

# Effective Mentoring Skills in Workplace for VPET

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## On completion of this workshop, the participants would be able to:

- familiarise with the characteristics of young mentees; and
- develop effective mentoring skills to help students learn more effectively in workplaces.

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## VPET stands for....

Vocational and Professional Education and Training



<http://www.cspe.edu.hk/taskforce/tf/eng/tf.html>

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## VPET in Hong Kong

"VPET has been playing a pivotal role in broadening the learning opportunities for school leavers and in-service personnel as well as nurturing the requisite human capital in support of Hong Kong's development". (LC, 2015, P. 9)

"Mainstream education is not a straightjacket that fits all young people as everyone has his or her own interests and abilities. The government should re-establish the of vocational education in our education system and guide the younger generation in choosing their career". (LC. 2015, P.14)

"Adequate and quality manpower resources are the key to our sustainable socio-economic development". (Ibid.)

LC Paper No. CB(4)1287/14-15(04)  
<http://www.legco.gov.hk/yr14-15/english/panels/ed/papers/ed20150715cb4-1287-4-e.pdf>

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## What is Mentorship?

- Mentorship is the process where a mentor works with and educates a mentee to help foster skill development and professional growth.
- The mentor shares his/her skills, knowledge, techniques, best practices and experience to provide a comprehensive hands-on training experience for the mentee.

Nova Scotia Community College (NSCC), (2002). Workplace Mentoring Program. [http://www.apprenticeship.nsc.ca/mentoring/Mentoring\\_Resource\\_Toolkit.pdf](http://www.apprenticeship.nsc.ca/mentoring/Mentoring_Resource_Toolkit.pdf)

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## The Value of Mentorship

Mentees	VPET Organisations/ Institutions/ Labour market	Mentors
<ul style="list-style-type: none"> <li>• Learn from mentors</li> <li>• Explore career paths and strategies</li> <li>• Begin personal development</li> <li>• Enhance in areas of social and professional skills</li> <li>• Develop problem-solving skills</li> <li>• Meet professional role models in the specific trade</li> <li>• Develop networking events</li> <li>• Others....</li> </ul>	<ul style="list-style-type: none"> <li>• Meet the globalisation (i.e. trends/ policy/ matter)</li> <li>• Commitment to make the organisation a better place to work – contribute to a mentoring culture</li> <li>• Promote organisation in the attraction, engagement and retention of staff</li> <li>• Succession development/ Succession Planning</li> <li>• Develop potential and high performers for future leadership roles</li> <li>• Keep in touch to employees through networking events</li> <li>• Others....</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reflection; Self-learning</li> <li>• Enhancing managerial skills</li> <li>• Passion and energy</li> <li>• Fresh perspective</li> <li>• Influence and share your key learnings with others</li> <li>• Experience sharing</li> <li>• Win-win situation</li> <li>• Others....</li> </ul>

Holland, C. (2009) Workplace Mentoring: A Literature review. Work and Education Research & Development Services, Industry Training Federation. p. 18-22.

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## Examples of Mentoring Programme

in the Workplace, Hong Kong

- HK Security and Investment Institute
- HK Institute of Certified Public Accountants(CPA)
- DHL Express
- Others....

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## Roles of a Mentor

- Acts as an experienced role model
- Provides acceptance, encouragement, and moral support
- Provides feedback about observed behaviours and skills
- Provides wisdom, advice, counsel and coaching
- Provides nourishment, caring and protection
- Challenges and encourages appropriately to facilitate growth
- Integrates professional support with other areas such as faith, family and community
- Enjoys the opportunity to pass on their knowledge and collaboration with less experience ones
- Supports networking efforts
- Facilitates professional development
- Encourages focus on goals
- Others....

Respects mentees' viewpoints

Involves mentees in decisions

Allows mentees to make mistakes

Doss, P., Hermanson, K., Rios, J., & Xu, C. (2009). Mentoring Guidebook. The University of California, San Diego. p. 14-21

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# How much do you know about young mentees?

## Millennials

????????????????

# Millennials

- In 2012, demographers William Straus and Neil Howe define Millennials as born between **1982–2004**.
- In 2016, Public Interest Research Groups (PIRGs) described Millennials as those born between **1983 and 2000**.
- Millennials place an emphasis on producing **meaningful work**, finding a **creative outlet**, and have a preference for **immediate feedback**.
- Findings also suggest the introduction of social media has augmented **collaborative skills** and **created a preference** for a team-oriented environment.

Horovitz, Bruce (2012). "After Gen X, Millennials, what should next generation be?". USA Today.  
 Huyler, D., Pierre, Y., Ding, W., & Norelus, A. (2015). Millennials in the Workplace: Positioning Companies for Future Success. Florida International University, USA.

# Comparison of Different Generations

## 023 70後 VS 80後 VS 90後

	70後	80後	90後
講分手	面對面	用 WhatsApp	分手就分手，不用通知
國語	很爛	能聽但講得很普通	有捲舌
英文	Shit Chinglish	Bad Chinglish	Baddest Chinglish
看電視的態度	愛看 TVB	愛用手機看 TVB	愛罵 TVB
工作態度	熱愛工作	拒絕 OT	拒絕工作
壓力	主要來自供樓	主要來自冇樓	主要來自討論區的樓主
面對老師	尊敬老師	當老師是朋友	會投訴老師

	Post-70s	Post-80s	Post-90s
Attitude to Teachers	Respect teachers	Treat teachers as friends	Complain teachers

100毛

# Views of Post-90s towards Social Labels

「90後」對社會標籤的評價 香港集思會 (2013): 「『90後』的處境及心態」電話訪問調查報告

	[N]	Agree 同意/ 非常同意	Neutral 中立	Disagree 唔同意/ 非常唔同意	Mean 均值
Here and now 及時行樂	[999]	64.2%	24.8%	11.0%	3.7
Creative 充滿創意	[1,004]	61.2%	31.6%	7.2%	3.7
Flexible 靈活變通	[1,008]	52.7%	36.8%	10.5%	3.5
Self-centered 自我中心	[1,005]	45.3%	33.3%	21.4%	3.3
Not abide by rules 不守規則	[1,004]	29.2%	38.2%	32.6%	3.0
Sense of mission 有使命感	[997]	28.1%	46.7%	25.2%	3.0
Irresponsible 不負責任	[1,003]	28.7%	33.8%	37.5%	2.9
Not proactive 沒上進心	[1,001]	20.5%	36.0%	43.6%	2.7

# Characteristics of Post-90s students

- Heavily influenced by the culture of Internet
- No longer obey to tradition and authority
- Resistant to the merge of Chinese and Hong Kong Culture
- Work for money is not the only thing in life
- Value quality of life
- Traditional view of relationship

**90後學生的行為特徵**

- 「有得上網會死！」—App 時代的網絡文化
- 「有人能夠代表我！」—不再服從傳統與權威
- 「我是中國人！」—兩地文化融合卻萬萬不能
- 「搵錢不是最重要！」—人生不是只得工作
- 「我們重視生活質素！」—社會不應盲目發展
- 「其實我們想結婚！」—非常傳統的關係觀

<http://www.youtube.com/watch?v=VgIMPzsAy4Y>

# Views of "Post-90s" to Various Social Media/ Communication Tools

「90後」對各類社交網絡/通訊設備重要性的評價（與別人聯繫）

香港集思會(2013)：「『90後』的處境及心態」電話訪問調查報告

	[N]	Agree 同意/ 非常同意	Neutral 中立	Disagree 唔同意/ 非常唔同意	Mean 均值
WhatsApp	[1,005]	<b>81.6%</b>	10.7%	7.7%	4.2
Facebook	[1,011]	<b>76.6%</b>	17.8%	5.6%	4.1
Mobile	[1,010]	<b>69.8%</b>	24.1%	6.1%	3.9
Communication Apps (e.g. Twitter, WeChat)	[1,001]	<b>39.5%</b>	35.3%	25.3%	3.2
Mobile message	[1,012]	36.9%	<b>39.2%</b>	23.9%	3.2
Email	[1,012]	36.9%	29.9%	<b>33.2%</b>	3.0
MSN	[1,009]	17.2%	31.5%	<b>51.2%</b>	2.5

# Needs and Characteristics of Mentees

Mentees' needs	Mentees' characteristics
<ul style="list-style-type: none"> <li>• Guidance in a general or specific professional area</li> <li>• Series of questions or issues</li> <li>• Career development*</li> <li>• <b>Others.....</b></li> </ul>	<ul style="list-style-type: none"> <li>• Possess enthusiasm</li> <li>• Seek assistance in a timely matter</li> <li>• Be open to feedback and has a desire to share and learn</li> <li>• Take risks and accepts challenges</li> <li>• Follows through to achieve partnership goals</li> <li>• Be a good listener*</li> <li>• Knows where he/she is going-goal orientated *</li> <li>• Multi-task learning*</li> <li>• Be a self-centered person*</li> <li>• <b>Others....</b></li> </ul>

1. Doss, P., Hermanson, K., Rios, J., & Xu, C. (2009). Mentoring Guidebook. The University of California, San Diego. p. 14-21  
 2. \*Some views are from participants of workshop.

# Group Discussion: Case Scenarios

## • Case 1

Your mentee is shy. He/she does not look at you and never tells you what he/she wants to do. How do you respond?

## • Case 2

Your mentee is failing the class/task assigned. What approach do you take to help him/her to overcome the negative feelings and to be successful in the class/the task assigned?

## Goal Setting for Your Mentees

- Why do we set goals with the mentees?
- Important or not?
- How do you set goals with your mentees in your trade?

Successful Goal-setting: A 6-step Guide for Mentees  
<https://www.micromentor.org/blog/successful-goal-setting-a-6-step-guide-for-mentees/>  
The Mentoring Partnership of Southwestern Pennsylvania. (1995). Mentor Guide: MENTOR. The National Mentoring Partnership.

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## The Importance of Goal Setting

- Improving grades at school
- Learning about institutes and careers
- Improving relationship with family members
- Taking part in community service
- Lifelong learning
- Others....

Successful Goal-setting: A 6-step Guide for Mentees  
<https://www.micromentor.org/blog/successful-goal-setting-a-6-step-guide-for-mentees/>  
The Mentoring Partnership of Southwestern Pennsylvania. (1995). Mentor Guide: MENTOR. The National Mentoring Partnership.

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### Goal Setting:

- Encourage a problem-solving approach  
(i.e. critical thinking)
- Encourage discipline  
(i.e. time management)
- Encourage opportunity  
(i.e. hope, motivation)
- Facilitate clear conceptualisation of what you want to do  
(i.e. lifelong)
- Other....

### S.M.A.R.T. Goals

- Specific
- Measurable
- Achievable
- Realistic
- Timely

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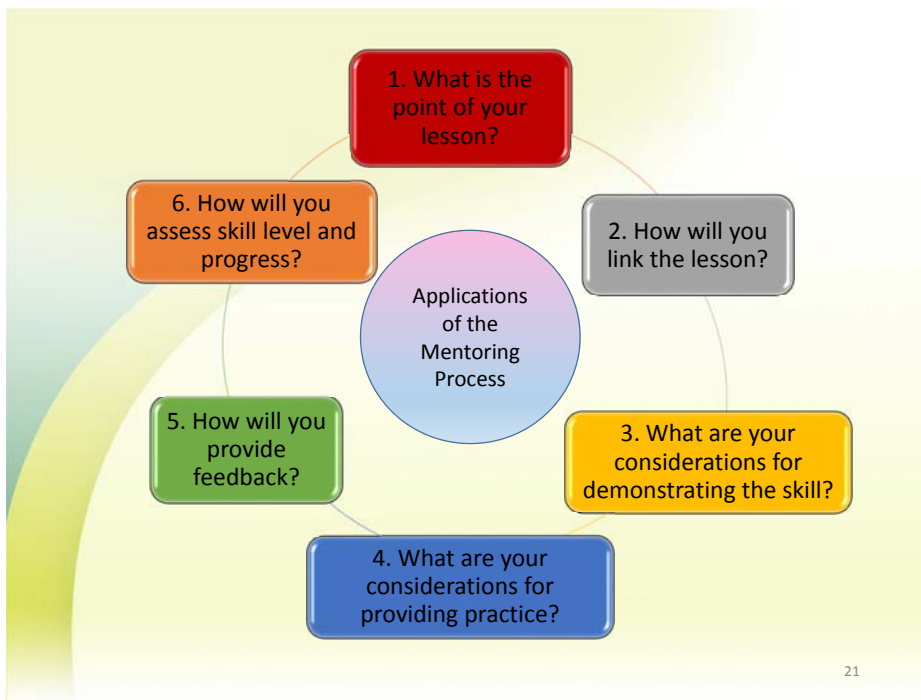
## Mentoring Process: Six Step Approach

- Step 1: The Point of the Lesson
- Step 2: Linking the Lessons
- Step 3: Demonstrating a Skill
- Step 4: Practicing a Skill
- Step 5: Giving Feedback
- Step 6: Assess Learning

Nova Scotia Community College (NSCC). (2002). Workplace Mentoring Program.  
[http://www.apprenticeship.nssc.ca/mentoring/Mentoring\\_Resource.Toolkit.pdf](http://www.apprenticeship.nssc.ca/mentoring/Mentoring_Resource.Toolkit.pdf)

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## Effective Mentoring Techniques in Workplaces

- Passionate
- Genuine
- Humble
- Caring, Concern
- Effective Communication
- Good Listening
- Giving feedbacks
- Socratic Method
- Relationship Builder
- Motivated
- Enthusiastic
- Goal oriented
- Creative

- Positive attitude
- Encouragement
- Open-mindedness
- Confidence
- Awareness
- Connection
- Others....

Doss, P., Hermanson, K., Rios, J., & Xu, C. (2009). Mentoring Guidebook. The University of California, San Diego.  
The Mentoring Partnership of Southwestern Pennsylvania. (1995). Mentor Guide: MENTOR. The National Mentoring Partnership.

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## Activity: Building a Temple

- Building the highest paper temple
- Some roles would be assigned

*After the activity, tell us how you feel, what you find and observe....*

Mentors?  
Mentees?  
Observers?

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# Break

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# Communication

## Communicating with Your Mentees

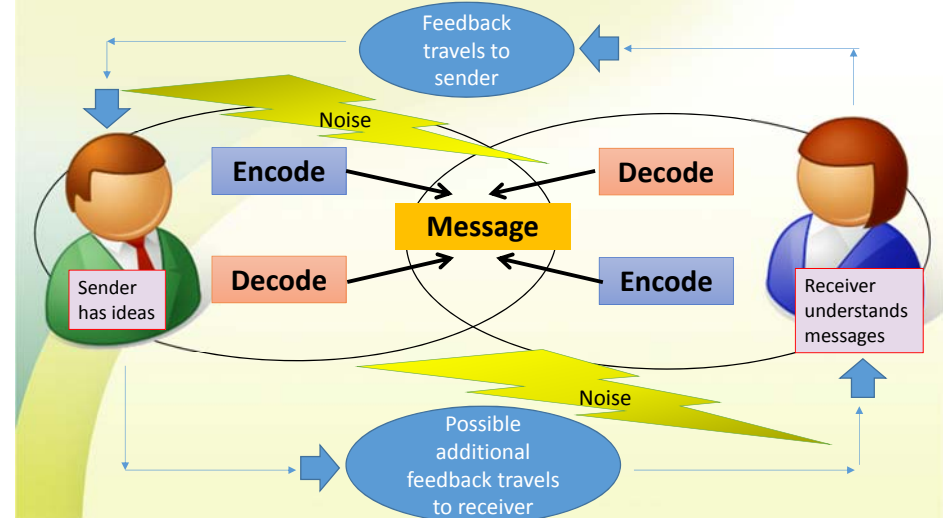
What are the barriers when you communicate with your mentees?

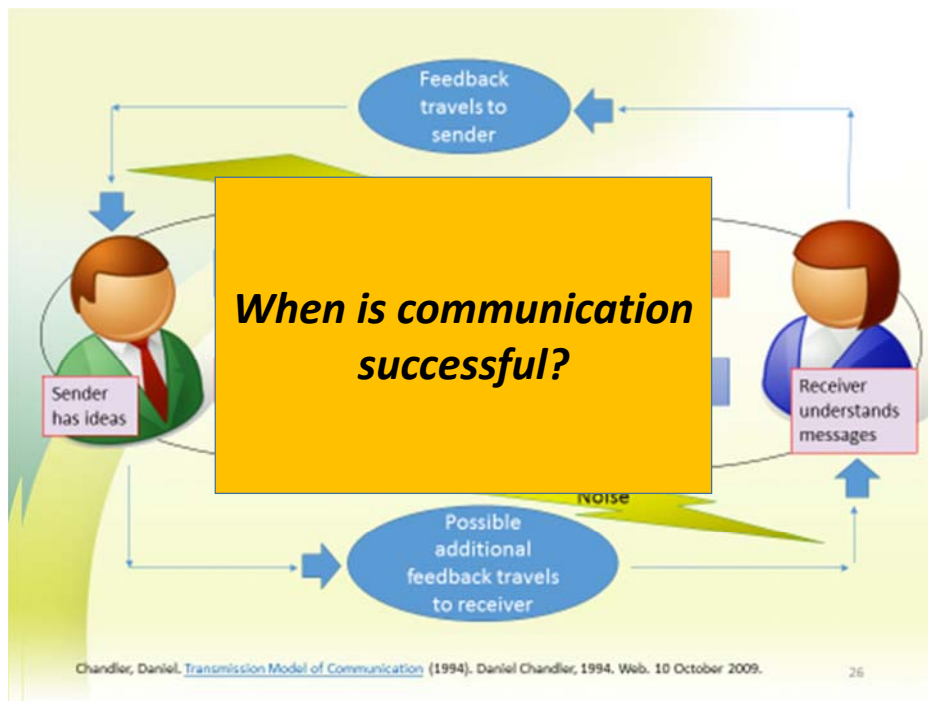
## The Importance of Communication

People use communication in the workplace to:

- ✓ greet
- ✓ exchange information
- ✓ provide explanation/direction/ instruction
- ✓ seek and obtain information by posing questions
- ✓ co-ordinate their work with that of others
- ✓ reassure and/or comfort others
- ✓ advise others concerning the appropriate choice of action
- ✓ lead a group in discussion
- ✓ resolve conflicts through informal negotiation
- ✓ entertain prospective clients
- ✓ instill understanding and knowledge by teaching practical skills
- Others....

## Transmission Model of Communication





## Key Challenges

- Overcoming anxiety
- Maintaining a neutral stand on content
- Keeping discussion on track and in focus
- Keeping time
- Ensuring a balanced participation
- Motivating participants to contribute ideas
- Others....

## Questioning skills

- Questioning
- Probing
- Paraphrasing
- Redirecting
- Referencing back



## Questioning

### 1. Open Questions

#### Some examples :

- 面對此情形，你會如何反應？
- 如何改善程序？
- 有何其他可行方法？
- 有何建議？
- 事情為何會發生？可避免嗎？如何避免？
- 這樣做有何後果？
- 其他人會有何反應？
- 這樣做是否跟原來設計目的吻合？請解釋。

### 2. Closed Questions

#### Some examples :

- 剛才你／妳是否說。。。？
- 你們都同意此說法嗎？
- 這樣做可行嗎？
- 這個XXXX是什麼？
- 事情為何會發生？

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## Probing

#### Some examples :

- 當XXX進行時，大家有否留意。。。？
- 點解你認為會這樣？
- 如果當時唔係XXX，你認為會有何後果？
- 從事件中，你得出什麼結論。
- 將來如何避免再發生。

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## Paraphrasing

#### An example :

- 你意思係咪話\_\_\_\_\_？

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## Redirecting

#### Some examples :

- 其他人有何意見？
- 有否其他不同意見？

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## Referencing back

An example :

- 剛才 TONY 都提及到 XXX ， 你認為兩者有何關連？

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Demonstration

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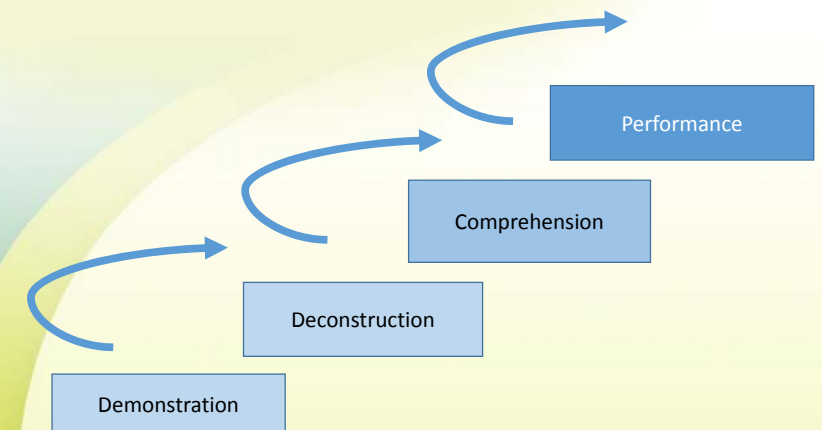
## Demonstration Methods

1. Step-by-step demonstration
2. Whole process demonstration
3. Spot demonstration

Chingombe Shamiso Iline (2013). Impacts of the Demonstration Method in the Teaching and Learning of Hearing Impaired Children. IOSR Journal of Humanities and Social Science, 12(1):48-54.

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## Steps in Demonstration Method



Lake, F. R. & J. M. Hamdorf. (2004). *Teaching on the run tips 5: teaching a skill*. Medical Journal of Australia 181(6):327-328.

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## Practices

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## Setting up for Practice

- Where can the skill be practiced?
- When is it best to do practice?
- What tools or equipment are required?
- What materials are available for practice? Any limits?
- What safety procedures and risks are involved?
- What are some things to watch out for when practicing this skill?
- Will the practice be supervised - why or why not?
- Others....

Nova Scotia Community College (NSCC), (2002). Workplace Mentoring Program.  
[http://www.apprenticeship.nsc.ca/mentoring/Mentoring\\_Resource.Toolkit.pdf](http://www.apprenticeship.nsc.ca/mentoring/Mentoring_Resource.Toolkit.pdf)

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## Types of Practice

- Guided Practice
- Limited Practice
- Independent Practice
- Recycling

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[http://www.apprenticeship.nsc.ca/mentoring/Mentoring\\_Resource.Toolkit.pdf](http://www.apprenticeship.nsc.ca/mentoring/Mentoring_Resource.Toolkit.pdf)

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## Feedback

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## The Value of Giving Feedback

# Delivering Feedback That Gets Results

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## Types of Feedback

### Supportive feedback:

When you “catch someone doing something right”, you can let them know what they are doing and how well they are doing it.

### Corrective feedback:

It is used to show a person what he or she is doing wrong and how to change it.

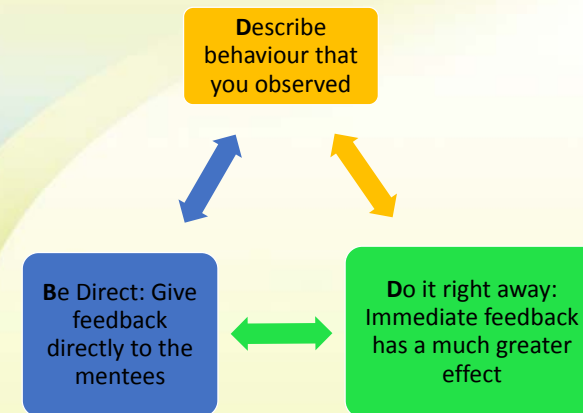
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## Giving Constructive Feedback

- Describes the behaviour or action that you observed
- Be non-judgmental
- Be direct, given directly to the person
- Be immediate, as soon as possible after the action
- Encourages the person to “picture” his or her behaviour
- Sets out the next step for the person

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## How to Give Effective Feedback



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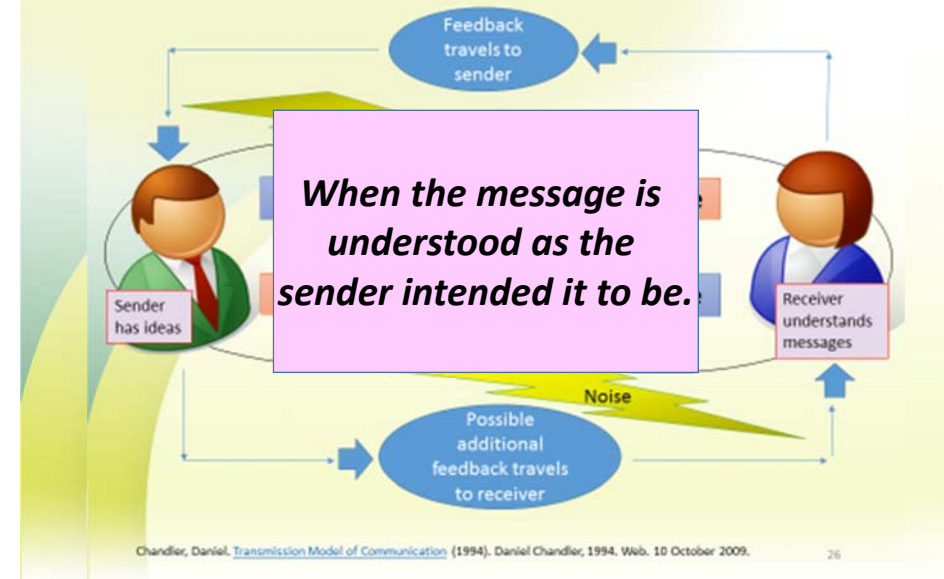
## Giving Positive Reinforcement

### Some examples :

- 點頭 / 手勢示意認同
- 答得對
- Good idea!
- KITTY 指出了問題的重點
- Others...

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## When is communication successful?

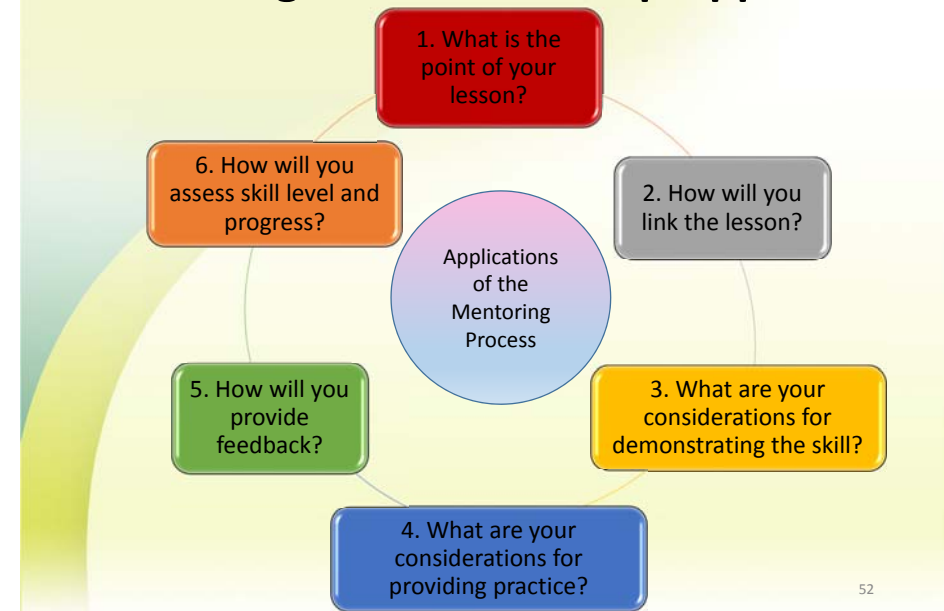


## Tips Relating to Your Communication

- Be aware of what you say
- Be aware of what you do NOT say
  - Eye Contact is important
  - Posture is important too
  - Pay attention to what you are doing

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## Mentoring Process: Six Step Approach



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## References

- Bruce, M. & Bridgeland, J. (2014). *The Mentoring Effect: Young People's Perspectives on the Outcomes and Availability of Mentoring*. Washington, D.C.: Civic Enterprises with Hart Research Associates for MENTOR: The National Mentoring Partnership.
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