

Ressources pour la relation de mentorat

Benefits of mentoring

Extrait de l'article d'Anthony Brewerton, *Mentoring*. In *Liber Quarterly* 12, LIBER (2002), p. 361-380
« *To the Mentee*

The chief beneficiary of any scheme should – without question – be the mentee. For some (formal) schemes, the desired outcomes will be explicit (e.g. successful induction into the workings of the organization). Other benefits will be more wide-ranging and probably include:

- Increased sense of vision about career direction
- Enhanced feelings of self-worth (recognition of the investment by a senior and busy colleague in the scheme)
- Encouragement with work-based and professional activities
- Encouragement that professional development should be all year round and not merely linked to formal (institutional) appraisal schemes
- Support with change and difficulties
- Support in self-analysis (e.g. personal SWOT analysis)
- First-hand advice from a more experienced professional
- Support with specific projects and coaching in specific skills
- Enhanced management skills
- Insight into informal politics of the organization
- Development of wider professional knowledge
- Professional networking/contacts

To the Mentor

As is becoming increasingly recognised, the mentor will also find many benefits in the relationship:

- Personal satisfaction from assisting another professional in their career
- Enhancement of human resources management skills in a new forum
- development of new professional skills (e.g. counseling) that can be used directly in their day-to-day work
- increased understanding of self, others and organizations
- fresh ideas/perspective plus cutting edge information from a professional working in a different field
- an incentive to keep up-to-date with professional developments
- enhanced professional network
- career enhancement (an addition to the CV)
- opportunity to give something back to the profession.”

What do mentors do?

Ces deux diapositives sont issues de la présentation *Developing mentoring competence*, exposée par Pamela Alean Kirkpatrick, dans le cadre d'un workshop de StartingDoc, du 19 mars 2010.

Which of these could you possibly do in the context of your mentoring?

"How to mentor"

What do mentas actually DO?

- Be accessible
- (Be selective)
- Provide encouragement and support
- Teach and train (invite them to watch you, go and watch them)
- Clarify performance expectations
- (Initiate sponsorship): share power
- Provide information: demystify the system, help to understand and navigate hurdles
- Challenge: encourage risk-taking
- Constantly affirm: nurture the "dream"
- Provide exposure and promote visibility
- Be an intentional model
- Protect when necessary
- Foster networks or "mentoring constellations"
- Provide professional socialisation
- Deliver feedback (positive and less positive)
- Self-disclose when appropriate
- Offer counsel (without becoming a counsellor)
- Allow increasing mutuality and collegiality

Johnson, W.B. (2007)

Handout P. 3

Dimensions and styles of mentoring

The individual's needs	Stretching -> task focus	Networking Finding and using Resources	Challenging Coaching
	Nurturing -> supporting behaviour	empathetic listening counselling	Guiding Advising
		Non-directive	Directive

Who's in charge?

Clutterbuck 2004

A Short-cut to Success !

Extrait de l'article d'Anthony Brewerton, *Mentoring*. In Liber Quarterly 12, LIBER (2002), p. 361-380

"(...), a mentoring programme can prove a highly effective and highly enjoyable developmental tool for the mentee and mentor alike. Parsloe and Wray offer "Seven Golden Rules of Simplicity" to ensure your scheme will remain a success :

1. *Success comes most surely from doing simple things consistently* – do not make your mentoring programme too elaborate or too hidebound by rules or hampered by unattainable expectations.
2. *Make sure you meet* – busy mentors do not always find the time to meet their mentees; if this is important you must find time ... and guard it with your diary! (The key of a successful programme, in my opinion).
3. *Keep it brief* – generally, meetings should be between 30 and 75 minutes long (making exceptions only when really necessary).
4. *Stick to the basic process* – follow basic meeting rules (come prepared; manage the time; keep brief notes of discussion and agreed actions) to ensure they remain effective and efficient.
5. *Develop the "ask, not tell" habit* – remember there is still a difference between line management and mentoring, no matter how enlightened a line manager you might be; adopt a 80% asking questions and 20% giving answers rule.
6. *Remember, it's all about learning* – mentoring should not be merely directing, but encouraging self-growth as part of the learning culture; as a result, it should be a cost-effective form of on-going staff development.
7. *Expect to gain yourself* – it is not only the mentee who will benefit: it should be a win-win situation and the mentor should acknowledge that."

Modalités du mentorat

Cette fiche est une aide pour débiter votre relation de mentorat. Vous pouvez proposer de la remplir en commun avec votre mentor-e lors de votre première rencontre de manière à définir les bases de votre relation de mentoring et en déterminer les modalités dès le départ.

Rôle (ce qui fait partie du cadre et ce qui n'en fait pas partie)

Le rôle de la mentee est.....

Le rôle de la mentore ou du mentor est.....

Valeurs importantes dans la relation de mentorat

Mentee : Pour quelles raisons souhaitez-vous bénéficier de ce soutien ?

.....

Mentor-e : Quelles sont vos motivations de soutenir ainsi une mentee ?

.....

Capacités à mettre en œuvre ou à développer

Mentee : Quelles compétences avez-vous pour bénéficier de cet accompagnement et quelles compétences souhaitez-vous développer lors de cet accompagnement ?

.....

Mentor-e : De quelles compétences aurez-vous besoin pour accomplir cet accompagnement et quelles compétences aurez-vous l'opportunité de développer ?

.....

Tâches à accomplir

Quel sera l'objectif de cette relation de mentorat ?.....

Que ferez-vous spécifiquement pour y parvenir ?

Mentee :

Mentor-e :

Environnement :

Où et quand auront lieu les rencontres ?.....

Quelles en seront les modalités ?.....

Qui contactera qui et à quel rythme ?.....

Reg Hamilton
Mentoring. A Practical Guide to the Skills of Mentoring
Managers Pocket Guide, The Industrial Society, 1993 (2001)

Summary

Mentoring is a way of helping another to understand more fully and learn more comprehensively from their day-to-day experience. It works best when it is a confidential relationship, which gives the learner the opportunity to speak freely about any concerns they may have. The range of skills and other qualities required by mentors will vary according to objectives of mentoring.

What do mentors do?

Managers have feared that mentors were taking on some of their responsibilities and undermining their authority. Sometimes directors and other senior staff also need to be persuaded that the introduction of mentors is not a criticism of their managers and their ability to relate to and manage staff appropriately.

These anxieties and difficulties arise because of the similarity between the duties and responsibilities of a mentor and the responsibility any manager has for developing employees. The difference lies in the focus and emphasis that each have in carrying out their specific duties in relation to the person they are supervising (manager), or helping (mentor).

Mentors can be much more limited in their focus, because their sole responsibility is the development of their learner.

Employees know that their manager's opinion is important to their careers and that how they are judged by their managers could be affected (...) also by what s-he knows about them. The result is a measure of reserve between boss and subordinate that is not found in successful mentor-protégé relationships. People find it easier to admit that they don't know something or face up to errors when they are with a *non-judgemental friend*.

Mentors help the learners going through the 'learning by experience' cycle.

The experiential learning cycle

- | | |
|---------|--|
| Stage 1 | Have an experience |
| Stage 2 | Examine and reflect upon what has happened |
| Stage 3 | Make wider sense of the experience by linking with existing knowledge, previous experience, mental maps, models, theories etc. |
| Stage 4 | Plan how to incorporate the new experience into our own repertoire of behaviour or body of knowledge (Plan future action). |

1. Have an experience

Mentors are not normally responsible for the type of experience that the learner receives. (...) Sometimes mentors recognise that their *protégés* would benefit from taking certain actions or having a particular piece of training or experience, but they must resist the temptation to bring this about. Trying to influence what the learner does will be seen as interference and resented by the learner's manager. The way to deal with the situation is to help the learner to plan how to get this experience.

2. Examine and Reflect upon what has happened

This is, perhaps, the most important stage of the cycle. Mentors help learners to pause, examine in detail and 'take stock' of this particular event or period of time. (This is something a busy boss rarely has enough time to do well.)

Sometimes a mentor will recognise from their own experience that something the learner has done is particularly relevant or important and will seek further information in order to ensure that the appropriate lessons have been learned.

The skilled mentor starts these discussions by making wide use of open-ended questions of the type shown below:

- What have you been doing?
- What have you found particularly interesting since we last met?
- What did you make of that?
- Who else was there/involved?
- What did you see them doing?
- What effect did that have? If you had been doing it what would you have done?
- How would people have responded if you had done that etc.

This example makes it sound a very interrogative process when, of course, in reality it needs to be conversational. This is important because the relationship only works if the learner recognises that they are discussing something of mutual interest. This experiential learning model and discursive way of relating is the key to the mentor's role. Effective mentors help learners to 'capture' important dimensions of their experience which they can learn from but might otherwise have missed.

3. Make Wider Sense of the Experience

This is the point at which mentors help their learners to pull together their past knowledge and experience, and link it with what is happening currently. It is likely that they also help them to recognise the relevance of what they are learning, to their current or future job and responsibilities. The mentor's own experience and knowledge becomes most important at this stage of the learning cycle discussion. The mentor's ability to explain procedures, policies, etc. is invaluable to the mentee.

Managing this stage in a way which enhances the knowledge, without making the learner feels insignificant or inferior, is a vital skill of effective mentors. In essence it means giving information as the learner is ready for it and can use it. It requires that mentors are clear without being pedantic. Most importantly they have to resist the temptation to explain 'how different it all was in their day', or in any other way to emphasise the gap there is between them and their learner. Mentors must, of course, remain aware of these differences (...).

4. How to Use New Knowledge, Insights or Skills

In this stage mentors are, primarily, a 'sounding board' to the learner, and they will be using counselling skills and may, if required, move into a coaching role. Experienced mentors know that if the person they are helping is to be committed to any plan of action, it needs to be their own plan. Good mentors help the learner think it through and use their own experience of difficulties and pitfalls, to ensure that the plan anticipates and takes account of problems which may be encountered.

Mentors should guard against the temptation to protect or cosset their learners.

Finally, mentors need to remember that they are not responsible for what the learner does; their job is to ensure that s-he derives the maximum benefit from the experience.

Mentors need Support

Careful communication with potential mentors, learners and those who supervise them is still vital. This needs to cover:

- Why it is being done (the need being addressed);
- What it is designed to achieve (objectives);
- Who is to be involved and why (This may include specification or profile of both mentors and potential learners - what qualifies them to do the job involved);
- The specific responsibility of each of the parties involved;
- The 'ground rules' on confidentiality and other issues which will apply, etc.

Getting Started

Managers, mentors and learners can all have reservations and concerns about mentoring. Some of these are listed below.

Managers of Learners

- Will the confidential relationship between learner and mentor result in:
 - Me missing out on information which would help to develop and manage this staff member more effectively?
 - The learner discussing my performance with the mentor? (often one of the manager's peers)
 - Split loyalty on the part of this employee?
- Is the fact that they require a mentor a criticism of my performance?
- How will I keep control with learners away from work at odd times?

Mentors

- Will I have the time to do this well?
- Will it cause me to be isolated from my peers?
- Do I have the skills required?
- Will I be embarrassed and have difficulty coping if my learner experiences personal or emotional problems?
- Will the organisation give me and this initiative sufficient support?
- I know it is a confidential relationship, but what do I do if i.g. my learner tells me they want to leave etc?
- What if I don't like my learner?

- Is having a mentor a sign of weakness?
- Can I trust my mentor?
- How much is it safe to reveal?
- Will what I say get back to my boss or in some other way damage my prospects?
- Do I have the time, or will it undermine my work effort?
- How will my boss react - is s-he really in favour of this?

The first Meeting

Welcome	Setting the person at ease
Acquire	Finding out about the other person; their background, experience, hopes/fears and expectations.
Supply	Telling the other person as much as necessary about yourself, for them to feel that you have had a worthwhile conversation.
Part	Winding up the meeting in a way which makes the other person feels that their time has been well spent and that yours has not been wasted. Most importantly, that you and s-he have a clear understanding of what will happen when, where and why you next meet.

Defining the Relationship

Defining the desired nature of the mentor-learner relationship has proved difficult in some cases. For example, by laying such heavy stress on confidentiality at the start of a program, that mentors believed that they were not allowed to talk to each others.

Obviously no mentor would discuss personal details of their learner with another, but these mentors would have been much more effective helpers if they had been able to swap notes on some of their early successes and difficulties.

At meetings, mentors are able to benefit from each other's experience.

I like to think that all experienced mentors would recognise that in not talking to others with similar responsibilities, they were behaving very uncharacteristically. One of the key skills that any mentor can teach to a mentee is to make good use of the resources available to them and to be wide ranging in identifying people who have knowledge, skills or other information which could improve the results they achieve.

When mentors work in this way they ensure that learners do not become dependent upon them and they help the learners begin to build a network which may be useful and last for longer than the formal mentoring relationship.

What is networking

Many of us have extensive networks of our own, and form part of someone else's network without even thinking about it much. Most of us are helpers as well as helped. Even when the advice and assistance seems to be flowing in one direction only, there are often benefits for the person giving help.

How is networking done

(...) you may find it helpful to reflect for a moment upon the old definition of management as 'getting things done, with and through others'. This definition increasingly applies to employees at all levels. No one has the monopoly on creativity and problem-solving ability. Very few people have jobs which are not reliant in some way on receiving help and cooperation from others.

Experienced mentors keep this in mind whenever they are discussing issues with their mentee. A number of key questions to ask one-self continually are:

- Who do I know who knows about this?
- Who do I know who has experience - has done this, or something similar?
- Who is likely to be affected by the proposed action?
- How will they be affected - positively - negatively?
- What power do they have to help or hinder?
- What is the source and nature of their power?
- Who do I know who has access to relevant resources?
- Who do I know who knows someone who has experience?
- What have I done personally that might be relevant or useful?

Readers will note that their own knowledge and experience comes last. This is because experienced mentors know that it will frequently be more developmental for their mentee to extend their personal network.

Mentors find that it is usually wise not to begin this 'network development' until after they have established a relationship of mutual trust and confidence with their mentee. Because mentees who are referred to others too often and too soon could feel that their mentor was not really interested in them.

Mentors may ask themselves questions like:

- How should the person, to whom I am referring my mentee, be approached in order to ensure a successful outcome?
- Do I need to check how my mentee plans to do this?
- Are there any pitfalls of which I need to make her/him aware?
- How is the person to whom I am referring likely to view the approach?
- How will this affect the way in which my 'contact' perceives or relates to me?
- Do I need to speak with the person to whom I am referring my mentee, or do anything in order to protect or enhance my relationship with that person?
- How will it affect my mentee's credibility, or their relationship, if I speak directly with my 'contact'?
- A final question may be: 'What is the added value of this referral likely to be - to the mentee; to the person referred to; to me (the mentor)?'

Mentor as Coach

Many people new to mentoring feel more comfortable about the mentor's role as coach, than most other aspects of the job. This may be because it is clear and familiar to those with management experience in particular. However, it is in many ways the most difficult task of all for mentors, because even experienced mentors are tempted to 'teach' when counselling would be more appropriate.

What is coaching?

Coaching is a way of improving someone's performance by identifying and tackling skill or knowledge 'deficiencies'.

Coaching is an active, initiative-taking, set of skills and therefore requires relevant knowledge and experience.

As a mentor you are most likely to coach in anticipation of an event, about which the other person has expressed some anxiety.

It will be useful to start by examining a 'pure' model of the coaching process, so that it is easier to understand just what mentors have to do in order to coach effectively.

The Four Stages of Coaching

1. Observation - the coach sees, in detail, the level of performance and area of improvement.
2. Analysis - the cause of 'poor performance' is identified and understood.
3. Modelling - the coach demonstrates or explains 'correct' performance.
4. Practice and Review - the new way of doing is tried out under supervision.

How is Coaching Done?

Coaches help others to identify ways in which they are underperforming, recognise what has to be done differently and practise the skills and actions necessary to achieve this improvement.

If the coach is to be successful, then the way in which this is done is equally important and requires additional skills. They have to be able to give feed-back in a way which is understandable, actionable and motivating.

To sum up, as a coach you want to create a situation in which someone can, without any loss of self-esteem acknowledge a deficiency, recognise how they need to change, and feel that this change is both possible and desirable.

In order to accomplish this, effective coaches go through four stages. They are:

- Set the person at ease
- Specify the "performance gap"
- Provide the opportunity to practice
- Evaluate performance and give feedback

Tackling Performance Problems

It is probably worth re-stating that mentors have no direct responsibility for how a mentee performs. Job performances and development of job-related skills are the responsibility of the line manager. However, it is perfectly legitimate to tackle a mentee about how they are meeting their responsibilities within the mentoring relationship; e.g. persistently arriving late for, or failing to attend meetings, unrealistic assessment of their progress.

When mentors tackle these issues it is a rare excursion out of their role of 'non-judgemental person' and is unlikely to be appropriate in the early months of the relationship. The steps necessary to do this effectively are similar to those above.

Mentor as Counsellor

The skill of the counsellor lies at the heart of the mentor's role.

What is Counselling?

Counselling is a way of helping people to help themselves. Its four main aims are to help someone:

- see their present situation more clearly;
- understand fully how they feel about it;
- determine what, if anything, they want to do about it;
- and make realistic plans for achieving what they want.

When counselling skills are used to help someone think something through, there is an underlying assumption that they have the skills, knowledge and desire to solve the problem.

The essence of the counselling relationship is that the attention given to the other person enables them to 'step back' from the problem or issue and work their way through these 'blocks' until they can see clearly what they should do.

Most importantly, when someone is counselled it is their brain that does the analysis, and draws the conclusions, although the mentor may help the mentee to take a broader perspective or identify some workable solution. This is the major difference between counselling and coaching.

What do Counsellors do?

When using counselling skills in order to help someone, the primary focus of their attention is the individual, not the issue they want to help them resolve. Many experienced managers find this hard to remember and often try to understand the problem, when they should be trying to understand the person.

Mentors have to suspend judgement, trust the good sense of the other person and have faith in their ability to arrive at a sensible decision and sound plan.