



# Tools for mentoring

## For mentee and mentor

Mentoring is an interactive cooperative process, that aims to advance the progression of a mentee on their way towards employment. Mentoring process can be divided into three phases: **in preparation phase** it is important to build trust and agree on a set of rules. Meetings of **action phase** focus on themes decided beforehand that will help to achieve a common goal. In **closure or evaluation phase**, it is time to think about what was learned and how the goals were accomplished.

On the next pages you will find tools that can be used in different phases of the mentoring process. The materials have been collected and worked on in the [MESH-project](#), making use of methods of co-development and service design. In charge of this process were Sari Lappalainen and Virve Pirttikoski from LAB University of Applied Sciences. Special thanks go to the students of SOS18S-group in the LAB Bachelor of Social Services and the students in the integration programme of Koulutuskeskus Salpaus. In gathering the tools, we have made use of the [Workbook for Mentoring](#) by University of Helsinki and the [Futures Guidance workbook](#) by University of Turku.

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## Beginning and objectives of mentoring

<b>NAME OF TOOL</b>	Mentoring agreement (Beginning and objectives)
<b>OBJECTIVE</b>	To agree on practicalities and objectives of mentoring

<b>PHASE OF MENTORING</b>	Preparation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	<p>Mentoring is goal-directed. On this page there are few discussion questions that will aid the defining objectives for mentoring. Think about these questions first independently and then discuss them together.</p> <p>On the next page is the mentoring agreement. Write down the common objectives for mentoring (it is good to return to these as the process proceeds). Discuss confidentiality of mentoring as well. In the end, agree on how you will keep in contact and when and where the next meetings will take place.</p> <p>In the first meeting it is good to plan the future meetings. It is useful to have a discussion topic (tools for mentoring can be helpful here) or some other commonly agreed activity (e.g. visiting the mentor’s workplace) for every meeting. This way both parties will know what to expect from the mentoring meetings.</p>

**Example questions for setting the common objectives for mentoring process:**

**Mentee:**

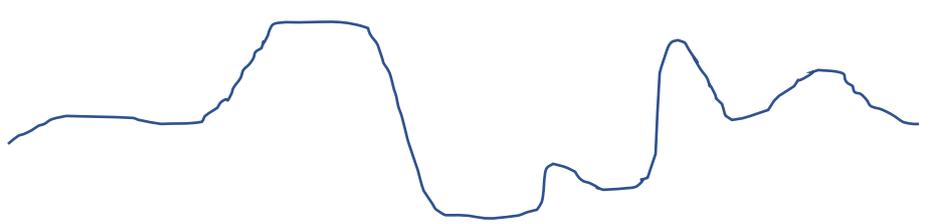
- What do I expect from the meetings?
- What kind of objectives do I have for mentoring?
- What kind of things do I want to discuss in the meetings?
- What do I need the support of the mentor for?

**Mentor:**

- If I had an opportunity for mentoring in the beginning of my career, how would I have made use of it?
- How do I want to help my mentee?
- When we end mentoring, what do I hope the mentee has gained from the process?
- What do I wish to gain from this process?

## Lifeline

<b>NAME OF TOOL</b>	Lifeline
<b>OBJECTIVE</b>	Mentee and mentor getting to know to each other

<b>PHASE OF MENTORING</b>	Preparation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	<p>Tell your own story by drawing a line where you add the most important things in your life.</p> <p>Start from the left side of the paper where you note your birth. Add your most important memories on the line: life events, studies, jobs, hobbies. Big decisions and changes in direction. Your closest people.</p> <p>Change the shape of the line at the point of the most significant events. Sometimes the line will be flat, but at the points of the most significant events it will jump up or crash down. Write down what happened in the points of ups and downs.</p> <p>When the line is ready, you can examine what the most significant events of your life were in your opinion. Which past events do you value the most? What are you happy about? Which events have taught you the most? Or what were the biggest turning points? Who are your biggest role models, most important companions and who have had the most impact on your life?</p> <p>You can draw the line on a separate paper or on the other side of this paper.</p> 

My lifeline:

## What matters the most - game

<b>NAME OF TOOL</b>	What matters the most - game
<b>OBJECTIVE</b>	What matters the most for you in life?

<b>PHASE OF MENTORING</b>	Preparation <input checked="" type="checkbox"/> Action <input type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	This exercise works well in getting to know to each other in the beginning, when both can first think independently about what matters the most for them in life. After this the mentor and the mentee start to remove things that they wrote, ending up with those things that matter the most. In the end they will discuss what impact these things have on work and wellbeing.

Instructions for this exercise can be found on the next page.

Phase 1. Cut pieces of paper ready.

Take one paper (size A4). Cut yourself 15 pieces of paper.

Phase 2. Write on the pieces of paper the things about your own life instructed here.

- Choose 3 pieces. In each paper write 1 important object that you couldn't live without. 3 important objects together.
- Choose 3 pieces. In each paper write 1 characteristic that you value the most in yourself. What is the best about you? 3 characteristics together.
- Choose 3 pieces. In each paper write the name of a person that you would want to have in your life forever. 3 important people together.
- Choose 3 pieces. In each paper write 1 thing that you think is important. 3 important things together.
- Choose 3 pieces. In each paper write one 1 dream. 3 dreams together.

Phase 3. Take away pieces of paper as instructed, until you are left with the most important things in life. Discuss your choices.

Of all 15 pieces of paper, choose 3 things that you can live without and move them aside. Remove the next three and continue until you are left with 6 pieces of paper. All of these pieces of paper are important, but these 6 matter the most.

## Time management

<b>NAME OF TOOL</b>	Time management
<b>OBJECTIVE</b>	Identify the factors that hamper time management.

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	<p>Everyday life includes a variety of responsibilities and obligations. These take time. One’s own sense of control of everyday life often forms from the sense of managing time. Through this exercise you can identify some factors that might hamper your own time management.</p> <p>In this exercise there are listed different factors that can act as ‘time robbers’ or barriers to being in control over your time management. Which ones of these do you recognize to be a part of your everyday life?</p> <p>When you’ve identified the biggest ‘time robbers’ / barriers for controlled time management, think about:</p> <ol style="list-style-type: none"> <li>1. Which ones are the most burdening or disturb your life the most?</li> <li>2. Which ones can you influence yourself?</li> <li>3. How can you start removing these ‘time robbers’ and barriers to controlled time management?</li> <li>4. Plan and tell how you plan to manage your time next week.</li> </ol>

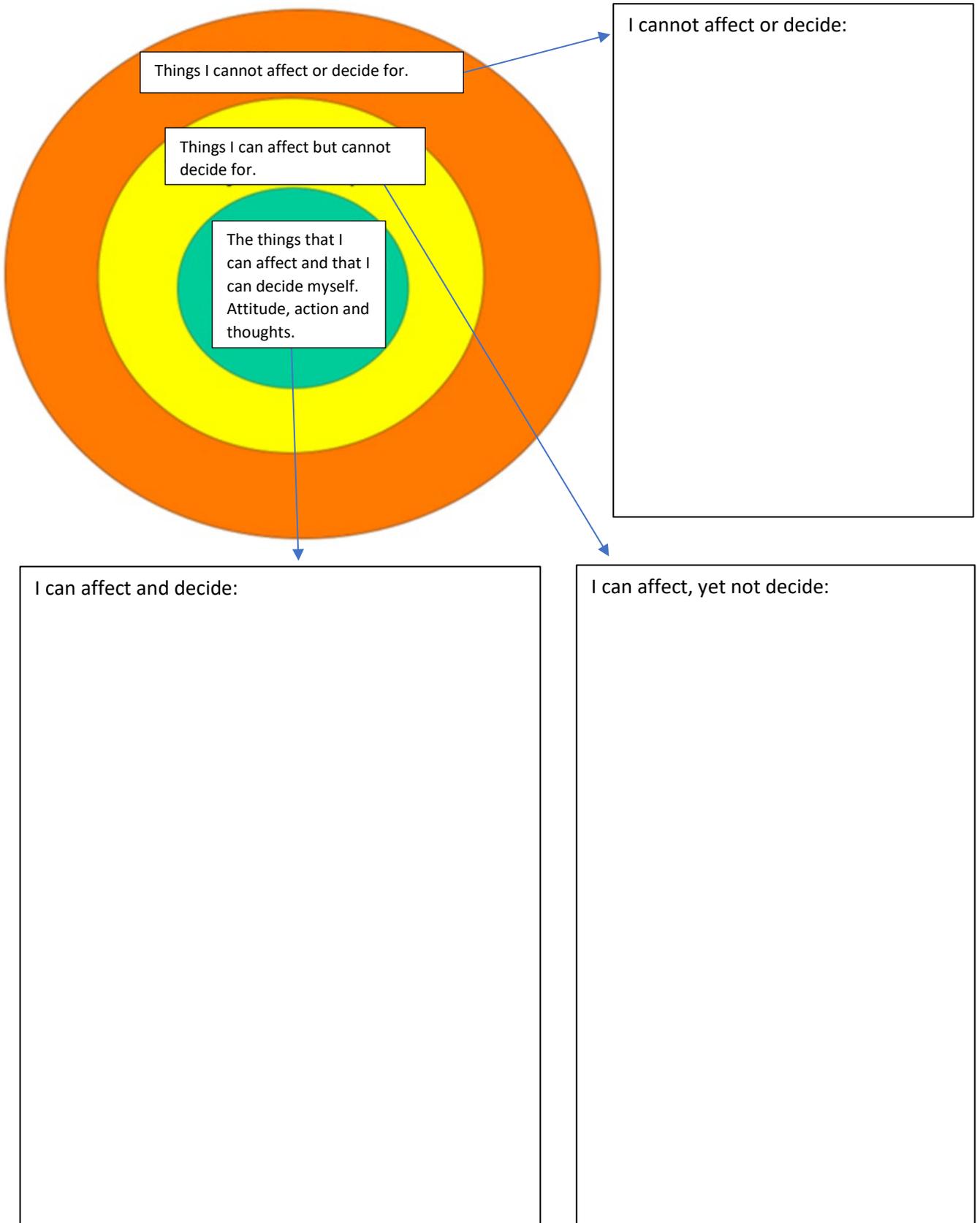
**Which of these things are the ones that take too much time and keep you from focusing to the most important tasks?**

- When I work I'm often being interrupted
- I'm involved in too many things
- I didn't plan my day
- My belongings are disorganised
- The things I need for working are out of order
- I don't know how to effectively use the tools I have e.g. computer
- I find it hard to concentrate at the place where I work
- It is unclear to me what is expected from me
- It's hard for me to prioritize
- It's hard for me to make decisions and it is also very time consuming
- I don't work in an organized way but jump from a task to another
- An email or a social media message often interrupts my working
- Relationship issues trouble me and make my thoughts wander, and thus I cannot work efficiently
- I am tired and have no energy for working
- It's hard for me to concentrate
- I lack self control
- I do plan my day, but what I plan never happens
- Some other 'time robber' \_\_\_\_\_

## Levels of impact

<b>NAME OF TOOL</b>	Levels of impact
<b>OBJECTIVE</b>	Identify those issues and questions in their own life that one can have an impact on.

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	<p>There are lot of things in the world that one can have an impact on. There are also things that one cannot influence, so it is good to leave those outside the mentoring process.</p> <p>With this tool it is possible to identify the thing in one's life situation that they can have an impact on and the ones they cannot. The things that cannot be affected shouldn't be spent too much time and energy on.</p> <p>Instructions for this exercise:</p> <ol style="list-style-type: none"> <li>1. Stop for a moment to think about your life situation.</li> <li>2. As instructed, write on the levels of impact some things that you can affect and those that you cannot affect in your own life.</li> <li>3. After this exercise, discuss with the mentor about some of the things that are worthy of paying attention in mentoring.</li> </ol>



## My networks

<b>NAME OF TOOL</b>	My networks
<b>OBJECTIVE</b>	How do you identify your existing networks and get more of them?

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	Networks-exercise is useful for understanding one's own network and think about growing and benefitting from the network. Both, the mentee and the mentor can do the exercise and then discuss their own networks as well as how they could in the future make even better use of them.

On the next page there are questions of one's own networks. Networks are reciprocal. Through these questions you can think about what you get from your networks and what you give to them. In addition, it is useful to plan how to grow one's own network.

**My own networks:**

**Who is in my network?** (For example, previous and present study mates, work friends and employers, family members and acquaintances.)

**Who else would I want in my network?**

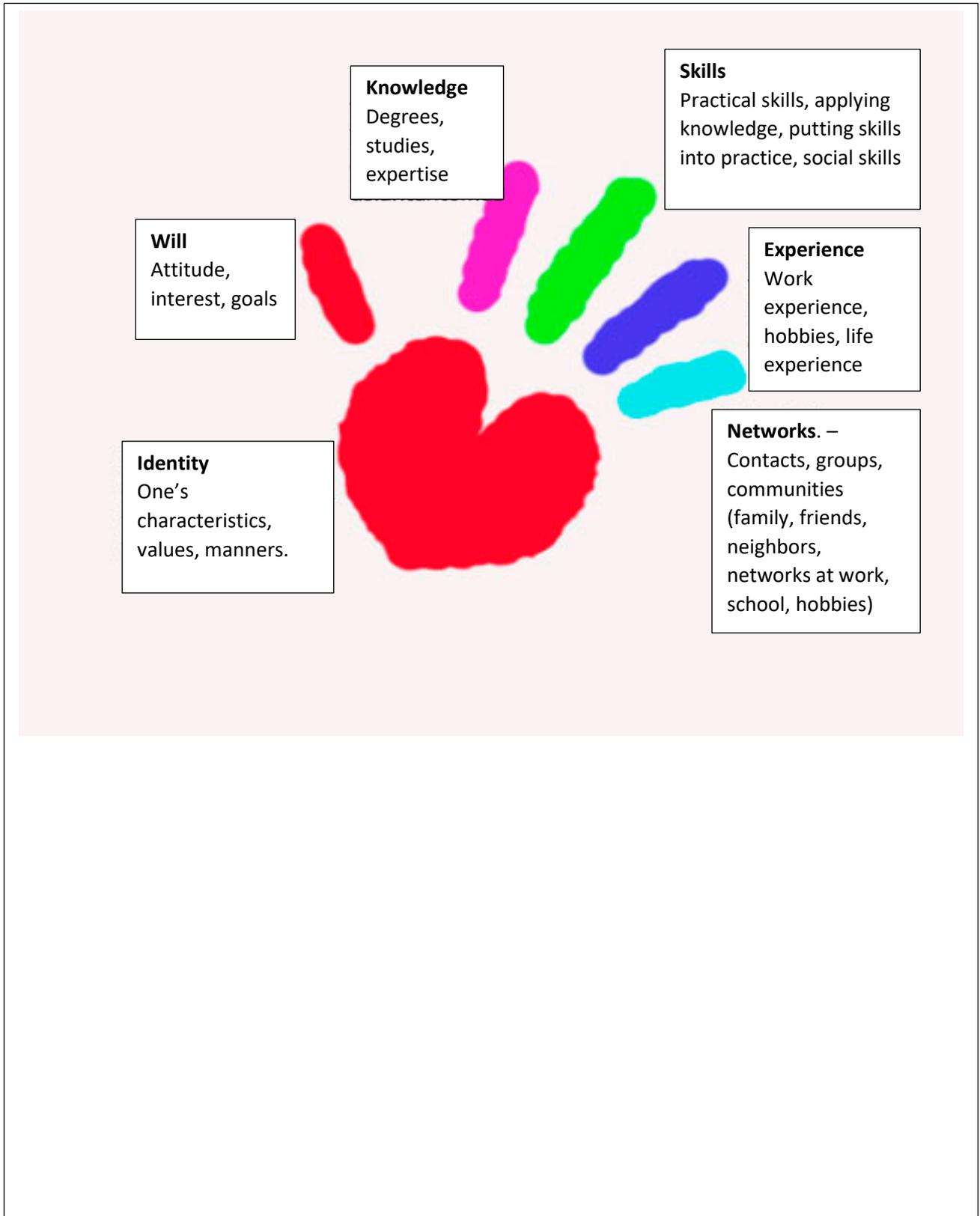
**How can I expand my network?** (For example, can I join an organization? Can I use social media to grow my network? Could I contact some people?)

**How does my network help me?**

**What can I give to my own network?**

## High-five

<b>NAME OF TOOL</b>	High-five
<b>OBJECTIVE</b>	Making visible the existing know-how
<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	<p>Describing one's own know-how helps to understand what one can do and set goals for themselves.</p> <p>Know-how doesn't just mean knowledge, but it consists of various aspects: <b>will, knowledge, skills, experience and contacts</b>. Like every finger in a hand, so do these aspects have their own roles and missions. Through the high-five, you can make your own know-how visible.</p> <p>On the other side of this paper, write to on every finger what you can do.</p> <p>After this, discuss together your own know-how. Ask each other questions about each 'fingers' and help each other to see how much know-how you already have.</p> <p>Instruction for the mentee: Tell about your knowhow to your mentor. Remember that your knowhow consists of different elements.</p> <p>Instruction for the mentor: Listen actively. Ask questions about every "finger". Help the mentee to see how much knowhow she/he has!</p>



## Elevator pitch

<b>NAME OF TOOL</b>	Elevator pitch
<b>OBJECTIVE</b>	How can you tell about your know-how in a brief and invigorating way?

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	With elevator pitch one can practice introducing themselves and adequately articulating their know-how. First, the content is created to the elevator pitch. Contents can be modified together. After this, both mentee and mentor briefly introduce themselves, making use of the text. It is recommended to practice and perfect the speech together.

### Tips for preparing the pitch

- Ready-made questions help to construct the pitch. Elevator pitch focuses on the most important things.
- Writing the text, it can be helpful to think about a job one would like to apply for or an occasion where one must convincingly bring forth their know-how.
- Speak concisely.
- Make use of the Hand of know-how in identifying your strengths.

**ELEVATOR PITCH**

Write the elevator pitch. Fill in each section below. Make use of the example sentences. You can also use the examples listed in brackets. An adequate length for a pitch read aloud is approximately one minute.

**I am...** (name? Tell something interesting about yourself – e.g. through your job, education or hobbies.)

**I can...** (e.g. professional skills, education, language skills, interaction skills, skills gain through hobbies.)

**I'm worth hiring / giving a place to study, because...** (What's your greatest strengths in reference to the job/task you're applying for? Have you got some special skills or knowledge?)

**I succeeded when...** (What is one of your most memorable successes? Demonstrate with a brief story or an example.)

## Job interview

<b>NAME OF TOOL</b>	Job interview
<b>OBJECTIVE</b>	How do you prepare for a job interview?

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input checked="" type="checkbox"/> Closure <input type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	It pays off practicing job interview beforehand. If the mentee is getting ready for a job interview, the mentor can act as an interviewer and the mentee as the interviewee. In this case it is useful to modify the questions to match the job applied for. If applying for jobs is only an issue of future, mentor and mentee can discuss the questions taking turns, when suitable answers can be discussed as well.

On the next page you will find questions for job interviews. You can also come up with new questions in addition to these.

Job interview questions:

- Tell me about yourself. Who are you?
- Tel me about your job experience?
- What can you do?
- What would you like to learn more about?
- What would a coworker or a friend tell about you?
- What do you do on your free time?
- What is a good workplace like?
- What is a good leader/manager like?
- What do you think about our company (service/product)?
- What wishes would you have regarding this job if you were working for our company?
- What do you do when you have a problem (Challenging situations may occur with e.g. coworker, manager, client)?
- What do you want to do in the future?

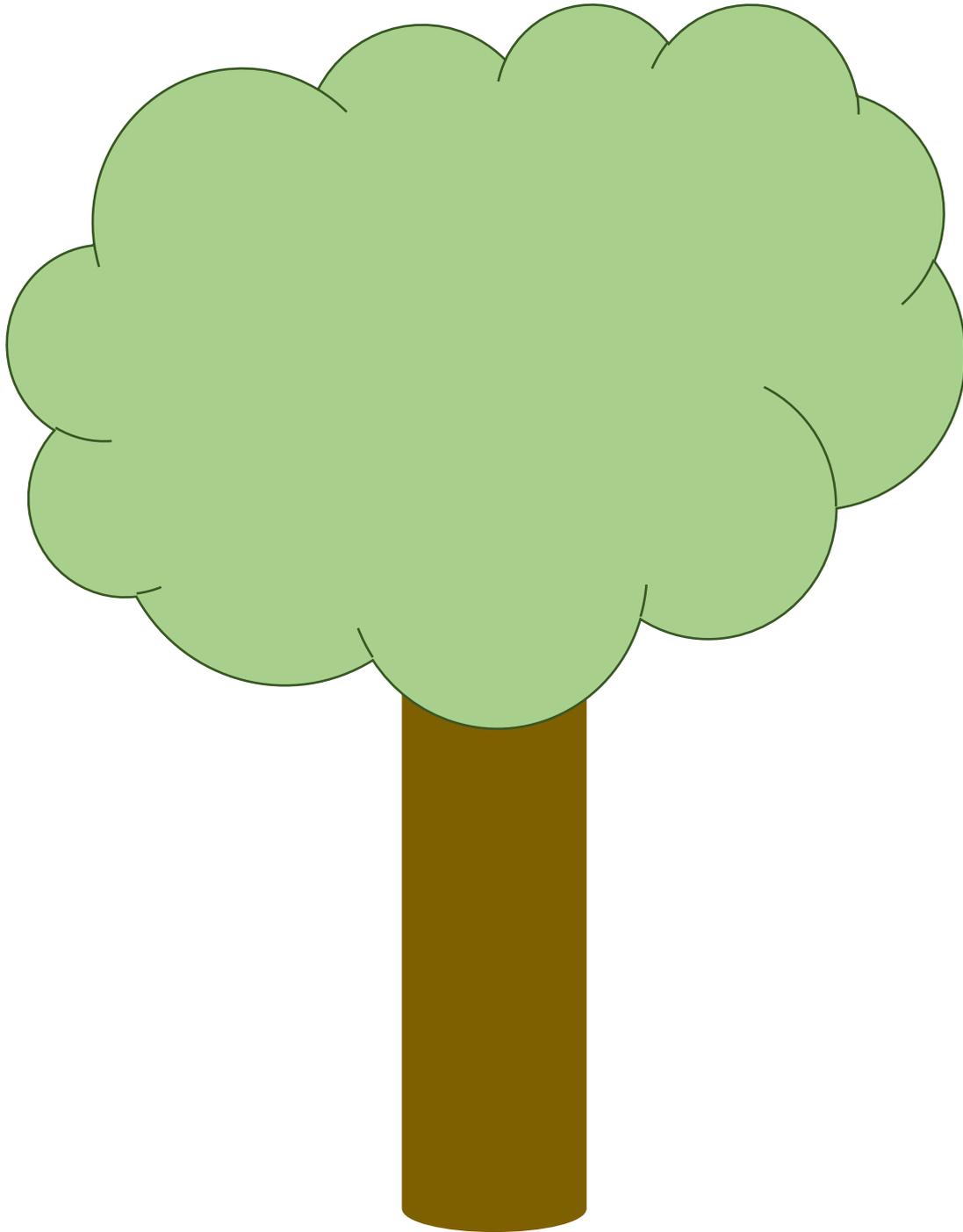
## Tree of dreams

<b>NAME OF TOOL</b>	Tree of dreams
<b>OBJECTIVE</b>	How do you tell about your know-how in a brief and invigorating way?

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input type="checkbox"/> Closure <input checked="" type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	The tree of dreams helps to identify one's dreams and resources. What are the dreams regarding working life? What are the things that create wellbeing in one's life and are important for the big picture?

On the next page you will find a ready-made template that you can write your dreams and resources to.

To the leaves, write down some of your dreams, and to the trunk and the roots, some of the resources that help you in your life.



## Future visions

<b>NAME OF TOOL</b>	Future visions
<b>OBJECTIVE</b>	Beginning to understand thoughts and objectives about future through different claims.

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input type="checkbox"/> Closure <input checked="" type="checkbox"/>
<b>INSTRUCTIONS FOR USING THIS TOOL</b>	All of these claims concern future. What do you think about them? Do you agree or disagree? Mentor and mentee note their opinions by drawing a cross somewhere on the line. After this they shall discuss it together.

Questions for discussion:

- What influenced your decisions? What can you influence yourself?
- Who else's opinions influence your decisions?
- What do you think about future? Are you for example confident, open or worried?

(Modified from: Ahvenainen, M., Heikkilä, K., Jokinen, L., Miettinen, S., Ollila, J., Pietikäinen, N. & Vuorisalo, K. 2017. Tulevaisuus – paljon mahdollista! Tulevaisuusohjauksen työkirja. Tulevaisuuden tutkimuskeskus, Turun yliopisto. [https://tulevaisuusohjaus.fi/wp-content/uploads/2017/01/Tulevaisuusohjauksen\\_tyokirja.pdf](https://tulevaisuusohjaus.fi/wp-content/uploads/2017/01/Tulevaisuusohjauksen_tyokirja.pdf))

Use a pen to note your opinion:

1. I HAVE DREAMS

Yes \_\_\_\_\_ No

2. I KNOW WHAT KIND OF JOB I WANT

Yes \_\_\_\_\_ No

3. MY FAMILY INFLUENCES MY DECISIONS

Yes \_\_\_\_\_ No

4. I'M WILLING TO MOVE FOR A JOB

Yes \_\_\_\_\_ No

5. I'M READY TO SOLVE PROBLEMS

Yes \_\_\_\_\_ No

6. I MYSELF DECIDE THE KIND OF PROFESSION I WANT

Yes \_\_\_\_\_ No

7. I'M OPEN FOR NEW THINGS

Yes \_\_\_\_\_ No

8. A GOOD JOB IS MORE IMPORTANT FOR ME THAN SALARY

Yes \_\_\_\_\_ No

9. I WILL HAVE A GOOD JOB IN THE FUTURE

Yes \_\_\_\_\_ No

10. MY FUTURE IS GOING TO BE CLEARER IN A YEAR

Yes \_\_\_\_\_ No

## Ending mentoring

<b>NAME OF TOOL</b>	Ending mentoring
<b>OBJECTIVE</b>	To evaluate and give feedback about the mentoring process and turn gaze into the future

<b>PHASE OF MENTORING</b>	Preparation <input type="checkbox"/> Action <input type="checkbox"/> Closure <input checked="" type="checkbox"/>
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<b>INSTRUCTIONS FOR USING THIS TOOL</b>	Mentoring to work has a commonly agreed beginning and end. In the last meeting it is good to evaluate the meetings and what the mentor and mentee have learned from each other.
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Discuss and write down answers to the questions on the next page together. After this, take a picture of the form for yourselves – this is how you will have a memory of it.

