

# Why Mentor?

## Aim of Workbook

An Introduction to mentoring

## Learning Outcomes

Participants will:

Consider concepts of mentoring

Be aware of the different purposes for mentoring

Discuss potential benefits of mentoring

Reflect on professional values associated with teaching

Reflect on what a mentor will/will not do

## Definitions of Mentoring

**Task:** Read through the following six definitions and identify common themes/words that occur.

1. "Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. Typically, it is a one-to-one relationship between a more experience and less experienced employee. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share." <sup>1</sup>
2. "It is a relationship, not just a procedure or activity, where one person professionally assists the career development of another, outside the normal manager/subordinate relationship." <sup>2</sup>
3. "Offline help by one person to another in making significant transitions in knowledge, work or thinking." <sup>3</sup>
4. "Mentoring is a protected relationship in which learning experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained rather than curricular territory covered." <sup>4</sup>
5. "Mentoring is a partnership between two people built upon trust. It is a process in which the mentor offers ongoing support and development opportunities to the mentee. Addressing issues and blockages identified by the mentee, the mentor offers guidance and support in the form of pragmatic and objective assistance. Both share a common purpose of developing a strong two-way relationship". <sup>5</sup>
6. "Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." <sup>6</sup>

**Task:** discuss your thoughts/findings as a group.  
How will this relate to your role as a mentor of an initial teacher trainee?

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<sup>1</sup> Office of the director of equal opportunity in public employment, Sydney, Australia - 'Mentoring made Easy'.

<sup>2</sup> S. Mind, 'Business Mentoring and Coaching', Training and Development, April 1993, p26.

<sup>3</sup> Clutterbuck 1996, "Everyone needs a Mentor".

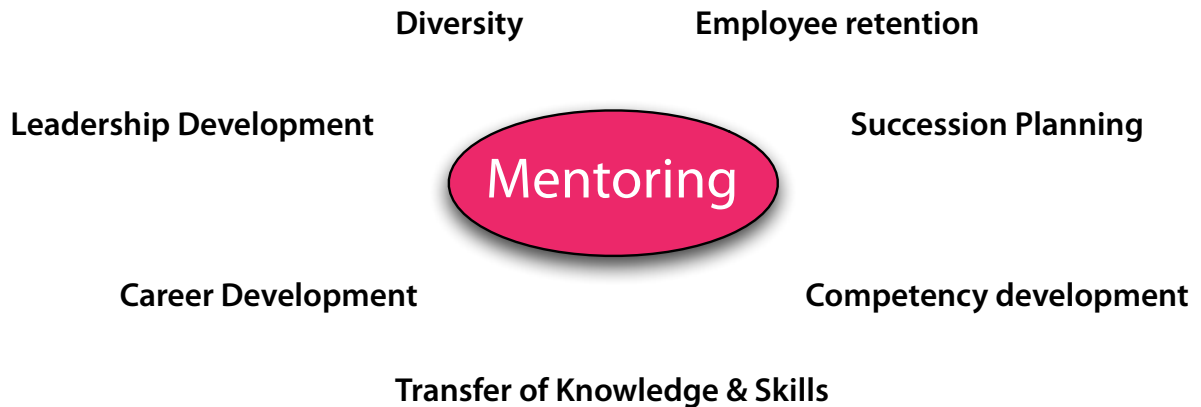
<sup>4</sup> Network Training

<sup>5</sup> Jenny Sweeney (1992) "Developmental Mentoring"

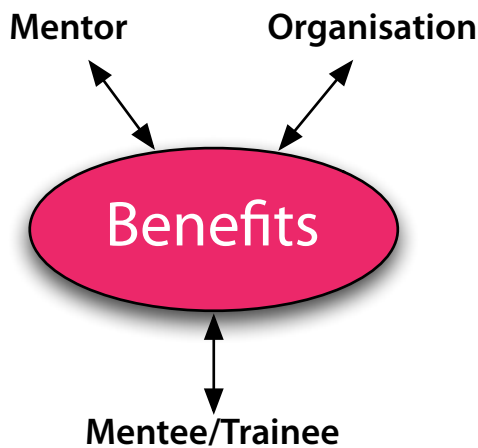
<sup>6</sup> Eric Parsloe, The Oxford School of Coaching and Mentoring.

# Why Mentor?

Mentoring can be used in organisations for a variety of reasons. In an educational context, it also includes supporting of initial teacher trainees.



**Main purpose:** empowerment & maximising potential of individuals



"Alone we can do so little,  
together we can do so  
much."  
Helen Keller

"Coming together is a beginning ...  
Keeping together is progress ...  
Working together is success."  
Henry Ford

## The Benefits of Mentoring

Mentoring is a two way relationship from which both parties can benefit, as well as concentrating on the individual which can enhance morale, motivation and productivity. The mentoring process allows the individual and the organisation to achieve their full potential.

**Task:** Read through and grade each of the following statements on a Scale of 1-5 (with 5 being the most beneficial aspect to mentoring) The lists' are not definitive, there maybe other benefits you can think of.

### Benefits to the Mentor

- Gain satisfaction from contributing to the trainee's development
- Have challenging discussions with trainee's who have fresh ideas/perspectives and who are not already part of the organisational thinking
- Improve own ability to share experiences and knowledge
- Opportunity to reflect upon own teaching
- Opportunity to reflect upon and articulate their role
- Renew enthusiasm for their role as an experienced employee
- Gain an enhanced knowledge of others areas of the organisation

### Benefits to the trainees

- Smoother transition into the organisation
- Improved understanding of their role within the organisation
- Someone to talk things through with/ask advice from
- Increase skills and knowledge
- Powerful learning tool to acquire competencies and professional experience
- Empowerment
- Insight into the culture and unwritten rules of the organisation
- Increase potential for career mobility and promotion

# Why Mentor?

## Benefits to the Organisation

More effective delivery of services through more informed and skilled staff

Improved communication channels within areas/whole organisation

All working together - common goal of providing the best service possible for the learners

Managers with enhanced people management skills

Application of knowledge gained from coaching/mentoring

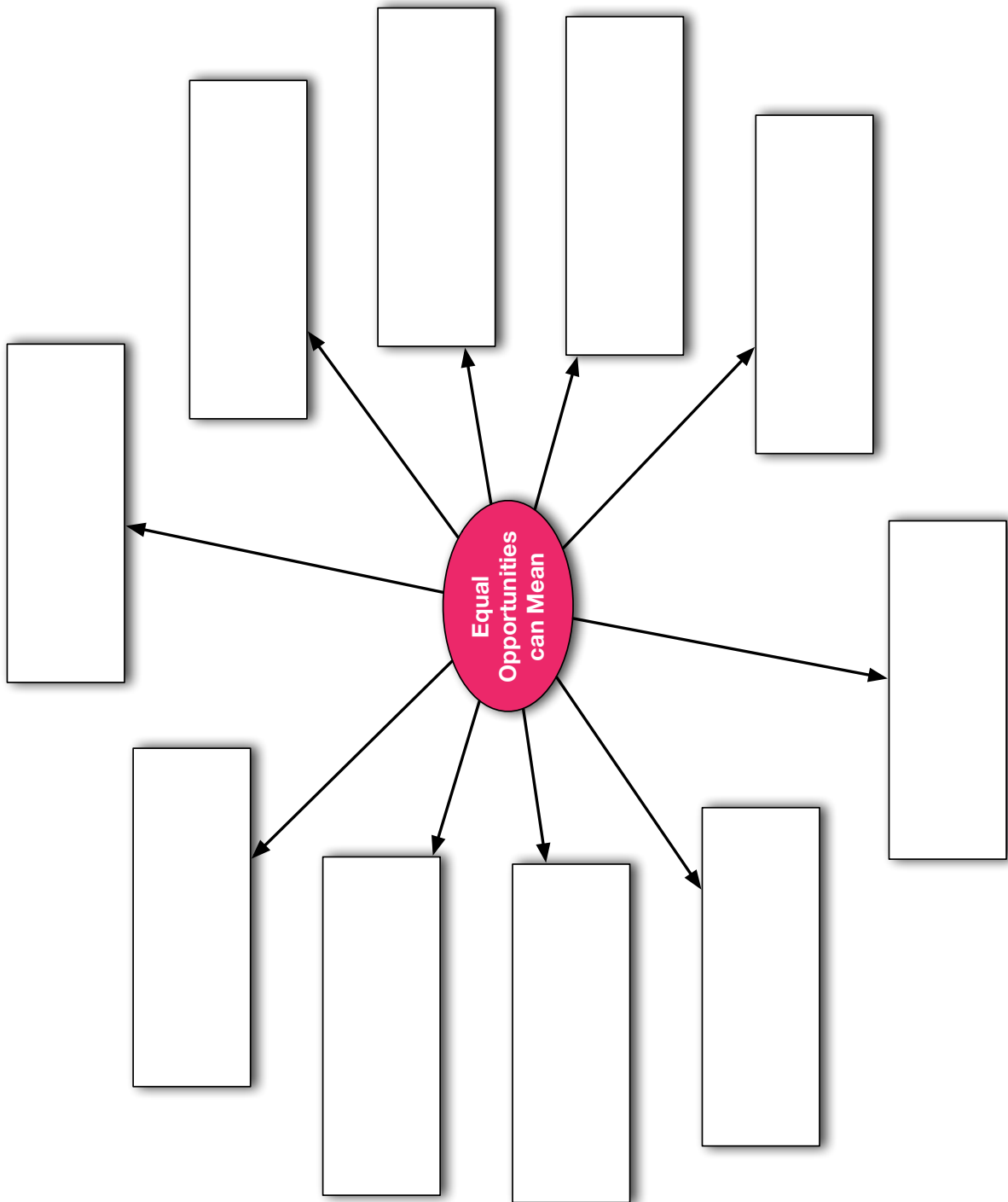
- ★ All three parties can benefit from the mentoring process, if it is done well
- ★ The grading exercise is to help you reflect on what you think it is important about the mentoring process and what you and others hope to gain from it.  
Remember this is only from your perspective.
- ★ Benefits can change depending at what stage you and the trainee are at

## Professional Values and Practice

The UK is a multi-cultural society. Culture refers to shared behaviour and attitudes that we learn and convey to others. Personal values are influenced by what we are exposed to on a day-to-day basis. Through this exposure we learn to subconsciously 'pre-judge' issues.

**Activity:** Complete as many of the following boxes as possible, listing all of the things that you think equal opportunities can mean.

# Why Mentor?



**Activity:** Read through the following case study and answer the following questions.

### Case Study

Peter recently graduated from a first class engineering university. He joined your department less than four months ago. He is well liked by his colleagues and his qualifications are impressive. He has just started a teacher training course.

You are Martin Bright, his supervisor. You are the lead designer and have been with the organisation for 16 years. You have spent considerable time teaching Peter as much as you could, but there is a language barrier. You have a hard time understanding his speech and he sometimes seems to have trouble understanding you!

Peter can adequately present his ideas in writing, but his verbal presentations are disastrous. His slides are overloaded with information, he mumbles as he reads his notes and fails to look at the audience. On the last occasion, some of the audience dozed, whilst others talked amongst themselves.

Your manager has asked you to be Peter's subject mentor to help him gain his teaching qualification. The department sets high standards and within the college is seen as an exemplar of best practice for teaching and learning.

## **Why Mentor?**

**List what you see as Peter's obstacles to success:**

**What cross cultural problems might be lurking?**

**List some ideas as to how you might help Peter:**

**Activity:** Discuss the importance of being objective during the mentoring process and describe how you are going to ensure that you treat everyone fairly.

### Further Research

Look at the **New** overarching **professional standards** for teachers, tutors and trainers in the lifelong learning sector.

Accessible from: <http://www.lifelonglearninguk.org/2986.htm> ( home-page > standards and qualifications > initial teacher training )

There are 6 domains and Domain A sets the standards for 'Professional Values and Practice'. These values underpin all the domains/standards.

The standards indicate two aspects. Firstly the application of the values and secondly confirming to a code of practice. Teaching Code of Practice can be found at:

<http://www.ifl.ac.uk>

"Behind every successful person, there is on elementary truth: somewhere, somehow, someone cared about their growth and development. This person was their mentor."  
(Dr. Beverley Kaye. Up is not the Only Way 1997)

In mentoring, the relationship between mentor and mentee is all important.

There is a high degree of trust and mutual regard

The mentor helps another person become what that person aspires to be

The mentor helps the mentee to realise their potential

## Why Mentor?

The mentor is there to **advise, guide** and **challenge** you in a supportive way

<b>Things a Mentor will do:</b>	<b>will not do:</b>
Meet you on a regular basis	Do the work for you
Listen to you	Do all the talking
Ask challenging questions	Answer all the questions
Give you feedback	Intervene between you and your manager
Help you to learn	Manager
Provide information they promise to	Chase after you
<b>Things a Mentor can:</b>	<b>cannot:</b>
Provide introduction to others	Teach you everything
Ask others for feedback for you	Identify your goals for you
Help identify goals	