

Practice Paper:

Addressing FAQs About Mentoring

Highlights

Why mentoring: the potential benefits to the protégé, mentor and organization

The critical factors determining mentoring effectiveness

Competencies and desirable behaviors of a mentor

Managing the life cycle of a mentoring relationship

The voices of the mentor and protégé

**Contributed by
Learning Resources & Technologies Ltd.**



CONTENTS

What is mentoring and what are the success factors for a mentoring scheme? ..	1
What benefits can a mentoring scheme provide?	3
What major roles does a mentor perform?	6
What attributes does an effective mentor possess?	8
What people skills can a mentor use to facilitate the mentoring relationship? .	10
How to prepare for and conduct an initial mentoring discussion?	11
Is it necessary to write a mentoring contract?	12
How to conduct and maintain ongoing mentoring discussions?	14
How can we assess the mentoring practices and skills of our mentors?	17

This practice paper was prepared by Stanley Chak to promote learning and research in leadership, talent and organization development practices. It was written for sharing of learning rather than to illustrate either effective or ineffective practices of the named or anonymous companies/individuals. Mr. Chak holds an MBA (Henley Management College) and an MS in E-Commerce Management (The Hong Kong University of Science & Technology).

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What is mentoring and what are the critical success factors for a mentoring scheme?

Mentoring is “a system where people with a lot of experience, knowledge etc advise and help other people at work or young people preparing for work.”

Longman Dictionary of Contemporary English

According to the Oxford Dictionary, a mentor is an “experienced and trusted adviser.” As a trusted adviser, the mentor facilitates another person’s learning, development and experimentation in personal and /or career development. The person who works with a mentor can be described as a protégé or mentee. Both terms will be used interchangeably in this practice paper.

A protégé is “someone, especially a young person, who is taught and helped by someone who has influence, power, or more experience.”

Longman Dictionary of Contemporary English

Mentoring can vary according to its context and objectives but it always has two key characteristics:

- It is a **relationship** built on mutual respect, trust and confidentiality;
- It facilitates a **process** of learning, development and experimentation.

Different from other reporting or peer relationships found in a working environment, the prime objective of mentoring is to establish informal channel of communication and help between the mentor and protégé. If commonly used in an organization, a mentoring scheme can help reinforce a climate of support, caring, respect and learning. Mentoring also provides another form of development for both the mentors and protégés.

The success of a mentoring scheme is not incidental. It requires patience, commitment, resources, skills, compelling reason of introducing it, a design which is appropriate to organizational characteristics, etc. Let us turn to the voices of both the mentors and protégés (based on the needs analysis conducted by LRT Consulting for different clients on the subject) for some insights in designing and maintaining an effective mentoring scheme.

Needs Analysis Question:

What are the critical success factors of the mentoring scheme for ABC? In other words, how would you consider the mentoring program a success?

Voices of the Mentors

- **Commitment of various parties (mentee, mentor, supervisors, HR, senior management). ***
- **More communication between the mentor and the mentee. Sincere and helpful to the mentee. Don't be afraid to approach the mentor. ***
- **Trust, respect, personal understanding between mentor and mentee. ***
- **ABC's support and facilitation. ***
- **Well designed and highly organization development programme. ***
- The mentees are fully aware of the goals and developments of the company.
- Proper logistic support from HR in terms of record, recognition, schedule planning, function arrangement, and learning support.
- An open mind & a learning attitude from both the mentor and the mentee.
- Good review and evaluation system to measure effectiveness for continuous improvement.
- Build friendly relationship; frank & mutual trust; frequent get together.
- Have full picture of experience, qualification, personality, strength & weakness of mentee so as to work out developing the goodies.

Voices of the Mentees

- **Both mentor and mentee commit to the program. ***
- **The support provided to the mentor and mentee, support from senior management, resources. ***
- **Effective communication is the key to success. Both mentor and mentee should be open and keen to share. ***
- **The critical success factor will be the sharing between the mentor and the mentee. The sharing not just limited to the experience sharing of the mentor to the mentee, but also the mentee share his new idea, technology that he had learn, difficulties that he faced in his work and his opinion toward a issue. ***
- Real personal growth/development obtained instead of filling the paper work.
- The rightness of mentor and mentee matching.
- Relationship/ Friendship.
- Inspiring context, mutual benefits, common goals.
- The program should be able to inspire my real career aspiration. And if the program can help me to achieve the aspiration, it's a bonus.
- I would consider the mentoring program as successful on condition that the mentees' weaknesses, which have been identified during the development center, can be strengthen after the course of mentoring program.

Remarks: #1 - ABC is a hypothetical company name representing a major client LRT Consulting has helped install a mentoring scheme with skills transfer. The author would like to thank the anonymous participants for their contribution.

*#2 - Responses with the * mark represent stronger voices.*

What benefits can a mentoring scheme provide?

There are at least three parties who may benefit from the mentoring scheme and relationship: the protégé, the mentor, and the company. The potential benefits to different parties may be summarized as follows:

Potential Benefits to the Protégé:

- Better understanding of the corporate culture / organization structure
- Provision of a “safe” learning environment, through observation and advice rather than trial and error
- Provision of a role model and a source of help, support and objective feedback
- A sounding board for ideas
- Expanded exposure and career opportunity
- Increased feeling of support, affirmation, friendship and self-confidence – gaining a sense of value and importance

Needs Analysis Question:

What do you expect from your mentor in relation to your work, career and / or personal development?

Voices of the Mentees

- **Give advice on my personal training & development. ***
- **Share experience in tackling difficult problem. ***
- **An interpretation of company's new moves and strategies. ***
- **Extend my internal and external network related to work and career development. ***
- **Role model. ***
- Provide guidance on enhancing management skill.
- The mentor shall have a solid coaching and training experience, experience in making sound commercial decision; dealing with various commercial disputes, personal insight in global trend of our industry and market, and willing to share his experience with others and carry out open discussions.
- The mentor can help me to further develop my leadership, decision-making and inter-personal skills. It is because being a mentor; he should already have proven decision-making, leadership and inter-personal skills so as to fulfill the requirements of ABC.

Potential Benefits to the Mentor:

- Update and refresh management skills and knowledge
- Personal satisfaction / self esteem through development of people
- Personal and leadership development – enhancing critical skills in leadership, communication, facilitation, and problem solving
- Additional networking opportunities and better understanding of the organization
- Peer recognition through selection as a mentor

Needs Analysis Question:

What do you expect from being a mentor helping your mentee in relation to his work, career and/or personal development?

Voices of the Mentors

- **Provide person-to-person communication, listen to the mentees of their concern in the work, career and personal development, and provide my own experience and personal view for their reference.***
- Nothing, however my mentee will be fully aware of the goals and developments of the company at least to be able to decide if willing to stay with the company for 5 more years.
- Acting as a bridge between the mentees and company senior staff in case there is communication barrier in between.
- Sharing of knowledge, cross-fertilization, provides a compass, and act as a camel when needed.
- Consider this as one of the responsibilities for training and development of staff.
- Understand with sensitivity and be considerate on the personal needs/problems that might arise from time to time during the mentee's development program.
- Build a long-term relationship.
- Share with him my experience and expertise. Help him to identify resources and establish development goals along with strategy to produce necessary changes to achieve such goals.

Potential Benefits to the Company:

- Improve staff retention and help create more effective and informed workforce
- Improve dissemination of information & communication
- Develop learning culture and the people skills of the more senior staff through mentoring activity
- Foster exchange of ideas, information, & good practices
- Cost-effective means of promoting self-development and harnessing the full potential of the Company's workforce

Used effectively, mentoring creates a culture of continuous improvement. This will ensure that the company's people become and remain a source of competitive advantage, with a resulting positive impact on the business results.

To gain maximum benefits from the mentoring scheme and relationship, all protégés should share the following characteristics:

- Commitment to their own development;
- A flexible approach to change and to new ways of doing things;
- Willingness to be open about their feelings and motivation;
- Receptiveness to new ideas;
- Desire to know more about the Company, its values and aims; and
- Readiness to put in extra time and effort to achieve their goals.

On the other hand, the mentor is expected to:

- Encourage the protégé to pursue learning opportunities;
- Assist the protégé in resolving business and psychological issues by giving advices;
- Reassure and encourage the protégé when things don't work out well;
- Help the protégé expand his/her network by giving access to other business functions, management and to clients, when appropriate; and
- Help the protégé to understand his/her own development needs and prepare self learning goals and programs.

What major roles does a mentor perform?

The mentor performs a mix of the following functions and roles. The extent of performance of these functions will vary according to a number of factors, including the specific objectives of the mentoring relationship, and where the relationship is in its life cycle.

As a Facilitator

- ☐ To counsel mentees on performance problems and sensitive issues that may impede success on the job.
- ☐ To help make things happen and assist in removing obstacles.

As a Network Builder

- ☐ To expand mentees' personal network via informal channels for constructive purposes.
- ☐ To maintain close relationship with mentees by regularly organizing informal gathering.

As an Advisor

- ☐ May need to give "third party advice" to mentees' concerns questions raised, career decisions, etc. This function needs to be handled with extra care to avoid being judgmental and making decisions for the mentee.

As a Coach

- ☐ To help the mentee to improve and develop skills and competencies. Share personal skills, knowledge and experience with the mentee for the success of job.
- ☐ To coach mentees to resolve issues or problems they raise, build on strengths and overcome weaknesses.

Needs Analysis Question:

What are the key responsibilities of the mentor and mentee?

Voices of the Mentors

For the mentor:

- **Help the mentee to develop his career development plan and give him advice as necessary and approached. ***
- **Provide information on the Company, the Industry and the Market in general. ***
- **Provide guidance & coaching on personal development. ***
- **Careful listening, responsive and resourceful to timely address the concern of the mentees. Encourage the mentee to express and deliver his hidden best. ***
- Establish close communication/contact with mentees.
- Provide role model and share experience at work.

For the mentee:

- **Share openly with the mentor the experience encountered. ***
- **Fulfill committed initiatives; provide feedback to mentor on progress. ***
- **Actively explore opportunity. ***
- **Active expressing of thoughts and willing to take constructive comments from mentor. ***
- Be open and devoted to discuss/approach the mentor when needed.
- Plan development needs & initiatives for discussion with mentor.

Voices of the Mentees

For the mentor:

- **Provide guidance and advice. ***
- **Share knowledge and experience. ***
- **Discuss and provide personal viewpoints on work/personal related issues that may hinder mentee's career/personal development. ***
- **Guidance to understand company's strategies, policies, new move. ***
- Understand the difficulties and problems facing by the mentee.
- Understand mentee's development areas, their work and the challenges.

For the mentee:

- **Take mentor's advice as reference and take positive actions to develop. ***
- **Seek mentor for advice or help. ***
- **Open and willing to discuss the challenges facing. ***
- **Willing to take into account of knowledge, experience and career guidance provided by mentor. ***
- The mentee shall clearly identify his strengths, weaknesses and the major development areas and develop/strengthen them by using various development tools e.g. training courses, relevant self-development books, etc.
- Looking for opportunities to fulfill development needs.
- Identify and set own development goals.

What attributes does an effective mentor possess?

A list of six principal attributes of an effective mentor, with examples of supporting behaviors, is suggested as below. Each of the suggested six attributes represents a unique dimension of mentoring effectiveness. For easier reference, the six attributes may be referred as the **HONEST** model of the fundamental attributes and qualities of an effective mentor as below.

- H - Helpful**
 - ☐ Is approachable and available to the mentee
 - ☐ Being helping but doesn't impose solutions or use strong influencing skills to get his/her own way
 - ☐ Learns or improves skills in helping others grow
- O - Open**
 - ☐ Is receptive to new ideas and others' perspectives
 - ☐ Is aware of and shows respect to diversities
 - ☐ Acknowledges his/her own development needs
- N - Networked**
 - ☐ Is personally well networked within the company or industry
 - ☐ Introduces mentee to network members as resource persons
 - ☐ Shares experience how to expand professional networking
- E - Enabling**
 - ☐ Adapts to mentee's learning styles
 - ☐ Helps to smooth the way forward for the mentee, without being too protective
 - ☐ Gives positive feedback to help mentee build confidence
- S - Stimulating**
 - ☐ Identifies challenging but realistic development opportunities
 - ☐ Offers different perspectives for mentee's consideration
 - ☐ Is able to encourage, motivate and inspire others
- T - Trustworthy**
 - ☐ Maintains confidentiality within agreed parameters
 - ☐ Keeps promises and practices what he/she preaches
 - ☐ Role models high standards of business ethics and the company's code of conduct

Needs Analysis Question:

Mutual trust between the mentor and mentee is one of the fundamentals making the mentoring relationship work. Do you have any suggestions how the mentor and mentee can build trust and rapport more effectively?

Voice of the Mentors

- **By building closer relationship. ***
- **Be open and empathetic. ***
- Knowing each other initially and strengthen the trust level gradually.
- Not be the mentee's own supervisor.
- Good matching of mentor & mentee.
- Development needs of mentee.
- Strength of mentor.
- Interests/hobbies.
- No fast and hard rule. Patience, status and influential ability of mentor are crucial.
- No conflict of interest between the two parties.

Voices of the Mentees

- **More meeting time and communication. ***
- **Depend on the personality of the mentors and mentees. ***
- **Both the mentor and mentee have the responsibility not to disclose the content of the discussion carried out between them to any other person who is not part of the mentoring program. The content of the discussion shall be treated confidential. ***
- Treat this program not as an additional job/task but an opportunity to build-up friendship/long-term relationship.
- Project assignment from ABC: working together can build team spirit and have a common goal to achieve.
- Larger group of mentor and mentee: such as two to two so that experience sharing can be more rich and interesting.
- There should be no conflict of interest inside the company. For example, the mentor is not a protector of the mentee. And the mentee is also not a burden of the mentor.
- Approach and concern others proactively.

What people skills can a mentor use to facilitate the mentoring relationship?

In addition to product knowledge, technical skills and operational expertise, an effective mentor should be sensitive and skillful when dealing with people. Drawing from his/her repertoire of people skills, an effective mentor uses the following skills to facilitate the mentoring relationship:

Attentive Listening

- ☐ Use body language to show understanding
- ☐ Use appropriate eye-contact and gesture to show response
- ☐ Encourage others to do more talking when necessary

Questioning Techniques

- ☐ Use close-ended questions to confirm understanding or agreements
- ☐ Use open-ended questions to probe for more information and help the mentee understand the issue better
- ☐ Use questions to explore the positive and negative consequences of certain actions

Building Relationship

- ☐ Identify commonalities to reduce possible generation or position gaps between the mentor and mentee
- ☐ Show understanding and empathy to other's concerns
- ☐ Cope well with different communication styles

Problem Solving

- ☐ Gather relevant information and break it down into manageable components in a systematic way
- ☐ Identify causes to the problems
- ☐ Identify alternative solutions, weigh the value of each and select the best for implementation

Coaching and Counseling

- ☐ Make objective assessment of other's strengths and areas for improvement with specific examples or evidence
- ☐ Provide constructive feedback
- ☐ Help to develop action plan for improvement

Leadership

- ☐ Give responsibilities to others, demonstrates trust in other's ability to accomplish tasks
- ☐ Support individual's views, recommendations or actions
- ☐ Inspire others to give their best

How to prepare for and conduct the initial mentoring meeting?

The first individual meeting between the mentor and mentee is extremely important in setting the scene and clarifying possible uncertainties. The time, place and duration should be agreed in advance, bearing in mind the following:

- It is important not to be interrupted, so a private space without telephone or visitor interruption should be used. Colleagues should be asked not to interrupt except in a genuine emergency.
- The setting should not be too formal but the discussion should be focused.

The agenda should be agreed in advance and followed at the meeting. This could be done formally or informally. An agenda incorporating suitable topics for discussion at the initial meeting may include the followings:

- Discussion of career backgrounds and areas of expertise;
- Exchanging information on present job roles;
- Exploring the mentee's career aspirations, strengths and development needs;
- Discussion on the expectation of the mentoring relationship;
- Setting parameter for the relationship; and
- Determining whether or not the mentee will keep a learning log.

In addition to the preparation of the formal or informal agenda, the mentor may find the following questions useful in preparing for the first mentoring discussion:

- What do you think the mentee might expect?
- Assuming your answer to the above is right, what can you offer?
- What do you expect from the mentee or mentoring relationship?
- What resistance do you anticipate?
- Are you going to discuss your career backgrounds and areas of expertise? If yes, what do you want to tell the mentee?
- What are your present job roles? What functions / responsibilities are of particular interest to the mentee?
- How do you explore the mentee's career aspirations, strengths, and development needs?

Is it necessary to establish a mentoring contract?

During the first meeting, it is essential to address issues like the objectives of the mentoring relationship and how it is to be conducted. To avoid uncertainty, it can sometimes be useful to summarize this agreement in the form of a “Mentoring Contract.” The use of a written contract is entirely at the discretion of the two parties. A sample of a “Mentoring Contract” is suggested as below.

A Mentoring Contract	
Between _____ (mentor) and _____ (mentee)	
I. Key Responsibilities	
Mentor 1. _____ 2. _____ 3. _____	Mentee 1. _____ 2. _____ 3. _____
II. Objectives of the Mentoring Relationship	
1. _____ 2. _____ 3. _____	
III. Meetings	
Meetings will be held at a frequency of _____ and will each last for approximately _____. Once arranged, both parties will make every effort to avoid cancellation or postponement of a meeting.	
Other Issues Such As: Boundaries of the mentoring relationship, Relationships with the mentee’s line manager, Review and evaluation processes, Duration of the mentoring relationship.	
Signed: _____ <div style="display: flex; justify-content: space-around; margin-top: 10px;"> Mentor/Date Mentee/Date </div>	

In case it is agreed that a mentoring contract is not necessary, issues such as the key responsibilities of mentor/mentee, objectives of the mentoring relationship, frequencies of meeting, review and evaluation processes, duration of mentoring relationship, etc. have to be addressed.

Needs Analysis Question:

How often and in what 'format' do you prefer to meet with your mentee/mentor in the future?

Voices of the Mentors

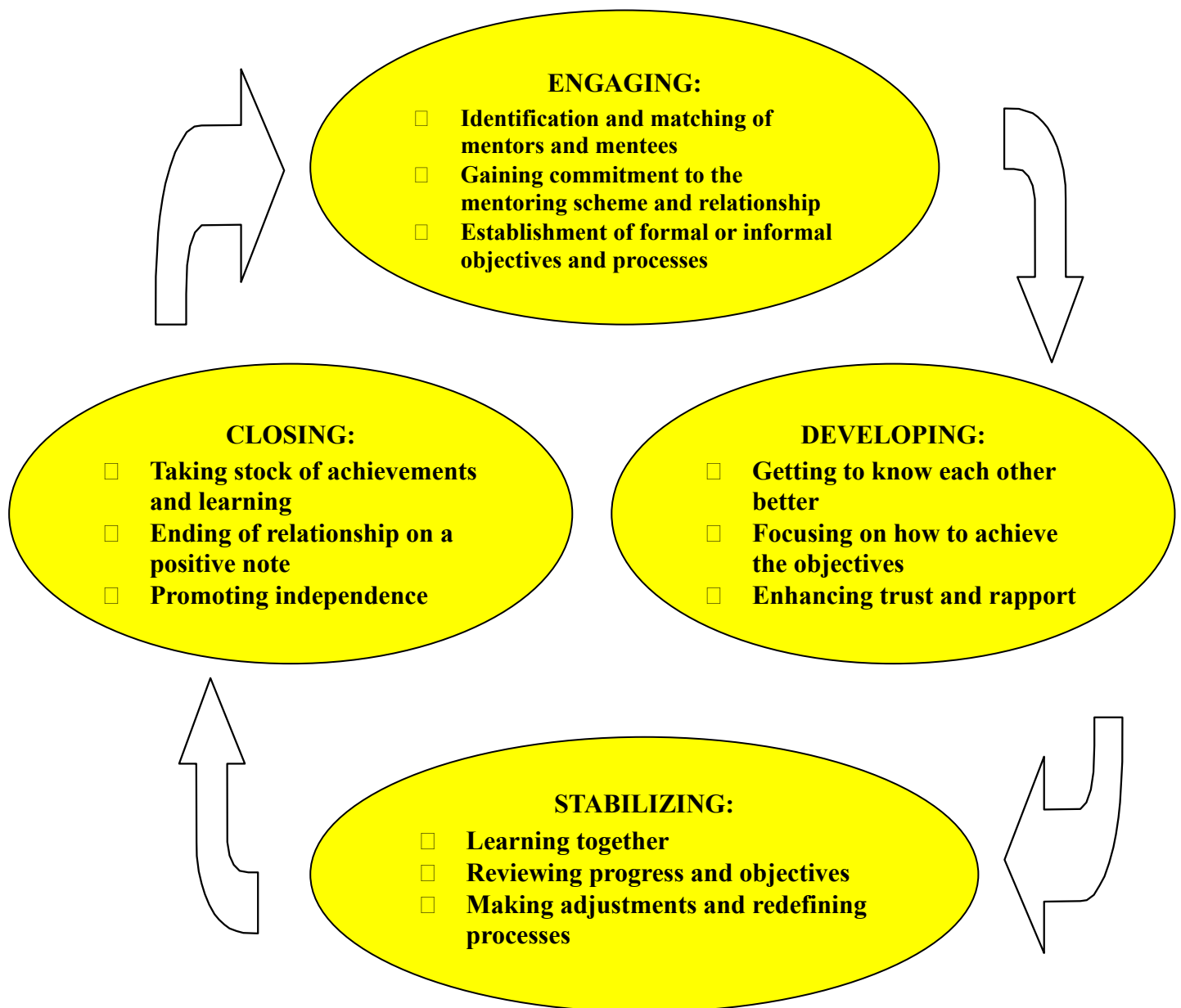
- **Monthly, any format will do but less formality would reduce stress and enhance free flow of strange ideas. ***
- **Flexible appointments to suit both calendars. ***
- **Meeting in office or lunch together. ***
- No format but expect to be initiated by the mentee.
- Once a week.
- Formal: meeting appointment.
- Informal: anytime, make a call or with a cup of tea.
- Planned plus ad hoc meeting, perhaps.
- A few hours per month.
- Infrequent after office hour.
- A gathering of around 2 hours per month off the job.

Voices of the Mentees

- **Informal meeting twice a month. ***
- **In social gathering environment. ***
- **A monthly lunch or dinner meeting will be appropriate. ***
- **Once a month. ***
- With a checklist to facilitate discussion.
- About once a month, depending on the workloads of both the mentor and mentee.
- Duration/frequency of meeting is not important as long as true communication is developed.
- Not necessary to fix an interval and format like regular meetings, give autonomy to mentor and mentee to find their way.
- The meeting with the mentor should be in every two months time. Or it can be more frequent if both the mentor and mentee are feeling comfortable.
- One hour per meeting.
- Approximately 2 hours a month in the form of conversational meeting.

How to conduct and maintain ongoing mentoring discussion?

How does a mentoring relationship evolve after the initial mentoring discussion? Despite the duration of the mentoring relationship (while some companies suggest a clear duration such as 18 or 24 months, others leave it to the natural development of individual relationships), most mentoring relationships follow a cycle of engaging, developing, stabilizing and closing. The length of time for the relationship to move from one phase to another depends very much on the context and objectives. The key elements of each phase of the life cycle are presented as follows:



Bearing in mind the key elements of each phase of the mentoring relationship, the mentor should also take note of the following helping and hindering behaviors in conducting and maintaining ongoing mentoring discussions:

Helping Behaviors

- Ask open and reflective questions.
- Listen attentively and seek clarification.
- Allow silences and show patience.
- Show positive and relaxed body language.
- Focus on issues rather than personalities.
- Paraphrase to check understanding.
- Think creatively and provide constructive feedback.
- Review and summarize discussion or decisions.
- Outline agreed actions and seek mentee's confirmation or amendment.
- Review the learning log if agreed.
- Sharing of problem solving techniques

Hindering Behaviors

- Ask leading or multiple questions.
- Accept external interruptions.
- Ignore a point if you don't understand it.
- Take only what is said and not what is meant.
- Give instant replies/solutions pre-maturely
- Show negative and tense body language.
- Show off superior knowledge and experience.
- Criticize individuals.
- Limit the mentee that the only way to proceed is ...
- Impose solutions.
- Instruct the mentee how the decision should be implemented.
- Do not follow up on mutually agreed ideas or actions.

Needs Analysis Question:

What potential difficulties or barriers do you anticipate as the mentoring relationship evolves?

Voices of the Mentors

- **Insufficient trust between mentor/mentee. ***
- **Insufficient time devoted leading to lost track of progress of development. ***
- **Mentees think that their mentors are not that good or powerful. ***
- Communication, openness and trust between the two.
- Agreeing on follow-up actions and closing the loop.
- Incomplete mutual understanding lead to inappropriate assistance.
- Longer time for positive career development.
- Difficulties in judging real progress of development.
- Do we have the time and energy to keep things going taking into consideration of many other activities?

Voices of the Mentees

- **The workloads of both the mentor and mentee. ***
- **It will be the difficulties in building a trust between the mentor and the mentee. It is because the mentee may fear the content of the conversation in their mentoring meeting will be shared with third party or even top management which may affect his promotion. ***
- **Conflict of interests between mentor and mentee. ***
- **The difference in grading leads to tight atmosphere in meeting. ***
- **The mutual understanding between mentor and mentee. ***
- **Mentor may not have the solid experience that may be considered as crucial for developing mentee's career. In this regard, the mentor may only be able to give vague (or even false) direction for mentee's personal /career development. ***
- Inappropriate communication skill, worst case is personal attack or discouraging.
- Boring activities or meetings.
- Generation gap is my main concern.
- The mentors and mentees may not understand the mentoring program.
- The mentors and mentees may not be familiar with each other.

How can we assess the mentoring practices and skills of our mentors?

One way to assess mentoring practices and skills is to conduct a mentor self-evaluation as well as a mentee feedback exercise. The evaluation or feedback exercise is intended to help the mentors get a better understanding of their effectiveness in interpersonal communication, managing feedback and other aspects of mentoring.

For instance it was agreed by the management of a client company that three clusters of 24 mentoring practices and skills be assessed by means of a mentor self-evaluation instrument and a mentee version of the evaluation or feedback instrument. The three clusters included in the evaluation instrument were as follows:

- Cluster One: Mentoring practices**
- Cluster Two: Communication and feedback effectiveness**
- Cluster Three: Helping mentees solve their own problems**

After data collection, three groups of data were available for comparison, namely, self scores, average of mentees' scores and average of the larger mentor group. An example of the mentor's self-evaluation instrument, followed by an extract of the evaluation report, is illustrated below.

Self - Assessment of Mentoring Practices and Skills: Partial Sample Only

The following explains how the exercise works. Go through each of the 24 statements carefully and circle only ONE response according to how you feel honestly. For example,

How often I demonstrate the following...	Always Never
2. Make sure the mentoring discussion is not interrupted.	6	5

For each statement, decide how you feel about it according to the situation NOW and choose the most appropriate response honestly. Please **do not** miss or skip any statement.

How often I demonstrate the following...

	Always	Never
1. Make sure a formal or informal agenda is agreed in advance and followed at the meeting.	6	5	4
2. Make sure the mentoring discussion is not interrupted.	6	5	4
3. Make sure the setting should not be too formal but should be appropriate for open and focused discussion.	6	5	4
22. Help the mentee understand his or her own development needs e.g. by preparing an informal learning contract.	6	5	4
23. Help the mentee understand different perspectives of the issue.	6	5	4
24. Encourage the mentee to share learning progress as the mentoring relationship develops.	6	5	4

End of Self-Assessment Sample

Self - Assessment of Mentoring Practices and Skills: Example of Evaluation - Partial Report Only

The top 5 highest scores (the percentage of 5 or 6 scored), which could be interpreted as **IMPROVEMENT MADE** in mentoring practices and skills, were:

Q. 2	Make sure the mentoring discussion is not interrupted.
Q. 3	Make sure the setting be appropriate for open and focused discussion..
Q. 6	Maintain confidentiality within agreed parameters.
Q. 7	Express myself clearly.
Q. 8	Listen attentively with appropriate verbal and/or non-verbal responses.

On the other hand the items of lowest scores (the percentage of 3, 2 or 1 scored), which could be interpreted as **AREAS OF FURTHER IMPROVEMENT** for future mentoring practices and skills, were:

Q. 1	Make sure a formal or informal agenda is agreed in advance and followed.
Q. 17	Relate feedback to behaviors that can be changed.
Q. 19	Assist the mentee in resolving problems he raised.
Q. 20	Reassure and encourage the mentee when things don't work out well the first time.
Q. 21	Help the mentee build network by giving access to other colleagues and to specialists.

In addition to the aforesaid mentoring practices evaluation, feedback collected from the mentors and mentees by means of one-on-one interviews and focus groups is also helpful to making further improvements to the design and implementation of the mentoring scheme. An example of feedback from both the mentors and mentees is presented next to end this practice paper.

When asked what the MENTOR could do to make the mentoring scheme more effective, the mentors responded with the following suggestions:

- Be frank and open, listen and ready to help exploring within and beyond
- Discuss his job/project and company values and opportunities
- Make it more interactive, mutual-learning between mentor and mentee
- Help building the necessary and useful network/conflict
- To proactively express himself during communication with mentee and keep open mind in listening feedback and suggestion
- I wish I can have more time with the mentee.
- To proactively express himself during communication with mentee and keep open mind in listening feedback and suggestion
- Learn more about my mentee and establish personal relationship with him rather than very formal relationship

On the other hand, the mentees responded with the following suggestions:

- Contact the mentee for any progress periodically. But not to put pressure on him.
- Provide solid support and advice to mentee in case that the mentee approaches the mentor for advices on problems.
- Willingness in sharing experience with the mentee
- Open-minded, willing to share his experience, not exchanging informal information or influencing daily office activities via channel of mentoring program
- Discussion on company direction
- Initiate some meetings or even send e-mail to his mentee to show his care
- Talk more about his past history
- Take more initiative to understand the mentee
- Suggest more topics for discussion

End of Practice Paper

About LRT Consulting

Using a performance improvement approach, LRT Consulting focuses on our clients' organizational 4Ps: POSITIONING, PERFORMANCE, PROCESSES and PEOPLE. Our consultants and business partners are experienced in implementing customized **Organizational Effectiveness (OE), HRM, Service Quality and Change Management** projects. To deliver impact on our clients' performance and learning needs, we put trio emphasis on the DIAGNOSIS, INTERVENTIONS and EVALUATION phases of the consultancies commissioned by our clients since 1993.

Stanley Chak is founder and Managing Director of Learning Resources & Technologies Ltd., a leader in helping organizations strengthen their organization effectiveness, people quality, productivity and customer loyalty. With over 20 years of people and organization development experience, Stanley has consulted to a wide range of local and multinational organizations such as Underwriters Laboratories, Mattel, Nike, Levi Strauss, Citibank, Shell, Whirlpool, JUSCO, CLP Power, Nortel, Seagram, HSBC, GAP, PCCW, JOS Technology, AIA International, Kirin, Hongkong Post, Trade Development Council, government departments and non-government organizations. In addition to his consulting role, Stanley also initiatives study in the areas of paradigm principles, breakthrough strategies, organization defensiveness, dialogue practices, and the use of technologies in performance improvement.

Patrick Lui, co-founder and Director of Learning Resources & Technologies Ltd., has over twenty years' experience in the areas of strategy development and implementation, human resource management and development, and organizational effectiveness. During July 1995 to March 1999, Patrick was commissioned by the Civil Service Bureau to serve as an in-house Human Resource Management consultant of the Hong Kong Government. The aim of the assignment was to promulgate a more open and accountable culture within the civil service in response to the changing demands of the society. With the support of other consultants, Patrick leads the Human Capital Practice and provides practical solutions helping clients develop Strategic HRM Plan, Competency Framework, Performance Management System, Performance Based Reward, etc.

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