

AAU

# MENTOR TRAINING BOOK



AALBORG  
UNIVERSITY

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# **INTRODUCTION -** MENTORING AND THE WORKBOOK

# WHO IS THIS WORKBOOK FOR?

Congratulations on choosing to be part of a mentoring relationship. Whether you are a mentor or a mentee, you are in for great ride. For the ride to be truly fun and rewarding, you must expect to put in the necessary time for preparation and reflection. No matter if you are mentor or mentee for the first time or if you have previous experience. But don't worry, we will guide you throughout the workbook.

The workbook is designed to support students and their mentors in the SEEM programme

(Supporting Engineer's Employability through Mentoring) at Aalborg University. It can also be a valuable tool for mentors and mentees in other mentoring programmes at the university.

The workbook is written in a collaboration between mentor trainer Susanne Søs Hejlsvig of Mentor Wonderland and AAU Career. The content and exercises have been carefully chosen to match mentors and mentees connected to AAU.

# HOW TO USE THIS WORKBOOK

In this workbook we will provide you with the most important ingredients for a successful process while also giving you space for your own special ingredients, because no mentoring relationship is (or should be) the same. We recommend that you use the workbook as a guide to a smooth start and process; and you will likely find that some parts are more useful for you and other parts you can simply skim or even skip. Also, some mentoring meetings will be online and some in person, so use the workbook in the way that makes most sense to you both. Throughout the workbook we have indicated if the reflection questions are for either **mentee** or **mentor**. If nothing is indicated it is for both of you.

## **PART 1:**

Part One of the workbook will guide you through the different phases of mentoring and provide useful reflection questions for both mentors and mentees. The questions are meant to prepare you for these roles and help you get to know each other (or even to know yourself better) in order to deepen the relationship and hence deepen the dialogue. You will find different suggested guidelines such as the Dialogue Framework that you can follow as they are, or simply use as inspiration.

## **PART 2:**

In Part Two we have handpicked different exercises, for instance the Mapping Achievements and Learnings exercise, which can be used to map the mentee's achievements and milestones during the mentoring period. There are also exercises for Cultural Learning, Inner Development Goals and a Career Canvas. We have made it easy for you to note down your reflections for the exercises directly in the workbook.

## **PART 3:**

Part Three is targeted to mentors and we have compiled three tools that we find the most essential tools for a mentor to practise and be good at: listening, challenging and advice giving. Despite all the right intentions, we can all forget to listen or accidentally give advice even if it has not been asked for. The tools can help remind mentors when to keep quiet and let the mentee speak.

## **THE FINAL PAGES:**

The final pages are for your notes and reflections. We hope you enjoy your mentoring journey together and find useful guidance in the workbook.

# INTRODUCTION TO MENTORING

Finding meaning in our lives often comes from helping others find meaning in theirs. That is why mentoring another person is so rewarding for both mentor and mentee. When mentors share their wisdom with mentees it not only helps the mentees grow, it also makes mentors wiser in the process. Pretty cool, right?

Great mentors understand that helping someone think for themselves is far more valuable than simply giving advice. They understand that mentoring is a two-way learning process where mentors also learn from their mentees. Discovering the world through someone else's eyes makes us discover things about ourselves. When mentoring others, you also mentor yourself.

Mentorship has been a key theme in literature for more than a couple of thousand years. In many epic stories, heroes encounter wise mentors who guide them on their journeys and help them reflect on their experiences.

During the 20th century, mentoring programmes emerged as a structured way to connect individuals with mentors. These programmes have become crucial for people who might not otherwise find a mentor, providing guidance for the next phase of their careers or life journeys.

Over the past 40-50 years, mentoring has expanded its reach, helping everyone from newbies in the workplace to those pursuing a career change, moving to new countries, starting businesses, or even retiring. Mentoring is useful in different phases of our lives and we hope you will find your mentoring journey enlightening and inspirational. Consider how you can help or be helped by someone else now and in the future.



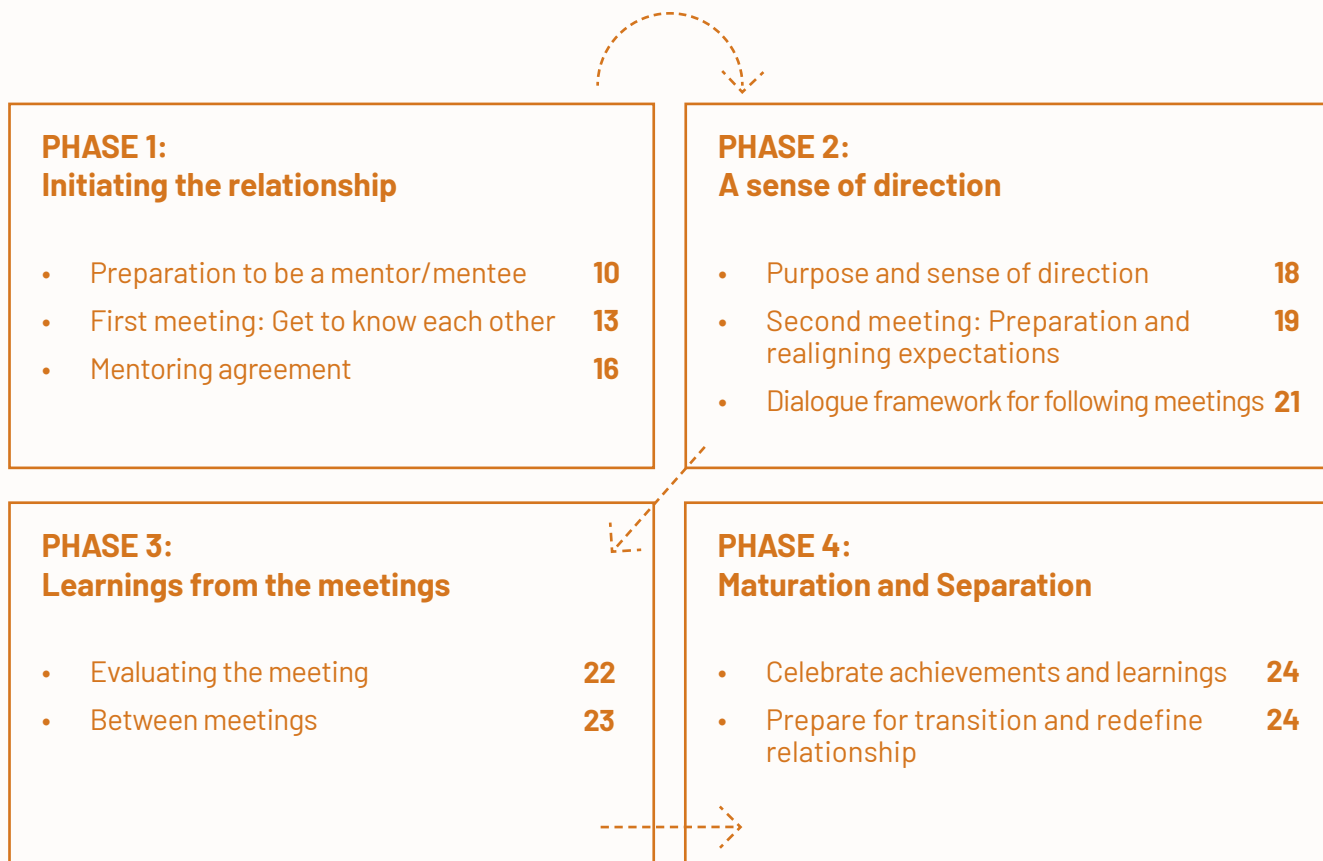
**A MENTOR  
IS SOMEONE YOU  
TALK WITH  
ABOUT THINGS  
THAT WOULD BE  
DIFFICULT TO  
TALK TO  
OTHERS ABOUT.  
FROM OUR CONVERSATIONS  
I HAVE COME TO  
REALISE THAT  
I AM CAPABLE  
OF MORE THAN I  
THOUGHT.**



# PART ONE:

# PHASES IN MENTORING

Mentoring is a dynamic and developmental relationship that develops through different phases. Understanding these phases can help both mentor and mentee navigate the mentoring journey more effectively.



# PHASE 1: Initiating the relationship

## PREPARATION TO BE A MENTOR/MENTEE

Once you have agreed to be a mentor or a mentee, we invite you to do some reflective work for your own benefit as well as that of your mentor/mentee. Building a trusting, learning relationship requires effort from the both of you. Preparing well is very beneficial to both of you. Think about it: you are going to spend your valuable time with your mentoring partner, so why not make the time count.

### PREPARING FOR THE MENTEE ROLE:

Having a mentor in your life is a real treat. A mentor is a professional sparring partner or sounding board who is not your family, friend, co-worker, fellow student, neighbour or teacher. A mentor can be more neutral and has no vested interest in you, your career or your personal life. For your mentor to help you best, you must help your mentor. So,

- Be ready to put in the hours for the meetings and the actions you have agreed on
- Be ready to see things from different perspectives
- Be ready to have your behaviour, assumptions, perceptions and values challenged
- Be ready to set your boundaries e.g. for what you are (not) open to talk about
- Be ready to make changes, corrections, and test new solutions
- Be ready to challenge - and give feedback to - your mentor

## PREPARING FOR THE MENTOR ROLE:

Being a mentor is a unique opportunity to develop and challenge yourself. Mentoring is very different from being a manager, colleague, teacher, friend and family member. Professor David Clutterbuck - a mentoring and coaching guru - defines mentoring as follows:

**Mentoring is a helping relationship based on an exchange of knowledge, experience and goodwill. Mentors help someone less experienced gain confidence, clearer purpose, insight, and [their own] wisdom.**

We have added "THEIR OWN" to the definition to emphasise that mentees should create their own wisdom based on the conversations with their mentor - and not just take the mentor's wisdom in without considering it in terms of their own situation and reality.

You must help your mentee in helping you to best help them. This is not necessarily easy by default, but this workbook provides you with reflective questions to ease the process. First, set your intentions and:

- Be ready to listen more than you speak
- Be honest e.g. share when you have failed and learnt from it.
- Be open and curious about the mentee and their reality
- Be ready to constructively challenge the mentee's behaviour, assumptions, perceptions and values
- Be aware of your strengths and weaknesses
- Be ready to adapt your mentoring style to align with your mentee's needs

## PREPARING FOR THE FIRST MEETING

Meeting your mentor or mentee is exciting, but it can also feel a little intimidating because you might wonder whether you can live up to the other person's expectations. Most likely you can, and it is helpful to prepare yourself mentally for the first meeting. The purpose of the first meeting is to connect, get to know each other and create mutual trust. To prepare well for that, consider these reflective questions:

### FOR THE MENTEE TO REFLECT UPON:

- What do I dream about?
- What topics and challenges will be helpful to discuss with my mentor?
- What do I already know about the topics and challenges (learnings I have already achieved)?
- What do I still need to learn?
- What do I need to make decisions about - and act on? (e.g. things where I often procrastinate)
- What does it take for me to be completely honest with my mentor and myself?
- What am I hoping for in the first meeting?
- What are relevant things about myself that are useful for my mentor to know? (e.g. experience, interests, values - or even the mistakes you have learnt from)

### FOR THE MENTOR TO REFLECT UPON:

- What can I do to create an open learning space?
- What does it take for me to be completely honest with my mentee and myself?
- What experiences and knowledge that I have will be beneficial for my mentee?
- What will I do to avoid imposing my beliefs and viewpoints on my mentee?
- What is my definition of a great mentor, and how can I be one?
- What will be my strengths and weaknesses as a mentor? And what will I do about it?
- What are relevant things about myself that are useful for my mentee to know? (e.g. experience, interests, values - or even the mistakes you have learnt from).

## FIRST MEETING: GET TO KNOW EACH OTHER

First on the agenda is to get to know each other and create an open learning space, where both of you feel you can be open and honest.

**Begin by each of you giving a little introductory presentation about yourself. Include your educational background, work experience, interests, and something personal – perhaps your values, hopes, and dreams. You can also share a story about a situation that went wrong or even failed spectacularly, and what you learned from it.**

Being vulnerable can be a shortcut to creating a trusting and open learning space. Needless to say, your meetings should always be treated with mutual confidentiality. What's said in the mentoring room, stays in the mentoring room.

## MEETING STRUCTURE

A suggested structure for a first meeting looks like this:

- **STEP 1:** Introductory presentation of mentee (consider the most relevant points)
- **STEP 2:** Introductory presentation of mentor (consider the most relevant points)
- **STEP 3:** Asking follow-up questions (if you feel like digging deeper. See next page for suggestions)
- **STEP 4:** Setting expectations and defining the purpose of the mentoring relationship
- **STEP 5:** Homework for the mentee (what would be important to do or reflect on?)
- **STEP 6:** Schedule next meeting
- **STEP 7:** Post-meeting reflections (how is the match? See more on next page)

## SUGGESTIONS FOR FOLLOW-UP QUESTIONS:

Here are ideas to talk about for deep ening the relationship.  
They might even be quite fun to reflect upon.

What mistakes are you glad you made?

What's one thing you learned that blew your mind?

What's the biggest mistake you've ever made?

What mistake do you keep repeating?

What is the biggest lie you have told yourself recently?

What do you wish you'd given up earlier?

What would you try if you knew you couldn't fail?

What is one time you wish you had trusted your gut?

What would you like others to say about you after your death?

Why didn't you?  
How do you know when you have made the right decision?

## POST-MEETING REFLECTIONS

After the first meeting, take some time to consider how well you match.

Sometimes it requires some patience and a second meeting before you can assess the match. If you are very different, the potential for learning could be higher. But if your gut feeling is not right and there is no chemistry then be honest about it and talk to your programme manager about a possible new match.

### Reflect on these questions:

- What does your gut feeling tell you?
- Will you be able to create enough trust between the two of you?
- Are you different enough (but not too different) to create learnings and challenge each other? Will the difference in culture affect our relationship? (read more about culture later in the workbook)
- Does the relationship have the potential to develop into the right match? What would it require from you? from your mentor/mentee?

## MENTORING AGREEMENT

### Setting expectations and defining the purpose of the mentoring relationship

Do not expect a specific outcome from the first meeting. Instead, be open to what might happen. What you expect from the mentoring relationship may or may not completely match with the other person's expectations. Take the time to share your expectations with each other and be clear about what you hope to learn from your time together and what you are willing to put into the relationship to make it beneficial for the both of you. Take a look at the suggested questions to include in a mentoring agreement that you can agree on and feel comfortable with.

**What is the overall purpose of the mentoring relationship?**

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**What are the main topics we will discuss?**

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**What is successful mentoring to us?**

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**What do we agree on regarding meeting logistics e.g. how, where and when do we meet?**

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**How do we maintain momentum and stay on track? If not, how do we get back on track?**

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**How do we evaluate the meetings?**

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**How do we give each other feedback?**

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**How open and honest are we willing to be?**

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## PHASE 2: A sense of direction

### PURPOSE AND SENSE OF DIRECTION

Where are you headed and what do you as a mentee want to achieve with the relationship? These are fair questions and some mentor pairs will be tempted to set some very narrow goals for the mentoring period. That is not always the best strategy for mentoring relationships. Setting goals that are too straightforward and quickly achieved can lessen a mentee's dedication to the process if these goals are met in just a few sessions.

Focusing on a broader vision and direction for mentoring meetings can provide a more lasting perspective and foster an atmosphere of exploration. This approach promotes deeper insights and a broader outlook, allowing for those delightful unexpected and new opportunities. Goals can still be measurable and with set milestones, but overly specific targets may limit the potential for discovering new paths.

**To help brainstorm and explore the vision and direction for your mentoring meetings, here are some reflective questions mentors can use to guide the mentee's exploration process:**

- What key themes or passions do you want to explore through our mentoring journey?
- What uncertainties or curiosities do you have about your future path that we can explore together?
- How do you envision your ideal self, and what steps can we take to align with that vision?
- What broader life questions or challenges do you hope to gain clarity on during our time together?
- In what ways do you wish to grow and evolve, and how can our meetings facilitate that transformation?

## SECOND MEETING: PREPARATION AND RE-ALIGNING EXPECTATIONS

By now we assume that your gut feeling tells you to meet again, YEAH! And you are about to meet for the second time. Mentally prepare for the meeting by considering the reflective questions. Spoil yourself with a treat and enjoy some private time going over the preparation questions to get ready to meet again. It will be appreciated by your mentor or mentee.

### PREPARATION FOR THE MENTEE:

- What topics do I want to discuss at this meeting?
- Have I sent my mentor an agenda?
- What is my current situation?
- What is going well and what isn't?
- Is there anything from the last meeting that needs further discussion?
- Have I completed what I agreed to do last time?
- What challenges have I faced since our last meeting?
- What successes have I achieved recently?
- What support do I need from my mentor right now?
- How can I best explain my issue or challenge to my mentor?
- Is there anything I need to bring to the meeting?
- Do we need to review our mentoring agreement?

### PREPARATION FOR THE MENTOR:

- What topics from our last meeting might need further discussion?
- Have I fulfilled the commitments I made in the last meeting?
- Have I received an agenda from my mentee?
- How can I best support and assist my mentee?
- Have I gained any new insights about my role since our last meeting?
- What topics or issues is my mentee interested in discussing at this meeting?
- What do I anticipate that my mentee needs help with today?
- Who or what resources can assist my mentee?
- Do we need to revisit the mentoring agreement?

## DIG INTO THE CONVERSATION

On the following pages, you will find the dialogue framework that can serve as a guide in your mentoring dialogues. The mentee will decide on topic, goals and outcome of the meeting. The mentor might ask the mentee to elaborate using these or similar questions:

What would you like to achieve from this session?

What goal are you trying to achieve?

What is the most important thing?

How will you know if you have reached the goal?

What barriers and challenges do you anticipate?

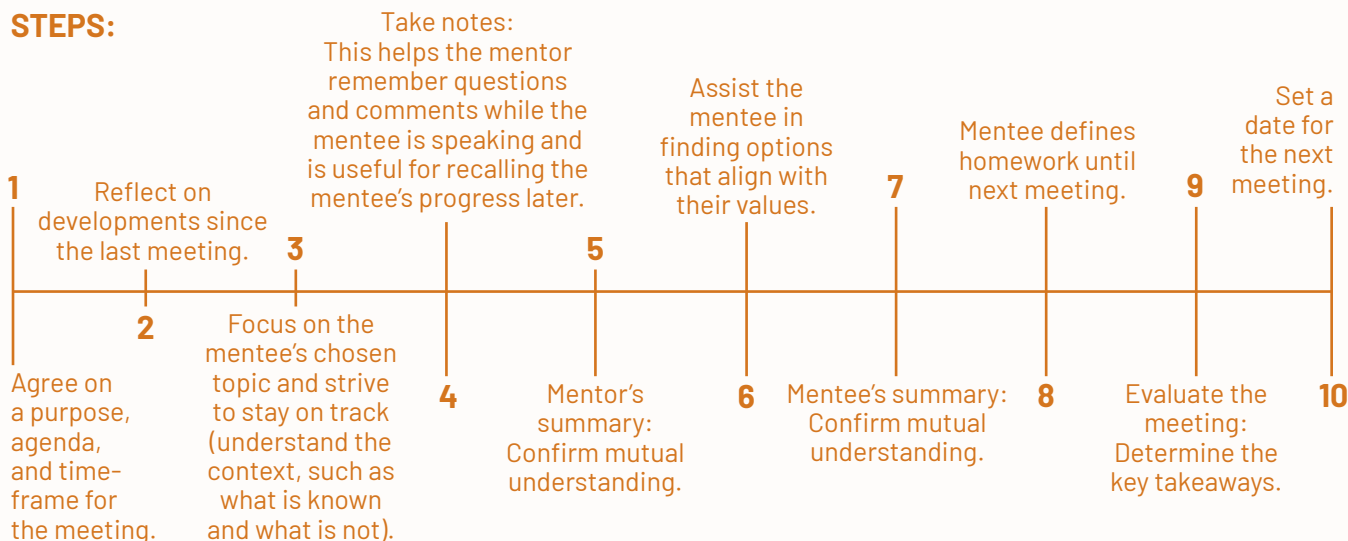
What will reaching the goal do for you or give you?

How can I best help you in the process?

## DIALOGUE FRAMEWORK FOR SUBSEQUENT MEETINGS

This dialogue approach can be beneficial for the subsequent meetings. It helps ensure that you check in with each other, making your meetings more constructive and productive. The 10 steps are meant as a framework for you to get a good flow in your meetings and to ensure you have the same understanding of an issue or topic. Needless to say, ensuring a professional and welcoming learning environment is a prerequisite.

### STEPS:



### BE MINDFUL OF THE FOLLOWING PITFALLS WHEN SUMMARISING:

- We all tend to focus on aspects of a conversation that spark our own interest, which may not align with what the other person finds most interesting. Prepare to listen with empathy.
- We often substitute the other person's words with our own. This can alter the meaning of what was originally said. Use the other person's exact words to stimulate their memory, as introducing new words can lead to confusion.

**AFTER: Mentee notes down reflections between meetings.**

# PHASE 3: Learning from the meetings

## EVALUATING THE MEETINGS

Whether or not you hit any conversational roadblocks, there's always something to learn from evaluation. Think about whether any particular behaviour or approach has been especially helpful. Was the chosen approach spot on for today's topic? Who stole the limelight in the conversation?

**As a rule of thumb, the mentor should aim to do just 20 percent of the talking – otherwise, the mentee might feel less ownership and more like an audience member at a one-person show.**

## EVALUATING THE MEETINGS CAN BE DONE FOLLOWING THESE QUESTIONS:

What is my main takeaway from the meeting?

How well did my mentor/  
mentee listen?

How well did I listen?

What would I wish we  
did differently?

Who came up with  
the answers?

What would I like my  
mentor/mentee to do more of?  
Less of?

Who did most of the talking?

## BETWEEN MEETINGS

The most significant changes for mentees often happen between meetings. After discussing an issue with their mentor, the mentee might find a question, thought, or comment looping in their mind like a catchy tune. New reflections need time to settle and be processed. The mentee might need time for a bit of investigation or a soul-searching session. The notes pages at the back of the workbook can be used to jot down personal thoughts and reflections before, during, and after the meetings.

Writing down thoughts, ideas, reflections, agreements, and to-dos will help the mentee remember and digest them. Notes will also help track progress (or lack thereof) from the mentoring sessions. It is a good idea to make it a habit to schedule some time for reflection between meetings. The following questions can help the mentee to process what happens between meetings. The questions can be used both before and after a meeting.

### REFLECTIONS FOR THE MENTEE:

- What progress am I making towards my goals?
- What is going well / not well?
- What new insights or skills am I gaining?
- Are my priorities changing, and do they still align with my values?
- What areas do I need more support in to stay motivated?
- How well are my actions aligning with my values?

These questions will help the mentee reflect deeply on their progress, motivation, values, and areas for improvement.

## PHASE 4: Maturation and Separation

### CELEBRATE ACHIEVEMENTS AND LEARNINGS

A great way to wrap up a mentorship is to celebrate the relationship. If you can meet in person, that's great. If not, you can also have your own little graduation ceremony online. Thank each other for all you've learned – heartfelt speeches and tears are optional. Take the occasion to share and appreciate the time spent together, and draw some conclusions about what you've achieved, learned, and experienced.

Take time to reflect on the initial vision and goals set at the beginning of the mentoring relationship. Discuss the progress made and see how far you have come. Both mentor and mentee should share the most significant insights and skills they have gained during the mentorship. Take a moment to express appreciation for each other's efforts, support, and contributions. Acknowledge the positive impact the relationship has had and reflect on how these learnings can be applied in the future. On the following pages you find the Mapping Achievements and Learnings exercise, which is designed to map milestones, key learnings, completed goals and new skills acquired for both of you during your mentoring relationship. Don't forget to review the map and reflect on the three questions just before the map's finishing line.

### PREPARE FOR TRANSITION AND REDEFINE RELATIONSHIP

When preparing for the transition, discuss the next steps for the mentee's development and how they can continue to pursue their goals independently – or with someone else. Is someone else taking the mentor's role? Transitioning is about the mentee leaving the nest. It does not necessarily mean goodbye. Decide on how the relationship will transition. Will you stay in touch informally? Will there be occasional check-ins? Clearly outline any new boundaries and expectations. Finally, the mentor may provide resources. This means sharing any useful resources, contacts, or opportunities that might benefit the mentee moving forward.

**By reflecting on learning, celebrating achievements, and preparing for the transition, both mentors and mentees can end their formal mentoring relationship on a positive note, feeling a sense of accomplishment and prepared for the future.**

And remember, just because the formal part is over doesn't mean you can't still grab a coffee together and share your experiences.



IT IS TIME CONSUMING  
AND SOMETIMES HARD



TO BE A

MENTEE

BECAUSE YOU ARE FORCED  
TO CONSIDER WHAT YOU

WANT IN LIFE.

BUT IT HAS REALLY

BEEN A GIFT.



**THE LIFE IN  
DENMARK  
SEEMS TO BE  
MANY TIMES OVERWHELMING,  
AND THE ONLY WAY  
TO COPE WITH IT  
WAS TO GET AN  
OUTSIDER'S  
PERSPECTIVE,  
A LOT OF  
UNDERSTANDING  
AND GENUINE  
INTEREST.**

# PART TWO:

# EXERCISES

We have handpicked some exercises for you to use during your meetings focusing on the mentee. The exercises can help you map the mentee's skills, abilities, learnings and much more. We have also added an exercise about cultural differences and similarities that some of you might find particularly useful. There is room for your notes and reflections. Enjoy!

## **MAPPING ACHIEVEMENTS AND LEARNINGS**

Use this exercise to map milestones, key learnings, completed goals and new skills acquired. Also, the review questions are an opportunity to briefly evaluate the outcomes of the mentoring period.

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## **CULTURAL DIFFERENCES AND SIMILARITIES**

In a mentoring relationship with a mentor and a mentee from two different cultures doing a bit of culture work can be very useful to deepen the relationship, and e.g. to ease the integration into a Danish work culture.

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## **INNER DEVELOPMENT GOALS**

Use the Inner Development Goals framework to work on personal development and how you develop the way you are, think, relate, collaborate and act. Something that is becoming more important especially in a work setting.

**34**

## **CAREER CANVAS**

This exercise gets you to map many aspects of your career such as your passion, your potential impact, skills, and who you wish to help, who can help you and more.

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# MAPPING ACHIEVEMENTS AND LEARNINGS

BEGINNING OF MENTORING JOURNEY

**GOALS/VISION**

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**KEY LEARNING**

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### ● REVIEW THE MAP

What were the most surprising achievements? \_\_\_\_\_

What learnings had the biggest impact? \_\_\_\_\_

How did our relationship evolve over time? \_\_\_\_\_

# CULTURAL DIFFERENCES AND SIMILARITIES

You are not your culture - whichever origin. No human being is their culture; however, we are naturally all affected by it. Some more than others. When you move abroad to study or work you carry your country's culture with you and will inevitably see the new culture through your own culture's eyes. This is a unique opportunity for you - and your fellow students, colleagues and your mentor - to see things from different perspectives.

Sometimes culture needs some translating for the other person to understand where you are coming from. In a mentoring relationship with a mentor and a mentee from two different cultures doing a bit of culture work can be very useful to deepen the relationship. Also, the mentor can provide some valuable insights into Danish work culture and how to deal with the Danes.

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## HERE ARE SOME GENERIC QUESTIONS THAT CAN OPEN A CONVERSATION ON CULTURE:

What is important in your culture?

What would be disrespectful to do/say in your culture?

What is prestigious in your culture?

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If you wish to dig deeper, then look at the Seven Dimensions of Culture model by Fons Trompenaars and Charles Hampden-Turner. The framework is designed to help understand cultural differences in human relationships,

attitudes towards time, and attitudes towards the environment. On the following pages you will find more questions that can lead to deeper reflection and understanding.

## ATTITUDES TOWARDS THE ENVIRONMENT

### **Internal control:**

Inner-directed. The individuals can control their environment and shape their destinies. "You can live the life you want if you take advantage of the opportunities".

### **External control:**

Outer-directed. External forces such as fate or nature as influencing the individuals' outcomes. Less personal control. "Nature moves in mysterious ways".

## HUMAN RELATIONSHIPS

### **Universalism:**

Rules, laws, uniformity, standardisation, fairness and consistency.

### **Particularism:**

Circumstances and relationships are more important than rules. "It all depends".

### **Individualism:**

Individual goals, autonomy, personal achievements. Focus on individual's happiness, welfare and fulfilment.

### **Communitarianism:**

Group goals, community well-being, collective responsibility. The individual serves society.

### **Specific:**

Concentrates on hard facts and viewing elements as a sum of their parts. Separates work and personal life.

### **Diffuse:**

Holistic approach to relationships and sees all elements in a perspective as related. No strict lines between work and personal life.

### **Neutral:**

Not showing emotions is seen as a sign of self-control. Values reason and restraint.

### **Affective:**

Expressing emotions openly. Sees emotions as part of human interaction.

### **Achievements:**

Accomplishments and performance give status. "You are what you do".

### **Ascription:**

Status based on inherent characteristics such as age, gender, social connections and education. "You are what you are from birth".

## ATTITUDES TOWARDS TIME

### **Past:**

Values traditions and historical experiences.

### **Present:**

Focus on current events and immediate experiences.

### **Future:**

Plans and looks ahead, focus on long-term goals and future potential.

### **Short-term:**

Quick results and immediate rewards.

### **Long-term:**

Sustained efforts and long-term achievements.

### **Sequential:**

Views time linearly, does one thing at a time, punctuality, schedules and planning.

### **Synchronic:**

Time is flexible, focus on adaptability and multitasking. Plans can easily be changed.

**QUESTIONS TO HELP YOU UNDERSTAND CULTURAL DIFFERENCES AND SIMILARITIES:**

**How is it viewed in your culture?**

**How do you feel about sharing your opinions or disagreeing with supervisors?**

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**How formally or informally do you act in a professional setting?**

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**How do you prefer a workplace to be in terms of hierarchy? Very hierarchical or little hierarchy?**

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**How do you feel about consensus seeking?**

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**How do you feel about failure and risk?**

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**How do you feel about losing face and showing emotions?**

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**How do you feel about a punctual or flexible approach to time?**

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**How do you feel about creating quick results in contrast to long-term achievements?**

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**How do you feel about small talk versus being concise and direct?**

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**How do you prefer achieving results? Individually or in groups?**

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**How do you feel about silence in a professional setting? And how do you act?**

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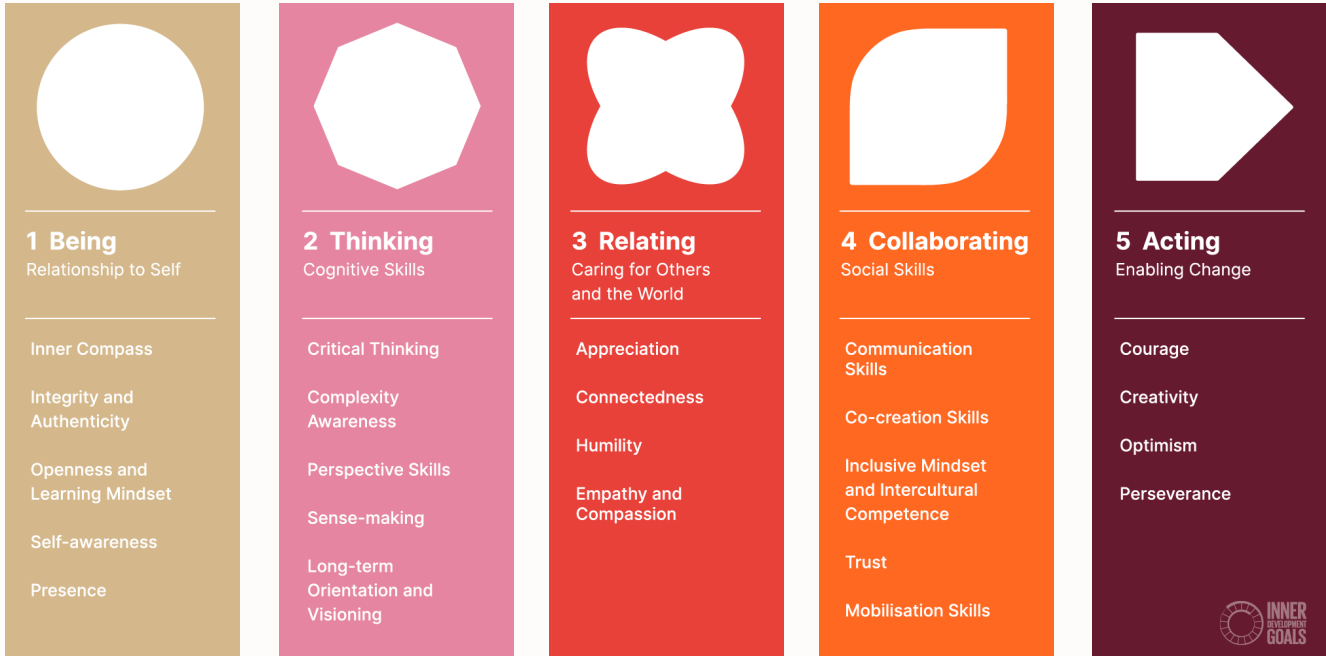
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# INNER DEVELOPMENT GOALS (IDG)

Developmental conversations – whether at work, in a mentoring setting or at school – often focus on how to obtain a skill or to learn new ways to apply a method or a tool. It is often more difficult to work on personal development and how you develop the way you are, think, relate, collaborate and act. This exercise encourages the mentee to reflect on their inner abilities, which might come in handy when talking to a potential employer. The point of the exercise is to gain a clearer idea of inner abilities and their implications for the mentee’s capabilities, but also the abilities where the mentee struggles more.

The mentee may have a desire to improve some of those, which can then be the primary focus for the exercise, but do keep in mind that no one is good at everything, and that is ok. So, make sure to acknowledge the strongest inner abilities.

The IDG Framework consists of five dimensions with 23 skills of human inner growth and development, as shown below. On the following pages you can learn more about the IDGs and explore to apply them in your mentoring dialogue.



**Working with Inner Development Goals** is about discovering what inner abilities are your strongest/weakest. Research shows that the inner abilities we need to face and overcome complex challenges can be developed. We just need deliberate insight into what abilities, qualities or skills we need.

### **HERE IS A SIMPLE STEP-BY-STEP EXERCISE TO GET STARTED:**

**On page 40-41**, grab a pen and mark your 5 strongest (with a S) 5 weakest (with a W) in the boxes of the 23 inner abilities

**On page 42**, appreciate your strengths by finishing the sentence: I am happy that I am strong at because it enables me to

**On page 42**, reflect on your weaknesses by finishing the sentence: I know being good at is helpful for me because it can put me in the position of

**On page 43**, you and your mentor move on to the IDG reflection questions. They can help you reflect on factors like motivation, balance and collaboration and how they will impact your work life.

## BEING

### **Inner Compass:**

Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

### **Integrity and Authenticity:**

A commitment and ability to act with sincerity, honesty and integrity.

### **Openness and Learning Mindset:**

Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

### **Self-awareness:**

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

### **Presence:**

Ability to be in the here and now, without judgement and in a state of open-ended presence.

## THINKING

### **Critical Thinking:**

Skills in critically reviewing the validity of views, evidence and plans.

### **Complexity Awareness:**

Understanding of and skills in working with complex and systemic conditions and causalities.

### **Perspective Skills:**

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

### **Sense-making:**

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

### **Long-term Orientation and Visioning:**

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

## RELATING

### **Appreciation:**

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

### **Connectedness:**

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

### **Humility:**

Being able to act in accordance with the needs of the situation without concern for one's own importance.

### **Empathy and Compassion:**

Ability to relate to others, oneself and nature with kindness, empathy and compassion, and address related suffering.

## COLLABORATING

- Communication Skills:**  
Ability to really listen to others, to foster genuine dialogue, to advocate one's own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.
- Co-creation Skills:**  
Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterised by psychological safety and genuine co-creation.
- Inclusive Mindset and Intercultural Competence:**  
Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.
- Trust:**  
Ability to show trust and to create and maintain trusting relationships.
- Mobilisation Skills:**  
Skills in inspiring and mobilising others to engage in shared purposes.

## ACTING

- Courage:**  
Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.
- Creativity:**  
Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.
- Optimism:**  
Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.
- Perseverance:**  
Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.

## YOUR 5 STRONGEST INNER ABILITIES

I am happy that I am strong at \_\_\_\_\_  
because it enables me to \_\_\_\_\_

I am happy that I am strong at \_\_\_\_\_  
because it enables me to \_\_\_\_\_

I am happy that I am strong at \_\_\_\_\_  
because it enables me to \_\_\_\_\_

I am happy that I am strong at \_\_\_\_\_  
because it enables me to \_\_\_\_\_

I am happy that I am strong at \_\_\_\_\_  
because it enables me to \_\_\_\_\_

## YOUR 5 WEAKEST

I know being good at \_\_\_\_\_  
is helpful for me because it can put me in position of \_\_\_\_\_

I know being good at \_\_\_\_\_  
is helpful for me because it can put me in position of \_\_\_\_\_

I know being good at \_\_\_\_\_  
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## INNER DEVELOPMENT GOALS - REFLECTION QUESTIONS

Here is an opportunity to dig a little deeper into the IDGs with these questions for reflection that you can discuss in a mentoring session. The questions are themed into tasks, motivation, collaboration and balance. All factors useful for someone graduating soon to delve into with a mentor. Think of it as a good way to practice for a job interview.

### Tasks/ assignments:

- What kind of tasks/ assignments do you find meaningful? (Think about student work, school assignment, or leisure activities)?
- Which tasks/assignments that you have completed are you most proud of?
- Which IDGs have supported you in that task/assignment?
- For you to feel competent to solve the tasks/assignments in the future, which skills, competences or qualities, including IDGs, do you need to cultivate and develop?

### Motivation:

- What motivates/demotivates you workwise?
- Which IDGs are most impactful for your motivation?
- How can you cultivate and develop this IDG?

### Collaboration:

- How (well) do you collaborate with co-students, co-workers, managers or other collaborators (also consider from any leisure activities)
- Which IDGs can you develop to maintain – or improve collaboration?

### Balance:

- What is meaningful for you now when it comes to balance and well-being in your (future) work life? (You can swap work life with study life if that makes it easier).
- Which IDGs can support you in finding (or improving) balance and well-being in your (future) work life? (or study life)
- If you were to practice an IDG to help you find balance, what could be your first step? And how can I (your mentor) help you?

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IT HAS BEEN  
REWARDING  
TO CONTRIBUTE  
TO A STUDENT'S  
CAREER  
DEVELOPMENT,  
BECAUSE I  
HAVE LEARNT  
NEW SIDES  
ABOUT MYSELF.



# CAREER CANVAS

The purpose of the Career Canvas is to describe your personal business model similar to how you describe an organisational business model. We have taken inspiration from different models such as the Business Model You by Tim Clark and the sustainable business model from Zeal and others. The Career Canvas has been built to fit the most essential career reflections useful for a mentoring dialogue. It invites you to reflect on your skills, desired impact and values, passion and personality, along with your mentor. It furthermore encourages you to consider who you want to work for, your network, the channels available, how you consider impact in your work and what you will give and receive in an organisation. Let's dig into the content of the canvas before you start reflecting.

## PASSION

**What do I find interesting?** Reflect on the things that excite you. Interests and passion drive career satisfaction and finding a career path that really excites you will benefit both you and any organisation you choose to work for. Recruiting and onboarding is often a time consuming and expensive process, so recruiters are looking for the best possible match - and so should you. Brainstorm on your passion and interests and list them in the canvas on the following pages.

## PERSONALITY

**What kind of person am I?** What are my personal values? Your personality defines you and if you are in doubt about how to describe your personality, then ask family and friends to give you three words they would use to describe you. It can be quite a fun exercise. Reflecting on your values can also provide you some insights into what shapes your personality and what is important to you. Being aware of our values will help you understand what motivates you in your career and in your life.

## SKILLS

**What do I know how to do?** What are my skills and abilities? Your skills are your learned or acquired talents. It is something you - through practice and/or studies - have learnt to do or get better at. Abilities are things that come easily to you. Things you can do effortlessly and that do not require a lot of practice. Be specific when you list your skills and abilities in the canvas.

## VALUE

**How can I help?** Reflect on what value you can bring to an organisation or its customers. What can someone hire me to do specifically? What are the benefits someone can gain as a result of what I do? This is the most essential part for you to clarify in the canvas and is placed in the core of the canvas. Once you are clear on the value you can provide, giving a career pitch to an employer is a lot easier. But often you need to go through the entire canvas to be able to see your value clearly.

## IMPACT

**What impact am I hoping to have?** Impact is closely related to "Value" but the two should not be confused. Impact focuses more on the greater effect and influence you hope to have on organisations, people, communities and the planet. Is your focus on the green transition, on how to support an organisation's transition to circular economy, transitioning to a well-being economy or taking care of elderly people, fighting diseases and poverty? Or something else - large or small - that will have a positive effect.

## CUSTOMERS

**Who would I like to help?** Think of customers as a broad term. Customers can be types of companies, organisations, industries, communities or people. Which types do you find meaningful to help? We all have our preferences, so reflect on yours and write them in the canvas. Some will prefer to work for a large company, others for a start-up. The people you work with shape the work environment, so consider what kind of people you would like to surround yourself with.

## CHANNELS

**How will the customers know me?** Make sure you are not the best kept secret, but instead consider the channels you have available to let the world (and potential employers) know you exist. You can make yourself visible on social platforms, writing articles, joining groups of interest, by participating in events and fairs and by networking with people outside your normal social sphere.

## NETWORK

**Who can help me?** It is rarely those in your inner circle who hire you for a job. So, the broader a network you have, the better your chances of finding a job through your network. And then again, networking is not just about landing a job, but also about finding partners who can support you as a professional e.g. by providing motivation, advice or opportunities for growth. A good place to start is having a mentor.

## GIVING

**What will it require of me? What will I give?** You will give your work, time, energy and much more to an employer, organisation or group of people. List all the components you expect to be contributing with. Combine your list with "Receiving" and consider how to best balance the two.

## RECEIVING

**What will I get in return?** Apart from income sources such as salary or royalties, what do you expect to get in return from putting your time and energy into a job, task or project? It can be everything from increased satisfaction, recognition, sense of connection, sense of contribution and meaning to social contribution. Align your list with "Giving" to balance what you give with what you receive.





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I AM GRATEFUL  
TO BE ABLE TO  
HELP AND SUPPORT  
A MENTEE AND  
WOULD HAVE  
LOVED  
THE OPPORTUNITY  
TO HAVE A  
MENTOR  
MYSELF WHEN I  
WAS A STUDENT.

# PART THREE:

## TOOLS FOR MENTORS

Mentoring can be quite challenging, especially if you want to be an exceptional mentor. For the mentoring relationship to be rewarding and a learning experience for both of you, it's essential to have a good understanding of yourself or at least be willing to work on self-awareness. Great mentors know when to speak and when to listen, what to share and what to withhold.

If they are unsure, they don't let vanity get in the way; instead, they ask the mentee what they need. Great mentors hold up a mirror for the mentee, helping them see their own behaviours, assumptions, and beliefs. Here is a selection of different mentoring tools that can help improve your mentoring skills.

# LISTENING

Mentors who fail to listen will not be effective, and risk dominating the meetings. This will not give your mentee the space to talk, think and reflect. No doubt that mentors have good intentions, but listening can be very difficult to put into practice. After all we are human beings and wish to contribute to the relationship. Just remember that NOT doing something is also a contribution because you can listen and simply be. There is a reason we are called human beings, not humans doings.

Listening can take many forms. Professor Davis Clutterbuck suggests there are at least five modes of listening.

## **Mode 1: Listening while waiting to talk**

(Think of that eager uncle who keeps tapping his fingers when supposedly listening and with his impatient body language showing he is about to burst if he cannot get the chance to talk. He will probably not wait for the chance but will most likely interrupt because he is eager to hear himself talk. His focus is on how to respond.)

## **Mode 2: Listening to disagree**

(Think of a politician of your choice. The person is carefully selecting what to hear – or choose to hear. The person has a deep desire to be right and cannot wait for you to finish talking before arguing against your viewpoints.)

## **Mode 3: Listening to understand**

(This approach comes from a desire to understand. When mentoring someone a great starting point is to understand the issue or challenge the mentee is experiencing in depth. Curiosity and openness are the driving forces.)

## **Mode 4: Listening to help someone else understand**

(Understanding the mentee's issue or challenge is one thing, but supporting the mentee to understand it themselves requires even more curiosity, such as curiosity about the mentee's assumptions and beliefs around the issue.)

## **Mode 5: Listening openly and without an agenda**

(In this mode the mentor is using all senses and not expecting a specific outcome. Focus is on being intuitive and open).

You have probably figured out by now that modes 1-2 are the opposite of listening. For deeper listening, strive to listen according to modes 3-5.



## WHY IS IT SO DIFFICULT TO LISTEN?

You have the right intentions, but sometimes it just feels a little more challenging to listen deeply. Many things can prevent us from listening, and our body language can be very revealing. So, it is useful to understand what might hinder us. Kirsten M. Poulsen has collected a list of the most common things that prevent good listening, gathered from mentors and mentees.

- Expectations and agendas are not aligned
- One's own thoughts and tasks pop up and can sometimes stick around too long
- Preconceived assumptions about what is about to be said
- Lack of inspiration, lack of respect or bad chemistry
- Noise and interruptions from the environment
- Language or cultural barriers
- Mental or physical conditions such as stress, time of day, or things that reduce our ability to focus

# CHALLENGING

Challenging our thinking is how we learn. If it is done in a learning manner, that is. Nobody likes having their ideas and opinions criticised. Some cultures are very focused on saving and losing face, so be considerate when you challenge. Also, know that in feedback from previous mentors and mentees they often mention how they would have liked the other party to have challenged them more. One way of challenging is to reflect on your own feelings,

which makes it easier for someone to respond without being defensive.

Professor David Clutterbuck has defined some useful guidelines that are constructive and allow the mentor to be respectful and curious. According to him, you can't really go wrong if you focus on how they act, what they assume, how they perceive things and what they value.

### **CHALLENGING THEIR BEHAVIOUR - NOT THEIR PERSON**

When you focus on the behaviour, not the person, you present your challenge in a nonjudgemental way. Ask these or similar questions:

- Please explain to me what you were trying to achieve
- Please explain to me how you find this behaviour helpful in this context

### **CHALLENGING THEIR ASSUMPTIONS - NOT THEIR INTELLECT**

When focusing on the mentee's assumptions, the mentee will not feel that you are questioning their intellect. Ask these or similar questions:

- Please explain which elements you were taking into account here
- Please explain what assumptions you were making in this situation

### **CHALLENGING THEIR PERCEPTIONS - NOT THEIR JUDGEMENT**

When you focus on the mentees' perceptions, you avoid questioning the mentee's judgement. Ask these or similar questions:

- Please explain the context in which you were looking at this
- Please explain how you perceived the incident

### **CHALLENGING THEIR VALUES - NOT THEIR VALUE**

When focusing on the mentee's values, you are not questioning their value. Ask these or similar questions:

- Please explain which personal values you are trying to apply here
- Please explain what's important to you in a situation like this

# ADVICE GIVING

If we can agree that mentoring is about improving the quality of the mentee's thinking (possibly also the mentor's) - so they can create their own wisdom from their reality and preferences, then we also need to address the two-fold nature of advice giving in mentoring. We do not want the mentor to impose their beliefs onto the mentee or to shove their advice down the mentee's throat.

On the other hand, the mentee might specifically ask the mentor for some advice. Is it not then a waste of the mentor's experience if they are not able to share it in the form of advice? So advice giving can make sense, but not as a first approach to finding a solution and not without permission from the mentee. How then to become good at giving useful advice in a useful manner? Here are some tips and tricks from Leo Smith, PhD.

First, did you know that we all make assumptions when we give advice? Well, we do, and most likely subconsciously. Becoming conscious about your assumptions and turning them into questions in your head will enable you to better assess whether the advice is something the mentee does not know and needs, if it should be delivered by you and if now is the time.

## ASSUMPTIONS WHEN GIVING ADVICE:

1. I know something that my mentee does not know
2. My mentee needs my advice
3. I am the right person to deliver the advice
4. Now is the time to deliver it

## GROUND RULES FOR ADVICE GIVING:

### **To be on the safe side, here are some ground rules for inspiration:**

1. Make sure the mentee has space to find their own solution and that they will accept being given advice.
2. Explain why you are giving the advice. Is it based on experiences, observations, instinct, or research?
3. Evaluate why you want to give advice. Is it to help the mentee find a solution, or because you believe you have the answer?
4. Listen to both yourself and the mentee when giving advice. Has the mentee understood your intention? Is it relevant, and can the mentee apply it to their own context?

THE MENTORING  
RELATIONSHIP  
HAS MADE ME  
A BETTER  
LISTENER AND  
I FEEL I HAVE  
IMPROVED MY  
LEADERSHIP SKILLS.



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A large rectangular box with a thin orange border, containing 25 horizontal orange lines for writing. The lines are evenly spaced and extend across the width of the box.

A large rectangular box with a thin orange border, containing 20 horizontal orange lines for writing. The lines are evenly spaced and extend across the width of the box, leaving a small margin from the right edge.



A large rectangular box with a thin orange border, containing 20 horizontal orange lines for writing. The lines are evenly spaced and extend across most of the width of the box.

# SOURCES

**In the production of this workbook we have taken inspiration from different sources:**

## **BOOKS:**

- Susanne Søes Hejlsvig (2023): Mentor Wonderland - dig into the wonders of mentoring, Suskas
- Duffy & Ovesen (2021): Isbjerget og de bæredygtige bundlinjer, zeal aps
- Julie Starr (2021): Mentoring Manual, Your Step-by-step Guide to Being a Better Mentor, Pearson Business
- Career Management Skills Workbook (2019) BSS, AU.
- David Clutterbuck (2013): Making the most of developmental mentoring - a practical handbook for mentors and mentees, Fiona Shaw
- Susanne Søes Hejlsvig (2013): The Mentoring Journey, Aarhus University
- Kirsten M. Poulsen (2012): The Mentor+Guide to mentoring programmes, KMP+ Forlag
- Clark et al (2012): Business Model You, John Wiley & Sons, Inc.
- Ott & Toft (2009): Mentorskabets muligheder til brug i praksis, Børsens Forlag

## **ARTICLES:**

- Shaw & Hepburn (2013): Managing the moral implications of advice in informal interaction. Research on Language and Social Interaction, 46(4), 344-362
- Hepburn & Potter (2011): Designing the recipient: managing resistance in institutional setting. Social Psychology Quarterly, 74(2), 216-241

## **WEBSITES AND LINKS:**

- Seven Dimensions of Culture: <https://thtconsulting.com/models/7-dimensions-of-culture/>
- IDG framework: <https://innerdevelopmentgoals.org/framework/>  
(The Inner Development Goals is a not-for-profit and open-source initiative. On 12th of May 2021 the IDG framework, co-created by 1000+ scientists, experts and HR and Sustainability professionals was made available open source for the world.)





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