

EMCC
European Mentoring & Coaching Council

**17th Annual
Coaching and Mentoring Conference**
18-20 November 2010 - Dublin, Ireland

**Learnings from a
Multi-national Mentoring
Programme**

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 **The Client**

ANADOLU GROUP

- Efes Beer Group, part of the Anadolu Group, one of Turkey's largest businesses. Anadolu Group is active in areas such as beverages (bottler for Coca-Cola in 8 countries), fast food, foods, automotive, financial services, with 17,000 Employees, \$4bn+ revenue.
- Major Foundation, Health Centre (with John Hopkins) & supporter of sports, sponsor of EuroLeague Basketball.



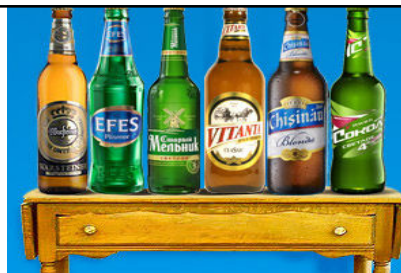


Efes Beer Group

- Established in 1969
- Efes has sixteen breweries in six countries – Turkey, Russia, Kazakhstan, Georgia, Serbia and Moldova.
- Europe's fifth largest brewer. 13th in world.
- No.1 beer company in Turkey, Kazakhstan, Moldova & Georgia No.3 in Russia.



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Efes Beer Group

- Over 2.2 billion litres of annual sales.
- 6,500 employees.
- Strong corporate governance, social responsibility.



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**Overview of the Programme –
Programme Goals**

- To support Mentees' professional and personal growth for their current and future roles.
- To allow circulation of experience, know-how & knowledge within the Group.
- To support Mentors' self development, grow professional relationships and learn mentoring & coaching methodology.

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Overview of the Programme –

- Mentors are the most senior executives in the organisation, mentees are high potential mid-level managers.
- With the client (HR) we deliberately mixed mentors and mentees from different countries, businesses and functions.
- Clear aim of increasing inter-country communication, and to support international corporate culture. Also to develop mentors, build coaching culture.

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**Overview of the Programme –
Programme Design**

- One year mentoring programme, we recommend one mentoring meeting per month, of 2 hours.
- All participants are volunteers, and either side can decide to stop earlier if they want.
- Mentoring is not used as an assessment or evaluation tool of either party.
- Initial workshops held in Moscow in March 2010 over 3 days.

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**Overview of the Programme –
Initial Workshops**

- **Day 1** Full day workshop for mentees – introduction to the scheme, key concepts of mentoring; practice at being mentor and mentee on real issues.
- **Day 2** Full day workshop for mentors – introduction to the scheme, key concepts of mentoring; practice at being mentor and mentee on real issues.
- Meanwhile mentees work with HR team members, receiving 360 feedback reports and working on their own development plans.
- **Evening of Day 2** cocktail reception for all participants.
Intro by CEO and 'speed dating'.
- After reception, programme consultants and HR completed matching.

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**Overview of the Programme –
Initial Workshops**

- **Day 3** Mentoring pairs announced.
- Morning half day workshop for mentors, further practice and feedback, and discussion of expectations and challenges.
- Meanwhile mentees prepare for first mentoring meeting, supported by HR as requested.
- Afternoon. All participants have first mentoring meeting. (Lasted two to four hours.)
- Depart.

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Why did we structure like this?

- It's hard to get time in people's agendas, need to make best use of time.
- The sooner they start mentoring, the more likely they are to apply what they have learned in the workshops.
- Getting everyone together, announcing the matching, having first meeting immediately, creates excitement and momentum around the process.
- This method allowed the first meetings to happen face to face. Budget was agreed that the next 2 meetings could also be held face to face. After that it is up to the mentors and mentees how to hold meetings. Some use the internal video-conference system, some by phone, some face to face.

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Key elements of the workshops - 1

- **Transparency** - 90% of content is same for mentors and mentees.
- The same *Mentoring Guide* given to all. Learning experience for all.
- **Awareness raising** - lots of discussions of what mentoring is and is not, and about the overall approach
- Discussion of different valid ways to be a mentor and mentee
- Only **two rules** – confidentiality and mentors and line managers not to discuss the mentee.
- Exceptions to confidentiality- serious risk of harm, ethics breach.
- Mentoring **skills** – including listening, silence, questions, advice giving.

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Key elements of the workshops - 2

- Some **models** introduced for meetings – 3 stage model, GROW, later OSKAR.
- Lots of **practice** and feedback – importance of real examples, working in 3s with observation sheets is helpful.
- Explicit preparation for and practice of the **first meeting**, for mentees and mentors. Emphasis on building rapport at the beginning, and setting ground rules, discussing the process. Not going too fast into issues.
- Discussion on how to **end the relationship**.

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Tools used in matching

- Use of a number of elements -
- Ask all participants for **their expectations** from mentoring. Mentees – 'What do I want?' Mentors – 'What do I bring?' These all noted.
- **Seven roles** for a mentor. 10 point exercise for mentors and mentees.
- **Hands on - Hands off.** Asked to mentors and mentees, answers noted.
- **Speed Dating** process. After CEO's intro, each stands and introduces themselves and talks for 1 minute. On 'what I bring as a mentor' or 'what I want as a mentee'.
- Then all participants mingle, we ring bell every few minutes to encourage them to talk to different people.
- At the end, each mentee provides us a list of 3 mentors they would like to work with. We aim to match them with one of their choices.

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Matching Principles

- Matching people from **different locations, different businesses and different disciplines.**
- **Strengths and Development areas** – all participants have gone through development centres, one aim was to match mentee's key development area with mentor's strength.
- Need for a balance of difference and similarity, ease of relationship vs maximum learning.

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Matching Process Steps

1. Those mentors chosen by one mentee (9 and 16) allocated.
 2. Those chosen by 2 mentees (2, 12, 14) allocated according to best fit – business difference and diversity considerations. And use of other tools.
 3. Those chosen by 3 mentees considered – sub-optimising begins and focus kept on allocating these thrice chosen mentors according to our principles.
 4. Those chosen 4 or more times put into consideration.
 5. Those not chosen (6 and 10) allocated on wisdom and diversity criteria.
 6. Second pass of some choices called upon to avoid unsuitable matches on diversity, geography or function basis, and adjustments made.
 7. Panel adjourn for a beer.
- HR input important, sensitivity re some mentees.

What have we learnt? - 1

- Essential to be clear on programme aims – developing mentees? mentors? cross function communication? This will impact design.
Also role of sponsorship?
- Need to agree with sponsors on confidentiality first – hard case of mentee considering leaving the organisation.
- Overall we think the idea of first 3 meetings face to face, then others up to the pairs has worked. Some met together when we did supervision.
- Some have decided to meet face to face, fund it from their own budgets and time. E.g. 6 hour flights Istanbul to Almaty.
- Issues around distance, pros and cons. Great reflection time before and after meetings for the mentee.

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What have we learnt? - 2

- Cultural differences also sometimes a challenge, but can be good learning opportunity too.
- Huge benefit of cross function and cross location communication, has led to some other initiatives and benefits for the business.
- Different pairs work differently. Need for balance on level of structure.
- Importance of supervision, especially first meeting after 3 months. People tend to go back to a more advice giving mode.
- HR follow up with mentees very useful.
- Participants have been very happy with the matching, trust has been built very quickly. We don't think that is so much about the good matching, but is about the good approach by the mentors.
- The most active and motivated mentees seem to have gained the most.

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Building in Diversity

- Diversity of ethnicity, gender and function can be built in to matching and the grid provides a visible format for doing this.
- Mentees asked to select taking into consideration need for different location, business and function.
- Panel pay attention to diversity of gender and ethnicity.

Consequence – diversity goals for the programme met.

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Diversity of Matching team

- HR Director – brought wisdom and good knowledge of mentors.
- L&D programme leader – brought close knowledge of mentors and especially valuably of mentees.
- Local external coach for senior management throughout company – brought close knowledge of development orientation and skill of mentors
- External consultant – brought process skills for structuring and managing the matching task, and useful objectivity.

Result – intense real time decision-making; high levels of engagement and satisfaction; more than 80% of mentees received a mentor of their choice.

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Support from senior leadership

- Chairman of Anadolu Group has endorsed the programme, talks about being mentored.
- CEO of the Beer Group attended launch reception in Moscow, gave introduction.
- Senior executives are active as mentors.

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Research-based Principles – “Fussy Mentees”

- SBS evaluation studies showed that mentees had higher level of concern about who they were matched with than mentors.

Implication – only gave choice to mentees; made matching feasible.

Consequence – satisfied mentees and no concern expressed by mentors.

- Also, asking mentees to choose engages them in the process and forces them to consider what kind of mentoring they want, taking more responsibility for the process. Is not just for chemistry.

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Research-based Principles – The Skilled Mentee


- Many senior mentors will only be ‘good enough’ mentors. Benefits of scheme will depend on ability of mentee to contribute to managing the relationship. (Paul Stokes, Paper to EMCC Conference, Stockholm, 2007)

Implication – gave one day training to mentees – shared all materials with mentees. HR also worked with mentees on preparing for first meeting, reviewing feedback and development plans.

Consequence – mentees engaged; challenge the habit of deference which leads to advice seeking from untrained mentees.

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The Skilled Mentee/Coachee Paul Stokes, Sheffield Hallam University EMCC Conference Paper 2007	
Personal Qualities/Attributes of Skilled Coachee	Skills of Skilled Coachee
Openness to feedback- desire for it	Ability to work things out for themselves
Wants to progress & develop	Answers own questions
Welcomes & values relationship	Gives feedback to coach/mentor
Positive attitude	Maintains ground rules
Persistence	Able to check out own understanding
Receptiveness	Risk taking
Honesty	Ability to understand questions
Openness to challenge	Responsible for own solutions
Commitment to sessions	

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<h2 style="color: #E67E22;">Research-based Principles – Skill Decay</h2> <ul style="list-style-type: none"> ■ Skill decay – widely recognised phenomenon – e.g. meta-analysis of 111 studies. <i>Factors influencing knowledge and skill decay in organizational training: a meta-analysis</i> by Xiaoqian Wang, University of Oklahoma, 2010. ■ Greater periods of non-use, complexity of task and closed loop events suffer greater decay – mentoring meets these characteristics. <p><i>Implication</i> – ensured first meeting for all pairs took place immediately at the end of the training.</p> <p><i>Consequence</i> – All relationships got off to a good start – initial meetings often extended to 3 or even 4 hours.</p> <p>www.emccconference.org</p>	

Research-based Principles – Supervision

- Research by the Institute of Employment Studies (Carter 2007) showed that workshops on their own had insignificant effect on learning new skills; coaching alone had some impact; workshop and coaching had major impact.

Implication – three supervision sessions held to practice and develop skills as well as to problem solve deepen behaviour change.

HR follows up with mentees, programme consultant available to mentors and mentees throughout year.

Consequence – low dropout, and continuing skill development for mentors and mentees.

Research-based Principles – Ending the Relationship

- Research by Clutterbuck and Megginson (2004) showed that ending the relationship in a clear and defined way had lots of positive experiences associated with it and few negative ones. The reverse was the case when relationships were ended informally and gradually.

Implication – we prepare the mentors and mentees for the ending for the relationship and recommend *Winding Up* rather than *Winding Down*. In the workshops and in supervision meetings we emphasize the need to be explicit about how the relationship will be after the programme.

Consequence – clarity for all involved, and we expect greater positive thoughts about mentoring after the programme has finished.



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Thank You

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