

Week 6 – Mentoring Skills

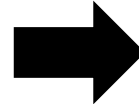


Program Outline

Outcomes:-

- participants are able to:-
1. describe how internet works
 2. describe 'digital technology'
 3. describe how computers work

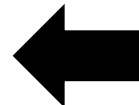
Level 1 - School
Outreach
Program



Level 2 –
mBlock
Programming



Level 3 -
Electronic
System using
Arduino



Level 4 - Web
Development
and IoT

**Outcomes:-**

- participants are able to:-
1. Able to execute simple programming functions
 2. able to read digital and analog inputs
 3. able to display digital output

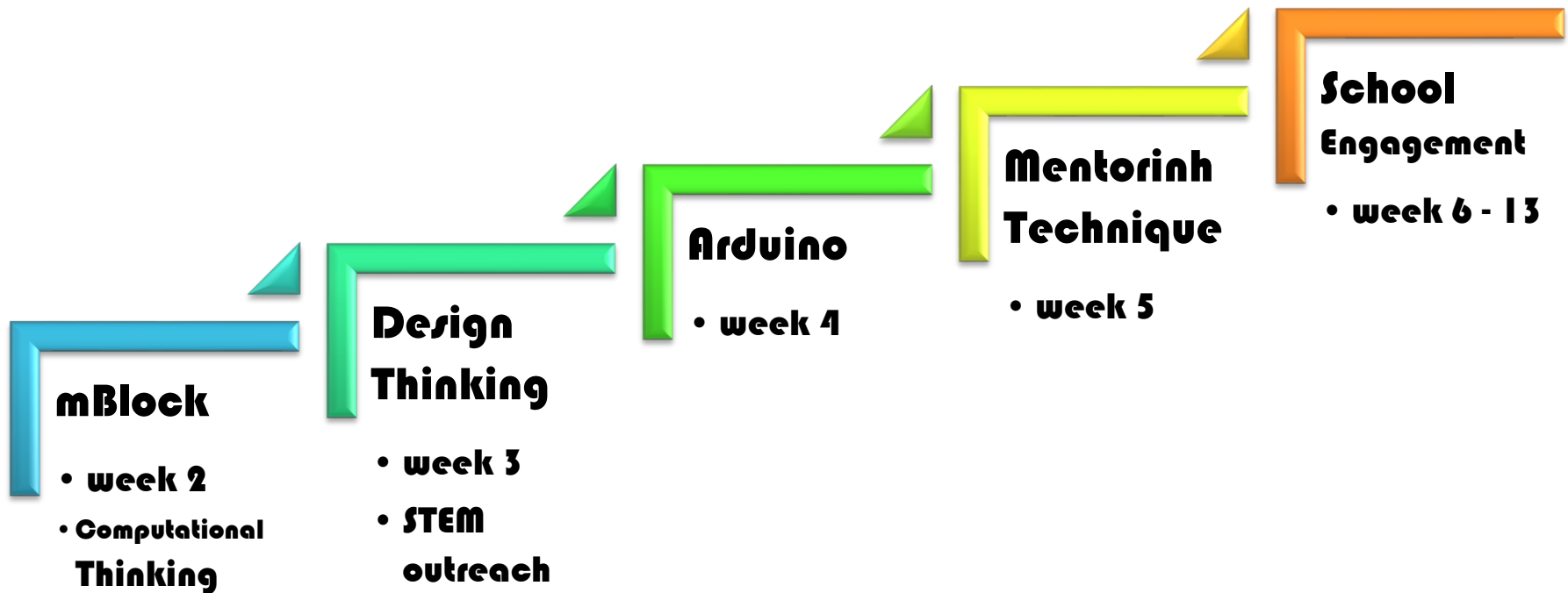
Outcomes:-

- participants are able to:-
1. read data sheet of basic electronics components
 2. construct simple electronic circuits
 3. design a simple electronic system on open source platform

Outcomes:-

- participants are able to:-
1. describe IoT concept
 2. develop small scale website
 3. develop a small electronic system that is able to control via apps

Course Outline – UQB 2011



Survey – Pre-program

<https://goo.gl/iS2h8Q>

MENTORING SKILLS

Objectives

- Examine the nature of mentoring; the roles of mentor and mentee
- Identify your expectations
- Set boundaries for the relationship, exploring the issues around confidentiality and trust
- Identify tools for managing the first contact and techniques for building rapport
- Identify relevant mentoring skills
- Look at winding up a mentoring relationship positively

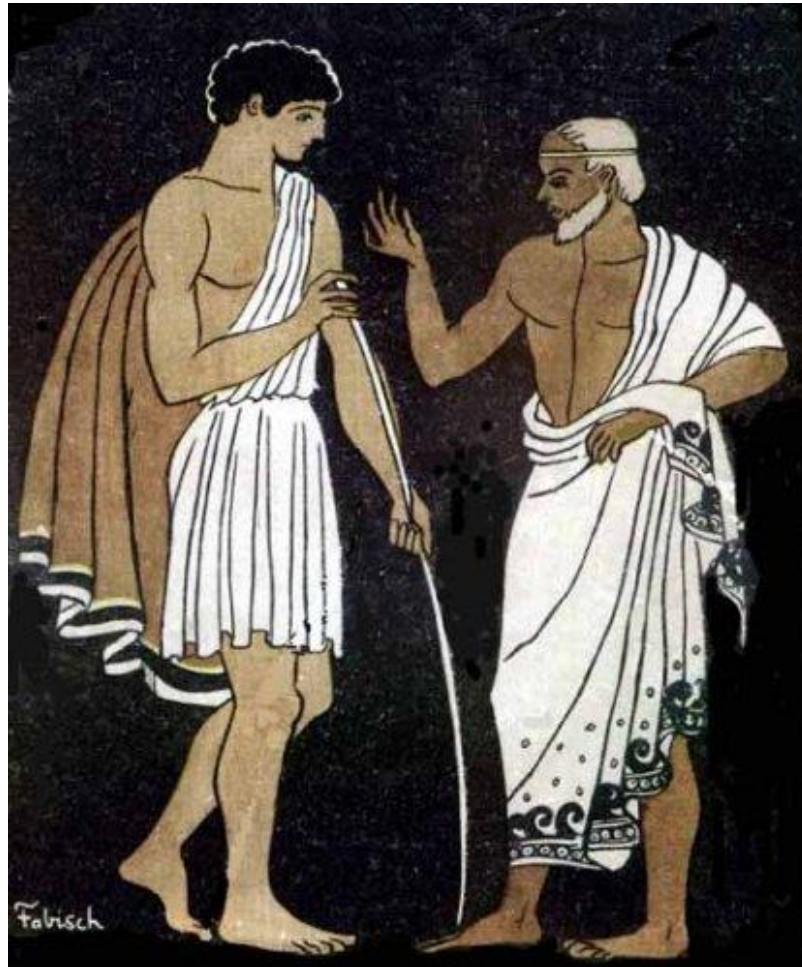
What is mentoring?

- Think of someone that was a mentor to you
- Why were they important?
- What qualities did they have?
- What they do that was helpful?

What is mentoring?

- Good listener
- Very experienced
- Full of practical advice
- Wiser – could point out pitfalls to you
- Took an interest in you
- Non judgmental
- Provided guidance

What is mentoring?



Mentoring is...

- A professional relationship
- Support for professional development
- Personal support
- A partnership lasting over a pre-determined and fixed time-scale
- A significant process over an individual's career

Mentoring is not ...

- Tutor/student relationship with focus on producing an academic outcome
- Instructor/trainee relationship focusing on learning skills and techniques to perform a specific function
- A friend/friend relationship, which mainly focuses on personal development usually outside work
- Indefinite relationship

How Mentors Help Others Learn

- ‘The Guide’
Hands on guidance, explaining how and why; creating opportunities to learn
- ‘The Challenger’
‘Making Waves’; challenging, stimulating, questioning, probing
- ‘The Role Model’
Unseen, largely unfelt. The Mentee unconsciously adopts aspects of the mentor’s thinking behaviours and/or style

Benefits to mentees

Benefits to me

Benefits to mentees

- An insight into your work and career
- Practical tips on planning a successful job search strategy
- Advice and guidance with their career thinking and their transition from undergraduate to young professional
- Developing understanding, skills and problem-solving
- Encouraging reflection and recognising/celebrating effective practice
- Identifying areas for development and improving self confidence
- An informal network of business contacts

Benefits to mentors

- Develop and practise coaching skills
- Share the knowledge and experience gained
- Opportunity to help others
- Improve job satisfaction, motivation and enhance peer recognition
- Encourage self-reflection and develop specific skills

Mentoring skills

- Encourage personal reflection
- Give constructive feedback and advice
- Motivate mentees to set achievable goals
- Demonstrate effective questioning and active listening
- Observe and using body language
- Demonstrating empathy and alternative perspectives
- Support, challenge, advise, empower, signpost and inform

Reflection

- Reflection is focused thought, focusing on the ways in which you respond to, understand, develop and apply your learning in new situations
- Reflection is a way of learning directly from your experiences, rather than from the second-hand experiences of others

Reflection (cont.)

- Example prompts:
- What did you do?
- What did others do?
- What did you think?
- What did you feel and react?
- How did you behave?
- How did others behave?

Reflection (cont.)

- Example prompts:
- What was good or bad about the experience?
- Have your feelings changed over time, suggesting that your own point of reference has changed?
- Are there any ethical/ moral/ social issues that you want to explore?
- Is there something you need to do next?
- Is there something that you would do differently next time, given a similar situation?

Constructive feedback

- Encourage them to reflect first e.g. “How do feel about the way you dealt with...”
- Specific and constructive
- How to improve. Offer alternatives e.g. “you might like to try...”
- Personalise your comments e.g. “I liked the way you...”
- Balance negative with positive
- End on positive

Structuring meetings

- First meeting checklist
- Review recent experience
- Discuss present experience
- Discuss future options
- Meet at your place or work or a public place (home is not appropriate)

Setting goals

- Specific
- Measurable
- Achievable
- Relevant
- Timed



SMART

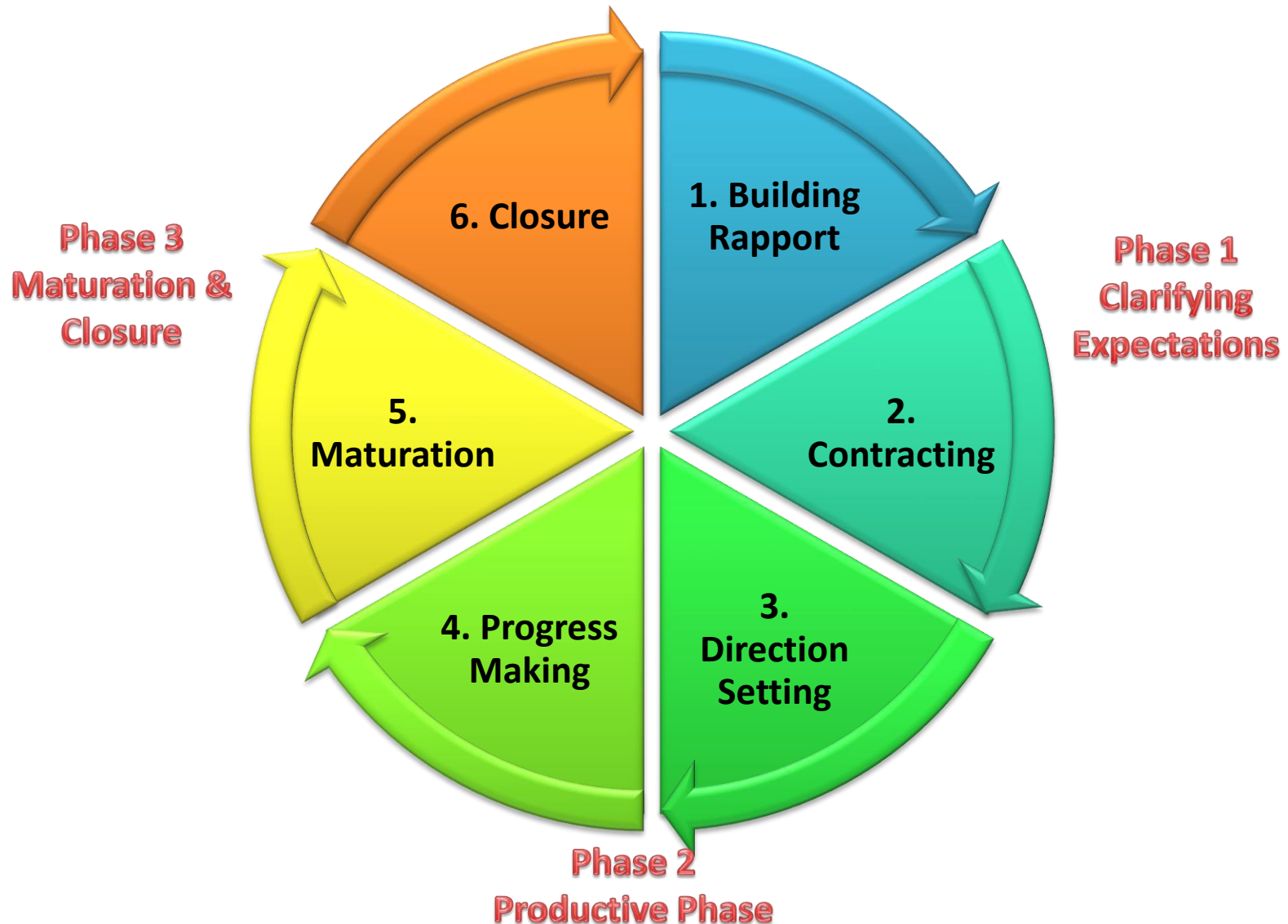
Mentee FAQ

- What does the training to be a [solicitor] involve?
- What is your advice for getting into this industry?
- How should I go about trying to find work experience?
- What skills do I need to be successful in this career?
- What do you look for in a CV?
- Can you give me some examples of interview questions?
- What do you do in an 'average' day?
- What is the best thing about your job?

Active listening

- Clear your mind of distractions
- Make eye contact
- Be aware of body language - pay attention to the mentees facial expressions, gestures etc
- Use questioning techniques such as 'how did that make you feel?'
- Ask open ended questions
- Paraphrasing – restating in your own words to check understanding
- Ask questions if you don't understand
- Be non-judgmental

Mentoring Cycle – An Example



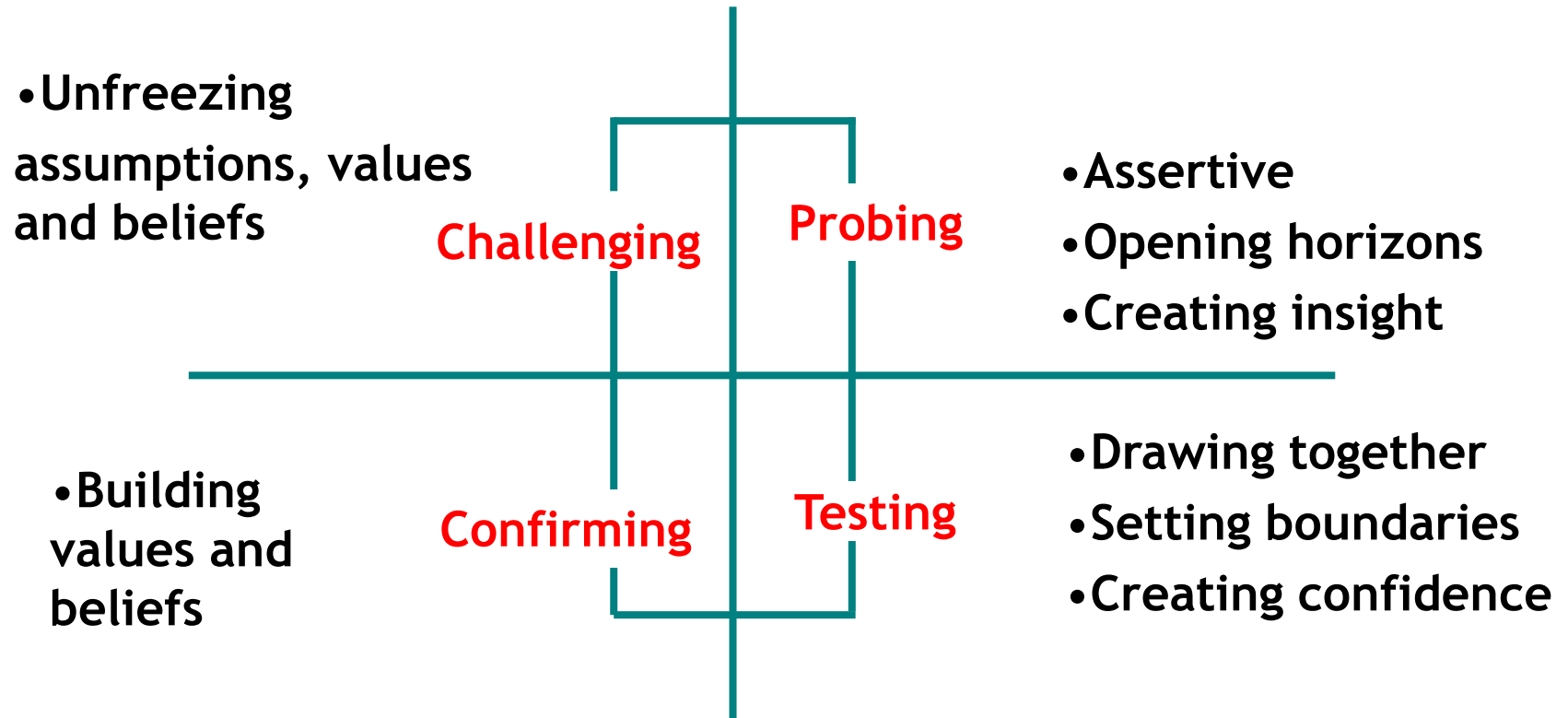
The Mentoring Cycle

- Rapport-building: Developing mutual trust and comfort
- Contracting/Ground Rules: Exploring each other's expectations of mentoring
- Direction-setting: Agreeing initial goals for the relationship
- Progress making: Experimentation and learning proceed rapidly
- Maturation: Relationship becomes mutual in terms of learning and mentee becomes increasingly self-reliant.
- Closure: Formal relationship ends, an informal one may continue

Skills Required By Mentors

- Ability to build rapport with the mentee
- Communication skills
- Feedback skills
- Questioning skills
- Listening skills
- Interpersonal skills

Questioning Styles For Mentors



Concluding the relationship

- Remember relationship is time-limited
- End relationship on positive note
- Summarise and celebrate achievements
- Feedback/evaluation for University

Summary – Key Points

- ‘Contracting’ at the beginning of the partnership e.g.
 - Discuss and clarify each other’s expectations
 - Be clear about roles
 - Agree logistics such as meeting arrangements (location, frequency etc.)
- Maintain a structure i.e. clear goals, actions between meetings
- Review relationship regularly – is it still of value?
- Continue only as long as there are goals to achieve
- Mentor style is guiding and facilitative
- Keep it confidential

Thank you and good luck!

School Engagement Schedule

28 March 3 pm mBlock	29 March 3 pm Arduino	11 April 3 pm App Inv	12 April 3 pm App Inv

3 April 2.30 pm mBlock	10 April 2.30 pm Arduino	17 April 2.30 pm App Inv

Time	23-Apr 3 pm mBlock	24-Apr 3 pm Arduino	25-Apr 3 pm App Inv	26-Apr 3 pm App Inv
AM				
PM				