



MENTORING 1,2,3

A look at the basic principles

TRAINING MANUAL No. 1

Ana Berta Alves
Emília Coutinho
Diana Vallescar Palanca
Sofia Campos

2023

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SUMMARY

The implementation of mentoring is a practice of intended relationship, naturally spontaneous, informal or formal, between two or more individuals.

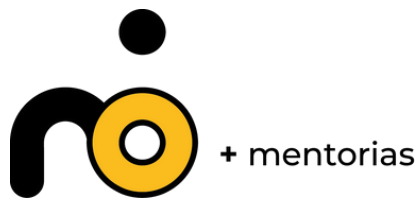
The main goal is to exchange knowledge, perspectives, guidelines, experiences or strategies, which help in personal and professional enrichment, to improve or acquire new skills, to expand networks, to shorten paths and to avoid some mistakes.

Different people and their practices give rise to different mentoring relationship styles that have been typified in several studies on the subject.

Carrying out the appropriate pairing (match) between mentor and mentee results in mentoring success.

The +Mentoria(s) project presents the training manual No. 1, *Mentoring 1,2,3: A look at the basic principles*. This quick guide focuses on discovering the fundamental core of mentoring: 1) Mentoring as a two-way street; 2) Its actors, mentor and mentee, and also 3) The stages of the mentoring relationship.

Keywords: mentoring two-way street, mentor, mentee, mentoring relationship, mentor typology, mentee typology, inclusion.



Hello!

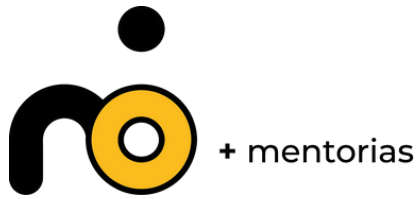
I'm Ana Berta Alves, mentor and tutor in IPV's Mentoring and Tutoring Programs.

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 + Mentoria(s) activity, which considers a set of essential actions aimed at a greater knowledge, awareness and involvement of this academy in mentoring programs.

In the conception and implementation of mentoring programs, and 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 newcomers. They can constitute an important contribution to preventing dropout and academic failure, promoting social interaction and intercultural exchange, and strengthening of 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.

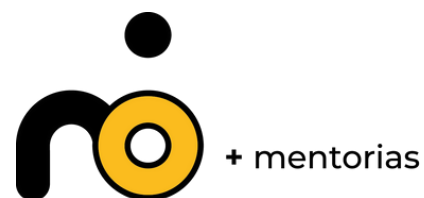
Thus, it is with great pleasure that I present this training manual No. 1: *Mentoring 1,2,3: A look at the basic principles*, in which can be found the essential elements to understand the practice and relationship in mentoring.

This framework will be complemented with another training manual, No. 2: *Mentoring 1,2,3,4: A look at key resources*, which addresses peer mentoring and the ethical criteria for properly implementing it.

Ana Berta Alves

+Mentoria(s)

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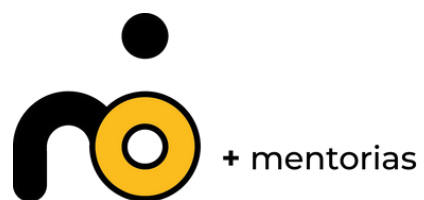


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INTRODUCTION



INTRODUCTION

The first mentoring practices date back to the time of Greek mythology, specifically, to the poem "The Odyssey" by Homer, where the first reference to the term "mentor" appears.

In this poem, the Goddess Athena, representative of wisdom and strategy, assumes the role of mentor, friend, and adviser to Odysseus, Trojan War's hero. She works with Telemachus, the king's son, to help him become a true king, through experiential learning, dialogue, and reflection.

Over time, other works on the topic of mentoring followed, but the foundational characteristics remain:

- The guiding role of the mentor
- The mentee, guided, who seeks knowledge and personal development
- The process of understanding and learning from observation and practice



"Cunning is always better than brute force."

Athena from Homer's Odyssey

INTRODUCTION

However, the forms of mentoring, the type, and formality of the signed agreements, the purposes, expectations, relationship dynamics, methods, instruments, resources used, etc., have varied in different scenarios and social and organizational contexts.

This pedagogical framework "Mentoring: 1,2,3" presents a vision centered on the three fundamental characteristics of mentoring:

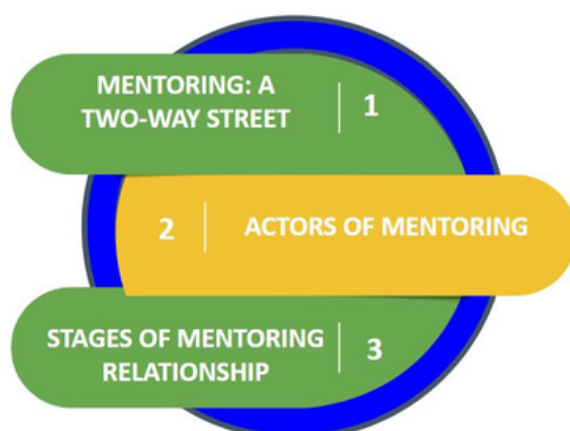
- The two-way street relationship in mentoring
- Its main actors: mentor and mentee
- The transformative relationship process

“

Mentoring is a strategic mutual learning relationship in which an experienced mentor helps a mentee achieve specific goals by providing guidance, advice and support.

David Clutterbuck

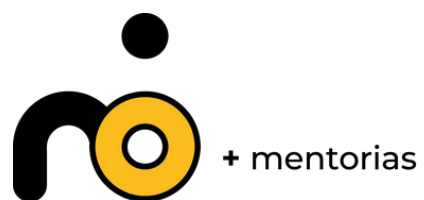
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**"Success is built
from small
actions, well directed".**



1. MENTORING: A TWO-WAY STREET



MENTORING: A TWO-WAY STREET

Mentoring is a two-way street because it is a reciprocal and collaborative human relationship between two or more people. It's not a transaction.

These people share decisions and responsibility to help the mentee work towards mutually defined goals and objectives.

This way, the mentee is the center and represents the goal, process, and product of mentoring.



The relationship must be built step by step and focused in the right direction. Synchrony, complicity, trust, time, dialogue, and sharing are necessary ingredients of this relationship.

It is imperative to build and establish a genuine relationship and support whenever possible, rather than just asking, wanting to know, or seeking support.

While it is true that mentor and mentee benefit from this type of relationship, its success will depend on how both deal with the challenges that arise throughout the process.



Mentoring is a journey of collaboration and reciprocity in which the mentor and mentee mutually benefit from sharing knowledge, experiences, and perspectives.



LOIS ZACHARY

INFORMAL AND FORMAL MENTORING

Mentoring relationships happen informally or formally.

Informal mentoring happens when, in a spontaneous way, someone asks for guidance from another person, who recognises him/herself as having experience and as someone who lets the conversation go on freely.

Formal mentoring is carried out by professionals in the various institutions. It presupposes certain expectations, guidance, and obligations and the signing of a commitment statement or contract.



MENTORING AND COACHING?

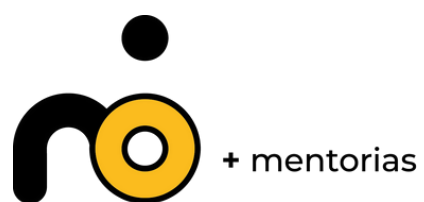
Mentoring is often confused with coaching:

- They are interchangeable, as they serve the same purpose in many aspects
- Coaching, with its methods and tools, is within the scope of mentoring
- Mentoring practices are included in the coaching activity

However, mentoring highlights the process of the mentor, an experienced professional in his/her field, emphasising the transfer of knowledge, in order to integrate and develop professionals.



2. MENTORING ACTORS



MENTORING ACTORS

The actors involved in an effective mentoring program are the mentor, the mentee, the coordinator of the mentors, the department and the organization.

Recent studies reveal that the figure of mentors has barely been investigated, with regard to their typology and effectiveness, as well as the roles they play.

This lack of information creates a gap in the matching process between mentors and mentees, which can lead to a relationship of lower growth, empowerment and overall benefit from mentoring.

An informed choice of the mentor, according to the known profile, will help facilitate the effective development of the mentoring and a better orientation of the career or profession.

This does not invalidate the existence of mentors who, due to their personal relationship characteristics, can adequately support the mentee.



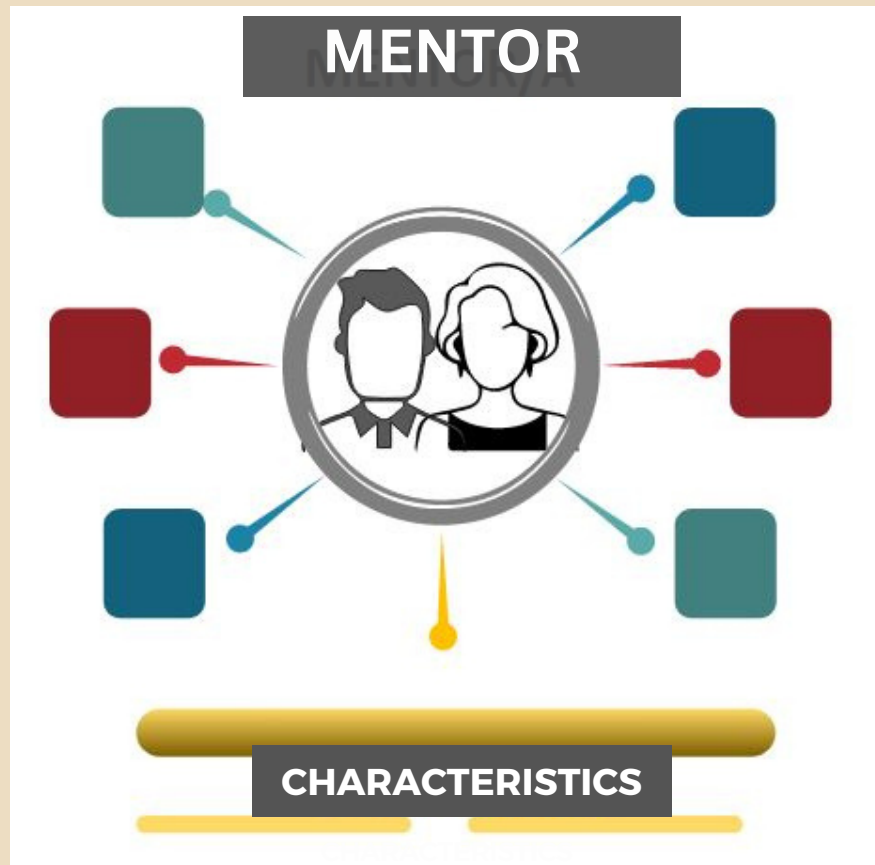
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**As we look ahead into
the next century,
leaders will be those
who empower others.**

”

BILL GATES

MEET THE MENTOR



- Good listener
- Flexible
- Recognises the diversity of perspectives
- Knowledgeable
- Non-judgmental
- Able to give constructive feedback
- Honest and frank
- Able to network and find resources

TYPES OF MENTORS

There are different types of mentors and the number of characteristics that distinguish them varies between 4 and 20. Also, the choice preferences of the mentees are varied.

In academic, business, or specialized group mentoring, mentors are chosen according to their profile, skills, and areas in which they intend to develop the mentees.



WHY IS IT IMPORTANT TO KNOW HOW TO CHOOSE...

Mentoring is essentially a personal relationship. Therefore, the mentee's choices are not based exclusively on the mentor's professional skills, but also on other characteristics such as his/her personality and natural dispositions. In short, on the "relational chemistry" that is generated.

Besides, and not less important, the mentee is investing in his personal or professional future and in his development.

People, as well as mentors and mentees, present themselves in different ways. It will be crucial, therefore, to know both parts of the relationship and, in the mentoring session, to focus on helping the mentee to grow, rather than solving their problems.

TYPES OF MENTORS

Mentor 1. The master/adviser

he/she knows what he wants to be and is the best in his field. Has accumulated wisdom and experience. So he/she can help you identify, understand, and improve.

Mentor 2. The advocate/sponsor

He/she is the advocate for the mentee's cause and support, talks to others about the mentee, and introduces helpful people for his/her development.



Mentor 3. The Copilot / goes with you

He/She is a colleague to talk to during the course of your projects, who gives advice and listens to the expressions of feelings. It is a close, mutual, and committed support that helps to improve the quality of the work.

Mentor 4. The anchor/protector

Provides support and psychological help in difficult times. It is a confidant or a kind of "sounding board". It can be a friend or family member. It does not necessarily have to be associated with the professional or work area.

Mentor 5. The challenger

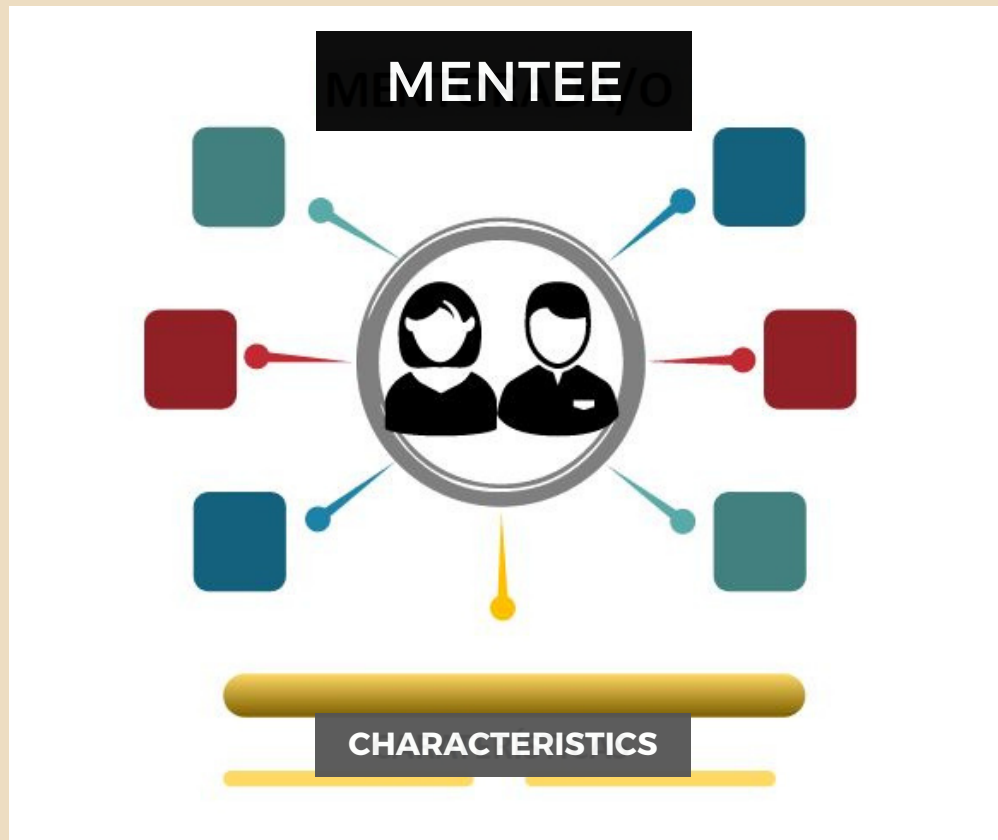
Focus his/her talent on helping the mentee develop difficult problem-solving skills. It is an "elite sniper".

“

A successful mentor feels proud of his/her mentee, knowing that they have given a part of themselves to their success.

”

MEET THE MENTEE



- Open minded
- Proactive
- Engaged
- Careful
- Flexible
- Committed
- Curious
- Shares with simplicity
- Learns from mistakes
- Grateful

TYPES OF MENTEES

Since mentoring is a two-way street, let's now look at the other part of this relationship: The mentee.

Mentee 1. Distant/online

He/ she systematically prefers to hold sessions online, by phone, or via WhatsApp, either because he/she is too busy, or because he/she feels better that way.



Mentee 2. "We can work together on my work"

The mentee believes that it is the mentor who must carry out research, analysis... Confuses mentoring with consulting or academic teamwork.

Mentee 3. Change of course/career/profession

The mentee feels trapped in a position or career that no longer suits him/her and is looking for alternatives. He/she wants to take advantage of every mentoring session to reflect on his/hers next steps.

Mentee 4. Enthusiastic

Sets up a personal meeting and shortly after contacts by phone or Whatsapp to set up another one. Engages in the whole process and is very active.

Mentee 5. "I don't know what to ask..."

During the mentoring sessions, he/she remains silent for several reasons: confusion, dispersion, lack of personal knowledge, motivation, interest, or shyness.

TYPES OF MENTEES

Mentee 6. Sounds interesting

He/she signed up for the program because it looked interesting, or another colleague also did it but is not sure about the need for it.

Mentee 7. I don't want to bother

He/she is friendly, concerned about not bothering, and, therefore, is constantly mentioning this to the mentor.



Mentee 8. Too busy

Setting up a meeting with this mentee is complicated because he/she does not understand that to develop a mentoring relationship and achieve success they must invest time and effort. Often cancels meetings, prioritizing other tasks.

Mentee 9. "Where is the manual?"

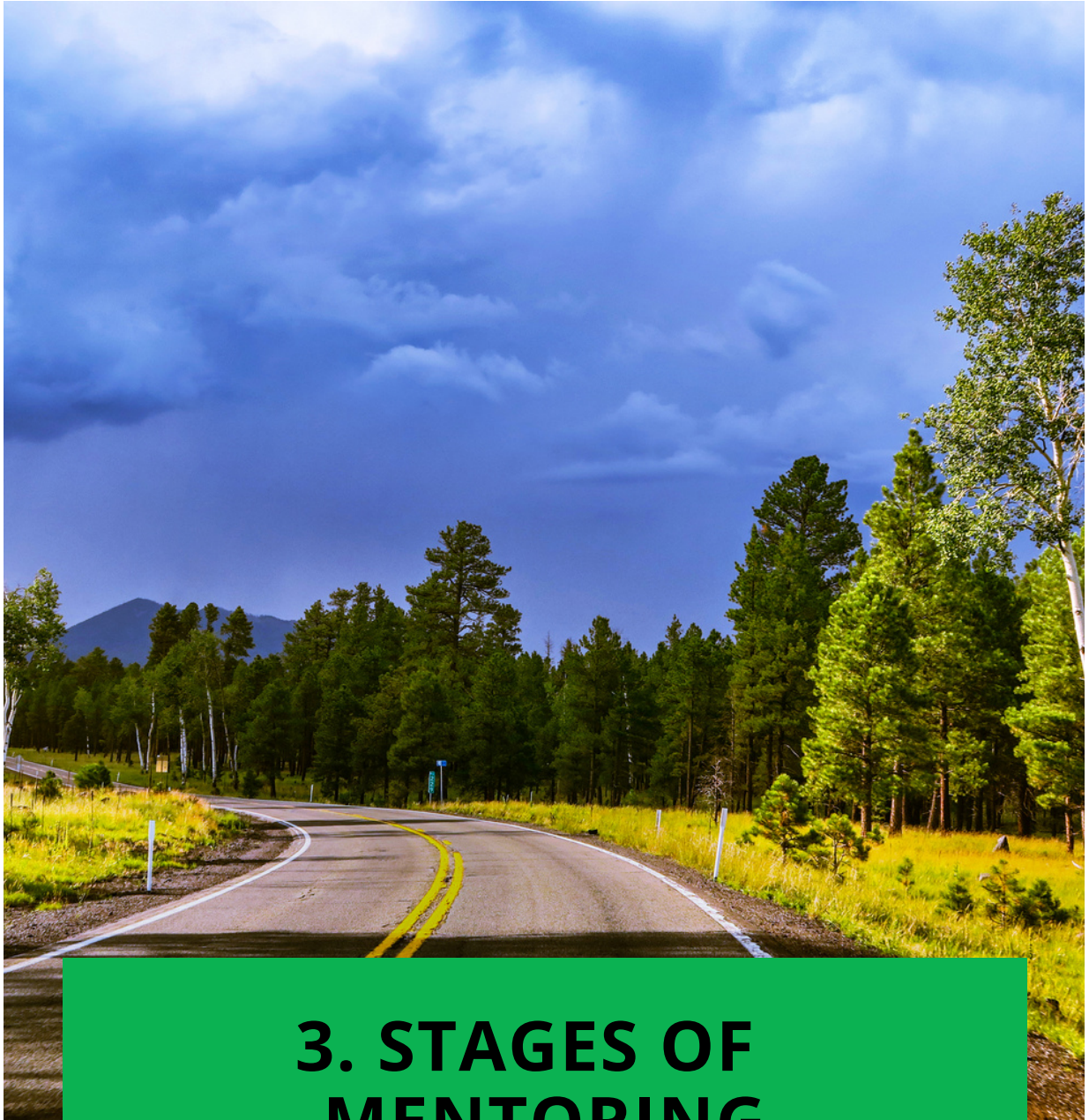
He/she is very enthusiastic and willing to work on the relationship, but doesn't know how to do it and asks for detailed explanations on how to be "a human being", confusing mentoring with a school...

Knowing the mentee personally, his/her preferences, limitations, concerns will help to implement improvements in mentoring programs and during the sessions.

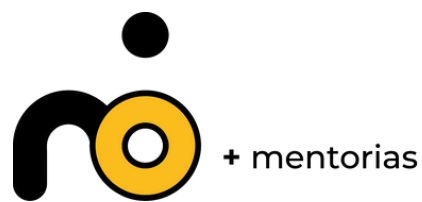
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What prevents
you from
maximizing
your strengths?

”



3. STAGES OF MENTORING RELATIONSHIP



STAGES OF MENTORING RELATIONSHIP

Mentoring is developed according to each individual, their areas of expertise, the type of relationship, and the resources and tools invested in that relationship.

In the mentoring relationship, it is common to address aspects from mentee's life in order to understand how he/she feels and which direction he/she wants to go.

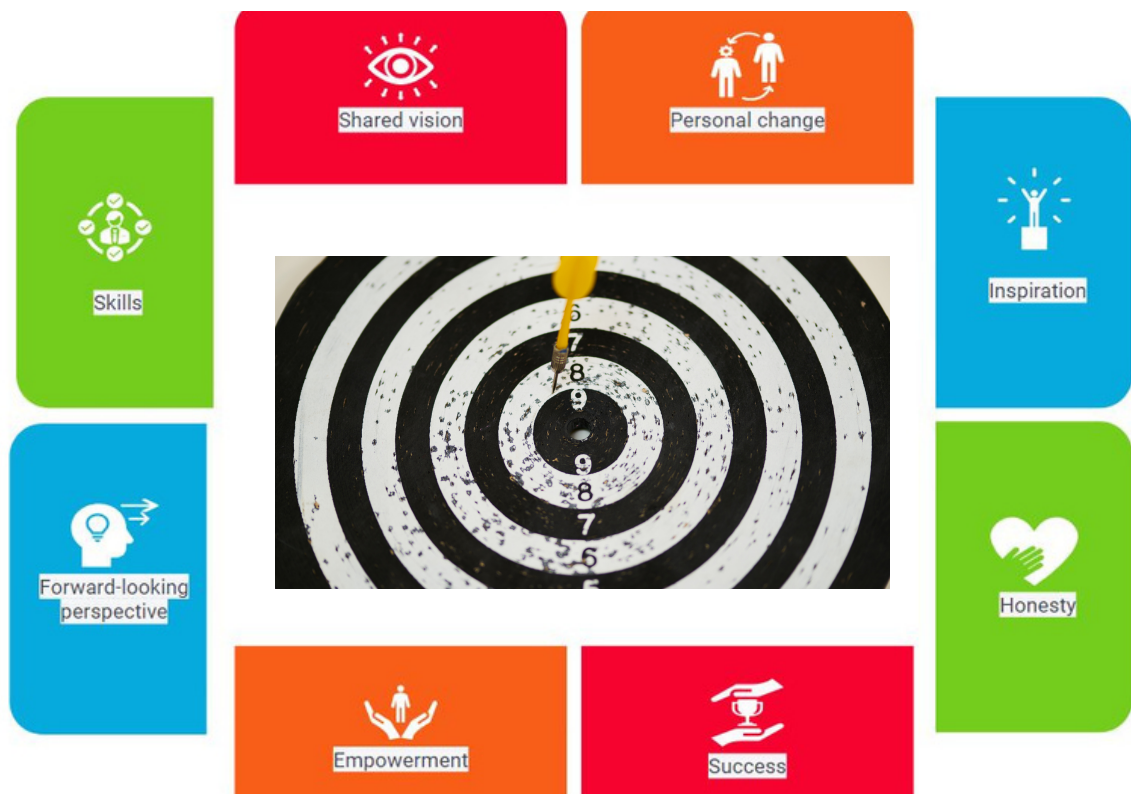
In this perspective, the emerging themes are self, study, family, friendships, course, profession, work, dating relationships, community.

Focus, direction, and building a solid relationship are keys to mentoring success.

A welcoming and safe environment is a basic condition for the good development of mentoring.

Pull/Push Mentoring is a type of mentoring in which the mentor initially provides a safe environment for the mentee to feel confident, secure, and motivated to share their agenda, goals, and interests (*Pull*).

In a second moment, the mentor focuses his/her efforts on stimulating the mentee through questions, sharing his/her own experiences, creative solutions, knowledge, tools... (*Push*).



“

**If you want to go fast,
go alone.
If you want to go far,
go together.**

AFRICAN PROVERB

”

STAGES OF MENTORING RELATIONSHIP

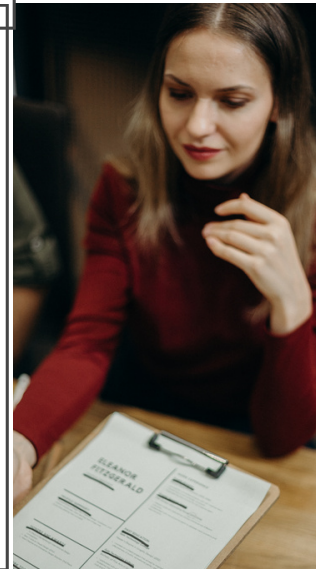
1st PREPARATION

- Self-introduction
- Getting ready for the relationship with the mentor
- Use of resources and targeted training on basic relationship issues



2nd NEGOTIATION

- Definition of mentoring objectives
- Measuring criteria for process success
- Establishment of responsibilities
- Give information
- Action protocols while facing obstacles
- Consensual agreement
- Work plan to achieve the set goals



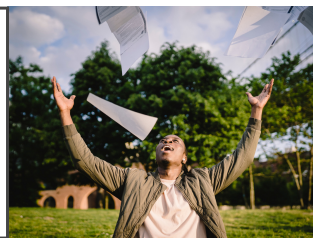
3rd TRAINING

- Focus on learning and development
- Awareness to the challenges of the process
- The support and relationship built are crucial



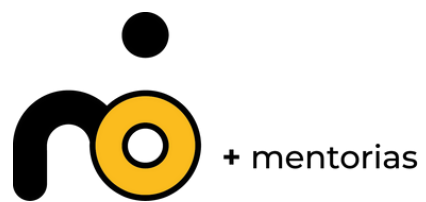
4th CLOSURE

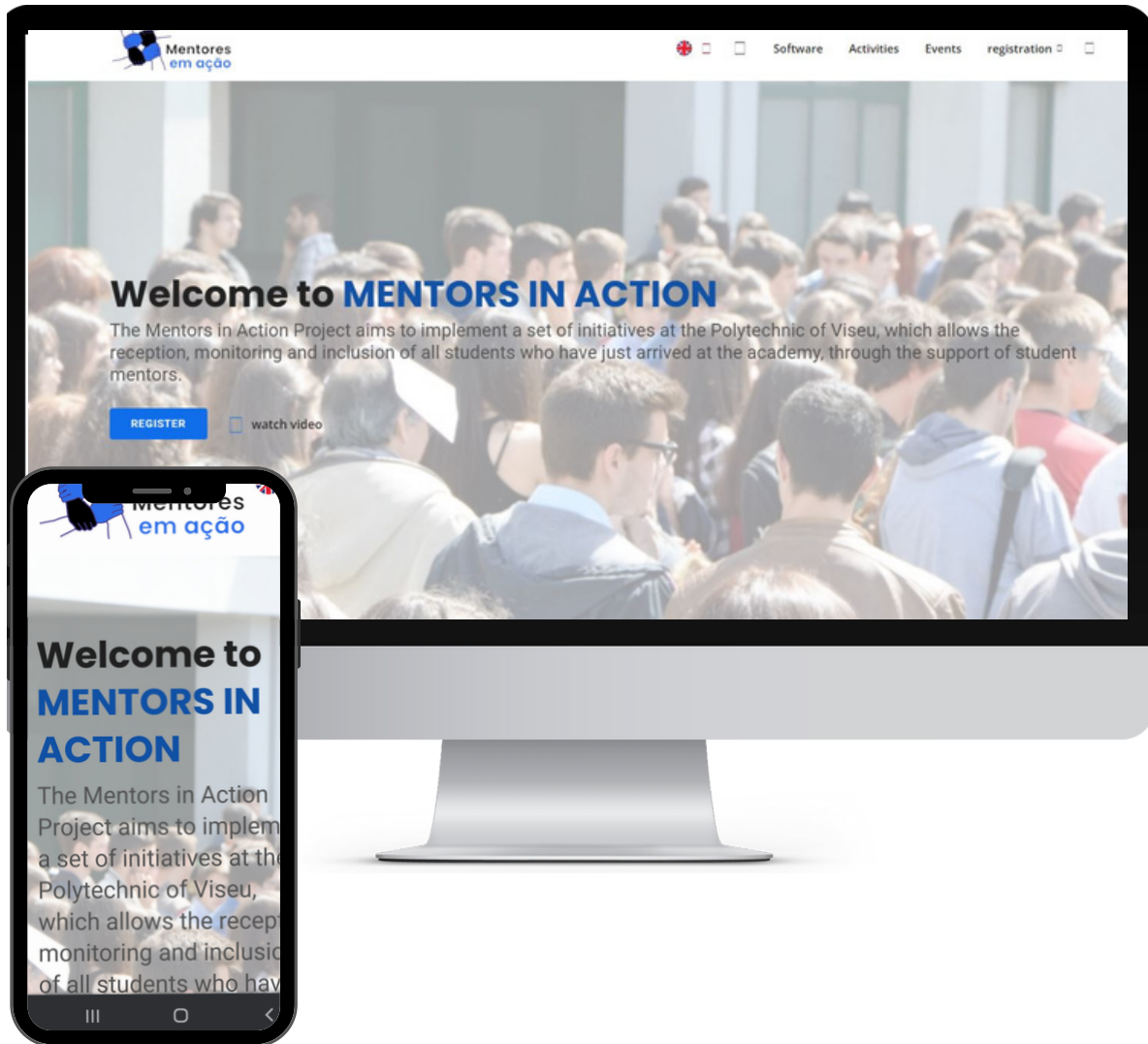
- Conclusion of the learning process
- Celebration of success and conclusion
- Moving to the next level of application





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)

MENTORING TRIVIA

LEARN MENTORING

Questions are an important resource for mentoring, training, and self-reflection. The MENTORING TRIVIA is a set of questions about mentoring, in several thematic areas.



The questions in this Trivia can be used to:

- Think
- Mentoring sessions
- Interviews
- Group work
- Resources
- Activities

QUESTIONS ABOUT THE MENTOR AND MENTEE RELATIONSHIP

QUESTIONS

01 What is the role of the mentor in the mentoring relationship?

02 How can the mentee benefit from mentoring?

03 Do you usually set long, medium or short term goals? Or don't you set goals?

04 How can the mentor help the mentee achieve his/her goals?

05 Why is confidentiality important in the mentor and mentee relationship?

06 How can a good communication between mentor and mentee be maintained?

07 What is the role of reciprocity in the mentor and mentee relationship?

QUESTIONS ABOUT THE MENTOR

QUESTIONS

- 01 What motivated you to become a mentor?
 - 02 How did you acquire your experience and professional knowledge?
 - 03 What challenges does the mentor face in mentoring?
 - 04 How can a mentor be prepared for the mentoring process?
 - 05 Why is it important to maintain commitment and respect confidentiality in the mentor and mentee relationship?
 - 06 What skills should a good mentor have?
 - 07 What are the main rewards that the mentor can find in mentoring?
-

QUESTIONS ABOUT THE MENTEE

QUESTIONS

- 01 What do you hope to get out of mentoring?
 - 02 How did you identify the need for a mentor?
 - 03 What are the challenges you face in mentoring?
 - 04 What objectives and goals do you have for your mentoring process?
 - 05 How do you intend to contribute to the mentoring relationship?
 - 06 How do you plan to deal with the mentor's criticism and feedback?
 - 07 How will you apply what you learned in mentoring to your personal academic and/or professional development?
-

QUESTIONS ABOUT THE MENTORING PROCESS

QUESTIONS

- 01 What are the stages of the relationship process in mentoring?
 - 02 What tools or techniques were used in mentoring?
 - 03 What are the main challenges in the mentoring process?
 - 04 How to adapt mentoring to the mentee's specific needs?
 - 05 How do you define the mentoring action plan?
 - 06 What method(s) do you use to evaluate the mentee's progress?
 - 07 What are the best practices for the mentoring closure?
-

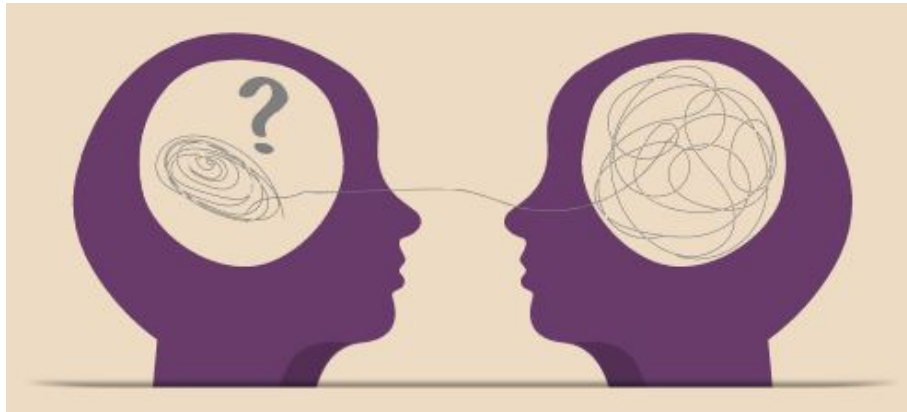
MENTORING ASSESSMENT QUESTIONS

QUESTIONS

- 01 What were the objectives and goals established at the beginning of the mentorship?
 - 02 Was the mentee able to achieve his/her objectives and goals? If not, why?
 - 03 What were the main challenges faced in the mentoring process?
 - 04 How did your mentor help you overcome the difficulties and challenges?
 - 05 How was the relationship between mentor and mentee?
 - 06 What were the main lessons of the mentoring process?
 - 07 How do the mentor and mentee evaluate the mentoring process?
-

MENTORING DAY

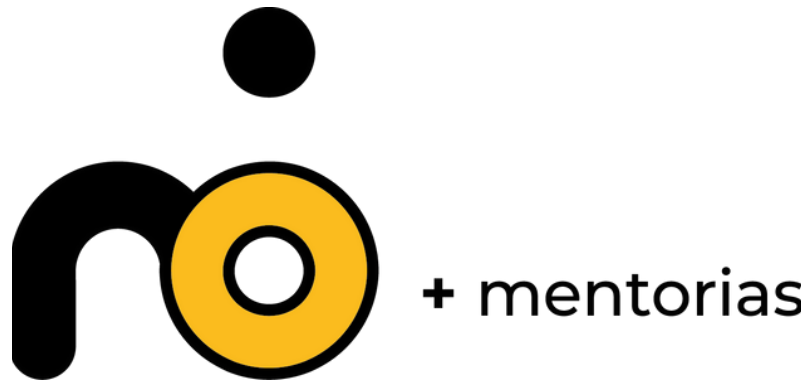
JANUARY 17
INTERNATIONAL MENTORING DAY



THE PURPOSE OF THIS DAY

- PROMOTE A GLOBAL UNDERSTANDING OF MENTORING MOVEMENT
- RAISE AWARENESS FOR THE MENTORING CONTRIBUTES
- SHARE WISDOM, GUIDANCE AND POSITIVE EXAMPLES
- ASSUME THE COMMITMENT FOR HUMAN, SPIRITUAL, PROFESSIONAL DEVELOPMENT
- SUPPORT EVERYONE'S PATH TO SUCCESS

ENCOURAGE PEOPLE TO BECOME MENTORS OR SEEK A MENTOR FOR THEMSELVES



WANT TO KNOW MORE?

DO YOU HAVE ANY QUESTIONS OR
COMMENTS?

WANT TO BE A MENTOR OR A MENTEE?

CONTACT



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- Specialization in Intercultural Mediation and Skills for Interculturality
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OUR TEAM



**DIANA
VALLESCAR P.**

Philosopher

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- PhD in Intercultural Thinking
- Post-Doctorate Degree in Educational Technology
- Coach, Trainer, Intercultural Mediator



SOFIA CAMPOS

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- Polytechnic Higher Education Teacher
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THANK YOU!

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

Cofinanciado por:



