Top Tips for Mentees

This opportunity is mentee-led, it’s your responsibility to drive the relationship, set meetings, prepare yourself, set the agenda and the tone, and follow up.

Mentoring is a form of leadership development; it is a piece of work you come together to do. It’s not about being told what to do, rather you are developing the capacity to problem solve.

A really important part of mentoring is making the agreement about how to work together. There are no prizes for assuming the mentor knows what you want and what is best for you, leaving things unsaid, putting up with something you didn’t really want, or not speaking up if you’re not finding it useful. This leaves everyone feeling frustrated.

Try to find out a bit about each other’s past experiences, career paths and lives outside work, looking for things you have in common. This knowledge helps you to build trust.

In your initial meetings discuss your circumstances, the kind of challenges you envisage facing, and the type of support you would like to receive. e.g.

- Planning and decision making
- Building new relationships
- Strengthening or turning around old relationships
- Understanding their role and their position in the university
- Identifying and setting goals for development
- Self-awareness
- Career options and planning

These are flexible – feel free to change your mind. Take a few notes at your meetings, or immediately afterwards, so you can remember what was said/agreed and refer back to these the next time you meet. This way you can see the progress you are making.

If you are very pressed for time and meeting face to face becomes difficult, stay in touch by giving an email update or scheduling a phone call – this lets the mentor know they’re not your bottom priority and that you value the time they are giving you. What are the reasons you’re likely to cancel at short notice – share these up front so no one is left wondering.

Feedback is really important – offer your mentor some comments after the session. What was useful? What was the most useful part? What have you learned? What sparked your thinking? What will you now do? What do you hope to cover next time?

Don’t wait until you’ve achieved it all! The people who get the most out of mentoring meet the most. That might sound obvious but don’t fall into the trap of putting off meetings because you haven’t done enough. That’s a tried and tested recipe for running out of time.

Contact the GROW team – Remember the GROW team are on hand to help with any problems.
TOP TIPS FOR MENTORS

This opportunity is mentee-led, it’s their responsibility to drive the relationship, set meetings, prepare, set the agenda and the tone, and follow up.

Mentoring is a form of leadership development; it is a piece of work you come together to do. It’s not about telling them what to do, rather you are developing their capacity to problem solve.

A really important mentor job is leading the discussion and agreement about how to work together – the agreement form. There are no prizes for assuming you know what the mentee wants and what is best for them, being unclear about expectations, or providing something they didn’t really want. This leaves everyone feeling frustrated.

It’s fine to find out a bit about each other’s past experiences, career paths and lives outside work, looking for things you have in common. This knowledge helps you to build trust.

In your initial meetings discuss the mentee’s circumstances, the kind of challenges they envisage facing, and the type of support they would like to receive. e.g.

- Planning and decision making
- Building new relationships
- Strengthening or turning around old relationships
- Understanding their role and their position in the university
- Identifying and setting goals for development
- Self-awareness
- Career options and planning

These are flexible – they might change once you get started. Take a few notes at your meetings, or immediately afterwards, so you can remember what was said/agreed and refer back to these the next time you meet. This way you can see the progress you are making as a mentor.

Discuss the topic of confidentiality openly at an early stage. What’s in or out of the discussion? What do you both understand by this term and how will you respect this in the context of your relationship?

If you are very pressed for time and meeting face to face becomes difficult, stay in touch by asking for an email update or scheduling a phone call – this helps the mentee keep up momentum.

Feedback is really important – ask your mentee for some comments after the session. What was useful? What was the most useful part? What have you learned? What sparked your thinking? What will you now do? What do you hope to cover next time?

Contact the GROW team - Remember the GROW team are on hand to help with any problems.
MENTORING DETAILS FORM

As discussed in the workshops this is for new pairs to use in order to understand what we expect of you, and to frame a conversation around ways of working together. Experience has shown us that having this open discussion and setting some objectives for the mentoring programme will help you get the most out of the partnership.

You do not need to return a copy to the GROW managers, this is a document just for you.

Part A: Some expectations for the programme, please talk through each one.

1. Confidentiality

Pairs agree to respect each other’s privacy and understand that all information disclosed during mentoring sessions will be kept strictly confidential. Your participation on the programme is also confidential. Are there any exceptions to the confidentiality rule?

2. Frequency and Location of Meetings

As part of the mentoring programme, you have agreed to meet face to face for a minimum of 3 x 1h sessions. Frequency, and location of these meetings will be influenced by the content of the sessions, and by your other commitments and responsibilities.

3. Communication

It is useful to clarify upfront expectations on what communication (content, frequency, methods) each party is expecting between meetings. What happens if either of you needs to cancel a meeting? What happens if no email response is received? It is the mentee’s responsibility for keeping up momentum and keeping in touch to book meetings.

4. Feedback to Each Other

A highly recommended way to get the most out of the programme is is by having an email exchange after each session about what has worked well, and how to go forward productively. Some example questions mentees can answer after each session are below. Mentees: it is your responsibility to send feedback to the mentor. This will help them get it right for you. Mentors: it is your responsibility to take this into account, why not take the time to ask the mentee how it went for them? For example, you could ask:

1. How useful was our meeting for you and please say why this is.
2. What would you like me to do more of in the session? What would you like me to do less of?
3. Did you notice your thoughts changing positively/negatively during the session? What triggered this?
4. Are you doing/do you plan to try out doing anything differently going forward?

5. Re-matching or leaving the programme

If either party is unhappy with the mentoring match, the relationship can be ended. To do this all you need to do is to speak/email the GROW programme co-ordinators as soon as possible: grow@sheffield.ac.uk. It may not be possible to make another match during this programme.
### Part B: Mentoring Action Plan:

6. **Objectives of the Relationship**

We agree to focus on the following mentee objectives during our mentoring sessions. Please discuss some SMART (specific, measurable, attainable, relevant, time-bound) objectives:

1. 

2. 

3. 

**Action plan:** How are we going to achieve these objectives and what are our next steps?

<table>
<thead>
<tr>
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</thead>
</table>

7. **Mentoring Dimensions**

Spend some time getting to know each other. What do you have in common?

**It will be useful for you to talk through the following to help your partnership take a tone you are both happy with:**

- Do we want this partnership to be formal/informal?
- Agree boundaries – confidentiality, contact method, frequency, location etc.
- Discuss the types of support that may be effective to achieve the SMART goals.

### 8. Signatures

<table>
<thead>
<tr>
<th>Mentor</th>
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| Mentee |  |
Skills Workshop
New Mentors & Mentees
About the Session

• About GROW
• Timescales
• Meetings and expectations
• The role of mentor and mentee
• The benefits to mentor and mentee
• A typical mentoring model
• Matching process
• Support
• Conclusion of the programme
About GROW

• Cross-functional mentoring scheme for all professional services staff (technical and admin)

• Across the 5 Faculties in the University (Arts & Humanities, Engineering, Medicine Dentistry & Health, Science and Social Science), the Department of Research & Innovation Services and Estates & Facilities Management (EFM)

• Annual programme lasting 6 months

• Help staff to enhance skills, maximise their potential, expand networks and consider career paths

• All grades of staff and levels of experience
Timescales

- Registration Opens: 3 Jan
- Workshops: 10 - 23 Jan
- Registration Closes: 31 Jan
- Matching: Feb
- Partnership Comms: 1 Mar
- Meetings: 1 Mar 31 Aug
- Evaluation: 1 - 30 Sept
- Formal Closure: 30 Sept
Confidentiality
First Meeting

• Keep it short
• Agree boundaries – confidentiality, contact method, frequency, location etc.
• Get to know each other – share experience/background
• Discuss objectives
• Discuss types of support
• Complete Mentoring Agreement (optional)
• Agree the next steps
• Remember that first impressions last
### MENTEEs
- What makes you feel ready to be mentored?
- What are you personally hoping to gain from being in a mentoring relationship?
- What aspects of being mentored are you likely to find most easy or difficult?
- What aspects are you likely to find most or least satisfying?
- Success for me looks like….
- The skills/knowledge/abilities I would like to develop are…..
- The support/guidance I will need from my mentor is……
- I will know we are making progress when…..

### MENTORS
- What makes you feel you will make a good mentor?
- What are you personally hoping to gain from being in a mentoring relationship?
- What aspects of mentoring are you likely to find most easy or difficult?
- What aspects are you likely to find most or least satisfying?
- Success for me looks like….
- The skills/knowledge/abilities I would like to develop are…..
- The activity I will need from my mentee is……
- I will know we are making progress when…..
Exercise

• Pairs (1 mentor + 1 mentee)
• Use Action Plan section of the mentoring agreement and discuss the three areas
• Use the document to make any notes of your discussion
Role of a Mentor

• Listen and explore
• Ask questions (rather than telling)
• Spot patterns (what works and what doesn’t)
• Support SMART goal setting
• Building problem solving skills and resilience
• Supportive challenge
• Encourage and enthuse

“Let’s try it without the parachute.”
<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expert</td>
<td>A source of knowledge</td>
</tr>
<tr>
<td>Sounding Board</td>
<td>Test ideas</td>
</tr>
<tr>
<td>Critical Friend</td>
<td>Constructive feedback and support</td>
</tr>
<tr>
<td>Guide</td>
<td>To the University and systems</td>
</tr>
<tr>
<td>Adviser</td>
<td>To offer advice</td>
</tr>
<tr>
<td>Facilitator</td>
<td>Highlight opportunities, introduce key people</td>
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<td>Challenge assumptions, encourage different thinking</td>
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Benefits of Being a Mentor

• Skills to develop others
• Personal satisfaction and fulfilment
• Giving back
• New knowledge and ideas
• Networking/collaboration/point of contact
• Negotiation/relationship management skills
• Increased self-reflection and understanding
• Leadership capabilities
What might an ideal meeting look like?

Discuss the practicalities and any mentor/mentee attributes/skills that may be required to make your meetings a success.
3 Stage Mentoring Model

- **Exploration**: What’s going on?
- **New Understanding**: What do I need/want instead?
- **Action Planning**: How do I get this?
Role of a Mentee

• Have a clear objectives(s)
• Make first contact and proactively drive the relationship
• Talk it through and explore ideas
• Be prepared to reflect and think
• Try different ways of doing things
• Offer feedback including what worked and what didn’t and why
• Keep in touch and arrange follow up meetings
Benefits of Being Mentored

- Development for career progression and decision making
- Strategies for a difficult work relationship or situation
- Inter-personal and professional skills
- Better understanding of the way things work
- Balancing work and career opportunities
- Increased self-confidence
- Increased reflection on what’s right for you
Matching

- Matching will take place during February
- Best possible match options by system based on profiles
- Sense check undertaken by GROW Team
- No match
- Match problems
Finally….

• Registration – revisit if necessary
• Matching
• 1st meeting & Mentoring Details Form
• Further meetings by arrangement
• Support
• Evaluation
• End/Continue
Any Questions?

GROW
Inspire • Engage • Develop
"Mentoring is a brain to pick, 
an ear to listen, 
and a push in the right direction."

- John C. Crosby
Mentoring Skills

2017
It’s easy to think there is not much to mentoring.

After all it’s just two people getting together and talking. Right?
Timescales

- Registration Opens: 3 Jan
- Workshops: 17 - 23 Jan
- Registration Closes: 31 Jan
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Overview

• What is mentoring?
• Why is it important?
• First Impressions
• Are you listening?
• Having a conversation
• Influencing
• Top 10 Tips!
What do you see?
Coffee beans, right?
Now that you know it’s there, can you go back to not being aware of it?
The Role of Mentoring

• Line Management V Mentoring

• The mentor is expected to:
  – Provide support
  – Foster a self managed approach to learning
Eight Mentoring Myths

- Mentoring is a one way street
- You need SMART goals
- You need only one mentor at a time
- A mentoring relationship is complicated
- A mentoring relationship can only be face-to-face
- Mentoring is a time consuming process
- Expectations are the same for everyone
- Mentors must be older
Mentoring Activities

- Listening to their ideas
- Asking questions
- Sharing experiences
- Agreeing objectives
- Exploring career options
- Providing a positive role model
- Agreeing training requirements
- Giving praise & encouragement
- Helping them think things through for themselves
- Identifying development opportunities
- Giving advice
Expert (a source of knowledge)

Sounding Board (test ideas)

Critical Friend (constructive feedback and support)

Guide (to the University and systems)

Adviser (to offer advice)

Facilitator (highlight opportunities, introduce key people)

Motivator (encourage, enthuse, motivate)

Goal Setter (help set goals and help focus)

Challenger (challenge assumptions, encourage different thinking)
First Impressions
Confirmation bias

First Impressions

• You meet someone and unconsciously judge them

• You notice and remember information in keeping with your original judgement

• You don’t notice or remember information which contradicts your original judgement of them
GOAL
What do you want to move forward on...?
What can we achieve in the time available...? What would be the most helpful thing for you to take away from this session?

REALITY
What is happening now that tells you...? Describe the current situation... What made you realise that you need to do something different?

OPTIONS
What could you do to move yourself just one step forward...?
What are your options...? How far towards your objective will that take you...?

WILL
What will you do next...?
What could stop you moving forward?
How will you overcome this?
How can you keep yourself motivated?
When do you need to review progress?
Daily, weekly, monthly?
What do you need from me?

Source: Skills for Life Improvement Program/(CIBT)
3 Stage Mentoring Model

Exploration
What’s going on?

New Understanding
What do I need/want instead?

Action Planning
How do I get this?
Active Listening

• Effective mentors spend less than 20% of session time talking.

• They recognize the importance of helping the mentee work things through and establish his or her own insights.

• They use questions to make frequent shifts of perspective, so that the mentee can understand the issues more fully.

• Mentees also need to exhibit good listening skills.
We're checking everyone's communication skills.

Here's the first question: are you a good listener?

What?
Listening Exercises

Pick a partner and label yourselves A & B
Partner B leave the room

Think of a topic you are passionate about and can talk about for 3 minutes
• Take Bs out of the room and ask to wait outside

• Inform the As that whilst they are listening to their partner, every time their partner says something that evokes their 'inner voice' i.e. they want to ask a question, makes them think about something etc... they put their hand up for five seconds then put it back down.

• Ask them to do this for the entire conversation - As are not allowed to interact with Bs, ask questions, affirm understanding etc.. As remain silent, just raising their hand every time their inner voice kicks in.

• Next inform the Bs outside that they are to speak to As about something of interest, an experience, their last holiday anything positive that has happened to them in the last six months. They have three minutes to talk.

• Ask Bs back into the room, then allow three minutes of talking from Bs.

• At the end of the three minutes ask the Bs how they felt whilst talking to A, emotions evoked etc... general answers back are normally 'didn't feel listened too, didn't understand why they were putting their hand up, lost my train of thought because they obviously weren't listening,' etc...
Psychometric tests & Questionnaires

- Yield clues to personality/attitude
- How they/you are likely to behave.
- Influenced by mood or recent experience
- Surprise!
Dealing with People

Psychometric tests & Questionnaires

- Myers-Briggs Type Indicator
- Belbin Team Role Inventory
- The Strength Deployment Inventory (SDI)
- 16 Personality Factor Questionnaire
The Myres-Briggs Type Indicator (MBTI)

- **The Myers-Briggs Type Indicator** Instrument (MBTI) was developed by Isabel Briggs Myers and her mother, Katharine Cook Briggs.

- **Classifications:**
  - Extroverted (E) or introverted (I)
  - Sensing (S) or intuitive (I)
  - Thinking (T) or feeling (F)
  - Perceiving (P) or judging (J)
What is MBTI

- Practical application of Jung’s theories
- Deals with natural preferences
- Tool to identify our preferences within 4 sets of psychological opposites. It looks at how we prefer to deal with the outside world, to trust information, make decisions & structure our lives
- Its not about skills, ability or behaviour
- No personality type is better or worse
How all 16 personality types* appear
MBTI

- **Favorite world:** Do you prefer to focus on the outer world or on your own inner world? This is called **Extraversion (E) or Introversion (I).**

- **Information:** Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called **Sensing (S) or Intuition (N).**
MBTI

- **Decisions:** When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F).

- **Structure:** In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P).
According to the theory you need to make only **four steps** to understanding any person.
In order to understand another person, we need to figure out:

- The direction we focus our attention & energy
- The way we take in information
- The way we make decisions
- The way we act in the outer world
Good E/I Words

**Extraverts (E) vs. Introverts (I)**

**Extraverts**
- Social
- Interaction
- External
- Breadth
- Extensive
- Multiple relationships
- Free Disclosure
- Expressive
- External Events
- Gregarious
- Speaks to think

**Introverts**
- Territorial
- Concentration
- Internal
- Depth
- Intensive
- Limited relationships
- Cautious disclosure
- Contained
- Internal reactions
- Reflective
- Thinks to speak
Good S/N Words

**Sensors (S) vs. iNtuitives (N)**

**Sensors**
- Literal
- Present
- Tangible
- Perspiration
- Actual
- Down-to-earth
- Fact
- Practicality
- Specific

**iNtuitives**
- Random
- Future
- Conceptual
- Inspirational
- Theoretical
- Head-in-clouds
- Fantasy
- Ingenuity
- General
Good T/F Words

Thinkers (T) vs. Feelers (F)

Thinkers
- Non-personal
- Objective
- Principles
- Laws
- Firmness
- Just
- Clarity
- Critique
- Policy
- Detached
- Head

Feelers
- Interpersonal
- Subjective
- Principals
- Circumstances
- Persuasion
- Humane
- Harmony
- Appreciate
- Social Values
- Involved
- Heart
Good J/P Words

Judgers (J) vs. Perceivers (P)

Judgers
- Resolved
- Decided
- Fixed
- Control
- Closure
- Planned
- Structure
- Definite
- Scheduled
- Product

Perceivers
- Pending
- Wait and See
- Flexible
- Adapt
- Openness
- Open-ended
- Alternatives
- Tentative
- Spontaneous
- Process
What is influencing?

From the Latin “influere” meaning “to flow in”.

“The ability to affect others attitudes, beliefs and behaviours without using force and formal authority.”

F E Dent & M Brent
Why is influencing important?

Most commonly cited reasons given:

- Dealing with transition
- Managing complexity
- Influencing agility
Why is influencing important?

Influencing Agility

• Immediacy i.e. “influencing in the moment”
• Speed of response and reaction
• Getting it right
• Choosing the right style and approach
Influencing Style

Push

Directive  Persuasive  Collaborative  Visionary

Pull
Pull Influencing

- The quality of the questions used
- Put yourself in the Mentees shoes
- Build on your Mentees proposals
- Forge relationships and coalitions
Push Influencing

• The quality of your ideas and reasoning
• Your credibility and authority
• Getting the right people to support you
Influencing Powers

- Personal
- Positional
- Expert
- Coercive
- Reward
In Summary

“It usually takes me more than 3 weeks to prepare a good impromptu speech.”

Mark Twain.
In Summary

• Who are they?
• What are their hopes, their fears?
• What context are they operating in?
• What are their concerns?
• What turns them on?
• What turns them off?
In Summary

What’s in it for them??

• Be creative!
• What could be in it for them?
• What might happen if they don’t do this?
Mentoring
Top 10 Tips

1. Be patient
2. Active listening
3. Flexibility
4. Build & link
5. Interact and share – your mistakes as well as your successes
6. Express yourself fluently
7. Plan and prepare
8. Be energetic and enthusiastic
9. Consider your influencing style
10. Above all believe in your ability as a mentor
Finally….

- Registration – revisit if necessary
- Matching
- 1\textsuperscript{st} Meeting & Mentoring Agreement
- Further meetings by arrangement
- Support
- Evaluation
- End/Continue