

Effective Mentorship with Personality Dimensions®

Annie Lau
Acting Senior Education Development Officer
Centre for Learning and Teaching
VTC

Innovative Pedagogical Strategies in VPET Series is funded by the Quality Enhancement Support Scheme (QESS) on the project of "Development of Effective Pedagogical Practices and a Cross-institutional Online Sharing Platform for Hong Kong's Vocational Education and Training (VET)".

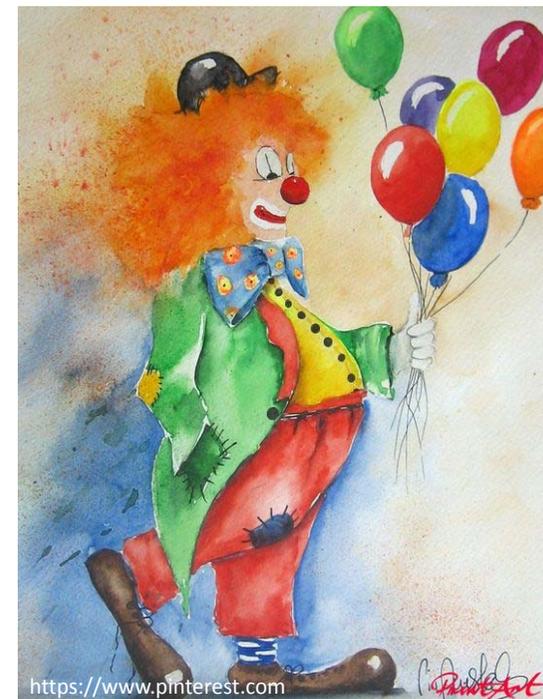
What are we going to do?

Agenda		Time
Part 1	Introduction	15 Mins
Part 2	Finding Your Personality Types	20 Mins
Part 3	Brightening Group Game	40 Mins
	Break	15 Mins
Part 4	Exploring Different Personality Types	30 Mins
Part 5	Devising mentoring Strategies	60 Mins

Intended Learning Outcomes

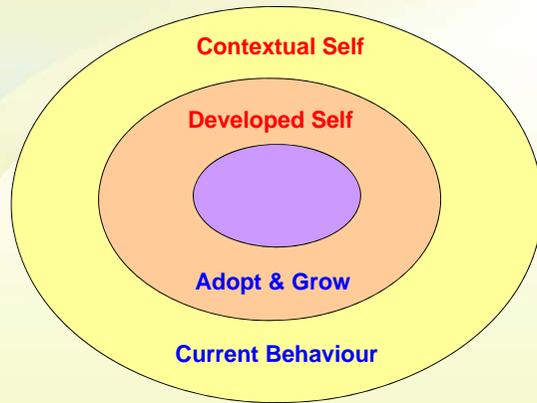
Upon the completion of the workshop, the participants would be able to:

- list key preferences, styles and temperament of different personality types;
- identify participants' personality types; and
- discuss effective mentoring strategies with reference to personality types.



Part 1 Introduction

How can PD help me?

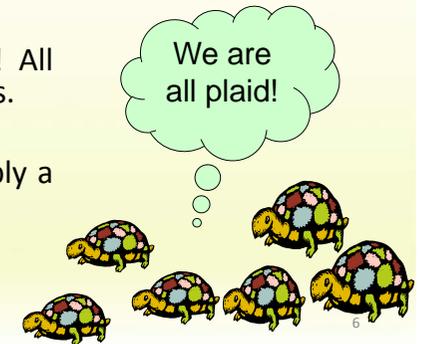


Inborn – temperament

Developed – personality 5

Important Basics

- Everyone is a blend of 4 character types.
- Each person usually prefers one (or more) type(s).
- All 4 types are equally good! All have strengths and weaknesses.
- Personality Dimensions is simply a TOOL!



Part 2 Self-Assessment



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Part 3 Brightening Group Game

1. Form groups of the four colours!
2. Use the materials provided to build a splendid castle in 15 minutes.
3. A prize will go to the group doing the best castle.



<https://www.pinterest.com>



<https://www.pinterest.com>

15 mins
Break

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Part 4 Exploring Different Personality Types

(Please refer to the booklet "PD in Action" in Participant Pack)

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<https://www.pinterest.com>

Part 5 Devising Mentoring Strategies

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Building Relationship with Your Mentees

SUGGESTIONS

Green	<ul style="list-style-type: none"> - Appeared to be knowledgeable and competent - Research about mentee's interest - Talk directly with facts and statistics - Listen to their creativity and ingenuity - Avoid talking too much about feeling and emotion
Gold	<ul style="list-style-type: none"> - Appeared to be organised and responsible - May talk about team's/ organisation's culture and practice - Assure they are important members of the team/ organization - Avoid being late and changing meeting time
Orange	<ul style="list-style-type: none"> - Appeared to be flexible and interesting - May organise some innovative ways of meeting or activity - Allow lenience in punctuality and multi-tasking - Avoid talking too much about theories and semantics
Blue	<ul style="list-style-type: none"> - Appeared to be friendly and caring - May arrange the meeting in a relaxed people-centered environment - Talk sincere and positively - Avoid long meeting and excessive paper information

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Formulating a Mentoring Plan with Your Mentees

SUGGESTIONS

Green	<ul style="list-style-type: none"> - Deciding the format of mentoring by themselves could be considered - Ask for their input at the initial stage: <ul style="list-style-type: none"> - You may encourage them to do some research before making his plan, or - provide them with data and information on formulating the plan - Use policies and guideline when possible
Gold	<ul style="list-style-type: none"> - Traditional mentoring format used in the organisation could be adopted - Show them policy and procedure of the mentoring plan, if any - Work out a concrete mentoring plan with clear timeline, expectation, outcomes, etc. - Provide adequate resources - Avoid changing the mentoring plan half way without a good reason
Orange	<ul style="list-style-type: none"> - More innovative format of mentoring could be used, e.g. e-Mentoring - May consider using competition/ game elements as incentive - Action-oriented / experiencing learning would be more suitable - Allow freedom of expression and control over how they get the tasks done - Avoid too many rules and regulation in the mentoring plan
Blue	<ul style="list-style-type: none"> - Face-to-face, group mentoring may be appropriate - Allow them to express their ideas first, to avoid them being too compliant - Create a fun and harmonious process - Recognise their feelings

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Setting Goals with Your Mentees

SUGGESTIONS

Green	<ul style="list-style-type: none"> - Set high expectations and high standards for the goals - Communicate with them the big picture - Encourage them to discover new possibilities, things that no one attempted - Allow them time and autonomy to work independently to achieve the goals
Gold	<ul style="list-style-type: none"> - May make reference to the team's / organisation's goals - Set expectation on good quality and quantity of work - Discuss with them the rewards/ benefits of achieving such goals - Check if they set goals which are too hard for themselves
Orange	<ul style="list-style-type: none"> - Set some fun and challenging goals - A variety of goals could be considered - May encourage them to join a competition or a contest as their goal - Allow them freedom (in time, ways, etc.) in achieving their goals
Blue	<ul style="list-style-type: none"> - Set realistic expectations and standards - May give them more guidance in goal setting and time management - The goals may be related to professional development in human relations - Allow them with flexible approach to reach goals

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Giving Feedback to Your Mentees

SUGGESTIONS

Green	<ul style="list-style-type: none"> - Praise them of their innovation and insight - Be open to their observations and opinions - Convince them with facts and data, and communicate rationale for your comments - Impatient and lack of understanding towards emotional argument/ pleas
Gold	<ul style="list-style-type: none"> - Praise them of their quality and quality of work - Let them know how much they are appreciated (in the team/ organisation) - Comments should be clear, consistent and organised - Give concrete/ materialistic reward – money, medal, time off, certificate
Orange	<ul style="list-style-type: none"> - Praise them of their flexibility, adaptability, energy and endurance - Give them immediate feedback and concrete response - Do not give them too much instructional comment, and let them do their own way - Give concrete/ materialistic reward – money, medal, time-off, certificate
Blue	<ul style="list-style-type: none"> - Praise them of their uniqueness, people skills and ability to motivate - Compliment them in public or send a little note - Argue opinions and feelings, not just facts - Avoid down and discouraging comment, use positive way

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General Needs of Mentees in a Mentoring Process

- ✓ Increase skills and knowledge
- ✓ Access to formal and informal networks
- ✓ Rekindle enthusiasm for work
- ✓ Assistance with career planning, promotion and identifying other job opportunities
- ✓ Increase self-confidence
- ✓ Improve leadership skills

Recap

At the end of the workshop, can you ...?

- ❑ list key preferences, styles and temperament of different personality types
- ❑ identify your personality types
- ❑ discuss some effective mentoring strategies with reference to personality types

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References

- Career/LifeSkills Resources Inc. (2005). *Personality Dimensions Leadership Development Toolkit*. (2005). Canada: Author.
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- Yuen, J. (2016). *Tapping the Potentials: Enabling Mentees to Grow and Succeed through a Mentoring Process*. Quality Enhancement Support Scheme Project, Hong Kong, 24 June 2017 [Workshop Notes].

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Thank you for your participation and feedback!

19 July 2017

Please give us your feedback

Your feedback is valuable to us.



<http://bit.ly/QESSMentorship19Jul17am>

Welcome to visit our QESS Project Website

Your participation will make a great leap in VPET.



<https://vpetcity.vtc.edu.hk>

Innovative Pedagogical Strategies in VPET Series is funded by the Quality Enhancement Support Scheme (QESS) on the project of "Development of Effective Pedagogical Practices and a Cross-institutional Online Sharing Platform for Hong Kong's Vocational Education and Training (VET)". It offers seminars and workshops on a regular basis to keep VPET academic and teaching staff, workplace mentors and VPET stakeholders abreast of the most updated flexible learning, innovative pedagogical practices, competency-based and task-oriented instructional strategies. It also serves the purpose of enhancing peer learning between institutions' academic and teaching staff and workplace mentors to maximise support to students during their workplace learning and industrial attachment.



明愛專上學院
Caritas Institute of Higher Education



明愛白英奇專業學校
Caritas Bianchi College of Careers

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