Module Title:	Innovative strategies for mentoring
Module Aim	To present, understand and/or familiarise the trainees with the most efficient/appropriate strategies, including those based on ICT tools, which can be used in mentoring/community mentoring
Units:	1. Methods and technologies used to identify the needs of local communities which can be met through mentoring 2. Appropriate mentoring methods 3. ICT tools to support community mentors/mentees 4. Evaluation and self-reflection (logs and diaries) of the mentoring process/strategy
Learning outcomes:	At end of these units the learner will be able to: a) have a good knowledge of the needs of their local community that can be addressed through mentoring b) put in practice examples of process tools and strategies for understanding and operationalizing the mentoring activity c) explore/apply / make use of some technology-mediated strategies that could help to bridge the gap when mentor and mentee are at a distance from each other d) evaluate the mentoring activity using various techniques, as well as evaluate their own performance as a mentor
Learning activities	

Learning support materials	http://pcaddick.com/PDF/Mentee%20role%20self%20assessment%20form.pdf
	http://www.case.edu/facultydevelopment/media/caseedu/faculty-development/Full-mentoring-workbook-for-PDF-link.pdf
	http://pcaddick.com/PDF/mentor%20role%20assessment.pdf
	https://www.hr.duke.edu/training/resources/mentoring/mentoringevaluation.pdf
	http://www.usask.ca/gmcte/mentoring/PDFPart1.pdf
	https://www.davidclutterbuckpartnership.com/wp-content/uploads/Evaluating-Mentoring.pdf

MODULE CONTENTS –

UNIT 1. Methods and technologies used to identify the needs of local communities which can be met through mentoring

The learner will be able to

> *a) have a good knowledge of the needs of their local community that can be addressed through mentoring*

Exercise – What are the needs of the local community that can be met through Mentoring

Possible answers could be –
- **Mentoring someone who has came through trauma**
- **Mentoring someone through a course**
- **Mentoring someone in a volunteering role**

EACH COUNTRY WILL HAVE THEIR OWN EXAMPLES THAT CAN BE ADDED AS THE TARGET GROUPS ARE DIFFERENT

Techniques that can be used to identify needs of potential mentees

- Questionnaires and survey
- Interviews
- Observation
- Focus Groups
- Performance appraisal
- Critical Incident

UNIT 2 Appropriate mentoring methods

The learner will be able to

a) *put in practice examples of process tools and strategies for understanding and operationalizing the mentoring activity*

TYPES OF MENTORING

One-to One Mentoring
In this traditional model, one mentor is matched with one mentee, and a trained program manager (obviously in the case of *formal mentoring*) monitors the match's progress over the course of a number of months. Usually, the matches are deliberate; the mentoring program manager pairs two people together based on certain criteria, such as experience, skill sets, goals, personality, and a variety of other factors.

Because it's a "familiar" model, people tend to be comfortable with it. This model allows for—and even encourages—the mentor and mentee to develop a personal relationship. The one-on-one nature of the relationship provides the mentee with critical individual support and attention from not only the mentor, but also the program manager.

Group mentoring

Group mentoring has become more common, especially in settings in which recruiting a sufficient number of volunteers for one-to-one mentoring is difficult. In this model, one adult is matched with two or more mentees, and activities are conducted in small groups. Unlike one-to-one mentoring, many group mentoring relationships focus more on peer interaction, with the mentor acting as a facilitator. Consequently, fewer group mentoring relationships result in a deep connection between mentor and mentee than do one-to-one mentoring relationships.

This group-oriented experience provides numerous kinds of mentoring assistance including information sharing, advice, social support, coaching, counseling and empowering individuals to greater competency.

What is the difference between going to one on one mentoring and group mentoring?

It's a bit like going to a gym: if you wander in by yourself you may feel intimidated and either lose heart or fall into classes and do what everyone else is doing... but having someone their to guide you and encourage you, to push you and to lay off when appropriate - that's how we get the best out of learning!

One-to-One Mentoring	Group Mentoring

Focused on individual development	Focused on multiple development
Most personal	Less personal
Overall development focus	More coachable/topical
Confidential and safe	Confidential but with limitations
Bi-directional	Multi-directional
Expertise from mentor to mentee	Expertise from multiple directions
Less demand on time	More demand on time
Scheduling easier	Scheduling a challenge
Personal dynamics	Group dynamics
Limited number of mentees	Larger number of mentees possible/Easier to network
Networking limited	Group projects
Individual projects	

Advantages to Group Mentoring:
- ✓ Support comes not only from the Mentoring Group Leader (MGL) but from peers within the group
- ✓ Provides for greater exposure to multiple levels of expertise and knowledge as each participant brings their own competencies to the group that can be shared
- ✓ Diversity within the group brings a diversity of perspective to issues as well as to a greater understanding and awareness of diversity in general as it relates to ethnicity, sex, etc.
- ✓ Provides for a greater number of individuals to benefit from mentoring as opposed to the limitations of a 1-on-1 mentoring program
- ✓ Group projects linked to group mentoring enhance the learning of participants and develop an understanding of how teams operate.
- ✓ Requires less commitment of resources than formal 1-on-1 mentoring programs

Disadvantages to Group Mentoring:
- ✓ Each member has different needs that must be balanced against the overall group needs
- ✓ Does not offer the "personal" relationship that is the hallmark of a 1-on-1 mentoring relationship
- ✓ Scheduling a large number of individuals to meet regularly can be a challenge
- ✓ The element of confidentiality and safety may not be achieved to the level possible in a 1-on-1 relationship thus limiting the extent a member takes risks and learns
- ✓ Competition within a group can disrupt the success of a mentoring group
- ✓ Mentors need to understand and be comfortable with group dynamics and processes

STRATEGIES

Zachary (2000) pointed out that mentors, in addition to their expertise and experience, need to be familiar with specific **process skills** that can facilitate the mentoring process. The following strategies could be particularly useful:

1. *Asking questions* that will help mentees to reflect on and articulate their own thinking, for example

> *Could you tell me a bit more about what you mean by…?*
> *It sounds as if this is the tip of the iceberg. Let's think about this some more and discuss it at our next conversation.*
> *That's an interesting way of describing the problem. How would you apply that to individuals of a different gender?*

2. *Reformulating statements* help mentors to clarify their own understanding and encourage mentees to reflect on what they articulated, for example

> *I think what I heard you saying was …*
> *My understanding is…*

3. *Summarizing* helps to remind the mentoring partners of what has transpired and allows both parties to check out assumptions in the process, for example

> *As a result, I feel we have achieved…*
> *We've spent our time this morning… but I gather you feel you'd rather…*

4. *Listening for silence* – Silence can indicate boredom, confusion, discomfort or embarrassment. On the other hand, some individuals just need time out to think quietly.

5. *Providing feedback* that is authentic and suggests future action, for example

> *I like the way you… next time you might try…*
> *You made a really good start with… what I'd like to see is…*

Because of their experience and accumulated insights, mentors can guide a mentee's sense of the possible. Modeling behavior and sharing stories help to inspire and inform the mentee. By fostering reflective practice, the mentor helps the mentee to take a long view and create a vision of what might be. Reflective practice should be encouraged during and after the mentoring relationship.
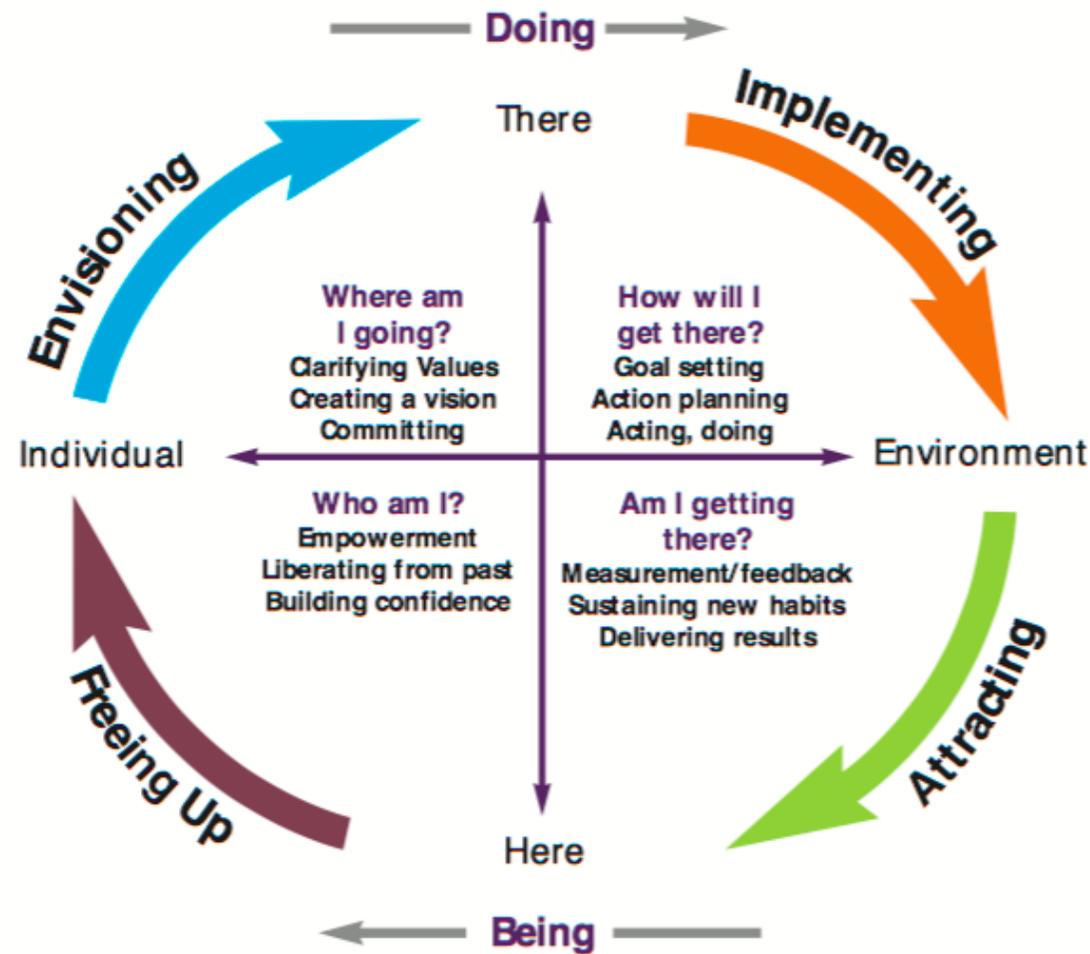
Fig. 1: The Mentoring Wheel (Munro Turner, 1999)

UNIT 3 ICT tools to support community mentors/mentees

The learner will be able to

a) explore/apply / make use of some technology-mediated strategies that could help to bridge the gap when mentor and mentee are at a distance from each other

Technology is increasingly used in the mentoring process because of its widespread accessibility and potential to overcome the barriers of time and geographical location between mentors and mentees. Yet, mentors need to be aware not only of the benefits of technology-mediated mentoring, but also of the specific challenges that come with it.

No matter how the communication occurs, it is important to remember that e-mentoring has the same purposes as traditional mentoring except that technology is used to facilitate mentoring relationships. However, one should not be closed to the idea that e-mentoring is qualitatively different and might provide as yet undetermined contexts and exchanges that may not be possible to replicate in traditional mentoring relationships.

Advantages

The written medium of conversation allows for **spontaneity and flexibility**. Since online communication does not require instant reaction, it allows for more thoughtful interaction between mentor and mentee. It is also possible to exchange large amount of information in a short span of time.

Provided that the technology is accessible and available, the mentor and mentee are **not confined to a physical space** and interactions can be initiated or continued from anywhere – while traveling, or in a public space such as a restaurant, or library.

Technology-mediated mentoring is attractive for mentors and mentees separated temporally, increasing opportunities to interact by making it possible for **interactions to occur at any time**, synchronous or asynchronously. Thus it lessens or eliminates any scheduling or time zone issues.

Another aspect to be considered is **cost effectiveness**. With technology-mediated mentoring, it is possible to send any number of messages (via mobile applications like what's app, viber, messenger, or communication platforms, such as skype, twitter) of any length with minimal cost.

Because of its flexibility, e-mentoring allows for **mentors/mentees who have a disability, mobility issue, home obligation or work schedule to participate in a program**. Technology-mediated mentoring has the potential to equalize access to mentors/mentees from remote rural/urban areas.

Special challenges

These include a higher potential for:
- ✓ **miscommunication/misinterpretation** - Mentors and mentees can misinterpret attempts at humour and sarcasm. The tone of the message may be misread as negative when it was not meant to be so. Another common cause of misinterpretation is delayed responses to messages. Since e-mentoring is typically text-based, relatively fast, there is an expectation for responses from participants to be quick. A few days pass before responding to a message may be misinterpreted by the mentor/ mentee as a lack of interest, sign of anger or rejection.
- ✓ **specific literacy requirements** - the participants (both mentor and mentee) have to be careful and rapid readers. Technology by itself can be intimidating to some. If a person is not familiar with using technology to communicate (e.g. unfamiliarity with the unique culture of

online exchanges, the rules of "etiquette," or the dangers of computer viruses), this may function as a communication inhibitor and create anxiety for the participant.

✓ **issues of security and confidentiality** - there are legitimate concerns about data security and confidentiality, especially where the participants are part of a vulnerable population. Participants may be inhibited from making authentic disclosures or sharing their mistakes (an important strategy for building trust) because of their awareness that online mentoring creates written records. Also, as part of the business culture, adults tend to be discouraged from making statements that could be misinterpreted in a court of law.

✓ **need for additional skills and resources** - access to technology is assumed. However, not everyone has access to the internet. Inaccessibility is more common in the less educated and those from low-income communities. With reduced access, there is less comfort and familiarity with computers. All this creates barriers to launching programs in areas and for people who may need it the most. In addition, the issue of technology costs should not be ignored.

If we discover s that ICT is an area that needs development with mentees

The European Commission has defined **digital competence** as involving *the confident and critical use* of Information Society Technology for **work, leisure and communication**. Digital competence is grounded on basic skills in ICT, i.e. the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet. However, the adoption of necessary skills and competence to use ICT need to be complemented with the mastering and understanding of ICT.

In the OECD's definitions (The Organisation for Economic Co-operation and Development) of the key competencies for a successful life and a wellfunctioning society, a competency was defined as not only consisting of skills and knowledge, but also involving the ability to meet complex demands in a particular context. In the OECD's framework, the competencies are classified in **three broad categories**: 1) use tools interactively, 2) interact in heterogeneous groups, and 3) act autonomously. Each of these key competencies implies the mobilization of knowledge, cognitive and practical skills, and social and behavioral components including attitudes, emotions, values, and motivations. The first key competence, use tools interactively, is especially important when thinking about ICT. This competence means the ability to use technology interactively, which requires an awareness of new ways in which an individual can use technologies in his/her daily life. An individual should have the ability to make use of the potential of ICT to transfer the way of working, to access information, and to interact with others.

Therefore, if necessary, the mentor can make use of the following arguments to **convince** the mentee regarding the benefits of having digital competence:

- Information and Communications Technology (ICT) has an important role in the world since we are now in the information age era. With ICT, companies can make the business easier; on the other hand, the lack of appropriate information at the right time will result in low productivity, low quality research works, and waste of time to pursue information and even to do research which actually others had done or in other countries;

- ICT has a great impact in our daily lives. For example, we can read our local newspaper using the online newspaper. Another example is we still can get connected with our family, relatives, or colleagues even if we are abroad by using the electronic mail, yahoo messenger, call conference, or video conference;

- The digital age has transformed the way young people communicate, network, seek help, access information and learn. We must recognize that young people are now an online population and access is through a variety of means such as computers, TV and mobile phones. If we want to connect with them, we must use the same communication tools.

UNIT 4 Evaluation and self-reflection (logs and diaries) of the mentoring process/strategy

The learner will be able to

d. evaluate the mentoring activity using various techniques, as well as evaluate their own performance as a mentor

EVALUATION

One of the paradoxes of formal mentoring programmes is that the essence of the relationship is its *informality* – the ability to discuss in private a wide range of issues that will help the mentee cope with and learn from issues s/he encounters, putting aside any power or status differences that might operate outside the relationship. So, the idea of measurement and review is, on the face of it, to some extent at odds with the need to retain a high degree of informality and ad hoc responsiveness.

In practice, a certain amount of measurement provides the foundation, on which the informal relationship can grow most healthily. It allows:

- ✓ Scheme co-ordinators to recognise where additional support is needed and to improve the operation of the scheme – not least the training
- ✓ Mentors and mentees to work together to build the relationship, understanding more clearly what each can and does bring to the discussions

Effective measurement in mentoring is:
- ✓ Valued by all parties as helpful
- ✓ Timely
- ✓ Straightforward and easy to apply

According to David Clutterbuck, mentoring (*formal mentoring in particular*) measurement falls into **four categories**:

1. **Relationship Processes** – what happens in the relationship. For example: how often does the pair meet? Have they developed sufficient trust? Is there a clear sense of direction to the relationship? Does the mentor or the mentee have concerns about their own or the other person's contribution to the relationship?

2. **Programme Processes** – for example, how many people attended mentoring sessions? How effective was the mentoring activity?

3. **Relationship Outcomes** – have mentor and mentee met the goals they set? (Some adjustment may be needed for legitimate changes in goals as circumstances evolve.)

4. **Programme Outcomes** – have we, for example, increased retention of key staff, or raised the competence of the mentees in critical areas?

	Start	Middle	End
Scheme Outputs	Have all mentees acquired a mentor? Have they met?	Frequency of meetings	Retention (in the company) Successful promotions Measured increase in competence Achievement of diploma/ certificate
Scheme Processes	Major concerns by participants (e.g. confidentiality)	Major difficulties encountered (e.g. time pressures, skills gaps, cancelled meetings) Do the mentors/mentees feel supported?	Are mentors willing to continue with a new mentee?
Relationship Outputs	Has mentee's selected mentor /mentor been appointed?	Have they set clear (learning) goals? Are there clear expectations on both sides?	Has the mentee achieved the desired improvement in: • competence • confidence • clarity of career direction Has the mentee progressed in his/her career? Has the mentor learned from the relationship?
Relationship Processes	Have they met? Mentor/mentee's confidence in being able to take part Have they established trust?	Frequency of meetings Who is managing the relationship? Are they preparing sufficiently for meetings? Is mentor's behaviour appropriate? (skill gaps) Is mentee's behaviour appropriate? (skill gaps) Level of rapport? Level of commitment?	Has the relationship come to a formal conclusion? Are both parties happy about that? Would the mentee eventually like to become a mentor?

Why is it important to evaluate?

Gibbs Reflective Cycle (1988)
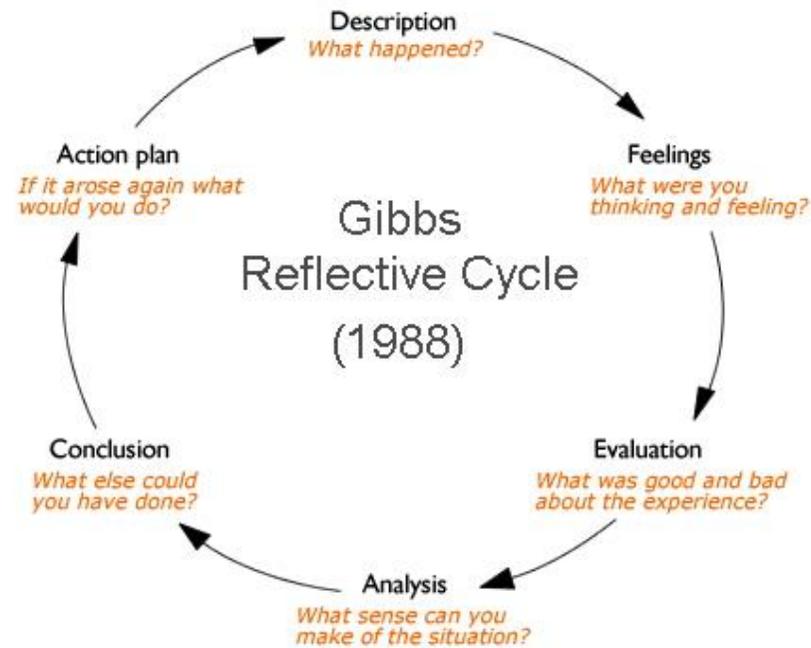
Self Reflection and Critical Reflection

See Self reflection Sample forms eg

Review the effectiveness of your own practice in Mentoring. Justify the selection of approaches , resources and methods in relation to meeting individual learning needs. Identify areas for improvement.

Justify selection of approaches, resources and assessment methods?

Main points you have learnt that will result in a positive change in your practice?

How will you incorporate what you have learned into your practice?

What knowledge/ skills do you think you need/would like to develop?

What do you feel you did well and would like to develop further to enhance your performance?

What resources and support might you need to take your learning/development needs forward?