



Mentoring Workshop Slides

Dr Chris Holland
Dr Nicky Murray

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The Art of Mentoring



Part One

- What is Mentoring?
- Mentoring attributes
- Types of mentoring
- What does your workplace do?
- Job-related and study-related mentoring
- Literacy and numeracy, distance learning
- Supporting the mentor

What is mentoring?

...a supportive relationship between a caring individual who shares his / her knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange

...frequently available and close at hand

...confidential

Effective mentoring attributes:

- Commitment to the role
- Trustworthiness
- Respectful, non-judgmental attitude
- Confidentiality
- Motivational ability
- Ability to listen and ask open questions
- Ability to support trainee through training
- Ability to induct trainees into the w/p culture

Types of mentoring

- 1-1 mentoring by senior worker
- 1-1 “buddy” at the same level
- 1-1 “1-up” mentor
- Group mentoring supported by senior
- Group peer support
- Distributed, or rotational mentoring
- Distance mentoring (outside learner’s workplace)

The best mentoring is relational

What does this mean?

Study support (1-1)

Help with:

- Planning study
- Managing time
- Locating information
- Completing coursework
- Submitting completed assessments



Difficulties:

- Distance learning
- Literacy and numeracy
- Managing customer relations
- Non user-friendly learning materials
- Unfamiliar culture of the workplace



Benefits to your workplace:

- Ensures qualifications completions!
- Accelerates the development of leadership
- Supports a learning culture
- Supports a high performance culture
- Improves staff loyalty and retention
- Builds a real competitive advantage

Part two

- Establishing mentoring (technical and relational)
- Literacy and numeracy on the job and course
- Professional development for the mentor
- Learning barriers 1 & 2
- Strengths-based questioning
- Salons supporting mentoring

Establishing mentoring – technical

- Establish a mentoring agreement
- Establish goals with the learner
- Establish frequency of visits / contact
- Record learning outcomes
- Note issues for further discussion
- Encourage workplace “buddying”
- Evaluate regularly

Establishing mentoring – relational

The learner is a whole person (head, heart, soul)

- Treat the learner with equal respect
- Keep confidentiality
- Demonstrate trustworthiness
- Foster independence

Mentor professional development

Mentors may need ongoing support to:

- Establish and maintain relationships, in the workplace and at a distance
- Become familiar with new course requirements
- Identify clear language issues in the workplace
- Guide learners with literacy / numeracy issues
- Identify useful learning tools for learners

On-job Literacy and Numeracy

- Product instructions and labels
- Customer specifications
- Time estimation and management
- Computer use
- Calculations / pricing
- Pay slips
- Contracts and agreements

Course-related literacy & numeracy

- Time management
- Course information
- Internet searches
- Notes and abbreviations
- Explanations and instructions
- Summaries and reports
- Tests

Dealing with personal issues

Does the trainee:

- avoid documentation?
- make errors with documentation?
- take forms home?
- ask others to do written work?
- ask others to check calculations?

Dealing with organisational issues

Does required salon reading have:

- Dense text?
- Tiny font?
- Complex sentence structure?
- Complex language?
- Passive language?
- Few illustrations?

Strengths-based questioning

- What do they seem to be asking you to do here?
- What part of this have you done / can you already do?
- Which parts make good sense to you? Why?
- What part doesn't make so much sense? Why?
- What would make it easier to follow?

Workplaces supporting mentoring

- Acknowledge time needed for mentoring
- Allow mentors to access professional development
- Allow opportunities for mentors to network
- Develop a referral database of specialist support