



airmic

THE AIRMIC MENTORING SCHEME
GUIDE FOR MENTORS AND MENTEES



WELCOME TO THE AIRMIC MENTORING SCHEME

The Airmic Mentoring Scheme gives Airmic members access to mentoring, supported by a platform provided by a specialist supplier who provides similar support for other professional bodies and associations like Airmic. This Airmic Scheme can supplement mentoring schemes provided by employers as it will involve mentors with relevant and specialist professional knowledge and skills.

The Scheme is an Airmic member benefit.

This Guide will help you get the most out of the Airmic Mentoring Scheme, whether you are a mentor or mentee, by providing a framework for the mentoring relationship and supporting processes.

Mentoring relationships are based upon encouragement, challenge, openness, mutual trust, respect and a willingness to share knowledge and learn.

To get the most out of the scheme, mentees should be:

Committed – attend planned sessions and proactive in carrying out any actions agreed with their mentor

Professional – be punctual, respect agreed ground rules, and talk openly and honestly with their mentor

Challenging – be prepared to be challenged

Mentee driven – have clear objectives and aims, which are set out at the start of the process

Relevant – ensure the experience with their mentor meets their needs as a mentee

Trusted – everything discussed should be considered as private by mentors and mentees

This Guide provides guidance for mentees in PART ONE and for mentors in PART TWO.

Guidance on supporting techniques is provided in PART THREE.

Guidance and a link to the Airmic Mentoring Scheme, which sets out how to apply to be a mentor or a mentee, is provided in PART FOUR.



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10 BENEFITS OF CAREER MENTORING

Mentoring is a largely self-managed process, and the responsibility for monitoring and developing the relationship lies with the members concerned.

Mentees and mentors can use this Guide and the system supporting it to realise the benefits of mentoring and to make the most of the relationship and opportunities this presents.



PART ONE

MENTORING FOR MENTEES

MENTORING FOR MENTEES

The benefits of career mentoring

Whether you are starting out on your career path or contemplating retirement, or you are at any of the stages in between, you will constantly be coming across career challenges.

However, the chances are that there is someone out there who has been through similar challenges and can help by providing you with sound guidance and inspiration on how to move forward.

Mentoring explained

Mentoring is a one-to-one relationship, usually maintained over a set period, in which an established business or professional person (mentor) provides consistent support, guidance and practical help for a less experienced person (mentee).

It is a voluntary relationship, which the mentee or mentor can end at any time.

Mentoring is a way of enabling the mentee to gain the skills, knowledge and confidence to perform at a higher level,

and giving them access to impartial, non-judgemental guidance and support.

During the mentoring process, the mentor shares their personal skills, knowledge and experience with the mentee to enable them to explore their personal and professional situation. It is a two-way process in which the mentor and mentee work together to set and achieve predetermined goals and objectives.

Reach your true potential

- You can look for a mentor who will be able to provide you with advice on:
 - how to enter industries and professions
 - how to progress within industries and professions
 - specific job challenges
 - specific industry challenges
 - how to move job roles and industries

Challenges a mentor can help you with

- Choosing a career
- Changing career
- Career progression
- Progressing in a new role
- Developing leadership skills
- Dealing with conflict
- Managing people
- Developing new skills
- Communication and influencing skills
- Creativity and innovation
- Stress management and work-life balance

This list is for illustration and the examples provided should not be considered as exhaustive.

THE MENTOR’S ROLE

A mentor is someone who will encourage and support you to make the most of your career, yourself and/or your business. The role of a mentor is to be a trusted confidante, helping you to make informed choices, and to encourage a journey of self-discovery.

Although the final decisions are always in your hands, a mentor can be invaluable in guiding you to consider all your options, get new information and identify the support you need.

What a mentor should do

- Provide an outside perspective on you, your career and/or business
- Listen, in confidence, to the things that are worrying you about your business or career
- Help you by sharing their own experience of failures and successes
- Give you friendly, unbiased support and guidance
- Provide honest and constructive feedback
- Be a sounding board for your ideas

- Facilitate your decision-making by suggesting alternatives based on personal experience
- Provide ongoing support and encouragement

A mentor provides support by

- Guiding you to look at a wide variety of options and consider alternative courses of action in order to help you solve problems for yourself, rather than giving you answers or providing solutions
- Helping you gain new personal skills, experiences and knowledge
- Helping you to develop new attitudes and behaviours, and therefore improve your career performance
- Releasing and developing your own resourcefulness – it is up to you to decide whether to use the information you receive from your mentor

Mentors pull – they don’t push

A mentor should never ‘push’, whether by telling, instructing or giving you advice.

- They listen to understand
- They ask questions
- They paraphrase and summarise discussions
- They suggest options
- They give feedback
- They offer guidance
- They help you to solve your problems – but they won’t solve them for you.



“IT’S NOT A MENTOR’S RESPONSIBILITY TO MAKE YOUR CAREER A SUCCESS; THE ULTIMATE RESPONSIBILITY FOR MAKING YOUR CAREER SUCCESSFUL IS DOWN TO YOU!”

THE MENTEE’S ROLE

Your role as mentee

1. Own and take responsibility for discussion content – don’t expect your mentor to solve your problems or provide quick fixes. Remain aware that the purpose of mentoring is to work on your professional development
2. Be open to developing your self-awareness and to making changes
3. Be open to what your mentor has to say and to their advice; this doesn’t mean you have to agree with it. It does mean you should receive it, reflect upon it and then decide whether you agree and wish to act on it
4. Reflect between sessions on what has been discussed
5. Take the action agreed

Key skills of a mentee

- Active listening – more on this later!
- Questioning to clarify and make sure you have understood correctly
- Questioning to explore additional options and consequences

- Being prepared to act on what has been agreed with your mentor

Establishing a successful relationship with your mentor

Once you have been matched with your mentor, we suggest that you:

- Draw up a timetable of regularly spaced meetings in advance
- Establish a set of ground rules to which you will both abide
- Keep notes of your meetings and use these as the basis for ongoing discussion
- Work towards developing a trusting relationship and establishing a good rapport with your mentor
- Aim at maintaining the relationship for as long as is appropriate to your needs.



“EFFECTIVE MENTORING MEETINGS PROVIDE A SENSE OF PURPOSE AND ACHIEVEMENT”

MAKING A MENTORING RELATIONSHIP WORK

First conversation preparation

In preparation for the initial meeting, it is worth considering the following so that you can both be clear about expectations:

- What do you hope to get from the

process – sharing your mentor’s knowledge, experience and expertise, skills development, personal development, direction or something else?

- What do you hope or expect to get

from your mentor in relation to your objectives?

- How will you know/measure whether your objectives have been achieved?
- Is there anything you don’t want to discuss as part of the mentoring?

Logistics

At the start of the mentoring process, you should have an initial discussion around:



How often and how long to meet for

An hour is generally considered to be the normal arrangement, but this can be adjusted to suit your individual needs. Time restrictions of you and your mentor do need to be considered.



Communication between meetings

Agree how much communication is acceptable between meetings and how this communication can be done, for example, by email, telephone, messaging, etc.



How many meetings/how long should the process last

The usual cycle is about 6 meetings over 6 months, but this can vary depending on the complexity of your mentoring goals and your individual needs. Dates and times for future meetings can be set at the initial meeting.



Record keeping

Agree who will be responsible for note-taking and actions agreed at each meeting.



Confidentiality

Discuss your individual understanding of what confidentiality means and check that your ideas align with those of your mentor.



Scheduling

At the outset of your relationship, it is worthwhile scheduling your meetings and getting them in the diary, ideally 3 to 6 months in advance.



Prematurely ending the relationship

Discuss how you and your mentor will manage things if either of you wishes to end the mentoring relationship before the agreed time.



Where to meet

Somewhere neutral is usually preferable and should be a place where you will feel confident and secure enough to discuss concerns openly. You might want to consider ‘meeting’ by phone or virtually using something like Skype, which can be just as effective as meeting face to face.



Boundaries

Clarify with your mentor how much (if any) ‘work’ they are happy to do for you between meetings and any other boundaries you may want to set.

GOALS AND OBJECTIVES

The most effective mentoring conversation needs to focus on setting and achieving goals, exploring issues and making informed decisions.

A good place to start the process is by you reflecting on your experience and defining your key challenge(s).

Define the challenge

Mentoring needs to have a purpose, so discuss broad aims from the outset and clearly identify the scope of the issues that you need to work on. At the heart of the mentoring conversation are 2 key questions:

- 1. Where are you now?
- 2. Where do you want to be?

There are several tools that you can use to help you answer these questions.

Where you are now

SWOT analysis

This will help you to understand your strengths, weaknesses, opportunities and threats.

The G-STAR model

This looks at goals, current situation, thinking, actions and results.

Where you want to be

SMART goals

Once you have clearly identified the issues and challenges that you are facing, the next step is to set goals and milestones that you can work towards. This will give focus and ensure that your mentoring relationship doesn't stall or become side-tracked.

More detail on SWOT analysis, the G-STAR model and a SMART goals template can be found in PART THREE of this Guide and in the relationship section of the mentoring platform.

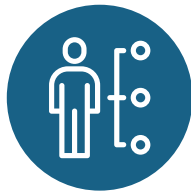
MAINTAINING MOMENTUM

To prevent inertia in the mentoring relationship, your mentor needs to take initial responsibility, but after two or three meetings you should take the lead.



MEETING

Even if you think you have no goals, issues or projects to discuss, it is still worth keeping to planned meetings as it helps build and nurture the relationship, and ensures it lasts.



AGENDA

Have an agenda. It doesn't need to be formal, but it will prepare you for your meetings and help you get the most out of them by being more focused and productive.



AGREE ACTIONS

At the end of each meeting, ensure you discuss actions and give some commitment to complete agreed actions, otherwise your meetings will just become chats and you will lose momentum.



REVIEWING

At each meeting, you and your mentor should review actions and review progress towards your main goals.

MENTORING TECHNIQUES

Listening

Mentees need good listening skills, but this can be easier said than done. The brain capacity to process information is four times the speed we can speak. This means that the mind can easily wander off during conversations, when we are supposed to be listening.

This is compounded by the fact that our ears never close, they are constantly taking in and interpreting sound, whilst filtering out 99% of sensory input to prevent overload. This means that what your mentor is really saying can be missed if you are not fully present in the conversation.

Being present means stilling the mind, suspending judgement, postponing analysis, being able to concentrate and attend to all the messages.

Effective listening involves feeding back what you think are the relevant points to your mentor and checking that what you heard is what they meant.

Questions. What? Who? Where? When? Why? How?

Mentoring is about getting you to open up and talk more, not about your mentor doing all the talking and providing you with all the answers.

Your mentor may ask some probing questions to unlock your thoughts, feelings, aspirations, goals, values and priorities. Often this results in you finding your own solutions.

Receiving feedback

Your mentor's feedback can help you discover your talents and potential strengths.

Feedback is information that can influence future actions, it is empowering.

We can choose to modify what we do to get better outcomes if we get feedback at the right time and in the right way. Feedback also provides a systematic

approach to developing better relationships, learning and improving performance, and staying on track and achieving goals.

There are three types of feedback:

1. Affirming
Behaviours you should continue.
2. Correcting
Behaviours you need to do differently.
3. Reviewing
A collaborative approach reflecting on an experience or activity to create a better outcome.

If you receive 'correcting' feedback from your mentor, be aware that your automatic response may be defensive – a fight/flight reaction. If this happens, you may just need to take a deep breath and listen.

Try to get clarity around what is the concern, what is the impact and what should you do instead.

Feedback evaluation

- Why is your mentor giving you this feedback?
- How will it to assist you?
- Will you get better outcomes if you make a change?

You decide if you feel the feedback is important

The feedback you receive from your mentor may be the result of a perception issue, so consider what you have done or are doing to create this perception of you. What do you need to do to alter this?

“CREATE AN ACTION PLAN OF STEPS YOU ARE GOING TO TAKE BASED ON FEEDBACK”

ENDING THE MENTORING RELATIONSHIP

There will come a time when the mentoring relationship will begin to draw to an end. At this point, you must both ‘let go’ so you can maintain your independence. It will then become your responsibility to put what you have learnt into practice.

Although you and your mentor will probably continue to have some form of interaction, it should be on a more casual basis, where you consider each other as equals.

Here are some tips to help you end your relationship successfully

- Have a chat and fix a date for your final discussion
- Remind each other of the date of the final session in your penultimate discussion so that you can prepare for it

- You might want to look at ways you can continue your learning
- As part of the final meeting, you might want to reflect on what you feel has been of value, what you enjoyed, what could have been done differently.

Saying goodbye

- Think about how you can end the session on a positive note
- Have a look at the goals you set when you first met, then congratulate yourself when you see how far you have come
- You could also talk about the thing you most enjoyed, what you’ll remember most or the most important thing you’ve both learnt



PART TWO

MENTORING FOR MENTORS

MENTORING FOR MENTORS

What is mentoring?

Mentoring is a one-to-one relationship, usually maintained over a set period, in which an established business or professional person (mentor) provides consistent support, guidance and practical help for a less experienced person (mentee). It is a voluntary relationship, which the mentee or mentor can end at any time. Mentoring is a way of enabling the mentee to gain the skills, knowledge and confidence to perform at a higher level, and of giving them access to impartial, non-judgemental guidance and support. During the mentoring process, the mentor shares their personal skills, knowledge and experience with the mentee to enable them to explore their personal and professional situation. It is a two-way process in which the mentor and mentee work together to set and achieve predetermined goals and objectives.

What is a mentor?

A mentor is someone who encourages and supports a mentee to make the most of their career or business. The mentor's role is to be a trusted confidante, helping the mentee to make informed choices. Although the final decisions are always in the mentee's hands, a mentor can be invaluable in guiding the mentee to consider the options, get new information and identify the support they need.

Mentor characteristics

- Enthusiasm
- Passion
- A desire to make a difference
- Willingness to share experience
- The desire to inspire
- An approachable manner
- Good listening, questioning and feedback skills

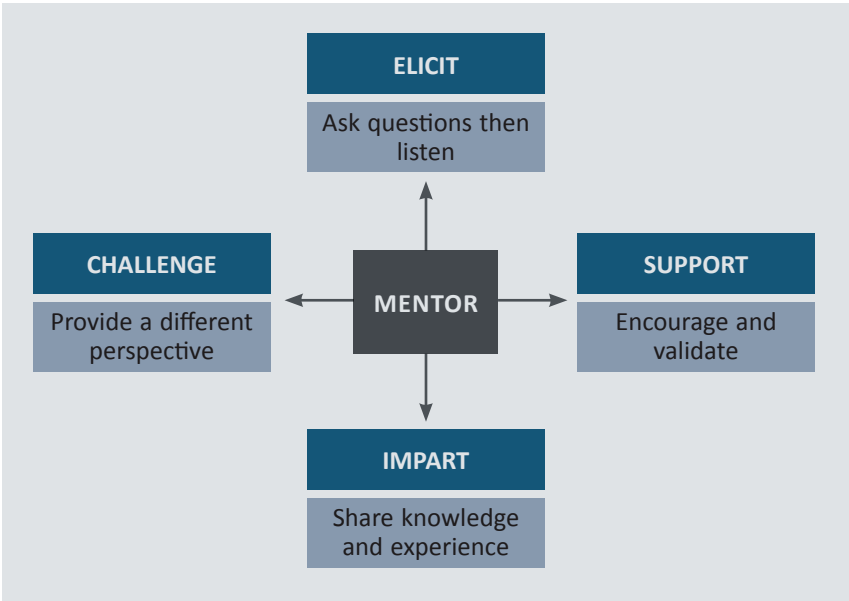


What can you achieve from being a mentor?

- Personal fulfilment from investing in others
- New mentoring skills
- A feeling of being valued as a role model
- The chance to enjoy a rewarding challenge
- The chance to be inspired and enlightened

THE MENTOR'S ROLE

The traditional view of a mentor is someone who shares experience and imparts knowledge. In contemporary mentoring, a mentor does a lot more listening than talking. A mentor's role isn't to tell a mentee what to do, it is to act as a guide. A mentor asks questions and draws out the mentee's own thoughts before offering advice and providing additional options. A mentor also challenges, offers a different perspective or another point of view, and provides support. While no two mentoring relationships are the same, all mentoring relationships should start with the same solid foundations.



MENTORS PULL – THEY DON’T PUSH

Mentors pull:

- They listen to understand
- They ask questions
- They paraphrase and summarise discussions
- They suggest options
- They give feedback
- They offer guidance
- They help the mentee to solve their problems – but they won’t solve them for the mentee

A mentor should expect to:

- Encourage mentees to develop their own resourcefulness: mentoring does not mean giving advice – it is up to the mentee to decide whether to use the information they receive from their mentor

- Guide the mentee to look at a wide variety of options and consider alternative courses of action in order to solve problems for themselves, rather than to give answers or provide solutions
- Be a sounding board and provide a link into other information and people who can help. The mentor doesn’t need to have all the answers
- Help the mentee gain new personal skills, experiences and knowledge
- Provide an outside perspective on the mentee and their career
- Help the mentee to develop new attitudes and behaviours, thereby improving both their personal and business performance
- Listen, in confidence, to the things that are worrying the mentee about their career
- Help the mentee by sharing their own experience of failures and successes
- Give friendly, unbiased support and guidance
- Facilitate decision-making by suggesting alternatives based on personal experience
- Provide honest and constructive feedback
- Provide ongoing support and encouragement

“SOMETIMES ALL A MENTEE NEEDS IS TO TALK TO SOMEONE. TALKING MAY HELP TO MAKE ACTIONS AND SOLUTIONS SEEM MORE OBVIOUS. THE MENTORING PROCESS THEN BECOMES A CATALYST FOR CHANGE”

EFFECTIVE MENTORING RELATIONSHIPS

What is an effective mentoring relationship?

Based on the results of studies about effective mentor/mentee relationships, the following are a few pointers to help you develop an effective mentoring relationship:

- **Develop trust.** Both you and your mentee need to be patient to develop a relationship of trust. It may take time for your mentee to develop trust in you as their new mentor.
- Consider your purpose in the relationship as one based upon giving. Understand that, at least initially, the relationship could be one-directional.
- **Offer reassurance and support.** Don’t be afraid to tell your mentee that you believe in them – too few people ever hear these words.
- **Suggest ways to solve problems.** Try to listen carefully and offer possible solutions without passing judgement. Practical suggestions rather than

criticism or instructions are usually most helpful for your mentee. Whenever possible, try to think together of ways to solve a problem, rather than telling your mentee what you think they should do.

- **Identify your mentee’s interests and take them seriously.** Try to include your mentee in determining both the activities you engage in and the areas in which you offer help.
- **Do not force your mentee to talk about personal issues.** Delving into your mentee’s personal or family life, particularly early in the relationship, is usually not productive. If your mentee resists sharing information, don’t push. Silence does not necessarily mean rejection. It’s important not to measure the relationship’s success by the extent of your mentee’s disclosure.
- **Have realistic expectations.** Many mentors get discouraged when they

feel their mentees aren’t “turning their lives around” or making huge improvements. Although you certainly will have an impact on your mentee, it is unlikely that they will be totally transformed by this relationship. Gains may seem small, but they are nonetheless signs of progress. Adjusting your expectations and understanding that your mentee may not always express gratitude directly will help prevent mentor ‘burnout’ and frustration.

- **Try to relate to your mentee’s personal experiences.** Although you may not have faced the same problems as your mentee, try to reference them to some of the difficulties you have had within your career.



MAKING A MENTORING RELATIONSHIP WORK

First conversation preparation

Logistics

At the start of the mentoring process, you should have an initial discussion around:



How often and how long to meet for

An hour is generally considered to be the normal arrangement, but this can be adjusted to suit your mentee's needs. Time restrictions of both you and your mentee do need to be considered.



How many meetings/how long should the process last

The usual cycle is about 6 meetings over 6 months, but this can vary depending on the complexity of your mentee's goals and their individual needs. Dates and times for future meetings can be set at the initial meeting.



Scheduling

At the outset of your relationship, it is worthwhile scheduling your meetings and getting them in the diary, ideally 3 to 6 months in advance.



Where to meet

Somewhere neutral is usually preferable and should be a place where you and your mentee will feel confident and secure enough to discuss concerns openly. You might want to consider 'meeting' by phone or virtually using something like Skype, which can be just as effective as meeting face to face.



Communication between meetings

Agree how much communication is acceptable between meetings and how this communication can be done, for example, by email, telephone, messaging, etc.



Record keeping

Agree who will be responsible for note-taking and actions agreed at each meeting.



Confidentiality

Discuss your individual understanding of what confidentiality means and check that your ideas align with those of your mentee.



Prematurely ending the relationship

Discuss how you and your mentee will manage things if either of you wishes to end the mentoring relationship before the agreed time.



Boundaries

Clarify with your mentee how much (if any) 'work' they are happy to do for you between meetings and any other boundaries you may want to set.

GOALS AND OBJECTIVES

The most effective mentoring conversation needs to focus on setting and achieving goals, exploring issues and making informed decisions.

A good place to start the process is by you reflecting on your mentee's experience and defining their key challenge(s).

Define the challenge

Mentoring needs to have a purpose, so discuss broad aims from the outset and clearly identify the scope of the issues that your mentee needs to work on. At the heart of the mentoring conversation are 2 key questions:

- Where is your mentee now?
- Where does your mentee want to be?

There are a few tools that are recommended to help your mentee answer these questions.

Where the mentee is now

SWOT analysis

This will help your mentee to understand their strengths, weaknesses, opportunities and threats.

The G-STAR model

This looks at goals, current situation, thinking, actions and results.

Where the mentee wants to be

SMART goals

Once your mentee has clearly identified the issues and challenges that they are facing, the next step is to set goals and milestones that they can work towards. This will give focus and ensure that the mentoring relationship doesn't stall or become side-tracked.

More detail on SWOT analysis, the G-STAR model and a SMART goals template can be found in PART THREE of this Guide and in the relationship section of the mentoring platform.

MAINTAINING MOMENTUM

To prevent inertia in the mentoring relationship, you need to take initial responsibility, but after two or three meetings, your mentee should take the lead.

Your role as mentor at this stage is to:

- **Keep the process on track** in terms of maintaining an awareness of time, focus and boundaries, and retaining a constructive tone.
- **Challenge** inconsistencies or assumptions in what you hear from your mentee or challenge your mentee to stretch themselves. However, challenging should be done sensitively and appropriately to help your mentee open up possibilities rather than close them down.
- **Encourage** your mentee to explore a wide range of options and possibilities.
- **Share** expertise with your mentee.
- Encourage the setting of action points that are specific, realistic and time bound.
- **Review** action points to ensure they are completed, and that progress is being made to reaching goals and overcoming challenges.

Build rapport and trust

- View your purpose in the relationship as being available to give. Understand that, at least initially, the relationship could be one-directional.
- Offer reassurance and support.
- Suggest ways to solve problems.
- Try to listen carefully and offer possible solutions without passing judgement. Practical suggestions rather than criticism are usually most helpful for your mentee.
- Whenever possible, try to work together with your mentee to think of ways to solve a problem, rather than telling your mentee what you think they should do.

MENTORING TECHNIQUES

Listening

Mentors need good listening skills, but this can be easier said than done. The brain capacity to process information is four times the speed we can speak. This means that the mind can easily wander off during conversations, when we are supposed to be listening.

This is compounded by the fact that our ears never close, they are constantly taking in and interpreting sound, whilst filtering out 99% of sensory input to prevent overload. This means that what your mentee is really saying can be missed if you are not fully present in the conversation.

Being present means stilling the mind, suspending judgement, postponing analysis, being able to concentrate and attend to all the messages – what your mentee is saying, how they are saying it, what they are not saying.

Effective listening involves feeding back what you think are the relevant points to your mentee and checking that what you heard is what they meant.

Questions What? Who? Where? When? Why? How?

Mentoring is about getting a person to open up and talk more, it is not about you as the mentor doing all the talking and providing your mentee with all the answers. You may need to probe to unlock thoughts, feelings, aspirations, goals, values and priorities. This often results in your mentee finding their own solutions.

Use questions like: “Can you expand more on that?” “Tell me more about that”

Sometimes probing questions can be of a delicate nature and need ‘cushioning’: “Do you mind if I ask?” Adding more

and better questions adds value to the mentoring conversation.

Mind mapping

Mind maps, sometimes called radiant thinking, can be a useful tool in mentoring relationships.

Start with writing down the theme or topic that needs exploring in the centre of a page and circle it, then draw out the issues associated with the central theme and write them down on the map as branches radiating from the central theme. Each of these associated issues can be explored and developed in the same way.

The resulting mind map can be used to evaluate which ideas are most important and worth pursuing first, and which are less pertinent to the situation at hand. This can be a useful technique if your mentee is having difficulty seeing their way forward.

Force field analysis

This can be a useful technique for considering the arguments for and against a course of action.

A plan or proposal is recorded in the central of three columns.

Favourable factors are listed in one adjacent column; unfavourable factors are listed in the third column.

By carrying out the analysis, you can plan to strengthen the factors supporting a course of action and to reduce the impact of opposing factors.

Use of line, colour and even drawings or doodles on the force field analysis can be helpful in uncovering hitherto unknown hopes and fears and unappreciated strengths.

Personal quality profile

This can help if your mentee appears to be suffering from low self-esteem.

Asking your mentee to list their personal qualities can boost confidence.

A follow-up exercise might be to encourage your mentee to ask two friends to describe how they see them. If their friends’ opinions do not match your mentee’s perception, you might encourage your mentee to work out why this is.

Appreciative Inquiry

If your mentee is ‘stuck’ or despondent, you could ask them to recall a situation in which they felt successful or proud of an achievement. Then help your mentee to identify the factors which contributed to that achievement and feeling of well-being. Finally explore how some of those factors might be brought into play in the current situation.

Career scenarios

This is a longer-term strategy which could form the basis for a series of meetings. Your mentee maps out in writing or in diagrams up to three different career visions, considering their aims, abilities, constraints and knowledge of opportunities that might be available.

Encourage your mentee initially to add realistic timescales and to be prepared to move between differing versions rather than to stick rigidly to one so that failing at certain hurdles does not have such a big impact. In time, one clear career path may emerge from this process. Identifying small steps towards bigger goals is likely to be important.

MENTOR COMMUNICATION STYLES

To make the mentoring conversation work, you need communication strategies. There are two complementary communication styles that you can use.

FACILITATIVE STYLE

This involves drawing out the thoughts and feelings of the other person, drawing out their ideas, evaluating and developing these, and collaboratively evaluating ideas and options.

AUTHORITATIVE STYLE

This is an assertive rather than an aggressive approach. It can involve providing objective feedback and challenging perceptions. Informing, explaining facts, assessing resources, sharing experiences and guiding are all part of this style. It may also involve describing likely consequences of specific actions, advising and recommending.

GIVING FEEDBACK

Feedback is information that can influence future actions. It is empowering as we can choose to modify what we do to get better outcomes if we get feedback at the right time and in the right way.

Feedback provides a systematic approach to developing better relationships, learning and improving performance, and staying on track and achieving goals. There are three types of feedback:

Giving feedback

- Do as soon as possible after an outcome
- Be sincere
- Be specific
- State the benefit
- Shape the feedback to the person
- Stick to the point



AFFIRMING

The amount of positive, affirming feedback people need to flourish is roughly three times more than negative, corrective feedback.



CORRECTIVE

Feedback enables people to change course to achieve the outcomes they desire. However, if it sounds like criticism, it can lead to defensiveness and a fight/flight reaction.



REVIEWING

This approach This approach is collaborative and reflects on an experience or activity to create a better outcome.

REVIEWS

It is valuable to ensure that reviews are incorporated into the mentoring process, at the very least at the midpoint in the relationship.

This should include a review of goals and milestones to check that progress is being made. Also review if practical arrangements are working out well.

Is your mentee able to identify progress as a result of the mentoring?

Is your style and approach working well for your mentee?

Does your mentee’s approach in preparing for meetings and completing tasks suit you?

Has the relationship come to a natural end or is the end in sight?

ENDING THE MENTORING RELATIONSHIP

There will come a time when the mentoring relationship will begin to end. At this point, you must both ‘let go’ so that your mentee can develop their independence. It will then become their responsibility to put what they have learnt into practice.

Although you and your mentee will probably continue to have some form of interaction, it should be on a more casual basis, where you consider each other as equals.

Here are some tips to help you end your relationship successfully

- Have a chat and fix a date for your final discussion
- Remind each other of the date of the final session in your penultimate discussion so that you can prepare for it.
- You might have to look at ways that your mentee can continue their learning.
- As part of this final meeting, you might want to reflect on what you feel has been of value, what you enjoyed, what could have been done differently.

Celebrate your success

Look at the goals your mentee set when you first met and congratulate them when you both see how far you have come.

Saying goodbye

Think about how you can end the session on a positive note. You and your mentee could talk about the thing you most enjoyed, what you’ll remember most or the most important thing you’ve each learnt.



“A MENTOR NEVER ‘PUSHES’, WHETHER BY TELLING, INSTRUCTING OR GIVING ADVICE”



PART THREE

GUIDANCE ON SUPPORTING TECHNIQUES



SWOT ANALYSIS

SWOT is an acronym which stands for:
S: Strengths | **W:** Weaknesses | **O:** Opportunities | **T:** Threats

A SWOT analysis is a tool which provides a framework to help identify the strengths, weaknesses, opportunities and threats involved in achieving goals or objectives. It can be conducted at different levels, e.g. for an organisation, a project, a team or an individual.

A SWOT analysis at an individual level can help the individual determine whether they are using their knowledge and skills to the best of their ability and how to improve their chances of personal success.

A SWOT analysis can also help an individual uncover

opportunities they might otherwise not have spotted.

When an individual looks at themselves using the SWOT framework, they are more able to separate themselves from others and develop personal talents and abilities.

You can undertake a personal SWOT analysis at any time, but it can be especially helpful when first establishing a mentoring relationship, prior to performance reviews, or when considering a different job or change in career direction.

The SWOT components are typically organised into a simple matrix which can then be populated:

SWOT: STRENGTHS	SWOT: WEAKNESSES
<ul style="list-style-type: none">What are your strengths? For example, education achievements, professional qualifications, work experience, technical knowledge in your field, personal characteristics, transferable skills	<ul style="list-style-type: none">What are your weaknesses? For example, poor interview skills, weak job-hunting skills, lack of work experience.What could you improve?Could any of your weaknesses seriously threaten your career?
SWOT: OPPORTUNITIES	SWOT: THREATS
<ul style="list-style-type: none">What good opportunities can you spot?What interesting trends are you aware of? For example, changes in technology, markets, government policy, social patterns, population profiles and lifestyle changes.	<ul style="list-style-type: none">What obstacles do you face?What is the competition doing?

G-STAR MODEL

G-STAR is an acronym which stands for:
G: Goals | **S:** Situation | **T:** Thinking | **A:** Actions | **R:** Results

This model can provide a useful structure to mentoring, especially when a mentee is facing a specific issue or has a specific goal they want to achieve.

What are your GOALS?

- What will give you the most value from today’s session?
- What are your goals for today’s discussion?
- Do you have control over the goal you are discussing?
- When do you need to achieve this goal by?

What SITUATION are you facing?

- What do you know about the current situation and can you describe it?
- What do you not know about the current situation?
- How do you feel about the situation?

What is your THINKING currently?

- What options have you considered about the situation?

- What underlying assumptions are you making?
- How do you think others would solve this problem?
- How will you measure your success?

What ACTIONS are you considering?

- What do you need to do first?
- By when do you need to have this done?
- In what sequence will you do these tasks?
- Can you think of anything that may disrupt your actions?

What RESULTS do you expect?

- Are the results realistic?
- Have you considered other outcomes?
- What contingencies can you put in place?
- What are the consequences of not achieving these results?

SMART GOALS

SMART is an acronym which stands for:
S: Specific | **M:** Measurable | **A:** Achievable | **R:** Realistic | **T:** Timely

Goals are part of every aspect of business and life, and provide a sense of direction and motivation.

The process helps individuals to understand the needs and motivations of those around them, which in turn, helps strengthen their overall influence.

By setting goals for yourself, you are providing yourself with a target to aim for.

A SMART goal is used to help guide goal setting.

A SMART goal incorporates all of these criteria to help focus personal efforts and increase the chances of achieving that goal.

Specific

What needs to be achieved. Be specific, think about how you could clearly demonstrate you have achieved the goal (e.g. “Respond to 100% of risk management enquiries within 24 hours of receipt” is specific, “Respond to risk management support calls” is not specific).

Measurable

How will you measure whether it has been achieved? (e.g. “Respond to 100% of IT support calls” – 100% can be measured).

Achievable

Whilst your goal needs to stretch and challenge you, it must be within your control and ability to achieve.

Realistic

It is reasonable to expect you to set goals only in areas in which you have some influence and not in areas that can be derailed completely by factors beyond your control.

Timebound

A goal should always include a reasonable time frame so that you can track progress and ensure it is completed within a realistic time frame.

“SMART GOALS HELP TO GIVE A SENSE OF DIRECTION AND PROVIDE A BENCHMARK FOR EVALUATING SUCCESS”



PART FOUR

HOW TO ACCESS THE MENTORING SCHEME

ACCESS TO THE SCHEME

Whether you are keen to become a mentor, or you are looking to become a mentee, Airmic members can access the scheme a number of ways, here are the most useful:

Access via airmic.com/mentoring [<https://airmic.com/mentoring>]

From the home page of airmic.com [<https://airmic.com>]

Once you have accessed the mentoring site, create yourself an account and you will be verified and approved by an Airmic staff member. Once approved you can complete your profile including your goals and criteria for looking for a relationship and start searching for either a mentor or mentee.

Should you have any technical issues, please contact enquiries@airmic.com



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