



**MENTOR  
WORKBOOK**

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**SECTION 2**



# INTRODUCTION

A number of people may feel nervous about being a mentor for the first time. The truth is, if you are considering becoming a mentor in the HLTT sector the chances are that you may already act as a mentor or may have done so in the past without realising it. However, there is a difference between being a good mentor and a not so good or ineffective one.

Although mentoring is very much a natural process, to be a good mentor you need to develop some core skills and techniques. These skills and techniques fall outside of your professional competences in the HLTT sector and are related to how well can you pass on the knowledge of working and thriving in the HLTT environment.

This guide is aimed at helping you to overcome some of the most common problems facing, at highlighting key points to bear in mind and at giving you a checklist to consider when starting mentoring others.

When used together with the section on Business Mentoring, it is aimed at providing an introduction to the role of a business mentor in the various phases of starting and growing a business and to aid business mentors to be professional in their approach and effective in their guidance and support.

Whilst this guide can provide useful information to any prospective mentor, it is mainly intended for those volunteering to act as mentors within HLTT companies and organisations that have launched a HLTT mentoring programme. The HLTT sector comes with its own peculiarities and this guide assumes the mentor in question is an experienced individual in providing hospitality, leisure, travel and tourism services to both national and international visitors and is well versed in how to provide service excellence for travellers from all over the world.

We hope this material will help anyone who is already an informal HLTT mentor and anyone who has an interest in mentoring and wants to find out more, to become 'better' mentors. With the help of this guide you will be able to identify the areas on which you wish to concentrate your efforts and to plan your development to advance your competence in mentoring.

## WHAT IS MENTORING?

If you were to ask 10 different people to define mentoring you would probably get 10 different answers. There are probably as many definitions of mentoring as there are practitioners. At its basic level, mentoring is the passing on of knowledge, skills and wisdom from one person to another. Mentoring is a process found in all cultures and throughout history. The word 'Mentor' in fact comes from Greek Mythology. Ulysses, before setting out on an epic voyage entrusted his son Telemachus to the care and direction of his old and trusted friend, Mentor.

Mentoring relationships can be informal or structured, simple or procedure-based, however at the basis of it all is not the structure of the relationship that counts but the learning that occurs. Good mentors pass on information more quickly and more effectively. Today's mentoring differs from the past. In the traditional style, mentoring was a one-way transfer of knowledge and information, the mentee was a passive recipient, and the meeting would only occur face to face.

Today mentoring has evolved to become more focused on learning. This type of mentoring is dynamic and two-way and involves full participation of both parties. The Mentor has come to mean an 'experienced and trusted adviser' and mentoring the art of facilitating the performance, the learning and the development of another. It usually works medium to long term and focuses on the development capabilities of the individuals

### **Different types of mentoring**

**Mentoring is a dynamic process, not a static, one-size-fits all program. It involves a journey that is active, vibrant and ever changing because people are complex, changing, unique individuals. Stoddard (1984)**

## DIFFERENT TYPES OF MENTORING

### **Formal and informal mentoring**

Mentoring can be formal or informal. Formal mentoring occurs when the mentoring takes place as part of a programme that is endorsed and coordinated by the organisation. This formalised approach to mentoring usually involves input or assistance from the organisation in the matching of mentors and mentees. In addition, formal programs establish guidelines for “good” mentoring practice and offer development opportunities, resources and support to provide mentors and mentees with the skills required to establish and maintain effective mentoring relationships.

Informal mentoring relationships often develop more spontaneously and are initiated by individuals without any involvement from the organisation. While informal mentoring is highly valued and important, the establishment of formal mentoring programmes offers outstanding opportunities to promote inter-disciplinary learning and connect people across all areas of the organization.

### **One-to-one mentoring**

One-to-one mentoring usually involves a relationship between two people, with one person having more experience in areas relevant to the other person’s development needs. For example, a senior manager may mentor a junior employee to develop their capability in market research, administration and University procedures. Or a Manager may be mentored by an Associate Director to build skills in managing people and resources.

### **Online mentoring**

Mentoring can be supported by online mentoring systems that provide access and flexibility to staff who are widely distributed and time poor. The web-based mentoring environment guides the mentee through assessing their development needs, finding a suitable mentor from a dynamic database, creating a mentoring agreement, and allowing for collaborative discussions, easy planning and scheduling. Email and other online communications tools such as discussion boards, chat and Skype, provide flexible and accessible communication options for mentors and mentees, particularly for long distance mentoring. Email also provides a good medium for dealing with specific requests.

### **Peer mentoring**

Peer mentoring involves supportive relationships between people at the same level or career stage. Peers or colleagues can provide each other with critical mentoring functions, including communication, mutual support and collaboration. Peer mentors may meet for coffee to bounce ideas off each other and share strategies for dealing with the day to day issues or how to overcome some of the challenges of their respective departments.

### **Group mentoring**

Research shows that having multiple mentors or a network of development relationships provides greater opportunities for career success (Deane, et al, 2007; Kram, 1985). Group mentoring provides a more flexible network of support in which peers collaborate to set goals, provide encouragement and tackle common issues or challenges. For example, Managers from across the organisation may benefit from the knowledge and experience of others who share similar responsibilities and challenges.

### **Reverse mentoring**

Reverse mentoring relationships are quite common in the ‘IT and Technology’ sector. IBM has been one of its first promoters. Originally intended to help older executives to gain ‘fresh’ technical expertise from a younger generation of technicians, it has quickly expanded into numerous organisations and is used by executives to gain a different perspective on issues, directly at grass root level.

## CHARACTERISTICS OF 'GOOD' MENTORING

"The greatest good you can do for another is not just to share your riches but to reveal to them their own."  
--Benjamin Disraeli

### **META: Mutual, Encouragement, Trust, Action**

Mentoring is founded upon the four basic principles that characterise good mentoring practice: mutual, encouragement, trust, action (meta).

#### **Mutual**

Mentoring is a "give and take" relationship that is beneficial for both the mentor and the mentee. The relationship should not be one-sided, and the mentor and the mentee should be prepared to invest the time and effort required for good mentoring.

#### **Encouragement**

Good mentors provide encouragement and orchestrate development opportunities for the mentee whenever possible, for example giving feedback or connecting to networks. The mentor's role is to support and encourage the mentee, and to provide information, guidance and constructive feedback. The role of the mentor is distinguished from the role of the supervisor, and does not extend to responsibility for the mentee's performance management or advocacy on their behalf.

#### **Trust**

A mentoring relationship must be based on trust. Confidentiality is an essential element of the relationship and should be respected by both the mentor and the mentee. Good mentors and mentees respect their mentoring partner's time and confidentiality.

#### **Action**

Good mentors provide actionable advice and feedback that points to things that are within the mentees scope of control. Good mentees take responsibility for their own development and benefit most when they take action as part of their broader career development plan.