



# MENTORING GUIDEBOOK



**PAHRODF**  
PHILIPPINES AUSTRALIA  
HUMAN RESOURCE AND  
ORGANISATIONAL DEVELOPMENT  
FACILITY



PHILIPPINE SOCIETY FOR  
TRAINING & DEVELOPMENT  
FOUNDATION, INC.  
Inspired. Equipped. Empowered.



The development of this document was made possible through the support of the Australian Government through the Philippines Australia Human Resource and Organisational Development Facility (PAHRODF). The contents are the responsibility of the author and do not necessarily reflect the views of the Australian Government or the PAHRODF.

PAHRODF encourages the use, translation, adaptation and copying of this material with appropriate credit given to the Facility and its partner organisation/s.

Although reasonable care has been taken in the preparation of this material, neither the publisher and/or contributor can accept any liability for any consequence arising from the use thereof or from any information contained herein.

This guidebook, as well as the research on mentoring practices in the Philippines, is available at [www.pahrodf.org.ph](http://www.pahrodf.org.ph)

Printed and bound 2016 in Manila, Philippines.

Published by:

Philippines Australia Human Resource and Organisational Development Facility (PAHRODF)  
Level 3, JMT Building, ADB Avenue  
Ortigas, Pasig City  
Tel. No.: (632) 638-9686  
Email: [hrodf@hrodf.org.ph](mailto:hrodf@hrodf.org.ph)  
Website: [www.pahrodf.org.ph](http://www.pahrodf.org.ph)

PSTD thank the following people for their assistance in developing this guidebook and in the conduct of the research on mentoring practices in the Philippines.

PSTD Board of Trustees 2014-15

PSTD Board of Trustees 2015-16

PSTD Research team:

Jose Decolongon

Donn David Ramos

Corazon Texon

Guia Bengzon

PSTD Research advisers:

Maribel Aglipay

Adrian Robles

Elvie Tarrobal

PSTD Secretariat

PSTD also wish to acknowledge the contribution of the following:

PAHRODF Team

PAHRODF PRGS Committee and Peer Reviewers

# CONTENTS

<b>I. INTRODUCTION TO MENTORING</b>	<b>5</b>
<b>II. MENTOR'S ROLE IN THE AUSTRALIA AWARDS SCHOLARSHIPS</b>	<b>8</b>
<b>III. DEVELOPING MENTORS</b>	<b>12</b>
<b>IV. PHASES OF MENTORING</b>	<b>15</b>
<b>V. EFFECTIVE MENTORING ACTIVITIES</b>	<b>18</b>
<b>VI. MENTOR SKILLS TO BUILD RAPPORT</b>	<b>20</b>
<b>VII. HOW TO DEVELOP ORGANISATION-WIDE MENTORING</b>	<b>23</b>
<b>VIII. GENERATIONAL DO'S AND DON'TS IN MENTORING</b>	<b>30</b>
<b>IX. COMMITMENT PLANNING</b>	<b>32</b>
<b>X. EVALUATING THE MENTORING RELATIONSHIP</b>	<b>34</b>
<b>XI. MENTORING REPORT (SUGGESTED FORMAT)</b>	<b>36</b>



# INTRODUCTION TO MENTORING

Regardless of the purpose of mentoring, it represents the very best of human endeavours. Mentoring is a relationship for growth. Most mentors are motivated by the altruistic desire to assist someone. Most people who are mentored recognise their potential for an enhanced future. Whether it is skills for living, business success, or career advancement, mentoring is a gift of shared wisdom that benefits both parties.

A successful mentoring program is one that is planned, supported and managed so that it meets the needs of the people involved and the organisation that runs it.

This guidebook is intended as a learning aid for mentors who wish to be refreshed on the basics of mentoring and as an introduction or primer for would-be mentors.

Prior to the creation of this guidebook, the Philippine Society for Training and Development (PSTD), with the support of the Philippines Australia Human Resource & Organisation Development Facility (PAHRODF), conducted a study entitled, “Mentoring Practices in the Philippines: An Exploratory Study”. Aside from capturing the best mentoring practices of selected PSTD organisations, the research also aimed to validate the PSTD Mentoring for Excellence Program Framework (please see separate research report).

Significant findings from the study have been culled and included in this guidebook to give a “Filipino flavour” to the material.

Being an initial attempt to create a guidebook, this is not something cast in stone; rather it is subject to review, validation, and revision until the various elements have become even more effective and responsive to the needs of the target participants and organisations.

## THE ORIGINS OF MENTORING

The word “mentor” comes from the “Odyssey” written by the Greek poet, Homer.

Odysseus realizes that while away from home to fight the Trojan War, his only child and heir, Telemachus, needs to be coached on how to be a king. Odysseus then hires a trusted, wise and sensitive family friend, Mentor, to be Telemachus’ tutor. *(Adapted from Lessons from the First Mentor, Marshall Goldsmith)*



## VARIOUS DEFINITIONS OF MENTORING

Mentoring is best described as a reciprocal and collaborative learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping the mentee work towards achievement of clear and mutually defined learning goals. *(Creating a Mentoring Culture, Lois J. Zachary)*

Mentoring is a conversation or relationship that leads to insight, decisions, planning and action. It is used for both professional and personal development. An alliance, that creates a space for dialogue, that results in reflection, action and learning. Conversations that create insight. A synergistic relationship – two or more people, engaged in a process that achieves more than each could alone. Interaction with another that facilitates personal and professional development. Strategic planning for individuals. *(Mentoring, Mindset, Skills, and Tools, Ann Rolfe)*

Because every relationship is different and tailored to your needs and circumstances, you have to decide what you want mentoring to represent and come to a working agreement with your mentoring partner.

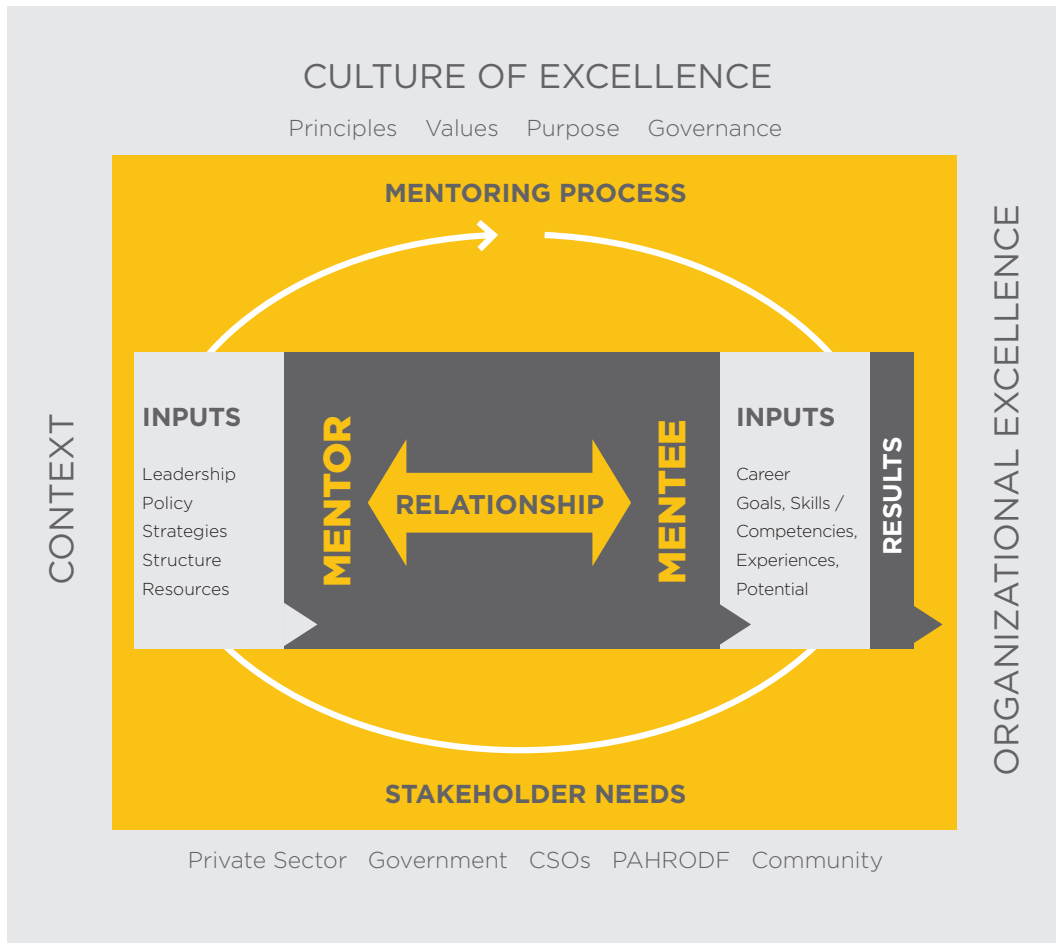
Mentoring is a learning relationship which helps people take charge of their own development, release their potential and achieve results which they value. *(Connor and Pokora, 2012)*

With these different definitions, it is very important that the people engaged in mentoring have an agreed definition.

**MENTORING IS  
DEVELOPING  
INSIGHT TO TURN  
HINDSIGHT INTO  
FORESIGHT!**



# THE MENTORING FRAMEWORK



The Mentoring Framework for Organisational Excellence, developed by PSTD and PAHRODF, was validated during the conduct of the research on mentoring practices in the Philippines.

It serves as a guide to understanding and carrying out the mentoring process. It suggests that the mentoring process in the organisation be viewed as occurring in a system. Like naturally occurring systems, the mentoring process takes input from its surrounding environment, and produces pre-defined outputs or results. In addition, the mentoring process is anchored on relationships and how the mentor and the mentee communicate and use feedback. It can use the output to alter its input and refine the various factors that influence the mentoring process.



# MENTOR'S ROLE IN THE AUSTRALIA AWARDS SCHOLARSHIPS

Australia Awards Scholarships are prestigious international awards offered by the Australian Government to the next generation of global leaders for development. Through study and research, recipients develop their skills and knowledge to drive change and help build enduring people-to-people links with Australia.

Australia Awards Scholarship is offered in two categories: the targeted and the open. The targeted category is accessible to permanent employees of partner organisations of the Australian government in the Philippines while the open category is for applicants from the private sector and non-partner government agencies who are planning to pursue postgraduate studies related to the priorities of Australian and Philippine governments.

Mentoring in the context of a scholarships program is somewhat unique. With Australia Awards Scholarships recipients as mentees, mentoring is geared towards helping them adjust to their roles as students and eventually translate and implement what they have learned when they come back to the Philippines.

The scope of mentoring depends on the specific needs and requirements of the mentee. Australia Awards mentors exercise responsibility over the scholar by guiding the scholar in choosing the appropriate university and program of study. They provide assistance to the scholar in the preparation and implementation of the Re-Entry Action Plan (REAP) and serve as a link between the scholar and the Philippines, particularly the scholar's organisation where s/he will implement his/her REAP.

It is therefore quite important that a mentor possesses the technical or functional competencies needed to advise the mentee. Equally important are the mentor's core values or behavioral competencies such as interpersonal relationship and concern for people development to guide the scholar.

Since the scholar's REAP usually takes a year or two before being fully implemented, it is deemed necessary that the mentor completes his/her mentoring engagement until the mentee has fully satisfied the REAP execution.



With both mentor and mentee coming from varied contexts and diverse professional experience, mentoring provides the venue for discussion of the different perspectives focused on the REAP; hence, items necessary for the REAP are clearly identified by the mentee.

Based on the research conducted by the PSTD, mentoring has shown to contribute to both the professional and personal growth of a mentee.

The mentor provides learning and serves as a model to emulate. It is through sustained relationship (both formal and informal) with their mentor that the mentee can endure and become successful in his/her chosen field. Emotional support for the mentee was seen as part and parcel of the mentoring program. It helps that mentors understand what mentees go through.

In Australia, the scholar-mentee should continue to use social media responsibly in order to bring about a continuing flow of information or exchange of feedback. To bridge the different locations and varying time zones, the mentor and the mentee should use conference calls, desktop sharing, e-mails, and text messaging facilities. Virtual boards/portals should also be used as discussion space and knowledge repository.

PSTD's study on the mentoring practices in the Philippines explores the roles of the mentor and those of the mentee in the scholarship. These are discussed in the following pages.

The Re-Entry Action Plan (REAP) is a unique feature of the Australian Government Scholarships and Human Resource and Organisation Development (HROD) interventions in the Philippines; a mechanism that enables returning scholars and intervention participants to apply what they have learned, implement better work processes, improve their organisation's effectiveness, and ultimately contribute to development in the Philippines.

The REAP outlines a change initiative in which learners use their new or enhanced competencies to address a real problem or opportunity in their workplace. It is implemented within one to two years after a learning intervention, and is monitored regularly.

# ROLES OF THE MENTOR IN SCHOLARSHIP

## 1 ASSESSOR/INFORMATION SOURCE

The mentor discusses the results of the mentee's assessment before and after the mentoring engagement and compares these sets of data; provides information on formal and informal expectations

## 2 NETWORK PARTNER

Identifies areas of competency gaps, facilitates development opportunities/interventions needed, and links mentee to possible resources or potential organisation;

The mentor can introduce the mentee as 'consultant' to the organization where the REAP will be implemented and facilitates the gathering of requirements as input to the mentee's REAP.

## 3 INTELLECTUAL GUIDE/REPORTER

Elicits the mentee's real concerns, clarify deliverables, gives constructive feedback and criticism, prepares and submits regular reports on the mentee's progress

## 4 MOTIVATOR/CHEER LEADER

Boosts morale, shows empathy amidst challenges, and recognises the mentee's efforts/ performance

## 5 COACH/CAREER GUIDE

Guides mentee based on his observations, shares professional knowledge, recommends alternative courses of action towards achieving the mentee's goals and REAP

## 6 SPONSOR

Recommends to PAHRODF the awarding of 'Certificate of Completion' of the REAP as soon as the mentee successfully implements the prescribed interventions

## 7 PROCESS PARTNER

Encourages mentee to keep a mentoring journal with content details that satisfy the HRODF template; prepares and empowers the mentee to actively take part in the rollout and actual implementation of his/her REAP in the organisation within agreed time frame

## ROLES OF THE MENTEE IN SCHOLARSHIP

### 1 TRUSTING LEARNER

Sets aside time to be mentored; accepts project/tasks with clear deliverables; purposively learns even when out of comfort zone; confides relevant concerns, and updates mentor regularly, defying distance and different time zones

### 2 SELF-DRIVEN COLLABORATOR

Takes charge of own growth; explicitly involved in developing expected outputs of his/her REAP; prepares to lead the rollout/ actual implementation within agreed time frame

### 3 DOCUMENTER

Develops a Mentoring Journal and readies it for REAP documentation using the prescribed template of HRODF

### 4 SUPPORT SEEKER

Reaches out to mentor for psycho – social support; seeks approval from the management of his target organisation for the necessary support policies

### 5 GRATEFUL CELEBRATOR

Expresses sincere appreciation for mentor's feedback and positive strokes; attends and cherishes the graduation rites where he feels recognised and expresses gratitude for meaningful mentoring experiences with mentors and fellow mentees



# DEVELOPING MENTORS



Attending a formal Training on Mentoring

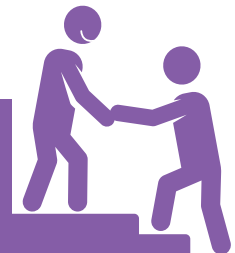


Being coached by more seasoned Mentors



Using lessons learned from being a Mentee

**MOST MENTORS ARE MOTIVATED BY THE ALTRUISTIC DESIRE TO ASSIST SOMEONE**











Based on the PSTD-PAHRODF research study, the following are the **qualities of a mentor**:



# GENERAL ROLES OF A MENTOR

## KEY ROLES

## EFFECTIVE BEHAVIORS

<b>CONFIDANT</b>		Acts as a non-judgmental sounding board and facilitator Maintains privacy/confidentiality
<b>PROTECTOR</b>		Supports, is a safety net. Ensures a safe environment to take risks
<b>CHEER LEADER</b>		Gives needed support by boosting morale and enhancing self-esteem Shows empathy and understanding Encourages the mentee to achieve goals
<b>BROKER</b>		Identifies competency gaps through a “third party” lens Identifies and facilitates development opportunities Links mentee to possible resources
<b>ROLE MODEL</b>		Teaches organisational values and politics Demonstrates through own behaviour and experience
<b>COACH</b>		Gives structure and direction Provides guidance based on observations during interactions with the mentee Provides technical/professional knowledge Empowers mentee to handle own problems independently
<b>CHALLENGER</b>		Positively provokes, pushes toward highest standards Helps mentee explore potential career opportunities and other possibilities Plays devil’s advocate and challenges assumptions
<b>SPONSOR</b>		Provides visibility and recognition of mentee

# IV

# PHASES OF MENTORING

## INITIATION

- ▼ Identification of Mentees and Mentors
- ▼ Training of additional mentors, if necessary
- ▼ Analysis of Mentee's competency gaps that need to be mentored on
- ▼ Matching of Mentors with Mentees
- ▼ Orientation on the Mentoring Requirements and Process

## CULTIVATION

- ▼ Sharing of Mentee's objectives and Mentor's expectations
- ▼ Agreement on roles, schedules, venue, content and methodology
- ▼ Assigning of a project or task (with clear deliverables) to the Mentee whose outputs would be presented to management
- ▼ Periodic report of Mentor on Mentee's progress submitted to HR
- ▼ Mentor attends Mentee's project presentation whenever necessary
- ▼ Creation of an organisational culture of learning and collaboration

## CLOSURE/SEPARATION

- ▼ Graduation rites for Mentees attended by the Mentors
- ▼ Exchange of stories/ experiences among Mentees and Mentors
- ▼ Recognition of best performing team/individual whenever applicable

## EVALUATION/ CONTINUATION

- ▼ Revisiting of Mentoring Objectives
- ▼ Deciding whether to continue or to end the mentoring engagement

# MENTORING CONVERSATIONS - THE 12 C'S

## FIRST CONVERSATION

1. Connecting
2. Contracting

## SECOND - NTH CONVERSATION

3. Clarifying Goals, issues, concerns, and decisions
4. Challenging
5. Critiquing
6. Contributing ideas and perspectives
7. Culling insights from mentee
8. Connecting to resources and opportunities
9. Cheering
10. Confirming

## LAST CONVERSATION

11. Celebrating
12. Closure

## A. POSSIBLE STARTING QUESTIONS/DIALOGUE

### FIRST CONVERSATION (Connecting and Contracting)

- a. What do you see as my role as your mentor?
- b. What ground rules should we set (e.g., confidentiality, openness, candor)?
- c. What do you think will be challenging about this mentoring relationship?
- d. Are there any topics of urgent interest?
- e. What do you hope to gain from this mentoring relationship?
- f. How do you prefer to communicate between meetings?
- g. What is the best time for you to meet on a regular basis? How often?  
How long per meeting?



## B. POSSIBLE QUESTIONS DURING DIALOGUE

### SECOND CONVERSATION ONWARDS

OBJECTIVE	SAMPLE CONVERSATION
<b>Clarifying Goals</b>	<i>“Let me clarify if I understood your goals for this mentoring: to obtain guidance from me so that you know what to do while pursuing your chosen course of study, and more importantly, that I may help you fulfil your Re-Entry Action Plan (REAP) as an Australia Awards scholar. Right?”</i>
<b>Challenging</b>	<i>What makes you think that that strategy will work for this situation?</i>
<b>Critiquing</b>	<i>I see that you can already solve simple work problems by yourself; however, you still need to improve a lot on solving more difficult issues.</i>
<b>Contributing ideas and perspectives</b>	<i>If you ask me, I personally believe that your second suggestion looks more workable than the first one. You should also look at that problem from a macro point of view.</i>
<b>Culling insights from mentee</b>	<i>Based on what I am hearing from your story, it looks like you can go ahead with the project because you have gained enough experience and learnings as well as you are willing to face any possible challenge.</i>
<b>Connecting to resources and opportunities</b>	<i>I know that this company is open to collaborating with an individual or third party who wants to work on a project such as this. Find out and explore if that is something that addresses what you want. I can support you if you decide to pursue that.</i>
<b>Cheering</b>	<i>Bravo! You’ve done a splendid job! Now I know that you can handle even more challenging situations. Keep it up.</i>
<b>Confirming</b>	<i>Yes, you did it right! You can use the same technique for similar problems that you might encounter in the future.</i>

## C. POSSIBLE CLOSING QUESTIONS/DIALOGUE

### LAST CONVERSATION (CELEBRATING AND CLOSURE)

- Wow, success! Let’s celebrate after all your efforts.
- What criteria would you like to use to evaluate the success of the mentoring relationship?
- Let’s see if you were able to achieve your mentoring objectives.
- After all our mentoring sessions, do you still want to continue my mentoring engagement, or would you rather be on your own now?

# V

# EFFECTIVE MENTORING ACTIVITIES

To make the mentoring engagement interesting and well-rounded, the mentor can utilise any combination of the following approaches or activities:

## Skills Development

- Suggest that your mentee choose one to three objectives, preferably skills to work on with you. Review your mentee's skills assessment.

---

- Invite your mentee to some of your key meetings or have him/her observe you as you work.

---

- Observe your mentee giving a presentation. Get permission to offer your feedback privately.

## Knowledge Sharing

- Share a difficult decision you made recently and discuss what inputs you considered when making the decision and its outcome. Ask your mentee what he/she might have done differently.

---

- Ask your mentee's advice about a project or problem on which you are working.

---

- Explain some of the "unwritten rules" you have learned about being successful in the organisation

---

- Discuss a current project you or your mentee are working on and share ideas.

## Career Advice

Offer to tell your career story in some detail. How did you start your career?  
 What changes did you make along the way? Include high and low points and how these learning experiences helped you.

---

Critique your mentee's resume. Provide specific suggestions for and examples of any changes you recommend.

---

Help your mentee research several career paths he/she might take within or outside of the organisation.

---

Introduce mentee to people who are doing the role they aspire for.

## Networking

Introduce your mentee to at least two people who could be helpful to him/her.

---

Link up with other mentoring pairs for lunch or another activity.

---

Pleasantly surprise your mentee with an unexpected visit, call, or email to check how s/he is doing.

---

Identify an activity that you and your mentee can do together (e.g., volunteer work, community work, etc.)

# VI

# MENTOR SKILLS TO BUILD RAPPORT

## BUILDING RAPPORT



Rapport is an important factor in the mentoring process. It is defined as a close and harmonious relationship in which the persons or groups concerned understand each other's feelings or ideas and communicate well. It is synonymous to empathy, close relationship, or mutual understanding.

In a mentoring relationship, the mentor and the mentee are exploring if they can work together. They are determining the alignment of values, establishing mutual respect, agreeing on the purpose of their relationship, and establishing the roles, behaviours, and expectations.

## EMPATHIZING



Empathising can be aptly described as putting one's feet in the other person's shoes. This is key in building a successful mentoring partnership. Strong empathy results in effective communication and makes a mentee open and willing to take the steps needed to effect change in his/her performance and development. Our level of empathy or rapport is then determined by virtue of how different or similar they are to us.

It is important to note that a series of steps take place in the first few minutes of meeting someone for the first time that work together to form that impression of "commonality". Even though these steps occur unconsciously, understanding what we do when they happen helps us become more aware when we are trying to affect a professional relationship.

**OUR PRIMARY COMMUNICATION ACTIVITY IS ACTIVE LISTENING**

# ACTIVE LISTENING

Active listening is an art that can be learned. It involves foregoing all other activities for the time being and giving your full attention to the act of listening to ensure that you understand the speaker's intent as well as the feelings behind the speaker's words.

## TO BE AN ACTIVE LISTENER:



Maintain eye contact with the speaker while he or she is talking.



Avoid distractions.



Stop all other activities.



Pay attention to what the speaker is saying.



Ask for clarification.



Summarise what the speaker has said.



Pay attention not only to the words but also to the feelings behind the words.

## BENEFITS OF ACTIVE LISTENING

- Encourages the speaker
- Promotes trust and respect
- Enables listener to gain information
- Improves relationships
- Makes resolution of problems more likely
- Gains cooperation
- Promotes better understanding of people

## **I.N.S.P.I.R.E.**

So that the mentoring engagement is able to I-N-S-P-I-R-E both the mentor and the mentee, here are some tips or techniques:

### **I** **NTERPERSONAL CONNECTION**

increases empathy and bonding.

### **N** **URTURING FEEDBACK**

triggers self-regulation.

### **S** **ENSE OF BELONGING**

reduces threat in the environment.

### **P** **OSITIVE FUTURE**

fosters self-improvement.

### **I** **NDIVIDUAL DIFFERENCES**

strengthen identity and self-esteem.

### **R** **ECOGNIZING COMPETENCIES**

drives motivation and performance.

### **E** **XPRESSING EMOTIONS**

results in openness.

# VII

# HOW TO DEVELOP ORGANISATION-WIDE MENTORING

Many of the respondent companies studied by PSTD and PAHRODF show practices that produce positive results in their organization. Those can be considered and emulated by other organisations who intend to establish mentoring as a company-wide initiative. Some mentoring practices of these companies are:

COMPANY TYPE & BACKGROUND	MENTORING PRACTICES	OUTCOMES
<b>1 Higher Educational Institution (HEI)</b>		
<p>Keen on developing avenues for integral development activities.</p> <p>Views Mentoring Program as essential part of its mission.</p>	<p>Mentor listens, share insights and experiences, gives advice.</p> <p>HR unit serves as Administrator, matches mentor with mentee, monitors the mentoring program, and annually organises a recognition event where mentors can share their experiences informally.</p>	<p>Increased employee engagement through holistic development.</p> <p>Mentoring became a “breather” for the employee where he/ she can share personal concerns.</p>
<b>2 Power Generation Company</b>		
<p>Has a performance-oriented culture.</p> <p>Requires competency development of its future human resources.</p> <p>Aims to attract talents (potential recruits) and to retain them via mentoring.</p>	<p>Mentors are strictly screened using criteria including expertise in specific functional areas, leadership skills, and credibility/ integrity.</p> <p>Mentees are the partner schools’ students accepted as On-the-Job Trainees (OJT) trained via 2-year active learning and immersion in the corporate world.</p> <p>HR unit provides the mentee orientation on the scope, rules, roles, and responsibilities; and sets the expectations of mentors and mentees.</p>	<p>Improved organisation’s talent pipeline.</p> <p>Seamless transition from students to professionals via mentoring on proper work ethics and job skills.</p> <p>Mentees are prepared for roles suitable to their talent and interest.</p>

COMPANY TYPE & BACKGROUND	MENTORING PRACTICES	OUTCOMES
<b>3 Business Process Outsourcing (BPO)</b>		
<p>BPO's culture of learning excellence is expressed through management's statement, "We are aiming as a best leader in any role we have now: Coach, Mentor, or Mentee."</p> <p>BPO is committed to promote mentees to higher position, once proven ready or mature.</p>	<p>Any staff wanting to become a supervisor can join the 6-month Supervisory Development Program or SDP (bigger program of which Mentoring is a part).</p> <p>Mentoring has a formal set up, using a blend of online and face-to-face method. Mentee is assessed on readiness for promotion.</p>	<p>As agents take Leadership Development through Project Management and Leadership skills program, they become potential candidates for Succession Planning. Thus, the Mentoring Program is aligned with company's succession planning.</p> <p>Gives sense of pride to mentor and reinforces commitment to achieve mentee's goals.</p> <p>Camaraderie retains talent.</p>

<b>4 Petroleum Company</b>		
<p>One of the country's largest oil refining and marketing company.</p> <p>Workforce is fast ageing with senior positions retiring soon in 5 years.</p> <p>Considers mentoring as a strategic tool to prepare staff for middle management and executive positions.</p>	<p>Position-based Mentoring Program is composed of:</p> <p><b>Phase 1 - Preparation:</b> Identification of mentors and mentees, approval by Chief Financial Officer (CFO), President.</p> <p><b>Phase 2 - Mentoring:</b> Formal, face-to-face sessions done every 6-12 months, depending on mentee's needs, using the best intervention to bridge competency gap.</p> <p><b>Phase 3 - On-the-Job Training:</b> Mentee takes the role/position of his mentor while mentor acts as consultant.</p>	<p>Mentees are sufficiently prepared to eventually fill in management and executive roles left by the mentors.</p>



COMPANY TYPE & BACKGROUND	MENTORING PRACTICES	OUTCOMES
<b>5 Financial Investment (MNC)</b>		
<p>Philippines is the site of its rapidly expanding global shared services.</p> <p>Mentoring program is part of the Global Mentoring Program existing for 10-15 years.</p> <p>The mentoring program in the Philippines has been active for 6 years.</p>	<p>Being a voluntary program, the mentee requests his/her identified person to be his/her mentor. The mentor must not be the immediate supervisor of the mentee. The HR unit helps introduce the mentor to mentee.</p> <p>Mentors should be expert in areas where mentee needs help and is committed to sustain the relationship. Mentors attend a workshop on mentor's roles and responsibilities to prepare him manage the mentee 1 hour/month.</p> <p>Mentees evaluates mentors on availability &amp; support.</p>	<p>Mentoring is viewed as personal career development of mentees.</p> <p>Mentoring became the most feasible way to "fast-track" mentee's experience as a leader.</p> <p>Mentoring is perceived as the best way to invest in another person's career.</p> <p>Mentors grow professionally in honing further their mentoring skills.</p>

<b>6 Bank (Government Owned or Controlled Corporation)</b>		
<p>Mentoring program is intended for the Credit Initiation Department (CID) of the Banking Operations Group.</p> <p>Program was geared towards enabling unit heads in light of the organisation-wide restructuring.</p> <p>The mentoring program aims to mitigate competency gaps through re-tooling and comprehensive knowledge acquisition on deficiency areas.</p>	<p>Initiated by upper management to prepare people in the restructuring.</p> <p>The program was meant to address the below-par (compared to Head Office) knowledge and competency levels of Field Appraisers, Credit Investigators, and Engineers.</p> <p>Also intended to address demoralization of branch people who felt 'second class citizen treatment'.</p> <p>As the program became more holistic, corporate image became as important. Topics discussed during mentoring include "Dressing up Appropriately".</p>	<p>Program was valuable resource for learning and coping with organization changes like restructuring.</p> <p>Mentees acquired specific expertise and developed needed competencies.</p> <p>Previous mentees are now tapped as mentors.</p> <p>Enhanced professional image of mentees as viewed positively even by external customers.</p>

COMPANY TYPE & BACKGROUND	MENTORING PRACTICES	OUTCOMES
<b>7 Government Financial &amp; Monetary Organisation</b>		
<p>The organisation believes that mentees need to be responsive to the needs of its diverse clients.</p> <p>A handbook containing the mentoring process, forms used, and other relevant materials was developed to sustain the program</p>	<p>Mentoring lasts 3 to 12 months and delves in topics like strategic thinking, political sensitivity, environmental awareness. It must be confined to workplace concerns and should be mentee-initiated.</p> <p>The program follows the 3-E Framework:</p> <ol style="list-style-type: none"> <li>1. Establishing Relationship and Trust (Mentor &amp; mentee sign off on Mentoring Plan with clear objectives, strategies, outcome, session frequency &amp; duration)</li> <li>2. Enabling and Uplifting the Mentee (Mentors listen, advise, inspire, coach, motivate, and encourage the mentees);</li> <li>3. Exiting the Relationship(HR provides feedback form, conducts monitoring and exit interviews with mentor &amp; mentee.</li> </ol>	<p>Observed improvement in mentees' self- esteem.</p> <p>Mentees were able to build networks as they gained exposure.</p> <p>Mentors got a sense of fulfilment for developing the future generation.</p>

Shown below and the next pages are findings summarized from the PSTD-PAHRODF research which have been discussed in the foregoing section.

Beside each item, there is an acronym or abbreviation that refers to the company which gave the suggestion as follows:

**HEI** – refers to Higher Educational Institution;

**Power** – power generation company;

**BPO** – Business Process Outsourcing company;

**GOCC Bank** (Government Owned and Controlled Corporation – bank)

**Petroleum** – Petroleum Company

**FI (MNC)** – Financial Investment Company






**GFMO** – Government Financial Monetary Organisation.

Here now are some suggestions from each company-respondent on how to establish a mentoring program organization-wide. For easy recall, we can call these **the A-B-C's of Developing a Mentoring Program**:

# A

## ASPIRE FOR ORGANIZATIONAL EXCELLENCE

---

-  Inculcate the Mission of the organisation (integral development) (HEI)
-  Mitigate knowledge and functional gaps due to organisation-wide restructuring (GOCC Bank)
-  Help manage change, solving problems quickly (GOCC Bank)
-  Transfer best practices across teams and departments (GOCC Bank)
-  Ensure quality and speed of service delivery in the light of fast growth (rapid development of supervisors/middle management) (BPO)

# B

## BEAT THE POTENTIAL CHALLENGES WITH BEST PRACTICES



Schedule the mentoring sessions in advance to avert the scheduling difficulty and unavailability of mentor or mentee.



**MAKE THE MENTOR ACCOUNTABLE** so that he does not neglect his/her mentees

- a. Submit regular reports on the progress of mentee (BPO)
- b. Require the mentor to attend the mentee's project presentation (Power)
- c. Recognise the mentor (GOCC Bank)

**MAKE THE MENTEE ACCOUNTABLE**

- a. Assign a project with clear deliverables and make the mentee present to senior management (BPO, Power)
- a. Organise 'Graduation' rites where the mentees see their mentors and fellow mentees and share experiences so that mentees become more involved, committed, and reach out to their mentors (BPO, Power, GOCC Bank)



Management should install a Monitoring and Evaluation (M & E) system as well as a formal structure and reward system to motivate the performing mentees.



Prospective mentors should be given preparation and Training in order to become credible to the mentee. In return, the mentee looks up to him/her with respect.



## COUNT IN THE CRITICAL SUCCESS FACTORS

1. Shared Sense of Purpose between Mentor and Mentee (Petroleum, HEI)
2. Ownership of the Process and Results (GFMO)
3. Clear Roles and Mentoring schedules established before Mentoring Process starts (GFMO, Power)
4. Conducive Climate for both mentor and mentee to share and to learn (GFMO, HEI)
5. Well-defined focus of issues, subject matter, and competency areas to be delved into (GFMO)
6. Goals of the program aligned with the Organisation's vision, mission, values, and strategy (HEI, GFMO)
7. Presence of a champion or catalyst from top management (Petroleum, GOCC-Bank)
8. Core group of mentors lead the program (GOCC-Bank, FI-MNC)
9. Promotion of a culture where learning and collaboration are valued (BPO, Power)
10. Use technology platforms whenever and wherever available (FI-MNC)

# VIII

## GENERATIONAL DO'S AND DON'TS IN MENTORING

Mentees may come from varied generations; thus, it is important that each generation be treated appropriately according to their specific genre.

MENTEE'S GENERATION	DO'S	DON'TS
<b>Boomers</b> 1946 - 1964	<ul style="list-style-type: none"><li>✓ Give them challenging work with opportunity for prestige</li><li>✓ Focus on professional accomplishments</li><li>✓ Expect hard work</li><li>✓ Make them feel special</li><li>✓ Talk optimistically about opportunities for change</li></ul>	<ul style="list-style-type: none"><li>✗ Micromanage</li><li>✗ Create dependent relationships</li><li>✗ Assume traditional or conservative values.</li><li>✗ Be cynical</li><li>✗ Get bogged down in bureaucracy</li><li>✗ Be afraid to try new things</li></ul>
<b>Gen. X'ers</b> 1965 - 1979	<ul style="list-style-type: none"><li>✓ Demonstrate your own competence</li><li>✓ Share information</li><li>✓ Ask for their opinion</li><li>✓ Set expectations</li><li>✓ Talk about end results</li><li>✓ Be collegial</li><li>✓ Provide recognition for individual achievement</li><li>✓ Provide support and suggestions, and get out of the way</li><li>✓ Identify measures of success</li><li>✓ Be up to date technologically</li></ul>	<ul style="list-style-type: none"><li>✗ Micromanage</li><li>✗ Focus on the boss' role.</li><li>✗ Exclude them from communication loop</li><li>✗ Ignore their opinion</li><li>✗ Make it about "being a family"</li><li>✗ Make their goals too easy to reach</li><li>✗ Protect them from their own mistake</li><li>✗ Jive them "atta boys" ("Great job" comments that give them no real information).</li></ul>

**MENTEE'S  
GENERATION****DO'S****DON'Ts****Gen. Y'ers**

1980 - 1995

- ✓ Tell them the truth
  - ✓ Treat them as equals
  - ✓ Acknowledge what they bring to the table
  - ✓ Make relationship fun
  - ✓ Let them have a voice or a veto in the relationship
  - ✓ Challenge and stretch their minds in a variety of assignments
  - ✓ Provide opportunities for teamwork
- ✗ Micromanage
  - ✗ Just give them orders and assignments without the rationale
  - ✗ Provide just negative, critical feedback
  - ✗ Assume they can't learn quickly.
  - ✗ Be unavailable
  - ✗ Be disrespectful even if they are your juniors
  - ✗ Be afraid to learn new ways to use technology

---

Source: *The Mentor's Guide: Facilitating Effective Learning Relationships*, Lois J. Zachary.

# IX

## COMMITMENT PLANNING

A mentoring program that has started well can easily become a source of frustration later if and when the parties involved are not committed to carry it through successful completion. To be able to create and sustain real commitment to the program, there should be a mutual agreement between the mentor and the mentee to make this happen.

A documented Mentoring Agreement can serve as a reminder for both parties particularly in terms of each other's short-term and long – term goals, roles, responsibilities, guidelines, and other vital details of their engagement. Such mentoring agreement is also a handy reference for evaluating the mentorship at the end of the engagement period. Likewise, this document can serve as an objective basis for both parties to decide whether to continue or end the mentoring relationship. Either way, the closure has a good chance of providing a learning opportunity notwithstanding the possibility of a compromised relationship.

A sample Mentoring Agreement, which can be customised according to the organisation's needs is shown on the next page.



# AUSTRALIA AWARDS SCHOLARSHIP (PHILIPPINES) MENTORING AGREEMENT

We are voluntarily entering into a mentoring relationship and have discussed and agreed on the following goals and objectives in relation, BUT NOT LIMITED TO, the development and implementation of the Re-entry Action Plan (REAP) of the Australia Award Scholarships Awardee:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

We have discussed the guidelines by which we will work together, develop, and in that spirit of partnership, collaborate on the development and implementation of the Re-entry Action Plan (REAP). In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Get in touch with each other at least \_\_\_\_\_ *(frequency)*  
through \_\_\_\_\_ *(email, skype, etc.)*
2. Look for multiple opportunities and experiences to enhance the mentee's growth and development.
3. Maintain confidentiality of our relationship.
4. Honor the ground rules we have developed for the relationship.
5. Provide regular feedback to each other and evaluate progress.

We will accomplish this by \_\_\_\_\_ *(target date)*.

We agree to communicate regularly until we accomplish our predefined goals.

At the end of this period of time, we will review this agreement, evaluate our progress, and reach a mutually agreeable conclusion. The relationship will then be considered complete. If need be, we can renegotiate to continue our mentoring relationship, as long as there is a basis or mutually agreed upon goals.

In the event one of us believes it is no longer productive for us to continue or the relationship is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

We have read, understood and agree to these guidelines and procedures this \_\_\_ day of \_\_\_\_\_, \_\_\_\_ in \_\_\_\_\_.

\_\_\_\_\_  
*Mentor's Name*

\_\_\_\_\_  
*Mentee's Name*

# X

# EVALUATING THE MENTORING RELATIONSHIP

To ensure that the mentoring relationship remains beneficial to both you and your mentee, use the form below to facilitate a conversation every four to six months regarding the effectiveness of the relationship:

QUESTIONS TO ASK YOUR MENTEE	NOTES
1 Are we meeting with the appropriate frequency and for the right length of time?	<input type="checkbox"/> Yes <input type="checkbox"/> No... Why not?
2 Are you following-up on our action items coming out of each meeting?  Am I doing a good job following-up on mine?	<input type="checkbox"/> Yes <input type="checkbox"/> No... Why not?
3 What do you like most about our mentoring relationship?  What do you like least?	Like Most:  Like Least:
4 What could be done to improve our conversation?	
5 Do you feel that I am challenging your behaviours and assumptions, not you as a person or your intellect?	<input type="checkbox"/> Yes <input type="checkbox"/> No... Why not?

QUESTIONS TO ASK YOUR MENTEE	NOTES
<p>6 Am I helping you see the big picture?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No... Why not?</p>
<p>7 Are you learning from this relationship?  Are we addressing your needs?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No... Why not?</p>
<p>8 What skills are you building as a result of this relationship?</p>	
<p>9 Am I providing you with the right kind of support?  Are you getting enough support from me?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No... Why not?</p>
<p>10 How are we progressing on the goals and objectives you set at the beginning of the relationship?</p>	
<p>11 Are there some special issues that we should put on the table and address (e.g., co-worker jealousy, cross-gender communication problem, mistaken impressions about the relationship, etc.)?</p>	
<p>12 Am I still the person to help you reach your next level of accomplishment?  Is there someone else within the organization who would be a more appropriate mentor at this stage in your development?</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No... Why not?</p>

Sources:

Talent Management, CEB Mentoring Journal, Arlington, VA: Corporate Executive Board, 2009, pp. 9-11. CLC Human Resources, Mentoring Guidelines, Arlington, VA: Corporate Executive Board, 2009, p. 7. Stone, F.M., Coaching, Counseling and Mentoring, New York: AMACOM, 2007, p. 219



# MENTORING REPORT (SUGGESTED FORMAT)

After completion of the mentoring sessions, the mentor is supposed to prepare a mentoring report that documents the highlights of the mentoring engagement. Below is a sample of a template for a mentoring summary report.

Session #	Date/Time	Venue	Topic/s	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

\_\_\_\_\_  
Prepared by:

\_\_\_\_\_  
Date:



