



*inspiring natural potential...*

# **MENTORING**

## **Core Competency Framework**



## Introduction

One of the major issues faced by organisations when developing mentoring schemes is the absence of a clear definition. In the USA for instance mentoring is usually sponsor-focused, the agenda is driven by the mentor and the mentee is seen as a protégé. In Europe a more developmental focus is usually accepted. In this definition the agenda is driven more from the mentee's perspective with an emphasis on becoming more self-resourceful. The mentee is responsible for their own development and career.

For the purposes of this paper the European model has been adopted using a five phase process. The five phases are:

- i. Building Rapport.
- ii. Setting Direction.
- iii. Progression.
- iv. Winding up.
- v. Moving on.

A number of books and research papers were used to compile the competencies detailed in the following pages. The main key references were:

- ✓ The Situational Mentor, An International Review of Competences and Capabilities in Mentoring, edited by David Clutterbuck and Gill Lane.
- ✓ Transformational Mentoring by Julie Hay
- ✓ Mentoring in Action by David Megginson and David Clutterbuck
- ✓ Mentoring Executives & Directors by David Clutterbuck and David Megginson

## Self Awareness

Has a clear understanding of own personality and behaviour and the impact this has on others.

Fully competent mentors will take many of the following actions:

- Uses emotional intelligence to manage own emotions and behaviours when interacting with others.
- Role models self awareness by sharing examples and strategies for managing emotions and behaviour in self.
- Demonstrates the ability to see an others perspective and is able to consider multiple perspectives.
- Recognises if own perspective is contaminating the mentoring process thus avoiding transference.
- Seeks support where appropriate in mentoring supervision or via executive coaching.
- Responds to and initiates change both at a personal and an organisational level.
- Behaves in a confident, assertive manner projecting a sense of command and support to others.
- Constantly monitors own behaviour and attitudes to ensure a positive impact.

## 2. Behavioural Awareness

Has an understanding of what motivates people and how they relate to each other.

Fully competent mentors will take many of the following actions:

- Recognises and explains patterns of behaviour in others using real examples and models.
- Uses emotional intelligence to manage the emotions and behaviours of others.
- Is able to accurately predict the consequences of a course of behaviour in others and self.
- Recognises different learning styles and offers learning processes that are appropriate.
- Gives feed back on mentee's behavioural strategies that enables them to develop more effective approaches.
- Recognises and values difference in others.

### **3. Business /Professional Savvy**

Has an understanding of both strategic knowledge at a big picture level and specific contextual knowledge of the organisation.

Fully competent mentors will take many of the following actions:

- Shares wisdom gleaned from experience.
- Provides a corporate overview vision.
- Accepts and expects responsibility for self, others, the organisation and environment with the greater good of the community in mind.
- Provides specific expertise on procedural approaches that are relevant to the mentee.
- Diagnoses, collects and analyses information looking for links, developing and constructing new ideas.
- Manages ambiguity and complexity with an understanding of the causes of organisational tensions and paradoxes.
- Steps back and views projects and situations from an objective perspective.
- Is prepared to laugh at oneself.

## 4. Communication and Concept Modelling

Communicates effectively and with a range of approaches that are appropriate for the mentee.

Fully competent mentors will take many of the following actions:

- Uses active listening skills to understand the mentee's perspective.
- Recognises and challenges incongruence in non-verbal, visual signals.
- Formulates questions that allow the mentee to reflect and discover their own answers.
- Presents ideas in a flexible way to facilitate optimum understanding for the mentee.
- Uses congruency in own delivery style.
- Shares a range of models that will help the mentee deal with the issues facing them.
- Uses parallel processing while listening to analyse, reflect and prepare appropriate responses.
- Provides an environment that invites open and full communication to develop.

## 5. Commitment to own Learning

Demonstrates a commitment to own learning and development by fully engaging in a process of continuous development.

Fully competent mentors will take many of the following actions:

- Role models self managed learning.
- Experiments with new approaches and seizes opportunities to take part in new experiences.
- Reads widely, applying and testing new learning.
- Sets and follows own development plan.
- Seeks and uses behavioural feed back from others.
- Reflects on and learns from own experiences.
- Perceives mentoring as a mutual learning experience.

## 6. Interest in Helping Others to Learn

Shows interest in others and takes active steps to help them reach their full potential.

Fully competent mentors will take many of the following actions:

- Shares own learning with mentee where appropriate.
- Recognise the different developmental roles, the flexibility to move between roles appropriately and comfortably as necessary.
- Proactively seeks out information about learning styles and approaches.
- Helps others recognise and reach their potential.
- Provides constructive feed back on behaviour and strategies.
- Offers space for the mentee to test ideas and thinking.
- Encourages exploration of new approaches and techniques.
- Helps the mentee to set and follow their own development plan.



## 7. Relationship Management

Responds to the mentee's needs with the appropriate level of directness and the appropriate balance of stretch and nurture.

Fully competent mentors will take many of the following actions:

- Builds and maintains rapport by establishing a positive, dynamic atmosphere within the relationship.
- Recognises and adapts appropriately to the phases of the mentoring relationship.
- Provides the mentee with a supportive environment by empathising and giving positive regard.
- Fosters openness and trust by example.
- Identifies and values common ground and differences.
- Steps back and reviews the relationship from time to time.
- Provides sufficient challenge in the mentoring dialogue.
- Helps the mentee take increasing responsibility for managing the mentoring relationship.
- Makes a point of being available and understanding in helping the mentee cope with set backs.
- Celebrates the mentee's success in a positive way that enhances self esteem and self confidence.
- Role models celebrating success.
- Redefines the relationship when it has run its formal course.

## 8. Goal Clarity

Sets clear vision and understandable direction that is mentee focused with clear boundaries and goals.

Fully competent mentors will take many of the following actions:

- By mutual agreement with the mentee sets and adheres to a schedule of meetings.
- Facilitates boundaries and agreements for the mentoring relationship using a formal contracting process.
- Coaches the mentee in the identifying and setting of goals.
- Shares and facilitates personal planning techniques.
- Ensures goal clarity using systematic analysis.
- Recognises and reconciles different and perhaps conflicting purposes (e.g. mentee's versus organisational purpose).
- Helps mentee set milestones and measures for goals.
- Tests mentee's commitment to specific goals.
- Reality tests goals to ensure that they can be achieved and are not just "pipe dreams."
- Manages the process of winding up the mentoring relationship when it has run its formal course.