

**VIRTUAL MENTORING**  
**WORKSHOP GUIDE**



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## LEARNING OBJECTIVES

At the end of the session, delegates will understand how a successful Mentor can help a Mentee gain confidence and independence. The best Mentors provide a sounding board against which to bounce new ideas, clarify problems and suggest alternative working methods.

In the films, you will meet Bad Mentor. He cuts corners, is slapdash, self-centred and lazy - and he will never change. Believing that mentoring can be done quickly and with a traditional approach, but he quickly ends up in trouble. Smart, organised, charming, firm but fair, Good Mentor is everything Bad Mentor is not. She represents the right way of doing things and is the voice of reason.

Jules is an ambitious, hard-working young manager who needs to make career-defining decisions on promotions, office relationships, and her future career. When she receives advice from both Good and Bad Mentor, she must decide which is best for her.

This guide is for a manager or a facilitator to deliver a short workshop featuring videos from the Video Arts Mentoring Essentials Series. Each video comes with a series of activities around the following structure:

**LOOK** – watch the video and reflect on the content and message

**THINK** – activities and questions linking the video to their own experience and workplace

**REMEMBER** – a summary of the key learning points

Each section relating to the video will last around 15 minutes

**PRACTISE** – At the end of the series of videos there is a practical exercise which will bring the learnings together. Delegates should be encouraged to record any personal development actions on their Personal Action Plan sheet.

## FEATURED VIDEOS

- What is Mentoring?
- What Makes a Good Mentor?
- Mentoring Traps

## FILM 1 – WHAT IS MENTORING?

LOOK (play video, 3 minutes)

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THINK (10 minutes discussion)

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Divide the group into two teams or chat groups. Assign a team leader to each and ask each team to discuss the difference between Mentoring and Coaching and list 5 them

Draw out the points they make to cover the key points below;

**Coaching is task-oriented.** The focus is on concrete issues e.g. managing more effectively, speaking more articulately or learning to think strategically. Its purpose is to bring the coachee to a higher level of competency. Depending on the context, the coach has to be sufficiently expert and credible to impart their knowledge and develop the coachee's skills. He or she has to communicate effectively with the coachee - but developing an ongoing personal relationship is not critical for success.

**Mentoring is relationship-oriented.** It provides a safe environment where the mentee can share whatever critical issues are affecting his or her professional and personal success. Although there may be specific learning goals or competencies, the focus goes beyond these areas to include things like work/life balance, self-confidence, self-perception and how personal factors influence professional life. Content expertise is not as critical as the mentor is in the role of facilitator rather than coach.

**Coaching is short-term.** A coach can successfully be involved with a coachee for a short period of time. The coaching lasts for as long as required depending on the purpose of the coaching relationship.

**Mentoring is longer-term.** To be successful, mentoring requires time for both parties to learn about one another and build a climate of trust. In this environment, a mentee will feel secure in sharing issues affecting his or her success.

**Coaching is performance driven.** The purpose of coaching is to improve performance on the job, either by enhancing current skills or acquiring new ones. Once those skills are acquired successfully, coaching is no longer required.

**Mentoring is development driven.** Its purpose is to prepare individuals for the future, rather than develop them in their current job. This distinction helps to differentiate the role of the immediate manager and that of mentor. It also reduces the possibility of creating conflict between manager and mentor.

**Coaching is concerned with behavioural transformation.** In other words, coaching focuses on getting an individual to do something better and gain new expertise. Though it might be a side-effect, changing the inner personal dynamics of the coachee is not the principal concern.

**Mentoring is concerned about personal transformation.** Mentoring is concerned with assisting a mentee in maintaining his or her genuine identity as a member of the organisation. It may or may not link to a specific business competency or area of expertise.

## REMEMBER

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- Mentoring should focus on developing a colleagues personal qualities through active listening and offering advice.
- Be open to sharing your experiences (and mistakes?)
- Mentoring is not coaching

## FILM 2 – WHAT MAKES A GOOD MENTOR?

LOOK (play video, 3 minutes)

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THINK (10 minutes discussion)

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Remind the group that, as well as active listening, asking questions is a key skill for Mentors. There are two main types of questions: open and closed. Closed questions are less useful because they elicit only a “yes” or “no” response. However, open questions are more revealing. By starting with “what”, “where”, “when”, “how” and “why”, you are more likely to stimulate thinking and promote discovery.

There are three types of open questions Mentors may find helpful.

- (i) Clarifying questions generates specific information
- (ii) Creative questions promote discovery and opens the mind to new possibilities
- (iii) Process questions gets them to think through how they might achieve their goals e

Ask the group to think of an open question for each category, which would be useful in a mentoring situation?

Examples they may suggest include;

- (i) How does that specifically affect you?
- (ii) How have your colleagues handled this situation? What would be your approach if there were no budgetary constraints?
- (iii) What will you do first? What will you do if they don't like the idea?

REMEMBER

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- A good Mentor is Interested and prepared to invest in the mentee
- They challenge and Support
- They ask questions and listen, and clarify and suggest

## FILM 3 – MENTORING TRAPS

LOOK (play video, 3 minutes)

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THINK (10 minutes discussion)

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Remind the group that Mentoring is none of these things:

- teaching
- therapy
- a hierarchical relationship
- a private lesson
- a rigid agenda with strict procedures
- remedial

Lead a discussion about some of the traps they could fall into with statements like these:

- *I know the answer*
- *I can help you to get ahead*
- *You need me*
- *I'm the expert*

Conclude by saying that you don't have to help the mentee with all their problems. You shouldn't be embarrassed to say you don't know or can't help and doing so doesn't mean you've failed. Moreover, you may not want to become involved with particularly personal problems - again, you should feel confident to say as much, though you may want to suggest alternative sources of help.

REMEMBER

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- Don't dictate answers
- Don't try to fix all their problems
- Don't be afraid to say you don't know

## VIRTUAL MENTORING – GROUP EXERCISE

### Agenda for the first meeting

The first meeting is where the style and tone of the relationship is set. From the mentee's point of view, it can involve uncertainty and anxiety. It's important as a Mentor to properly prepare the first meeting. So, consider in your groups what should happen? Ask each group to prepare an agenda.

The agenda should provide time to discuss:

- work histories/experience
- contracting/terms of reference/confidentiality
- signposts and targets
- Times, regularity, when? where?
- assessment of individual - first impressions, skills needs, personal goals
- Finally suggest the mentee keeps a journal so they can feedback examples of success and of challenge to you