



The Society for Intercultural Education,  
Training and Research presents

# Boost

The mentoring programme  
for interculturalists in the UK

By SIETAR UK

## Mentoring Guidebook

for Mentees & Mentors

# Content

|                                      |    |
|--------------------------------------|----|
| What is BOOST.....                   | 3  |
| Why BOOST.....                       | 4  |
| How BOOST works.....                 | 5  |
| Mentoring skills.....                | 6  |
| 12 barriers to active listening..... | 7  |
| Next steps for Mentees.....          | 8  |
| Next steps for Mentors.....          | 9  |
| Mentoring tools.....                 | 10 |
| Mentoring agreement.....             | 13 |
| Useful resources.....                | 14 |

# What is *BOOST*

*BOOST* is SIETAR UK's exclusive mentoring programme that connects interculturalists across the UK.

It's an ongoing professional development programme to bring out the best in junior and experienced interculturalists, and to share the passion for the intercultural field more widely.

Through dedicated mentor-mentee relationships, *BOOST* aims to:

- support personal development
- advance career opportunities
- grow personal networks
- provide support when starting out in the intercultural field

All SIETAR UK members are eligible to participate in *BOOST*.

As a member of SIETAR UK, you can join the programme as mentor and/or mentee. Simply complete the [online registration form](#).

If you're not yet a member, please [sign up via our membership form](#).

Find out more about the [benefits of being a SIETAR UK member](#).



# Why *BOOST*

“A mentor is someone who allows you to see the hope inside yourself.” — *Oprah Winfrey*



Mentored individuals are more satisfied and committed to their professions than non-mentored individuals [1]



Mentored individuals often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals [1]



Mentors can benefit from ‘reverse mentoring’ and expand their own knowledge and perspectives, while deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career development, learning how to use new technologies, or becoming aware of issues that are important to their field [1]

## Insights

Research stresses numerous benefits of mentoring programmes for both the mentors and the protégés. For example, when comparing individuals who had mentors to those who did not, individuals with mentors had higher expectations for advancement, career satisfaction, job satisfaction, career commitment, and intentions to stay at their organisations [2]. In another study, individuals with a mentor reported more power in their organisation, including policy influence and access to important people as well as resources [3].

Mentors, on the other hand, experience both intrinsic (e.g. personal satisfaction when helping others) and extrinsic (e.g. more supporters in the organisation) benefits. For example, 27 interviewed mentors who among other things reported that their mentor role allows them to develop a supportive network that may result in future benefit for them as well as that it increases their learning, visibility, and recognition [4]. Thus, it can play a crucial role in mentor’s experienced career satisfaction which in turn is related to higher job performance [5].

Read more about the benefits of mentoring for mentees and mentors in our [blog article](#).

[1] Wanberg, Welsh, & Hezlett, 2003

[2] Allen, Eby, Poteet, Lentz & Lima (2004). Career Benefits Associated With Mentoring for Protégés: A Meta-Analysis

[3] Fagenson, E. A. (1988). The power of a mentor: Protégés and nonprotégés’ perceptions of their own power in organizations

[4] Allen, Poteet, Russell, Dobbins (1997). "A field study of factors related to supervisors’ willingness to mentor others"

[5] Johnson, Yust, Fritchie (2001). "Views on mentoring by clothing and textiles faculty"

# How *BOOST* works



***BOOST*** is designed to support mentors and mentees throughout the programme but asks for accountability, passion and drive from participants.

## Signing up

Register to take part in BOOST via a [short application form](#). You choose to join as a mentor or mentee (or both), tell us a bit about yourself, and what you want to get out of the BOOST programme.

## Selecting a mentor

Selecting your mentor is a self-managed process. Once you complete the registration form, we send you a link to the online Mentors Directory. You contact directly the mentor of your choice.

## Getting started

Your mentor will schedule the first meeting with you. This is when you both set up a mentorship agreement (see page 13). From hereon, it's your responsibility to develop and sustain the mentoring relationship but of course we're here for you to support and guide you.

## Providing feedback

We'll stay in touch to ensure you get the most out of BOOST. When you start the programme, you commit to providing feedback to us after 12 months. It's straight forward and is used confidentially to improve the programme going forward.

## Learning more

Every year we do our best to add something extra to BOOST. Last year we organized a mentoring workshop. This year we are working on a series of webinars. We are open to suggestions for next year.

# Mentoring skills

## The three corner stones of effective mentoring:



**1. Active listening** is the ability to **listen with all senses** and to **focus** completely on what the mentee is saying and not saying. It is also about showing verbal and non-verbal signs of listening.



**2. Building rapport** is the ability to develop **mutual trust, friendship** and **affinity** with someone. It forms the basis of meaningful, close and harmonious relationships, creates the sense of connection and shared values.



**3. Powerful questioning** is the ability to ask questions that **reveal** the information needed for **maximum benefit** to the mentoring relationship and the mentee.

## Other behaviours, skills and attitudes include:

|                 |            |                   |
|-----------------|------------|-------------------|
| Approachability | Empathy    | Integrity         |
| Objectivity     | Respect    | Adaptability      |
| Alertness       | Resilience | Proactivity       |
| Curiosity       | Optimism   | Critical thinking |

# 12 barriers to active listening

Active listening involves listening with all senses. It means fully concentrating on what is being said and showing verbal and non-verbal signs of listening.

1. **Comparing** - Comparing makes it hard to listen because you are too busy trying to compare one person with another.
2. **Mind reading** - Instead of paying attention to what is said, you try to figure out what the other person is really thinking and feeling in an effort to see through to the truth.
3. **Rehearsing** - 'Looking' interested while you are busy rehearsing in your head your responses to the other person's words.
4. **Filtering** - You listen to some things and not to others. You hear what you want to hear.
5. **Judging** - Quick judgements based on our own prejudice or opinion. It stops you from paying attention to what the other person is saying.
6. **Dreaming** - You are half-listening, and something the person says suddenly triggers a chain of private associations.
7. **Identifying** - You take everything a person tells you and refer it back to your own experience.
8. **Advising** - You are the great problem-solver, ready with help and suggestions. You do not have to hear more than a few sentences before you begin searching for the right advice.
9. **Sparing** - Your focus is on finding things to disagree with. The other person never feels heard because you're so quick to disagree.
10. **Being right** - You will go to any lengths to avoid being wrong. You cannot listen to criticism, you cannot be corrected, and you cannot take suggestions to change.
11. **Derailing** - You change the subject suddenly. You derail the train of conversation when you get bored or uncomfortable with a topic.
12. **Placating** - You want to be nice, pleasant, and supportive. You want people to like you – so you agree with everything. You half-listen, but you are not really involved.



# Next steps for Mentors

The most rewarding part of mentoring is watching your mentees flourish when you empower them to take the ownership of their dreams.

- 1** Decide how much time you can commit to BOOST, how many individuals you can mentor at one time and how often you are able to meet them.
- 2** Go through the mentoring agreement (see p. 13), clarify your expectations and responsibilities, and agree on how your mentoring relationship should look like going forward.
- 3** Provide advice and guidance. Share your experience and expertise. Act as a sounding board for ideas and action plans.
- 4** Champion and cheerlead mentees. Offer encouragement and support to try new things. Help mentees move out of their comfort zones. Celebrate successes and lessons learnt with them.
- 5** Identify tools and resources that will help mentees with their development and growth. Encourage mentees to join appropriate networks or introduce them to new contacts.
- 6** Be the 'devil's advocate' and 'truth-sayer': provide the tough feedback that mentees need to hear in order to move forward; push them to take risks when appropriate; help them consider and weigh potential consequences of their decisions and actions.



# Mentoring Tools

## OSCAR Model

|  |   |
|--|---|
| <p><b>Outcome</b></p>                  | <p>Focus on outcomes for the mentoring session and for the challenge you discussed. Establish what the mentee wants to achieve.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• What do you want to achieve?</li> <li>• How will you know that you have achieved it?</li> <li>• Describe what success looks like</li> </ul>   |
| <p><b>Situation</b></p>                | <p>This is an evaluation of the current situation. The mentee needs to identify relevant detail ready to move onto the next stages.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• What does the current situation look like?</li> <li>• What factors are contributing to the current situation?</li> <li>• What are you doing that might be contributing to the situation?</li> </ul>   |
| <p><b>Choices and consequences</b></p> | <p>The mentee may have many options to explore, and these choices need to be considered alongside the likely consequences.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• What could you do to overcome the challenge?</li> <li>• What might be the consequences of doing that?</li> <li>• What would you do if you knew there would be no repercussions?</li> </ul>   |
| <p><b>Actions</b></p>                  | <p>The mentee needs to decide on a preferred strategy and how this will be implemented in terms of actions and timescales.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• What will you do next? And when?</li> <li>• How motivated are you to do this on a scale of 1 to 10?</li> <li>• (If it's not 9 or 10) Why isn't it a 9 or a 10?</li> </ul>  |
| <p><b>Review</b></p>                   | <p>Before the session is finished, decide with the mentee how progress will be reviewed; regular monitoring is important to help stay on track. You can also return to the same challenge at the next mentoring session and implement further plans as necessary to achieve the desired outcome.</p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• How will you monitor your progress?</li> <li>• How will you measure the outcomes?</li> <li>• How will you know you are moving towards the results you want?</li> </ul> |

# Mentoring Tools

## Wheel Model

- What are the 8 key areas of my intercultural career that are the most important for me?
- On the scale of 1 to 10, how satisfied am I about each area right now?
- Which area do I want to improve?
- What have I tried already?
- What else could I do?
- What resources do I have?
- Who could help me?
- What might stop me?
- How can I overcome my barriers?
- What SMART actions do I choose to commit to?



## ICE Model

### Intentions | Commitment | Enthusiasm

On the scale of 1 to 10, where 1 is the lowest and 10 is the highest, what's your level of...

- intention to make this mentoring programme a success?
- commitment to your goals?
- enthusiasm to take this action?

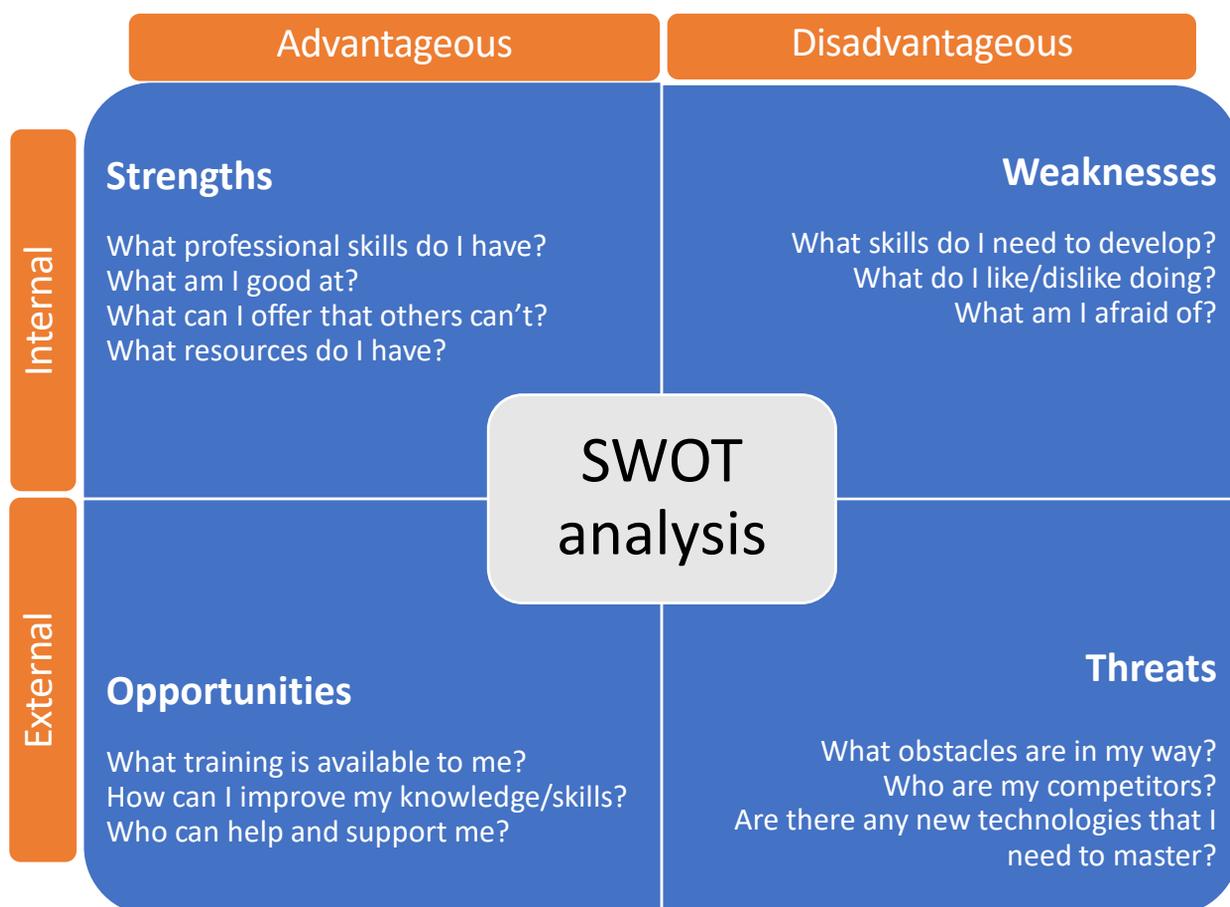


# Mentoring Tools

## SWOT Model

Look at your own strengths and weaknesses, the career opportunities that will/might arise over the next few weeks, months or years, and things that might prevent you from taking advantage of those opportunities.

- What do you notice?
- What can you do next?



# Mentoring Agreement



To be discussed and signed by both the mentor and mentee

We agree:

- to meet, speak or e-mail on a regular basis (as agreed below)
- to provide each other with regular feedback as requested
- to review our progress regularly against our plan and objectives
- to respect SIETAR UK’s aims of this mentoring programme
- if we cannot attend a scheduled meeting, we agree to notify the other person in advance and reschedule
- if for any reason either of us is not comfortable in our mentoring relationship, we can end the relationship by having an honest and respectful conversation

**IMPORTANT NOTE:** After completing this form, Mentors must email a copy of it (any format, scan or photograph) to [info@sietar.co.uk](mailto:info@sietar.co.uk). Thank you.

|   |                  |
|---|------------------|
| We will meet regularly in a neutral location where we can talk openly. Our plan is to:                    |                  |
|   |                  |
| We will follow the confidentiality rules we choose. These are:  |                  |
|   |                  |
| We will establish a clear purpose and agree on some objectives for the mentoring relationship. These are: |                  |
|   |                  |
| The best way/time to reach us is:   |                  |
| Mentor  |                  |
| Mentee  |                  |
| Mentor Signature  | Mentor Signature |
|   |                  |
| Print Name  | Print Name       |
|   |                  |
| Date  | Date             |
|   |                  |

# Useful Resources

Use these resources to learn more about mentoring best practice, models and tools.

[\*8 Tips For An Amazing Mentor Relationship\*](#)

[\*5 Ways To Get The Most Out Of Your Mentor Relationship\*](#)

[\*Cross-Cultural Mentoring: A Pathway to Making Excellence Inclusive\*](#)

Crutcher B. (2006) "Cross-Cultural Mentoring: An Examination of the Perspectives of Mentors," (PhD diss., Miami University). [Available here](#)

[\*Get Mentoring\*](#) – Introduction to Enterprise Mentoring (Online Learning)

[\*Get Mentoring\*](#) – FAQ about mentoring (video resources)

[\*How to Be an Amazing Mentor: 12 Ways to Make a Positive Impact on Others\*](#)

[\*Management Mentors\*](#) – Business Mentoring Resources

[\*Mentorloop\*](#) – Professional Mentoring Resources

[\*Mind Tools\*](#) – Resources for Successful Mentoring

[\*Pocketbook for Mentors\*](#)

[\*Skills You Need\*](#) – What is Mentoring?