



Part of Autotech Group



MENTOR'S GUIDE

Help and guidance when mentoring an Autotech Academy intern.



DEVELOPING THE TALENT TO KEEP WORKSHOPS
▶ RUNNING ▶

EST.
2020





INTRODUCTION

Thank you for taking on the role of mentor for an Autotech Academy's intern.

Most people are nervous about being a mentor for the first time. Maybe the word 'mentor' suggests something quite different from what you are used to doing. In fact, mentoring is an entirely natural process, and you may well already have acted as a mentor, or have been mentored, without realising. In this Mentor's Guide we aim to help you over the first hurdles of mentoring..

Please keep it handy.

WHAT IS MENTORING

What does mentoring mean?

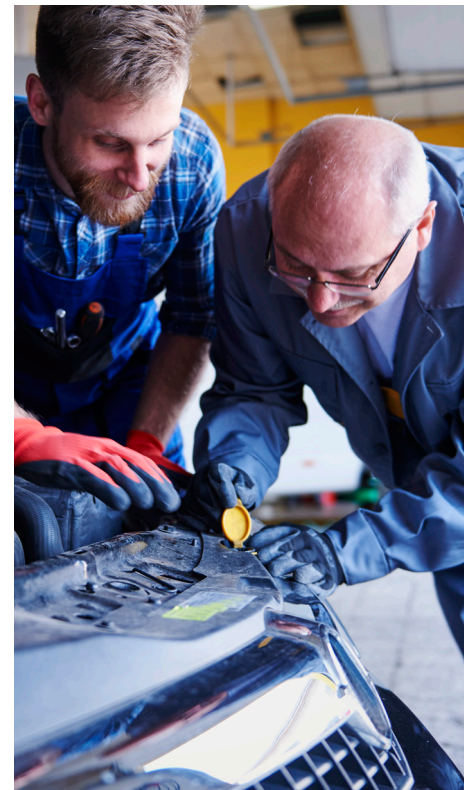
Mentoring happens when one person assists another to grow, acquire new skills and insights, and develop his or her potential. The mentoring relationship builds confidence and helps the mentee to take increasing responsibility for their own development. Many successful people have been mentored - usually, by someone they consider more experienced. Nowadays, an important challenge is to make mentoring more accessible, so that more people can take advantage of it.

Mentoring is the process by which one person assists another to grow and learn in a safe and sympathetic relationship.

People embark on mentoring for many different reasons: to support them personally, to help them in their career, and/or to improve their effectiveness in their job. A mentee may want to learn to cope in times of change, overcome difficulties or grasp opportunities. Regardless of the specific aim, mentoring is fundamentally about learning and development. The essential quality of mentoring is that it helps learning and development to be a proactive, positive and generally enjoyable choice for both the mentor and mentee.

Benefits to you, the mentor.

Being a mentor is challenging and stimulating. You can develop coaching and counselling skills, many of which are transferable to your personal and working life. You may acquire a greater understanding of issues through reflecting on them with your mentee, which can revitalise your interest in work. If you are older than your mentee, you may enjoy the contact and insights you get into the next generation and increase your range of networks. You will probably feel considerable personal satisfaction when your mentee reports success, and from the knowledge that you are 'putting something back' into the system.





Benefits to your mentee

Many mentees find their self-confidence and motivation increase through sharing experiences and receiving one-on-one feedback. As a mentor, you act as a sounding board and a trusted 'ally' so your mentee can explore strengths and development areas in an encouraging environment, with the opportunity to think through his/her direction in life. You also act as a role model, consciously or not, enabling the mentee to see new ways of thinking and behaving. At times, you may provide useful contacts to your mentee and give advice and help in career progression.

Benefits to the company

The company benefits because people come to feel more positive and involved. Their performance, productivity and motivation increase, and they realise more of their potential. Staff retention improves, influenced by better communication.

ROLES IN THE MENTORING PROCESS

Your mentee may get support from a variety of people such as your manager and Autotech Academy's national careers manager. All those who give support need to be clear about their roles at the outset.

Your role as a mentor

Your mentee's interests are paramount in your mentoring relationship. You are there to:

- Build an open and honest relationship and create an atmosphere where your mentee feels safe to try out different ways of doing things.
- Support and encourage your mentee's personal development and learning by giving confidential feedback to reinforce what your mentee already does well and help in areas such where he/she wants to develop.
- Help the mentee to take increasing initiative for his/her own learning and development and to take increasing responsibility for managing the mentoring relationship.

How this actually happens will depend on your mentee's needs, the context of the mentoring and your own personality. Your mentee may describe recent experiences and you could ask questions to help him/her see things from a different angle. Or you may act as a role model, describing how you handled similar situations in the past and showing what is possible to achieve.

There are many ways in which you and your mentee can work together, and your style will probably develop over time.

Your mentee's role

Your mentee is there to seek development opportunities, self-learning, support and encouragement at a pace which suits him/her. Initially, your mentee may not feel very clear about what he/she wants from mentoring, and so your role as mentor is to help define these – although they may change as the mentoring process develops.

MENTORING SKILLS AND RESPONSIBILITIES

You bring your own unique experience of life and work, combined with a friendly interest in your mentee's development. You don't need to be 'perfect'. Indeed, your mentee may find you very supportive if you are open about your own development needs as well as strengths. Some skills and qualities you will find useful are outlined below. How do you know how effectively you use your mentoring skills? You may not be the best judge of your own performance. You may want to ask your mentee for feedback.

Communication skills

You will need a range of interpersonal skills including:

- Listening attentively and non-judgmentally.
- Giving and receiving feedback.
- Questioning skills to encourage your mentee to talk and think through issues.
- The ability to challenge constructively.

Networking skills

By knowing how to get things done within the company, you can help signpost him/her to additional sources of help and advice. Build up your own references file of people with subject expertise, or the address and phone numbers of useful contacts.

Flexible attitude

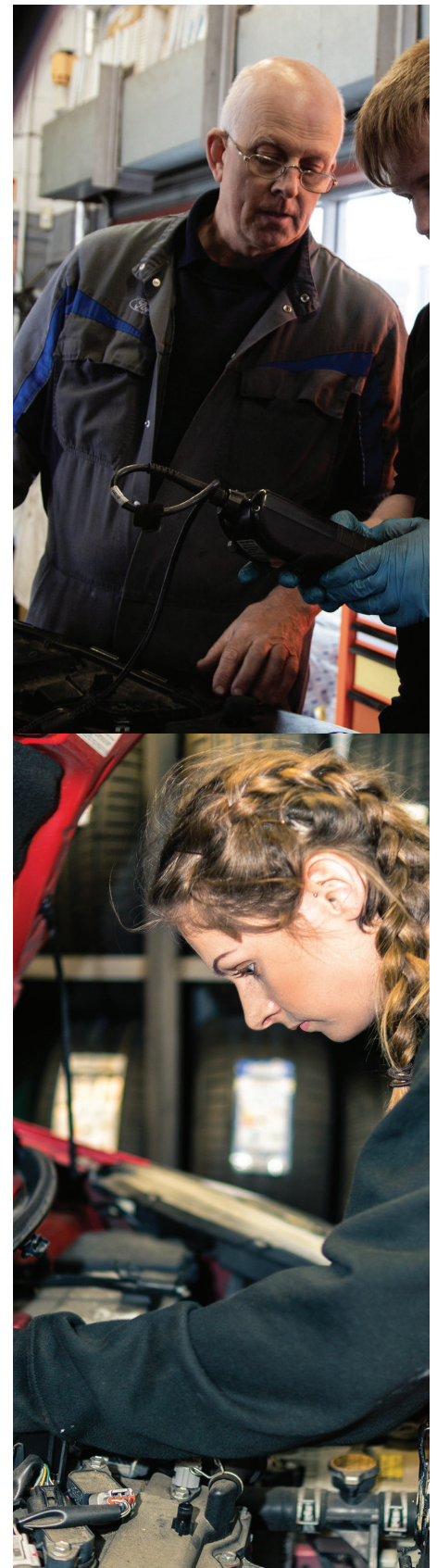
Being flexible means that you respond appropriately to your mentee's changing needs and is open to new ideas and different ways of doing things. Flexibility comes with increased awareness of your own behaviour and attitudes and those of others.

Expectations

Your mentee will benefit from openly discussing their expectations of mentoring at the outset so that you all work to the same agenda. It is important to know the level that the mentee is expected to be at by the end of the programme and how this will be achieved.

General responsibilities

Everyone involved in mentoring shares the responsibility for maintaining an ethical approach. This covers confidentiality to protect sensitive and personal information, and a belief in both the right and ability of mentees to make their own decisions. Other basic values that underpin mentoring include treating people with respect and honesty, and the importance of being non-judgmental. Mentoring can sometimes evoke strong feelings, such as anger. Clearly violence or harmful behaviour against the mentee or mentor is not appropriate, and you will need to discuss at the outset a method for dealing with any strong feelings.



HOW WILL YOU MENTOR AN INTERN

As an appointed mentor your role is to support and develop the skills of the intern. The following process should give you the best results.

1

PLAN AND PREPARE

Plan weekly in advance to identify forthcoming workload and request that your intern logs into OurVirtualAcademy.com ahead of time to learn about these tasks (it's fine to suggest they do this at home before the work starts)

2

SHOW

Observation is the first key component of the learning process. Demonstration of the correct procedure and process for the task in hand. It may require the breakdown of complex tasks for the intern to best understand. Your intern will rely upon your skills and knowledge of the industry to ensure they learn correctly.

3

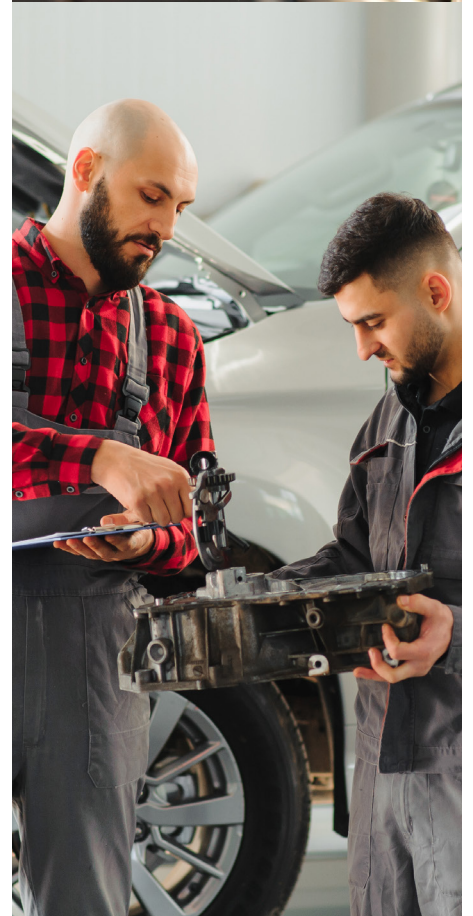
PRACTICE

Practice is rehearsing a skill over and over before improving or mastering it. It may require the intern to re-visit the more complex parts of the tasks several times to ensure they are competent. You will need to supervise the intern while they complete the task and provide advice and guidance when they need it.

4

DO

The intern should now be more confident and be able to carry out the repair with less supervision. They will start to form a good understanding of the process and be able to work methodically during the repair. Initially all tasks should be quality checked.



GEN Z: SOME USEFUL FACTS ABOUT THE YOUTH OF TODAY

SOCIAL

Gen Z (also known as 'Zoomers') are naturally social, but their contacts are less face-to-face. They use social media and technology to strengthen bonds with friends and to develop new ones.

MULTI-TASKERS

Gen Z are extremely comfortable multitasking compared to older generations. On average, they will work off 5 screens at a time.

ENTREPRENEURS

Gen Z are the most entrepreneurial and innovative generation yet. Over 50% Zoomers indicate they want to start their own company.

EDUCATED

Gen Z are constantly learning. They are more concerned than older generations with academic performance and job prospects.

DIGITAL NATIVES

Zoomers are the first generation to have grown up with access to the Internet and portable digital technology from a young age.

INTERACTIVE

Gen Z likes to interact with people. 34% are most concerned with boosting their people management skills.

RESOURCEFUL

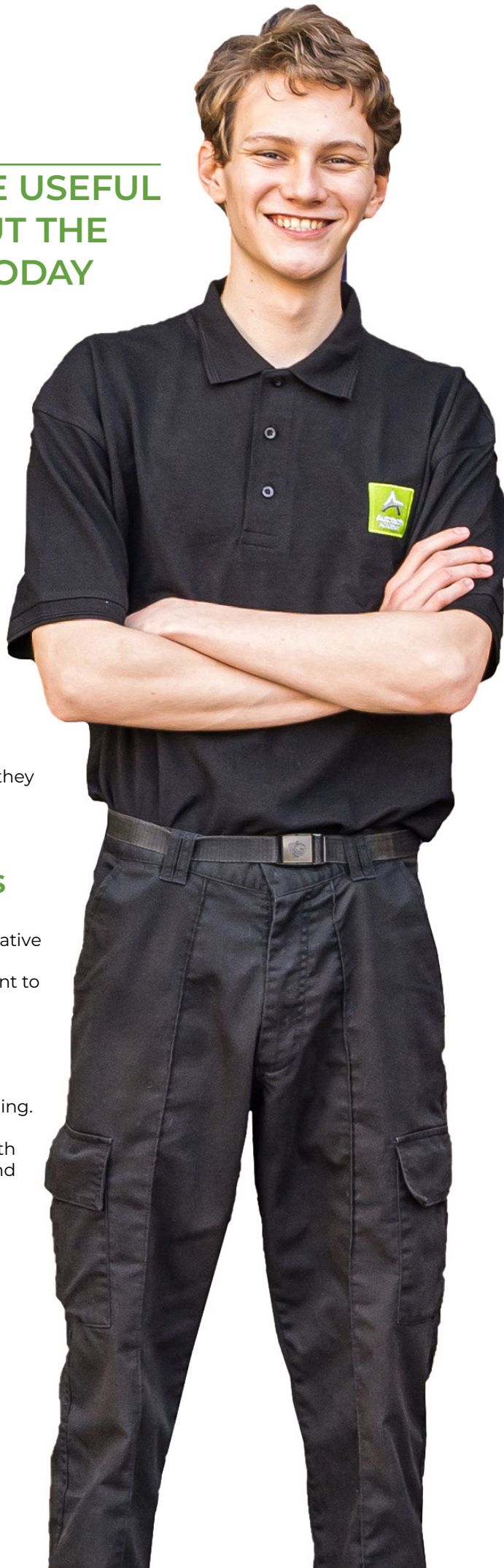
Gen Z are self-reliant and know how to find information quickly. 66% say that technology makes them feel that anything is possible.

LESS FOCUSED

Gen Z need continuous updates and stimulation. This generation has attention span of about 8 seconds.

SOCIALLY CONSCIOUS

Gen Z wants to do good in the world. 93% say that an organisation's impact on society affects their decision to work there.



REVIEW PROCESS

Reviewing the relationship

- You should arrange regular reviews with your mentee to check that you are both finding the relationship useful and learn from your shared experience. Reviews can be formal or informal. Aim to create an atmosphere where your mentee feels comfortable expressing views on all aspects of the mentoring. Support and encourage your mentee's personal development and learning by giving confidential feedback to reinforce what your mentee already does well and help in areas where he/she wants to develop.
- Ask your mentee whether he/she is feeling sufficiently challenged, getting into issues sufficiently deeply and meeting frequently enough. If you agreed stages of achievement or targets at the outset, you will both know whether you have made progress.
- At the end of the relationship, you and your mentee will benefit from reviewing your original expectations and aims against actual outcomes.

Checking you are doing ok

Does your mentee seem engaged, responsive and spontaneous? If you feel concerned, discuss this with your mentee and inform Autotech Academy. You both may feel relieved to have any problems out in the open so that you can deal with them together.

If mentoring is not working out

If you and your mentee have not been able to work together effectively, you may decide to suggest ending the relationship early. If this is the case, you need to agree with the next stage of the process. It is important not to assign fault to either side. Use this as an opportunity to help the mentee be clear about the type of mentor they would like to work with. Another colleague within the business may be more suitable for the role, if this is the case, discuss the situation with the mentee and new mentor and carry out a verbal handover and direct the new mentor to all support materials and contacts.

SUPPORTING LEARNING AND DEVELOPMENT

Differences in style

Over the years you have probably developed preferences for the way you learn. You may learn best from 'hands on' experiences, preferring to act first and think afterwards. Or you may prefer to watch an expert, or read a book on the subject, or work out a theory of what is happening before you launch in. You may like to have precise instructions, or you may find these get in the way.

There is no one right way to learn and you may find that your own style is different from your mentee's. Try and adapt your usual approach to suit your mentee, while paying attention to your own level of comfort.

Regularly reviewing your relationship will indicate if you are being successful.





Giving and receiving feedback

Remember to give positive feedback on areas where your mentee did well.

All of us have blind spots – aspects of ourselves that others see but we cannot. We become more self-aware when someone else alerts us to these and gives us feedback about what we do or how we do it. How do you tend to react to feedback? Do you take it on board totally without discriminating or do you reject it straightaway? Or do you think about it, explore it and make sense of it in a way that is right for you? Your reaction may be affected by the way the feedback is given.

Your feedback to others will be more effective if you describe specific behaviour that you have observed. Focus on aspects of performance that your mentee can improve on. Ask questions rather than make statements so that your mentee can reach his/her own opinions.

DEVELOPING YOURSELF AS A MENTOR

Assessing your own effectiveness

Expect to learn and develop from being a mentor. To get the most benefit, you can ask for feedback on your performance from colleagues as well as your mentee. Exchange experiences with other mentors, within the bounds set by confidentiality. You will need to allocate time, however brief, to assessing the impact of your own behaviour, values and beliefs on your mentoring relationship. What are the mentor skills and qualities that you would like to develop in yourself? Think also about how effectively you manage your time. What coping strategies do you use when you are under stress? How much do you practice an ethical way of working, equality of opportunity or non-discrimination?

Support

You will need at least one person to whom you can trust for advice and support, regardless of how long you have been a mentor. It also helps to have procedures for different contingencies, such as suddenly discovering that your mentee has problems with alcohol or drugs.

For further advice and guidance, please contact Dave Walker, our National Careers Manager:

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