



Techniques, strategies and skills in mentoring

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What makes mentoring successful

- **“The Success Triangle”** Drahosz and Rhodes, Dynamic Mentoring, 1997
- **Expertise** - how effective is mentor at mastering the expertise required of their job or career field.
- **Building relationships** - how effective is mentor at building relationships and connections with others.
- **Navigating the organization** - how effective is mentor at understanding and navigating the organizations and its formal and informal structures.



- **Technical Expertise**
- Human Resource Management
- Problem Solving
- Technical Knowledge
- Time Management

- **Building Relationships**
- Communication
- Conflict Resolution
- Client Focus
- Leadership
- Teamwork

- **Navigating the Organization**
- Adaptation to Change
- Diversity
- Organizational Savvy



- Give regular feedback and avoid delay
- Choose the right time
- Ask the mentee to self assess first
- Own the feedback you give
- Limit the amount of information
- Concentrate on what can be changed
- Be clear and specific
- Give balanced constructive feedback
- Give praise before criticism
- Give feedback on observed behaviour, not on the person
- Offer a description rather than a judgement
- Think of the language you are using – use questions rather than statements
- Offer support and challenge
- Explore alternatives
- Note how the feedback is received
- End on a positive note





Mary is your employee who is always sending her reports on time but with errors.

How would you give her a constructive feedback?



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- *Mary, over the last few weeks I have noticed the timely sending of your reports, though with a number of errors.*
- *Am concerned about this because when the reports have errors our customers don't get the correct bills.*
- *I need your reports to be correct 100% of the time.*
- *Mary, what can we do to resolve this problem?*



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- **Adopt a facilitative approach!**
- **Verbal Facilitation Skills**
- Open-ended questions – *questions that cannot be answered “yes” or “no”.*
- Acknowledge contributions – *Responds positively to student comments.*
- Paraphrase – *Clarifies and demonstrates understanding of student comments.*
- Focus the group – *Reasserts the agenda when the group is off track.*
- Active listening – *Demonstrates active listening skills.*
- Student names – *Responds to students by name.*
- Guidelines – *Communicates guidelines and consequences during activities.*
- Tone – *Uses an energetic and positive tone of voice.*
- Authenticity – *Provides genuine comments, tells students when the answer is unclear.*
- **Nonverbal Facilitation Skills**
- Attentiveness – *Turns body toward student when they are speaking, maintains appropriate eye contact, handles distractions well.*
- Body Language – *Uses nonjudgmental facial expressions, body placement is open and relaxed, maintains an appropriate level of personal space.*
- Silence – *Allows adequate response time after asking a question.*
- Presence – *Maintains a visible presence around the room during activities.*



- **Develop a supportive not defensive environment**
- **Don't judge**
- **Keep the open mind**
- **Do not be condescending**
- **Do not speak down to or insult the intelligence of your mentee**
- **Be specific and avoid speaking in generalities**
- **Explicitly express why you feel there is conflict**
- **Listen openly and accurately to feedback**
- **Understand the meaning behind the messages you are giving and receiving**
- **Seek to identify a common goal through compromise**
- **Discuss the issues (use facts rather than opinions)**
- **Stay focused on solution**



- To empower the person
- To work from their own model of the world
- To help the person reflect on and explore the situation
- To help the person find their own solutions and to take ownership
- To move the person forward
- To help them learn how to help themselves better
- Keep them simple (one idea per question, simple language, short)
- Pause and give the other person a chance to reflect and answer
- Prompt (repeat or paraphrase the question, recall information related to the question)
- Deal with wrong answers in a sensitive and constructive way



Demonstrate good listening/follow-up skills

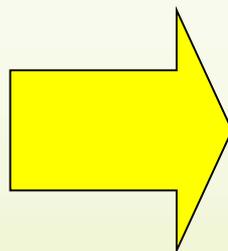
- Most people tend to talk more than they listen and interrupt people more than we should.
- Ask open-ended questions to get your mentee to open up as much as possible
- After you have listened fully to a response, ask good follow-up questions to demonstrate genuine interest.
- If you do not understand something, try to paraphrase it to be sure you
- understand what the person is trying to say.
- After you've discussed an issue in one conversation, be sure to ask how the situation has progressed next time you write an e-mail or talk.
- Don't assume that what worked for you will work for your mentee; rather, try saying something like, "My experience was....What do you think will work for you?"



- **You are always a Role Model!**
- Be aware of your **influence mentees** will learn what is acceptable or unacceptable behaviour from you such as:
 - Dealing with problems constructively vs. gossiping
 - Following rules & policies vs. ignoring rules
 - Being professional vs. unprofessional
- Role modelling is a valuable way of learning, that is not always **recognised**.
- What is needed to be a role model:
 - Professional skills
 - Good behaviour
 - Ability to cope with difficult situations
- Tips for role modelling:
 - Recognise and discuss your fears especially relating to making mistakes
 - Imagine a film crew are filming you as a marketing tool for your profession – would you change anything?
 - Imagine every conversation is being **taped** - would you say anything differently?
 - Ask the mentees what their observations and **impressions** are after spending time with you. What behaviours do they see that are consistent to all? What are the differences that they have observed?



EXERCISE
15'.....



**Work in small groups
on mentors' skills**

