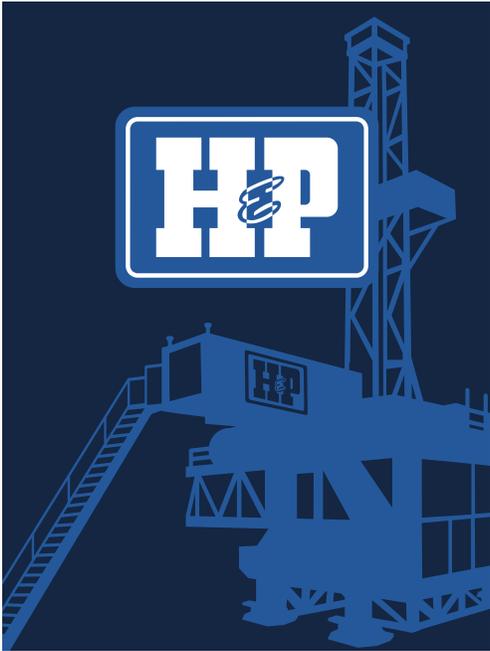


# MENTORING 101





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## OVERVIEW

### QUICK FACTS

**Purpose:** To tap into the existing knowledge, skills, and experience of high performing employees and transfer these skills to newer or less experienced employees to advance their familiarity, understanding, and careers.

**Why:** At H&P we Actively C.A.R.E. about our employees. Mentoring allows our employees to CARE for one another through our core values of Teamwork and Service Attitude – providing professional socialization and personal support to facilitate success.

### DEFINITIONS

**Mentor:** One who offers knowledge, insight, perspective, or wisdom that is helpful to another person or coworker; going beyond duty or obligation.

**Mentee:** Anyone who desires to learn, receive advice, grow professionally and personally, and develop through a period of guidance and support.

### Mentorship:

- Mentors provide a safe environment in which employees can reflect introspectively without being judged;
- Mentors provide accurate feedback rather than advice;
- Mentors listen, collaborate, challenge and uncover ways for employees to become self-directed; and,
- Mentoring is built on a relationship of trust and values.

### TYPES OF MENTORING

**Traditional One-on-One Mentoring:** A mentee and mentor are matched, either through a program or on their own. Mentee-Mentor partners participate in a mentoring relationship with structure and timeframe of their making or as established by a formal mentoring program.

**Peer Mentors** – Whether someone is onboarding in a new job or simply at the early stages of their career, they may benefit from having a Peer Mentor working at their same company to help them settle in to their new job and climb the learning curve faster. A Peer Mentor focuses on helping with specific skills, working toward specific goals, and basic organization practices for how to get things done.

**Career Mentors** – Career Mentors are senior to their Mentees at the same company. Their purpose is to serve as a career advisor and advocate, and to help reinforce how a Mentee's job contributions fit into their long-term career goals, and perhaps even how they fit into the bigger picture of the company's goals.



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## TYPES OF MENTORING (cont.)

**Distance Mentoring:** A mentoring relationship in which the two parties (or group) are in different locations. Sometimes referred to as “virtual” mentoring.

**Group Mentoring:** A single Mentor is matched with a cohort of Mentees. Initial program structure is provided while allowing the Mentor to direct progress, pace, and activities.

## BENEFITS OF MENTORING

### To the Mentee:

- Receives guidance and support from a respected member of the organization;
- Professional development opportunities;
- Increased confidence;
- Expanded institutional knowledge and understanding;
- Greater awareness of other approaches to work;
- Builds a network of colleagues and expanded knowledge of different areas; and,
- Opportunity to share ideas and challenges.

### To the Mentor:

- Fulfillment and satisfaction through helping others and contributing to development;
- Extends network of colleagues and builds community;
- Supports use and development of key competencies leading to growth;
- Encourages examination of the status quo and alternative possibilities; and,
- Advocates for new ideas and perspectives on one’s approach.

### To the Organization:

- Facilitates the growth and development of high-potential leaders;
- Demonstrates visible commitment to staff development and continuous learning;
- Transfers and maintains institutional knowledge; and,
- Fosters an inclusive, diverse and collaborative environment.



## ROLES, RESPONSIBILITIES, AND SKILLS

### BEING A MENTEE

#### Roles:

- **Driver of Relationship:** A mentee identifies the skills, knowledge and/or goals that he/she wants to achieve and communicates them to his/her mentor;
- **Development Planner:** A mentee works with his or her mentor to seek resources for learning by identifying people and information that might be helpful;
- **Contributor:** A mentee looks for opportunities to give back to his or her mentor; and,
- **Life-long learner:** A mentee takes full advantage of opportunities to learn.

#### Characteristics:

- Positive outlook and attitude;
- Eager and open to learn proactively;
- Patient, responsive, and respectful of mentor's role and time; and,
- Comfortable receiving objective feedback.

#### Responsibilities:

- Prepares a list of career goals and objectives to share with the mentor;
- Establishes, with mentor, explicit goals and objectives for the relationship;
- Commits to meeting with the mentor on a regular basis, establishing how and when those meetings will take place; indicating feedback preferences;
- Proactively requests feedback;
- Keeps an accurate record of development and progress;
- Reviews feedback carefully, remaining open to different perspectives; and,
- Maintains the confidentiality of the relationship.

### BEING A MENTOR

#### Roles:

- **Guide** – A guide provides a journey, outlining different pathways and warns of potential pitfalls. A mentor can offer wise perspective and can encourage growth by asking the right questions, throwing out ideas, and keeping conversation and creativity moving. This advisory role also requires the mentor to help the mentee develop professional interests and set realistic career goals.
- **Coach** – A coach provides motivation and feedback. Positive feedback to reinforce behavior and constructive feedback to change behavior. Both types are critical to the professional growth of the mentee. Positive feedback is a great motivating tool for removing doubt and building self-esteem which results in a sense of accomplishment.
- **Advisor** – An advisor works with the mentee to develop a career development plan that outlines what knowledge, skills and abilities are needed to reach career goals.



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## BEING A MENTOR (cont.)

- **Counselor** – The counselor role establishes a lasting and open relationship. Respect and confidentiality are baselines for this relationship. A mentor encourages the mentee identify their strengths and weaknesses and develop problem-solving skills.
- **Advocate** – An advocate champions the ideas and interests of the mentee. Advocates act as a sponsor, creating opportunities that challenge and instruct the mentee, setting them up for success. The goal is to provide as much exposure and visibility for the mentee, with a minimum of risk. This role primarily involves initiating opportunities for development by helping establish a network of contacts, helpful resources and a path to success.
- **Role Model** – Teaching by example is a mentor's most effective developmental tool.

## Characteristics:

- Supportive of the needs and aspirations of the mentee;
- Willing to spend time performing mentoring responsibilities;
- Respected in the community and profession;
- Communicates openly and clearly;
- Comfortable providing constructive feedback;
- Has a genuine interest in helping others succeed; and,
- Has a respectful, inspiring, and positive attitude.

## Responsibilities:

- Assists the mentee in identifying professional and personal growth goals and objectives;
- Aids in establishing explicit goals and objectives for the relationship;
- Commits to meeting with mentee on a regular basis, establishing how and when those meetings will take place; and,
- Maintains the confidentiality of the relationship.

## KEY MENTORING SKILLS

**Listen Actively:** Active listening is the most basic skill you will use throughout your relationship. Active listening not only establishes rapport but creates a positive, accepting environment that permits open communication. By listening actively, you will ascertain your mentee's interests and needs. Examples include the following:

- Showing interest in what he or she is saying, and reflecting important aspects of what he or she has said to show that you've understood;
- Using body language (such as making eye contact) that shows attention is being paid to what he or she is saying;
- Reducing background noise and limiting interruptions. The mentee will feel that he or she has the full and undivided attention; and,
- Reserves discussing experiences or providing advice until after the mentee has had a chance to thoroughly explain his or her issue, question, or concern.



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### KEY MENTORING SKILLS (cont.)

**Building Trust:** Trust is built over time. Trust will be increased by keeping conversations and other communications with the mentee confidential, honoring the scheduled meetings and calls, consistently showing interest and support, and by being honest with one another.

**Determining Goals and Building Capacity:** As a role model, mentors should have their own career and personal goals and share these, when appropriate, with their mentee. It is also likely that he or she will ask how the mentor set and achieved their goals. In addition, a mentor can help their mentee identify and achieve his or her career and personal goals.

A mentor will develop their mentees capacity for learning and achieving his or her goals by doing the following:

- Assisting him or her with finding resources: such as people, books, articles, tools, and web-based information;
- Imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking questions;
- Helping him or her gain broader perspectives of his or her responsibilities and organization; and,
- Discussing certain actions the mentor has taken during their career and explaining the rationale.

### Encouraging and Inspiring:

- Commenting favorably on his or her accomplishments;
- Communicating the belief in his or her capacity to grow personally and professionally, by reaching their goals; and,
- Responding to his or her frustrations and challenges with words of support, understanding, encouragement, and praise.

### Mentees can also be inspired to excel through the following:

- Sharing a personal vision or those of other leaders;
- Describing experiences, mistakes, and successes that have been encountered on the road to achieving goals;
- Speaking with him or her about people and events that have been inspiring or motivating; and,
- Introducing him or her to other colleagues who may become useful contacts or inspiring role-models.

Reflecting on practices, noting use of key skills, requesting feedback, and observing progresses made in the relationship will assess the success or failure of the mentorship.



## THE MENTORSHIP

### STAGE I: BUILDING THE RELATIONSHIP

During this phase, the mentor and mentee will get to know each other and begin establishing trust. The first meeting (ideally face-to-face) is designed to discuss backgrounds, experiences, interests, and expectations. Agreements should also be made regarding confidentiality and the frequency of contact.

It is also important that a regular communication schedule is established; in-person, by phone, email correspondence, etc.

#### Examples of question topics during the initial meetings:

- Skills, role/department, current key challenges, etc. (it is important to build off the initial conversations and dive further);
- Previous mentorships or experiences; and.
- Goals of the mentorship.

### STAGE II: INFORMATION EXCHANGE & GOAL SETTING

During Stage II, the mentor and mentee will exchange more information and set goals. The relationship will further develop trust and deepen over this time; it is important for the mentor to be attentive and to continuously practice active listening and expressing encouragement.

#### Goal Setting:

By exchanging information, the mentor will gain insight into the goals the mentee hopes to achieve through the mentoring relationship. Mentors have provided their mentees with input and support on a great variety of issues and challenges. For example, the mentee may want to improve his or her skills in a particular area. Alternatively, he or she may need guidance on a major decision.

Goals are helpful because they help the mentee see beyond the day-to-day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. The mentee should be encouraged to discuss his or her goals.

Once goals are established, the mentor should coach the mentee to refer back to his or her goals periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good reference for mentoring progress.



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### STAGE III: DEEPENING THE ENGAGEMENT (cont.)

Throughout Stage III, which is typically the longest, the mentor will help the mentee work towards achieving his or her goals through conversations, sharing written materials, trying various learning and development activities, and introducing him or her to other colleagues. This is a rich phase marked by openness and trust, meaningful discussion, and application of new insights and approaches. The mentee requires ongoing encouragement at this stage.

At this point in the mentorship, it is best to reflect on progress toward goals and on the relationship itself. The following discussion topics should be considered:

- What are the benefits of the relationship up to this point? Is the mentor aiding in the achievement of goals?
- What changes are seen in the mentees approach their work as a result of the mentorship?
- What kinds of adjustments or changes, if any, are needed in order to fulfill the mentees goals or improve the relationship?

This is also the stage during which energy in the relationship can wane. At times, the mentee may feel concerned that he or she is burdening the mentor. Other responsibilities will often compete with the mentoring relationship. It is important to check in with the mentee during these times and take the lead where necessary. This is the time to adjust the mentorship to ensure success for both partners.

**Below are some examples of challenges other mentors and mentees have faced and resolved:**

#### **Time and Energy.**

The most common challenge in the mentorship is finding sufficient time to work toward goal achievement. Despite good intentions, other priorities will likely interfere.

**Solution:** It is important to set SMART (Specific, Measurable, Achievable, Relevant, and Timely) goals. Avoid overcommitting and check in with the mentee to ensure mutual satisfaction with the time dedicated.

#### **Building Trust Quickly**

Dedicating mentorship time, on top of established responsibilities, can eliminate opportunities to build trust.

**Solution:** Other mentors have successfully used active listening, demonstrating credibility, maintaining promises and commitments, and admitting error or mistake as strategies to build and maintain trust.



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### STAGE III: DEEPENING THE ENGAGEMENT (cont.)

#### Being sensitive to differences

Particularly in the beginning, it is tempting for the mentor to assume that both parties are the same. In fact, the goal is to share experiences, explore, and learn from one another's differences.

**Solution:** In addition to discovering similarities, it is important to work carefully to identify, understand, and respect the differences between the mentor and mentee. For example, how do the specifics of the mentees position differ from the role(s) the mentor has played? What is occurring now for him or her that the mentor did not face? If the parties are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have both had? Inviting discussion around these topics aids the growth of the mentorship.

### STAGE IV: PLANNING FOR THE FUTURE

The final stage is about planning for the mentees continued success, balanced with bringing the formal mentoring relationship to a close. The mentor should work with the mentee to define the types of support he or she may need in the future. This is a time to connect him or her with additional colleagues who can provide benefits other than those provided by the current mentor. This is also a good time to explore the mentees interest in one day becoming a mentor.

Adjournment brings closure to the journey. The final discussion should be dedicated to the following:

- Reflecting on accomplishments, challenges, and progress towards goals;
  - What will the mentee remember most about the relationship?
  - What challenges lie ahead of the mentee?
- Exploring other types of support the mentee may still need;
- Discussing whether the mentorship will continue informally and how that will be managed going forward; and,
- Expressing thanks and best wishes.



### APPENDIX

- Think of being a “mentor” as a “learning facilitator” rather than the person with all the answers. Help the mentee find people and resources that going beyond current experience and wisdom on a topic.
- Emphasize questions over advice giving. Use probes that help the mentee think more broadly and deeply. If he or she talks only about facts, ask about feelings. If he or she focuses on feelings, ask him or her to review the facts. If he or she seems stuck in an immediate crisis, help him or her see the big picture.
- When requested, share experiences, lessons learned, and advice. Emphasize how experiences are likely different from his or hers. Limit the urge to outright solve the problem for him or her.
- Resist the temptation to control the relationship and steer its outcomes; the mentee is responsible for his or her own growth.
- Help the mentee see alternative solutions and approaches.
- Build confidence and trust through supportive feedback.
- Encourage, inspire, and challenge the mentee to achieve his or her goals.
- Help the mentee reflect on successful strategies he or she has used in the past that could apply to new challenges.
- Be spontaneous now and then. Beyond planned conversations, call or e-mail “out of the blue” just to leave an encouraging word or piece of new information.
- Reflect on the mentoring practice itself. Request feedback.
- Enjoy the privilege of mentoring. Understand that efforts will likely have a significant impact on the mentees development as well as the mentors’.

**DELIVERING BETTER OUTCOMES**

