthily ambitious way (dare to think big).

WHEN?

In the first mentoring session

HOW?

“Imagine that you can write to Santa and ask him to make a particular dream of yours come true. What would you specifically ask for?”

Resources: Thank you letter

WHY?

To boost your self confidence, eliminate any concerns and help to broaden your perspective.

WHEN?

In the first or second mentoring session.

HOW?

Write a letter to yourself or a family member, detailing all the points that you're proud of or that you'll appreciate your entire life (include both the personal and professional realms).

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