

## **IITD MENTORING PROGRAMME**

### **1. Introduction to Mentoring**

The Mentoring Programme has been designed to give you, our members (Mentees) a customised, individual support service that meets your specific requirements. We recognise that each member has their own unique mix of challenges, opportunities and problems. You can choose a Mentor from our panel with the appropriate experience and knowledge to give guidance that is fully focused on your specific issues and priorities.

Rather than simply give the answers, the mentor's role should be to help the Mentee find the answers for him/herself. Give someone the answers and they learn only the answers; instead, mentors need to support the member to discover solutions for themselves to manage their role.

Mentors need to be facilitators and coaches, not tutors or trainers. The mentor should ask the right questions (facilitative, guiding, interpretive, non-judgmental) that guide the Mentee towards finding the answers for him/herself. The mentor's role is to help the Mentee to find his/her own skills/competencies; to experience their own attempts, failures and successes, and by so doing, to develop his/her own natural strengths and potential.

### **2. Benefits of Mentoring**

#### **Benefits of Mentoring to the Mentee**

- It aids induction into a new job and culture
- It helps with developing skills, both professional and personal, in a structured way based on individual needs
- Mentor recommends useful contacts to enable the Mentee to begin to develop/improve his/her own professional and personal skills
- It provides an opportunity for a member to reflect on his/her own progress and resolve his/her own problems in a confidential environment.

The role of the Mentor is to listen and advise, to suggest options and help the Mentee to prioritise opportunities and identify solutions to issues they face. The Mentor gives a fresh and objective perspective that is backed by significant experience – while the Mentee is the decision-maker on what actions to take, solutions to implement etc.

Depending on individual requirements, Mentors can advise the Mentee on key areas of professional development, including:

- Roles skills development
- Developing a Personal Vision
- Getting the most from your role
- Marketing & promotion of yourself and role
- Making the most of the network of IHI
- Time Management
- Setting priorities and planning to achieve KPIs (business and personal)
- Key factors in developing/sustaining a successful career

#### **Benefits of Mentoring to the Mentor**

- It broadens his/her own knowledge & enables him/her to demonstrate the skill of developing other individuals
- It consolidates and extends his/her professional and personal role
- Benefit from mentoring & coaching with an opportunity to practice this skill

### **3. Mentoring Process Framework**

The points below are general guidelines to give you a framework to consider. The extent of the meetings or contacts you have will be quite unique to each relationship depending on a range of circumstances. It is advisable that the relationship is conducted in a semi-formal manner so that each party is aware and that a final review is conducted to end the formal process.

- Duration of mentoring agreement will be for three/four sessions only
- These meetings take place over a period agreed between the mentor and mentee
- 1 to 2 hours should be adequate per meeting but as required
- Mentoring can be conducted by phone or email
- Mentee contacts Mentor to make the initial appointment
- Mentee to be asked to consider which area/s they wish to focus on in preparation for first meeting with Mentor

### **4. The Role of the Mentor and Mentee**

#### **Skills and qualities of a mentor:**

A good mentor is likely to have some or all of these qualities:

- Interest in being a mentor and enthusiastic about the role
- Knowledgeable about the role
- Good interpersonal skills and ability to encourage and motivate others
- Willingness to commit their time
- Listens actively and effectively – asks open and appropriate questions, maintains good eye contact, acts as a sounding board
- Makes suggestions without being prescriptive
- Gives constructive and positive feedback – focuses on the behaviour and not the person, explores alternatives and ideas for the future
- Able to maintain confidentiality

#### **Skills and qualities of a Mentee:**

- A good Mentee is likely to have some or all of these qualities:
- Willingness to commit their time
- Participates fully with the mentor in exploring issues facing the development of his/her role
- Listens actively and effectively – demonstrates an openness and willingness to explore alternatives and ideas for the future
- Able to maintain confidentiality
- Actively participates in mentoring process and utilizes the process to develop his/her skills

### **5. Activity Focused Mentoring Model**

This activity focused mentoring model borrows from traditional mentoring and coaching models. It is planned that mentors shall share the benefit of their experience but also encourage the Mentee to identify their own solutions in practical ways.

#### **How is mentoring different from coaching?**

The key difference in mentoring is the ability for the Mentor to share his/her experience and for the Mentee to learn from those experiences.