



WEB-BASED

OPEN MENTORING®

Mentor Guide

Self-Paced Workbook



MENTOR GUIDE

TABLE OF CONTENTS

Introduction	2
What Is Mentoring?	2
Who Is Involved?	2
Why Should People Become Involved in Mentoring?	3
What Are the Benefits of Mentoring?	4-5
What Should I Look for in a Mentee?	6-8
What Is Expected of Me as a Mentor?	9
Interviewing Process: How Do I Interview a Mentee?	10
Why Is the Mentoring Agreement Important?	11-12
Why Is Our First Meeting Important?	13
How Do I Help My Mentee Develop?	14-19
How Do I Help My Mentee Set Goals?	20-22
How Do I Handle Conflict with My Mentee?	23-26
How Do I Give My Mentee Feedback?	27-31
How Do I Ensure a Successful Relationship?	32-34
A Final Word on Mentoring	35
Appendix: Mentoring Aids	36-50

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Fifth Edition

MENTOR GUIDE

INTRODUCTION

This resource for mentors focuses on the intangible elements of mentoring relationships, those factors that make up the personal, human pieces of mentoring. This resource will help mentors learn about, understand and apply knowledge in terms of these intangible relational factors. This material supplements the Open Mentoring® application, creating a complete mentoring resource for mentors.

WHAT IS MENTORING?

Mentoring is a personal enhancement strategy through which one person facilitates the development of another by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies. It allows the learner to build skills and knowledge while attaining his/her development goals. Conversely, it provides the opportunity for the experienced party to further enhance his/her skill and knowledge areas by continuously reassessing and building upon those areas.

WHO IS INVOLVED?

Mentoring relationships typically involve two people:

1. A mentee who wishes to develop specific learning areas and
2. A mentor who fulfills the role of expert for those particular learning areas.

MENTOR GUIDE

WHY SHOULD
PEOPLE
BECOME
INVOLVED IN
MENTORING?

While the reasons for becoming involved in a mentoring relationship as either a mentee or mentor are numerous and may vary upon individuals and circumstances, there exist several reasons that universally apply.

Mentees may become involved in a mentoring relationship to:

- Improve a particular career area
- Learn about another division of the company
- Explore their potential in development areas yet untapped
- Acquaint themselves with the company if they are new hires
- Expand their leadership abilities
- Make valuable contacts within the company
- Enhance opportunities for career advancement
- Develop an area of technical expertise
- Learn and grow professionally

Mentors may become involved in a mentoring relationship to:

- Share their expertise with another in the company
- Prove themselves as valuable leaders
- Expand their professional network
- Invest in the future of the company
- Obtain a fresh perspective of a subject
- Enhance experience in their areas of expertise
- Extend their role as subject matter experts
- Invest in the careers of others
- Enhance their credibility in the organization

MENTOR GUIDE

WHAT ARE
THE
BENEFITS
OF
MENTORING?

Mentoring brings value to everybody involved in its practice: mentees, mentors and the organization(s) for which they work. Mentees have an opportunity to gain wisdom from someone who has traveled the path before them. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. The organization has the opportunity to share and spread its acquired learning and know-how.

Benefits for Mentees:

- Insight into the pros and cons of various career options and paths
- Increased self-awareness and self-discipline
- An expanded personal network
- Support in the transition to a new role or location
- A sounding board for testing ideas and plans
- Positive and constructive feedback on professional and personal development areas
- Accelerated training and development

Benefits for Mentors:

- Proven method to share ideas, try new skills and take risks
- Enhanced capacity to translate values and strategies into productive actions
- Extensive information about the larger organization and the current business issues of other parts of the business
- Identification of opportunities to enhance personal contribution to the future of the company
- Increased awareness of personal biases, assumptions and areas for improvement
- Renewed enthusiasm for their role as expert
- Personal fulfillment from investing in others

MENTOR GUIDE

Benefits for the Organization:

- An environment that fosters personal and professional growth through the sharing of business information, skills, attitudes and behaviors
- Increased role modeling of leaders teaching other leaders
- Accelerated processes for the identification, development and retention of talent for leadership and technical jobs
- Increased job satisfaction for mentees and mentors
- Sharing and leveraging strategic knowledge and skill throughout the organization
- A means for leaders to align with one another on business direction
- Enhanced learning and diversity in the organization

MENTOR GUIDE

WHAT SHOULD
I LOOK FOR
IN A
MENTEE?

The Open Mentoring® application provides mentees with potential mentors based on alignment of competencies, areas of expertise and learning needs. Yet this does not mean that you have no say in the matter as a mentor. You will still need to consider the characteristics of the mentees who actively seek you as a mentor.

Some important qualities to look for in a mentee might be that s/he:

- has a desire to grow in an area that interests you.
- possesses a learning attitude.
- has a genuine interest in being helped by you.
- has the potential and time to be proactive.
- is trustworthy, non-judgmental, ethical and self-confident.
- is a good listener.

As stated earlier, Open Mentoring® will provide mentees with names of and information about potential mentors. This means that mentees are the ones who will seek out a partner. However, this does not mean that you cannot look for a mentee. You may also seek out a mentee outside of the Open Mentoring® application, encourage him/her to sign up as a mentee in the program, and then have the mentee select you as his/her mentor.

MENTOR GUIDE

If you choose to actively seek a mentee, consider following some basic guidelines. Keep in mind that you want to find someone who wants to grow and improve as a result of your guidance and expertise.

- A mentee can be male, female, younger, older, the same age, of a similar cultural or racial makeup, or of one entirely different from yours.
- A mentee can be a professional or a non-professional and can have any level of educational, academic or skill background.
- Mentoring relationships can be short-term and informal as well as exclusive, long-term and formal.
- Seek mentees you can help with particular gaps in their knowledge, skills, confidence level or understanding of the business.
- Above all, mentees are people who are ready to invest time to gain know-how and to put forth the effort needed to grow. They desire greater productivity or achievement in the future. Aside from these things, your choice of mentees will depend largely on their learning goals and mentoring requirements.

To find a mentee outside of the Open Mentoring® application, try the following:

- Establish rapport with people by having casual conversations about your job, their projects, sports, food, hobbies—topics that can lead to familiarity and comfort.
- Look for people who show a desire to learn what you know.
- Network. Ask your colleagues to scan their networks for someone who could benefit from your expertise.
- Volunteer to solve some problem. A potential mentee will appreciate your willingness to help.
- Be open. Give people your phone number or e-mail address and encourage them to contact you.

MENTOR GUIDE

Before you make your final mentee selection, remember that an ineffective mentee can be worse than no mentee at all. Here are some things to watch out for:

- Your prospective mentee should be well respected by his/her peers.
- Your mentee should not know *so* much about your personal life that it interferes with your guidance.
- Your mentee should not have a work style or work ethic vastly different from yours, unless that is the focus of the mentoring relationship.
- Choose your mentee based on qualifications and mutual understanding that you both want what is best for the mentee.
- Pay attention for any potential conflicts of interest.

After you have selected your potential mentee, it is advisable to spend some time getting to know each other before establishing your mentoring agreement. For more information on what you should discuss and questions you could ask, please see the *How Do I Interview a Mentee?* section on page 10.

MENTOR GUIDE

**WHAT IS
EXPECTED
OF ME
AS A
MENTOR?**

As a mentor, it is your responsibility to provide guidance to your mentee based on his/her learning needs and development areas. You can accomplish this in several ways and through various roles. You could act as a resource, advisor, teacher, coach, model, sponsor, consultant or guide. Yet no matter what role you play, remember that you are responsible for being the expert in this relationship, or if need be for helping the mentee find access to the appropriate experts.

Mentors are	
Expected to:	Not Expected to:
<ul style="list-style-type: none">• Have reasonable expectations of the mentee• Be a resource• Provide feedback• Allocate time and energy• Help the mentee develop an appropriate learning plan• Follow through on commitments or renegotiate appropriately	<ul style="list-style-type: none">• Drive the relationship• Seek out a mentee• Do the work for the mentee• Manage the mentee as a supervisor would• Be an expert in every imaginable development area• Develop a friendship with the mentee

MENTOR GUIDE

INTERVIEWING PROCESS: HOW DO I INTERVIEW A MENTEE?

When searching for a mentee, you may choose to interview the potential candidate so you can learn more about one another. During the Interviewing Process, take the opportunity to talk with a potential mentee to learn some basic information about him/her and to discover what s/he is hoping to gain from this relationship. This gives you both the chance to get acquainted before committing yourselves to the mentoring relationship.

Some questions the mentee may ask you are:

- How long have you been with the company?
- What experiences do you bring with you that would be valuable to me and my development?
- Why are you interested in mentoring?
- Why do you think you would be a good mentor?
- What are you looking for in a mentee?
- How do you foresee each of us fulfilling our unique roles?
- What expectations do you have of a mentee?
- *For Distance Mentoring*: How do you plan on managing the difference in our time zones and locations?

Go to the
Appendix for
a worksheet
on this topic.

MENTOR GUIDE

WHY IS THE
MENTORING
AGREEMENT
IMPORTANT?

Go to the
Appendix for
a worksheet
on this topic.

After you and your mentee agree to work together in this mentoring relationship, you will be formally invited into your mentee's mentoring project through Open Mentoring®. You will receive an e-mail invitation that gives the project name and provides a link to Open Mentoring®.

The first task you need to complete as the invited mentor is to officially accept or decline the invitation. Assuming you accept the invitation, you will then have the opportunity to review your mentee's mentoring agreement and provide feedback on it if desired. The mentoring agreement serves as the backbone for the mentoring relationship. It provides the framework for the scope of the relationship and acts as a contract between you and your mentee. This ensures clarity of expectations for both of you. The mentee creates the original version of the agreement, but it is considered a living document. Either of you can discuss it or provide feedback on it at any time during the relationship.

While the mentoring agreement will always include the mentee's learning needs and development goals, there are several other factors that may be covered in the mentoring agreement:

- Ways the mentee will be held accountable for his/her development
- Confidentiality standards
- Boundaries for the relationship
- An ideal schedule for meeting
- Ways you and your mentee will monitor progress
- A proposed level of mentoring

MENTOR GUIDE

Based on the factors that make up a mentoring agreement, consider asking the following questions of your mentee's proposed agreement.

- Can I help my mentee meet these goals?
- Are there additional ways I can help my mentee retain accountability for his/her progress?
- Do these confidentiality standards meet both of our needs?
- Why are these proposed boundaries important?
- Will this meeting schedule work for me?
- How can the mentee and I both monitor his/her progress?
- Am I comfortable mentoring at this proposed level?

By asking appropriate questions of the mentoring agreement and using the agreement as the foundation for your mentoring relationship, you can better address any relational components that may arise during the relationship. The mentoring agreement will help you stay focused as you handle the intangible qualities of the mentoring relationship. Open Mentoring® also offers a way for you to stay focused, providing you a concrete program with which to work.

HELPFUL HINT:

Use the mentoring agreement during your first meeting to help you focus your discussion.

MENTOR GUIDE

WHY IS OUR
FIRST
MEETING
IMPORTANT?

Go to the
Appendix for
a worksheet
on this topic.

Once you accept your mentee's invitation, you have officially begun the mentoring relationship. During your first meeting, you can help your mentoring relationship get off to a good start by candidly sharing your experiences and expectations, and also by listening carefully to your mentee's comments and responses to questions you ask him/her. Learning about your mentee's interests, work activities and duties, and his/her personality can help you establish a solid foundation upon which to build your relationship.

Prepare for your first meeting by generating a list of both general and specific questions you want to ask. Consider these general questions:

- What are your concerns as we move forward in our mentoring relationship?
- What are your expectations of me as a mentor?
- What are your expectations of yourself?
- What should I know about you that I would not learn from your mentoring agreement?
- What challenges might we face in your development?
- How should we address any challenges that arise?
- What are your interests, hobbies, etc.?
- What do you value in a working relationship?

Remember, a successful mentoring relationship offers something for both you and your mentee. Try to have a good understanding of what you want to get from the relationship before you speak with your mentee.

HELPFUL HINT:

Use the mentoring agreement during your first meeting to help you focus your discussion.

MENTOR GUIDE

HOW DO I
HELP MY
MENTEE
DEVELOP?

Go to the
Appendix for
a worksheet
on this topic.

A major task for mentors as they engage in mentoring relationships is to create development activities for their mentees. These activities should meet the mentee's learning and development needs. Additionally, they should be targeted to the mentee's particular learning style. This targeted use of development activities to a learning style enhances the chances that the activity will be well received by and useful to the mentee. It can also improve the mentee's learning retention and satisfaction with the mentoring experience.

1. LEARNING STYLES

Learning styles vary from person to person, particularly because a person can prefer a combination of styles blended together to create their own unique style. One classification of learning styles is based on preferences around learning by seeing, hearing or doing. Another way to think about learning styles are four major categories, which group people by learning strengths and preferences. These categories are:

- Reflectors
- Activists
- Pragmatists
- Theorists

Each category is further described with a definition and description of activities that learners prefer. As you create development activities for your mentee, always keep in mind that s/he may prefer a hybrid learning style that takes into account factors from multiple styles. Due to this, always plan according to your mentee's preferences, not according to the categorized preferences of a particular style.

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Reflectors

Reflectors are people who like to learn by viewing situations from multiple angles. They prefer to gather multitudes of information, use their imaginations, understand people, brainstorm, and incorporate perspectives from multiple cultures. They often prefer to learn by reflection, observation, reactions to feelings, and personal involvement with people.

Examples of development activities Reflectors enjoy include:

- Reading
- Journaling
- Watching a video
- Interviewing others
- Observing others' behaviors and reactions
- Role-plays and simulations
- Attending lectures

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Activists

Activists are people who learn best from hands-on experiences. They enjoy taking on new and challenging experiences, and they possess an open-mindedness that helps them be adaptable to change. Activists prefer finding concrete solutions rather than theoretical ones, and they often act on gut feelings rather than logical analysis.

Examples of development activities Activists enjoy include:

- Targeted projects and assignments
- Job rotations
- On-the-job tips and training
- Self-paced learning activities
- Small group discussions
- Games
- Training courses

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Pragmatists

Pragmatists are people who find practical uses for ideas and theories. They enjoy making decisions, are good at systematic planning, and prefer learning by developing theories and using new ways of thinking to solve problems.

Examples of development activities Pragmatists enjoy include:

- Case studies
- Studying theories to solve problems
- Individual study
- Small group discussions
- Projects
- Self-paced learning activities
- Job aids

MENTOR GUIDE

Theorists

Theorists are people who prefer combining large amounts of information into models, concepts and theories. They use logic and ideas to understand situations, often engaging in objective thinking. Their strengths include planning, defining problems, developing theories, and working with abstract ideas.

Examples of development activities Theorists enjoy include:

- Examining others' models
- Operating on a joint task force
- Attending lectures
- Observing others
- Reading and studying theories
- Engaging in self-paced study
- Using audio and videotapes.

MENTOR GUIDE

2. DEVELOPMENT ACTIVITIES

Another factor in helping your mentee develop is creating development activities for him/her. Once you know what the mentee wants to learn and you have identified his/her preferred learning style, you can craft development activities that you can suggest to your mentee. Creating your own unique activities for your mentee will help you fully engage yourself in your mentee's development and in the mentoring relationship.

Consider these possibilities as you begin thinking about crafting development activities. Keep in mind that these suggestions are merely that—suggestions.

- Use on-the-job opportunities, such as:
 - Improve a procedure or process
 - Take on special assignments
 - Volunteer to lead a project or task force
- Use off-the-job opportunities, such as:
 - Join and/or lead a community group
 - Become involved with educating others
 - Become involved with a volunteer organization
- Suggest continuing education, such as:
 - Study groups
 - Adult education classes
 - Seminars, workshops or e-learning courses
- Read books, articles and manuals
- Conduct research or needs analyses
- Help others through coaching or teaching

MENTOR GUIDE

HOW DO I
HELP MY
MENTEE
SET GOALS?

Go to the
Appendix for
a worksheet
on this topic.

As a mentor, you can provide a valuable service to your mentee by helping him/her set goals for development areas. Through this role, you will help your mentee:

- Clarify what s/he does and does not know.
- Assess any development gaps.
- Write specific goals for development.
- Select indicators for measuring progress.
- Uncover barriers to performance.
- Define success.

Consider these questions when helping your mentee set goals and clarify learning needs.

- What do you hope to achieve within the next 3-5 years?
- How can you get paid for doing what you love?
- What are your current skill and experience bases?
- What have you done previously to develop yourself?
- How does this development area tie into your job description, strategic initiatives or personal development plan?
- What are some potential benefits of developing yourself in this area?
- Where does this development area fit into your priorities?
- Who else might your development be important to (e.g., your team, department, customers, stakeholders, organization, family)?
- What other areas of your work would be impacted if you were to improve your skills in this area?

MENTOR GUIDE

- What resources, people or otherwise, do you have access to that could help you in this development area (e.g., for frequent feedback or encouragement)?
- If you were to break this area down into skills and knowledge, what would be some of the most important aspects of what you want to learn?
- What level of skill do you need in this area (e.g., familiarity, passing a certification, recognition as an exemplary performer, ability to train others)?
- To what degree are your goals capable of being measured?
- What concrete activities will you be able to do as a result of achieving your goals?
- Is the time line in our mentoring agreement reasonable for meeting these goals?

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When setting goals, remember to ask if they are SMART.

Are these goals:

Specific? Try to break large, general goals into smaller, more specific ones.

Measurable? Is there a way to track improvement? What are the most appropriate but simplest measures? If your mentee has a performance management plan, consider using the same measures so the mentee can directly demonstrate improvement. Quality, cost and time are three basic types of measures.

Attainable? Can it be done? Is the mentee aiming for something that is unachievable?

Realistic? Are the mentee's goals realistic given his/her time, resources, priority and motivation?

Time-bound? When will the mentee complete the goal? Set intermediate but repeating goals for things you want to become a habit.

MENTOR GUIDE

HOW DO I
HANDLE
CONFLICT
WITH
MY MENTEE?

Go to the
Appendix for
a worksheet
on this topic.

Conflict can arise in any relationship, including in a mentoring relationship. When dealing with conflict, it is important to discern exactly what the conflict is that you are experiencing, as well as the outcome you desire. Conflict between mentors and mentees usually arises from misunderstanding, differing opinions or misinterpretation.

It is also important to understand the difference between conflict and personal attacks. Conflict is a natural result of two unique individuals interacting and challenging each other, especially in a development environment, and has positive benefits. Personal attacks are when differences shift from the issue or opinion causing the conflict to the personalities or individuals involved. Personal attacks are usually highly volatile because they are emotionally driven (by anger or frustration) and based on perceptions about someone's character or motives. When conflict manifests into personal attacks, the original issues are no longer the problem because the conflict has ceased to be rational and has now become personality-centered. Based on this distinction between conflict and personal attacks, consider the following recommendations for managing conflict.

To successfully manage conflict you need to be able to:

- Develop a supportive rather than defensive environment.
- Clearly understand what you want to happen.
- Explicitly express why you feel there is conflict.
- Listen openly and accurately to feedback.
- Check the meaning behind the messages you are giving and receiving.
- Seek to identify a common goal through compromise.
- Discuss the issues (use facts rather than opinions).
- Stay solution-focused.

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When dealing with conflict, remember the following best practices:

Withhold Judgments

If your intent is to find an amicable agreement, you will need to suspend personal judgments. It is best if you keep an open mind during your discussions and not project an attitude of condescension. You do not have to agree with your mentee's position, but you must acknowledge its legitimacy and at least agree to disagree. Use "I" statements since they describe your thoughts and feelings, instead of "you" statements, which carry a tone of judgment that can be misunderstood as censure.

Speak Precisely

Be specific and avoid speaking in generalities. Resist the urge to drag a negative past into the present situation. To accomplish this, reference present circumstances without restating previous misgivings.

Remain Considerate

Avoid the appearance of haughtiness by refraining from stating opinion as fact. Be careful not to speak down to or insult the intelligence of your mentee. Be patient with learning; move at the mentee's pace in the conversation. Do not interrupt or project frustration

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Focus Your Discussion

Clarify points of agreement before dealing with disagreements. This helps to build common ground of understanding, save discussion time, and locate the focus of your discussion. Also, attempt to focus on one issue at a time to help avoid confusion.

Balance Your Communication

Express your thoughts and needs clearly, directly and in a balanced manner, respecting the thoughts, needs and rights of your mentee.

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Steps for Managing Conflict

The following steps are suggestions for preparing to successfully manage conflict with your mentee.

1. Write down what you think the area(s) of conflict are.
Be clear and specific.
2. Write down why you think these are area(s) of conflict.
Identify the mentee's perspective and how it differs from yours.
3. Prepare for your conversation with your mentee.
Set a supportive climate.
Do not be defensive.
4. Be prepared to listen.
Use active listening techniques: paraphrasing, asking clarifying questions, etc.
5. Be prepared to move forward in a healthy, positive way.
6. Determine how future conflicts will be addressed.

MENTOR GUIDE

HOW DO I
GIVE MY
MENTEE
FEEDBACK?

Feedback is important to people as professionals and as individuals. It is an essential ingredient for personal learning and professional development. Without feedback people are left to “fill in the blanks” on their development and performance. When delivered well, feedback enables people to develop their personal effectiveness by learning about their development needs and understanding their strengths.

Go to the
Appendix for
a worksheet
on this topic.

As a mentor, delivering effective feedback remains an essential skill that can help improve the quality of your mentoring relationship. Your mentee will often look to you for feedback on his/her performance, ideas, development progress, etc. Therefore, it is vital to the success of your relationship that you understand how to give effective feedback.

It is also important to keep in mind that your mentee may give *you* feedback during your mentoring relationship, placing you on the receiving end of feedback—quite a different perspective than that of the one giving feedback. This shift in perspective can help both you and your mentee reassert your commitment to the relationship and show your continued support for your mentee.

MENTOR GUIDE

Characteristics of Effective Feedback

Effective feedback doesn't just happen. It is carefully given so the message is clear and the purpose is understood. Six characteristics generally represent effective feedback.

1. Defined by a clear purpose

The purpose of effective constructive feedback is to help the mentee improve or take advantage of a developmental opportunity. Ask yourself these questions to clarify your purpose:

- Why are you giving feedback?
- Why do you want the mentee to change?
- What message do you want the mentee to hear?

2. Specific and descriptive

If feedback is not specific, the mentee is left with useless information s/he can do nothing about. For example: "You need to change your attitude" is a general statement with an unclear focus. On the other hand, "You have been late for the last three meetings" is specific and descriptive. When you describe the behavior or incident that led you to conclude the performance is acceptable or unacceptable, the mentee is more likely to hear what you are saying without getting defensive. To check how specific and descriptive your feedback is, ask yourself these questions:

- If you are giving feedback about a problem, how do you describe the problem?
- If you want the mentee to change, how will s/he know what to change?

MENTOR GUIDE

3. Relevant

Many times, people give feedback that is irrelevant to the recipient's job or development. Giving feedback does not mean providing the mentee with all the information available, but providing him/her with relevant information. Ask yourself these questions about the relevance of your feedback:

- How much of the feedback you give really applies directly to the mentee's situation?
- What language will you use to reduce defensiveness?

4. Actionable

Feedback should enable the mentee to take action upon it. Feedback that is not actionable can be destructive, leaving the mentee feeling helpless and frustrated. Ask yourself the following:

- Based on your feedback, how will the mentee know what his/her responsibilities are or what action to take?
- What measures can you use to evaluate change?
- How would you respond if someone gave you this feedback?

MENTOR GUIDE

5. Timely

Feedback should be delivered in a timely manner and in an appropriate environment and situation for feedback delivery. Ask yourself these questions about the timeliness of your feedback:

- When is the best time to give feedback?
- In what environment should feedback be given?

6. Balanced

Feedback should entail listening, as well as speaking, and being open to receiving as well as giving feedback. Effective feedback balances the positive with the developmental, helping to provide a realistic perception. Ask yourself these questions about the balance of your feedback:

- How much opportunity will the mentee have to respond to your feedback?
- Are you open to changing your opinion based on the mentee's response to your feedback?

MENTOR GUIDE

Steps for Effective Feedback

When giving effective feedback, several factors must be considered.

The following steps are not meant to be a procedure for providing feedback, but rather should be looked upon as a process that may help you deliver effective feedback.

1. Set the proper climate.
Provide ample time without interruption.
2. Consider carefully what you want to communicate.
What message do you want to give?
3. Set the context for the feedback.
Why is this important to the mentee?
4. Give the feedback to the mentee.
Check the tone of your feedback.
5. Give the mentee opportunity to respond and listen.
Be open to new information.
6. Work together to determine the next steps.
What should the mentee do with the feedback?
7. Express your support.

MENTOR GUIDE

HOW DO I
ENSURE A
SUCCESSFUL
RELATIONSHIP?

In order to be effective, your mentoring relationship needs to possess:

- Collaboration - Both you and your mentee play a partnership role in the mentee's development.
- Respect - Mutual appreciation is core—both of your knowledge and of the mentee's investment of time and energy.
- Responsiveness - As in any respectful collaboration, both you and your mentee need to be sensitive and responsive to the goals, needs and perspectives of the other.
- Confidentiality - This supports the ability to be vulnerable, yet safe, in difficult conversations.
- Joint Accountability - When you and your mentee keep agreements, this strengthens trust and helps keep the learning relationship focused and productive.
- Free and Honest Expression - You and your mentee can share your strengths and weaknesses; your dreams and goals; and your past, present and anticipated experiences. Both of you can offer and hear feedback in the spirit of building on competencies and strengthening areas of weakness.
- Focus - The mentoring relationship needs to be clear in its purpose and goals. The mentoring agreement goals are the focus of learning and development.

MENTOR GUIDE

Three vital signs exist in a successful mentoring relationship: respect, responsiveness and accountability. When these three vital signs are present, you will find that the relationship will be rewarding to both of you. If one or more of the three vital signs is missing or begins to dissipate, then the mentoring relationship will suffer and lose its effectiveness.

1) Respect

This is the starting and sustaining aspect of the relationship. Learning is greatly enhanced when you and your mentee feel a sense of personal and professional respect for one another. Mutual respect forms the foundation of the successful mentoring relationship.

2) Responsiveness

This refers to the willingness of your mentee to learn from you, and your willingness to respond to the mentee's learning needs. Responsiveness is a willing attitude put into action. If it is present, you will find it revealed in the consistent pacing and priority placed upon the mentoring relationship. When your mentoring attitude toward one another is positive, your relationship is more likely to be responsive.

3) Accountability

This refers to mutually held expectations and agreed upon mentoring activities, including activities to monitor and evaluate the mentee's progress toward stated developmental goals. Accountability supports the sense of meaning and purpose in the mentoring process.

MENTOR GUIDE

The following are ways you can keep these three vital signs alive in your mentoring relationship.

Respect

- Schedule a time to meet with your mentee to discuss the importance of mutual respect.
- Openly discuss with your mentee your perception of the respect level in your mentoring relationship.
- Reflect on what changed in your mentoring relationship to result in the loss of respect, and then determine what it will take to get it back.
- Adopt an attitude of generous thinking - assume the best intentions on behalf of your mentee.

Responsiveness

- Review if your requests are important or merely urgent.
- Communicate openly to your mentee about the seeming lack of responsiveness, and together seek new solutions.
- Ask your mentee to help you schedule meetings that are more conducive to both of you.
- Prioritize requests so that your most important needs are met.

Accountability

- Ask your mentee what s/he expects of you and see if you both have the same understanding.
- Help your mentee understand your needs and perceptions.
- Provide your mentee with more specific feedback on his/her performance.
- Help your mentee determine more measurable areas of performance.

MENTOR GUIDE

A FINAL
WORD
ON
MENTORING...

As you move forward in your pursuit of a mentee and build mentoring relationships, keep three thoughts in mind.

- **Mentoring is a relationship.**

The mentoring relationship is based on mutuality—you and your mentee collaborate in the mentee's development. Mentoring does not require a high degree of personal connectedness in order to pass on the desired skill, knowledge, attitudes or behavior. However, there does need to be collaborative negotiation and joint accountability about what is to be learned, how the transfer of learning will take place, and how the learning will be monitored and evaluated. In addition, if you and your mentee are able to express respect to respond freely and honestly about strengths, weaknesses, goals and concerns, the learning will be greatly enhanced.

- **Mentoring involves sharing.**

While sharing can take place over a short or a long period of time, equal participation in the mentoring relationship is a must. Effective sharing involves freely giving thoughts, opinions, concepts, ideas, experiences, hunches, techniques and learning to one another.

- **Mentoring involves the development of yourself and others.**

Development in a mentoring relationship means identifying and encouraging growth. In your mentoring relationships you will want to keep the mentee's professional and personal development goals at the center of your activities and conversations. However, two-way development is encouraged through the sharing of resources and time with each other, which benefits both you and the mentee.

MENTOR GUIDE

APPENDIX: MENTORING AIDS

The following pages consist of Mentoring Aids that you can complete as you continue to work toward enhancing your mentoring relationship with your mentee. These aids are easy-to-use worksheets to help you prepare for meeting with your mentee. They cover the following topics, which were discussed as part of *Mentor Guide: Self-Paced Workbook*.

- Preparing for the Interviewing Process
- Reviewing the mentoring agreement
- Preparing for your first meeting
- Helping your mentee develop
- Helping your mentee set goals
- Dealing with conflict
- Giving and receiving feedback

MENTOR RESOURCES

REFLECTION: INTERVIEWING PROCESS

Take a few minutes and reflect on the interview you had with your mentee. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

REFLECTION: MENTORING AGREEMENT

Take a few minutes and reflect on the interaction you had with your mentee about the mentoring agreement. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

FIRST MEETING WORKSHEET

The following questions will help you prepare for your first meeting with your mentee. This meeting is particularly important because it will set the tone for the rest of the meetings you and your mentee have. Answer these questions with that in mind.

1. What do you hope to accomplish during this meeting?

2. What would a successful meeting look like?

3. Who will run this meeting?

4. What role will each of you play in this meeting?

HELPFUL HINT:

Use the mentoring agreement as part of your first meeting to help generate discussion and highlight areas of need.

MENTOR RESOURCES

REFLECTION: FIRST MEETING

Take a few minutes and reflect on the interaction you had with your mentee during your first meeting. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

DEVELOPMENT ACTIVITIES WORKSHEET

Complete this worksheet to help you prepare for creating development activities for your mentee. Remember to craft development activities based on your mentee's learning and development needs.

- 1. What type of learner is your mentee? How does s/he like to learn?**
- 2. What types of activities will help the mentee accomplish his/her goals?**
- 3. What development activities have helped you (or your previous mentees) in the past?**
- 4. Who can you recruit to help the mentee with activities outside your areas of expertise?**

Questions to consider asking your mentee to help generate discussion:

- What would you attempt to do if you knew you could not fail?
- What role does learning play in your life?
- How do you typically go about learning something new?
- In what ways are your learning needs being met?

MENTOR RESOURCES

REFLECTION: DEVELOPMENT ACTIVITIES

Take a few minutes and reflect on the interaction you had with your mentee concerning his/her development activities. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

SETTING GOALS WORKSHEET

In order to better help your mentee set goals for this mentoring relationship, answer the following questions. Remember to keep your mentee's learning and development needs in mind.

- 1. What does the mentee know or not know about his/her chosen development area?**
- 2. What are the development gaps for the mentee?**
- 3. What are the top 3 development goals the mentee wants to achieve?**
- 4. How will you and the mentee measure progress?**
- 5. Are the mentee's goals SMART?**

Questions to consider asking your mentee to help generate discussion:

- How do you feel about the goals you've set?
- Are these your goals because you want them to be or because someone else wants them to be?
- How might you accomplish your goals?

MENTOR RESOURCES

REFLECTION: SETTING GOALS

Take a few minutes and reflect on the interaction with your mentee concerning setting goals. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

REFLECTION: MANAGING CONFLICT

Take a few minutes and reflect on the interaction with your mentee concerning this conflict. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE

MENTOR RESOURCES

GIVING FEEDBACK WORKSHEET

Complete this worksheet to help you prepare for giving feedback to your mentee. Remember to create a supportive, safe environment for the discussion and to have a clear understanding of the outcome you desire.

- 1. What area(s) do you want to focus your feedback on?**
- 2. What message do you want to communicate?**
- 3. What action can your mentee take based on your specific feedback?**
- 4. How can you help the mentee put this feedback to use in terms of his/her development?**
- 5. How will you show your mentee you are listening to him/her?**

Questions to consider asking your mentee to help generate discussion:

- How do you feel about the feedback I just gave you?
- How might you use this feedback in conjunction with future actions?
- How can I improve my feedback to you in the future?

MENTOR RESOURCES

REFLECTION: GIVING FEEDBACK

Take a few minutes and reflect on the interaction with your mentee concerning the feedback you delivered. Frame your thoughts and conclusions in terms of what you will stop doing, what you will start doing, and what you will continue doing.

Based on the interaction I just completed with my mentee, I believe I will be more effective as a mentor in this relationship if I:

STOP

START

CONTINUE



TRIPLE CREEK
ASSOCIATES