

How To Design and Run Your Own Mentoring Program

Is a practical manual of 76 A4 pages.

The complete ebook includes models, diagrams, pro formas and checklists.

This document lists the contents of the book and provides the first chapter so that you can sample the quality of the material before you purchase.

This information is **copyright** and may not be used for any purpose other than your personal preview.

preview only

Contents

What Is Mentoring?

- Defining Mentoring
- What is The Difference Between Mentoring and Coaching?
- A Learning Strategy
- Benefits for Individuals
- Advantages For Organisations
- Phases in A Mentoring Relationship
- The Mentoring Process
- What Does A Mentor Do?

Why Have A Mentoring Program?

- Strategic Value
- Specify Objectives

Design Your Program

- Engage Stakeholders
- Training
- Agreement
- Accountability
- Support
- Feedback
- Timelines
- A Communication Plan

Develop Participant Training

- Why Train?
- The Training Process
- Sample Training Program

Pilot Your Program

Evaluate Your Mentoring Program

- What Is Evaluation?
- Why Evaluate Mentoring Programs?
- Planning The Evaluation
- What To Evaluate
- How To Evaluate

Pro Forms, Worksheets and Checklists

Bibliography

Introduction

Mentoring grows ever more popular. Mentoring programs serve communities, businesses, government, the military, universities and schools around the world. Mentoring aims may be as diverse as keeping young people out of gangs in New York, succession planning in multi-national corporations, sending Dutch executives to work with community leaders in Africa – to build the skills of both, or career development for women and minority groups in government agencies in Australia.

Regardless of the purpose of mentoring, it represents the very best of human endeavours. Mentoring is a relationship for growth. Most mentors are motivated by the altruistic desire to assist someone. Most people who are mentored recognise their potential for an enhanced future. Whether it is skills for living, business success or career advancement, mentoring is a gift of shared wisdom that benefits both parties.

This book focuses on mentoring within organizations where benefits to the individual are magnified into strategic advantages for the institution. Mentoring may be a response to employment trends such as:

Increased career mobility - employees stay put for shorter periods;

Competition for talent – quality staff are lured to other organizations

Skills shortage/shrinking talent pool – fewer suitable employees available.

As a result, mentoring programs are intended to:

- Attract and retain quality employees;
- Develop individual and organisational capability; and
- Enhance performance and productivity.

However, intention is not enough. A mentoring program that achieves desired objectives is planned, supported and monitored.

There is no "one-size-fits-all" mentoring program. You must tailor your program to suit your organization, your people and your objectives. Based on years of practical experience, this book describes how you can design and implement an effective mentoring program. In this book you'll find tools, techniques and checklists that will enable you to develop a program that works. The challenges and obstacles to successful mentoring are also discussed.

The book covers these vital steps:

					Evaluate the program
				Pilot the program	
			Develop participant training		
		Design your program			
	Decide why you want a mentoring program				
Get clear about a definition of mentoring					

The final section of the book also contains re-usable templates worksheets and checklists.

About The Author

Mentoring programs are popular, but easy to get wrong. A poor mentoring program may be worse than no program at all.

I've been helping organizations design and implement mentoring programs since 1994. I have worked with mentors and those who are mentored, in Australia and internationally. I have reviewed many mentoring programs and seen what works and what doesn't.

In this book, I'm going to share with you what I have learned.

Ann Rolfe



A Summary of Credentials

- Specialised in mentoring for over ten years
- Designed numerous mentoring programs, mentor training and materials
- Developed theoretical and practical mentoring models
- Produced structured guides for mentors and mentorees
- Provided ongoing support to mentoring program coordinators
- Worked with all levels of staff from CEOs, directors and front-line staff
- Written four books on mentoring, used as references in university courses
- Principal of a company operating since 1987
- Australia's most published author on the subject of mentoring
- Conducted mentoring programs for major Australian and multinational organisations
- Facilitated a pre-conference workshop in USA for the International Mentoring Association 2005, invited to repeat the workshop in 2006.
- Presented to Senior Teachers in Singapore
- Mentoring Materials used in USA by a major food chain
- Worked on projects for different ethnic and cultural groups, including overseas trained doctors and dentists, Aboriginal and Torres Strait Islanders.
- Lectured for University of Technology Sydney in the Adult Education Faculty

Overview of Program Design

The following actions are necessary for successful program design. You will need to produce the outcomes listed below in order to design and run your own mentoring program.

1. Get clear about a definition of mentoring

- Produce a written description of the mentoring role and responsibilities.
- Select or develop a practical model of the mentoring process that will be applied.

2. Decide why you want a mentoring program

- Document program objectives and value to strategic organizational outcomes.
- Present the business case and obtain budget approval.

3. Design Your Program

- Document the plan with schedule, actions and accountabilities clearly defined

4. Develop Participant Training and Resources

- Deliver training to ensure that participants have clear roles and the knowledge and skills to fulfil them

5. Pilot The Program

- Select and train a group of mentors and mentorees participate in your program

6. Evaluate The Program

- Report the results, document learning and make any adjustments required for future programs

The steps are not discrete or necessarily sequential. Expect some overlap and concurrent activities as you plan your program but be sure to cover all steps. Each step is described in subsequent chapters.

What Is Mentoring?

Effective mentoring:

- Taps the knowledge and experience of senior people;
- Builds the personal skills of mentors and those mentored; and
- Retains talent, develops people and therefore impacts on the bottom line of an organization

Defining Mentoring

Before organisations implement a mentoring program and before individuals enter a mentoring relationship, they need to define what is meant by the word: 'mentor'

Different people have very different ideas about what mentoring is. Unrealistic expectations about what can be achieved through mentoring can undermine its effectiveness. Confusion regarding the role and responsibilities of mentoring partners can lead to disappointment and dissatisfaction.

Dictionaries tend to define a mentor as "Wise guide". Many other definitions exist. However, mentoring is just a word, a label that is applied. You have to decide what it means in your program in your organization. You have to define the role, responsibilities and objectives of a mentor.

The word mentor originates from Greek mythology. The story is that King Odysseus was leaving to journey and fight a war from which he might not return. He entrusted his son's preparation as ruler to a wise counsellor, named Mentor, not knowing that Mentor was actually the goddess Athena in disguise.

Here is my definition. I've found that provides a useful framework for mentoring that is broad enough to allow individuals to negotiate a working agreement. Feel free to use it, find another more suitable or create your own.

***"Mentoring is an alliance of two people
that creates a space for dialogue
which results in reflection, action
and learning for both"***

What is The Difference Between Mentoring and Coaching?

The terms "mentor" and "coach" are often used interchangeably. Although most references agree there are differences between the two, descriptions of the roles are not uniform. So, since ideas about coaching generally derive from sporting models and mentoring is more often associated with careers, the following definitions may be useful:

Coach: a person who trains, tutors or prepares an individual for improved skill and performance

Mentor: one who guides and stimulates an individual's reflection and actions for improved personal and professional outcomes.

Mentoring and coaching both:

- Provide one-to-one interaction to achieve personalised learning and growth;
- Cater to individual needs, personal styles and time constraints;
- Can be conducted face to face or from remote locations;
- Complement formal training and educational experiences;
- Process real-life issues, problems and decisions;
- Facilitate access to information and choices about new behaviours and actions;
- Support the achievement of positive outcomes.

Coaching is used when there is a well-defined goal that is based on improving skills and performance.

Mentoring is appropriate for career planning, providing general guidance, setting and achieving goals, making decisions or facilitating problem solving.

The following distinctions provide understanding of the different roles:

Coaching	Mentoring
Supports achievement of specific goals	Enables self-development of broad capabilities
Action-oriented	Reflection-emphasis
Concentrates on "small steps"	Concerned with "the big picture"
Attends to a gap between actual and desired performance	Facilitates personal goal setting, action planning and implementation
Features practice of required performance, feedback and correction	Based on conversation, problem-solving, decision-making and critical thinking processes
Results can be measured objectively	Results may be subjective and difficult to measure
Behavioural outcomes evident within a prescribed time-frame	Insight, personal and professional growth evolves over an indefinite time

What Is The Mentor's Role?

The mentor's job is to listen, provide constructive feedback, help their partner consider various options, refer them to resources available and facilitate the mentee's decision making regarding work or career matters. The mentor may choose to share their own experiences and, if asked, give advice. The mentor may help their partner identify skills that could be developed, coach them and give them an opportunity to practice and receive feedback. They may act as a sounding board for their partner's problems, ideas or career plans, ask questions that cause them to explore issues, or challenge the mentee's thinking. It is these ways that mentors provide guidance but not direction to their partner. The mentor does not solve their partner's problems; rather they are a collaborator in a problem solving process.

What Is The Mentoree's Role?

The mentee can approach their mentor to discuss issues and ideas. The mentee may ask for feedback or advice or simply take the opportunity to express themselves - "get it off their chest". In speaking to their mentor, the mentee may find they gain greater clarity of a situation. The mentor's questions or comments may cause the mentee to see another perspective, consider other options and review their actions or plans. Whatever the matter discussed, it is the mentee who must make any decisions or take any actions required. The mentee is responsible for their own decisions and actions.

Mentor

- Guidance not direction
- Collaboration in the problem solving process
- Listen
- Question
- Feedback
- Options
- Advice
- Coach
- Sounding Board
- Challenge

Mentoree

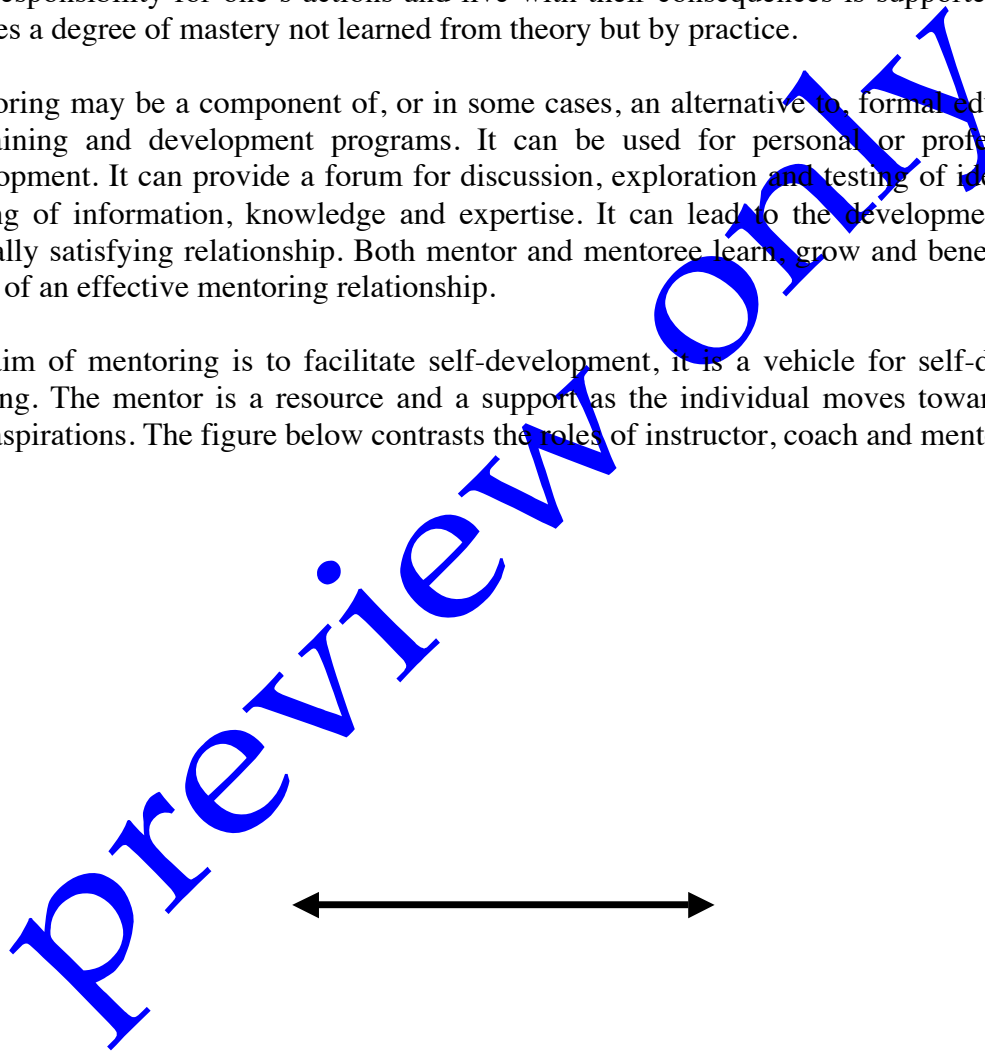
- Responsible for decisions and actions
- Reflection
- Clarity
- Perspective
- Options
- Decisions
- Action
- Plans
- Review

A Learning Strategy

Mentoring can also be described as a learning strategy, for it is the learning that occurs through mentoring that is its greatest benefit. The learning occurs because a need for knowledge, skills or the development of required attributes is identified; options are considered, thoughts and ideas are supported and challenged; and, a course of action is decided. The initiative, effort and self-confidence required to implement the decision, to take responsibility for one's actions and live with their consequences is supported. This enables a degree of mastery not learned from theory but by practice.

Mentoring may be a component of, or in some cases, an alternative to, formal education or training and development programs. It can be used for personal or professional development. It can provide a forum for discussion, exploration and testing of ideas and sharing of information, knowledge and expertise. It can lead to the development of a mutually satisfying relationship. Both mentor and mentoree learn, grow and benefit as a result of an effective mentoring relationship.

The aim of mentoring is to facilitate self-development, it is a vehicle for self-directed learning. The mentor is a resource and a support as the individual moves toward their own aspirations. The figure below contrasts the roles of instructor, coach and mentor.





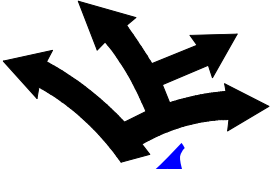
Benefits For Individuals

- ☐ Discover and develop talents and skills;
- ☐ Discuss career aspirations and options;
- ☐ Give and receive feedback;
- ☐ Receive encouragement and support to achieve goals;
- ☐ Tap into informal communication channels;
- ☐ Learn the “unwritten rules”;
- ☐ Gain a new or different perspective;
- ☐ Hear about opportunities;
- ☐ Get help with ideas;
- ☐ Demonstrate strengths and explore potential;
- ☐ Gain visibility within, or outside of, an organisation;
- ☐ Obtain job leads;
- ☐ Be challenged, use talents and share expertise;
- ☐ Network and expand contacts;
- ☐ Give and receive support during a transition phase.

Advantages For Organisations

- ☐ Cost-effectively developing the talent, teamwork and leadership necessary to survive and prosper in the future;
- ☐ Developing creativity and innovation and/or selected skills;
- ☐ Creating a competitive advantage through effective management of a diverse workforce;
- ☐ Communicating values, goals and plans;
- ☐ Demonstrating personal and professional standards;
- ☐ Giving support, co-operation and motivation;
- ☐ Achieving excellent service;
- ☐ Implementing equity initiatives;
- ☐ Attracting and retaining quality staff;
- ☐ Changing organisational culture;
- ☐ Enhancing the leadership and coaching skills of managers;
- ☐ Re-enthusing plateaued staff;
- ☐ Increasing staff satisfaction;
- ☐ Enriching jobs;
- ☐ Linking theory and practice in formal education programs; and,
- ☐ Building a learning organisation.

Phases in A Mentoring Relationship

Starting 	Relating 	Parting 
<p>Initial contact</p> <p>Building rapport</p> <p>Defining the scope</p> <p>Clarifying roles</p> <p>Setting goals</p> <p>Negotiating agreement, contract and commitment</p>	<p>Developing the relationship</p> <p>Continuous process of goal setting, action planning, implementing and review</p> <p>Decision making</p> <p>Problem-solving</p> <p>Development and growth of both parties</p>	<p>Evaluation of process</p> <p>Acknowledgement of contribution</p> <p>Closure and celebration</p> <p>Redefinition of the relationship</p>

Mentors and mentorees will need support during each phase of the relationship. An effective program includes strategies that will keep them engaged and motivated. This is covered in Step Three design Your Program.

The Mentoring Process

A mentoring conversation aimed at facilitating self-development is based on exploring four questions:

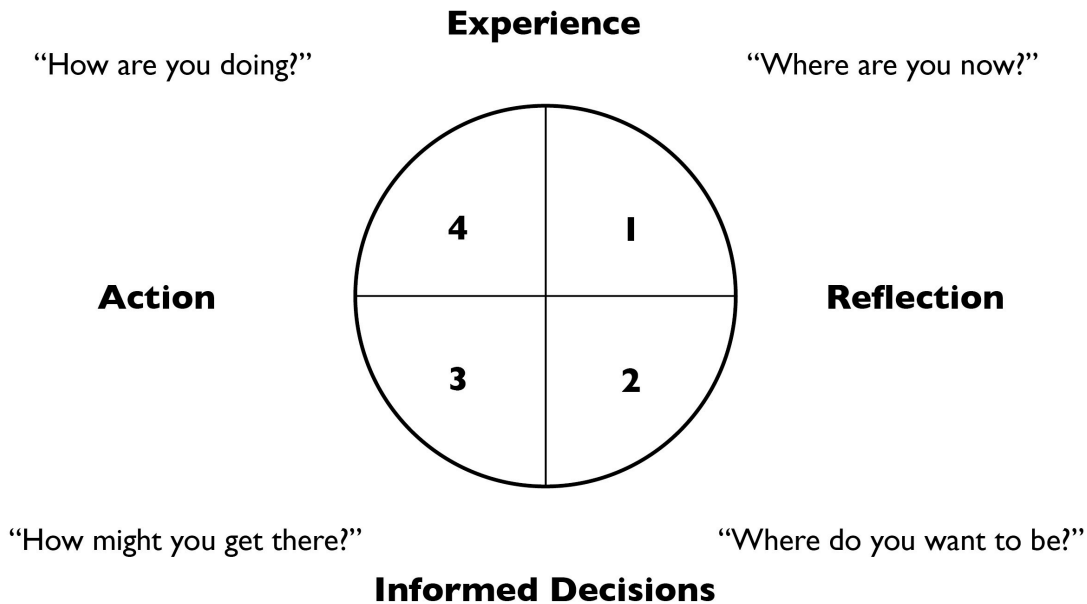
1. Where am I now?
2. Where do I want to be?
3. How do I get there? And
4. How am I doing?

The mentor firstly acts as a facilitator of the inward looking self-assessment, then the outward looking exploration of options. Next, the mentor assists the mentoree to make informed decisions, set goals and formulate practical strategies to achieve them. The mentor then encourages and supports the mentoree as they implement their plan.

The mentor is a collaborator in a problem solving process (problem is defined as: a goal to be achieved with a set of constraints). Once the "problem" is clearly defined, symptoms and causes clarified, creativity is combined with pragmatism as various strategies are generated and evaluated. Plans are developed and sources of support are identified.

The mentor enables the mentoree to progress from thinking to doing. The reflection, information gathering and decision-making cannot be allowed to stagnate into analysis-paralysis. There must be action. The mentor becomes a supporter as actions are implemented. It is an experimentation that results in new learning. Reviewing progress, the mentor is a sounding board for the final question: "how am I doing?"

The model below represents a mentoring conversation that combines all of the elements described above. It is a cycle of learning that may be applied in a one-off process to achieve a specific result or in a long-term ongoing relationship.



The Mentoring Conversation is a model based on learning theories such as those developed by David Kolb, Bernice McCarthy as well as classic problem solving and strategic planning and decision-making processes.

When a mentor models and leads the mentoring conversation as described, the mentoree learns by experience a valuable problem-solving and decision-making process that can be applied in any situation. Thus, a mentor assists not only with immediate needs but also equips the mentoree to deal with future issues.

Mentoring is an enabling process that demonstrates the wisdom of the saying: "Give a person a fish and you feed them for a day; teach a person how to fish and they can feed themselves for a lifetime". And they'll probably "feed" others too, since those who are mentored, tend to become mentors.

What Does a Mentor Do?

Participants in mentoring programs frequently describe a mentor as someone who:

- Listens
- Questions
- Offers another point of view
- Provides feedback
- Explores options
- Offers advice
- Gives information
- Is a sounding board
- Challenges and stretches the mentoree

The responsibilities of a mentor include:

1. Maintaining confidentiality of matters discussed
2. Being accessible and providing an appropriate amount of time
3. Listening actively to the mentoree
4. Encouraging the mentoree to see situations from more than one perspective and helping them to explore options
5. Promoting responsible decision making.
6. Motivating and supporting the mentoree in the achievement of their goals and referring them to various resources.
7. Ensuring a professional relationship, operating within your organisation's mentoring guidelines and policies.
8. Offering advice when asked without being directive and enabling the mentoree to use problem solving methods.
9. Acting as a role model, embodying the organisation's values and ethical standards.
10. Recognising when it is time to relinquish the role of mentor and doing so with good grace.

Conclusion

There are many different definitions of mentoring. You will find similarities and differences when you review the literature or talk to people. Mentoring is just a word and like any other in the dictionary, it means different things to different people. Some will want to argue about what mentoring is and isn't. However, what matters most is that *you* clearly define mentoring for your program. You can quote a well regarded source if need be, or make up your own, as long as it reflects what you want mentoring to achieve in your situation. It is also vitally important that mentors and mentorees understand their role and purpose.

Activities

1. Read the article: <http://www.odemagazine.com/article.php?aID=4228> Jay Walljasper *Saving The World One By One*. Ode Magazine Issue 30, January 2006.
2. Visit www.whomentoredyou.org
3. Speak with others who have mentoring programs about their definition.
4. Think about your own mentoring experiences. Even if it was not labelled "mentoring" at the time, you will have had a conversation or relationship with a person that prompted you to reflect, provided information, suggested strategies or supported actions.
5. Write your personal definition of mentoring (describe it in your own words).

And now,

6. Write a definition of mentoring for your mentoring program:

Mentoring is ...

I hope you have found this preview helpful. You can purchase the entire 76 page ebook for your personal use here: <http://mentoring-works.com/product/how-to-design-and-run-mentoring-programs-manual-ebook/>

Visit our website and discover free as well as purchasable mentoring resources www.mentoring-works.com or subscribe to our newsletter.

If I can be of further assistance please contact me

Ann Rolfe,
Founder, Mentoring Works
Director, Synergetic People Development Pty Limited

Email: ann@mentoring-works.com
Phone: + 61 2 43422610
www.mentoring-works.com

preview only