



Work Place Mentor Handbook

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1. Introduction

Thank you for agreeing to be a mentor in support of a colleague enrolled on an course with New Generation Training and Consultancy (NGTC) as the training provider.

Mentors play a key role in supporting learners. There is substantial evidence that good mentoring is the best way of inducting and supporting staff through the learning process.

We also know from experience that mentoring colleagues is a highly rewarding experience, and that you will learn from your mentee as much as your mentee will learn from you.

This handbook explores what mentoring means in the context of an NVQ qualification and gives you tools that can support you as a mentor as well as resources that will enable you to best support your mentee.

What is mentoring?

Mentoring, in a work-based setting such as an NVQ qualification, is a short-medium term professional relationship where a more experienced individual (the mentor) uses their experience and expertise of an area of work or industry to advise, guide and support another individual (mentee) to achieve their stated goals.

“[mentoring is] help by one person to another in making significant transitions in knowledge, work or thinking”

David Clutterbuck (1995) leading coaching and mentoring, author and thinker

2. The mentor's role

2.1 How mentoring can support individuals on a vocational qualification

Mentoring is designed to focus and support individuals to progress on their vocational qualification by:

- Developing skills and behaviours with the learner.
- Support their professional development and career planning.
- Give them opportunities to gain wider knowledge and skills eg rotation in the business.
- Understand the job role and the curriculum.
- Be familiar with the job role the learner is working in.
- Hold regular review meetings with the learner.
- Encourage the learner to complete their learning
- Encourage the learner to keep up to date with their reflections and logs
- Participate in training provider events.
- Work with the learner to set SMART targets.
- Developing management capability or moving into a managerial role.
- Networking.
- Overcoming career obstacles and challenges.

2.2 Who can be a mentor?

A mentor can be anyone in the organisation that can fully or partially fulfil the criteria set out in 2.1, above. A mentor can look after more than one learner in the organisation.

They should have a more senior role to the learner but do not necessarily need to be their line manager. Willingness to fulfil the role is as critical as experience.

2.3 The role of the mentor

All learners will be allocated an Assessor Coach (AC) from NGTC.

The employer will employ **a mentor** from within the organisation.

Further aspects of the mentor role are to:

- Mentors will be expected to support learners in developing the skills necessary to perform their role and complete their programme of study.
This will be a developmental process and mentors will work alongside the learners to help set targets for their development.
- Mentors are expected to give the learners opportunities to gain wider knowledge and skills in certain areas.
- Part of the mentor role will incorporate signposting the learner towards other members of staff in the workplace who may also be a useful resource.
- Attend the review meetings
- Be a positive role model.
- Give honest and constructive feedback.
- Challenge the mentee to look at their work from new angles.
- Challenge the mentee to move out of their comfort zones.
- Help them to recognise and realise their potential.

3. Mentoring in action – stages of involvement in the journey

3.1 Hold regular meetings with the learners – touching base

Please make sure that you have regular meetings with your learner – we suggest once every two weeks to begin with. These are informal meetings (but please do keep a note of dates and times).

3.2 Contribute to the formal review meetings

Within the first 14 days into the qualification, you will be expected to attend a meeting with the NGTC Assessor Coach and the learner. This will be held in the learners workplace or online. This meeting is to set clear expectations for future review meetings.

From then on, every 4 weeks, for the duration of the qualification, you are expected to attend the review meetings.

This is to monitor their progress and ensure development goals are being met.

All records of these meetings will be put on the learners portfolio.

3.3 Support the learner in completing the Workplace Assessment

Towards the end of the qualification, the learners will reach the end of their learning. This is when all the learning outcome have been met.



4. Holding a meeting with your mentee

We have provided, in this handbook, a range of tools that will help you and your mentee to develop your professional relationship as well as give signposting to areas that could be focussed on as the learner completes their journey.

Ground rules

These set out the basic terms of your relationship with your mentee. Set boundaries for what you can and cannot do early on – you could use this discussion to find out what your mentee wants to get from their sessions and what you are able to provide.

Core:

- **Confidentiality:** Mentor/mentee conversations are confidential unless it has been agreed to specifically share information, with managers or tutors. Equally you should not share details about your mentee or your discussions without their consent. It is worth checking out what level of confidentiality you want to set. Note, mentor relationships should be confidential. However, confidentiality has limits:
 - o If you have reason to believe that your mentee could be of harm to themselves or others, reports of serious misconduct, safeguarding issues, illegal incidents, inappropriate incidents etc. should be escalated. Please use the emergency contact details on [page 37](#) if it is a safeguarding or academic issue, otherwise refer to the organisation's own guidance and regulations.
 - o If you are unsure if a serious issue has been disclosed and need support/advice, please speak to your HR department in confidence in the first instance.

- **Time Commitment:** At least 2/3 meetings per month in the first year (which may be by telephone/online/face-to-face). The length of the meetings is negotiable, but you may find it useful to schedule an hour for your first meeting and thirty minutes thereafter.
- **Location:** When agreeing a location please consider the following for both parties:
PROP – Professional, Relaxed, Open, Purposeful.
- **Records:** How will you record your meetings? How will you store your notes in order to maintain the level of confidentiality that you have agreed? (please see the NGTC review meeting template in [appendix 2 on page 21](#)).

In addition to the core ground rules, you may want to consider some other dimensions of the mentoring relationship.

Open/Closed: This is about the content of your discussions. Fully open means that anything is on the agenda. Fully closed means that only specific agreed items are discussed.

Public/Private: This is about who knows that mentoring is going on. We recommend encouraging your mentee to move towards the 'public' end of the spectrum within the institution, as it is vital the organisation can see the value of the programme, and the role mentoring plays within it. Though, this need does not overrule what you have agreed on confidentiality.

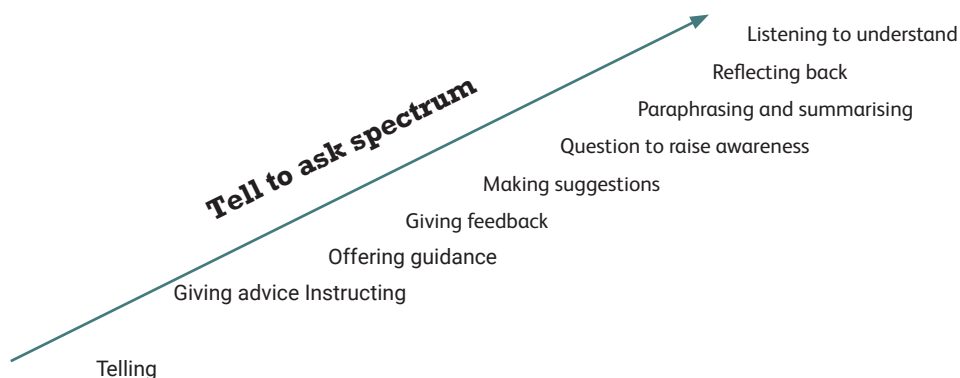
Formal/Informal: In a formal relationship, meetings are agreed in advance, occur at regular intervals with a clear agenda and note-taking (undertaken by the mentee). Informal relationships are more ad-hoc and "go with the flow". For the duration of the mentoring scheme, we recommend the formal end of the spectrum but it is important that you agree what works best for you and the mentee.

5. Conducting a mentoring session

Supported growth

Mentoring and coaching is moving away from telling people what to do. Where are you?

Helping someone solve their own problem – PULL



PUSH – Solving someone's problem for them

(Fig 4: the push – pull continuum of mentoring and coaching, Downy (2003) effective coaching Thomson Texrere, New York)

5.1 Listening actively

Listening actively is the most basic skill you will use throughout your relationship. Active listening, not only establishes rapport but creates a positive, accepting environment that permits open communication.

By listening actively, you will ascertain your protégé's interests and needs.

Examples include the following:

- Show interest in what they are saying and reflect back important aspects of what they have said to show that you have understood.
- Use body language (such as making eye contact) that shows you are paying attention to what they are saying.
- If you are talking to them by phone, reduce background noise and limit interruptions. Your mentee will feel that they have your undivided attention. When utilising email, answer within 24-hours if possible, and be sure your message is responsive to their original message.
- Reserve discussing your own experiences or giving advice until after your mentee has had a chance to thoroughly explain their issue, question, or concern.

5.2 Active listening

There are some skills or techniques that you can use to demonstrate to your mentee that you are listening. These include:

- Paraphrasing
- Restatement of meaning: “So, what you are saying is that...”
- Reflection of feelings: “You are clearly very upset that...”
- Questioning for clarification: “What do you mean by...”
- Encouraging the mentee: “That is useful to know. Do go on...”
- Echoing back a word or a phrase that the mentee uses and forming it into a question: “At the end of your tether...?” “Rudderless?”
- Summarising the conversation: “So in summary you think...”, “So, in summary we have agreed...”
- Tolerating silences.

Asking, not telling

If the mentee genuinely feels that they have exhausted all of their own ideas – they might say... “I don’t know what to do. You tell me, you are the expert”.

It may be legitimate for a mentor to make suggestions in this kind of circumstance, but it is not the mentor’s role to solve problems for the mentee.

The key difference between “asking” and “telling”, is how the suggestions are framed – as possibilities/options, not answers.

Examples of appropriate ways of making suggestions include:

- Have you thought about...?
- Maybe you could...
- You may want to consider...
- Some people find it useful to...
- One way to look at this might be...

5.3 Guidelines for giving effective feedback

Feedback is information about performance or behaviour. Feedback can be affirmative (**giving praise**) or developmental (**constructive criticism**).

Whether the feedback is affirmative or developmental, it should be well-timed, direct, succinct, and backed up with specific examples.

Constructive criticism (information which helps the mentee to see what they could do better or differently).

- Be specific/describe the issue/behaviour in some detail. It is unhelpful to attribute motives to your mentee. For example: “It seems to me that all you want is a quick promotion”.
- Avoid words which can appear very definite and judgemental as they often provoke a defensive or attacking response. For example: “You always...”, “You never...”.
- Developmental feedback should not be presented so apologetically or so wrapped up in qualifying or conditional statements, that the message is lost.

Praise (information which tells the mentee they are doing well, and which encourages them to continue to do it).

- Wherever possible, praise should not be given at the same time as constructive feedback.
- The praise should be as detailed and specific as possible.

5.4 Giving feedback to your mentee

Opportunities to give feedback can arise from:

- Watching and listening to your mentee during the mentoring session, and providing direct feedback by 'holding up a mirror', or repeating back and commenting on the words/tone that the mentee uses.
- Asking the mentee to recount:
 - o something that they did
 - o how they did it
 - o how others responded
 - o what they learned etc...

...then providing feedback on how it comes across to you.

- During a mentoring session:
 - o role playing with the mentee
 - o listening to the mentee rehearsing (eg making a presentation)...

...then providing the mentee with immediate praise or constructive feedback.

- Observing the mentee in a live situation (eg chairing a meeting or making a presentation) and providing feedback in private thereafter.

and do not forget...

Feedback (and challenge) is a two-way process.

Both parties are equal, and each can learn from each other.

5.5 Receiving feedback from your mentee

It is important to seek feedback from your mentee at each session. When receiving feedback, you should:

- Say thank you (for both praise and constructive criticism).
- Acknowledge that feedback (especially constructive criticism) is hard to give.
- When you get constructive criticism from your mentee, ask for more information. For example:
 - o "Can you tell me more about what you mean by...?"
 - o "Can you give me a specific example of...?"
 - o "What do you think would have worked better...?"
- Check your understanding. For example: "So, you think that it would have been better if I had challenged you more over the X incident that you described?"

Behaviours to avoid when receiving feedback:

- arguing
- offering excuses
- defending
- justifying
- surrendering.

5.6 Empathy – the ability to sense and understand other’s feelings

Empathy is vital in mentoring encounters.

Key skills and behaviours:

- Listening well and behaving in an interested but noncommittal manner, even when you do not agree with what is being said. Letting others finish what they have to say. Asking questions first; sharing your own thoughts second.
- Watching people’s faces and body movements and trying to sense their feelings from their expression, posture and gestures.
- Acting upon your intuition – saying what you are thinking rather than just thinking it.
- When in conversation you find that someone holds an opinion totally opposed to your own, considering why they might hold this opinion.
- Asking yourself why you react as you do in a given situation. How else could you react? How might other people feel about these different reactions?

5.7 Review meetings – setting targets

As part of the tri-party review meeting process, the learner will need to set **SMART** targets.

These targets should be discussed and agreed with the learner, you and the AC following the SMART targets, and goals approach as seen below.

Targets can be both academic and professional, for example:

Academic – working on improving academic referencing.

Professional – improving work prioritisation by using digital tools.

Actions to take:

- Targets should be reviewed at each tri-party meeting.
- Targets to be signed off/complete or they may roll onto the next period.
- Targets to be captured in the review meeting template.
- Targets to be added to the Record of Progress and outcomes noted by the learner.



(Fig 5: SMART targets and goals)

6. General responsibilities of employers

6.1 Health and Safety

All employers must take responsibility for the learners safety at work.

This is particularly relevant if the learners is under 18 years of age. However, in most cases, NGTC learners are likely to be older than 19 years old at the start of their programme, but it is worth bearing in mind this will probably may be their first job, and they may be the youngest employee in your organisation.

Therefore, as an employer it is worth conducting a Health and Safety assessment of your organisation and the learners workplace before the learners starts with you, and might require some actions to be taken if risks are identified. This process will also identify any personal, protective equipment that might be required by the learner.

As the mentor, you might not be a designated Health and Safety representative but as an employee, you do have an obligation to always consider health and safety in the workplace.

You will be ideally placed to identify any potential risks to the learner and certainly obliged to act on any concerns raised by the learners.

You can seek immediate advice from your local Health and Safety representative, but your training provider will also be well placed to offer advice and support, and should be notified immediately if the learner has any concerns, even if they are being addressed.

6.2 Welfare and Safeguarding

In addition to the normal duty of care that an employer has towards any employee, there is an enhanced responsibility for ensuring that the learners is not at risk of harassment, discrimination or abuse. Therefore, there needs to be adequate supervision in their place of work. NGTC will also provide the learner advice and guidance on staying safe and provide them with contacts to report any concerns that they might have.

Employers also need to ensure that they have appropriate Safeguarding for all learners.

Additional information can be found here:



Safeguarding Policy

Prevent Duty

A second aspect of duty of care is around the government's Prevent Duty. Employers have a shared responsibility with the training provider to minimise the risk of individuals being drawn into terrorism, and to ensure vulnerable individuals receive timely and appropriate support. As a mentor it is your responsibility to remain vigilant to ensure that the learner is not liable to be exposed to these risks. Again, if you have any concerns, you can ask the Safeguarding team (safeguarding@ngtc.co.uk)

Additional information can be found here:

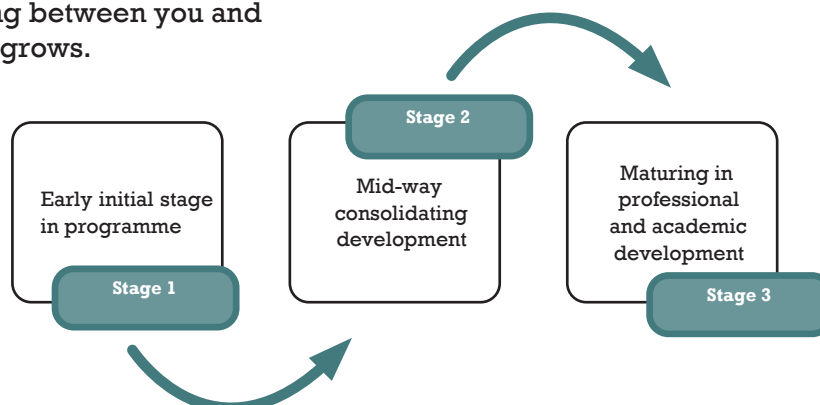


Prevent Duty (counter terrorism and security)

7. Mentoring tools

There are many resources to choose from, and we have divided these into stages which we consider will be appropriate to use as the mentoring develops, and the level of understanding between you and your learner grows.

However, it does depend on a multiple factors as to how ready the learner is for the different development activities – this is where you, as the mentor, should discuss with your mentee.



(Fig 6: using the development tools – stages)

Stages	Tool	When to use	Purpose	Handbook location
First meeting within 6 days of starting programme	Initial mentoring meeting – contracting discussion	On first meeting	Getting to know your learner. To establish the starting point for the learner. The timing and type of meetings you will be holding.	Appendix 1, page 20
Stage 1 Early	NGTC review meeting template	Use on all following meetings	To set first goals.	Appendix 1, page 20
	Goal setting	Within 2 days	Practice discussing and setting SMART targets and goals.	Appendix 3, page 22
	The GROW model and tools	Over the first week		Appendix 4, page 23
	GROW template			Appendix 5, page 26
	The Learning Styles	Within first months	Helps to identify preferred learning style and consider what they need to adapt.	Appendix 6, page 27
Stage 2 Development	The Learning Cycle	At any stage	Considers how learning and understanding occurs in a continuous reflective cycle.	Appendix 7, page 30
	Career Anchors	Half way through course	Good to consider their preferences in the types of work roles they prefer. Relevant when considering promotion.	Appendix 8, page 31
Stage 3 Reaching Maturity	Johari Window	Later stage	Part of a Personal and Professional Development (PPD) tool to develop self-awareness.	Appendix 9, page 33

Appendices

Appendix 1: Initial mentoring meeting – contracting discussion

This information will be added to the commitment statement.

Date of meeting:

Mentor:

Mentee:

Key points to cover	Notes
Background information on mentor: • Career history • Current role • Key accountabilities • Scope of role	
Background information on the mentee: • Career history • Current role • Key accountabilities • Scope of role • Key strengths and development needs • Future career aspirations <i>The following documents might be helpful as background information:</i> • Current performance goals and objectives • Personal development plans • Role profile/job description • Organogram of the mentee's area of the business	
Agree the nature of our relationship: • Identify the mentee's hopes and expectations for the mentoring relationship • Discuss confidentiality and the ethical code • Agree when/where will we meet • Discuss expectations, re cancellation and notice • Discuss contact in between meetings • Agree note taking and action plan format • Agree approach to reviewing progress • Agree how the mentee's line manager will be involved/advised of progress	
What is the expected outcome of the relationship? • Agree the topics we will work on together • Agree some broad goals (development needs and playing to strengths)	

Appendix 2: NGTC Mentor and Learner review meeting template

Use on every meeting and upload completed document onto RoP.

Learner review meeting template

Type of review: weekly ☐ fortnightly ☐ NGTC review meeting ☐

Learner Details:

Name	
Mentor Name	
Assessor Coach (AC)	

Checklist for discussion:

NGTC work ☐

(for consideration: assessment tasks and deadlines, results from assessment, project work, etc)

Workplace review and progress ☐

(for consideration: workplace behaviours being met, management of time, completion of tasks, etc)

Evidence on Review of Progress log ☐

(up to date? linked to Assessment, knowledge, skills, behaviours?)

Outcome from meeting

NGTC only (AC) led review meeting ☐

Outcomes from meeting

Targets uploaded on Review of Progress? ☐

Date:

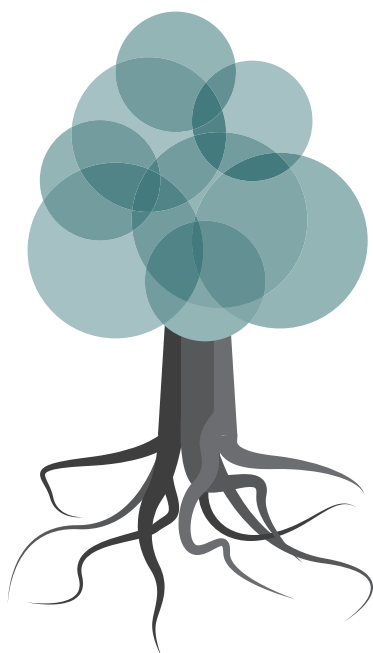
Appendix 3: Goal setting – the tree

Mentoring begins with establishing and agreeing well written and specific goals.

Mentoring is most productive when those goals are agreed at the first meeting. These early goals will give your mentoring relationship a firm foundation, though you may choose to amend them as the mentee gains insights into themselves and the relationship progresses.

The following visualisation exercise may help your mentee establish what are the key aspects they require support with, and lead to agreeing the most appropriate and value-added goals.

Imagine that your development could be defined by the components of a tree...



- **Roots** – think about your first job/work experiences and how they have contributed to who you are today.
- **Trunk** – think about your education and the jobs where you learnt the most.
- **Green leaves** – where are you right now in your job/career.
- **Blossom** – this is your full potential, what you believe or hope, that you are capable of achieving in your career.
- **Autumn leaves** – these are attitudes, behaviours and habits that are holding you back, and that you need to let go of in order to achieve your career goals.

To be completed by the mentee:

From your vision:

Define what your ideal career path would be:.....

.....

.....

.....

.....

.....

From the above, draft your objective that you want to work through with your mentor.

Your objective should be SMART (more information on drafting SMART objectives can be found on [page 16](#)).

.....

.....

.....

.....

Appendix 4: The GROW model

This is a simple yet powerful framework for structuring the mentoring session.

GROW is an acronym for:

- **Goal**
What is your goal? Where would you like to get to in your career?
- **[Current] Reality**
Where are you now? Think about your current role as well as your qualifications/skills.
- **Options**
This is where you explore the various options for moving from your reality towards your goal.
- **Will**
This is what you will commit to doing in order to achieve your goal. You also need to commit to tackling adverse conditions and obstacles that you might may meet on the way.

Although your mentor will ask you probing questions to help you to complete the GROW model, it is worth giving some thought to your Goals and Reality before your first meeting.

Here are some of the questions that you might want to ask yourself:

Goals

- What do you want to achieve in the long term?
- What does success look like?
- If you had a mirror that showed who you are in five years' time, what would you see?

Reality

- Where are you right now? How accurate is your perception of your reality?
- Who can you check this with?
- What is missing from the 'now'?
- What factors are holding you back?

Options

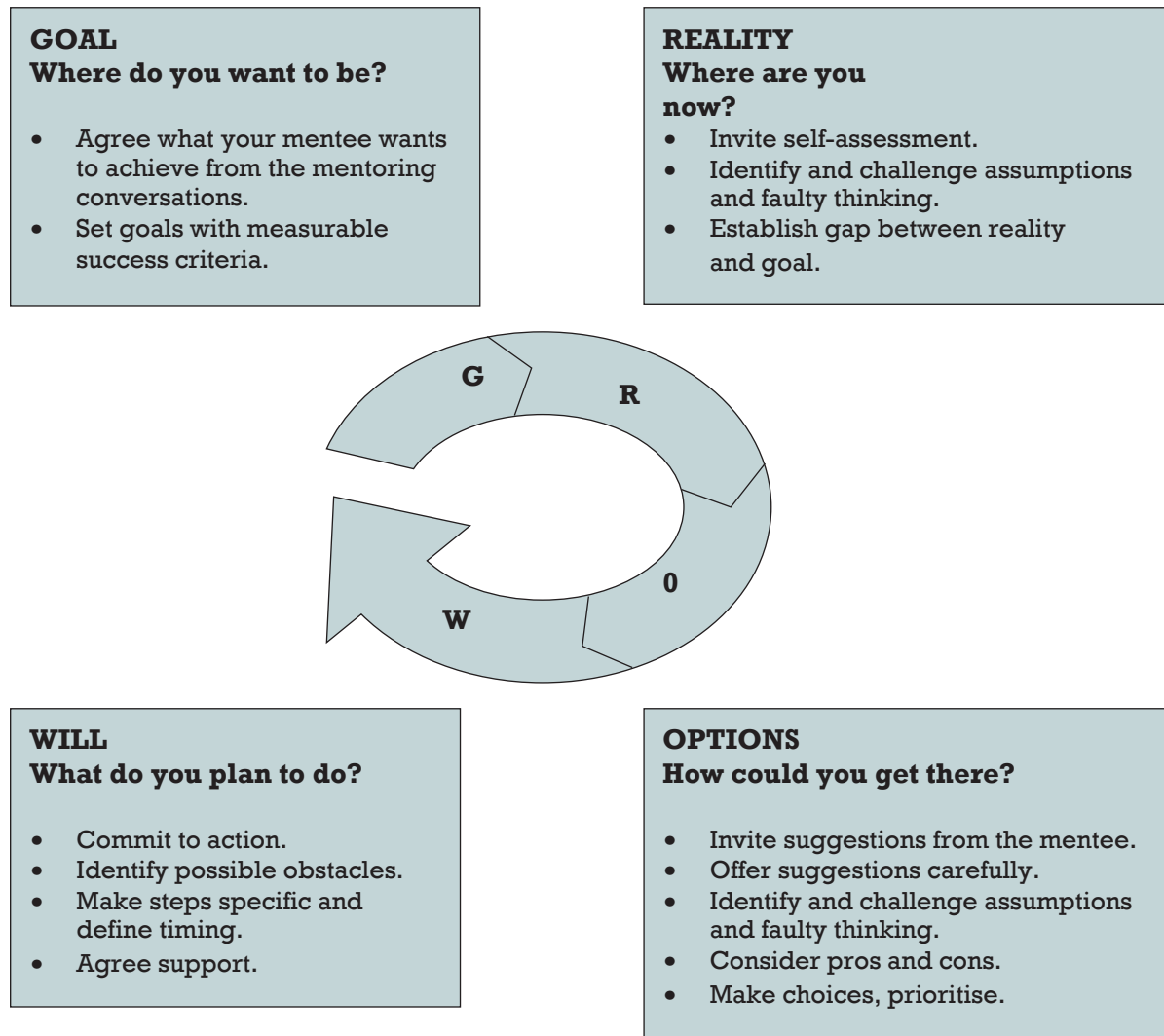
- What could you do to change your reality?
- What possibilities do you see?
- What would your best friend tell you to do?
- Which options are of the most interest to you?

Will

- Which options will you choose to take forward?
- What actions do you need to take in order to complete the options?
- What are your criteria for success?
- When, precisely, will you start and finish each action?
- What might stop you from completing the actions?
- What personal resistance do you have to taking action? On a scale of 1 – 10 (1 being low, 10 being high) how committed are you to in completing the options that you have chosen?
- What brings you to that number?
- If less than 10, what needs to happen to bring you to the top of the commitment scale?

GROW

The GROW framework provides a structure for your mentoring conversations.



Sample questions based on the GROW mentoring model.

Goal	Reality
Questions, which explore and then pin down, what 'different' would look like... • What do you want to achieve? What would this look like? • What do you want to be different? • What do you want to happen that is not happening now? • What do you not want to happen, that is happening now? • Let us explore the gap between where you are and where you want to be...	Questions, which explore and then pin down, what the current situation looks like, eg: • A difficulty with a client relationship • A de-motivated employee • A personal performance issue • An elusive promotion • A poor work – life balance • A frustration with a colleague • What is happening just now? • How do you know that what you have described is accurate? • What effect is what you are doing having? • What have you tried to do so far? • What has stopped you from doing more? • What obstacles will you have to overcome?
Will	Options
Questions which explore, and then pin down, what the mentee plans to do to achieve the goal... • What are you going to do next? • Exactly when are you going to do this? • What might get in your way? • What support do you need? • What will you do to get support if you need it? • What could I do to support you?	Questions which explore the things that the mentee could do to achieve the goal... • What could you do to change things? • What else could you do? Do not worry about being realistic for now. • If you could start again with a 'clean sheet', what would you do? • Who might be able to help you? • What are the pros and cons of each option? • Which option do you like best?

Appendix 5: GROW template

Goals agreed on.....

Review date:.....

G Goals	Agree... - the topic for discussion - the specific objectives - the SMART goals.	Record agreed goals – ensure that they are clear, measurable and motivating.
R Reality	Explore... - the 'real' current issue - specific examples - real and relevant issues - assumptions.	Briefly describe the consensus you reach or the differences you have.
O Options	Progress... - Brainstorm options but offer suggestions, carefully identify any obstacles and blind spots. - Develop new perspectives – visualise what the 'new world' will look like after implementing the options. - Ensure options are decided on and owned.	Record what you decide – the options, their ownership and potential obstacles.
W Will	Plan... - Identify specific steps. - Agree and establish support mechanisms. - Identify any obstacles and make alternate plans. - Set activity completion times –make steps specific and agree timing. - Commit to action – arrange follow up session and develop an action plan.	Record the core aspects of your action plan.

Appendix 6: Learning styles – general descriptions

You can access a copy of the learning styles questionnaire at the following web site:



Activists

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical, and this tends to make them enthusiastic about anything new. Their philosophy is “I will try anything once”. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brainstorming. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer-term consolidation. They are gregarious people constantly involving themselves with others, but in doing so, they seek to centre all activities around themselves.

Reflectors

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both firsthand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts, so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant and unruffled air about them. When they act, it is part of a wider picture, which includes the past, the present and others’ observations, as well as their own.

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step logical way. They assimilate disparate facts into coherent theories. They tend to be perfectionists who will not rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic, ie ‘if it is logical, it is good’. Questions they frequently ask are: “Does it make sense?”, “How does this fit with that?”, “What are the basic assumptions?”. They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their ‘mental set’ and they rigidly reject anything that does not fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgments, lateral thinking and anything flippant.

Pragmatists

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down-to-earth people who like making practical decisions and solving problems. They respond to problems and opportunities ‘as a challenge’. Their philosophy is: ‘there is always a better way’ and ‘if it works it is good’.

Learning preferences

Activists learn best from activities where:

- There are new experiences/problems/opportunities from which to learn.
- They can engross themselves in short 'here and now' activities such as business games, competitive teamwork tasks, role-playing exercises.
- There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle.
- They have a lot of limelight, high visibility, ie, they can 'chair' meetings, lead discussions, give presentations.
- They are allowed to generate ideas without constraints of policy or structure or feasibility.
- They are thrown in at the deep end with a task they think is difficult, ie, when set a challenge with inadequate resources and adverse conditions.
- They are involved with other people, ie, bouncing ideas off them, solving problems as part of a team.
- It is appropriate to 'have a go'.

Reflectors learn best from activities where:

- They are allowed or encouraged to watch/think/ponder over activities.
- They are able to stand back from events and listen/observe, ie, observing a group at work, taking a back seat in a meeting, watching a film or video.
- They are allowed to think before acting, to assimilate before commenting, ie, time to prepare, a chance to read in advance a brief giving background data.
- They can carry out some painstaking research, ie, investigate, assemble information, probe to get to the bottom of things.
- They have the opportunity to review what has happened, what they have learned.
- They are asked to produce carefully considered analyses and reports.
- They are helped to exchange views with other people without danger, ie, by prior agreement, within a structured learning experience.
- They can reach a decision in their own time without pressure and tight deadlines.

Theorists learn best from activities where:

- What is being offered is part of a system, model, concept, theory.
- They have time to explore methodically the associations and interrelationships between ideas, events and situations.
- They have the chance to question and probe the basic methodology, assumptions or logic behind something, ie, by taking part in a question and answer session, by checking a paper for inconsistencies.
- They are intellectually stretched, ie, by analysing a complex situation, being tested in a tutorial session, by teaching high-calibre people who ask searching questions.
- They are in structured situations with a clear purpose.
- They can listen to or read about ideas and concepts that emphasise rationality or logic and are well argued/elegant/watertight.
- They can analyse and then generalise the reasons for success or failure.
- They are offered interesting ideas and concepts even though they are not immediately relevant.
- They are required to understand and participate in complex situations.

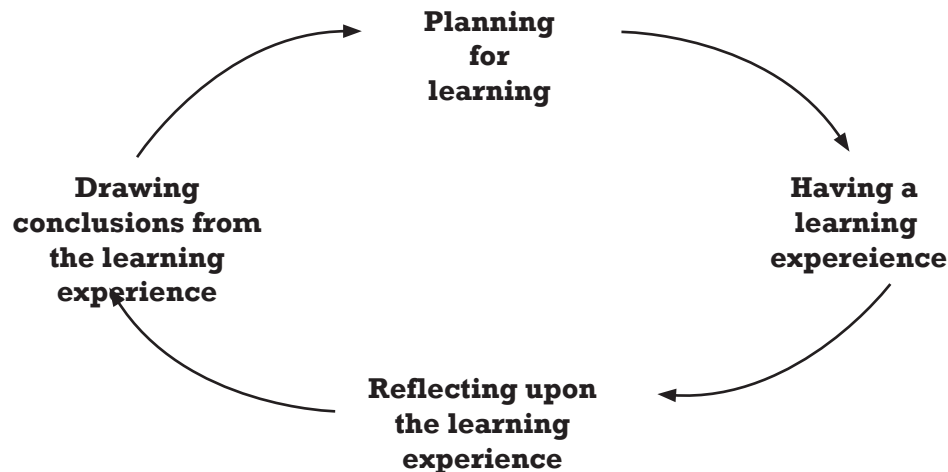
Pragmatists learn best from activities where:

- There is an obvious link between the subject matter and a problem or opportunity on the job.
- They are shown techniques for doing things with obvious practical advantages, ie, how to save time, how to make a good first impression, how to deal with awkward people.
- They have the chance to try out and practice techniques with coaching/feedback from a credible expert, ie, someone who is successful and can do the techniques themselves.
- They are exposed to a model they can emulate, ie, a respected boss, to demonstrate from someone with a proven track record, lots of examples/anecdotes, a film showing how it is done.
- They are given techniques currently applicable to their own job.
- They are given immediate opportunities to implement what they have learned.
- There is a high face validity in the learning activity, ie, a good simulation, 'real' problems.
- They can concentrate on practical issues, ie, drawing up action plans with an obvious end product, suggesting short cuts, giving tips.

Appendix 7: Helping mentees to learn

The learning cycle

Mentors have a key role in helping mentees to prepare for and to review their learning experience.



Questions a mentor can ask to help the mentee to learn from their experiences:

Planning for learning	What is the learning experience that you plan to have? • When do you plan to do this? • Who will be involved? • What skills/knowledge are you aiming to develop as a result of this experience? <i>An example could be:</i> Develop networking skills by attending a specific meeting with a view to: • Practising breaking into groups; remembering names. • Exchanging business cards; noting key contact details. • Asking questions to establish specific information about selected attendees.
Reflecting on learning	What happened? • What did you do? • How did you feel? • What were you thinking? • What do you think people, who saw you, would say about the way you behaved? • Describe how you went about doing X, Y... • What response did you get?
Drawing conclusions from the learning experience	What have you learned? • What worked well? • What could have been better? • What would you do differently in the future? • What difference would that make? • What still needs to be done?

Appendix 8: Career anchors

This is a tool to help your mentee analyse their career preferences using eight 'career anchors' as defined by Edgar Schein, a Professor of Management, and leading expert in organisational culture.

Career anchors:

- Technical/functional competence
- Managerial competence
- Autonomy/independence
- Security/stability
- Entrepreneurial creativity
- Service dedication to a cause
- Pure challenge
- Lifestyle.

Schein identified that people are likely to be more fulfilled in their careers if they can acknowledge which career anchors are important for them, and seek jobs that are appropriate for these anchors.

Understanding your preferences will help you plan your career in a way that is most satisfying to you, and will help you understand why there are aspects of your role that are not satisfying you.

This tool can be used to:

- Understand how important the various career anchors are to you.
- Identify the extent to which the various career anchors are reflected in your current role.
- Review whether there is a mismatch between the career anchors you rate as being most important to you, and those that relate to your current situation.

Complete the career anchors inventory on the next page – you might want to consider doing the inventory after a 'good' working day and again after a 'bad' working day. Either way, it is useful to put your answers aside and revisit them after a few days and see if your views have changed.

Then reflect on your answers:

- If you find that most things you value are not part of your current job, what job/role might meet your needs?
- If you find there is a good match, then you are likely to be in your preferred job or role. How will this impact on your plans for career development? Will a promotion take you closer or further away from your anchors?
- Check the goals that you outlined in the GROW model – do they align with your career anchors?

Career anchors inventory

Schein career anchor	People to whom this applies as a career anchor	How IMPORTANT is this to YOU	How WELL is it reflected in your CURRENT role?
	Read each description and then score its importance for YOU and its relation to your current role.	Score 1 – 6 1 = NOT important 6 = VITAL	
Technical/ functional competence	This kind of person likes being good at something and will work to become a guru or expert. They like to be challenged and then use their skills to meet the challenge, doing the job properly and better than almost anyone else.		
Managerial competence	These people want to be managers. They thrive on responsibility. They like problem-solving and dealing with other people. To be successful, they want to be able to demonstrate their emotional competence to deal with higher levels of responsibility.		
Autonomy/ independence	These people have a primary need to work under their own rules and 'steam'. They avoid standards and prefer to work alone.		
Security/ stability	These people seek stability and continuity as a primary factor of their lives. They avoid risk and, generally, their main concern is to achieve a sense of having stabilised their career.		
Entrepreneurial creativity	These people like to invent things, be creative and, most of all, to run their own businesses. They differ from those who seek autonomy in that they will share the workload. They find ownership very important. They get easily bored. Wealth, for them, is a sign of success.		
Service dedication to a cause	Service-orientated people are driven more by how they can help other people than by using their talents. They may work in public services or in areas such as human resources.		
Pure challenge	People driven by challenge seek constant stimulation and difficult problems that they can tackle. Such people will change jobs when the current one gets boring, and their career can be varied.		
Lifestyle	Those who are focused first on lifestyle look at their whole pattern of living. Rather than balance work and life, they are more likely to integrate the two. They may even take long periods of time off work in which to indulge in passions such as travelling.		

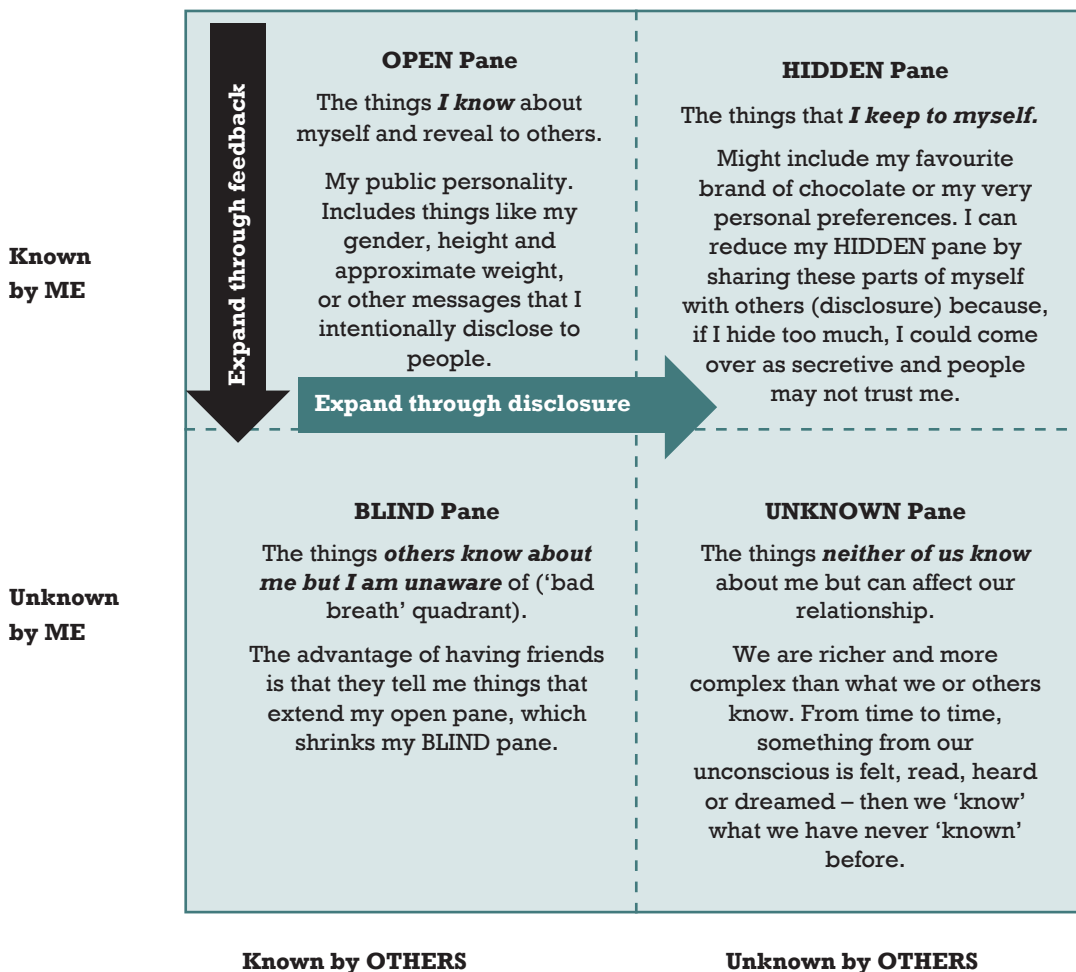
Appendix 9: Johari's Window

The Johari window is a way of assessing your self-awareness and the awareness that others have about you in terms of:

- What you know or do not know about yourself.
- What you reveal to others and what others know about you without you being aware of it.

By enlarging the OPEN pane of your Johari window, the more likely it is that others will know you, understand you and respond to you in an honest and open fashion.

There are many free online tools to get started on this test, or you can complete the template below.



The panes in this Johari window are shown as equal, when in fact, the relative size of each pane varies between individuals.

For example, a very private person might always maintain a narrow OPEN pane, and conversely a strong extrovert might quickly share lots and lots with others.

What to do and when.

Draw up a baseline Johari Window now. Then draw up a new window each time you discover something about yourself, either through feedback or disclosure from others, or from a sudden personal insight.

1. Populate **your window with what you and others know about you.**
2. Drag the quadrant edges wider or deeper **to show knowledge growth and sharing over time.**
3. **Compare your windows over time** to see how your OPEN pane changes.

OPEN pane Known by both of us	HIDDEN pane Known ONLY to me
The open area reflects the 'open book' area of ourselves: our attitudes, behaviour, motivation, values, way of life. Record here the knowledge that you and others have of you. Expand this pane as you disclose and learn more.	The degree to which we share ourselves with others (disclosure) is the degree to which we can be known. Record here what you freely keep to yourself. Ask yourself whether sharing that knowledge will benefit your relationships.
BLIND pane Known to YOU but not to ME	UNKNOWN pane Unknown to both of us
When others provide feedback in a supportive, responsible way, and you can take it in that way, you are able to test the reality of who you are and grow in self-awareness. Record here feedback that has given you useful insights.	Be open to experiences that seem to reveal something from your subconscious like feelings, reading, listening and dreaming. Record here chance experiences.

Additional sources of support and guidance

NGTC's policies, regulations and other public documents can be found on our website at:



[Policies and Regulations](#)



[Prevent Duty](#) (counter terrorism and security)



[Safeguarding Policy](#)

For emergencies, contact: Georgia Griffin

- Safeguarding Lead



safeguarding@ngtc.co.uk



[Student Services](#) – supporting our students

Notes

