



Spinnaker
Your maritime people experts

Mentoring Toolkit

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What is mentoring?

A Partnership

Between two people built upon trust.

Confidential

The mentor offers a safe environment to the mentee to discuss work-related issues and explore solutions to challenges.

Off-Line

Mentors are typically outside the mentee's immediate team, and not in their reporting line. This facilitates confidentiality as well as offering the mentee a fresh perspective in discussions.

Positive Developmental Activity

The primary focus is the less tangible skills which enable individuals to operate effectively as leaders and achievers.

Mentors can offer insights into the ways the industry/ sector/ company works, how the informal networks operate and how they think about the challenges and opportunities mentees encounter.

Mentees provide the main drive behind the relationship and help set the direction to meet their development needs.

Self-Reliance

This is the aim of mentoring. Mentors are not there to sort out problems but rather to highlight the issues and to help plan ways through them. Through skilful questioning, they help clarify the mentee's perspective while bringing an additional view to bear on the issues.

Understanding and Trust

Sharing views and ideas builds this. Both mentors and mentees share a common benefit of developing a strong **two-way learning relationship**.

The mentors role

No two mentoring relationships are alike. Yet the mentor's role is consistent. Since the aim of mentoring is to build the capability of the individual, mentors should respond to their needs in a way that enables them to find their own solutions.

Mentors are offering themselves as a resource to the mentee. Here are some of the resources most mentors will be able to offer:

Industry/ Sector/ Company Experience	Understanding of the culture – its values, processes, politics and the strategies required to negotiate them.
Knowledge of people	Experience of working with and handling people in general, perhaps understanding of specific people with whom the mentee is or will be interacting.
Knowledge of networks	Knowledge of networks that exist within an area (industry/ sector/ company) and of networks that the mentee might need to relate to or develop for themselves.
Knowledge of Career Options	Understanding of career paths and options within the industry/ sector and how these are likely to develop in the future, plus possible direct experience of areas of work which are of interest to the person being mentored.
Life Experience	Experience accumulated through the mentor's own life of personal issues that are likely to be of use to the person being mentored.
Technical Expertise	Job-related expertise – this might be technological or managerial. It is expertise that the mentee might find useful in their current or future roles.

This is not a definitive list. Nor should anyone feel that they have to provide all of the above, they are not prerequisites. The list is intended as a stimulus to help mentors reflect on their own resources and to consider which of these they want to make available to the people they are mentoring. Remember though, good mentors keep out of the action – they look on, encouraging rather than taking over and doing the work. Mentors play the role of the objective supporter and provide an ideal sounding board.

An effective mentor

- Is a good listener;
- is actively interested in the individual and their development;
- trusts others and can be trusted;
- is encouraging and exhibits confidence in the individual; and
- is able to maintain the integrity of the relationship between the mentee and others they may know (managers etc.).

The role of the line manager / immediate supervisor (if applicable)

A mentor will never take over the prime role of developing the individual. Their function is to be a transitional figure at a key time in a person's development. The immediate supervisor should continue to provide a focus on performance in the job and potential for advancement.

However, it always helps if the supervisor/ line manager is supportive of the mentoring relationship, by understanding the program objectives and purpose.

The mentees role

Mentoring is designed primarily to benefit the mentee. However, what each person gets from the relationship will depend significantly on what they put into it. By accepting the role, the mentee assumes responsibility for driving the relationship. It is their responsibility to establish the goals and to manage the process to further their personal and professional growth.

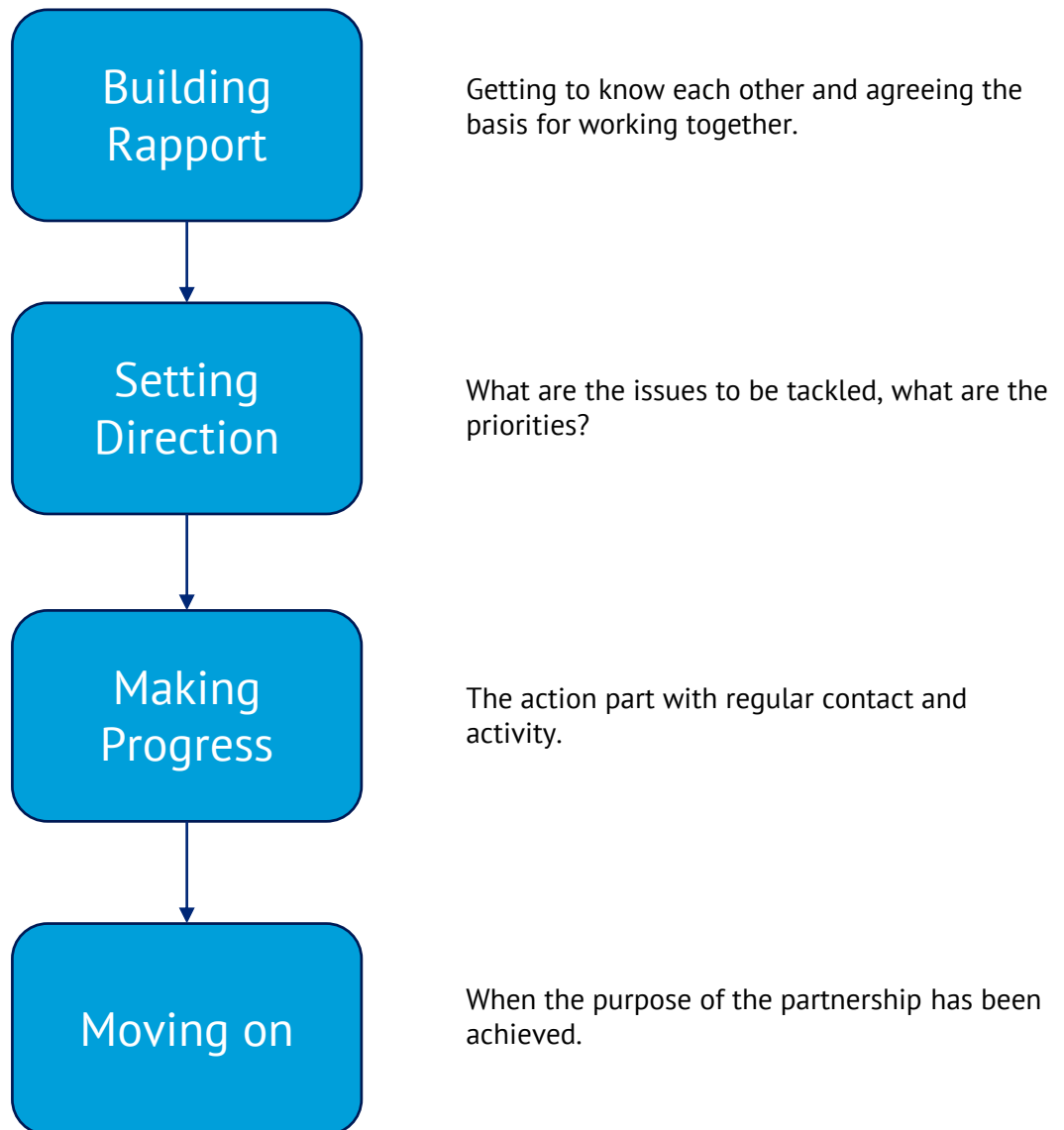
In entering a mentoring relationship, mentees should
Know what they want to achieve from the relationship;
clarify what is expected of them and what their expectations are of the mentor;
set realistic aims for what can be achieved through the learning partnership; and
be committed to their own development.

The effective mentee will

- Take responsibility for driving their own development;
- initiate the mentoring meetings and take an active role in the mentoring discussions;
- bring real situations, issues, development needs to the mentoring meetings;
- share experiences openly, think for themselves, challenge intelligently;
- be prepared to receive actions and update the mentor on progress;
- implement agreed actions and update the mentor on progress; and
- complete a (six monthly) review of the mentoring meetings.

The mentoring process

Mentoring is about helping people progress their development. A mentoring relationship does not stand still. Most go through the following stages:



Each stage is explained in more detail over the pages which follow, including a checklist for completion at each stage.

Building rapport

The first meeting provides the opportunity to build the personal rapport which is crucial to the success of the partnership. Come prepared to talk about expectations and hopes for the relationship, but more particularly to share some personal interests and anecdotes to establish common ground.

Here are some questions **mentees** can ask themselves prior to the first meeting:

- What are my strengths?
- What are my major needs?
- What are the most important things the mentor can help me with?
- What are my short-term objectives?
- What are my long-term career goals?
- What do I want from the mentoring experience?
- What might the mentor expect to get from the relationship?
- What do I expect to contribute to the mentoring process?
- How can I help the mentor help me?
- How will I know if the mentoring is working/ not working?

Here are some preparatory questions for **mentors**:

- What can I offer someone I mentor?
- How do I visualise mentoring someone?
- What do I want from the experience?
- What kind of mentoring experiences (whether my mentor was a formal or informal one) or mentoring moments (when the person is not my mentor but shares experiences which influence my development) has been most helpful for me?
- What career experiences have helped me most in my own professional development? What are the lessons learnt from these experiences? How relevant do I believe my experiences and professional learning will be to the development of my mentee?
- How much responsibility for the mentoring relationship should I carry? How much should the mentee carry?
- How will I know when the mentoring is working/ not working?

Whilst the mentee will drive the relationship there are a number of issues requiring the agreement of both parties. It is worth sharing your expectations of mentoring to agree some ground rules for the relationship as in the checklist overleaf.

First meeting checklist

1. Are we clear about each other's expectations of:
 - Each other?
 - The mentoring relationship?
 - What we hope to learn from each other?
2. How closely do our expectations match?
3. Who will take primary responsibility, the mentor, the mentee or both together – for:
 - Deciding how often we meet
 - Setting the agenda for the meetings
 - Ensuring meetings take place
 - Organising where to meet, and for how long
 - Defining learning goals
 - Initiating reviews of progress
4. How formal or informal do we want our meetings to be?
5. What are the limits to the confidentiality of this relationship?
6. What are we prepared to tell others
 - About the relationship
 - About the discussions
7. Who do we need to tell, and how?
8. What responsibilities do we owe to others as a result of this relationship? (to line managers, peers, supervisors, partners etc.)
9. How do we ensure the mentee's line manager (if applicable) is supportive?
 - Is there a clear distinction between the roles of mentor and line manager?
 - If there are overlaps, how will this be managed?
10. When and how shall we check this relationship is 'right' for both of us?
11. How will we resolve concerns on either side?

Setting Direction

Establish needs, set priorities and perhaps a time scale. This stage will be revisited as the relationship develops, trust is confirmed and the mentee feels free to set further goals.

Below is a generic approach which may help establish the issues and the priorities. Whilst it may sound rather formal, handled sympathetically a framework like this can help an individual sort through issues which have been blocking them.

1. Clarify the individual needs

- a) What is the mentee's current situation?
- b) What is their vision?
- c) What are the barriers which could get in the way?

2. Explore the situation

- a) What does the individual bring to the situation, what strengths and weaknesses?
- b) What supporting 'evidence' is there which the mentee can offer, view of others, performance reports, etc.?
- c) What is the context? What is happening around the mentee? What are the issues in the mentees team?

3. Plan

- a) Goals
- b) Milestones
- c) Priorities

4. Check commitment and capability

- a) Now you have both established what is needed do you both feel able and willing to tackle it and is the mentee prepared to act on the outcomes?

Making progress

This is the most productive of the stages, a period of sustained activity in which the relationship is regularly reviewed and adapted. Regular meetings at this stage can support a lot of learning.

Venue

It is helpful to vary the location for meetings to match the particular need of each meeting, informal, private, an office, a coffee area, a quiet room off-site.

Preparing for the meeting

Whilst mentoring when it works well appears relaxed and natural, greatest benefit is achieved with preparation on both sides.

For the Mentee

What are the issues?
How do you feel about them?
What do I want to tackle this time?
Why do I want to tackle this now?
What am I avoiding?
What is important to me?

What data do I have?
What examples would illustrate the issue?
Is there useful documentation?

What outcomes do I want?
What outcomes do I want to avoid?
What do I want to say?

Where would I benefit from a different perspective?
How specifically do I see the mentor helping?
How am I going to make best use of the time together?

For the Mentor

What kind of issues does the mentee want/ need to address?
Is he/she ready to address them yet?
What issues remain from our last meeting?

What specific insights should I help the mentee acquire?
How directive should I be?
What models would be useful?
What documentation would be useful?
What contacts might be useful?

How have I helped so far?

How well have I handled the role so far?
How should I pace the meeting?
How should we end this next meeting?

What else could I do to help?

Frequency

At the start it is useful to have more frequent meetings, perhaps every two weeks, to get to know each other and establish a direction for the relationship. After that the frequency will depend on a number of factors.

- Geography and the schedules of the two individuals.
- A year's relationship may require at least monthly to achieve the plans in the time.
- Ad hoc meetings, responding to events, are popular in theory but most people recognise the need for some regularity. Perhaps the easiest way is to book two or three meetings ahead at the end of a session.
- Use email or telephone between meetings.

Effective meetings

There is no one process for conducting a mentoring session – each relationship, each session even, is likely to require a different process. Pairs should discuss this regularly as the relationship progresses, so that your meetings remain productive and appropriate.

Relationships flourish where both parties feel they are getting something from them, so whilst mentoring meetings are usually informal, they do need a sense of purpose. A simple meeting plan is set out below.

1 Agree purpose

In mentoring the mentee drives the agenda and mentors need to explore issues from the mentee's perspective.

2 Clarify the issues

- Stimulate exploration and analysis with probing questions
- Broaden the context of the issue, think around the issue, bring a different perspective
- Challenge any underlying assumptions

3 Explore options

4 Focus the discussion

- Pull thoughts together
- Test the reality of the suggestions

5 Confirm

- Agree actions
- Check the commitment to succeed
- Build confidence if necessary

There is rarely a set agenda for a meeting, most work best where the **mentee** brings two or three significant topics to discuss, such as:

- Issues that have arisen in the mentee's job which merit deeper discussion;
- ideas to test out for the future; and
- industry topics and issues worth noting.

Here are a few one-liners which can be used by the **mentor** to stimulate the discussion:

What is your major challenge at the moment?

Since we last met –

- What has changed? What have you changed?
- What have you done to progress your plans?

What have you learnt about yourself/ the sector/ the industry?

Compare and contrast two good leaders/ innovators/ thinkers/ you have worked with

How does your current role/ team differ from the previous one you have worked with?

How are you handling situations

- Now compared to last year?
- Compared with when this mentoring relationship started?

At the close of the meeting, review the meetings effectiveness:

- Relating the value of the session to the goals for the relationship;
- confirming and committing to necessary follow up; and
- agreeing the next meeting date.

What have I got out of this meeting?

What am I going to do as a result?

When should we meet again?

What will have been achieved by then?

How well did the meeting run?

Phone calls, emails or social media conversations in between meetings keep the relationship alive.

Moving on

At some stage both mentor and mentee will recognise that they have largely achieved all the goals they set for the relationship.

The mentor may have offered all they can to the relationship, a new stimulus is needed. It is probably appropriate to allow the relationship to end. Before separating is it timely to evaluate and generalise learning and to review what can be taken and used in other contexts.

Mentoring checklist

Tick a column for each item to indicate your view about whether or not you have reached this stage of your relationship with your mentor

Build Rapport	Strongly Agree	Agree	Disagree	Strong Disagree
We have established a good understanding of each other				
I feel relaxed in our meetings				
We understand and respect each other's feelings and opinions				
We respect the confidences we share				
I feel confident in the relationship				

Set Direction	Strongly Agree	Agree	Disagree	Strong Disagree
We have established clear goals for the relationship				
We have agreed objectives, a broad route towards them and ways to measure progress				
We are beginning to surface differences of opinion and work through them constructively				
The Mentee feels comfortable to challenge the mentor				

Making Progress	Strongly Agree	Agree	Disagree	Strong Disagree
The agenda for our meetings is being set increasingly by the mentee				
Responsibility for managing the relationship is increasingly with the Mentee				
The balance of power in our relationship rests increasingly with the Mentee				
We have celebrated achievements of goals and milestones				
We have a positive, supportive and nurturing relationship				
The Mentee is much more confident to cope with new or demanding situations than when our relationship began				

Closedown	Strongly Agree	Agree	Disagree	Strong Disagree
We have largely achieved all the goals we set for our relationship				
The Mentee can now tackle most situations confidently without the Mentors help				
The Mentee feels they have reached self sufficiency				
We are in danger of becoming dependant on each other for advice and support				
We have become friends at a professional level				

Behaviours for successful mentoring

For the mentee

Open – mindedness

Be open to ideas and suggestions. Think about the way your mentor approaches issues. If it is different to your normal approach it can be very useful. Adding options to behaviour increases your flexibility which means you can deal with more situations

Questioning

Be willing to be curious and to ask your mentor for their advice or to give you ideas from their experience. Use precision questions to get exact information where you want it. This will be useful for you and can be rewarding for the mentor.

Listening

Use all of the appropriate skills to enable you to really take in what you are hearing. Be aware of the barriers to effective listening, such as, assuming we know what the speaker is about to say next or waiting to speak ourselves.

Outcome/ objective setting

Understand how to do this effectively and develop ideas for establishing action and development plans to achieve them.

Reflection

Mentoring gives you time to really think about what is happening and what progress you are making against your plans. Ensure you share your thoughts and experiences with your mentor so that together you can benefit fully

Assertiveness

Be willing to stand your ground where appropriate. Also be direct with your wants from your mentor. Bear in mind, though, that assertiveness involves respecting the rights of the other person as well as your own.

Behaviours for successful mentoring

For the mentor

Listening

All the fundamentals of active listening, focusing on what the mentee is saying and using their words.

Questioning

To facilitate the mentee to help them express what they really mean/ want etc. This can avoid both parties making assumptions. It is also about maintaining the sense of curiosity.

Summarising (expressing what you understand them to have said), is useful for checking, and understanding and, at the same time, encouraging the mentee to think about what they said.

Challenging

Testing the assumptions of the mentee, making them face up to things in a realistic way. It is important to maintain rapport when using this!

Disclosure/ Openness

Choosing the right times to share from your own experiences. This can include both talking about factual issues and opening up about your feelings if you are comfortable doing so. Also, you may be challenged by you mentee about what you do or how you approach things – and open responses (and a willingness to admit that you are not perfect) will gain more respect.

Explore opportunities

Encourage the mentee to be curious and observant, to look for opportunities to develop the range of their abilities in their own place of work.

Contracting

Enabling the mentee to establish clear outcomes for themselves and then to agree how you will support them in the process.

Judgement free

You may learn some things from your mentee which are very different to your own views and beliefs. This does not have to get in the way of you working well together – indeed if you are open to it, you may find that it is of benefit to explore differences.

Supporting

This is both during and after meetings. It will be verbal and non-verbal during the meeting and after may take the form of phone contact to see how the mentee is getting on.

Mentoring characteristics & selection criteria

Criteria and evidence to identify those who will be quality mentors for a scheme.

CRITERIA	EVIDENCE
	<i>These are generalised statements. Organisations/ Bodies/ companies should develop their own.</i>
Sound interpersonal skills	Known for good communication and listening skills, particularly one-to-one. Spends time in one-to-one relationships.
Interested in the development of others	Known as someone who develops people, giving regular and constructive feedback and recognition
Interested in their own development	Known as someone who actively seeks out development opportunities for themselves. Self-aware and recognises own areas for improvement.
Demonstrates the changing culture	
Credible	Recognised width and depth of experience, and an appropriate level of post.
High quality experience in the industry/ sector	

Mentoring problems & pitfalls

There are many potential positive outcomes of mentoring but potential pitfalls do exist. Scheme Managers / Partners should be clear that mentoring is not about:

- Dominating, directing or controlling the mentees decisions;
- being a tutor;
- providing unlimited resources;
- being an expert in everything;
- a substitute for the line manager or effective management practices;
- becoming a clone of someone else;
- becoming dependent or reliant on someone else;
- advancement through patronage;
- a vehicle for raising complaints; or
- taking on a mentee's responsibilities to develop and manage their own care

To avoid these pitfalls

Establish a clear agreement at the beginning of the relationship using the First Meeting Checklist on page **XX**, which you can refer back to at any time as a basis to discuss concerns. Check regularly, even every meeting, that the session has met expectations and agree what improvements can be made. See page **YY** for a list of questions.

If you feel uncomfortable in the relationship, the chances are the other person will have similar concerns, so mentors should be alert and bring up such concerns for open discussion.

Look out for warning signs in the relationship to mitigate trouble, such as:

- Differences in judgement between mentor and mentee
- Undue involvement in personal problems
- Changing business environments for either party

Potential Problems for Mentors

Time

Mentors should ensure that they have sufficient time and energy for each mentee. Never underestimate the time needed for sessions – build in time to unwind, relax and discuss safe areas before moving onto the difficult issues. There is never enough time but people find time for what they enjoy. Good meetings lead to more good meetings so mentees are well advised to prepare well so that they make good use of the mentors time.

Exposing your feelings

The mentor sheds protective psychic layers in discussing their own weaknesses and failures with the mentee.

Risking your reputation

The mentee with whom the mentor is identified may reflect poorly on the mentor. The mentor can avoid this by building a strong relationship and clarifying expectations so that the mentee grows as a result of the relationship.

Potential Problems for the Mentees

Time

The mentor may seem to make mentoring a low priority, cancelling sessions at the last moment, finding difficulty in arranging sessions. This may be because of a lack of commitment but there could be other factors, for instance, the mentor's work pressures have changed, or they are getting little out of the sessions themselves.

Go back to the original agreement you made, discuss your initial plans and try to understand why things have changed. If time pressures on the mentor are impossible, consider changing mentor. If they are getting little from the relationship, refocus it and plan how to improve your meetings.

Expectations

The relationship may not meet your expectations. First, ask yourself if your expectations are reasonable, go back and read the relevant section on roles. If they are, establish a clear agenda for your next meeting and manage that through. Then give constructive feedback to your mentor, with examples of what you find helpful and less helpful in the way the mentor.

If the mentor dominates the discussion, go back to your original agreement, define what type of help you would like and how you would like to receive it.

Ending a relationship

This can be a hazard because of the commitment inherent in the relationship.

Relationships end for several reasons:

- The purpose of the relationship is achieved;
- The period agreed comes to an end;
- One or other partner moves location or work circumstances make continuing difficult; or
- The partnership does not work well.

For the last point, pairs are asked to review their relationship, to see if they can make it work better. The stages in Mentoring Checklist on page **ZZ** will help. If that fails then they should contact the Scheme Manager and be re-assigned.

For others situations the following will help you achieve a good closure:

Look back at what you have learnt

- Take the learning on board
- Celebrate the achievements

Look at the future

- Make practical action plans
- Check what/who will take the place of the mentor

Disadvantages of the formal mentoring programs

Mentors should be aware of potential resistance to a formal scheme.

- Some mentees may feel coerced and confused about responsibilities. Reading this toolkit, a discussion about roles and a clear initial agreement should help.
- Those who are not eligible for the program may feel deprived and pessimistic about their future. This may create the stigma of a clique for those included in the scheme. Help the mentee think how to handle this and how to talk about mentoring in a way that diffuses the situation.
- There is an assumption that mentors and mentees can learn the required skills, but some may be ill suited to the role. Where this results in a poor relationship either party can withdraw, after discussion and the other can seek reassignment.
- A destructive dynamic may evolve within formal pairs or with immediate supervisors. The initial agreement encourages pairs to examine what they can do to ensure they do not antagonise the line manager. Honest review of the relationship is essential to a mature partnership.

The limits of mentoring

Whilst the mentoring process is very powerful for enhancing personal and professional development, it cannot solve every problem and it is not a short cut to advancement or promotion.

- Mentors focus on providing support and a broader perspective to help the individual achieve their personal goals. This is distinct from the line manager's role where the focus is on performance in the job and potential for advancement.
- Mentoring promotes the growth process, job performance determines merit.
- The impact of mentoring on advancement results from the efforts of the mentee. If the mentee develops qualities that enhances his or her performance then opportunities exist.

In summary, the mentoring relationship is not:

- Advancement through patronage;
- an opportunity to complain or a vehicle for raising complaints;
- a substitute for the line manager or effective management practices; or
- an abdication of a mentee's responsibility to develop and manage their own career.

Using personality profiling



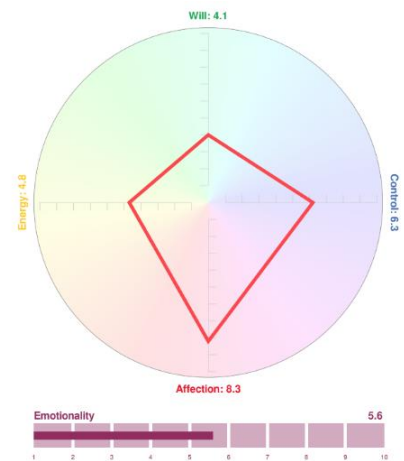
Spinnaker Global use Facet5 - one of the most modern and advanced measures of human personality available – to support people development, recruitment, team building and culture change.

Completion of an short (15 minute) on line questionnaire generates reports that allow individuals to gain deeper self-awareness about their behavioural style and preferences.

Facet5

A full Facet5 report can be generated and delivered via a confidential one to one coaching session. This session provides an opportunity to draw on real life examples of where a persons natural approach has the ability to help or hinder both work and personal situations.

“Great session that allowed me to learn more about myself” – Facet5 recipient



“I was taken aback by the results – I found it excellent” – Facet5 recipient

Spotlight

A development focused report based on Facet5 can also be generated, providing individuals with a comprehensive summary of their strengths and risks of their personality profile as well as the frustrations and challenges associated with their individual style. Spotlight improves individual learning and development outcomes through heightened self-awareness and action planning:



Making decisions and setting goals



Engaging with and consulting others



Focusing on people and tasks



Managing your work and commitments



Responding to stress and identifying risks

This leading edge online profiling tool gives individuals a personal profile, a comprehensive report that explores behaviours, and composite, actionable data.

Author

Karen Waltham

This coaching and mentoring guide was created by Karen Waltham. Karen is an FCIPD professional with over 25 years' experience across a wide range of HR disciplines, including 8 years specifically in the Global Maritime arena, previously holding senior and head of department roles in both global and FTSE 100 companies.



In 2014, Karen joined Spinnaker Global as the Managing Director of the HR Consulting business, which acts as the secretariat of the Maritime HR Association and is the global shipping industry's major source of compensation and benefits data.

A chartered Fellow of the CIPD, Karen is a trained career coach, mentor, and facilitator. In the diversity arena she has been recognised by awards for development of diversity and inclusion initiatives.

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