



Hospitality Skills The Art of Business Mentoring



Mentor's Book



Foreward

The Skills for Inclusive Growth (S4IG) is an initiative of the Australian Government in collaboration with the Ministry of Skills Development, Employment and Labour Relations Heritage (Sri Lanka). The S4IG Program has partnered with the Federation of Chamber of Commerce in Sri Lanka (FCCISL) to improve the skills of women, men and persons with disabilities in the tourism and hospitality industry in Ampara, Batticaloa, Polonnaruwa and Trincomalee to strengthen the performance of enterprises, improve their quality of services, generating employment and increasing incomes.

The Work Place Based Basic Skills Program in Tourism and Hospitality has been designed to enable workplaces to deliver industry recognised training on the job and assess and track the skills of employees as they achieve required industry competency standards. This workplace training is an initiative of the S4IG Program and FCCISL. This approach is supporting employers to deliver quality vocational training and strengthen the quality and relevance of the skills ecosystem in Sri Lanka.

A Training Package has been developed for employers which includes the following resources:

- (i) Trainee and Trainer Learning Resources/Manuals
- (ii) Assessment Tools and Instruments
- (iii) Mentoring guidelines
- (iv) Video learning materials to underpin and reinforce workplace occupational requirements
- (v) Assessment (Skills) Passport
- (vi) A Workplace Trainers Program
- (vii) A Workplace Assessors Program
- (viii) A Workplace Mentors Program

The training package has been developed by Training and Recruitment Academy (TRAc) and their highly skilled professional team, with assistance and support from FCCISL, S4IG staff and District Chambers of Commerce and Industry Associations in the four districts (Ampara, Batticaloa, Trincomalee, Polonnaruwa). The training package is internationally recognised giving added value and surety of quality to employers and trainees looking to improve the performance of enterprises and service provision across the tourism value chain.

We gratefully acknowledge the support extended from both government and the private sector towards the development of these training resources and look forward to their widespread implementation across workplaces in Sri Lanka. I also extend our gratitude to the service providers that have worked tirelessly to prepare and test the training package resources.



David Ablett
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Skills for Inclusive Growth (S4IG)



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Message from IAMCasia....

As the Implementing Partner of TRAc in the development and delivery of the Art of Business Mentoring Course.

It has been a pleasure to have worked alongside TRAc and Skills for Inclusive Growth on the Basic Skills Learning Development project, in East Coast, Sri Lanka. My special thanks to Ms.Sukanya Wignaraja, Consultant for IAMCasia, for her generous contribution in the development and delivery of the project. I would like to thank everyone including TRAc who provided us with the business context and ideas in helping us to design, develop the materials.

The course has been developed so that it can be replicated as needed for sustainability purposes. It is equipped with foundation level Business Mentoring which has been specially adapted to suit the hospitality industry.

This course will be implemented successfully if the mentors enter training with the necessary industry experience, including a clear idea of what is needed to turn around an establishment. Post-training, it is important that mentors and mentees are paired based on their skills, requirements and capabilities, otherwise the mentoring relationship might be compromised.

In view of this, it is advisable for experts to oversee the delivery of the programme. They should be involved in mentor evaluation as well as summarizing lessons learnt for next circle successful delivery.

May you start your mentoring journey from here, and we wish you happy mentoring in the future!

Dr. Charuni Senanayake
Director IAMCasia

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Introduction

For organizations looking to develop their employees, coaching and mentoring can be effective techniques.

- Chartered Institute of Personnel and Development (CIPD)

Mentorship is proven to be essential for the success of many organizations. Regardless of the mentorship program being formal or informal, there is evidence that employees around the world have benefited from this type of workplace relationship.

A study done in 2013, "Career Benefits Associated with Mentoring for Mentors," (also published in the Journal of Vocational Behavior, in 2013) mentioned that mentors involved in a mentoring program experience greater job satisfaction and a higher commitment to their employer.

Another study done by DDI World, "Women as Mentors," found that 63% out of 300 businesswomen surveyed across the world have never had a mentor. In the Sri Lankan setting formal business mentoring tends to be a somewhat new concept, but can yield excellent results if done appropriately.

Mentoring programs have gained fame around the world for two main reasons: boosting employee retention and employee engagement. These are crucial aspects in the East Coast Tourism Development Project and for its sustainability.

For creating an effective workplace mentoring program, the following simple practices are needed.

1. Defining goals
2. Finding Mentors
3. Designing materials
4. Measuring results

Business Mentoring

Mentoring is most often defined as a professional relationship in which an experienced person (the mentor) supports and encourages mentees to develop specific skills and knowledge that will maximize their business potential and improve their performance. In short, it is the transfer of knowledge, skills and experience.

Unit 1: Business Planning

1.1 Why is it critical to have well-defined goals for a business?

It can,

- help the business grow
- achieve the set objectives
- improve teamwork and collaboration within the business
- help everyone understand the direction the business is heading to the future

It is good to check if the following has already been done previously by the business.

- SWOT - is the business's strengths, weaknesses, opportunities and threats
- Benchmarking– is the research on similar businesses in the local area or Western area of Sri Lanka and compare industry averages on income, expenses, salaries of staff etc. This can help you assess how your business is performing.
- Market Research– Identify changing customer needs, trends and changes in the market or technology

1.2 Setting Business Goals

Setting SMART Goals is important (specific, measureable, achievable, relevant and timely). It can help you evaluate the goals later on against time lines and delivery etc. Unit 6 further explains on goal setting.

1.3 Achieving the goals

When you have the business goal or goals, milestones and an action plan is needed to achieve them.

Consider the following when planning Business milestones and actions to achieve business goals:

- **Time frame** – how long do you expect a task to complete (include both a start and finish date)
- **Actions** – actions for each milestone to reach the goal
- **Responsibilities** – people responsible for achieving each step
- **Resources** – details of budget, staffing requirements and any supplies

- **Desired outcome** – describe what you expect from your actions and how you'll know when the goal has been achieved

1.4 Keeping Track

How will you know you are achieving your goals? A system has to be created to help the business owner measure his actions against his/her goals and to see if keeping on track.

A rewarding systems also can be thought through to reward Business owner and his/her employees when they achieve desired goals.

Source: <https://www.smallbusiness.wa.gov.au/business-advice/starting-your-business/business-planning>

Business planning will be part of the intended training of this course.

Unit 2: What is Mentoring?

'A mentor is a more experienced individual willing to share knowledge with someone less experienced in a relationship of mutual trust'

- David Clutterbuck

2.1 Mentoring definition

Mentoring can be thought as a supportive learning relationship between a caring individual who is willing to share his/her knowledge, experience, wisdom for betterment of another individual, who is willing to learn from the exchange and enhance his/her own professional/personal journey. Normally in mentoring, the mentor is a relatively older, experienced person and a mentee is a young professional. Mentoring can help to support the mentee to change something or improve performance, develop leadership qualities, develop their partnership skills, realize their vision etc.

2.2 Evolution of Mentoring as an industry

The story of Mentor comes from Homer's Odyssey. Odysseus, King of Ithaca, fights in the Trojan War and entrusts the care of his household to Mentor, who serves as teacher and overseer of Odysseus' son, Telemachus. After the war, Odysseus is condemned to wander vainly for ten years in his attempt to return home. In time, Telemachus, now an adult, ventures in search of his father. Athena, Goddess of War and patroness of the arts and industry, assumes the form of Mentor and accompanies Telemachus on his quest. Father and son reunite and cast down would-be usurpers of Odysseus' throne and Telemachus's birthright.

The word Mentor evolved to mean trusted advisor, friend, teacher and wise person. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, Freud and Jung. Mentoring is a fundamental form of human development where one person invests time, energy and personal know-how in assisting the growth and ability of another person.

"A mentor is not someone who walks ahead of you to show you how they did it. A mentor walks alongside you to show you what you can do" – Anon

2.3 The difference between Mentoring, Coaching and Training

- Mentoring: where a more experienced person uses their greater knowledge and understanding to help and support another person develop; a guiding role
- Coaching: usually one to one support for a person to develop and enhance their existing knowledge and skills; coaches help a person achieve a set goal or action plan
- Training: teaching of new skills and knowledge by someone who is an expert in that field/subject

One key distinction is that mentoring relationships tend to be longer term than coaching arrangements. Another one is that mentors can work and advise in a particular niche area, whereas coaches can work in multiple areas.

Coaching and mentoring, in their many forms, are mainly about improving the performance of the client. Coaches and mentors both support their client to move from the present to the future, or from where they are right now in their life, to a place where they want to be. A coach is taught to elicit answers from the client; whereas a mentor will use their own knowledge, practical experience to provide guidance, suggestion, and examples.

Unit 3 – Fundamentals of Mentoring

3.1 Basic Fundamentals of Mentoring

- Rapport
- Work with Mentee's agenda
- Facilitation and collaboration
- Advocate independent working
- Let Responsibility build-up
- Promote learning

3.2. Rapport

- Rapport is essential in a situation where you are helping a person to bring about change.
- As a mentor you must be able to create a safe environment for the mentoring relationship to grow. In other words, an environment where the mentor and client build trust and respect for the mentoring relationship and from that grows a learning conversation.
- Mentor shows genuine concern for the client's well-being and future as well as responding to the client's emotions with empathy, without personally becoming involved.

3.3. Work within Mentee's agenda

- A mentoring relationship is planned for enhancing specific growth goals of a mentee;
- The purpose of mentoring must be mutually established by the mentor and mentee with clearly defined goals/outcomes.
- Mentoring involves a definite time commitment.
- Mentors widen horizons, and challenge the mentee; a mentor always 'should be the bar'.

3.4. Facilitate and collaborate

- Mentors follow a 'servant leadership' model by providing value to another without receiving extrinsic rewards. One of its main principles is to facilitate and collaborate.
- A mentor facilitates the mentee's in exploring different avenues, and developing skills sets. Mentoring is about developing people.
- Individuals have an incredible capacity for being able to achieve great things and mentoring can help this process. As the mentor, you must always believe in your mentee's ability and facilitate growth and development, offer guidance where needed and collaborate genuinely in the mentoring relationship.

3.5 Advocate independent learning

- Mentees must show progress by “raising the bar” for themselves as their insights and skills increase.
- Definition of self-direction: ‘Directed or guided by oneself, especially as an independent agent’.
- Advocating for self-direction, lessens dependency of a mentee on a mentor.
- Self-direction requires increased knowledge to make informed decisions.
- It further requires confidence in oneself to act upon decisions and goals.

3.6. Let Responsibility build-up

- It’s important for mentees to make their own decisions regarding goals.
- Effective mentoring is about achieving goals. The mentor helps the mentee set meaningful goals and identify specific behaviors or steps for meeting these.
- During accountability, focus on four areas- goals and expectations, progress monitoring, measurement and feedback

3.7. Promote learning

- Mentoring is a learning agreement, and perhaps the most important of the principles of a mentoring relationship.
- During mentoring, a mentor does not need to know all the answers but he or she can combine support from his/her fellow professionals and specialists as required.
- Mentoring is about widening the network of the mentee and drawing upon your own network as and when necessary can help the mentee in the long run.
- The mentoring relationship ends when the mentee is able to operate independently.
- Learning must take place for the mentor as well, as you realize what has worked in your life, what could have been different and by the very process of helping another person.

Unit 4 – Mentoring Skills & Techniques

4.1 Mentoring Skills

- Demonstrating Empathy
- Building rapport
- Active listening
- Learning by watching and listening

4.2 Demonstrating Empathy

- “Empathy is the ability to see another person’s world through their eyes”.
- Empathy is the ability to understand and share someone’s feelings. Mentees look for empathy from a mentor because a mentor has already been in the mentee’s shoes.
- Warmth in a Mentoring relationship is expected to express through eyes, voice.
- Respect is appreciating the uniqueness of the person and his/her views, even though you strongly disagree with them.

4.3 Building Rapport

- At the core of building rapport is the belief that all participants come to mentoring relationships possessing many strengths and thereby building on these assets, the answers to the issues and challenges they face can be collaboratively constructed.
- Keep your attitude as open and as non-judgmental as possible; remember there are benefits of mentoring for the mentor as well.
- As a mentor you must be able to create an environment in which mentee feels safe to share their thoughts, feelings and emotions.

4.4 Active listening

- Listening means giving complete attention to someone speaking.
- There are 3 stages of listening- superficial, conversational and active. Superficial listening is when we hear but do not actually listen. Conversational listening is the sort of listening we do most of the time. We listen to our clients talk and converse but the danger is as the person is talking we are busy thinking of our next statement.
- Active listening is about clearing our minds of all distractions and really tuning into what the other person is saying.

4.5 Learning by watching and listening

- Careful observation before making a judgment
- Viewing things from different perspectives
- Looking for the meaning of things
- Relying on one's own thoughts and feelings to form opinions

4.6 Mentoring Techniques

- Powerful Questioning
- Goal setting
- Story telling
- Scaling
- Giving feedback

4.7 Powerful Questioning

Timothy Galway a tennis coach realized telling his players to “keep your eye on the ball” didn’t get the needed results. Instead he started to ask them questions (see below). He noticed the results were much better.

- ▶ “From which direction is the ball coming to you?”
- ▶ “Which direction is the ball spinning: left or right?”
- ▶ “How much does the ball rise from the ground after a bounce?”

There are a number of principles you can follow to end up with good questions to get results. These principles are as follows:

- Non-judgmental - You provide facts rather than opinion. You reflect rather than teach.
- Receive feedback - You get to know if the mentee is paying any attention. If the responses are “I don’t know”, then you will both know what needs to be done next.
- Factual Demand - By demanding to know a piece of information (whether you need it or not), you force the person to behave in a certain way probably without them being aware of it. This can be very effective to get them to follow the instruction than to explain to them how it needs to be done.



4.8 Goal Setting

Goal setting is an extremely important process in the Business Mentoring process. Kindly refer to Unit 6 for more information.

4.9 Storytelling

Kindly refer to Unit 7 for more information.

4.9 Scaling

Kindly refer to Unit 8 for more information.

4.10 giving Feedback

Kindly refer to Unit 9 for more information.

Unit 5 – Importance of Asking Questions

5.1 Why is it important to ask questions

- To empower the mentee
- To help the mentee reflect and explore
- To move the mentee forward
- To enable the mentee to learn how to help themselves better

5.2 The mind-set of asking questions

- Be open-minded; do not have any preconceptions
- Be curious about the mentee
- Be persistent....gently

5.3 What makes an empowering question?

- Begin with “what” or “how”
- Assume mentee is capable
- Get the mentee to think in resourceful ways
- Focus on coming up with a solution
- Lead the mentee to take ownership and be committed to a solution

Unit 6 – Goal Setting

SMART goal setting brings structure to your goals and objectives with clear milestones and also takes into account the goal's attainability.

SMART goal has to conform to the following criteria: Specific, Measurable, Attainable, Relevant and Timely.

6.1 Specific

What exactly do you want to achieve? The more specific your description, the bigger the chance you'll get exactly that. Instead of 'I want to be the best swimmer', "I want to swim the full length under one minute" is a specific goal.

Questions you may ask yourself when setting your goals and objectives are:

- What exactly do I want to achieve?
- Where?
- How?
- When?
- With whom?
- What are the conditions and limitations?
- Why exactly do I want to reach this goal? What are possible alternative ways of achieving the same?

6.2 Measurable

Measurable goals mean that you identify exactly what it is you will see, hear and feel when you reach your goal. It means breaking your goal down into measurable elements. For example not smoking anymore because you adhere to a healthy lifestyle where you eat vegetables twice a day and fat only once a week, is a measurable goal.

6.3 Attainable

Is your goal attainable? That means investigating whether the goal really is acceptable to you. You weigh the effort, time and other costs your goal will take against the profits and the other obligations and priorities you have in life.

6.4 Relevant

Is reaching your goal relevant to you? Why do you want to reach this goal? What is the objective behind the goal, and will this goal really achieve that?

6.5 Timely

Goals need clear timelines. Everybody knows that deadlines are what make most people switch to action. So install deadlines, for yourself as well as your team, and go after them. Keep the timeline realistic and flexible, so that you can keep the morale high.

6.7 SMART+ goals

Another thing that's very important when setting SMART goals, is formulating them in a POSITIVE manner. Always focus on what you WANT not what you do not want.

6.8 Examples of goal setting questions

- How do you want to be different?
- What will be the small signs that you are succeeding?
- How will you know you have succeeded?
- When do you want to achieve this?
- How does this goal fit in with your other goals?
- Who else will be affected by this goal?

Unit 7 – Storytelling

7.1 What is storytelling?

Human beings are emotional creatures. Storytelling allows us to digest information easily as it connects information to emotions. Storytelling has gained prominence in business context as an effective tool of teaching in a way that people can easily remember, and at helping people relate to one another. Storytelling is also an effective way of getting the mentee to explore their strengths and capabilities.

- As a mentor you have a choice of stories which you can share with the mentee as appropriate on different occasions. They can be from your life events, experiences or well-known stories from other individuals
- It's important to share these stories only when needed in the mentoring conversations
- Storytelling also can be used by mentor getting the mentee to talk about instances from their work/life (e.g. a project they might have worked on), so tell a story and then from that, the mentor can highlight on strengths etc. and build on weaknesses of the mentee without pointing it as a weakness.

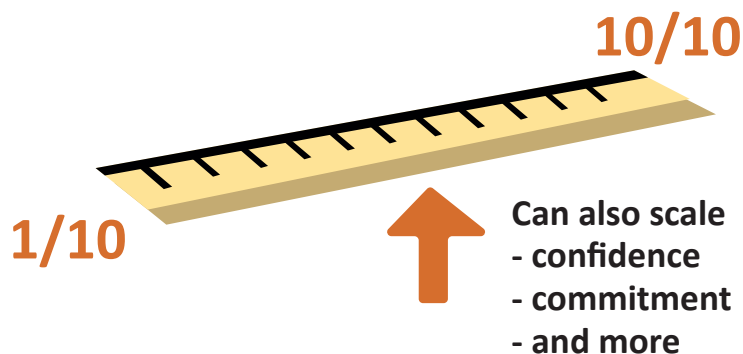
7.2 How storytelling can be used

- Decision making
- Prioritizing
- Working with little or no supervision
- To turn weaknesses to strengths
- Giving feedback
- Executing a task etc.

Unit 8 – Scaling

Scaling is a tool that allows the mentee to figure out where they are and how to get to where they want to go. It can also be used by the mentor to understand the level of confidence of the mentee, the commitment to an action plan or a goal etc.

**on a scale from 1-10 where 10 is
the outcome - where are you now?**



**Make the parameters clear:
“10” is what is wanted/the ideal
“1” is the opposite**

Every one’s scale is ‘right’ - for them

8.1 Examples of scaling questions

- On a scale of 1 – 10, with “10” being things at their best and “1” being things at their worst, where would you put things today?
- How did you get that far?
- How would you know when things were one point higher?
- What tells you that you are at ____?
- Where would your colleague/friend/team leader say you are?
- How come? What do they know about you...?
- What do you need to do to maintain your ____?
- When you move 1 point higher, what would be different in your life?

Unit 9 – Giving Feedback

9.1 What is feedback?

Feedback means to feed/give information back to someone. This information relates to the person receiving the feedback and provides data from which they can assess their performance and experience - **J. Starr: The Mentoring Manual, Prentice Hall, 2003**

9.2 What are some of ways to give feedback?

- When it will have a positive effect on the mentee's learning
- When it offers information the mentee has not thought of yet
- When the mentee asks for it
- When the mentee is displaying behavior that's not useful for them to achieve their goal in the mentoring session

9.3 What are some of ways to give feedback?

- Before offering feedback, consider whether it will be useful to the mentee
- Always ask the mentee to comment first
- Ask the mentee questions (rather than making statements)
- Always comment on mentee's strengths first and highlight what is working well already
- Describe to the mentee what you have seen him/her doing
- Offer feedback on observed behavior
- Focus on behavior that can be changed

Unit 10 – Other important areas

10.1 Barriers for women to enter the Tourism Industry

- Cultural reasons and societal norms
- Discrimination in recruitment of women (HR managers reluctant to hire women)
- Irregular working hours/night shifts
- Lack of family support
- Sexual harassment
- Male dominant culture
- Fewer women go to hotel training schools

10.2 Barriers for people with disabilities to enter the Tourism Industry

- Cultural barriers
- Attitudes of managers and co-workers
- Cost of training and supervising
- Lack of related work experience of a disabled person (one of the most commonly cited reasons)

This program during its training will touch upon the topics of mentoring women and mentoring persons with disabilities.

Appendix 1: Market Place Exercises

Art of Business Mentoring - Course Exercises

Market Place

Topic 1: What are some common issues you may face as a mentor in the tourism industry, related to business turnaround support?

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

1. Take your exercise sheet
2. Join your group and go to the assigned flipchart
3. Nominate a writer and a presenter
4. Discuss your assigned topic within your group
5. The writer should note down main points of the discussion
6. Once you have finished your task, everyone in the group, except the presenter, can visit the other groups to see what they have done.
7. The presenter must stay behind as it is his/her task to explain your group's points to the visitors.
8. Visiting groups may offer further points to your group, and you may do the same to other groups.

Market Place

Topic 2: What skills and techniques do you think you should have to be a mentor within tourism industry, particularly in the business turn around context?

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

1. Take your exercise sheet
2. Join your group and go to the assigned flipchart
3. Nominate a writer and a presenter
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8. Visiting groups may offer further points to your group, and you may do the same to other groups.

Market Place

Topic 3: Why is it important to encourage Business owners to come up with their own solutions to issues/problems? Can you think of some examples? What would be the likely result if you give your mentees the answers to their issues/problems all the time?

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

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8. Visiting groups may offer further points to your group, and you may do the same to other groups.

Market Place

Topic 4: Suggest some of the different ways in which you can get the best out of tourism in small to medium size enterprises/businesses, taking into account the overall environment. List also some of the most common issues these businesses have been operating under, that have brought them to where they are today.

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

1. Take your exercise sheet
2. Join your group and go to the assigned flipchart
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8. Visiting groups may offer further points to your group, and you may do the same to other groups.

Market Place

Topic 5: List some important aspects to consider when mentoring a female colleague or someone with a disability in the tourism industry. Please present as two separate topics.

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

1. Take your exercise sheet
2. Join your group and go to the assigned flipchart
3. Nominate a writer and a presenter
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7. The presenter must stay behind as it is his/her task to explain your group's points to the visitors.
8. Visiting groups may offer further points to your group, and you may do the same to other groups.

Market Place

Topic 6: List some important aspects to consider when giving feedback to a business owner in the tourism industry.

This is an interactive exercise where you will share your knowledge about mentoring. It is called 'Market Place'. You will be assigned into groups.

Instructions:

1. Take your exercise sheet
2. Join your group and go to the assigned flipchart
3. Nominate a writer and a presenter
4. Discuss your assigned topic within your group
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6. Once you have finished your task, everyone in the group, except the presenter, can visit the other groups to see what they have done.
7. The presenter must stay behind as it is his/her task to explain your group's points to the visitors.
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Appendix 2: Market Place Exercises - Answer Keys

Art of Business Mentoring - Course Exercises

Market Place

Topic 1:

What are some common issues you may face as a mentor in the tourism industry, related to business turnaround support?

Important areas to cover in the exercise

01. Lack of a long term vision or a business plan, or lack of execution of an existing business plan
02. Lack of trained staff within business entities
03. Business growth hindering beliefs, lack of resources for expansion
04. Lack of representation of females and people with disabilities
05. Available staff mostly on short term basis, lack of staff morale, as well as an absence of longer term plans for retention
06. Some staff, especially female staff, having family issues as well lack of support towards a career in tourism
07. Staff turning up late for work, underpaid and feeling powerless to do anything about this
08. Poor working conditions/ unpleasant working environment for staff within business entities
09. Staff who may have been abused physically or harassed sexually
10. Business owners not adequately prepared for the mentoring sessions OR he/she does not understand what the mentoring sessions are about

Market Place

Topic 2:

What skills and techniques do you think you should have to be a mentor within tourism industry, particularly in the business turn around context?

Important areas to cover in the exercise

1. Rapport building / Creating a safe environment
2. Goal setting
3. Using Intuition
4. Active listening
5. Asking open-ended questions
6. Empathy
7. Facilitating and Collaborating
8. Promoting learning
9. Advocating independent working
10. Giving feedback

Market Place

Topic 3:

Why is it important to encourage Business owners to come up with their own solutions to issues/problems? Can you think of some examples? What would be the likely result if you give your mentees the answers to their issues/problems all the time?

Important areas to cover in the exercise

One of the main reasons is to enable business owners to have the ownership of the mentoring process. Through mentoring conversations we can raise business owners' awareness, enable them to explore different options and take the decisions that are right for them. The best solutions are always the ones that the business owners come up with themselves (and not ones that the mentor thinks are right). If the mentor provides the answers all the time, none of the above would happen. One of the main objectives of mentoring is to encourage people to think for they and this would not happen if the mentor provides the answers.

(Examples to come from the group exercises)

Market Place

Topic 4:

Suggest some of the different ways in which you can get the best out of tourism small to medium size enterprises/businesses, taking into account the overall environment. List also some of the most common issues these businesses have been operating under, that have brought them to where they are today.

Important areas to cover in the exercise

1. Have a proper long term vision and a plan
2. Increase ownership and accountability during the mentoring process
3. Suggest different strategies for HR related issues
4. Come up with policies which consider/encourage participation of female and people with disabilities in tourism industry

Market Place

Topic 5:

List some important aspects to consider when mentoring a female colleague or someone with a disability in the tourism industry. Please present as two separate topics.

Important areas to cover in the exercise

When mentoring both female colleagues and persons with disabilities, it is important to keep in mind the particular difficulties that these two groups might face in the workplace as well as the barriers that exist which they have successfully overcome to be in their current role today.

Difficulties (for women): working in a male dominant culture, possible harassment from male colleagues/hotel guests, irregular working hours which make it hard to balance family life with the workplace.

Difficulties for people with disabilities: attitudes of fellow workers and managers, lack of training opportunities for the role they are assigned to.

Female Colleague	Employee with disability
<p>Avoid sabotaging thoughts that complicate the mentoring relationship - phobic reaction to the idea, a palpable anxiety, fear of the unknown, or fear of getting it wrong and saying or doing something sexist or offensive, or worry that “people will start talking.” Know that it is part of the job</p>	<p>Understanding disability and how a person feels - Ask Your Mentee What Support He or She Wants from You. Don’t assume you know all about the mentee</p>
<p>Know about women and how they are different from men - Men who didn’t have sisters or female friends growing up may have difficulty knowing how to have close relationships with women that aren’t sexual. It is good to learn about the differences between men and women to start off with</p>	<p>Enhancing inclusion – Think and discuss strategies on how to enhance inclusion in workplace better</p>
<p>Stop using previously prepared manuscripts such as ‘protective father’ or ‘chivalrous knight’ – These can be counterproductive. Be present in the moment, be sensitive yet sensible. Be prepared if negative thoughts come during mentoring. Have the conversation internally with yourself. Let go of hierarchy and come to an open equal platform</p>	<p>Encouraging the worker – Realize people with disabilities need more encouraging than others. Be thoughtful as you instruct/choose actions, if the person can actually do them</p>
<p>Ask for feedback from the mentee – some Mentors tell their mentees, “If I start being like a father or King, let me know, and I’ll drop it off”</p>	<p>Correcting the worker – Be sensitive in correcting the worker, always think if there is an underlying aspect to it</p>
<p>Make meetings routine – If done regularly in a regular place, it’s hard for anyone to get the wrong idea about a mentoring relationship</p>	<p>Facilitating independence</p>
<p>Meet in public – Have your meetings in an open area or while eating lunch in restaurant cafeteria where you can be seen by co-workers</p>	<p>Enhancing performance – be thoughtful in suggestions</p>
<p>Put family first - Talk to work colleagues about your family so they understand the importance of your family, and they know you are not having any emotional space left to be fulfilled. You can also do this with your mentee</p>	
<p>Introduce significant others - Having an office holiday party, and spouses are invited? Great. Introduce your significant other to your co-workers, so it’s clear that you’re committed</p>	

Market Place

Topic 6:

List some important aspects to consider when giving feedback to a business owner in the tourism industry.

Important areas to cover in the exercise

1. Before offering feedback, consider whether it will be useful and how it is useful to the business owner
2. Always ask the business owner to comment first
3. Always comment on business owner strengths first and highlight what is working well already
4. Ask the business owner questions (rather than making statements)
5. Focus on behaviour that can be changed
6. Offer feedback on observed behaviour

Appendix 3: Group Exercises

Art of Business Mentoring - Course Exercises

Group Exercises

Topic 1:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

You have been assigned to a small Guest House in the East for your mentoring assignment. It is your first visit to meet the business owner and also see the facility. Have an initial conversation with the business owner to understand the main elements of the business turnaround that the two of you must take into consideration during the mentoring engagement?

Group Exercises

Topic 2:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

You have been assigned to a small Guest House/small Hotel in the East for your mentoring assignment. The business is operating without a proper business plan. Support the owner to craft a business plan and list some important action points.

Group Exercises

Topic 3:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

You have been assigned to a small Guest House/ small Hotel in the East for your mentoring assignment. During the mentoring engagement, the business owner says with the HR turn over, he cannot think of proper HR regulations. During the mentoring session, the business owner raises two issues: 1) frequent staff turnover and 2) his own lack of knowledge about HR regulations. How would you handle these issues as a mentor?

Group Exercises

Topic 4:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

A small Hotel in the East, which you are mentoring, has very low involvement of females. How might you encourage the owner to bring in policies favorable to females and increase female participation in the chosen business entity?

Group Exercises

Topic 5:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

The business owner you are mentoring requests you to give a motivational speech to his employees. What are some of the key points you would make in your speech?

Group Exercises

Topic 6:

You will be assigned into small groups.

Instructions:

1. Take your exercise sheet
2. Join your group
3. Find a place without much disturbance for your group
4. Discuss with your group your assigned topic, think deeply if you were the mentor in such a situation how you may react
5. Think of at least 6 possible questions (or more) you can ask in a mentoring session under the topic
6. Ready to Role-play
7. Present at your turn

Topic:

When you are mentoring a business owner in turning around/regenerating his business, you may encounter situations where you have to mediate between the business owner and his employees. Think of such a situation and demonstrate how you would deal with it (what aspects you would address, what you would emphasize etc.).

Group Exercises

Topic 1:

You have been assigned to a small Guest House in the East for your mentoring assignment. It is your first visit to meet the business owner and also see the facility. Have an initial conversation with the business owner to understand the main elements of the business turnaround that the two of you must take into consideration during the mentoring engagement?

Possible questions can be:

1. How has the business been doing? Do you have a business plan?
2. What are some of the primary issues you face?
3. What resources are available to you currently?
4. What are areas you have worked on already? Tell me how these have improved.
5. What are some of the areas you need to improve further?

Group Exercises

Topic 2:

You have been assigned to a small Guest House/small Hotel in the East for your mentoring assignment. The business is operating without a proper business plan. Support the owner to craft a business plan and list some important action points.

Possible questions can be:

1. Where do you anticipate your business will be in 3 years' time?
2. What would you like to see happening differently then?
3. What are you doing now that is going well?
4. How many staff members do you have currently?
5. What are some of the advances you have made?
6. What would be an ideal goal for your business?
7. What are some of the actions that would help you achieve your goals?

Group Exercises

Topic 3:

You have been assigned to a small Guest House/ small Hotel in the East for your mentoring assignment. During the mentoring engagement, the business owner says with the HR turn over, he cannot think of proper HR regulations. During the mentoring session, the business owner raises two issues: 1) frequent staff turnover and 2) his own lack of knowledge about HR regulations. How would you handle these issues as a mentor?

Possible questions can be:

1. How have you managed so far with the frequent changes in staffing?
2. Do you have any long term employees? What has made them stay in their jobs?
3. Have there been instances where you have successfully persuaded a staff member to stay on?
4. How did you do that?
5. What other actions could you take to retain the employees you have already?
6. What are some of the ways in which you could help your employees to develop and enhance their skills to a higher level?
7. Sharing ways he/she can be updated on HR policies in Tourism – handling regulations with sensitivity
8. How likely are you to try out some of the action points identified so far?

Group Exercises

Topic 4:

A small Hotel in the East, which you are mentoring, has very low involvement of females. How might you encourage the owner to bring in policies favorable to females and increase female participation in the chosen business entity?

Possible questions can be:

1. How many women do you employ?
2. How do you think female staff members contribute to the running of your business?
3. What are some of the issues you may encounter if you increase female participation?
4. What are some of the favorable work conditions you can offer women who might work at your business?
5. What kind of incentives might you offer to encourage women to apply for jobs in your establishment?
6. How likely are you to employ more women in your establishment?

Group Exercises

Topic 5:

The business owner you are mentoring requests you to give a motivational speech to his employees. What are some of the key points you would make in your speech?

Possible questions can be:

1. The future of the tourism industry in Sri Lanka
2. Why you should be involved in the tourism industry now
3. Benefits of the tourism industry for locals and for the country as a whole
4. Career prospects in the tourism industry

Group Exercises

Topic 6:

When you are mentoring a business owner in turning around/regenerating his business, you may encounter situations where you have to mediate between the business owner and his employees. Think of such a situation and demonstrate how you would deal with it (what aspects you would address, what you would emphasize etc.)

Possible questions can be:

1. What is the exact situation we need to handle?
2. How has the situation turned up to be at such level as of now?
3. What is best for the client?
4. What is best for the team?
5. What can we do about it?
6. What do you think will motivate them?

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