

Mentoring Program

Objectives

- Encourage employees
- Can target potential managers and specific employees who need assistance
- Facilitate implementation of corporate strategies
- Requires a coordinator to administer the program, usually a person found within HR who spends no more than 1 day per week on mentoring activities.

Process

- Define the process through which the program is advertised such as a newsletter, brochures in pay checks, and through managers
- Define the process in which mentees submit an expression of interest to the coordinator including education, major, reasons for wanting a mentor, skills they would like to share, skills they would like to learn, achievements you are seeking, goals, and other such information. Mentees should be required to assume responsibility for their own growth and development, be receptive to feedback and coaching, and actively seek challenging assignments and greater responsibilities. Mentees should identify the specific skills they expect to gain and the type of mentor they seek.
- Define the process for approving those who participate. Your organization may decide to reduce the number of participants based on their skills, knowledge and experience level or by lottery.
- Define a method to match mentee with a mentor. Require resumes or applications from both parties identifying skills and interest. Offer each participant a copy of the resume, and validate that they are interested in working with the other.
- Define the mentoring program as a work-related activity so that work hours can be used to work toward mentoring goals.
- Ensure participants agreed upon confidentiality.
- Require documents supporting the mentoring efforts such as a mentoring agreement and mentee
- Define the length of time the relationship between the mentee and the mentor should last, such as a 12-month time frame. Define the time frame in which the mentor and mentee meet and how often within the relationship time frame, such as once a month for about an hour.
- Define a process in which mentors express an interest to the coordinator. Mentors should be required to make a commitment to mentoring, have a good record for and interest in developing other people, have a credible reputation within the organization, have a good range of skills to share, understand the organization's

- goals, policies, functions, and communication channels, be aware of the resources available within and outside of the organization, have a willingness to share personal experiences relevant to the needs of the participant.
- Define a networking meeting for all participants. These meetings can be held in lunch hours and can be informal, or a structured meeting. Allowing the participants to define the issues improved the networking. Define that issues discussed during the meeting are to be kept confidential also.
 - Define the evaluation process through which the program can be reviewed and improved. Send out questionnaires to mentees and mentors at the beginning, the mid-point, and the end of the program. The purpose of this is to seek information on the progress of the partnership and identify if the participants feel there has been progress achieved. This is in addition to the development plan, as the development plan is completed by both parties together and the questionnaires can be completed individually. The coordinator should maintain contact with the participants to identify progress reports.

Mid-point Questionnaire

The mid-point questionnaires should query the mentees satisfaction level of the program as a whole and the way the partnership with the mentor is developing. The mentees should be questioned about their main expectations:

Is it very likely, possible, or not possible that they would meet them.

Do they see real progress being made in terms of meeting their identified needs?

Are both parties keeping to the original agreement? If not, why?

Final Questionnaire

The Final Questionnaire can include questions such as:

Are participants satisfied with the development of their mentoring partnership?

Do participants feel their main expectations were met?

Were participants able to keep to their original mentoring agreement in relation to meeting with their partner?

Do mentees feel any real progress is being made in terms of meeting identified needs?

Are any of these benefits present?

- gains in respect to self confidence and management of issues
- enhanced network
- career planning
- increased knowledge of the department
- increased knowledge of mentoring
- confidence to confront problems

Are participants receiving the support they expected?

Were mentees' expectations of having a mentor realistic?

Did participants have difficulty spending time on their partnership?

Were immediate managers supportive to the mentees?

What effects did involvement in the program have on the participants personally?

Were any of these mentee examples present?

- increased knowledge
- increased networking
- affected my personal development and workplace management
- an ability to say "I'm good at what I do" and believe it
- increased confidence
- increased knowledge of an industry or business
- increased knowledge of mentoring process
- given back confidence and determination
- more organized and feel more professional in the way I deal with people and incidents.

Were any of these mentor examples present?

- insight of the program and increase my personal knowledge
- greater feel for difficulties facing the mentees
- opportunity to meet colleagues and make friends through the program
- made me aware of the attitudes and aspirations of the mentees; gives me a chance to interact as an individual not as a boss
- networks increased with mentors
- personal network and knowledge of the industry or business

Can you give any specific examples of outcomes that can be directly or indirectly attributed to your involvement in the program? Did mentees identify any of these?

- given more responsibility and discretion
- was able to undertake the management of a project with confidence;
- help with job applications;
- assistance with promotion;
- promotion and change of job;
- enhanced networking, knowledge of the industry or business, and knowledge of mentoring process;
- new position within the industry;

- changing my position; and
- dealing with conflict resolution enabling me to work with a person I previously could not communicate with.

Did mentors identify any of these?

- mentee developed more confidence and better understanding of working relationships in the workplace; and
- better understanding of industry or business
- mentee gained relevant specific knowledge of useful contacts in the industry
- What effect has your involvement in the project had on you generally?

Deliverables

- Mentoring agreement identifies the frequency and amount of time to be spent on the relationship. A copy of which is sent to the coordinator.
- Development Plan plans goals and activities identified to achieve these goals, outlines the needs of the participants and how these goals were to be met. It also provides a record of progress and success.

Mentor

Role and Responsibilities

The role of mentor involves unique responsibilities. A good mentor serves the interests of the company in developing its people, and the employees by coaching them to greater personal development and achievement. The mentor's responsibilities fall into five categories: communication, strategic planning, teaching, serving as a resource, and coaching.

Communication

Frequent, regular, face-to-face communication is critical to the success of the mentoring program. All parties need to develop a trusting relationship with one another, and mentors must communicate that the interests and success of the employee are top priority. Honesty and openness are essential.

Mentors should:

- work with the mentee to establish a schedule of regular meetings with sufficient time to discuss issues and concerns,
- listen actively, seeking to understand the employee's perspective,
- communicate clearly by asking questions and summarizing what you have heard,
- uncover assumptions and correct misperceptions,
- convey an interest in the full life of the employee - on and off the job, and be willing to share personal experiences,
- help employees see how their positions and actions will be seen by others, and
- make no promises regarding assignments or promotion opportunities.

Strategic Planning

Personal development can be happenstance, but it is almost always incomplete and longer coming if pursued in an unplanned manner. Employees need help in developing a game plan for their career, i.e., envisioning their future and constructing a strategy to achieve their goals. The mentor plans a key role in this strategic planning by:

- helping the employee outline a basic strategy which will ensure useful work experiences, personal contacts, and exposure to a variety of company activities,
- helping to identify options and strategies on next steps, and
- working with the employee to develop a time line which includes periodic evaluations.

Teaching

A mentor is a successful, experienced individual who possesses a wealth of information regarding the company's history, culture, and operating philosophy, as well as how things get done. Mentors help preserve this knowledge within the company by teaching it to others.

- share a "big picture" view of company objectives and vision thereby helping the employee understand the philosophy of service and the relationship between program and support units,
- help the employee "learn the ropes" of who's who, and how things get done.

Serving as a Resource

The mentor knows to whom the mentee should talk, where to get necessary information, how to approach an issue, and what expertise is needed for a particular problem. Mentors are a resource for the employee - the person who steers them in the right direction. Here are a few of the ways a mentor can be a resource.

- help the employee develop a network of contacts by suggesting who the employee should get to know,
- share information on the availability of training and developmental opportunities,
- provide business expertise,
- offer appropriate advice and assistance, and
- provide the right help at the right time.

Coaching

A good coach helps his/her mentee prepare to do their best, and leads them to a level of independent action. Mentees should progress from a stage where they are taught and directed, through a stage where they are coached as they attempt things on their own, to a final stage of independent responsibility and reaching out to mentor others. A coach will:

- provide constructive, frank, and honest feedback and evaluation of the employee's progress,
- encourage the employee to confront challenges, take reasonable risks, seize opportunities, recognize and overcome problems, and build on strengths, and
- empower employees to act independently and make their own decisions.

Mentee

Roles and Responsibilities

A mentee is motivated and interested in advancing his/her career and the program mission of their organization. A mentee is an achiever willing to take the initiative for his/her own development and make the most of available opportunities. The mentee's responsibilities fall into four categories: taking initiative, assuming responsibility, networking, and communicating.

Taking Initiative

A mentoring process promotes career planning and job enrichment. A mentee must be willing and truly interested in enhancing his/her career and take the initial step in setting career goals.

Mentees should:

- work proactively with their mentors to assess their strengths and weaknesses and identify career goals,
- complete assignments to research options and gather feedback,
- develop a plan of action to achieve goals and improve job skills, and
- take the initiative to make things happen.

Assuming Responsibility

Who is responsible for your life and your career? You are, you must be, willing to actively take the responsibility for setting career goals and developing a plan of action to achieve your goals.

Mentees should:

- fulfill official work assignments,
- maintain a personal momentum and professional enthusiasm,
- seek opportunities to experience new responsibilities relating to their job and career development plan, and
- take the lead responsibility for developing knowledge, skills, and abilities.

Networking

Networking is critical to getting information and identifying resources. Developing contacts within and outside an agency can prove to be very valuable.

Mentees are encouraged to:

- work with mentor to identify a list of key contacts,
- establish a network of contacts within and outside their organization to gain different perspectives, and
- be willing to share information in return.

Communication

Frequent, regular, face-to-face communication is critical to the success of the mentoring program. Both the mentee and mentor have a responsibility to create a trusting and committed mentoring relationship. By developing open lines of communication mentees can develop a constructive,

trusting environment within which the objectives of the company's mentoring program can be achieved.

Mentees are encouraged to:

- work with their mentors to establish a schedule of regular meetings with their mentors allowing sufficient time to ask questions and discuss issues openly,
- be willing to share information and ideas,
- continuously seek feedback in order to understand and clarify issues or questions, and
- listen non-defensively, expecting and accepting open and constructive ideas for change and how their actions/relationships affect others.

Mentoring Agreement

We are voluntarily entering into a mentoring partnership, which we expect to benefit both the company and us. We have noted these features of our partnership:

- Scheduled date, time and venue for first meeting with Mentor (*Before*)

Frequency and length of meetings

Specific role of the Mentor (shadow, model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources etc.)

Additional points

Duration of the partnership (*up to 12 months*)

We agree that anything discussed in these meetings will remain confidential unless otherwise agreed.

We understand that if any problems develop in this mentoring partnership we can seek the support of the Coordinator or Human Resources.

I (Mentee) have informed my immediate manager of this mentoring relationship.

Signed by:

Mentor _____ Mentoree _____

Date _____ Date _____

*** A copy of this agreement should be kept by both the Coordinator, Mentor, and the Mentee.**

Mentoring Program

Development Plan Guidelines

Each goal will be recorded on a separate Development Plan sheet. Your goals may be professional, educational and personal. Some examples include marketing results, advancement, staff recruitment, and development of special skills. The Development Plan is to be completed by the mentee. Spaces are provided for:

- Goal No.:** Number each goal sequentially (1,2,3 etc)
- Development Goal:** In this space write the goal you wish to achieve. Make the statement in terms of the outcome or end results, rather than the process you will use to get there.
- Action Steps:** List detailed, sequential steps for how to achieve this goal.
- Target Dates:** For each action step, enter a target date for completion of the step. Pencil these dates in your daily planner to help keep on schedule.
- Status/Progress Comments:** Use this column to prepare for discussion with your mentor and for reinforcing yourself for completing scheduled action steps. Enter comments about the status of each action, progress made since the last review, etc.
- When appropriate, note concerns that you wish to discuss with your Mentor. Enter date of discussion.
- Add action steps and additional target dates when appropriate.

Mentoring Program

Development Plan

(Use 1 page per goal)

Name of Mentee:

Mentor:.....

Date:.....

Goal No.: Development Goal:
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Action Steps	Target Dates	Status/Progress Comments

Frequently Asked Questions

Who is eligible to apply for the formal Program?

Any permanent employee, in any location, may apply to be either a mentor or a mentee. Everyone has something to gain as a mentee, and to offer as a mentor, regardless of grade level or profession. A senior manager may apply as a mentee to get feedback on communications skills, for example, or a secretary might offer to help a clerical employee get off on the right foot.

How long does the Program last?

Pairs will meet formally for one year.

How many people can participate?

Because the company has committed itself to following and supporting the pairs all year long, the numbers are limited. This means we will be recruiting mentees and mentors, so there will be several mentors at large to be available to any mentee who wants to do an informational interview, or to fill in, as rematches are needed.

If more than mentees provide complete applications, they will be chosen by lottery.

What can mentees expect from the Program?

This is NOT a structured program to facilitate promotion or career change. It is simply an opportunity for pairs to meet and plan career strategies. It is up to the mentee to carry those out successfully.

What is expected of mentees?

The mentee is responsible for defining a goal and a career strategy with the help of their mentor, and working hard to pursue it. At the logistical level, the mentee is responsible for meeting or speaking with the mentor up to an hour a week for the year of the Program, developing a contract with the mentor and sending it to the Coordinator on time, responding to the Coordinator's calls to ensure that the pair is on track, evaluating their progress in writing at mid-year and year-end, sharing information with other mentees through networking meetings and informally, and sharing what they learn with others at their work site. Most mentees also have homework assignments to work on each month, such as revising their resumes, conducting interviews with people in fields that interest them, exploring organizations they might join, learning more about the systems that affect them, and so on.

How do mentors benefit from the Program?

Apart from the satisfaction of helping someone else and seeing them reach toward goals they've set, mentors see the world from a different perspective, learn about another organization, become aware of their own paths and values, and often go through a reflection process similar to the mentee's. As they help someone else evaluate their career issues and goals, mentors often find themselves doing some worthwhile soul searching as well. In the process of being a mentor, many find that it is so valuable that they seek mentors informally for themselves, or reach out to their employees in a new way.

What is expected of mentors?

Mentors are asked to dedicate regular time to meeting or phoning their mentees (up to an hour a week), to listen, be a resource for career exploration and planning, and to provide the mentee with objective and positive information, contacts, and support that will help them make sound decisions. The mentor is there to provide structure, suggestions, and accountability for the mentee.

How is the matching done?

The Mentoring Coordinator will sit down with the stack of mentor and mentee applications, and do their best to match what the mentor has said they can offer, and what the mentee has said they are looking for. The only strict rule is that matches will not be made in the direct chain of command. Every mentee is guaranteed a proposed match, but not every mentor.

No match is final until the two people have reviewed resumes, sat down together, and checked out the potential of the relationship. Then both of them, separately, notify their Coordinator whether they are comfortable going forward or not. It's a "no fault" process to ensure that everyone starts the program with a match they feel enthusiastic about.

What if I know someone I'd like to be matched with?

Both people must apply. Please indicate on both of your application forms that you would like to be matched. The Coordinator doesn't absolutely guarantee the match, since it has to consider the needs of the group as a whole, but will do its best to accommodate you.

What if I'm not comfortable with my proposed mentor/mentee?

Please tell us! The purpose of your first meeting is to see whether the two of you are compatible, and the match isn't final until you have both approved it.

Your Coordinator will be checking in with you every month to see how your relationship is going, and whether you are moving toward the goals you set. Tell us frankly if things aren't working the way you had hoped. If you haven't already talked directly with your partner, do so. Often, it will be a question of miscommunication that can be cleared up. The next step is to talk with your Coordinator; occasionally, it's time for rematching (which we are willing to consider until the 6 month mark).

How much time can I spend with my partner?

You are allowed up to one to two hours a month of official time to meet. It's up to both of you to negotiate the exact timing with your supervisor to ensure that mentoring does not interfere with your job; if there is a problem, you will have a Coordinator to assist you in working out an agreeable schedule.

How will the long distance matches work?

Long distance matches have some big advantages; they help both people learn what it's like "on the other side of the fence," and provide exposure that you just wouldn't get otherwise. A long distance match works well if both parties are committed to meeting regularly by phone or video, as well as exchanging e-mail. A minimum of contact every two weeks is recommended. Experience shows that regular contact is even more important when people cannot meet in person.

You will meet in person at least twice, once at the beginning of the year, and once after six months. The Coordinator will ask you to meet with several people at the time of initial training. At the end of your session you and the other parties will report back to your Coordinator, and the final choices about matches will be made with "the greatest good for the greatest number" in mind.

What will my mentor do for me?

The mentor is a coach and counselor, but is prohibited from advocating for mentees, or offering any assistance that goes beyond the networking they would offer anyone else. It is up to the mentee to take the initiative and make a success of themselves. Mentors offer information, support, feedback, contacts, and ideas – but the mentee has to take it from there. Mentors are specifically prohibited from meeting with your supervisor. Mentors will coach you to develop your career yourself, but will not intervene for you. The Mentoring Program is not an Upward Mobility program, nor a structured program with progressive steps for advancement. It will not get you a promotion or anything else that you do not work for yourself.

How are supervisors involved in the Program?

Supervisors benefit by having people participate in the Program as either mentors or mentees. Mentors develop stronger coaching and counseling skills, and expand their networks through the training provided and by meeting with the mentees.

Mentees have a stronger sense of direction and often show more motivation on the job when they have a goal, whatever it may be.

Because the relationship between mentor and mentee is confidential, it is up to the mentee to communicate with the supervisor. A program groundrule is that mentors do not contact supervisors, nor vice versa. At the end of the year, supervisors will be recognized along with the mentors and mentees who are their employees.

What training will be provided?

Mandatory training is the foundation of the Program, so that both mentor and mentee are starting the Program with realistic expectations, an understanding of how the process works, and specific goals they can work toward. When you apply, you agree to attend training if you are selected. Mentees have a [time frame such as 2 hours] to help them develop a specific goal and other background information for their first meeting with their mentor, and mentors spend half a day to touch on the skills needed to make a successful relationship.

How will the Program be evaluated?

Each pair will define its own goals in a contract at the beginning of the year, and is responsible for evaluating whether they are making progress toward those goals. The Coordinator will provide support by checking in frequently, and offering resources when they are needed.

In addition, the Coordinator will ask you to evaluate how the Program is working, both at mid-year and at the end.

Biehl, Bobb	Mentoring: Confidence in Finding a Mentor and Becoming One
Borges, Kathleen E.	Connecting With Success: How to Build a Mentoring Network to Fast Forward Your Career
Brounstein, Marty	Coaching & Mentoring for Dummies
Buckingham, Marcus	Now, Discover your Strengths
Clutterbuck, David	Mentoring and Diversity
Cohen, Norman H.	The Manager's Pocket Guide to Mentoring
Conway, Christopher	Strategies for Mentoring: A Blueprint for Successful Organizational Development
Dortch, Thomas W.	The Miracles of Mentoring: The Joy of Investing in Our Future
Doyle, Mary K.	Mentoring Heroes: 52 Fabulous Women's Paths to Success and Mentors Who Empowered Them
Freeman, Rosslynne	Mentoring in General Practice
Hendricks, Howard	As Iron Sharpens Iron: Building Character in a Mentoring Relationship
Holliday, Micki	Coaching, Mentoring & Managing: Breakthrough Strategies to Solve Performance Problems and Build Winning Teams
Johnson, Harold E.	Mentoring Greatness: How to Build a Great Company
Johnson, Spencer	Who Moved My Chees?
Lacey, Kathy	Making Mentoring Happen: A Simple and Effective Guide to Implementing a Successful Mentoring Program
Masseti Miller, Karen	Mentoring for Success
Maynard, Trisha	An Introduction to Primary Mentoring
Murray, Margo	Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process
Murrell, Audrey J.	Mentoring Dilemmas: Developmental Relationships Within Multicultural Organizations
Oakes, Charles G.	Mentoring for an Audience of One: A Call for Purity of Motive and Practice
Peddy, Shirley	The Art of Mentoring: Lead, Follow and Get Out of the Way
Ruotolo, Robert	Creating your Dreams and Making Them Real
Shea, Gordon F.	The Power of Mentoring
Stone, Florence M.	Coaching, Counseling & Mentoring: How to Choose & Use the Right Tools to Boost Employee Performance
Wickman, Floyd	Mentoring: The Most Obvious Yet Overlooked Key to Achieving More in Life Than You Ever...
Wicks, Robert J.	Sharing Wisdom: The Practical Art of Giving and Receiving Mentoring
Wilde, Gary	Mentoring: An Example to Follow
Wood, Kenneth W.	In Search of a Purpose: A Personal Mentoring Guide for Discovering Your Destiny