**The LINGOs Mentoring Program**

men·tor (noun) - *an experienced and trusted adviser*

# WHAT IT MEANS TO BE A MENTOR

A mentoring relationship is a developmental relationship, with someone other than the direct manger. This relationship enhances the growth and development of both the mentor and the person being mentored. The mentoring relationship can help build the confidence of the person being mentored.

The mentor is usually a person who is more experienced in skills the “mentee” wants

to develop. While a mentoring relationship may be informal, there are benefits to formalizing the relationship and specifying the time frame.

# MENTORS ARE RESPONSIBLE FOR:

• Providing guidance to the mentee on areas for development.

• Asking questions to help the mentee problem solve and make decisions.

• Helping them understand how things actually work in an organization.

• Providing honest and supportive feedback.

• Acting as a sounding board.

• Being a role model.

• Helping to build the confidence of the mentee.

• Ensuring the confidentiality of mentoring discussions.

## QUALITIES OF AN EFFECTIVE MENTOR:

• Good listener;

• Supportive;

• Non-judgemental;

• Patient;

• Positive;

• Engaging.

# THE BENEFITS OF BEING A MENTOR

Being a Mentor is not only a responsibility, it is an opportunity. It is an opportunity to positively influence and impact the professional life of your mentee, while enriching yourself and broadening your experiences as well.

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

• Play an active role in developing our future leaders in learning and development;

• Opportunity for ‘people skills’ development

• Opportunity to hone mastery skill levels;

• A feeling of accomplishment through the growth and success of a mentee;

• Support and appreciation from people whose career you are helping to shape;

• Recognition for developing talent.

# DOS AND DON’TS FOR MENTORS

## *DO*:

• Prepare for meetings; ask your mentee to let you know what is on the meeting agenda;

• Be considerate of one another’s time, meet as agreed and be on time;

• Suggest extra time if the mentee needs it and it is possible;

• Keep commitments;

• Listen attentively;

• Ask questions to fully understand the mentee’s perspective or experience;

• Be complete yet concise in your comments and explanations;

• Be clear as to what the mentee wants: you to be a sounding board; provide advice; debrief an experience; coach; etc.

• Ask your mentee how they’ve made decisions related to their goal(s);

• Ask if your mentee wants feedback and, if so, what type of feedback and when;

• Give specific, constructive, useful feedback;

• Ask for feedback from your mentee.

## DON’T:

• Tell the mentee what to do or how to do it;

• Assume the mentee’s situation is the same as yours was (at an earlier time);

• Stop listening when the topic is different than what you have prepared for -- instead find out why this is of importance;

• Ignore clues that you’re talking too much;

• Assume a confident mentee doesn’t need reinforcement;

• Be defensive when receiving feedback;

• Intrude into your mentee’s personal life

# IF YOU ONLY DO 5 THINGS:

1. Be Aware

Listen carefully to what your mentee is saying and how he/she is saying it.

2. Be Inquisitive

Remember the importance of being curious and asking questions.

3. Be Direct

By providing honest feedback and challenge in addition to being supportive

and empathetic.

4. Be Willing

to invest the time and be patient as your mentee explores new approaches and ideas.

5. Be Open

Suspend any judgements and be willing to help your mentee discover new insights.

# 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 mentoringrelationship. 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.
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| 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.
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| 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.
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| 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.
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| 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.
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* Agree to next steps.
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# GOOD QUESTIONS TO USE IN MENTORING

As a mentor, you’ll be called upon to use your coaching skills.

Instead of telling your mentee what to do, and how, you will need to ask your mentee questions so he/she will think through the situation, consider the options and make decisions about the next steps. Mentees value the opportunity to think aloud. Use the questions below as a resource for your meetings and conversations with your mentee.

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| GOAL SETTING/FOCUS ON OUTCOMES |
| What do you want? | How will that align with your other goals? |
| What is your desired outcome? | What would it take to make that happen? |
| What will you get out of it? | What would it look like? |
| Where do you want to go from here? | What does it feel like? |
| How will you know? | What next? |
| What will that get you? | Now what? |
| REFLECTION |
| How will you measure success? | What do you see? |
| What did you learn? | What will you do and when will you do it? |
| If you could do it over again, what would you do differently? | What do you think? |
| What would you have done? | What do you mean? |
| CONSIDERING POTENTIAL OPTIONS & OUTCOMES |
| What have you tried so far? | What is your back-up plan? |
| What is possible? | What if it doesn’t work out the way you wish? |
| What are your other options? |  |
| What might happen? | How does this fit with your plan? |
| What will that get you? | Would you like to brainstorm this idea? |
| What would you need to say no? | What other ideas do you have? |
| What’s the action plan? | How else could you handle this? |

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| CONSIDERING ASSISTANCE/RESOURCES |
| What will you have to do to get the job done? | How can you make this easy? |
| What support do you need? | What resources do you need/are available? |
| DECISION MAKING |
| What if you do and what if you don’t? | How will you know when you get there? |
| If you had your choice, what would you do? | In the grand scheme of things, how important is this? |
| If you were at your best, what would you do? | What is stopping you? |
| What would it look like to be exceptional? | What seems to be the main obstacle? |
| What might be the bigger game? | What is the most unexpected thing you could do? |
| ASSESSING CONSEQUENCES |
| What will that get you? | How are you getting in your own way? |
| What are the chances of success? | How are you responsible for this? |
| What concerns you the most about...? | Where do you need to slow down? |
| What are you afraid of? | How do you limit yourself? |
| What are you resisting? | How do you explain this to yourself? |
| How do you sabotage yourself? |  |