

FURTHER READING

MODULE MENTORING SKILLS

Lesson_2_ *Guiding through Personal Example*

DEFINING THE ROLE OF THE MENTOR

In **Mentoring** relationships, the **Mentor** is a **Role Model** to the **Mentee**, which means:

- To be a person and a professional whose behaviour, success and actions serve as an example to the **Mentee**, especially when they are younger or less experienced people, or are newcomers to tourism;
- To give inspiration with their success and personal and professional ethics to the **Mentee** and others, so that they want to emulate the **Mentor**;
- To serve as a good example, who the **Mentee** and other individuals aspire to be like – now or in the future;
- To be accessible, so the **Mentee** feels they can approach the **Mentor** and interact with him/her on a regular basis, and in this way – to grow and develop in profession.

WHICH ROLES SHOULD MENTOR NOT TAKE?

- ❖ **Adviser** – usually this is a person, who has deeper knowledge in a specific area of business and possesses multi-disciplinary expertise and competences. It is expected that the Adviser will give guidance and helpful tips what to do or not to do in a given business situation, so as to achieve a certain business goal. Normally Advisers are part of the leadership team and have a senior position in the company;
- ❖ **Counsellor** – usually this position is the equivalent of the Adviser's, but in the public sector. Their role includes providing a civic leadership in community development and taking responsibilities for monitoring and implementation of community development plans and strategies. Counsellors should balance between needs of different stakeholders, residents and voters, community groups, business and public bodies at local level and represent interests of residents. Normally Counsellors are elected from a given constituency for a certain period and are members of the local Council. They might be members of a political party or be independent;

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- ❖ **Consultant** – this is usually a person, who has deeper knowledge on a specific task and can help us execute it easier or faster. Normally Consultants fulfil functional roles within the organisation or are an independent body outside the company, hired on a subcontracting basis;
- ❖ **Coach** – usually the Coach guides through questions and provides constructive feedback, which allows for a change in the person's behaviour. International Coach Federation states that coaching facilitates learning and results by creating awareness, designing actions, planning and goal setting, and managing progress and accountability. Through them, Coaches help the person discover for themselves new thoughts, beliefs, perceptions, emotions, moods, etc, which strengthen their ability to take actions and achieve what is important to them. In addition, Coaches promote individual's active experimentation and self-discovery;
- ❖ **Therapist** – usually this is a specialist, whose job is to treat a particular type of mental or physical illness or disability. Therapists use a particular type of therapy, in which they are certified. In therapy we might use terms like a patient, therapist-client relationships, treatment. intervention, etc.

SOME CHALLENGES IN MENTORSHIP

- How to manage your time as a **Mentor**, so as not to get stuck or lag behind your own tasks – define how much time, you as a **Mentor**, can dedicate to the process. Be honest and clear to yourself and to the **Mentee**;
- How to set commonly agreed goals, when the **Mentee** does not know where they want to go and develop – this is very important in tourism sector, where many people think that it is easy to work in and does not consider the specifics of hospitality-led environments. So, dedicate enough time to assess **Mentee's** background and current knowledge, skills, experience and motivation. This will help you better understand the person in front of you and will allow you to guide them how to identify their aspirations;
- How to balance between giving advices and asking questions and guiding **Mentee** how to find answers for themselves – being a **Mentor**, it is vital to build **Mentee's** confidence and to foster their independence. It is easier (and tempting) to tell someone what to do in a given situation, but the most important thing in **Mentoring** is to teach the other person how to stop, reflect and find their solution to the situation. One way is to share your personal story how you – as a tourism professional, have dealt with a similar problem. In this way, through your example you will guide the **Mentee** how to find their own path;

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- Managing **Mentee's** too high expectations – sometimes **Mentees** think that if they find a **Mentor**, everything will go easily and smoothly. And like with a magic stick they will find the right solutions and will progress in the career ladder. It is crucial to set realistic goals from the same beginning and to keep **Mentee** engaged, so as s/he is aware of their own responsibility for the progress and the achievements. Set the right limits and boundaries for the relationships and do not be afraid of giving a negative feedback, if the **Mentee** does not make progress;
- Do not forget that **Mentoring** is also a learning process for you as a **Mentor**, and that hospitality industry is fast changing and every day there is a new thing to learn. So, stay patient and focus on the mutual benefits from the process – for you as a **Mentor**, for the **Mentee**, for your company and for the tourism sector in general.

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