

Module 1 Mentoring, Mentors, Mentees – General Presentation

Module Title:	<i>Mentoring, Mentor, Mentees- General Presentation</i>
Units:	<ol style="list-style-type: none"> 1. <i>What is Mentoring? What is Community Mentoring?</i> 2. <i>Mentors – role, responsibilities, values and behaviours</i> 3. <i>Benefits of mentoring</i>
Unit objectives	<i>To explain, define and develop an understanding of mentoring, in particular of community mentoring and the characteristics of mentors/mentees</i>
Learning outcomes:	<p><i>At end of these units the learner will be able to:</i></p> <ol style="list-style-type: none"> a) <i>understand the concept of mentoring/community mentoring</i> b) <i>distinguish between mentoring and coaching</i> c) <i>identify the skills and abilities of a mentor/community mentor</i> d) <i>role and responsibilities of the mentor/community mentor</i>
Learning activities	<p><i>Exercise 1: Mentoring Versus Coaching: Create a scenario or situation illustrating the difference between mentoring and coaching</i></p> <p><i>Exercise 2: Add 5 more skills/abilities of a mentor/community mentor</i></p> <p><i>Exercise 3: Using the list of behaviours favoured by mentees, prioritise your top ten and justify your answer.</i></p> <p><i>Exercise 4: In small groups, identify the benefits / value of mentoring from the perspective of the mentee, by comparison with training/counselling</i></p>
Learning support materials	<p><i>Unit 1: What is Mentoring? What is Community Mentoring? Mentoring vs Coaching</i></p> <p><i>Unit 2: Skills and Abilities (Output 1- Profile of a Community Mentor); Role and Responsibilities of the Community Mentor; Values and principles that form the basis of community mentoring; Mentor behaviours favoured by mentees</i></p> <p><i>Unit 3: Why become a Community Mentor?</i></p>

Unit 1: What is Mentoring? What is Community Mentoring?

What is Mentoring?

Mentoring is a relationship between two people with the goal of professional and/or personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."

Mentors become trusted advisers and role models – people who have "been there" and "done that." They support and encourage their mentees by offering suggestions and knowledge, both general and specific. The goal is help mentees improve their skills and, hopefully, advance their careers.

A mentoring partnership may be between two people within the same company, same industry, or same networking organization. However the partners come together, the relationship should be based on mutual trust and respect, and it typically offers personal and professional advantages for both parties.

Mentoring is an essential leadership skill. In addition to managing and motivating people, it's also important that you can help others learn, grow and become more effective in their jobs.

In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief.

What is Community Mentoring?

—Community mentoring involves volunteers within a given community (this may be a local neighbourhood or a community of interest or identity) providing mentor support to people from the same community. This may be regarded as a form of 'peer support' as it involves volunteer mentors from backgrounds or community settings that are similar to those of participating mentees.

Mentor sessions (one-to-one or group meetings between mentors and mentees) may happen in community settings, mentees' homes or via the Internet or phone. The aim is to facilitate mentees' self-development, contribute to improving their social networks and motivate them to achieve their goals.

Community Mentoring is not a substitute for counselling, medication, schooling, social work, improved parenting or social justice or any of the other interventions that can take place in a —socially excludedll person’s life. Rather, through mentoring we seek to work alongside the person, their families and professionals, while remaining independent with a clear community focus, after all individuals are —membersll of communities.

Mentoring vs Coaching

	MENTOR	COACH
A. Focus	Individual	Performance
B. Role	Facilitator with no agenda	Specific agenda
C. Relationship	Self selecting	Comes with the job
D. Source of influence	Perceived value	Position
E. Personal returns	Affirmation/learning	Team work/performance
F. Arena	Life	Task related

A. Focus

Mentors in either a formal mentoring program or informal relationship focus on the person, their career and support for individual growth and maturity.

Coach is job-focused and performance oriented.

A mentor is like a sounding board, they can give advice but the mentee or partners are free to pick and choose what they do. The context does not have specific performance objectives.

A coach is trying to direct a person to some end result, the person may choose how to get there, but the coach is strategically assessing and monitoring the progress and giving advice for effectiveness and efficiency.

In summary:

- the mentor has a deep personal interest, personally involved—a critical friend who cares about you and your long term development;

- the coach develops specific skills for the task, challenges and performance expectations at work offering on-the spot feedback.

B. Role

Mentoring is a power free, two-way mutually beneficial relationship. **Mentors** are facilitators and teachers allowing the partners to discover their own direction.

"They let me struggle so I could learn."

"Never provided solutions—always asking questions to surface my own thinking and let me find my own solutions."

The top four words chosen to best describe their mentor's dominant style were:

- qualify —friendly /confidant
- direct,
- logical,
- Questioner.

A coach has a set agenda to reinforce or change skills and behaviours. The coach has an objective/goals for each discussion.

C. Relationship

Even in formal mentoring programs the mentees and mentor have choices—to continue, how long, how often, and our focus. Self-selection is the rule in informal mentoring relationships with the partners initiating and actively maintaining the relationship.

—If I'm you mentor, you probably picked me. In formal programmes, this is less likely to be the case.

In an organization your coach hired you. Coaching comes with the job, a job expectation, in some organizations a defined competency for managers and leaders.

D. Source of influence

The interpersonal skills will determine the effectiveness of influence for both coach and mentor. This is a critical issue.

CONCLUSION:

Coaching and Mentoring are NOT the same thing!

The difference can be summarised as follows:

"A coach has some great questions for your answers; a mentor has some great answers for your questions."

Mentoring is a power free, two-way mutually beneficial learning situation where the mentor provides advice (if appropriate and solicited), shares knowledge and experiences, and teaches using a low pressure, self-discovery approach.

IMPORTANT: Teaching using an adult learning versus as opposed to teacher to student model and, being willing to not just question for self-discovery but also freely sharing their own experiences and skills with the partners. The mentor is both a source of information/knowledge and a Socratic questioner.

Team exercise 1 Mentoring vs Coaching:

Exercise 1: Mentoring Versus Coaching:

Create a scenario or situation illustrating the difference between mentoring and coaching

You may use the following information to assist you in fulfilling the task.

Mentoring	Coaching
Ongoing relationship that can last for a long period of time	Relationship generally has a set duration
Can be more informal and meetings can take place as and when the mentee needs some advice, guidance or support	Generally more structured in nature and meetings are scheduled on a regular basis
More long-term and takes a broader view of the person	Short-term (sometimes time-bounded) and focused on specific development areas/issues

Mentor is usually more experienced and qualified than the 'mentee'. Often a senior person in the organisation who can pass on knowledge, experience and open doors to otherwise out-of-reach opportunities	Coaching is generally not performed on the basis that the coach needs to have direct experience of their client's formal occupational role, unless the coaching is specific and skills-focused
Focus is on career and personal development	Focus is generally on development/issues at work
Agenda is set by the mentee, with the mentor providing support and guidance to prepare them for future roles	The agenda is focused on achieving specific, immediate goals
Mentoring revolves more around developing the mentee professional	Coaching revolves more around specific development areas/issues

Unit 2. Mentors – Role, responsibilities, values and behaviours

Skills and Abilities (Output 1- Profile of a Community Mentor)

There are many abilities and skills that a mentor/community mentor needs. Here are the top ten identified by the IQMI Partnership:

1. Empathy/Caring
2. Non Judgmental/without prejudice
3. Inspirational /Role Model
4. Good listening skills
5. Open Minded/tolerant
6. Problem solving/positive can do attitude/objective supporter
7. Similar experience, background/life experience
8. Adaptable to Context
9. Trustworthy/Confider
10. Self Aware

Role and Responsibilities of the Community Mentor

The mentor will:

- Participate in initial and ongoing training, assessment, evaluation and supervision activities and in due course;
- Work with the mentee to identify goals, objectives and help them work towards these;
- Provide support, guidance and encouragement;
- Meet with a mentee on a weekly(or agreed regular) basis as arranged;
- Be non-judgemental;
- Have good listening and communication skills;
- Identify and report to project manager when family support might be appropriate;
- Maintain records for monitoring and tracking purposes;
- Use own initiative to identify and access relevant resources;
- Participate in supervision meetings with project manager;
- Maintain confidentiality in accordance with the project confidentiality policy;
- Participate in the evaluation of the scheme.

Values and principles that form the basis of community mentoring

Mentoring understood as a process is based upon the following values and principles

- a. Acknowledgement and assumption that people have good intentions.
- b. People are willing to change and have the desire to develop.
- c. People are capable of solving their own problems and willing to learn.
- d. People are different and diverse and that is NOT a problem in itself
- e. A 'successful' person represents the result of a personal, professional and social development process.
- f. People need encouragement and support to develop.
- g. Skills development is a continuous process.
- h. Collaboration is encouraged and preferred.
- j. The CM ensures confidentiality of their actions.
- k. Continuous searching for new ideas, theories and knowledge.

- l. Community mentoring/mentoring contributes to equality of m. opportunity for all mentees.
Past experiences are reflected upon only if relevant to creating n. awareness of the self
Thinking is directed towards the future.
- o. With every action is developed an ability to transfer into a new context , added value and personal analysis
- p. The meaning of the mentoring activity is created by the mentor and mentee

Mentor behaviours favoured by mentees:

1. Organised, patient and understanding.
2. Quietly persuasive.
3. Good listener, helpful, happy to sit back and observe when appropriate.
4. Good and patient listener - makes you feel comfortable.
5. Enthusiastically persuasive.
6. Has an ability to get things done - by force if necessary.
7. Organised and efficient worker.
8. Can get things done, but by persuasion, not by force.
9. Can be laid back, and relaxed about work.
10. Effective communicator - listens.
11. Can ask them anything at any time of the day within reason (they always make time).
12. They offer a very different perspective on life that may not have otherwise been considered.
13. Takes your views on board and acts on them promptly.
14. Down to earth and realistic.
15. Around 24 hours a day, 7 days a week.
16. Talks through problems.
17. Open to other points of view.
18. Good source of information.
19. They will carry out actions they promised.
20. Can look at the broad agenda.
21. Prepared to criticise you constructively.
22. Shows faith in you.
23. Can act as a friend while at the same time trying to guide you.

56. Loyal and totally committed to the cause.
57. Willing to help and offer advice.
58. Open, and readily accepts new ideas and criticism.
59. Good organisation skills.
60. Thinks before they act.
61. Aware, and have knowledge of their field of expertise.
62. Follows plan, very innovative.

Exercise 2: Add 5 more skills/abilities of a mentor/community mentor

Exercise 3: Using the list of behaviours favoured by mentees, prioritise your top ten and justify your answer.

Unit 3. Benefits of mentoring

Community Mentoring is a powerful tool for personal and community development, an effective way to help people to progress, a partnership between two people who usually work in a similar field and/or reside in the same community or belong to the same community of interest/ share similar experiences. It is a relationship based on trust and mutual respect. Through the partnership mobilities, we also discovered that community mentoring also occurs between organisations and their communities through the way that organisation structures and delivers its services and makes itself accessible to their socially excluded communities.

Why Community Mentoring?

The value of mentoring lies within the person/personality of the mentor coupled with advanced interpersonal skills and their ability to convey a totally focused interest in their mentee, their needs, hopes and aspirations. The potential outcomes from an effective mentoring relationship are tremendous.

Community mentoring has no statutory or hidden agenda in conflict with the mentee's own progression. Community mentors are only concerned to provide confidential, non-judgemental, positive and motivating time and space for people. The value lies within the diversity and equality of the mentors with their mentees, their base in the community and their desire to address social issues.

Why become a Community Mentor?

Becoming a mentor can enrich your life on a personal and professional level by helping you do the following:

