



Professional development for mentors in industry

**Dr Chris Holland
Dr Nicky Murray**

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MENTORING WORKSHOP FOR COMPANIES

Slides	Activities	Materials/ grouping
1.	The Art of Mentoring Introductions re home, community, workplace	Paired discussion
2	Part One Overview	Whole group
3.	What is Mentoring? Inner and outer circle. 1. mentoring received 2. mentoring provided 3. importance of mentoring Definition of mentoring	Donut Individual reflection Post it paper
4.	Effective mentoring attributes Prioritise and defend choices from list	Small groups Priority Cards
5.	Types of mentoring Participants talk in pairs about what types of mentoring they are aware of in their workplaces and have partner report back	Paired discussion Reporting to whole group Brainstorm
6.	The best mentoring is relational Views from the literature – including Maori mentoring models.	Discussion
7.	Study support (1-1) Discuss (administrator mentor example). Helping learners with the learning aspects of study, as opposed to the job-related aspects, learner-chosen , distributed form of mentoring	Whole group

8.	Difficulties <ul style="list-style-type: none"> Distance learning (see previous slide) Literacy and numeracy (talk about how mentoring is not <i>teaching</i> but <i>supporting</i> literacy, which includes finding specialist help if learner requires it) 	Whole group
9.	Benefits to your workplace How does mentoring help or hinder the workplace as a whole? How does mentoring help the mentor? Debate the pros and cons of mentoring from a company and personal perspective	2 opposing groups: 1. Learning advocates 2. Middle management
	Break	
10.	Part Two overview	Whole group
11.	Establishing mentoring – technical <ul style="list-style-type: none"> What would a mentoring agreement look like? What might a learner use the note book for? What might a mentor might use the note book for? How should confidentiality be protected? 	Small groups With discussion questions and feedback.
12.	Establishing mentoring - relational Task to create a mentoring agreement That is 'relational' (provide examples from literature)	Small groups, Create agreement Report back to whole group
13.	Mentoring Professional development Discuss	Whole group
14	On-job Literacy and numeracy Groups to identify Literacy and numeracy related tasks in their workplaces	Small groups
15.	Course related literacy and numeracy Discuss academic language	Whole group, brainstorm

16.	Dealing with personal issues Identification and support Vs teaching	Paired discussion
17.	Dealing with organisational issues Management texts and management literacies	Paired discussion
18	Strengths-based questioning (1) respecting learners' strengths (2) gaining information	Paired exercise Difficult text
19.	Workplace supporting mentoring Round up discussion	Whole group

MENTORING DELIVERY GUIDELINES

Using the slides

The mentoring model promoted here is a 'relational model', in which:

- The learner is a valued equal, knowledge is shared
- Respect and trust are vital
- Focus is on the whole person
- Learner is more important than learning

The following are some suggestions for how the slides might be used in a session. However, you will achieve the best results from your sessions when you come up with your own ways as a result of reading about the topic and from your experience.

Information about workplace mentoring can be found on the following websites:

Ako Aotearoa <http://ako.aotearoa.ac.nz>

Industry Training Federation <http://www.itf.org.nz>

Work & Education Research & Development Services www.werds.co.nz

Slide One

Introductions

Mentoring often occurs in the community. During introductions, it is useful to make this link to workers' communities for the following reasons:

1. Those who know each other in a work context learn more about their co-workers' communities outside the workplace.
2. Mentoring in sports clubs, churches, volunteer activities tends to be more relational.

Ask participants to identify themselves as members of the community and workplace.

Have participants introduce themselves to someone else, then introduce their partners to the whole group.

Ask about where mentoring happens in their community or workplace?

Slide Two

Outline the session up until the mid-session break.

Slide Three

Before showing the slide:

Ask participants to form two lines or an inner and outer circle (donut).

1. Instruct all outer circle partners to tell their inner circle partners about good mentoring they have received in their lives.
2. Move one partner to the right. Instruct all inner circle partners to tell their outer circle partners about a situation where they have mentored someone else.
3. Move one partner to the right. Instruct all outer circle partners to tell their inner circle partners what is important to them about mentoring.

Invite participants to take 2 minutes to write down their definition of mentoring and display on wall.

Discuss slide definition and what needs to be added.

Slide four

Give out blank strips of A4. These are “priority cards”

Invite participants in small groups to write the attributes that a mentor should have on each strip and then as a group to prioritise these attributes.

Check participant lists against slide.

Slide five

Talk about types of mentoring and where and how these have been practised in different companies (see literature and research).

Ask participants to talk in pairs about what types of mentoring they are aware of in their workplaces and have partner report back

Discuss what job related mentoring looks like in their workplaces – what works, what doesn't and why.

Slide six

Discuss why relational mentoring is considered to be most effective. Refer to *Workplace Mentoring; a literature review- Holland 2010*, and earlier participant discussion.

Slide seven

Talk about the glass industry and how it was discovered that the most consistent examples of mentoring were happening when the mentor was a person in the administration department.

These people were able to help learners with learning management aspects of the study, as opposed to the job-related aspects, and they could also help identify who could best support the learner with different job related aspects – moving towards a learner-chosen, ‘distributed’ form of mentoring (where the learner has more than one mentor – mentors for different purposes).

Slide eight

Discuss how learners need mentoring not only to understand the job, but to cope with distance learning, to prepare for block courses and the like, and to understand the culture of the workplace.

Slide nine

Encourage a debate about the benefits of mentoring to the company and to the mentor, as well as to the learner. One side could be unconvinced employers.

Slide ten

Outline the remaining part of the session following the break.

Slide 11

Invite participants to consider practical aspects to be in place to support mentoring;

Focus on:

- Mentoring agreement between company and mentor
- Goal setting between mentor and learner
- Notebooks for mentor and learner

Slide 12

Ask participants to work in pairs or groups to create a mentoring agreement showing how mentoring should be established in their workplace in ways that support a ‘relational’ model.

1. What sorts of people would be chosen? (status)
2. What would be the parameters of the role?
3. What characteristics would the company look for?
4. How would the company honour the process (time, space, respect for confidentiality)

Slide 13

Discuss current professional development opportunities e.g. www.werds.co.nz and unit standards (see NZQA framework).

Slides 14 & 15

Invite participants to develop their own lists of literacy and numeracy related tasks in their workplace and point out that literacy demands of formal learning (academic literacy) are different and often overlooked.

Slides 16 & 17

Talk about learning barriers that are personal (held by the learner) and barriers that are environmental (external to the learner). Ask participants to discuss these in relation to their workplace and what can be done to address environmental barriers? Also explore tools known to the participants that support people in their work e.g. tables, glossaries.

Slide 18

Discuss strength-based questioning (assuming that the learner has strengths and asking questions that acknowledge and draw these out). Share slide and ask participants to try these out with each other in relation to a difficult reading text.

Ask participants to share how asking /answering felt.

Slide 19

Discuss further development work and answer further questions.

WORKPLACE MENTORING PRACTICES

Type	Features	Advantages	Disadvantages
Buddying	Most common, informal, buddy at same status, acts as a guide, available to answer questions, may be for fixed period of time.	No power differential (so trust building is easier) Relaxed method, helpful where learners are shy.	Limited knowledge to share, may provide unsolicited advice, may stop being buddy too soon
Experienced senior mentor	Disparity in status. Usually formal.	Depth of experience and knowledge to pass on. Has the power to allocate time to mentoring.	Senior may be unfamiliar with new learning/ qualifications. Power differential. May have other responsibilities and little time to support.
One-up mentoring	Recently completed the training the learner is currently undergoing. Mentor has some knowledge to share.	Understand new skills and feel good about being able to pass these skills to new learners.	
Group mentoring	One mentor supports several learners in formal group setting.	Build comradeship around learning and a positive learning culture.	Can be difficult to schedule time to work with several people at once.
Rotational mentoring	Using different mentors for different learning tasks.	Excellent potential for building mentoring expertise across the organisation. More likelihood of finding a comfortable relationship match for one or more learning tasks.	Learners may 'slip through the cracks' when no one person is responsible.
Learners selected mentors	Learners have the opportunity to choose people they trust to mentor them.	Can result in high trust and productive mentoring relationship, especially where there are specific learning issues.	Learners may 'slip through the cracks' if there is no one the learner feels able to ask.
Administrator mentoring	Administrator supports learner to complete written work, helps learner to identify where he / she needs practical support.	No status / power issues. Administrator more likely to be able to provide study skills / literacy support. Especially useful for distance learning.	Administrator may be unable to help with some technical terminology, and will need to identify back-up mentors from the industry / trade.