

Mentoring

Course Length: 1 Day

Prerequisites: None

Description: This course introduces students to the basics mentoring and the characteristics of a good mentor. Students will learn about the benefits of a mentoring program, and how to develop, implement, and evaluate the success of a mentoring program. Course activities cover selecting mentors and the people to be mentored, defining the mentor's job, matching mentors, establishing strong mentoring relationships, and maximizing the benefits of mentoring. Students also learn how to set effective goals and become effective learners when they are being mentored, and how to choose a mentor.

Performance-Based Objectives: In this course, students will:

- ◆ Identify various ways of mentoring, and role of mentoring. Implement organizational strategies through mentoring.
- ◆ Understand the purpose of and criteria for a successful mentoring program, develop a mentoring program, and select mentors and mentees.
- ◆ Become an effective mentor. Choose and manage a mentee.
- ◆ Build a strong mentoring relationship and learn how to end a mentoring relationship.

Course Content

Unit 1: Mentoring Basics

Students learn about the **functions of mentoring**, such as **coaching** and **shadowing**. They learn that mentoring can take place **one-on-one**, in a **group**, or through **e-mentoring**. They learn about the **roles of mentors** and **mentees**, as well as their required competencies and qualities. They understand how to differentiate between mentoring and **coaching**. They study the various types of **organizational strategies** that can be implemented through mentoring programs, including **employee retention, succession planning, talent spotting, and training**.

Topic A: Ways of mentoring

Topic B: Roles and competencies

Topic C: Organizational strategies

Unit 2: Mentoring Programs

Students learn about the **benefits** of a mentoring program can bring to the **organization, mentees** and **mentors**. They learn that the factors that make a mentoring program successful are a **well-designed infrastructure**, having short-term and long-term **goals**, and having a **time frame for participation**. They understand the criteria for a **successful mentoring program**. They learn about the basic elements of a mentoring program, and the steps to be taken to **develop** one. They learn about the tasks that are expected of a **program coordinator** and the guidelines

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for **evaluating** a mentoring program. Finally, they analyze the steps to follow for **selecting participants** in a mentoring program. They also learn how to ensure a **successful match** of participants.

Topic A: Understanding mentoring programs

Topic B: Developing mentoring programs

Topic C: Selecting participants

Unit 3: Dimensions and Styles of Mentoring

Students learn about the dimensions of mentoring: the interpersonal, informational, facilitative, confrontational, motivational, and analytical. They also learn about the different learning styles, such as logic-oriented, experience-oriented, emotion-oriented, authority-oriented, and analysis-oriented. They also become aware of mentoring styles to avoid, such as expert, comedian, promoter, and director.

Topic A: Mentoring dimensions

Topic B: Learning and mentoring styles

Unit 4: Mentoring Effectively

Students study the guidelines for **effective mentoring**. They learn about the importance of **listening** and **communicating**, as well as the importance of **confidentiality**. They learn that for mentoring to be effective, both mentor and mentee must make sure that their relationship includes **rapport, responsiveness, and accountability**. They also learn about the potentially **detrimental** behaviors that mentor should avoid. They student learns about the desirable qualities in a mentee, and guidelines that they should follow to **choose** and **manage mentees** effectively. The **steps** that should be followed when **choosing a mentor** are also discussed. The qualities of **effective mentees** and the steps to follow to become an **assertive learner** are also discussed.

Topic A: Effective mentoring relationships

Topic B: Choosing and managing mentees

Topic C: Effective mentees

Unit 5: Mentoring Relationships

Students learn how to build a **strong mentoring relationship**, and about the **stages** in a mentoring relationship. They learn about guidelines that participants can follow in order to develop strong relationships and how to **set goals** for **effective mentoring**. They also learn how to ensure effective mentoring and how to **empower** themselves. Finally, students learn how and when to **end a mentoring relationship**.

Topic A: Building strong mentoring relationships

Topic B: Successful mentoring relationships

Topic C: Ending mentoring relationships