

1

3

2

4

MENTORING 1,2,3,4
A look at the key resources
TRAINING MANUAL No. 2

Ana Berta Alves
Emília Coutinho
Diana Vallescar Palanca
Sofia Campos

2023

1

3

2

4



MENTORING 1,2,3,4

A look at the key resources

TRAINING MANUAL No. 2

Ana Berta Alves
Emília Coutinho
Diana Vallescar Palanca
Sofia Campos

2023

TECHNICAL DATA SHEET

Title:	<i>Mentoring 1,2,3,4: A look at the key resources: Training Manual No. 2</i>
Authors :	Alves, Ana Berta Coutinho, Emília Vallescar-Palanca, Diana Campos, Sofia
Date:	2023
Conception Design:	Diana Vallescar Palanca
Publisher:	Escola Superior de Saúde de Viseu
ISBN:	978-989-35117-6-3
DOI:	https://doi.org/10.34633/978-989-35117-6-3
Citation	Alves, A. B., Coutinho, E., Vallescar-Palanca, D., & Campos, S. (2023). <i>Mentoring 1,2,3,4: A look at the key resources: Training Manual No. 2</i> . Escola Superior de Saúde de Viseu. doi: https://doi.org/10.34633/978-989-35117-6-3

Favorable opinion of the ESSV Pedagogical Council, 16 October 2023
Approved by the ESSV Scientific Technical Council, 19 October 2023

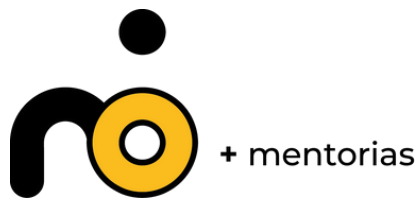
SUMMARY

Mentoring is directed to personal and professional development and can take various forms, ranging from the involvement of different relationship styles and mentor-mentee profiles, to the variety of resources and practices.

The +Mentoria(s) Project presents the training manual No. 2, *Mentoring 1,2,3,4: A look at the key resources*. This guide focuses on three aspects:

- 1) Peer mentoring, in which experiences, identities, hopes, concerns and learning are shared with colleagues who, despite being in a similar situations, have a different knowledge or practice in some area. It provides a specific form of help and support for problem solving and constitutes a powerful way to make progress.
- 2) The Grow Theory, a planning resource emerged from coaching.
- 3) The ethical principles of mentoring that guide this relationship model. It also includes a set of useful resources, including the Empathy Map and suggestions for peer mentoring work.

Keywords: mentoring, peer mentoring, Grow Theory, mentoring ethics, mentor, mentee, mentoring relationship, mentor typology, mentee typology, inclusion.



Hello!

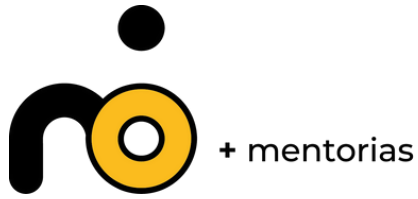
I'm Ana Berta Alves, mentor and tutor in IPV's Mentoring and Tutoring Programs.

I look at Mentoring and the Mentoring Relationship as a “superpower” that enables and empowers us, both as mentors and mentees, with an impact on the development of meaningful life projects.

Within the Stay with us – IPV Project, I am responsible for the +Mentorias(s) activity, which considers a set of essential actions aimed at a greater knowledge, awareness and involvement of the academy in mentoring programs.

In the conception and implementation of mentoring programs, depending on the context and purpose, flexibility is important, as there is no standard model; even though, and across the board, the undeniable potential they represent for the holistic and healthy development of those involved is unquestionable.

In higher education, peer mentoring programs are identified as a successful strategy to promote the welcome and inclusion of students.



They can constitute an important contribution to prevent dropout and academic failure, promote social interaction and intercultural exchange, and strengthen transversal skills. They have been recognized as a way to enhance the establishment of democratic networks and relationships that promote the exercise of citizenship and feelings of belonging and well-being.

The benefits of these programs are transversal; access, knowledge, responsibility and involvement must be shared, raising awareness of its relevance for an inclusive culture of solidary responsibility.

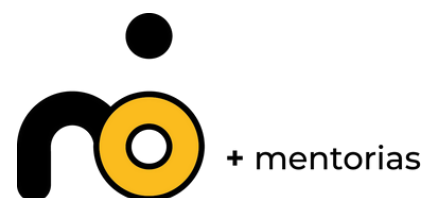
Therefore, it is with great pleasure that I present this training manual No. 2: *Mentoring 1,2,3,4: A look at the key resources*, in which peer mentoring, the Grow model for organizing the action plan, and ethical guidelines for mentoring will be analyzed. It also offers a set of resources and useful suggestions for mentoring practice.

This manual complements the training manual No.1: *Mentoring 1,2,3: A look at the basic principles*.

A handwritten signature in black ink that reads 'Ana Berta Alves'. The signature is written in a cursive, flowing style.

+ Mentoria(s)

CONTENTS

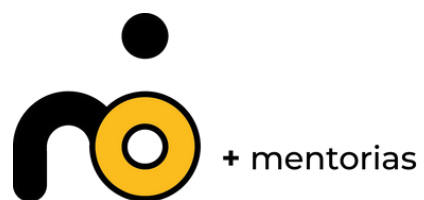


PRESENTATION

	INTRODUCTION	//11
1	PEER MENTORING	//14
2	GROW THEORY	//19
3	ETHICAL PRINCIPLES OF MENTORING	//24
	RESOURCES	//29
	BIBLIOGRAPHY	//38



INTRODUCTION



INTRODUCTION

Mentoring can take on different forms, according to the individuals' and organizations' objectives, while maintaining its essential characteristics.

Peer mentoring has been a traditional practice in university campus, as well as in primary and high schools. Therefore, the business world discovered its value, opportunity and benefits and began to adopt it in the workplace.

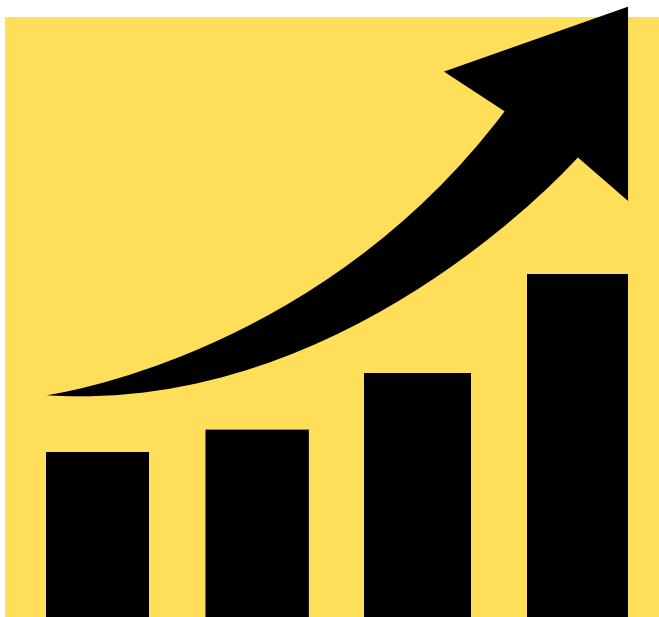
This mentoring highlights the learning opportunity for students, academics and workers, in more equitable conditions, and the possibility of overcoming barriers and concerns together.

“

Emília Coutinho
We all need someone to help us in our quest for intentional growth, and the right mentor helps us take big leaps forward.

John Maxwell

”



Personal and professional development is a central key to mentoring.

The Grow theory, given its simplicity and applicability, is used in the different scenarios.

INTRODUCTION

This manual presents the central themes of peer mentoring, which have particular importance in higher education, supported by the Grow theory for personal and professional development emerged from coaching. It also provides some ethical guidelines for the mentor-mentee relationships.

These themes can be complemented with the training manual No. 1, Mentoring 1, 2, 3: A look at the basic principles, as well as the pedagogical frameworks No. 1 and No. 2: 7 Steps for Mentoring: A roadmap for success and 7 Tools for Mentoring: A roadmap for success, respectively, which form a summarized body of information, resources and mentoring practices.

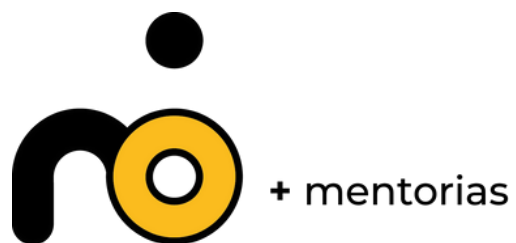
Knowing that change happens naturally, we cannot forget that progressing and expanding, growing and developing talents, seizing the present moment and the resources it offers, is a personal choice that reflects a growth mindset. We introduce a difference in our life and environment, when we are people who give to the world, offer results and exercise to overcome barriers or obstacles, always focused on what we can do and looking for alternatives.



**"Strength and growth only come through continuous effort and struggle."
Napoleon Hill**



1. PEER MENTORING



PEER MENTORING

Peer mentoring is characterized by being a relationship of help, guidance, and support between people of the same age group, career stage, or studies.

In this mentoring relationship, one of the parties possesses greater knowledge or specific experience that can be shared with the other.

The importance of peer mentoring lies in: helping to improve experiential and professional learning; forge confidence, self-reflection, and awareness; encourage networking and develop communicational, leadership and organizational skills.



This type of mentoring can be developed in the following ways:

- one to one
- remote, online or hybrid
- one person to a group
- on a group

It is a dynamic of *giving and receiving*, where both parties are simultaneously "teacher and student", offering advice and learning from each other. The mutual collaboration enhances personal development and establishes positive relationships for the future.

“

The peer mentor truly understands your tensions and obstacles, and can help you face them in a positive and productive manner.

”

SARAH CALLAGHAN

GET THE MOST OUT OF PEER MENTORING!

To make the most of peer mentoring, follow these three steps:

1st Look for a work or study colleague

Try to choose someone who can offer a different perspective on the challenges you face, both on a daily and in the long term.

This relationship aims to boost you and help you to develop, so it is not that convenient to look for someone whose life, work or study experiences are identical to yours.



A key factor in choosing a peer mentor is to consider whether their experiences match or differ from yours and use these differences to your own benefit.

GET THE MOST OUT OF PEER MENTORING!

2nd Create a mutual vision

With the aim of providing guidance and the purpose of facilitating the relationship so that both of you can find answers to your priorities.

This strategy allows to:

- Clarify "why" you need mentoring;
- Set the objectives and goals you want to achieve in a certain period of time;
- Define mutual contributions for this relationship;
- Establish the logistics and framework of the collaboration.



3rd Ask for proper guidance

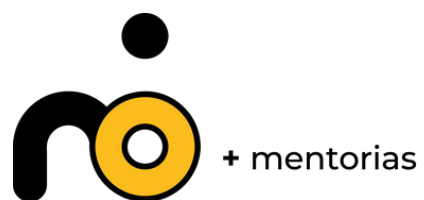
It is possible that your peer mentor's response may not always satisfy you. Turning to other more experienced colleagues to seek guidance or support may be an alternative. Don't hesitate to do so!

Always act openly and willingly to accept advice, guidance and suggestions.

One of the great advantages of peer mentoring is making the relationship easier and more accessible.



2. GROW THEORY



GROW THEORY

The Grow Theory is used in mentoring and coaching, in a professional and personal context.

It is a simple method of setting realistic and achievable goals to facilitate positive growth and development, either in groups or in one-on-one relationships.

This tool has, among other benefits:

- Flexibility in its implementation;
- It can be used in various scenarios;
- Promotion of bonds and discussions between the people involved;
- Facilitates greater responsibility
- Application in annual reviews, informal meetings...

The term *Grow* is attributed to Max Landsberg, but its publication is credited to John Whitmore, through his work: "Coaching for Performance" in 1992.

There are other similar models of this theory.

GROW THEORY



“

Live as if you were to
die tomorrow; learn
as if you were to live
forever.

”

MAHATMA GANDHI

4 PHASES OF GROW THEORY

GOAL

1st GOAL OR FINAL OBJECTIVE

- Define clearly where you want to go
- Focus on intended action and change

REALITY

2nd REALITY

- Identify the reality where you currently are
- Questions and challenges raised
- Find out what bothers you or what would you like to do
- Identify the obstacles that will prevent you from advancing towards your goal

OPTIONS

3rd OPTIONS

- Explore different alternatives
- What could you do?
- Seek ways to cope with the obstacles and make progress. You can brainstorm ideas...

WILL DO

4th WHAT I WILL DO NEXT

- Define what path and actions will you take to move forward
- When?
- Make your commitment

SESSION WITH GROW THEORY

In Grow Theory, the mentee will be accompanied to clearly define his/hers objectives and personal or professional development goals.

This is the basis for guiding mentoring sessions, maintaining motivation and focus, and assessing the phase of the process in relation to those goals and objectives.

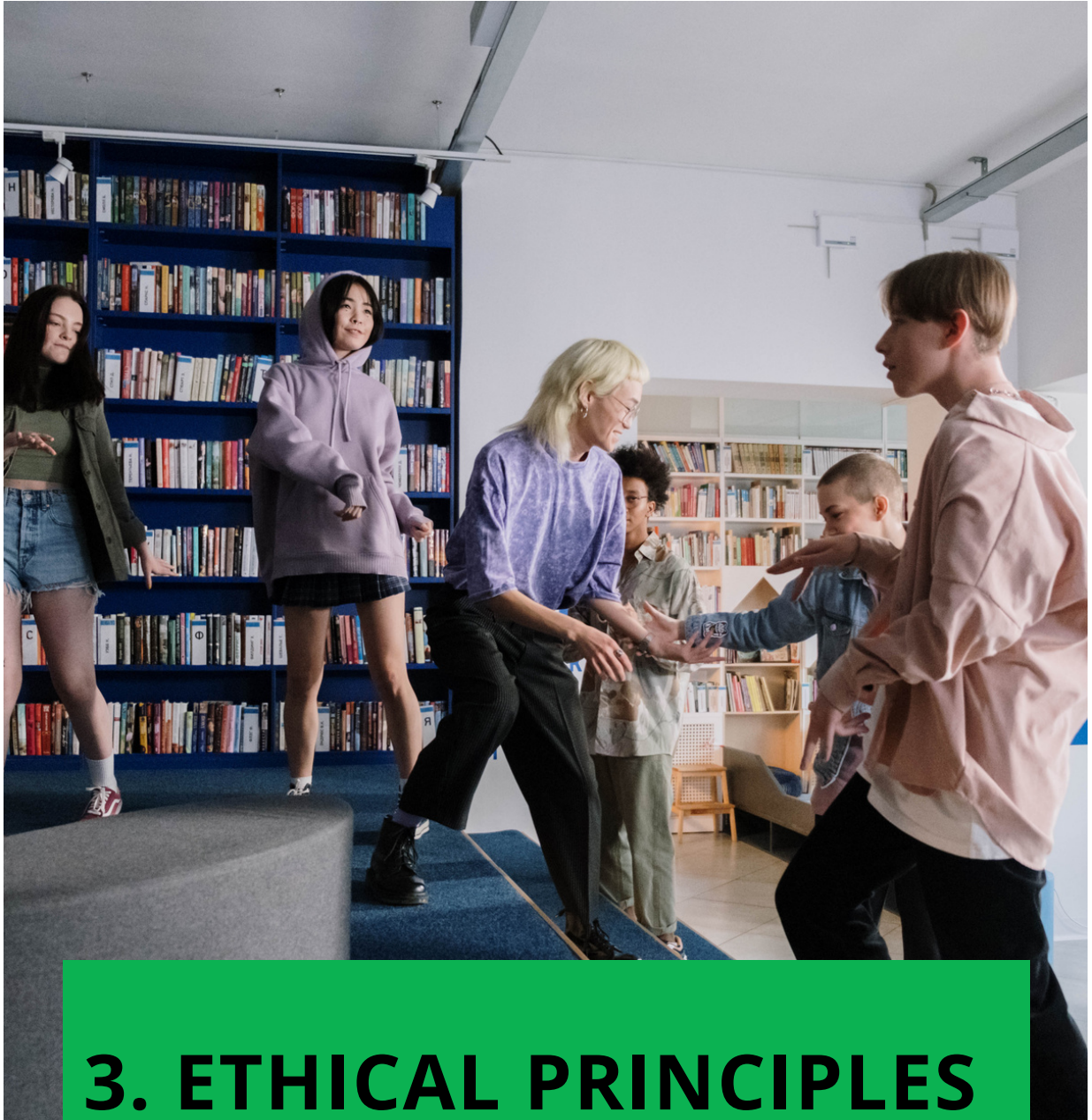
It is also a strategy that allows you to recover the center of the session and optimize time.



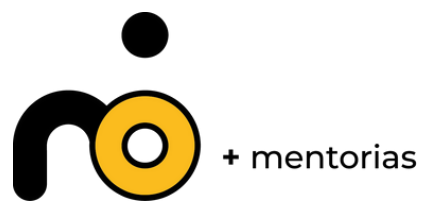
LOSS OF GUIDANCE IN THE MENTORING SESSION

Some signs that help to detect whether the mentee's objectives or goals have not been well established and which, in turn, affect the development of the mentoring session:

- The session runs in circles;
- The time set for the session is exceeded;
- Key issues are identified late;
- Lack of control over themes or unfocused approaches;
- The mentee feels that he/she was unable to communicate everything he/she wanted to.



3. ETHICAL PRINCIPLES OF MENTORING



ETHICAL PRINCIPLES OF MENTORING

Mentoring can take many forms, according to different objectives and possible scenarios.

The mentor must be honest about his/her skills to offer support, advice, help and also recognize his/her limits.

Many of the ethical mistakes in the mentoring relationship stem from a lack of awareness of important ethical considerations derived from the insufficient attention paid by researchers and practitioners.



MENTOR TRAINING

PREPARATION

Preparation and training to be a mentor, as well as issues of time, energy and, the necessary emotional investment, are elements that cannot be assumed or omitted, especially when the mentor is considered a reliable guide and model for the mentee.

EXPECTATIONS MANAGEMENT

Defining expectations and parameters of the mentoring relationship is crucial to avoid misunderstandings, as unexpressed expectations can lead to disappointment. It is important to openly discuss and clarify expectations between the mentor and mentee to ensure alignment and mutual understanding.

BE INCLUSIVE

It is an important feature to be able to follow all types of people, dedicating time, and care to their development. This is an ethical imperative that involves recognizing the value of each person, believing in their possibilities to obtain positive results.

“

Mentors have the responsibility to develop appropriate ethical behavior to their mentees.

”

7 ETHICAL PRINCIPLES OF MENTORING

1. ACT WITH INTEGRITY

Mentor and mentee must strive to act with honesty, responsibility, and commitment, because in mentoring, as in any other interpersonal relationship, disappointments, misunderstandings, conflicts, and failures in communication can occur, with negative consequences, for both parties if they are mismanaged.

2. PROMOTE RESPECT, MUTUAL TRUST, AND COMMUNICATION

It is essential to establish a healthy and effective relationship, define clear and realistic expectations and strengthen mutual commitment and the mentee's confidence, in terms of decision-making and risk-taking.

3. PROTECT DIGNITY AND MAINTAIN CONFIDENTIALITY

The dignity and personal information, challenges, and concerns confidentially shared by the mentee must be protected to avoid harm or injury. This will create a safe, open, and trusting environment to provide useful and effective advice and guidance.

4. BE DILIGENT IN PROVIDING KNOWLEDGE, WISDOM, AND DEVELOPMENT SUPPORT

It means being careful, attentive, proactive, and dedicated to offering mentorship guidance, and support. It involves being available to answer questions, sharing relevant experiences and knowledge, and providing feedback.

5. MAINTAIN VIGILANCE IN THE MENTOR-MENTOR RELATIONSHIP

Maintaining vigilance in the context of mentoring is an important responsibility of the mentor to ensure a healthy and productive relationship for both parties. It involves observing how they communicate and interact and identifying signs of discomfort or dissatisfaction, which will help resolve situations that may arise in the relationship.

7 ETHICAL PRINCIPLES OF MENTORING

6. RECOGNIZE THE SKILLS AND EXPERIENCES THAT EACH PERSON BRINGS TO THE RELATIONSHIP, IN MENTORING

Mentoring is a two-way relationship, so recognizing each other's skills and experiences allows both parties to better understand their own skills and how they can use them to achieve mentoring goals. Likewise, it increases the mentee's confidence and motivation and provides the mentor with the opportunity to learn from the mentee's skills and experiences.

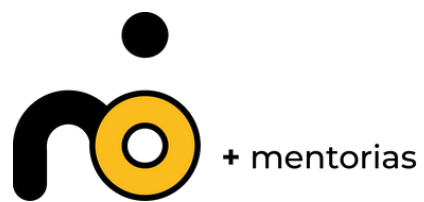
7. CAREFULLY FORMULATE ADVICE AND GIVE FEEDBACK

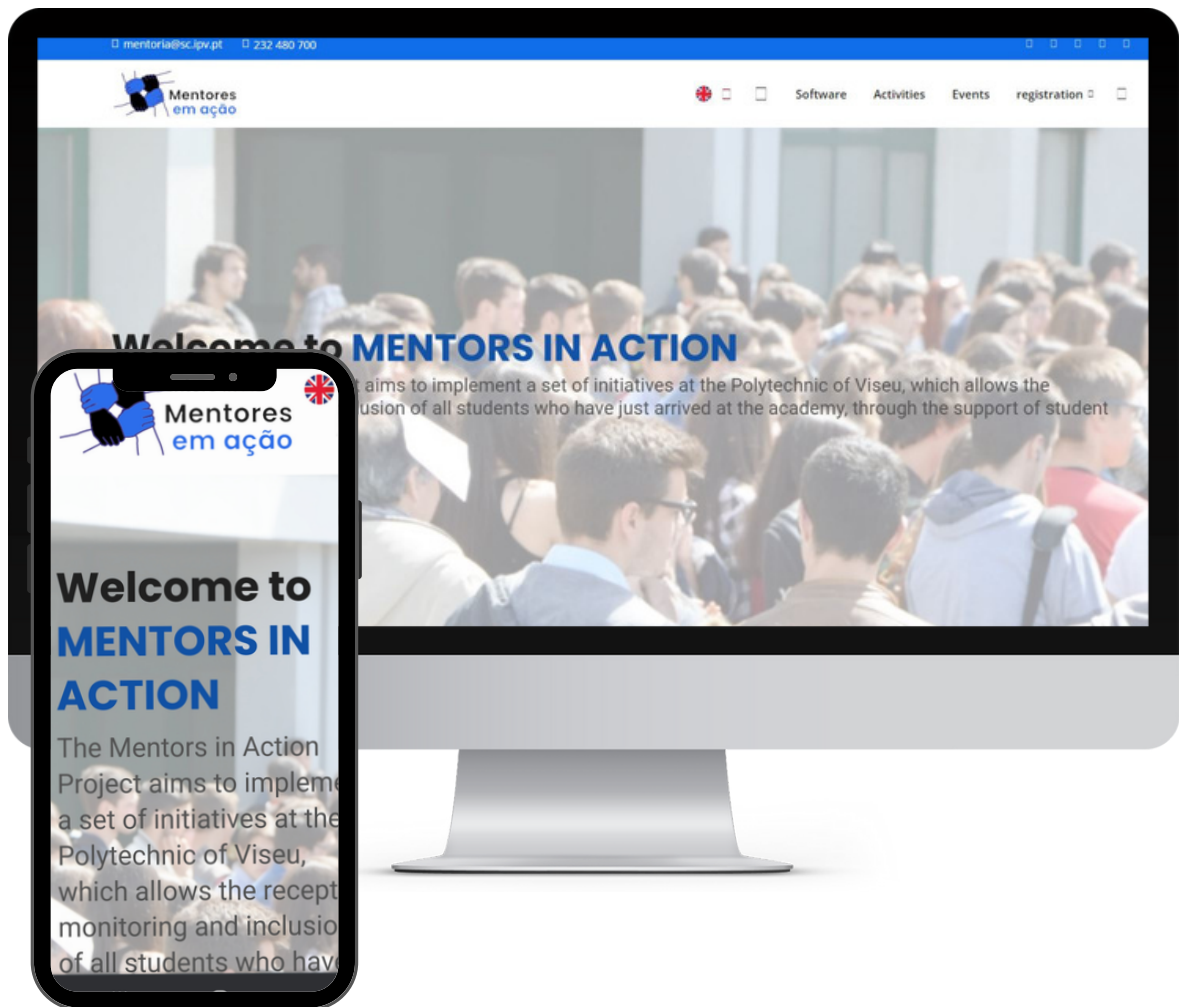
Offer feedback carefully, constructively, and encouragingly to help the mentee grow. It includes helping them to identify resources, networks, and hands-on learning opportunities to improve their skills.





RESOURCES





PLATFORM

The **Mentors in Action** platform includes a set of information, activities and projects focused on mentoring.

Within this platform, you can find the **+Mentoria(s)Project**.

PLATFORM MENTORING IPV

[HTTPS://BIT.LY/3KJV9GO](https://bit.ly/3KJV9GO)

“

Twenty years from now
you will be more
disappointed by the things
you didn't do than by the
ones you did do.
So, sail away from the safe
harbor. Explore, Dream,
Discover.

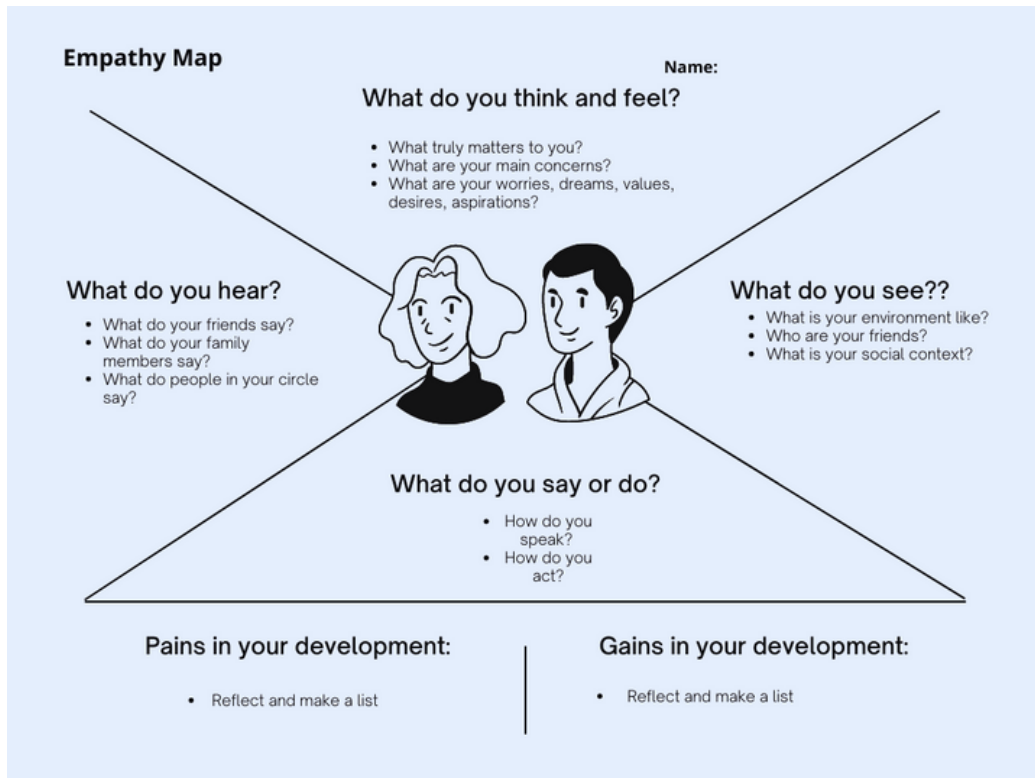
”

MARK TWAIN

EMPATHY MAP

ACTIVITY

Think, know and analyze...



THE EMPATHY MAP

It is a useful resource that helps to map and understand how the mentee (or group) is situated, the reasons that justify some actions and decisions...

The mentee, as he/she thinks and responds to the different questions, performs an introspection and a personal and general awareness.

MAY BE USEFUL FOR:

- Know, raise awareness and evaluate
- Share with mentor and/or group
- Support and accompany the path to success

ACTION PLAN

GOAL/OBJECTIVES



JUSTIFICATION



MOTIVATION



START/END DATES



REWARDS



OBSTACLES TO OVERCOME



RESOURCES



MAJOR MILESTONES



MINOR STEPS



NOTES



PEER MENTORING

7 ACTIVITIES



ACTIVITIES TO PROMOTE PEER MENTORING:

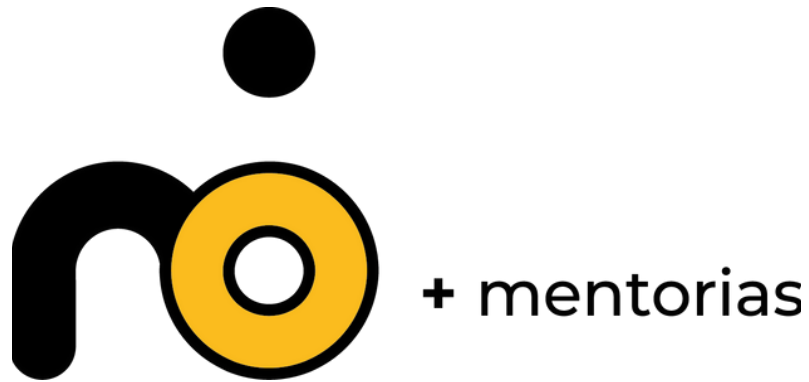
1. **Organize** a joint event for networking and knowledge sharing;
2. **Schedule** regular meetings for peer growth and development;
3. **Communicate** progress and learnings through a shared via (group journal, WhatsApp...);
4. **Share** relevant readings, podcasts, webinars for personal and professional development;
5. **Attend** activities related to the field of study or profession;
6. **Discuss** news and events related to mentoring goals and objectives;
7. **Celebrate** small successes and accomplishments at the end of the program.

ENCOURAGE INDIVIDUALS TO BECOME MENTORS
OR SEEK A MENTOR FOR THEMSELVES.

GROW THEORY IN THE MENTORING SESSION

QUESTIONS

- 01 What strategies to follow in order to develop a clear understanding of personal or professional goals and objectives?
 - 02 Do you set long, medium or short term goals? Or don't you set goals?
 - 03 What is the ideal number of goals and targets to ensure achievement?
 - 04 How can you break goals down into smaller, more manageable tasks?
 - 05 What are the common challenges you may face when trying to reach your goals?
 - 06 How can you maintain good communication between mentor and mentee?
 - 07 What is the supportive role of friends, family or professionals in achieving your goals?
-



WANT TO KNOW MORE?

**DO YOU HAVE ANY QUESTIONS OR
COMMENTS?**

WANT TO BE A MENTOR OR A MENTEE?

CONTACT



<https://mentoria.ipv.pt>



mpi@sc.ipv.pt



+351 232 480 700

OUR TEAM



ANA BERTA ALVES

Psychologist

PROFESSIONAL SKILLS

- Polytechnic Higher Education Teacher
- Specialist in Education and Social Work
- Master in Psychosocial Intervention with Children and Young People at Risk
- Responsible for +Mentoria(s)



EMILIA COUTINHO

Nurse

PROFESSIONAL SKILLS

- Polytechnic Higher Education Teacher
- Doctorate in Nursing Sciences
- Specialization in Intercultural Mediation and Skills for Interculturality
- Mentorship project coordinator

OUR TEAM



DIANA OF VALLESCAR P.

Philosopher

PROFESSIONAL SKILLS

- Higher Education Teacher
- PhD in Intercultural Thinking
- Post-Doctorate in Educational Technology
- Coach, Trainer, Intercultural Mediator



SOFIA CAMPOS

Psychologist

PROFESSIONAL SKILLS

- Polytechnic Higher Education Teacher
- PhD in Educational Sciences
- Master in Territory, Identities and Heritage
- Gender Equity Training

BIBLIOGRAFIA

Burnett, J., DeMora, S. L., Landgrave, M., Lindke, C., & Ninci, A. (2022). How can we address professional isolation among traditionally underrepresented students? The importance of peer mentorship. *Journal of Political Science Education*, 18, 3, 425-429, <https://doi.org/10.1080/15512169.2022.2053694>

Coutinho E., Alves, S., Santos, E., Coelho I., Almeida, S., Loureiro, C., Alves, A. B., Sousa, A., Quental, C., Chaves, C., Amaro da Costa, C., Peixoto, C., Vala, H., Martins, I., Contente, O., Correia, P., Santos, P., Campos, S., Bettencourt, P., & Paiva, J. L. M. S. (2021). *Manual de mentoria: Programa do Politécnico de Viseu*. Escola Superior de Saúde de Viseu. <https://doi.org/10.34633/978-989-54712-5-6>

Hall, R., & Jaugietis, Z. (2011). Developing peer mentoring through evaluation. *Innovative Higher Education*, 36, 41-52. <https://doi.org/10.1007/s10755-010-9156-6>

Heim, A. B., & Holt, E. A. (2022). Perceived social and academic roles of peer mentors in a pre-health college program. *Mentoring & Tutoring: Partnership in Learning*, 30(5), 584-605. <https://doi.org/10.1080/13611267.2022.2127257>

Johnson, B. W. (2016). *On being a mentor: A guide for higher education faculty* (2^a ed.). Routledge.

Kubberød, E., Fosstenløyken, S. M., & Erstad, P. O. (2018). Peer mentoring in entrepreneurship education: Towards a role typology. *Education + Training*, 60(9), 1026-1040. <https://doi.org/10.1108/ET-08-2017-0109>

Lancer, N. Clutterbuck, D., & Megginson, D. (2016). *Techniques for coaching and mentoring* (2^a ed.). Routledge.

Nigro, N. (2005). *Guia do coaching e do mentoring: Como aumentar a produtividade, promover o talento e encorajar o sucesso*. Monitor.

BIBLIOGRAFIA

Passmore, J., Peterson, D. B., & Freire, T. (Eds.). (2012). *Handbook of the psychology of coaching and mentoring*. The Wiley-Blackwell.

Penim, A. T., & Catalão, J. A. (2021). *Ferramentas de mentoring (2ª ed.)*. Almedina.

Whitmore, J., Kauffman, C., & David, S. A. (2013). GROW grows up: From winning the game to pursuing transpersonal goals. In S. David, D. Clutterbuck, & D. Megginson (Eds.). *Beyond goals: Effective strategies for coaching and mentoring* (pp. 245–260.) Gower Publishing Limited. <https://10.4324/9781315569208>

THANK YOU!

+Mentoria(s), Stay with us IPV.
Project Ref. POCH-02-5312-FSE-000027.

Cofinanciado por:



