

# MENTORING



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Name

## Overview

Mentoring is a program that provides you with the essential information and skills needed for you to excel in your interactions with your mentee.

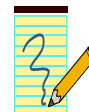
This program will assist you in being an inspiring and competent mentor. You will discuss the power of mentoring and the positive consequences for both mentors and mentees alike. You will learn to develop mutually beneficial expectations and objectives while also focusing on your mentee’s needs and responsibilities. In addition, you will work on your listening and questioning skills needed to gain rapport with your mentee.

Mentoring is designed for you to actively participate with your peers in the training workshop. This training program encourages you to improve your knowledge and skills by integrating your work-related situations into the workshop.

## Course Objectives

Our goal is to build greater personal skill and confidence in your ability to provide mentoring by focusing on the areas listed below.

- *Understanding the Role of the Mentor*
- *Identifying What Mentors Do to Build a Partnership*
- *Understanding the Types of Mentoring Assistance*
- *Identifying the Blocks to a Mentoring Partnership*
- *Developing a Mentor-Mentee Agreement*
- *Using Positive Reinforcement and Effective Communication Skills*
- *Using Effective Listening and Questioning Skills*
- *Using Tools to Help Mentoring Discussions*



## Personal Objectives

In this section of your workbook, write out one or two personal objectives you would like to accomplish by the end of Mentoring. Use these objectives as your measuring tools to help you determine where to focus your energies during the workshop. Try to limit your initial objective to about 10 to 15 words and maybe one or two bullets. As you get into the exercises and talk to other participants, you can modify your objectives.

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## Common Mentor Skills and Activities

On an individual basis, read each skill or activity, and check-off the appropriate boxes.

<u>Mentor Skill or Activity</u>	<u>Others Have Done This For Me</u>	<u>I've Done This For Others</u>
1. Set high expectations of performance	<input type="checkbox"/>	<input type="checkbox"/>
2. Offered challenging ideas	<input type="checkbox"/>	<input type="checkbox"/>
3. Helped build self-confidence	<input type="checkbox"/>	<input type="checkbox"/>
4. Encouraged professional behavior	<input type="checkbox"/>	<input type="checkbox"/>
5. Offered friendship	<input type="checkbox"/>	<input type="checkbox"/>
6. Provided positive reinforcement	<input type="checkbox"/>	<input type="checkbox"/>
7. Listened to personal problems	<input type="checkbox"/>	<input type="checkbox"/>
8. Taught by example	<input type="checkbox"/>	<input type="checkbox"/>
9. Explained the importance of people's jobs	<input type="checkbox"/>	<input type="checkbox"/>
10. Inspired through actions and words	<input type="checkbox"/>	<input type="checkbox"/>
11. Encouraged risk-taking	<input type="checkbox"/>	<input type="checkbox"/>
12. Handled negative behaviors and attitudes	<input type="checkbox"/>	<input type="checkbox"/>
13. Offered wise coaching	<input type="checkbox"/>	<input type="checkbox"/>
14. Shared information	<input type="checkbox"/>	<input type="checkbox"/>
15. Assisted with career development	<input type="checkbox"/>	<input type="checkbox"/>
16. Suggested ways to excel	<input type="checkbox"/>	<input type="checkbox"/>
17. Available when needed	<input type="checkbox"/>	<input type="checkbox"/>
18. Taught specific skills	<input type="checkbox"/>	<input type="checkbox"/>
19. Provided visibility	<input type="checkbox"/>	<input type="checkbox"/>
20. Fostered creativity	<input type="checkbox"/>	<input type="checkbox"/>
21. Explained how the organization works	<input type="checkbox"/>	<input type="checkbox"/>
22. Provided access to key personnel and information	<input type="checkbox"/>	<input type="checkbox"/>

## Common Mentor Skills and Activities Exercise



In a small group of three people, discuss each activity or skill, and provide work-related examples for each activity or skill you checked-off. For example, if you checked the box, “I’ve done this for others,” for number 1, then provide the actual situation and expectations that you set for someone else.

It’s important to be able to give work-related examples. This understanding of how the skill or activity works increases the likelihood of it being applied again in a mentoring role. You can use the spaces provided to write the examples you discuss in your group.

1. Set high expectations of performance.

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2. Offered challenging ideas.

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3. Helped build self-confidence.

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4. Encouraged professional behavior.

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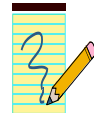


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*Common Mentor Skills and Activities Exercise - Continued*



5. Offered friendship.

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6. Provided positive reinforcement

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7. Listened to personal problems

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8. Taught by example

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9. Explained the importance of people's jobs

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*Common Mentor Skills and Activities Exercise - Continued*



10. Inspired through actions and words

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11. Encouraged risk-taking

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12. Handled negative behaviors and attitudes

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13. Offered wise coaching

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14. Shared information

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*Common Mentor Skills and Activities Exercise - Continued*



15. Assisted with career development

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16. Suggested ways to excel

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17. Available when needed

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18. Taught specific skills

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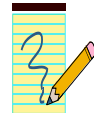
19. Provided visibility

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*Common Mentor Skills and Activities Exercise - Continued*



20. Fostered creativity

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21. Explained how the organization works

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22. Provided access to key personnel and information

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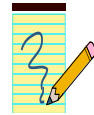
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The examples you provided in this exercise are indicators for you in determining whether you already have many of the necessary skills to be an effective mentor. Most, if not all of the skills and activities in this exercise can be performed in a non-mentoring role.

If you're comfortable with many of these activities and skills, and you perform them in a confident, poised manner, then being a mentor will come more naturally to you.

When you leave the workshop, make a note of the activities and skills that you need to improve, and the ones you do well. This will help you in establishing personal goals for yourself as a mentor.



# Mentoring Relationship

Describe one of more relationships you have experienced, observed, or know about for each of the four categories. Talk about each relationship in your small group. You can use the spaces provided to write down your examples.

## **1. Highly Structured - Short-Term**

- This relationship is formally established for an introductory or short period, often to meet specific organization objectives. For example, a new employee is paired with a senior person.

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## **2. Highly Structured - Long-Term**

- This is often used in succession planning. This relationship involves grooming someone to take over a departing person’s job or function, or to master a specific craft or skill.

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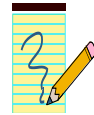
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*Mentoring Relationship - Continued*



**3. Informal - Short-Term**

- This type of periodic mentoring ranges from one-shot or spontaneous help, to occasional or as-needed coaching. There may be no on-going relationship.

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**4. Informal - Long-Term**

- This “friendship” mentoring consists of being available as needed.

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In your career as a mentor, you may be involved in a variety of mentoring relationships. It’s not unusual for many short-term relationships to evolve naturally into long-term relationships, generally on an informal basis.