



Intergenerational Succession in SMEs Transition
INSIST

Module 2

Mentoring

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1. Module Introduction

This part should provide a broad introduction to all the key issues being discussed in the Training Module Material. It should be written in a manner that will motivate the readers to read (further) on.

The complete training programme is first focusing on the development of knowledge in key domains to ensure smooth transmission of ownership (strategy, finance, legal, social and cultural aspects). This mentoring module, as one of these 4 INSIST Project training modules, aims to increase the awareness of SME owners and future owners about the challenges and purposes of mentoring for SMEs during the transmission period.

Another clear target is to develop a Mentor community for supporting SME owners during key periods of the SME life cycle. These potential mentors, or future potential mentors, will also have the opportunity to act and reflect on cases and activities and then discover a global approach to mentoring and their own ability to act as a mentor in SME environment.

1.1. Overview

Enter a short course overview to provide the purpose of the course, the overall outcomes to be achieved by the course, and central course topics.

The module aims to develop understanding of mentoring principles through lectures and activity based sessions, applied in the context of transmission of ownership in SMEs.

Mentoring concepts as well as key skills to develop are learnt through lectures and workshop sessions in order to help develop needed knowledge and applicable skills. Case studies and group work are also included to ensure an understanding of the purposes of mentoring and the ability to apply the expected skills to empower acquisition with family business situations.

1.2. Scope

Enter a statement concerning the scope of the course.

This course will cover many topics in various areas relevant to business mentoring in SMEs:

- guidelines on best practices for mentoring;
- conditions of successful mentoring for SME owners to support the transition process;
- interpersonal communication rules to identify/build good relations with the SME owner to put in place the conditions for successful mentoring;
- effective results of the mentoring actions within the transition context.

Based on this core material, the target groups will have to achieve various results based on their prior experience and final course realistic expectations.

Based on their prior experience, Professionals/practitioners will learn how to act as a mentor using their skills and their prior knowledge of the SME environment and SME owner culture.

Students will mainly focus on analysing contexts, situations, rules, and positions to be able to evaluate a global mentoring approach. They may also be able to have a self-assess on the key skills and competences to be acquired through experience to develop the credibility to be accepted as mentors by SME owners.

1.3.Target Audience

Enter a description of the course target audience. The target population is the group of learners for whom the training is intended. It is critical to define this group in order to design the training appropriately.

To list the tasks to be performed by the target population, (For practitioners, one must know what “good performance” is, in other words, what a good performer would do on the job).

List the prerequisite knowledge/skills learners are required complete or have before taking the course (as necessary).

The course is built for 2 different target groups, with different expectations:

1 - Practitioners and experienced professionals:

The course may lead them to be able to practice as a Business Mentor supporting SME owners in their daily job taking steps to prepare for transmission of the company ownership. Their prior experience and own soft skills will be evaluated to ensure the ability of the candidate to practice mentoring with SME owners at a good level.

- Prior experience: they should have experience of operating in SMEs, in order to have a good understanding of existing behaviours and approaches to be able to build trust and gain recognition from the SME owners. This could be:
 - at least 3 years working in SMEs in a managerial role
 - as a former SME owner
- Prior assessment of skills and knowledge: to achieve all expected outcomes, and to be able to realize successful mentoring contracts some key personal soft skills are necessary.
 - Global overview of local Legal and Finance issues for SMEs



- Knowledge of Strategy, Sales and Marketing approaches
- Knowledge of international market opportunities may also be useful

2 - MSc students:

The course may lead them to clearly understand and analyse mentoring situations in SMEs, and to be able to evaluate the context of success and of the difficulties to be solved.

On another axis, they may clarify their own individual soft skills to be able to evaluate their ability to practice as a mentor after first gaining experience within the SME environment.

2. Module Objectives

The objectives for covering the Training Module should be specified. These should be general objectives of what the student/trainee is expected to achieve by the end of this Training Module. In stating these objectives is vital to view the Training Module and the whole Training Programme as in one package. The Module Objectives should be defined in a way appropriate for describing high-level Learning Outcomes (e.g. for accreditation or marketing purposes of the potential training providers). Please keep consistency with the indicative learning outcomes given by the Project Application Form.

The module helps to develop the knowledge base for a mentoring approach applied to family business. It will focus on supporting the business owner in organising the conditions for the transmission of ownership.

Required Materials

Enter any required course materials or technology required to complete this course.

- Small video device for interview exercises in Unit 3, plus laptop for visualising during debrief tasks.

Testing

Enter a description of the testing strategy to be used with the course, including pre/post tests, certification, mastery requirements, final tests and required score/percentage for passing.

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Reference List

List resources you will utilize in the development of the course.

The Situational Mentor: An international review of competence, edited by David Clutterbuck and Gill Lane (2004), published by Gower Publishing Limited, ISBN: 0 566 08543 7

The Handbook of Mentoring at work: Theory, Research and Practice, edited by Belle Rose Ragin and Kathy E.Kram, (2007), published by Sage Publication Inc., ISBN 978-1-4129-1669-1

Advising Family Enterprises; Examining the Role of Family Firm Advisors, SAGE: Family Business Review,

http://c.ymcdn.com/sites/www.ffi.org/resource/resmgr/FFI_on_Friday/ffi-vol4-34-editorial.pdf

Evaluation Strategy

Enter a brief overview of the evaluation strategy for all target groups (practitioners, MSc students).

The evaluation may be different for practitioners and MSc students, and will also be different for each unit. Units 1 and 2 will be mainly evaluated based on the course work and an individual piece of written work based on the learning as applied to the SME context.

After this individual work, unit 3 evaluation will be more focused on the Reflective Journal, to encourage all attendees to reflect on the expected learning outcome through their own experience. Each unit assessment will lead to Open Badges acquisition.

Technical Requirements

Enter technical requirements (e.g., minimum system specifications).

- Social bookmarking tool - Diigo <https://www.diigo.com/> or Zotero <https://www.zotero.org>
- Collaborative space for storage and group work e.g. Google Drive or Coospace
- Small video device for interview exercises in Unit 3, plus laptop for visualising during debrief tasks.

3. Key Concepts/Issues

This section should identify the key issues that have been covered in the Training Module. In examining the issues, some related issues covered by other Training Modules might be identified. To ensure all pertinent issues are raised in this section, the context of the whole Training Programme should be revisited. Please keep consistency with the indicative module content given by the Project Application Form.

This training module aims to develop understanding of mentoring approaches, to increase awareness of the impact of a relevant mentoring approach for SME owners in the context of firm transmission. Then finally, by practicing through individual work on case studies, group works and simulation, they may be able to self-evaluate their abilities of identifying the relevant mentoring approach in a specific context and then reflect on their ability and interest to develop own mentor experience.

4. Units

Each module should be broken down into Units. These will be major sub topics as handled in the Training Module Material. Breaking down the module into Units should help to organize the content into manageable portions. As each Training Module Material is limited to 60-70 pages, one unit content practically shouldn't exceed 8-10 pages.

Additional to the common Units, there should be dedicated Unit(s) for the specialties of the 2 target groups (entrepreneurs and MSc students). E.g. giving multi-national overlook on relevancies and/or specific aspects of the key concepts/issues for the MSc students.

The first and second Units address many questions. In particular, we will be reading from the primary literature on mentoring and from other relevant sources (e.g. review chapters, stories, ...). We will cover a variety of topics, from the difference between consulting and mentoring to the importance of accurate practice of interpersonal communication.

The third module will be more practice oriented to be closer to target group expectations:

1. Professionals may be able to act as practitioners in mentoring to support SME owners in the transition process. Then they may be able to apply, analyse and evaluate their own actions to develop his expertise.
2. Students may be able to understand the various contexts of mentoring applications; and identify and explain relevant mentoring approaches in relation to the SME context.



The Mentoring Module contains 3 separate Units with the following target expectations. All are mandatory.

| | |
|--------|--|
| Unit 1 | Ability to understand what is required in a specific Mentoring interaction and to come to an agreement with the mentee |
| Unit 2 | Ability to create a safe, supportive environment that produces mutual respect and trust |
| Unit 3 | Ability to raise awareness to help in designing actions and setting goals |

4.1. Unit Objectives

You will need to specify the objectives for covering the Unit. These should be clear statements of what the student/trainee is expected to achieve by the end of the unit. What should the student/trainee be able to do by end of the Unit? The objectives stated here should be appropriate and relevant to the contexts of the whole Training Module. The Unit Objectives should be defined in a way appropriate for describing detailed Learning Outcomes (e.g. for preparing examination procedures).

A preliminary session before starting the module course is mandatory to explain the evaluation process which include the individual work of completing the student/trainee reflective journal through the different units.

This step will be manage with collaborative tools and platform for:

- document sharing, (all units),
- social bookmarking activities (unit 1),
- co-creation document (unit 3),
- web-meetings (unit 3)

UNIT 1 – Setting the Foundation

You will need to specify the objectives for covering the Unit. These should be clear statements of what the student/trainee is expected to achieve by the end of the unit. What should the student/trainee be able to do by end of the Unit? The objectives stated here should be appropriate and relevant to the contexts of the whole Training Module. The Unit Objectives should be defined in a way appropriate for describing detailed Learning Outcomes (e.g. for preparing examination procedures).

The main body of each Unit will contain explanation or discussion of the key issues identified. To further illustrate these key issues, cases studies and/or examples and visualisation methods should be included.

Prerequisites: none

What should the students/trainees be able to do by end of Unit 1?

Common outcome (All students/trainees should be able to):

- Describe, illustrate and evaluate the standard of conduct of their own behaviour;
- Describe and follow ethical guidelines for Mentoring activities,
- Explain and demonstrate the distinctions between coaching, mentoring and other support professions;
- Analyse, and differentiate with SME owners, what other potential professional support may be needed and when.
- Analyse an agreement about what is appropriate and what is not, and what are the SME owner and mentor's responsibilities.

The specific part for professionals will require the following capacities:

- Describe, propose and discuss with the SME owner the guidelines and specific parameters of a mentoring relationship.
- Analyse, evaluate and define an agreement about what is appropriate and what is not, what is and is not being offered and what are the SME owner and mentor's responsibilities.
- Determine whether there is an effective match between their mentoring method and the needs of the SME owner in preparing for the transition process.



Unit 1: Setting the foundation

Ability to understand what is required in the specific Mentoring interaction and to come to agreement

LO-1.1: Understand the standard of conduct and ethical guidelines and demonstrate this in own behaviour.

LO-1.2: Communicate the distinctions between coaching, mentoring and other support professions.

LO-1.3: Understand and effectively discuss with professionals the guidelines and specific parameters of a mentoring relationship.

LO-1.4: Define an agreement about what is appropriate and what is not, what is and is not being offered and what are the SME owner and mentor's responsibilities.

Unit 1: Content

| | |
|---|--|
| <u>Sequence 1: Ethical and Professional Standards</u> | |
| <u>Preliminary work social bookmarking:</u> individual interaction on a collaborative web-tool (Diigo or Zotero) for bookmark sharing <u>Subjects to share and discuss:</u> SMEs' awareness of Mentoring, Internal and External | 2 week delay 1 web-conference 2h supervision |
| <u>Teacher as a moderator of discussion (within the collaborative web-tool)</u> | |
| <u>Lecture 1</u> <ul style="list-style-type: none"> • Origin of mentoring. • What is mentoring? What is the role of the mentor? And what is not? • Difference between Mentoring and other business support • Understanding the mentoring relationship • Ethical issues: mentor role limits, legislation | 2 x 1h |
| <u>Group works and discussions</u> | 2 x 0.5h |

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Material to be shared and read before face-to-face session:

Mentoring the next generation

by [Katherine Grady](#) (PhD), Family Business Know-How © 2002

Mentoring across Family Owned Businesses

By Brian John Distelberg, Thomas V.Schwartz, Family Business Review September 2015, SAGE Journals

CONTENT OVERVIEW

1 – What is mentoring?

The word ‘mentor’ comes from Greek myth, in which the legendary king Odysseus went off to fight in the Trojan War, entrusting the care of his son to a friend called Mentor. The origin of the word means ‘enduring’ and is usually used to describe a sustained relationship between an experienced person and someone who is in the initial stages of their development in the same field. The word has become synonymous with the idea of a trusted adviser.

Mentoring is also associated with apprenticeship based on historical practice, when the worker followed a path beginning with apprenticeship to a senior colleague and working up to the final rank of master craftsman.

2 – Definitions of mentoring

1. ‘Mentoring is an interpersonal process, which encourages human growth in its broadest sense, for both personal and professional development.’ (*Lawson et al 2005*).
2. ‘Mentoring can be seen as the most intimate of learning approaches. Its primary focus is not the development of technical competence but on the acquisition of the largely intuitive skills that make people capable of operating effectively at higher levels of management or in a different situation’ (*Situational Mentoring – Clutterbuck 2007*).

3 – What is enterprise or business mentoring?

An effective enterprise mentoring relationship gives the mentee an opportunity to receive medium-term or long term personal and professional support. The relationship enables the

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mentee to explore their personal and professional situation in order to develop strategies and goals that will have a positive impact on their business enterprise. The mentor should have the personal experience and skills to give the enterprise owner the right level of support, but it is equally important for the mentoring to be done in the most appropriate way. Mentoring is based on establishing a relationship built on equality, openness and trust. Above all, it should be very supportive.

In a good enterprise/business mentoring relationship, the mentor encourages the enterprise owner to reflect on their own personal and professional experiences, and shares their personal and professional experiences. In this way, the enterprise owner is supported to devise new or more effective ways to approach business problems and challenges.

4 – The role of the enterprise mentor

Wide experience: the work of the enterprise mentor covers a large number of market sectors with a wide variety of strengths and development needs. The mentor needs to be able to adapt their style and behaviour to suit each mentee and each business situation.

Guide the mentee to look for a wide variety of options and alternative actions to solve the problem individually, rather than giving them answers or solutions.

For most mentoring relationships, the main objective is for the mentee to gain new personal skills, experiences and knowledge that will lead to new insights, a greater vision, and new attitudes and behaviours to lead to higher performance.

The mentor should not tell the mentee what to do. Only the mentee can decide what goals or actions to implement. (The mentee will live with the results).

So the mentoring is:

- A one to one relationship over a period of time between a less experienced person (mentee) and established professional (mentor) which provide support, guidance and practical help
- A process by which an experienced professional shares their personal skills, knowledge and experience with another person
- A means of enabling a less experienced person to gain the necessary skills, knowledge and confidence to be able to perform at a higher level
- An opportunity for a less experienced person to gain access to impartial, non-judgmental guidance and support
- A process of working together to achieve predetermined goals and objectives
- A two-way process through which both parties derive satisfaction from their progress, and success is attained through working together.



Sequence 1. Training Material:

Powerpoint: U1S1-Ethics-Professional-Standard.pptx

Activities:

| |
|---|
| <u>U1S1.1 / Individual:</u> What is involved in the role of the business mentor? |
| 5 min to individually reflect on this question to identify important aspects of the mentor role. Share within the group for 5 min more before summarizing with the next slide. Duration: 10 min |
| <u>U1S1.2 / Groups:</u> Senior Executives' perceptions on Mentoring in Family Firm |
| <i>Paper work: Mentoring in Family Firms: A reflective Analysis of Senior Executives' perceptions , John Boyd, Michelle Wircenski, Nancy Upton</i> Duration: 30 min Purpose: reflecting on the senior executives' perceptions to evaluate risk of the various situations and try to imagine potential solutions for solving these issues. |

| | |
|---|--------|
| <u>Sequence 2. The skills and tools required by the mentor</u> | |
| ACTIVITY U1S2-1 : Individual Tests: 'Functional Competences' + 'Personal Competences' | 0.75h |
| <u>Lecture:</u> Key skills for mentoring and mandatory enterprise skills for mentors Situational and temporal concepts and related skills to be used SME Motivation and the mentoring cycle Reflective practices in a mentoring situation | 2 x 1h |
| <u>Activity 2: Planet Platforms case study & Group discussions</u> | 1 h |
| Individual work on own Reflective Journal | 0.5h |

Purpose of sequence 2: We must try to illustrate the complexity of mentoring using a reference framework and formal situations. Then to pinpoint the more the relationship is

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formalize and measure mentoring, the best the distance is from its informal, intuitive origins.

To introduce the complexity from various angles:

1. Different sentences from literature to describe the Mentor from the Mentee point of view;
2. Starting the mentor/mentee relationship;
3. Generic mentoring skills;
4. And that all mentoring relationships are both '*situational*' and '*temporal*'.

Task 1: Then start the following activity to help students to open discussion of the various domains of competence to be applied in the mentoring context.

ACTIVITY U1S2-1 : Individual Tests: 'Functional Competences' + 'Personal Competences'

Duration: 45 min

Distribute the 2 tables (see annex) to each student, leave them 10 min to complete by ranking each item from 1 to 5 (from 'no importance' to 'very important').

Share and comment in groups (of 6-8) for 20 min. List the 5 most frequent answers. The group have to prepare a synthesis on what seems the most important

Whole-class sharing session on the most frequent answers from each group.

Phases of Mentoring: various skills

We introduce the various phases of the mentoring process, and illustrate the key competences used for each step:

1. **Building rapport** is the initial phase in which mentor and mentee decide whether they want to work with each other
 - It includes the skills of **active listening**, **empathizing** and **giving positive regard**; of offering **openness** and **trust**
2. **Setting direction** is the phase in which mentor and mentee achieve clarity about each aims to achieve from the relationship
 - requires a portfolio of skills, including **goal identification**, **clarification** and **management**; **personal project planning**; and **testing the mentee's level of commitment to specific goals**.

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3. **Progression** is the hard core of the mentoring relationship where most of the time and energy is expended. It requires a further shift of behaviours. Among competence issues raised by mentors and mentees in reviewing their experience at this stage are:
 - sustaining commitment
 - ensuring sufficient challenge in the mentoring dialogue
 - helping the mentee take increasing responsibility for managing the relationship
 - being available and understanding in helping the mentee cope with setbacks.
4. **Winding up** occurs as the relationship has delivered or helped to deliver the desired outcome, or when the mentee begins to outgrow the mentor. In virtually all those relationships, the mentee leaves the comfort of the mentoring nest.
5. **Moving on** is a core competence of the last phase of the mentoring relationship. It is *the ability to redefine the relationship when the outcome is achieved* and for the mentor and mentee to settle into a professional friendship.

Dimensions of mentoring and Competency pairs

Using the various dimensions (directive/non-directive, nurturing need/intellectual need), put in place the various positions the mentor may have regarding the mentee's needs.

| |
|--|
| ACTIVITY 2: Identify the relevant approach to build a relevant mentoring approach |
|--|

| |
|--|
| Use the Planet Platforms case study to discuss the Mentoring approach which would be most relevant to the SME owner. |
|--|

UNIT 2 – Co-creating the relationship

Prerequisites: none

What should the students/trainees be able to do by end of Unit 2?

Common outcome (All students/trainees should be able to):

- Understand a context by analysing non-verbal communication, voices and words used;
- Explain how own behaviours can affect mentoring processes;
- Hear the SME owner's concerns, goals, values and beliefs about what is and what is not possible;
- Develop trust through keeping commitments and being non-judgemental;
- Identify questions that reflect active listening and understanding of the client's perspective.

The specific part for professionals will be to:

- Demonstrate respect for others' perceptions, learning style and individuality;
- Demonstrate flexibility during mentoring actions;
- Demonstrate confidence in working with strong emotions and ability to self-manage when dealing with clients' emotions.

Unit 2: Co-creating the relationship

Create a safe, supportive environment that produces mutual respect and trust:

LO-2.1: Understand how to continuously demonstrate personal integrity and honesty.

LO-2.2: Ability to demonstrate respect for others' perceptions and individuality

LO-2.3: Ability to provide support for actions including those involving risk taking and fear of failure.

LO-2.4: Ability to create a spontaneous relationship with others, employing a style that is open, flexible and confident:

- a. Access own intuition, be open to not knowing and take risks;
- b. Use humour effectively to create lightness and positive energy to face various issues;
- c. Demonstrate confidence in working with strong emotions and ability to self-manage.

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Unit 2: Content and Format

In Unit 2, the specific context of transition will be applied but the core purpose is to focus on creating a relevant level of communication between Mentor and Mentee (SME owner) to build a trustworthy relationship, the necessary base for a sustainable and successful mentoring process.

| | |
|---|-----------|
| <u>Sequence 1:</u> | |
| <u>Lecture:</u> <ul style="list-style-type: none"> • Mentoring communication skills • Interpersonal Communication key topics • Non-verbal Communication and Body language | 2 x 0.75h |
| Various short practical exercises, individual and shared within the group | 2 x 0,75h |

Purpose of Sequence 1:

The first part concerns general issues of communication (Formal, Informal; Oral, Verbal and Nonverbal) with illustrations of positive and negative impact of each type of communication applied to the Mentoring approach in SMEs.

The lecture includes 3 activities to include students' actions to prepare them for the final group work in Unit 2, a role-playing game described on the next page. This process aims to give students practice with the complexity of communication and relation building for a successful mentoring purpose.

Material to be used

Powerpoint presentation: U2S1-Communication principles.pptx (30 slides)

Completed with following activities (details included in the pptx presentation)

Activity U2S1-1: Communication is an art? (slide 2) – 10 min

Purpose: Discussion of the statement to lead the discussion on “People communication is a sincere and honest manner with one another”

Activity U2S1-2: How do we spend our communication time? (slide 3) – 10 min

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Purpose: Reflect on how changing the balance of time in each of these communication types could make a difference to their activities.

Activity U2S1-3: Reading test – 10 min

Purpose: to demonstrate and highlight how easily and often we ignore information that is clearly right in front of us.

Debrief: Ask if participants believe that we sometimes ignore information that really is important and critical. Explain that being more aware of how we ignore or filter out certain bits of information (as demonstrated in this activity) can help us avoid doing this during critical communications in the future.

| | |
|---|-----------|
| <u>Sequence 2:</u> | |
| <u>Seminar:</u> Active listening: understand the essence of the SME owner's communication, help the client gain clarity and perspective. Powerful questioning: clear direct questions, open ended questions,. | 2 x 0.75h |
| Group work with different roles (3 sub-groups) | 2 x 0.75h |
| Individual work on own Reflective Journal | 0.5h |

Material to be used

Powerpoint presentation: U2S2 – Active Listening-Questioning Skills.pptx

Content: Part 1 – Active Listening

The first part of the lecture aims to discover the Active Listening dimension through definitions and situations.

Activity U2S2-1: Active Listening Group Work: 40 min

Participants pair for a listening exercise in which a “speaker” discusses a problem with a “listener” who has been secretly instructed to listen poorly. Group members then assess aspects of “poor” and “good” listening, and practice using effective listening skills in a role-play.

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Materials: handout, 'Good Listening Skills Checklist' + Index card for each pair of students. (see appendix).

Description: Tell participants that in this activity, they will learn about listening skills. Give the following directions:

- Pair off. One person in the pair will be the speaker; the other will be the listener.
- The speaker will talk about a problem that he has had recently (for example, some conflict with a parent or a friend).
- The listener will be given an index card with special instructions to follow

Planning

Prepare the instruction cards for this activity by writing the following instructions on the front of index cards and marking them as "1," "2" or "3" on the back.

Script 1: Listen attentively to your partner for about a minute. Then begin to get distracted. Look at your watch or the clock, glance around, drop your pen—but don't be obvious.

Script 2: Pay attention to your partner, but disagree with everything they say. Interrupt while they are talking and tell them what you think they should do, whether or not they ask for your advice. Point your finger and try to be aggressive.

Script 3: Listen to your partner carefully. Try to show that you understand without talking. Look the person in the eye and pay careful attention. Do not speak.

Procedure

1. Tell participants that in this activity, they will learn about listening skills. Give the following directions:
 - a. Pair off. One person in each pair will be the speaker; the other will be the listener.
 - b. The speakers will talk about a problem they have had recently (for example, some conflict with a parent or a friend).
 - c. The listeners will be given index cards with one of three scripts to follow.
2. Distribute the instruction cards you have prepared to the listeners, asking them not to show them to the speakers until you say so. Ask the pairs to begin, explaining that you will stop them after three minutes.
3. After three minutes, bring the group together and ask the following questions:
 - a. Speakers, how well did your partner listen? Did you feel you were being understood? Why or why not?

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b. Listeners, what was it like for you in your role?

4. Now ask some of the listeners to read the instructions they were given. Assure the speakers that the listeners' behavior was influenced by the instructions, not by what they heard from the speakers.
5. Ask the group to suggest ways in which a listener can hurt the communication process. Write the headings "hurts" and "helps" on a chart and record responses to the first question under the heading "hurts." After the first list is complete, brainstorm listening behaviors that can help communication. For example:

| Hurts | Helps |
|---|-----------------------------|
| Looking away | Making eye contact |
| Interrupting | Acting concerned |
| Saying something that doesn't relate to the speaker's point | Asking clarifying questions |
| Acting distracted | Providing feedback |

6. Once the brainstorming is complete, be sure that the "helps" list includes nonverbal skills, such as body language (e.g. making eye contact, leaning forward toward the speaker), and paying attention to the speaker's body language (e.g. facial expression, tone of voice). Explain that this list describes "active listening," which is doing more than just hearing what someone is saying; it's trying to understand the feelings underneath what someone says and showing the speaker that you are interested. Write the title "Active Listening Skills" on the top of the chart.
7. Give the following instructions for active listening:
 - a. Concentrate on what the other person is saying.
 - b. Focus on the nonverbal cues and feelings that underlie the speaker's words.
 - c. As a check to see whether you listened well, ask for feedback (as discussed in the previous two activities). Repeat the speaker's comments in their own words without adding any of your own opinions

For example, suppose a young father, Tyrone, is talking about his partner's mother and says "Lamika's mother is such a "b....". She gets on my back as soon as I walk in the door."

A listener, Ike, might respond by saying, "Give Mrs. Johnson a break, man. She does so much for your son. You couldn't make it without her."

If you were Tyrone, what would you think of that response? Was Ike using active listening? How do you think Tyrone is feeling? How well did Ike tune into Tyrone's feelings?

The responses should indicate that Ike was way off base as a listener. Tyrone is going to be even more frustrated after talking to Ike. Even if Ike has a point and Tyrone is being unreasonable, Tyrone is not going to be able to hear it.

Ask "What could Ike have said to Tyrone to show that he was really trying to understand Tyrone's feelings?" New responses for Ike might include, "So you feel Mrs. Johnson harasses you?"

8. Point out that paraphrasing (i.e. restating what someone says in slightly different words) provides a way to test your understanding of what was said. If you misunderstood, the other person can correct you and explain things more clearly. If you understood, the person knows that you are really paying attention.
9. Distribute the Handout "Good Listening Skills Checklist." Tell the students that if any points on the chart are not covered on the checklist, they should add them.
10. Ask for two volunteers to role-play another conversation for the whole group. This time, one person will be the speaker, and the other will be a good listener. Explain that the listener should try to use the techniques that have been identified in this activity
11. When the role-play is finished, ask the following questions:
 - Actors, what was the experience like for you?
 - Audience, what did you think of the listener's skills?
 - What skills did the listener use?
 - What could the listener have done to be even more effective?
12. If the listener gets a lot of constructive feedback, have them try again. Ask the group to respond to the second role-play.
13. End with the discussion questions.

Discussion questions:

1. Can you remember experiences you have had with bad listeners in your life outside this program?
2. After this exercise, how would you evaluate your own listening skills with friends, family or coworkers?
3. What do you really think about active listening? Do you plan to ever use it? How will you use it in real life?
4. How could active listening be useful with your children? (It's a great skill to use when children feel upset or have a problem to solve.)

After this activity, students will be aware about attitudes which may break the rules. The next step is to discover negative listening habits and to be aware of bad habits.

Content: Part 2 – Questioning Skills

As a reminder, give a rapid overview of the different types of questions (Open, Probing, Closed), and the Funnel process to conduct the interview and control and assess the discussion.

Then, the GROW model is presented in detail to understand the questioning process.

Remark in mind: Mentoring With GROW

It is advisable for mentors to employ the tool as is appropriate to the session; for instance, many candidates approach their initial sessions without any clear goals in mind and so some exploration of the current situation is often required before arriving at any aims to work towards.

Additionally, the model should not be allowed to force sessions towards premature conclusions by, for example, moving too quickly towards actions before all the options have been discussed and researched.

On balance it would appear that GROW is a useful coaching/mentoring tool but that it should be used as a starting point and reviewed at each session. The model provides a valuable and clear pathway which can help both mentor and mentee to clarify their position within the mentoring process but this must be navigated using the right techniques, allowing the mentor to illuminate and animate the process as appropriate to each individual.

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Illustrate with these videos:

Cartoon as example: <https://www.youtube.com/watch?v=tnm3VwfX7Gs>

Drawing for explanation: <https://www.youtube.com/watch?v=zHgQWjcg68Y>

Activity U2-2: Mentoring Practice = 2 times x 10 min = 20 min

In groups of 4 (Mentor + Mentee + 2 assessors).

Mentees will talk about a situation they have that needs mentoring (personal challenge, or other raw material from their professional life).

Talk for 7 min + 3 min debrief then swap - Mentor+ Mentee become assessors.

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UNIT 3 – Create awareness to help prepare for the transition

Prerequisites: successful assessment of other INSIST modules.

Common outcome (All students/trainees should be able to):

- Understand and identify the client's underlying concerns, and differences between the facts and their interpretation;
- Keep focus to hold attention on what is important for the client during the transition process;
- Develop and maintain an effective mentoring plan to create transition plans.

The specific part for professionals will be to:

- Engage the client to explore alternative solutions, to evaluate options and make related decisions;
- Demonstrate the ability to hold attention on what is important for the client in the transition process (awareness of various transmission scenarios, realistic SME valorisation, and quality of relationship with potential new owners).
- Keep the SME owner on track between sessions by maintaining focus on the mentoring plan for the transition process and preparing for the negotiation process.

Unit 3

Ability to create awareness to help designing actions with goal settings

LO-3.1 Ability to identify the SME owner's underlying concerns; differences between the facts and the interpretation; disparities between thoughts, feeling and actions; and to engage the client to explore alternative solutions, to evaluate options and make related decisions.

LO-3.2 Develop and maintain an effective mentoring plan to create transition plans with results that are attainable, measurable and specific, with target dates (including those dependent on the owner.)

LO-3.3 Ability to hold attention on what is important for the client in the transmission process, (awareness of various transmission scenarios, realistic SME valorisation, quality of relationship with potential new owners) and to keep the SME owner on track between sessions by focusing on the mentoring plan for the transition process and preparing for the negotiation process.

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During this Unit 3, the student will have:

1. Individual work on case studies: Using all knowledge and skills acquired from other modules and former units of this Mentor module, the student will have to reflect on the key issues raised by SME owners regarding transition through provided case studies and existing research papers to be able to identify a full picture of the risk of failures. This individual work will be part of the assessment and will be produced at the very beginning of Unit 3.
2. Collaborative work: within case studies, they will have to share and discuss problems in groups, to support problem solving in a group work context. They will have to reflect on their self-teaching ability from this experience,
3. Group work: in face to face sessions, in groups, as a 'role-playing game', they will take the position of SME owners, mentors or assessors to look at potential risks and problems in the context of the case. They will have to simulate mentoring meetings with the SME owner in various periods of the mentoring life to put what they have learned into practice. A period will be dedicated to reviewing their reflective journal with the teacher.

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| Sequence 1: Mentoring methods to support SME owner in transition: Phase 1 | |
| Individual work: (from cases and all available research material): What are the underlying determinants of successful transition? How can mentoring help to reduce the risk of failure for the firm's and employees' sustainability? | 1 – 2 weeks |
| Preliminary work on cases: Shared by group before the session (using collaborative tools - wikis, Drive, web sessions, forums) Read allocated cases individually then share within the group and discuss the best approach to support the SME owner <u>Question:</u> In the listed cases, even if the transmission may appear/be presented as successful by SME owners, identify and discuss the weaknesses of implemented solutions and potential risks for the firm's sustainability | 1 week delay <> 4h group work 0.5h supervision/group |

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| <p>The cases are:</p> <ul style="list-style-type: none"> - Pillar - Podium - Planet Platforms. | |
| <p><u>Seminar: Major Challenges to succession planning</u></p> <p><u>Creating awareness:</u> going beyond immediate goals, engaging in exploration by learning and sharing, engaging in problem solving, on various topics:</p> <ul style="list-style-type: none"> • inheritance strategy • individual perspective • organisation dependence on the owner • how to support the clarification and review of appropriate goals, ensuring consistency between goals and context. | 2 x 0.75h |
| <p><u>Group Work</u> on cases (Groups of 4-6 students)</p> <p>Evaluate the situation and imagine the mentoring approach. Using the key dimensions, provide a list of risk factors, and a profile of the SME owner to evaluate if all conditions are in place for successful mentoring.</p> <p>Case: Planet Platforms</p> | 2 x 0.75h |
| Individual work on own Reflective Journal | 0.5h |

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| <p><u>Sequence 2: Mentoring methods to support SME owners in transition: Phase 2</u></p> | |
| <p>Sharing group work results and difficulties before the session</p> <p>Each group reflects for 5 min on difficulties identified, and the context for successful mentoring.</p> <p>Global Synthesis to be used for final group work.</p> | 0,5h |
| <p><u>Seminar:</u></p> <p><u>Creating awareness:</u> going beyond the immediate goal, engaging in exploration by learning and sharing, engaging in problem solving, on other topics:</p> <ul style="list-style-type: none"> • enterprise valorisation, | 2 x 0.75h |

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| <ul style="list-style-type: none"> • key people for future processes, • relationship development with candidates, • reviewing progress and ensuring client choices, • monitoring effectiveness of the whole process, • mentoring feedback. | |
| <p>Group Work on cases (continued)</p> <p><u>Using Planet Platforms Case Study - First Mentor meeting with Peter Pemberton</u></p> <p>In groups of 4-6 people, a role-playing game with 1 student as the SME owner, 1 as the mentor.</p> <p><u>Scenario:</u> 10 min first meeting where the mentor establishes the status of the transition and tries to put Peter in a good position to share.</p> <p><u>Preparation:</u> 20 min</p> <ul style="list-style-type: none"> - 1 sub-group to prepare Peter for the interview (anxious about internal problems) - 1 sub-group to prepare the mentor to conduct the interview to make Peter aware of the added value mentoring could have in his position - 1 sub-group for the evaluation process (using the above criteria for communication skills/decryption of nonverbal language) and using their own communication abilities to convince Peter. <p><u>Debrief:</u> After 10 min debriefing the evaluation subgroup shares its comments and remarks to open discussion on difficulties and good position. A final sharing session within groups.</p> <p><u>Material per group:</u> Video device for interview + laptop for sharing the results within the group</p> | 2 x 0,75h |
| Individual work on own Reflective Journal | 0.5h |
| Peer assessment of individual reflective journal | 0.5h |

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4.2. Case Studies and/or examples

Case studies and examples could be used in the Training Module Material. In many cases, these can be given in boxes.

- Pillar,
- Podium
- Planet Platform.

4.3. Visualisation and reference for further readings

Throughout the Training Module Material, figures, tables and other visual presentation tools could be used for helping better understanding and providing contexts of the discussed topics/issues. For supporting further/deeper studies, links and references should be added also in forms of highlighting the contexts.

[Learning Alliances: Tapping Into Talent](#)

[David Clutterbuck](#)

CIPD Enterprises © 1998, ISBN:9780852927496

The situational Mentor : an International Review of Competences and Capabilities in Mentoring

David Clutterbuck és Gill Lane

GOWER Book, ISBN 0 566 08543 7

[Mentoring: Creating Connected, Empowered Relationships.](#)

[Schwiebert, Valerie L.\(2000\)](#)

[ISBN: ISBN-1-55620-223-7](#)

[The Handbook of Mentoring at Work: Theory, Research and Practice](#)

[Bell-Rose Ragins, Kathy E. Kram // Sage Publications 2007](#)

[ISBN : 978-1-4129-1669-1](#)

Everyone Needs a Mentor

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Davis Clutterbuck

Emerald, 2014

Coaching and Mentoring, Theory and Practice

Bob Garvey,

SAGE, 2014

Coaching and Mentoring for Business

Grace McCarthy,

SAGE; 2014

Advising Family Enterprises; Examining the Role of Family Firm Advisors

SAGE: Family Business Review

http://c.ymcdn.com/sites/www.ffi.org/resource/resmgr/FFI_on_Friday/ffi-vol4-34-editorial.pdf

Demand of mentoring among SMEs

BIS Research Paper 158. szám

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/263226/demand_for_mentoring_among_SMEs.pdf

4.4. Conclusion

This is where each of the Unit 'threads are tied up'. The conclusion should take into account all the major issues discussed in the Unit.

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5. Reflective Questions

At the end of the Module, it will be important to review the Module by asking reflective questions. Questions that make students/trainees reflect on what they have learnt and what needs to be done. These could also be questions that would encourage to think about further application of principles learnt in this specific module. These questions should be also relevant for later developing e-learning modules and examination procedures.

6. Further information and references for learning, teaching and assessment activities

Any relevant information for supporting official training course definition could be added here.

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|   |  TEMPUS KÖZALAPÍTVÁNY |
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