

Becoming a Workplace Mentor



Pre-Course Information and Activity Pack

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BECOMING A WORKPLACE MENTOR

This course will develop the knowledge and practical skills in effective workplace mentoring.

It is aimed at individuals who will have a role in mentoring others, whether this is to support new employees, or to contribute to the ongoing development of individuals at work.

We have used the ILM coaching and mentoring qualifications as a benchmark for content and framework. We have also drawn references from professional coaching bodies, such as AC, ICF and EMCC. This gives reassurance that the core competencies for mentoring are being addressed.

The course will include:

- Definitions of mentoring
- How does mentoring differ from coaching, training and counselling
- The roles and responsibilities of effective mentors, including ethics and boundaries
- Mentoring skills, including:
 - questioning, listening, guiding, challenging, feedback
- Knowledge and behaviours of effective Mentors
- The coaching and mentoring spectrum
- Having mentee led purposeful conversations, including:
 - agreeing mentee goals and outcomes, facilitating discussion and identifying options and choices
- Using Coaching and Mentoring models and frameworks such as GROW, OSCAR to support conversations
- Putting mentoring skills into practice
- Reflecting on own mentoring skills and planning for ongoing development

The course will consist of:

- Pre-course activity pack (which should take approximately ½ an hour to complete)
- A one-day workshop which will focus on knowledge and skills required for effective workplace mentoring, with a chance to practice using the tools and techniques discussed
- Personal action plan

Part 1 – Defining Mentoring



Across the Mentoring and Coaching professionals, there are many interpretations and definitions, but in general there are some broad themes which are identified in each. Read through the broad definitions below and then think about how this relates to your workplace.

What is Workplace Mentoring?

Mentoring involves a more experienced person using their greater knowledge and understanding of the work, or of the workplace, to support the development of a less experienced employee. It is a form of developing others and is usually a longer-term relationship which focuses on the individual's personal growth and career aspirations. Mentoring is not specifically aimed at new employees but rather anyone across an organisation who wishes to develop. The Mentor would be expected to have specific skills or knowledge that is useful for the Mentee.

What is Workplace Coaching?

Coaching in the workplace is also a form of developing others. It is usually a non-directive form of support where the coach helps the individual to explore issues and work out solutions. Typically, it is a shorter-term relationship and focuses on solving specific tasks or issues. Workplace coaches need to be good at asking questions and listening and they don't have to have the solutions. They may offer advice and guidance but the underpinning belief is that with a little time and space to think with a Coach, the Coachee can develop their problem solving skills to work out their own solutions.

What is Workplace Buddying?

A workplace buddy is an existing staff member or co-worker, who partners with a new employee during their first few months of employment. They provide insight into the structure and culture of the company and help them fit in more quickly. A buddy makes themselves available for the new employee, goes through the policies and procedures, answers questions and helps them transition from their old job to the new one. The buddy is not expected to be the trainer for the new employee but will keep them right. Ideally, a buddy is designated before the new employee starts with the company.

What is Workplace Supervision?

Supervision in social care is a regular meeting between a senior member of staff (supervisor) and worker (supervisee) to provide support, facilitate review and reflection on performance with the aim of improving practice. It is a two-way process where the supervisee is encouraged to speak openly to enhance their own learning and development. The engagement in regular supervision will increase a staff confidence in their own ability to fulfil their role by reviewing workloads, setting goals & expectations, identifying areas for improvements alongside learning and development opportunities, an important part of this is also to celebrate achievements and developments of the worker. Every worker in adult social care should have supervision and is a requirement under SSSC Codes of Practice, the SSSC also provide guidance and resources to support the supervisor develop their role.

Now think about your workplace and how this applies. Think about experiences in your own role, your team, and across the wider organisation. Consider where you have seen each of these forms of support or development and how effective that has been.

Mentoring

What examples of Mentoring are you aware of?

Coaching

What examples of Coaching are you aware of?

Buddying

What examples of Buddying are you aware of?

Supervision

What examples of Supervision are you aware of?

Part 2 – Personal Competency Assessment



The following criteria has been adapted from various coaching and mentoring professional bodies. You will not be asked to share the results of this assessment, so please answer it honestly. If you are unsure, you may wish to seek feedback from others, or discuss this with your Manager, to help you rate each area.

Score yourself 0 – 10 for each competency, how you would rate your skills **currently**.

0 = No confidence 10 = Highest confidence

Competency	Score
Self-awareness	
Self-confidence	
Belief in potential	
Non-judgemental attitude	
Building rapport	
Powerful questioning	
Listening and clarifying	
Giving useful feedback	
Working with integrity	
Planning and preparation	
Time Management	
Finding support from other sources and networks	

Summarise by noting below your key strengths as well as any areas you would like to develop.

Key strengths:
Areas for development:



Part 3 – Becoming a Workplace Mentor - Course Objectives

To make sure you get maximum benefit from the training please consider the following questions and be prepared to share these at the workshop.

What are the top 3 things you hope to achieve by attending the course?

How do you see yourself using these skills and knowledge at work?

What does your manager expect you do at work, following the course?

What reservations or concerns do you have about attending this course?