

Training and Mentoring programme



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Module 4: Mentoring, a practice that enhances employees' well-being.

Abstract

The aim of this module is to introduce learners (HR managers) to basic principles of mentoring and its implementation, which is a practice that enhances employees' well-being. In this module, learners will be introduced to the concept of mentoring, and they will learn everything necessary to conduct a complete mentoring process between a mentor and a mentee. This can help their employees to increase their well-being and, as a result, to thrive at work. At the end of the training, learners will be able to define what are the principles of mentoring, recognize the advantages of mentoring in the workplace and the differences between mentoring and coaching and apply these practices at work, through the mentoring process in order to increase their well-being. At the end of the training, learners will be assessed with multiple choice questions and true or false questions.

Learning outcomes

Learning outcome 1: Learners will be able to define what are the basic principles of mentoring in the workplace and the differences between mentoring and coaching.

Learning outcome 2: Learners will be able to recognize the benefits of mentoring in the workplace and the importance of well-being through mentoring process.

Learning outcome 3: Learners will be able to conduct a complete mentoring process, which is going to enhance well-being in the workplace.

Keywords

mentoring, workplace well-being, mentor, mentee

Identity of the Module											
Module	Mentoring, a practice that enhances employees' well-being										
Short description of the module / abstract	<i>The aim of this module is to introduce learners (HR managers) to basic principles of mentoring and its implementation, which is a practice that enhances employees' well-being. In this module, learners will be introduced to the concept of mentoring, and they will learn everything necessary to conduct a complete mentoring process between a mentor and a mentee. This can help their employees to increase their well-being and, as a result, to thrive at work. At the end of the training, learners will be able to define what are the principles of mentoring, recognize the advantages of mentoring in the workplace and the differences between mentoring and coaching and apply these practices at work, through the mentoring process in order to increase their well-being. At the end of the training, learners will be assessed with multiple choice questions and true or false questions.</i>										
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Workload (Estimated study time) (min)	120 minutes										
Author(s)	<i>Vera Lazanaki & Maria Vakola, Job Pairs</i>										
Reviewers	Yang Yang, Konstantinos Giannakopoulos, PULSO										

Dear participants,

My name is Vera Lazanaki from Job Pairs, and I welcome you to the Module “Mentoring, a practice that enhances employees’ well-being”.

The aim of the module is to introduce learners (HR managers) to basic principles of mentoring and its implementation, which is a practice that enhances employees’ well-being. Also, learners will be trained on how “to narrow the gap between the two sides and increase the well-being of mentees”. On the other hand, it provides an opportunity for action by professionals (mentors) at a time when “we can and should all offer our knowledge and experience to those who need it.”. In this training, learners will be introduced to the concept of mentoring, and they will learn everything necessary to conduct a complete mentoring process between a mentor and a mentee. This can help their employees increase their well-being and, as a result, thrive at work. At the end of the training, learners will be able to define what are the principles of mentoring, recognize the advantages of mentoring in the workplace and the differences between mentoring and coaching, and apply these practices at work, through the mentoring procedures in order to increase their well-being.

The Module is **structured** in three chapters, namely (1) Basic principles of mentoring (2) mentoring in workplace and (3) its benefits applying mentoring.

Chapter 1 discusses the definition and the history of mentoring, while it gives insight into the characteristics of mentor and mentee and the differences between mentoring and coaching.

Chapter 2 presents the benefits and the importance of mentoring culture in the workplace, and its role in increasing well-being.

Chapter 3 discusses the procedure of mentoring sessions between a mentor and a mentee, which can be applied in the workplace to improve employee well-being.

Finally, your **assessment** consists of the method of *multiple choice questions* and *true or false questions*.

1. Learning Unit 1 - Basic principles of mentoring in the workplace

In this learning unit, the definition and the history of Mentoring are presented, while it gives insight into the characteristics of mentor and mentee and the differences between mentoring and coaching.

Definition of mentoring

The concept of mentoring was adopted by organisations in 1970. However, the concept is not so recent. Its roots can be found in Ancient Greece, where Homer first mentioned the concept of Mentor in his work, "Odyssey". Homer's mythical hero, Odysseus, before leaving for the Trojan War, entrusted the care, training and protection of his son Telemachus to his friend Mentor. Then, the goddess Athena takes the form of Mentor and guides Telemachus during his father's ten-year absence. The Mentor - Athena, armed with patience, wisdom, selflessness and the will to bond with the guided Telemachus, provides support and counselling so that Telemachus develops the skills and knowledge that will help him face life's challenges. This relationship developed by the Mentor with the mentee Telemachus is the first mentoring relationship mentioned in history (Murray, 2002). Since then, the concept of mentoring has been associated with a person with more experience forming a relationship with a less experienced person in order to advise, encourage and support him (Collin, 1988).

According to Fagenson (1989), "mentoring is a process where a person in a position of power cares for the development of a junior by providing advice to show their effort, value and development in senior management". When the mentor and the mentee belong to the same organisation, the mentor is a senior hierarchical employee who possesses knowledge and skills which they are responsible for imparting to the mentee to improve their performance. It is a process of guiding the mentee's growth and development based on specific goals mutually agreed upon between them (Murray, 2002). The mentor may be a person who belongs to a different department from the one to which the mentee belongs and is not the mentee's supervisor or manager (Scandura & Williams, 2001).

The purpose of mentoring contributes to the effective career management of the mentee and the mentor, through maintaining their interest and enthusiasm for work, creating motivation for improvement and increased performance, job satisfaction and creativity, and continuous improvement and development both within the organisation and personally (Vakola & Nikolaou, 2019). A Gallup survey found that 66% of Millennials expect to leave their jobs within four years. They also found that 94% of the survey participants appreciated having a mentor at work. This shows employee engagement and job satisfaction have links to a mentoring culture in organisations.

History of mentoring

The history of using mentoring for the needs of human resource development dates to 1931, when the Jewel Tea Company first implemented a formal mentoring programme. In this form of mentoring, each new employee entering the company had a senior manager as an advisor and mentor at the beginning of their career (Russell, 1991). However, until 1980, there was no proliferation of formal mentoring programmes. Finally, the growth and evolution of formal mentoring was facilitated by various economic and social trends during this period which also facilitated its development, such as competitive challenges, labour shortages, the large number of mergers, the emphasis on innovation and technology, cross-cultural issues, but the goals of affirmative action and awareness of each organisation's needs for diversity of its staff and better succession planning (Kram & Bragar, 1991, Zey, 1988).

As formal mentoring programmes began to grow in organisations, the diversity of participants began to increase in parallel. In fact, many organisations began to use formal mentoring programmes to further their organisational goals and to meet developmental needs in the areas of recruitment, retention, training and career development, reduction of attrition rates, succession plan formation, and professional and personal development of employees (Collin, 1988).

Finally, over the years there has also been a gradual change in the structure and content of formal mentoring programmes. Organisations began to move away from programmes that focused only on minority employees such as women to programmes that focused on all employees. Now modern mentoring programmes focus on encouraging employees to form relationships with their peer colleagues as well as with senior managers in the organisation (Farren, Gray & Kaye, 1984, Kaye & Jacobson, 1995, Rogers, 1992).

Mentor

Dreher & Chargois (1998), define a mentor as a person who has more work experience than the mentee and is interested in taking an active role in the professional development of the new colleague. Obviously, the classic relationship of an employee and a supervisor could not be said to be a mentoring relationship by nature. However, the way this relationship exists in cases where the two parties are in the same part of the organisation, represents an important opportunity for the young professional who is in constant interaction with his or her mentor (Dreher & Cox, 1996).

As Haggard et al. (2011) point out, how one can define the importance of the mentor depends on certain circumstances. There are four conditions concerning mentoring. The level of mentor hierarchy in the organisation, whether the mentor is the supervisor of the mentee, whether the mentor works in the same organisation as the mentee and finally, the degree of intimacy that the two individuals have developed.

- Spends time with the mentee.

- Shares their successes and failures, knowledge, and experiences.
- Is objective and gives realistic answers.
- Listens to the mentee without criticising them.
- Asks a lot of questions and does not jump to conclusions.
- Shows patience
(Humphrey, 2010)

Mentee

One factor that has a very important influence on the willingness of employees to enter into mentoring, and how good the quality of the relationship will be, is the personality traits of the mentee. These characteristics influence the mentees' reactions throughout the mentoring relationship, their emotional stability, and the way in which they interact with both the mentor and the other employees in the organisation (Turban & Dougherty, 1994).

The concept of self-monitoring of the mentee, i.e., the ability to self-monitor and evaluate the mentee's performance, also plays an important role in the quality of outcomes. Each mentee has a different sensitivity to managing social issues such as their work image and behaviour and a different ability to adapt their behaviour to different situations (Snyder, 1987).

Digman (1990), proposes Emotional Stability as another factor that influences the mentee's behaviour during the relationship. Emotional stability depends on the mentee's concept of self-esteem about their abilities and the concept of negative affectivity. Individuals with low self-esteem are more likely to avoid situations that may bring down their morale, such as engaging in challenging and difficult projects, have less confidence and assurance in their abilities to achieve high goals, and are less likely to seek feedback from their peers, which apparently affects their career development (Brockner, 1988, Campbell, 1990). In addition, mentees' tendency to have negative feelings about both themselves and other colleagues is likely to make them nervous, stressed and hostile. Emotional stability exists when the mentee has high self-esteem and low negative affectivity (Levin & Stokes, 1989, Watson & Clark, 1984).

Differences between mentoring and coaching

Mentoring

- Long-term orientation
- Teacher
- Agreed objectives
- Working on professional & personal development issues
- Usually more experienced than the mentee
- Development-based

Coaching

- Short-term orientation

- Trainer
- Works in a targeted manner and aims for immediate and measurable results.
- The coach guides the coachee to take action.
- Performance-based

To complete this Learning Unit, you have to:

- Read the Article: "[Mentoring made easy: A practical guide](#)"
- Read the Article: "[The art of mentoring](#)"
- Watch the video below <https://www.youtube.com/watch?v=qoy5MifHuLs>
- Watch the video below <https://www.youtube.com/watch?v=0Qy0P65kMIM>

2. Learning Unit 2 - The importance of mentoring culture in the workplace for well-being

This learning unit presents the benefits and the importance of mentoring culture in the workplace, and its role in increasing well-being.

Benefits of mentoring

A well-designed mentoring programme has positive results for the mentor and the mentee. Eby & Lockwood (2005) refer to a predetermined process where the pair commit to certain goals that are jointly set by both parties. In most cases, there is a pre-designed timetable which is followed by the pair and a guide which the mentor consults in order to properly guide the mentee.

The mentoring benefits for the mentor are the increased job satisfaction and the recognition they receive from colleagues. This is because the role of the mentor is rewarded and so significant. Enthusiasm and personal satisfaction also increase when they see that the mentor is directing a junior employee to reach their full potential. Still, their contribution to the mentees' development gives them a positive image in the eyes of their colleagues who admire and appreciate them for their skills in developing people, and as a result they gain great visibility and prestige as an employee. After all, career counselling is a process that helps the mentor to develop their leadership skills, their ability to transfer knowledge, guide and give advice. In addition, the mentor has the opportunity to think about certain issues from a different perspective, especially when their mentee has a different way of approaching issues and a different way of thinking from theirs. They may even gain fresh and innovative ideas. This may give him an opportunity to reassess things that were not previously considered. Finally, career counselling helps the mentor to broaden their professional network in the organisation by building meaningful relationships with younger staff.

Several studies have examined the benefits of mentoring for the mentee, concluding that it is associated with significant positive career outcomes and development for the mentee, such as increased salary, promotion, and increased job satisfaction (Chao, Walz & Gardner, 1992). Considering the potential benefits that mentoring offers to the mentee, many seek a competent

mentor, and many organisations encourage such relationships because of the benefits they will indirectly reap themselves (McKeen & Burke, 1989, Douglas & McCauley, 1999, Kram, 1985). As Levinson et al. (1978) point out, mentors are not only a source of knowledge for the mentee, but also a key role in cultivating the mentee's self-esteem and professional identity.

According to researchers, the mentee through the relationship gains access to social networks that are a reservoir of knowledge that would otherwise be inaccessible (Dreher & Ash, 1990). In addition, through the contact the mentee gains with the networks, they have the opportunity to demonstrate their skills to key individuals in the organisation who make important decisions. The literature shows that employees who participate or have participated, as mentees, in a mentoring process, achieve greater professional success than non-participants. The mentee sees the mentor as a veteran, as a model of behaviour and is informed of the standards of behaviour that govern the organisation and must be adhered to (Bolton, 1980, Dreher & Ash, 1990, Zagumny, 1993). Kram (1985), states that through counselling and acceptance, the mentor helps the mentee develop the professional skills (competence) and self-esteem needed to succeed professionally.

Allen et al. (2004), conclude that the effects of the career development-related and psychosocial functions of mentoring differ significantly. As they point out, the behaviours related to career development focus on advancing the mentee's career (exposure, visibility, promotion, challenging projects). Also, career development mentoring has mainly objective career-related outcomes. On the other hand, psychosocial mentoring (acceptance, counselling), is mainly focused on improving subjective characteristics of the mentee such as self-esteem, self-confidence and professional identity formation, which are consequences related to the emotional world of the mentee. Indeed, it is not surprising that psychosocial mentoring and its success depends to a large extent on the mentee's satisfaction with their mentor's behaviour.

Benefits for Mentor

- ✓ Personal fulfilment
- ✓ Gains enthusiasm and self-confidence
- ✓ Develops their career - Learns a new perspective, how the new generation thinks, how to better approach their own team and partners.
- ✓ Develops a personal leadership style
- ✓ Revitalised interest in work

Benefits for Mentee

- ✓ Develops their skills
- ✓ Develops a career strategy
- ✓ Strengthens their self-confidence
- ✓ Sets & achieves professional and personal goals.

- ✓ Networking
- ✓ Integrates more quickly into the professional environment.
- ✓ Explore new perspectives for their career.
- ✓ Identify areas for development
- ✓ Acquire new knowledge
- ✓ Assistance and feedback

Mentoring role in increasing well-being

Employees need support to thrive at the workplace, grow professionally, and build their strengths to maintain their well-being. This can be achieved mainly through mentoring sessions (Hobson and Maxwell, 2017).

Mentoring relationships can help mentees to explore new ideas and be developed without fear of criticism, as well as having a person they admire who supports them. Mentoring increases employees' confidence in themselves, and so can really help to decrease mental health issues such as depression. Mentoring relationships have a massive impact on an employee's level of job and life satisfaction. Also, it fosters strong relationships between parties and creates a feeling of belonging among the employees. Communication within mentoring relationships allows employees to reduce obstacles, while they feel like belonging in a safe workplace.

By increasing psychosocial support and social activities, mentoring can help employees to reduce the obstacles to success (for example stress and demands). Mentors are a positive aspect for employees. Mentors can help employees to reduce feelings of insecurity, celebrate achievements, manage errors, and deal with burnout (Eckleberry-Hunt et al., 2009).

As a result of mentoring, employees will experience increasing well-being. This means that mentoring can enhance all aspects of working life, from the quality and safety of the physical environment, to how workers feel about their work, their working environment, the climate at work and work organisation. Also, they will feel that they have someone to share their thoughts with and to help them with the problems they face.

Creating a mentoring programme can build a culture, which leads to employee development, inclusion and support. Mentees can talk openly, share their thoughts and emotions with mentors on what's right or wrong. As a result of mentoring, organisations could identify differences among employees' well-being. Moreover, creating an effective mentoring programme requires time and effort, but it can improve employees' well-being. Thus, an organisation with healthy and resilient employees can have long-term success.

To complete this Learning Unit, you have to:

- Read the Article: "[Workplace mentors: Demands and benefits](#)"
- Read the Article: "[Organisational benefits of mentoring](#)"

- Watch the video below <https://www.youtube.com/watch?v=aTez8uz1GDQ>

3. Learning Unit 3 - Mentoring in practice

In this learning unit, you will be introduced to “how to mentor” activities that can help you increase the well-being of your employees. These activities are separated into four stages, which describes a formal mentoring process.

The stages of a formal mentoring relationship



Initiation

The first stage is Initiation. Initiation consists of three levels:

- Break the ice
- Identification of the needs and expectations of both sides
- Meeting schedule and rules

Ice Breaking is the moment when the first meeting between you and the mentee takes place, while at the same time you are invited to talk together, achieving a common goal in a specific period of time. In order to quickly "break the ice" between you, it is recommended to talk and create a relaxed atmosphere.

More specifically, you should take into account the following:

- What professional experience does the mentor/mentee have?
- Why did I become a mentor?
- What does my mentee need to know about me?

About the step of Identification of the needs and expectations of both sides, your mentee has to present the challenges they face in the workplace and their expectations for the future about their well-being. Shortly before the end of your meeting, it is a good idea to discuss the prerequisites and expectations for the whole project, agreeing that you want to increase well-being and try your best to thrive at work through the process. The needs and difficulties that the mentee has at this stage should be taken into account. Also, it is very important to discuss the following:



- What does the mentee expect to gain? (e.g., the increase of well-being)
- What can the mentor offer to contribute to an increasing well-being?
- What are the specific objectives of the process? (e.g., the increase of well-being)

About the step of Meeting schedule and rules, should be taken into account the following:

- When do we meet? Where?
- How will we communicate? Email? Phone?
- How much time do I have to prepare between meetings?
- What are the responsibilities of the mentor and mentee?

Cultivation

- Mentees work to achieve the goals and the mentor guides them in order to complete task which will increase well-being.
- The mentor gives advice, answers questions, shares knowledge and personal experience
- Mentees grow, understand their role, develop a strategy for their career and make important decisions to increase their well-being.



Mentoring Contract

- Agreed objectives and predefined expectations (e.g., the increase of well-being)
- Basic needs & obligations of each side
- Frequency of meetings
- Confidentiality & trust

Trust between mentor and mentee is essential for the success of the project, as sensitive issues will be discussed in the meetings. It is advisable to cultivate a climate of trust by active listening, constructive criticism and sharing with the mentee your own moments from your professional career. In general, it will be beneficial to approach the individual and their potential. After all, the essence of mentoring is precisely the meaningful and authentic relationship that can be built between mentor and mentee.

Mentee's SWOT analysis

At this point, SWOT analysis is presented, a tool that will enable mentors to identify mentees' strengths as a person (personal, professional), mentees' weaknesses, the opportunities mentees can create or encounter and the threats that may arise in mentees' professional career. This SWOT analysis can be used as a tool to achieve well-being.

The acronym SWOT is derived from the English words Strengths = Strengths, Weaknesses = Weaknesses, Opportunities = Opportunities and Threats = Threats

The great advantage of SWOT analysis is that with a little effort it can help mentees to discover and exploit the opportunities that will arise in their workplace and how these opportunities can increase well-being. On the other hand, it allows mentees to identify their weak points and therefore manage and eliminate threats that would otherwise leave you vulnerable and unprepared. More importantly, the SWOT analysis gives mentees the opportunity to build up a clear picture of themselves and their competitors. This process will help mentees to design a strategy that will allow them to differentiate themselves from their competitors and take on them in the labour market more successfully. As a result, mentees will have more job control, increasing performance and motivation to work, reduced stress, low employee turnover and improved employee morale. All these can help mentees to achieve well-being in the workplace.

In Brief:

- Mentee strengths should be preserved, strengthened, and exploited
- Mentee weaknesses should be corrected or eliminated
- Mentee opportunities should be prioritised and optimised
- Mentee threats should be combated or minimised

Example:

SWOT ANALYSIS



planned
completion of a
project

once the
objectives have
been met

suddenly for
important
reasons

conflict and
search for a new
mentor/mentee

Why is a mentoring relationship terminated?

1. Planned integration by the programme
2. The mentee feels ready to become independent from the mentor
3. Inappropriate "match"
4. Mentor does not meet the needs of the mentee
5. The mentee or mentor is not consistent



Redefinition

Mentor - mentee roles do not exist forever. The two sides become "peers" and the relationship between them continues over the years.

Which are the Difficult Cases of Mentees?

- They are inconsistent
- They insist on their own argument and do not listen
- Do not try
- Have low self-esteem

Mentor's Do's and Don'ts

DO's

- Be friendly, comfortable, and open
- Listen carefully to what mentees say

- Focus on dialogue and exchange of views
- Relay your own experience
- Be honest in your answers, pointing out possible difficulties in the labour market

DON'Ts

- You don't have to try to answer all the questions
- Do not appear to be avoiding "difficult" questions
- Avoid taking action for the sake of advertising your company
- Avoid discrimination or favouritism towards mentees

To complete this Learning Unit, you have to:

- Read the Article: "[The Efficacy of Mentoring – the Benefits for Mentees, Mentors, and Organizations](#)"
- Read the Article: [The Stages of Mentoring Relationships](#)

4. Synopsis

Mentoring is a process where a person in a position of power cares for the development of a junior by providing advice to show their effort, value, and development in senior management. Employees appreciated having a mentor at work. This shows employee engagement and well-being have links to a mentoring culture in organisations. Despite coaching shares many similarities with mentoring, the two differ essentially for the scope of their purposes: while mentoring has a more holistic approach to personal and professional development, coaching is more focused on specific skills and tasks needed to achieve clear career goals. There are four stages that describe a mentoring relationship in order to improve employee well-being: Initiation, Cultivation, Separation, Redefinition.

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6. Glossary

Mentoring: A process is where a person in a position of power cares for the development of a junior by providing advice to show their effort, value, and development in senior management.

SWOT: A tool that will enable mentors to identify mentees' strengths as a person (personal, professional), mentees' weaknesses, the opportunities mentees can create or encounter and the threats that may arise in metees' professional career.