



Mentoring

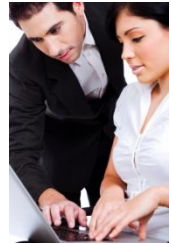
**Scroll Through the Following Slides
to Learn More About Our
Mentoring Materials**

www.brainstormdynamics.com

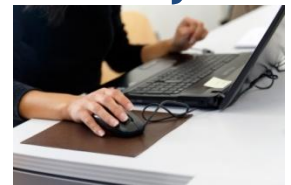
Brief Overview



Our **Mentoring Content** Can Change the Way You Create Some of Your Training and Learning Materials



Making it **Simple and Easy** to **Customize** and Publish Workbooks, Leader's Guides, eLearning Content, Handouts, and Other Learning Materials . . .



Saving Both Time and Money



The Participant's Workbook and Leader's Guide



Are Created in Microsoft WORD

MENTORING

Overview

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

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 support with your mentees.

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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MENTORING

Common Mentor Skills and Activities

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

Mentor Skill or Activity	Others Have Done This For Me	I've Done This For Others
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"/>

2

Sample Two-Day Agenda

The times listed below are approximate and should be used only as a basic guideline. It's more important to allow the participants to spend time in the exercises that benefit them the most. You can easily modify these times. Try not to let the clock run your workshop. Observe the participants and make your time decisions accordingly.

Opening the Workshop	20 minutes	8:30 - 8:50
Common Mentor Skills and Activities	15 minutes	8:50 - 9:05
Common Mentor Skills and Activities Exercise	60 minutes	9:05 - 10:05
Break	15 minutes	10:05 - 10:20
Mentoring Relationships	20 minutes	10:20 - 10:40
Types of Mentoring Assistance	30 minutes	10:40 - 11:10
Mentoring as a Partnership	30 minutes	11:10 - 11:40
Developing a Mentor-Mentee Agreement	20 minutes	11:40 - 12:00
Lunch	60 minutes	12:00 - 1:00
Developing a Mentor-Mentee Agreement	40 minutes	1:00 - 1:40
Mentoring Behaviors to Avoid	30 minutes	1:40 - 2:10
Break	15 minutes	2:10 - 2:25
Identifying "Blocks" to Mentoring	60 minutes	2:25 - 3:25
Communicating Observations	30 minutes	3:25 - 3:55
Positive Reinforcement	30 minutes	3:55 - 4:25
Day 2		
Review Day 1	10 minutes	8:30 - 8:40
Discussing Mentee Performance	45 minutes	8:40 - 9:25
Skill Practice	20 minutes	9:25 - 9:45

3

Common Mentor Skills and Activities

1) State the following to open this section.

This first section of Mentoring focuses on identifying whether you are familiar or comfortable with a variety of mentoring skills and activities.

On page 2 is a listing of 22 mentor skills and activities. Read each one and check the appropriate box. If someone in your working career has done the skill or activity with you, then check that box. If you have done the skill or activity with someone else in your working career, then check that box. You are going to use this information in your next exercise. This first exercise is to be completed individually. Does anyone have any questions?

Answer any questions.

2) State the following and direct participants to page 3.

In small groups 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 groups. Any questions before we get started?

Answer any questions.

3) State the following to debrief the exercise.

Let's go around the room and see what examples you developed for each one. I would expect some duplication of examples, so we can move quickly through each one.

Gain responses for each mentor activity or skill.

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.

4) Draw conclusions.

11

Sample Workbook Pages

MENTORING

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.

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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.

Short-Term Meetings

If you are going to facilitate this program in a series of short-term meetings instead of two-days, divide the program into the seven segments listed below. Each segment of the program will run from around 45 minutes to three hours.

Segment 1 - Leadership, and Management With Leadership

• Workbook pages 1 - 10

Segment 2 - Skills of an Effective Leader, and Blocks to Leadership

• Workbook pages 11 - 15

LEADERSHIP

Skill Practice

This is your first opportunity to practice skills in this program. Use any of the previous work-related situations you worked on under Listening Responses or Questioning Skills. This first skill practice is fairly simple and is practiced in groups of three people. The person practicing the skills is to be in a leadership role and keep the conversation alive using their listening responses, listening acknowledgments, and questioning skills for about 2 minutes. That's all. The person responding to the person practicing is to act as an employee and respond as appropriately as possible. The third person in the group is the coach.

Coaches shouldn't allow the exercise to go longer than 2 minutes. There should be plenty to coach in that time frame. Once the exercise is stopped, the coach provides his or her insight using the Coaching Checklists on the following two pages. Once the person coaching is finished, the person practicing goes again and tries to incorporate the coaching he or she just received. Remember, the repetitions are critical. If you follow the rules, and the coaches provide their insights properly, the exercises will be worthwhile. Outlined below are some basic coaching guidelines and rules for the skill practice.

Skill Practice Coaching

LEADERSHIP

Skill Practice Coaching Checklist

- Does the Person Practicing:
- Continually Recognize the Prevailing Emotion?
 - Use Effective Listening Responses?
 - Prove Full Attention?
 - Clarify and Confirm?
 - Prove Respect?
 - Use Effective Questions?

What Went Well?

What Could Use Improvement?

of an Effective Leader Exercise

the leadership skills you believe are necessary to deal with each w and on the following page. Write down the ideas your group Also talk about how you would apply the skills in each situation

with your team and you notice that whenever you give an idea, as the one best way, no matter what you say. How do you

Sample Workbook Pages

Mentoring is a program that helps you excel in your job.

This program will assist the power of mentoring. You will learn to develop your skills in listening and questioning.

Mentoring is designed for you. This training program integrates your work-related skills.

Our goal is to build great mentoring by focusing on your strengths.

- *Understanding*
- *Identifying Work*
- *Understanding*
- *Identifying the*
- *Developing a*
- *Using Positive*
- *Using Effective*
- *Using Tools to*

In this section of your workbook, you will learn how to accomplish by the end of the program. This will help you determine when to start and how to talk to your mentor.

MENTORING

Common Mentor Skills and Activities



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LEADERSHIP

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What Went Well?

What Could Use Improvement?

Sample Workbook Pages

Mentoring is a program that helps you excel in your job.

This program will assist you in developing the power of mentoring. You will learn to develop your own mentoring program by using your mentee's needs and questioning skills.

Mentoring is designed for you to use in your workshop. This training program integrates your work-related activities.

Our goal is to build great mentoring relationships by focusing on the following:

- *Understanding*
- *Identifying Work*
- *Understanding*
- *Identifying the*
- *Developing a*
- *Using Positive*
- *Using Effective*
- *Using Tools to*

In this section of your workbook, you will learn how to accomplish by the end of the session. This will help you determine whether your initial objective to about the exercises and talk to

Communication

On an individual basis, re

Mentor Skill or Activity

1. Set high expectations of mentee
2. Offered challenging ideas
3. Helped build self-confidence
4. Encouraged professional growth
5. Offered friendship
6. Provided positive reinforcement
7. Listened to personal problems
8. Taught by example
9. Explained the importance of the job
10. Inspired through actions
11. Encouraged risk-taking
12. Handled negative behavior
13. Offered wise coaching
14. Shared information
15. Assisted with career decisions
16. Suggested ways to expand horizons
17. Available when needed
18. Taught specific skills
19. Provided visibility
20. Fostered creativity
21. Explained how the organization works
22. Provided access to key people

Developing a Relationship

It's important that both parties need to be aware that the reason, or no reason. In the end, without having to explain the reasons. An up-front discussion of expectations helps both parties adjust to any changes.

Since a mentoring relationship is a voluntary activity on both sides, it's important to develop some shared expectations.

Outlined below are some questions to help you develop your agreement, and use these questions as a guide.

- 1) What are the most important things you want to achieve?
- 2) Here is a list of things that interest you?
- 3) What developmental needs do you have?
- 4) What is your preferred learning style (shadowing, observing, participating, etc.)?
- 5) What can I do to increase your productivity?
- 6) What can each of us do to help the other?
- 7) Is there anything I need to know about you?
- 8) What else is important to you?
- 9) How often should we meet?
- 10) Where will we meet?
- 11) What are the best ways to communicate?
- 12) How do we go about resolving conflicts?
- 13) What ideas do we have for each other?
- 14) How do we alter this agreement?

On the following two pages, you will learn how to create a relationship that is mutually beneficial and also achieving some pre-



Developing a Mentor-Mentee Agreement Exercise - Continue

Mentee's Responsibility

It's important that you outline and agree on the mentee's responsibility as well as your own. Identified below is a listing of possible responsibilities you may want to discuss with your mentee.

- Recognize that partners often make different investments in different amounts, and that mutual gain is the goal.
- Appreciate the mentor's help whenever it is given.
- Welcome the mentor's interests and concerns.
- Take initiative and make decisions whenever possible without waiting for feedback or approval from the mentor.
- Be open to feedback without interpretation, evaluation, or judgment.
- Communicate problems clearly.
- Search for ways to achieve goals and objectives.
- Initiate reasonably frequent contact with the mentor.
- Follow-through on commitments.
- Seek help when necessary.
- Contribute ideas about alternatives for solving problems.
- Be willing to discuss negative results as well as positive results.
- Do what is necessary to build a solid relationship.

3. What are some additional mentee responsibilities that you believe are essential to your agreement?

Sample Leader's Guide Pages

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The times listed below are important to allow the participants and make your time

Opening the Workshop

Common Mentor Skills and

Common Mentor Skills and

Break

Mentoring Relationships

Types of Mentoring Assistance

Mentoring as a Partnership

Developing a Mentor-Mentee

Lunch

Developing a Mentor-Mentee

Mentoring Behaviors to Avoid

Break

Identifying "Blocks" to Mentoring

Communicating Observations

Positive Reinforcement

Day 2

Review Day 1

Discussing Mentee Performance

Skill Practice

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4) Draw conclusions.

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Skill Practice Coaching

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Skill Practice Coaching Checklist

Does the Person Practicing:

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- Use Effective Listening Responses?
- Prove Full Attention?
- Clarify and Confirm?
- Prove Respect?
- Use Effective Questions?

What Went Well?

What Could Use Improvement?

LEADERSHIP

with each group in a situation

idea, you

Sample Leader's Guide Pages

<p>S</p> <p>The times listed below are important to allow the participants and make your time</p> <p>Opening the Workshop</p> <p>Common Mentor Skills and</p> <p>Common Mentor Skills and</p> <p>Break</p> <p>Mentoring Relationships</p> <p>Types of Mentoring Assistance</p> <p>Mentoring as a Partnership</p> <p>Developing a Mentor-Mentee</p> <p>Lunch</p> <p>Developing a Mentor-Mentee</p> <p>Mentoring Behaviors to Avoid</p> <p>Break</p> <p>Identifying "Blocks" to Mentoring</p> <p>Communicating Observations</p> <p>Positive Reinforcement</p> <p>Day 2</p> <p>Review Day 1</p> <p>Discussing Mentee Performance</p> <p>Skill Practice</p>	<p>Common</p> <p>1) State the following to open the discussion.</p> <p>This first section of Mentee Performance is comfortable with a variety of mentees.</p> <p>On page 2 is a listing of 2 appropriate box. If some then check that box. If you are in a mentoring career, then check the exercise. This first exercise questions?</p> <p>Answer any questions.</p> <p>2) State the following and direct participants to page 33.</p> <p>In small groups of three or four, provide examples for each activity. "I've done this for others" or "I've not done this for others." This understanding of how to apply it again in a mentoring relationship you discuss in your group.</p> <p>Answer any questions.</p> <p>3) State the following to debrief the exercise.</p> <p>Let's go around the room and have each group provide one or two examples. Be specific in your descriptions of the four categories.</p> <p>Gain responses from each group.</p> <p>The examples you provide you already have many of the skills and activities in a comfortable with many of the skills and activities in a poised manner, then being yourself as a mentor.</p> <p>When you leave the world prove, and the ones you do yourself as a mentor.</p> <p>4) Draw conclusions.</p>	<p>Discussing Mentee Performance Exercise</p> <p>1) State the following and direct participants to page 33.</p> <p>The purpose of this exercise is to get comfortable understanding and discussing the four categories of quality, resources, time frame, and quantity. You will be working in small groups of 3 to 5 people. Each person in the group will lead a discussion around a different objective, goal, situation, task, or assignment.</p> <p>For example, the first person in the group might lead a discussion around a recent project that was just assigned to a mentee. The mentee who got the project isn't that experienced, so you know some coaching will be needed. Assume you're in a discussion with the mentee and you take the lead in discussing the four categories. What would you say?</p> <p>In this case, you would write down some thoughts for each category. The other members in your small group are to brainstorm with you and help develop each of the four categories. This is a discussion exercise only. It is not a skill practice.</p> <p>Once the first person practicing is satisfied the group has developed and discussed the four categories around the project in enough depth, another person in the group selects their objective, goal, situation, task, or assignment, and leads the discussion.</p> <p>Use the following pages for this exercise. Pages 34 and 35 are the visual model. If you prefer, you can use pages 36 and 37, which are not in a visual format. You decide what works the best for you.</p> <p>Make sure when you discuss quality that you go through the four areas discussed on page 32. Choose someone in your group to go first, and start the exercise. Does anyone have any questions?</p> <p>Answer any questions</p> <p>Walk around and assist as needed. Make sure they are doing the exercise properly.</p> <p>2) State the following to debrief the exercise.</p> <p>Let's go around the room and have each group provide one or two examples. Be specific in your descriptions of the four categories.</p> <p>Gain responses from each group.</p> <p>Add any personal insight.</p> <p>3) Draw conclusions.</p> <p>31</p>	<p>Meetings</p> <p>series of short-term meetings instead of two-days. Each segment of the program will run</p> <p>Leadership</p> <p>Blocks to Leadership</p> <p>LEADERSHIP</p> <p>Skill Practice</p> <p>practice skills in this program. Use any of the previous work under Listening Responses or Questioning Skills. This first is practiced in groups of three people. The person practicing role and keep the conversation alive using their listening skills, and questioning skills for about 2 minutes. That's all on practicing is to act as an employee and respond as appropriate in the group is the coach.</p> <p>Use to go longer than 2 minutes. There should be plenty of an exercise is stopped, the coach provides his or her insight the following two pages. Once the person coaching is finished and tries to incorporate the coaching he or she just received are critical. If you follow the rules, and the coaches' practices will be worthwhile. Outlined below are some basic the skill practice.</p> <p>Practice Coaching</p> <p>LEADERSHIP</p> <p>Practice Coaching Checklist</p> <p>Use the Prevailing Emotion?</p> <p>Listening Responses?</p> <p>Questions?</p> <p>Answers?</p> <p>Feedback?</p>
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Our Mentoring Content

- ✓ *Simple and Easy for Everyone*
- ✓ *Proven with Thousands of Users*
- ✓ *Very Affordable*





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