**The LINGOs Mentoring Program**

men·tee (noun) – *a person who is advised, trained, or counseled by a mentor: protégé.*

# WHAT IT MEANS TO BE A MENTEE

A mentoring relationship is special, because it is a professional, developmental relationship chosen by you, the mentee. You are not told that you must have a mentor. Instead, you voluntarily choose to have a mentor to help you grow professionally, learn and, perhaps gain specific new skills or overcome a challenge.

As a mentee, you may be at any stage in your career - from entry level to a highly experienced senior position. What all mentees have in common is a desire to learn from someone with more experience than you.

Mentees carry a great deal of responsibility in the Mentoring Relationship, and are the drivers of the process. In fact, most of the mentor/mentee relationship outcomes rest in the hands of the mentee. The mentor drives vision and mission ‘down’ to the mentee and the mentee drives reality ‘up’.

# MENTEES ARE RESPONSIBLE FOR:

* Taking ownership of personal learning and developmental needs.
* Identifying goals for the mentoring relationship.
* Being open and receptive to feedback and new ways of learning.
* Initiating and managing the mentoring relationship.
* Making specific requests for information and assistance.
* Being selective as to what projects, problems or demands will be included in the relationship.
* Implementing actions and following up with mentor by sharing results.
* Being sensitive, respectful and appreciative of the mentor.

# THE BENEFITS OF BEING A MENTEE

A mentor is a powerful gift and resource for the mentee A successful mentoring relationship can help the mentee to grow professionally and develop personally.

## SOME OF THE MANY BENEFITS OF HAVING A MENTOR INCLUDE:

• Access to expertise and experience.

• Professional skill development.

• Personal and professional growth and challenges.

• Advice and counsel on career goals/opportunities.

• Support in the transition to a new role.

• Establishment of a larger professional network.

• Increased understanding of unwritten norms.

• Access to a positive role model.

• A safe, confidential place to explore challenges, discuss uncertainties and learn.

# DOS AND DON’TS FOR MENTORS

## *DO*:

• Prepare for meetings and conversations;

• Let the mentor know in advance what the agenda is;

• Reiterate the general goal/objective at each meeting;

• Be considerate of your mentor’s time, meet as agreed, be on time for face to face or virtual meetings; let your mentor suggest taking extra time;

• Keep commitments you make; return your mentor’s phone calls and e-mails promptly;

• Listen attentively, asking for clarification when you don’t understand;

• Be complete yet concise in your comments and explanations;

• Ask your mentor for suggestions or advice; seriously consider any advice you receive;

• Let your mentor know how you’ve used their help in making decisions;

• Make it easy for your mentor to give you corrective feedback - be specific about what feedback you want and when; allow enough time to discuss;

• Acknowledge and thank the mentor for listening, suggestions and feedback.

## DON’T:

• Assume your mentor has unlimited time;

• Stop listening when the topic seems irrelevant to your immediate need;

• Ignore clues you’re talking too long;

• Say “Yes, but...”

• Forget to share the outcome of the help your mentor gave;

• Take your mentor for granted or assume he/she doesn’t need reinforcement;

• Be defensive in receiving feedback;

• Intrude into your mentor’s personal life.

QUESTIONS TO ASK YOURSELF, PRIOR TO FIRST MEETING

## QUESTIONS FOR MENTEES

• What are my strengths?

• What are the most important areas in which a mentor can help me?

• What do I think a mentor should do for me?

• What are my short-term job objectives?

• What are my long-term career goals?

• What do I expect to contribute to the mentoring process?

• How will I know if the mentoring is working/not working?

# INITIAL MEETING AGENDA

Select topics as appropriate for your situation, how well you know one another and the time available:

• Exchange personal background information;

• Discuss challenges you face;

• Review your ‘Questions to ask prior to first meeting’;

• Review your ‘Goals for a Mentoring Relationship’;

• Discuss strengths as well as growth areas that relate to goals;

• Discuss assistance that the mentor could provide;

• Identify other resources that may be helpful;

• Discuss success measures for the mentoring relationship;

• Agree on the length of your mentoring relationship. We recommend of 4-6 months long so it has a finite length to work within;

• Agree on best dates/times/places to meet and how often you will meet;

• Confirm action items to complete for next meeting; determine how much time to allocate to each topic.

# THE FIVE STAGES

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| --- | --- | --- | --- | --- |
| STAGE | | DESCRIPTION | MENTOR RESPONSIBILITIES | MENTEE RESPONSIBILITIES |
| 1 | PREPARE | Take time before you begin to set your personal goals for the mentoring  relationship. Consider how you will define success, the kind of climate you want to create and how you’d like the relationship to develop. | * Identify mentoring goals; * Review expectations for mentoring relationship; * Conduct self analysis as way to prepare. | * Identify mentoring goals; * Identify potential mentor; * Review potential career or development areas. * Review expectations. * Prepare questions for first meeting. |
| 2 | INITIATE | Take time during the first few meetings with your mentee to explore expectations, define how you will measure success and agree on roles & responsibilities. | * Discuss and sign Mentoring agreement. * Prepare questions and feedback. | * Set up initial meeting agenda. * Clarify your goals and expectations. * Discuss and sign mentoring agreement. * Complete projects, etc. as necessary. |
| 3 | ENGAGE | Interaction between Mentor & Mentee through conversations, observations and discussions, working together, projects etc. | * Give feedback, coaching and advice. * Prepare for meetings. | * Plan ongoing meetings. * Prepare for meetings and complete tasks as necessary. |
| 4 | REFLECT & ASSESS | Regularly check your progress against the pre-established goals and mentoring agreement. Discuss and make changes as necessary. | * Participate in midpoint review. * Assess progress and adjust terms or contract as necessary. | * Participate in midpoint review. * Assess progress and adjust terms or contract as necessary. |
| 5 | RENEW OR END | At the end of the pre-established time-frame, discuss progress, celebrate successes and consider future development opportunities. At this point you may choose to renew or to end the formal mentoring relationship. | * Conduct final review. * Agree to next steps. | * Conduct final review. * Agree to next steps. |