

APPENDIX 1

SAMPLE MODULE ON MENTORING

RATIONALE

ETI 'mentors' are selected individuals from the ETI corporate membership who are willing to share their (and their company's) experiences of implementing the ETI Base Codes. The expectation is that successful mentoring will help new members to:

Clarify what, from the ETI perspective, constitutes 'good practice'

Speed up learning and implementation processes

Provide a useful 'feedback loop' for ETI in reviewing and revising its activities.

Effective mentoring will produce a number of tangible benefits for new corporate members including the:

Avoidance of mistakes and missed opportunities

Penetration of their organisation more quickly and effectively

More effective outreach to encourage and support good practices in their supply chains and other key stakeholder groups

Successful implementation of corporate practices to which they have made an organisational commitment by being a member of ETI.

The module on mentoring has been designed to support those who agree to undertake the role of 'mentor' to a new ETI corporate member.

DEFINITION OF A 'MENTOR' IN THE ETI CONTEXT

ETI mentors will be expected to work with one individual from a new ETI member company over a period of time (negotiated between mentor and mentee on a case-by-case basis). The basis of the relationship will be for the mentor to support the mentee in the understanding, promotion and delivery of the ETI Base Code within and via their own corporation to other stakeholders (e.g.: supply chains).

In the ETI context, mentors are:

- Likely to have a short-term, time-specific role – with a focus on empowering their mentee to operate independently as soon as possible
- Selected for the potential compatibility between them and their mentees in terms of: commercial sector; regional experience; corporate role; comparable organisational and / or contextual challenges
- Not the same as consultants – their role is to support learning and professional development rather than to offer specific advice on implementation

THE AIMS OF THE TRAINING MODULE

The module is designed to:

- Build confidence in mentoring practice

- Offer specific skills development appropriate for successful mentoring
- Ensure competence in the use of different delivery formats (face-to-face, telephone, email)
- Provide a range of tools and techniques that will ensure an effective and common approach to mentoring across the ETI network

TRAINING SESSION:

STRUCTURE

A six hour session with a small group of 'trainee' mentors (not less than 4 and not more than 8 to ensure an appropriate level of mix and 1:1 attention).

9.30-9.45	Introductions and overview of module	<ul style="list-style-type: none"> • Ice-breaker 'getting to know you' exercise • OHP of timetable
9.45-11.00	<ul style="list-style-type: none"> • Trainees to work in pairs to explore their potential skills / strengths and weaknesses as mentors • Discussion • Trainer to supply copies of the Mentee Skills / Experience Audit and group to work through discussing how they would address any weaknesses in their mentees. • Open debate about relationship 'ground rules' (each trainee to suggest 1) and why they matter • Mini-role play negotiating a contact plan 2 trainees to take on role of (enthusiastic) mentor and (reluctant) mentee • Rest of group to comment on the trainee mentor's effectiveness 	Using following materials: <ul style="list-style-type: none"> • MENTEE SKILLS / EXPERIENCE AUDIT (check list) • RELATIONSHIP GROUND RULES (guidelines) • AGREEING A CONTACT PLAN (guidelines)
11.00	Break	
11.15-12.30	Exercise 1: A role play with one trainee acting as mentor working face-to-face with a mentee. The mentee will report on a major breakdown in communication between themselves and the supply chain group they have been training in one specific aspect of the Base Code. The mentor's task is to get to the heart of the problem and to suggest a range of options on how to solve it. Exercise 2: The same exercise undertaken by two different trainees – but conducted as if by phone (ie mentor and mentee with their backs to each other).	<ul style="list-style-type: none"> • Using a detailed ETI case study of implementing Base Code this will be read in advance by trainee mentors.

	<p>Plenary discussion to explore:</p> <ul style="list-style-type: none"> • How effective the two mentors were in dealing with the problem? What they might have done differently? (if, appropriate the exercise can be repeated by different trainees) • The differences (positive and negative) between face-to-face and telephone mentoring <p>Conclusions to be drawn out by trainer about:</p> <ul style="list-style-type: none"> • When a face-to-face meeting is essential • What additional skills / disciplines are required when mentoring by phone (or email) • When an issue is too complex / serious for the mentor to handle <p><i>Note: During the two exercises two trainees will be asked to keep a 'log book note' of the main issues raised and conclusions reached.</i></p>	
12.30	Lunch break	
1.30-2.45	<p>Session to start with the two trainees reading out their log-book entries from the previous session.</p> <p>Trainer to facilitate discussion about what was strong and weak about each of them including:</p> <ul style="list-style-type: none"> • Level of detail • Clarity • Accuracy <p>Discussion on issue of confidentiality – what is or is not confidential material.</p> <p>Questions and answers: Working in pairs one trainee acting as mentee and the other as mentor. The mentee (provided with a set of questions by the trainer) asks a number of specific questions. The mentor (using the PROMPTS AND PRODS check list) asks appropriate follow up questions to elicit more information and then makes a number of suggestions.</p> <p>After the exercise the mentee gives feedback to the mentor.</p>	<p>Using the following materials:</p> <ul style="list-style-type: none"> • KEEPING A CONTACT LOG-BOOK (template) • PROMPTS AND PRODS (check list) <p>This session will also draw on the case study used earlier.</p>

	Reverse roles. Trainer to circulate throughout the exercise and offer direct advice on a 1:1 basis.	
2.45-3.30	Final questions and overview of NEXT STEPS and FOLLOW UP	Using the following: • ACCESSING FURTHER RESOURCES (information sheet)

DELIVERY

The trainer (see below) will need to find a balance between ‘instruction’ and ‘skills / confidence building’. It is important that the trainer gives enough opportunity for the trainee mentor to demonstrate their skill in the role so that the trainer is confident that the mentor will undertake the role successfully.

There will be a particular focus on role play as a training technique where trainees can play the parts of both mentors and mentees to experience the relationship from both perspectives.

NEXT STEPS

ETI will assign each mentor to a mentee and effect an introduction. The mentor will be responsible for developing the working arrangements. These will be reviewed after a 3 month period (see below). ETI will supply the mentor and mentee with all ETI published materials necessary.

Note: If, in the trainer’s opinion, the trainee mentor is not appropriate or ready to undertake the role this will be discussed soon after the training session with the person concerned and an appropriate ETI staff member. If needed further training or coaching will be offered.

FOLLOW UP:

The trainer’s mandate will continue beyond the face-to-face training session with up to three telephone contacts (on a pre-agreed basis) with each mentor to discuss how the mentoring role is progressing and to address any unexpected challenges the mentor is facing in the role.

It is also suggested that those mentors who undertake the training together remain in email contact to provide advice and further opportunities for discussion of issues as they arise.

ETI will conduct a questionnaire to both mentor and mentee after 3 months of the mentoring relationship to assess it’s effectiveness. This will enable ETI to give feedback to the mentors and to implement any design changes deemed necessary in the training module and follow up arrangements for future mentors.

FURTHER NOTE:

ADVANTAGES AND DISADVANTAGES OF FACE-TO-FACE TRAINING

Advantages:	Disadvantages:
Quicker and more immediate (ie mentors effectively given a 'licence to operate' in just one day)	No opportunity to test mentors in 'real life' situations prior to letting them loose on others
Opportunity for new mentors to: meet each other; form useful working relationships / practitioner networks and learn from each other's diverse mentoring styles	Too theoretical (because trainees learn away from their organisation and are training in a 'vacuum')
More 'directive' – ensuring the training content and style is closely managed by ETI	Less opportunity for the trainee to learn for themselves from 'trial and error' – potentially a 'dependency' model
Assumes potential mentors are able to meet in one place for training	Mitigates against potential mentors not based in UK

(NOTE: An annexe to this module explores a second option namely that of 'long-distance' training for mentors who are in a different location from their mentees).

TOOLS FOR SUCCESSFUL MENTORING

Guidelines and check lists for mentors to use as the basis for undertaking their role effectively (to be developed).

- RELATIONSHIP GROUND RULES (guidelines)
- MENTEE SKILLS / EXPERIENCE AUDIT (check list)
- AGREEING A CONTACT PLAN (guidelines)
- KEEPING A CONTACT LOG-BOOK (template)
- PROMPTS AND PRODS (check list)
- ACCESSING FURTHER RESOURCES (information sheet)

TRAINERS

The qualifications for delivering this training are similar to any other comparable training requirement. It is important, however, that trainers have some form of first-hand experience of mentoring and are able to handle questions about the mentoring process by referring to actual practical examples from their own professional practice. In due course, further trainers may be drawn from the 'pool' of established ETI mentors.

It may be that both options 1 and 2 are seen as worth development assuming a UK-based and a non-UK based potential mentor group. If this is the case, it is suggested that the same trainer(s) be used to deliver both options to ensure the greatest possible consistency between the two. Clearly, in relation to delivery of Option 2, the trainer(s) would have to have appropriate experience in training 'on-line'.

REFERENCES

Pegg, Mike, *The Art of Mentoring*
 Pub: Management Books 2000 Ltd, 1999

ANNEXE TO MODULE ON MENTORING

LONG-DISTANCE TRAINING

TRAINING SESSION:

STRUCTURE

Total 6 hours of contact time by email and phone (as outlined below) to take place over a 16-day period. A further 2 hours required in preparation time by trainees. Email contact will be between the whole group and the trainer. Phone conversations will be 1:1 between one trainee mentor and trainer.

Session	Activities	Back up materials
Session 1 Email (total = 1 hour contact time to take place over 2 days)	Introduction to the module and overview of the role of an ETI mentor Each trainee to respond to group with a brief introduction about themselves and their relevant experience. Each trainee invited to ask any questions. Trainer to moderate the in-puts from trainees and end Session 1 with an email that addresses all the questions raised.	Sent by email in advance of session 1: <ul style="list-style-type: none"> • Written summary of module and timetable • Written materials summarising the role of the ETI Mentor
Session 2 Email (total = 1 hour contact time to take place over 3 days)	<ul style="list-style-type: none"> • Trainees to work in pairs (pre-allocated by trainer) on email to explore their potential skills / strengths and weaknesses as mentors • Using the MENTEE SKILLS/ EXPERIENCE AUDIT and group they would go on to explore how they would address any weaknesses in their mentees. At the end of Day 2, the trainer to ask for feedback from each pair (sent to whole group) and to moderate a discussion on the experience. Trainer to introduce the idea of RELATIONSHIP GROUND RULES asking each trainee to send in ONE ground rule they think is important. When the whole group has done this (end Day 3) the trainer to send out the written materials and provide a commentary on their suggestions.	Written materials sent in advance of Session 2: <ul style="list-style-type: none"> • MENTEE SKILLS / EXPERIENCE AUDIT (check list) Written materials to be sent out during this session: <ul style="list-style-type: none"> • RELATIONSHIP GROUND RULES (guidelines) • AGREEING A CONTACT

	Trainees to be asked to work on a draft CONTACT PLAN prior to session 6	PLAN (guidelines)
<p>Session 3 Phone call (30 minutes per trainee) over 2 days</p>	<p>Set up in advance by email. Trainees to have read the case study in advance of phone conversation</p> <p>Exercise 1: The trainer will take on the role of a mentee and report on a major breakdown in communication between themselves and the supply chain group they have been training in one specific aspect of the Base Code. The trainee mentor's task is to get to the heart of the problem and to suggest a range of options on how to solve it. (20 minutes)</p> <p>Trainer to give trainee feedback on how effectively they handled the situation, giving advice on any areas of improvement.</p> <p>Trainee asked to keep a 'log book note' as a record of the interaction.</p>	<p>• Using a detailed ETI case study of implementing Base Code this will be read in advance by trainee mentors.</p>
<p>Session 4 Email (Contact time = 30 minutes over 2 days)</p>	<p>Email from trainer to group asking the following questions about session 3</p> <ul style="list-style-type: none"> • When is a face-to-face meeting between mentor and mentee essential? • What additional skills / disciplines are required when mentoring by phone (or email)? • When is an issue is too complex / serious for the mentor to handle? <p>Trainer to moderate feedback and conclude discussion after 2 days</p>	
<p>Session 5 Email (Contact time = 1 hour over 2 days)</p>	<p>Trainer to invite all trainees to send their sample log book note to the group.</p> <p>Trainer to facilitate discussion about what was strong and weak about each of them including:</p> <ul style="list-style-type: none"> • Level of detail • Clarity • Accuracy <p>Trainer to initiate a discussion on the issue of</p>	<p>Using the following materials:</p> <ul style="list-style-type: none"> • KEEPING A CONTACT LOG-BOOK (template) • PROMPTS AND PRODS (check list)

	confidentiality – what is or is not confidential material.	
Session 6 Email (1 hour over 2 days)	<p>Trainer to invite all trainees to send their draft CONTACT PLAN (see session 2) to each other.</p> <p>Trainer to initiate discussion about the good and not so good points in each one.</p> <p>Half way through the process, the trainer to introduce an unexpected challenge to the trainees (eg their mentee has to travel abroad at short notice leaving a piece of work half finished) and to ask each trainee to write a brief description of what advice they would give in these circumstances.</p> <p>Trainer to moderate the feedback and close this session.</p>	Using the same case study material as used for session 3
Session 7 Phone Call (30 minutes over 1 day)	<p>Trainer to have a 1:1 phone conversation with trainee to discuss any issues he/she may have about the mentor role.</p> <p>Trainer to raise any concerns and to tackle any specific issues on a case-by-case basis as appropriate.</p>	
Session 8 Email (30 minutes over 2 days)	Final questions and overview of NEXT STEPS and FOLLOW UP	Using the following: • ACCESSING FURTHER RESOURCES (information sheet)

DELIVERY

The trainer will need to find a balance between ‘instruction’ and ‘skills / confidence building’. It is important that the trainer gives enough opportunity for the trainee mentor to demonstrate their skill in the role, so that the trainer is confident that the mentor will undertake the role successfully.

The trainer will be required to keep meticulous records of the whole learning process and to be able to ‘track’ each participant’s contributions to the process in order to assess competence.

If necessary additional phone conversations or further training opportunities will need to be set up.

NEXT STEPS

ETI will assign each mentor to a mentee and effect an introduction. The mentor will be responsible for developing the working arrangements. These will be reviewed after a 3 month period. ETI will supply the mentor and mentee with all ETI published materials necessary.

Note: If, in the trainer’s opinion, the trainee mentor is not appropriate / ready to undertake the role this will be discussed soon after the training session with the person concerned and an appropriate ETI staff member – with further training or coaching being offered.

FOLLOW UP:

The trainer’s mandate will continue beyond the long-distance training session with up to three telephone contacts (on a pre-agreed basis) with each mentor to discuss how the mentoring role is progressing and to address any unexpected challenges the mentor is facing in the role.

It is also suggested that those mentors who undertake the training together remain in email contact to provide advice and further opportunities for discussion of issues as they arise.

ETI will conduct a questionnaire to both mentor and mentee after 3 months of the mentoring relationship to assess it’s effectiveness. This will enable ETI to give feedback to the mentors and to implement any design changes deemed necessary in the training module and follow up arrangements for future mentors.

ADVANTAGES AND DISADVANTAGES OF LONG DISTANCE TRAINING

Advantages:	Disadvantages:
Spreading the training contact hours over several weeks rather than 1 day – potentially more ‘penetrating’ and tested against ‘real life’ situations	Slower / more time consuming process – trainee mentors may not be able to give appropriate time commitment to training.
More flexible and open-ended approach – ‘learning by doing’	Trainers too remote to be able to judge competencies of trainees in practice.
Provision of a valuable training / learning opportunity for much wider (beyond ETI) application	Potential for becoming too remote from ETI priorities / mission
Able to train potential mentors from anywhere in the world	Mentors too isolated and not able to benefit from meeting peers face-to-face

REFERENCES

Salmon, Gilly, E-Moderating: *The Key to Teaching and Learning On-line*
 Pub: Kogan Page, 2000