

**MSS SUCCESS SPACES**

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MENTORING TRAINING IN THE PHILIPPINES

PASSING THE TORCH

Practical Mentoring Skills for Developing Employees, Transferring Knowledge, and Building Future-Ready Leaders

TRAINING OVERVIEW

Organizations possess valuable knowledge that cannot always be found in manuals, policies, process maps, or standard operating procedures. Much of what makes experienced employees effective comes from years of solving problems, dealing with customers, making difficult decisions, learning from mistakes, navigating organizational realities, and developing sound professional judgment.

The challenge is that experience does not automatically transfer from one employee to another.

Senior employees may be willing to guide less-experienced colleagues but may not know how to mentor effectively. Some mentors dominate conversations, immediately give solutions, share stories without connecting them to the mentee's needs, or unintentionally create dependence. Others treat mentoring as occasional advice-giving without clear goals, expectations, follow-through, or measurable development outcomes.

Mentoring is more than telling another person what to do. Workplace mentoring is a developmental relationship in which a more experienced person shares relevant knowledge, perspective, and experience to support another employee's growth. Effective mentoring also requires listening, questioning, clarifying, reframing, reflection, and mutual learning. Mentoring relationships are typically longer-term and broader in developmental scope than short-term coaching interventions. Torch: Mentoring Training in the Philippines** equips supervisors, managers, senior employees, subject-matter experts, internal mentors, and organizational leaders with practical mentoring skills they can use to develop employees systematically.

Participants will learn how to establish a productive mentoring relationship, understand a mentee's developmental needs, share experience without becoming overly directive, facilitate reflective conversations, provide developmental feedback, and convert workplace experience into lessons that mentees can apply.

The training also clarifies the important differences and connections among mentoring, coaching, training, managing, counseling, and performance correction. This prevents leaders from using mentoring in situations that require a different management or human resource intervention.

Consistent with the MSS Corporation **EnterTRAINment** approach, the program minimizes lecture-heavy instruction. Participants complete mentoring exercises, analyze workplace situations, develop a mentoring agreement, conduct simulated mentoring conversations, receive structured feedback, and prepare an actual mentoring action plan.

This training on mentoring in the Philippines may be customized according to the organization's leadership-development strategy, succession requirements, employee career pathways, onboarding process, knowledge-transfer priorities, competency framework, and internal mentoring program.

TRAINING GOAL

To equip participants with the mindset, structure, communication skills, ethical awareness, and practical tools needed to establish effective workplace mentoring relationships that support employee development, knowledge transfer, professional growth, leadership readiness, and organizational continuity.

TRAINING OBJECTIVES

By the end of the mentoring skills training, the participants should be able to:

1. **Differentiate** mentoring from coaching, training, managing, counseling, sponsoring, and correcting employee performance;
2. **Explain** the roles, responsibilities, boundaries, and ethical expectations of mentors and mentees;
3. **Assess** their readiness, strengths, development areas, and possible biases as workplace mentors;
4. **Establish** clear mentoring expectations, developmental goals, communication arrangements, confidentiality boundaries, and measures of progress;
5. **Demonstrate** active listening, purposeful questioning, clarifying, reframing, storytelling, feedback, and feedforward techniques during mentoring conversations;
6. **Share** professional experience and organizational knowledge without imposing personal preferences or creating mentee dependence;
7. **Facilitate** a structured mentoring conversation using the MSS M.E.N.T.O.R. Conversation Guide;
8. **Respond** appropriately to common mentoring challenges, including low commitment, mismatched expectations, dependency, confidentiality concerns, and difficult developmental conversations; and
9. **Develop** a practical 30-, 60-, or 90-day mentoring plan for an actual or anticipated workplace mentee.

LEARNING DOMAINS ADDRESSED

Cognitive Domain

Participants understand mentoring principles, developmental roles, conversation structures, ethical considerations, mentoring boundaries, and methods for supporting employee growth.

Affective Domain

Participants strengthen their patience, openness, empathy, humility, trustworthiness, respect for differences, and commitment to developing others.

Psychomotor and Behavioral Domain

Participants practice conducting mentoring conversations, listening actively, asking developmental questions, sharing relevant experience, providing feedback, documenting agreements, and creating mentoring action plans.

FROM POINT A TO POINT B

Point A: Before the Training

Participants may:

- Equate mentoring with giving advice or instructions;
- Dominate conversations with personal stories;
- Immediately solve problems for the mentee;
- Mentor without agreed goals or expectations;
- Struggle to listen without interrupting;
- Ask leading, judgmental, or overly closed questions;
- Give general advice that does not fit the mentee's situation;
- Avoid giving honest developmental feedback;
- Create dependence instead of strengthening the mentee's judgment;
- Blur the boundaries among mentoring, managing, coaching, counseling, and disciplining;
- Conduct mentoring inconsistently and without follow-through; or
- Have valuable experience but lack a method for transferring it.

Point B: After the Training

Participants should be better able to:

- Establish clear and purposeful mentoring relationships;
- Diagnose what the mentee genuinely needs to develop;
- Listen before advising;
- Ask questions that strengthen reflection and judgment;
- Share relevant experience without prescribing every answer;
- Connect workplace stories to practical learning points;
- Provide constructive feedback and forward-looking guidance;
- Develop mentees' confidence, ownership, and decision-making;
- Handle mentoring boundaries and sensitive information responsibly;
- Document goals, actions, and progress;
- Respond to mentoring challenges professionally; and
- convert personal and organizational experience into sustainable employee capability.

ORGANIZATIONAL CHALLENGES ADDRESSED

This employee mentoring training may help organizations address situations such as:

- Senior employees possess critical knowledge that has not been transferred;
- Experienced employees are approaching retirement, reassignment, or separation;
- Newly promoted leaders need guidance beyond formal classroom training;
- High-potential employees need exposure to broader leadership perspectives;
- New employees take too long to understand organizational practices and expectations;
- Employees repeatedly depend on managers for routine decisions;
- Subject-matter experts struggle to develop less-experienced colleagues;
- Internal mentoring relationships are informal, inconsistent, or unstructured;
- Mentors and mentees are unclear about their roles;
- Existing mentoring programs lack trained mentors;
- Employees have career goals but little developmental guidance;
- Departments operate in silos and fail to share institutional knowledge;
- Successors are identified but are not adequately prepared;
- Managers provide advice but do not build employee judgment; or
- The organization wants to strengthen its culture of continuous learning.

Structured mentoring can support career development, succession planning, change, self-directed learning, employee capability, and the transfer of job-specific and interpersonal knowledge. However, organizations need clear objectives, trained mentors, appropriate matching, program ownership, and continuing support for mentoring relationships.

1. It Transfers Experience That Cannot Be Fully Documented

Procedures can explain what employees should do. Mentors can help employees understand why certain decisions are made, what warning signs to recognize, what mistakes to avoid, and how experienced professionals exercise judgment.

2. It Supports Leadership and Succession Development

Future leaders need more than technical courses. They also need exposure to leadership realities, organizational context, decision-making considerations, stakeholder dynamics, and lessons from experienced leaders.

3. It Accelerates Employee Learning

A trained mentor helps the mentee connect formal learning with actual workplace situations, challenges, relationships, and responsibilities.

4. It Builds Employee Confidence and Professional Judgment

Effective mentors do not make every decision for the mentee. They help the mentee examine situations, consider alternatives, anticipate consequences, and become more capable of acting independently.

5. It Strengthens Organizational Learning

Mentoring creates opportunities for knowledge, values, practices, and lessons to move across levels, functions, locations, and generations.

6. It Encourages Mutual Learning

Mentoring is not necessarily a one-way transfer from a senior employee to a junior employee. Effective mentoring relationships can create learning opportunities for both participants, including through peer, cross-functional, and reverse mentoring.

Organizations frequently search for **coaching and mentoring training in the Philippines** because the two approaches share several communication skills. However, they are not completely interchangeable.

Mentoring

Mentoring draws on the mentor's relevant experience, knowledge, perspective, relationships, and professional judgment to support the mentee's broader and often longer-term development.

Coaching

Coaching generally helps an employee improve performance, achieve a particular goal, address a defined developmental area, or discover possible solutions through structured questions and reflection.

Training

Training develops specified knowledge or skills through planned instruction, demonstration, practice, application, and assessment.

Managing

Managing involves setting expectations, assigning responsibilities, allocating resources, monitoring performance, making decisions, and holding employees accountable for results.

Counseling

Counseling addresses personal, emotional, psychological, or behavioral concerns that may require appropriately qualified professionals and processes.

Performance Correction

Performance correction involves directly addressing unmet standards, misconduct, noncompliance, or accountability issues through established organizational procedures.

An effective leader may use mentoring, coaching, training, and managing at different times. The leader's responsibility is to identify which intervention is appropriate rather than treating every employee concern as a mentoring opportunity.

MSS M.E.N.T.O.R. CONVERSATION GUIDE

The program introduces a practical conversation structure that helps participants conduct purposeful but natural mentoring discussions.

M — Map the Development Need

Clarify the mentee's situation, aspiration, responsibility, challenge, or desired capability.

E — Explore Experience and Current Thinking

Understand what the mentee has already experienced, attempted, learned, assumed, or considered.

N — Narrate Relevant Lessons

Share selected experience, examples, mistakes, principles, and organizational context that are directly relevant to the mentee's need.

T — Test Perspectives and Possibilities

Help the mentee examine different interpretations, options, risks, consequences, and stakeholder considerations.

O — Outline Application and Action

Translate insights into specific workplace actions, experiments, behaviors, or decisions.

R — Review Learning and Results

Check understanding, review progress, reinforce learning, and identify the next developmental priority.

The M.E.N.T.O.R. Conversation Guide prevents mentoring sessions from becoming unstructured storytelling, excessive advice-giving, or one-sided lectures.

ONE-DAY TRAINING OUTLINE

Time	Modules and Essential Topics	Activities and Participant Outputs
8:00 AM–10:00 AM	MODULE 1: FROM EXPERIENCED EMPLOYEE TO EFFECTIVE MENTOR 1. Understanding Workplace Mentoring - Purpose and value of mentoring - Formal and informal mentoring - Developmental versus corrective conversations 2. Mentoring Compared with Other Interventions	Mentoring or Not? Case Challenge — Participants analyze workplace situations and determine whether each requires mentoring, coaching, training, managing, counseling, or performance correction. Mentor Readiness Self-Assessment — Participants identify their mentoring strengths, tendencies, risks, and development priorities.

	• Mentoring, coaching, training, managing, counseling, and sponsoring • Choosing the appropriate intervention 3. Roles and Responsibilities • Responsibilities of the mentor, mentee, immediate manager, and organization • What mentors are and are not accountable for 4. The Effective Mentor Mindset • Patience, curiosity, humility, credibility, empathy, and consistency • Developing capability instead of creating dependence 5. Common Mentoring Mistakes • Over-advising, rescuing, judging, controlling, and projecting personal preferences	Output: Individual Mentor Readiness Profile
10:00 AM–10:15 AM	MORNING BREAK	
10:15 AM–12:00 NN	MODULE 2: BUILDING A PRODUCTIVE MENTORING RELATIONSHIP 1. Establishing Mentoring Purpose and Fit • Understanding the mentee’s context, aspirations, and needs • Determining whether the mentor can provide relevant support 2. Conducting the First Mentoring Meeting • Building rapport and psychological safety • Discussing expectations, communication preferences, and availability 3. Setting Developmental Goals • Converting broad aspirations into practical development priorities • Identifying observable indicators of progress	First Meeting Role Simulation — Participants conduct a structured opening conversation between a mentor and mentee. Mentoring Agreement Workshop — Participants draft expectations, goals, responsibilities, boundaries, and meeting arrangements for a realistic mentoring relationship. Output: Workplace Mentoring Agreement and Development Goal

	4. Agreeing on Mentoring Boundaries - Confidentiality, documentation, accessibility, and escalation - Avoiding favoritism, dependency, and conflicts of interest 5. Creating the Mentoring Roadmap - Meeting frequency, actions, support, review points, and closure	
12:00 NN–1:00 PM	LUNCH BREAK	
1:00 PM–3:00 PM	MODULE 3: MENTORING CONVERSATIONS THAT TRANSFER EXPERIENCE INTO CAPABILITY 1. Listening for Development - Listening for facts, assumptions, emotions, patterns, and underlying needs - Clarifying and summarizing without taking over 2. Asking Developmental Questions - Questions that promote reflection, judgment, ownership, and action - Avoiding interrogative, leading, and advice-disguised-as-question approaches 3. Sharing Experience Effectively - Selecting relevant stories, examples, principles, and lessons - Separating organizational requirements from personal preference 4. Providing Feedback and Feedforward - Reinforcing strengths and addressing development areas - Making feedback specific, balanced, respectful, and actionable 5. Applying the M.E.N.T.O.R. Conversation Guide - From mapping the need to reviewing learning and results	Advice Detox Exercise — Participants transform directive advice into developmental questions and balanced mentoring responses. Experience-to-Learning Story Lab — Participants practice sharing a concise workplace experience and extracting a lesson relevant to the mentee. Mentoring Conversation Triads — Participants rotate as mentor, mentee, and observer using actual workplace scenarios. Outputs: Completed Mentoring Conversation Guide and Observer Feedback Rubric
3:00 PM–3:15 PM	AFTERNOON BREAK	

3:15 PM–5:00 PM	MODULE 4: SUSTAINING MENTEE GROWTH AND MENTORING RESULTS 1. Supporting Application and Accountability • Converting insight into action • Following up without micromanaging 2. Handling Common Mentoring Challenges • Passive or unprepared mentees • Low commitment, mismatched expectations, resistance, and dependency 3. Managing Sensitive Situations • Confidentiality concerns and information requiring escalation • Performance, behavioral, personal, or ethical issues outside the mentoring scope 4. Reviewing and Evaluating Progress • Evidence of learning, application, confidence, capability, and independence • Adjusting developmental goals and mentoring support 5. Closing or Transitioning the Relationship • Recognizing progress and planning continued development • Ending the formal mentoring arrangement professionally	Difficult Mentoring Situations Challenge — Participants respond to realistic mentoring complications and determine the most appropriate next action. Capstone Mentoring Simulation — Participants conduct a complete mentoring conversation and receive facilitator and peer feedback. Mentoring Action Planning — Participants prepare a plan for applying their learning with an actual or anticipated mentee. Outputs: 30-, 60-, or 90-Day Mentoring Action Plan and Personal Mentor Commitment
5:00 PM	PROGRAM CLOSING	Synthesis of learning, commitments, evaluation, and next-step recommendations

TRAINING ACTIVITIES

The program may include the following activities depending on the participants' roles and organizational context:

- Mentor readiness self-assessment;
- Mentoring-versus-coaching case analysis;
- Workplace scenario discussions;
- First mentoring meeting simulation;

- Mentoring agreement workshop;
- Developmental questioning practice;
- Active listening drills;
- Advice detox exercise;
- Experience-to-learning storytelling practice;
- Feedback and feedforward exercises;
- Mentor-mentee-observer triads;
- Difficult mentoring situation analysis;
- Capstone mentoring conversation;
- Peer and facilitator feedback;
- Mentoring action planning; and
- Personal mentor commitment.

EXPECTED PARTICIPANT OUTPUTS

Participants are expected to produce or complete:

1. Mentor Readiness Profile;
2. Mentoring Intervention Decision Guide;
3. Workplace Mentoring Agreement;
4. Mentee Development Goal;
5. M.E.N.T.O.R. Conversation Worksheet;
6. Mentoring Conversation Observer Rubric;
7. Developmental Feedback Notes;
8. 30-, 60-, or 90-Day Mentoring Action Plan; and
9. Personal Mentor Commitment.

TRAINING METHODS

The program uses a practical and participative combination of:

- Facilitated learning discussions;
- Short concept inputs;
- Organizational case analysis;
- Individual reflection;
- Paired and small-group exercises;
- Demonstrations;
- Mentoring simulations;
- Behavioral practice;
- Peer feedback;
- Facilitator coaching and feedback;
- Workplace application planning; and
- EnterTRAINment-based learning activities.

The methodology recognizes that mentoring cannot be learned through lecture alone. Participants need opportunities to practice the actual conversations and behaviors expected of workplace mentors.

TARGET PARTICIPANTS

This mentoring training program is recommended for:

- Supervisors and team leaders;
- Middle and senior managers;
- Department and functional heads;
- Senior or experienced employees;
- Subject-matter experts;
- Technical specialists;
- Internal mentors;
- Leadership-development program participants;
- Successors and talent-pool members;
- Human resource professionals;
- Learning and development professionals;
- Organizational development practitioners;
- Talent-management professionals;
- Onboarding buddies;
- Project leaders;
- Business owners; and
- Professionals responsible for developing other employees.

RECOMMENDED NUMBER OF PARTICIPANTS

For highly interactive delivery with sufficient mentoring practice and feedback, a class size of approximately **15 to 25 participants** is recommended.

Larger groups may be accommodated, but the design, number of facilitators, practice structure, and feedback arrangements may need to be adjusted.

DELIVERY OPTIONS

The program may be delivered through:

- Face-to-face in-house training;
- Live virtual instructor-led training;
- Hybrid training;
- Public seminar;
- Leadership academy;

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- Management-development program;
- Internal mentor-development program;
- Succession-development intervention;
- High-potential employee program; or
- Customized learning journey with follow-through sessions.

AVAILABLE PROGRAM FORMATS

One-Day Mentoring Skills Training

Recommended for introducing the essential mindset, structure, skills, and tools required to begin conducting workplace mentoring conversations.

Two-Day Mentoring Skills Workshop

Recommended when the organization requires more intensive practice, individualized feedback, difficult-case simulations, mentoring documentation, and internal program alignment.

Mentoring Skills Learning Journey

May include:

- Pre-training mentor readiness assessment;
- Core mentoring workshop;
- Workplace mentoring application;
- Follow-through learning session;
- Mentor community of practice;
- Observation or assessment of mentoring conversations;
- Mentor coaching;
- Mentoring program consultation; and
- Post-program evaluation.

Train-the-Mentor Program

Recommended for organizations establishing a formal pool of internal mentors who will support onboarding, career development, succession, leadership development, knowledge transfer, or specialized employee populations.

CUSTOMIZATION OPTIONS

The mentoring skills training in the Philippines may be customized using:

- The organization's competency framework;
- Leadership and management standards;
- Organizational values;
- Succession requirements;
- Talent-review results;

- High-potential employee profiles;
- Critical-position requirements;
- Employee development plans;
- Onboarding processes;
- Technical knowledge-transfer priorities;
- Career pathways;
- Learning and development policies;
- Existing mentoring guidelines;
- Actual mentoring challenges;
- Organizational case studies; and
- Preferred mentoring documentation.

The client may provide anonymized workplace situations so that the exercises and simulations reflect the participants' actual environment.

POSSIBLE ORGANIZATIONAL APPLICATIONS

This training on mentoring employees may be applied to:

Leadership Succession Mentoring

Experienced leaders prepare high-potential employees or identified successors for broader responsibilities.

Technical Knowledge-Transfer Mentoring

Senior specialists transfer technical expertise, practical judgment, problem-solving approaches, and lessons learned.

New Employee Mentoring

Experienced employees help new hires understand workplace expectations, organizational culture, internal relationships, and practical ways of working.

Career Development Mentoring

Mentors support employees in clarifying career goals, identifying development needs, and navigating professional growth.

Women in Leadership Mentoring

Organizations develop structured support for women preparing for or transitioning into leadership responsibilities.

Cross-Functional Mentoring

Employees learn about other departments, stakeholders, processes, and business perspectives.

Reverse Mentoring

Junior or less-tenured employees share perspectives and knowledge with senior colleagues, particularly in areas such as technology, emerging customer behavior, communication practices, and generational experiences.

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Peer Mentoring

Employees at comparable levels support one another's learning, adjustment, problem-solving, and professional development.

Group Mentoring

One or more mentors facilitate the development of several mentees who share related learning needs.

Onboarding and Buddy Mentoring

Assigned employees help new hires adjust to the organization, while maintaining a clear distinction between logistical buddy support and deeper developmental mentoring.

PROFESSIONAL AND ETHICAL BOUNDARIES

This program teaches workplace mentoring skills. It does not qualify participants to provide psychological counseling, psychotherapy, legal advice, medical advice, or other regulated professional services.

Mentors should recognize when a concern falls outside their competence or authority and should follow the organization's appropriate escalation or referral procedures.

Mentoring should also not be used to avoid legitimate performance-management responsibilities. When an employee fails to meet established standards or commits misconduct, the responsible manager and HR function must apply the organization's appropriate performance or disciplinary process.

FREQUENTLY ASKED QUESTIONS**What is Mentoring Training in the Philippines?**

Mentoring Training in the Philippines is a workplace learning program that equips supervisors, managers, senior employees, subject-matter experts, and internal mentors with practical skills for guiding and developing less-experienced employees.

The training normally covers mentoring roles, relationship-building, developmental goals, listening, questioning, sharing experience, feedback, action planning, boundaries, and progress review.

What is the difference between mentoring and coaching?

Mentoring usually draws more directly on the mentor's relevant experience, knowledge, professional perspective, and organizational understanding. It commonly supports broader and longer-term development.

Coaching generally focuses on helping a person improve performance, address a particular development need, achieve a goal, or discover solutions through structured reflection and questioning.

The two approaches use several common communication skills and may complement one another.

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Is this also a Coaching and Mentoring Training in the Philippines?

The program discusses coaching because mentors need to know when to ask, listen, and facilitate reflection instead of immediately providing advice.

However, the primary focus of this particular program is mentoring. Organizations requiring equal and more extensive coverage of both disciplines may request a customized **Coaching and Mentoring Training in the Philippines**.

Who should attend Mentoring Skills Training in the Philippines?

The program is suitable for managers, supervisors, senior employees, technical experts, internal mentors, HR professionals, L&D practitioners, identified successors, onboarding buddies, and other employees responsible for developing colleagues.

Is this an Employee Mentoring Training in the Philippines?

Yes. The program is designed for organizations that want to prepare employees to mentor other employees in a more structured, responsible, and development-focused manner.

It may support succession planning, onboarding, leadership development, career development, knowledge transfer, and high-potential employee programs.

Can the training be customized for our internal mentoring program?

Yes. MSS Corporation can align the training with the organization's mentoring objectives, participant roles, competency framework, mentoring policy, matching process, documentation, timeline, and measures of success.

Can this training help us establish a mentoring program?

The training develops mentor capability. MSS Corporation may also provide a separate mentoring program design or consultancy component covering program objectives, governance, mentor and mentee selection, matching, orientation, documentation, monitoring, support, evaluation, and program improvement.

Is one day enough for mentoring training?

A one-day program can provide the essential concepts, tools, and initial practice needed to begin mentoring more effectively.

A two-day workshop or longer learning journey is recommended when the organization requires repeated simulations, individualized assessment, actual mentor-mentee matching, program documentation, or post-training application support.

Can this be delivered online?

Yes. The training may be delivered face-to-face, live online, or through a hybrid format. Virtual delivery uses breakout-room simulations, digital worksheets, facilitated discussions, and structured feedback.

Will participants practice mentoring conversations?

Yes. The program is application-centered. Participants practice listening, questioning, sharing experience, providing feedback, establishing agreements, handling challenges, and conducting structured mentoring conversations.

Can senior technical employees attend even if they are not managers?

Yes. Experienced technical employees and subject-matter experts are often highly valuable mentors. The training helps them convert technical expertise and experience into development that other employees can understand and apply.

Does mentoring replace formal training?

No. Mentoring complements formal training, on-the-job learning, coaching, performance management, and other development interventions. Each method serves a different purpose.

How can mentoring results be measured?

Possible measures include:

- Completion of agreed mentoring actions;
- Improvement in targeted competencies;
- Increased mentee confidence and independence;
- Application of learning to workplace responsibilities;
- Readiness for expanded roles;
- Progress against development plans;
- Quality of mentor-mentee engagement;
- Knowledge-transfer milestones;
- Participant feedback; and
- Organizational talent or succession indicators.

The measures should be selected according to the purpose of the mentoring program.

RELATED MSS CORPORATION TRAINING PROGRAMS

Organizations interested in this program may also consider:

- Coaching Skills for Supervisors and Managers;
- Coaching and Mentoring Training;
- Leadership and Management Development;
- Supervisory Leadership Training;
- Training the Trainer;
- Performance Management and Performance Coaching;
- Giving and Receiving Feedback;
- Difficult Conversations for Leaders;
- Succession Planning and Talent Development;
- Knowledge Management and Knowledge Transfer;

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- Employee Engagement and Motivation;
- Emotional Intelligence for Leaders;
- Delegation, Empowerment, and Accountability;
- Developing High-Potential Employees; and
- Building a Culture of Continuous Learning.

WHY CHOOSE MSS CORPORATION FOR MENTORING TRAINING IN THE PHILIPPINES?

Customized for the Organization

The program may be aligned with the client's employees, industry, leadership expectations, developmental priorities, actual mentoring situations, and organizational systems.

Practical Rather Than Lecture-Heavy

Participants do not merely listen to mentoring concepts. They analyze situations, complete tools, conduct conversations, receive feedback, and develop an application plan.

Clear Distinction Among Developmental Roles

The training helps participants determine when they should mentor, coach, train, manage, correct performance, refer a concern, or seek HR support.

Workplace-Based Activities and Outputs

Exercises may use the organization's actual competencies, employee scenarios, development goals, succession requirements, and knowledge-transfer needs.

EnterTRAINment Learning Experience

MSS Corporation combines substantive learning with interaction, participation, practical exercises, relatable situations, reflection, and engaging facilitation.

Focus on Sustainable Capability

The program does not teach mentors to create followers who continually depend on them. It develops mentors who can strengthen another employee's judgment, confidence, competence, ownership, and ability to succeed independently.

CALL TO ACTION

Develop employees who do more than pass information to the next person. Prepare mentors who can pass on experience, judgment, values, lessons, and leadership capability.

Partner with MSS Corporation for a customized **Mentoring Training in the Philippines, Mentoring Skills Training in the Philippines, Employee Mentoring Training in the Philippines, or Coaching and Mentoring**

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With MSS, We Make Strong Success.