Executive Mentoring 101

Note: these are the same resources that are in the "Executive Mentoring 101" eBook. We made these resources available as a PDF so that you can print them out.

MENTORING RESOURCES

We've discussed the issues surrounding executive mentoring and have, in some places, provided insights on how to effectively mentor. In this section, we focus on some additional resources that are helpful for executive mentors. The symbol below is used to indicate that this is a tool that can be used in your mentoring relationship.

All of us understand the importance of listening when engaged in communicating with another person. However, in an environment where multi-tasking is highly praised, we can easily forget some of the basic ideas behind good listening. What follows is a quick and easy review of the key concepts for effective listening. Although divided into Listening as a Mentor and Listening as a Mentoree, all concepts apply when engaged in a dialogue.

A recommend approach to using this particular tool is to take a minute or two prior to meeting with your partner and removing all distractions as you prepare to engage in your mentoring session. It's call creating a space and being mindful of what you are about to do. Doing this will help to remove distractions currently weighing on you and to create an internal mind shift that will allow you to be more present in the meeting.

Although the tool is meant to be done by yourself, a variation is for you and your partner to both review these concepts together, quietly, and then begin the session. In this way, you are already mentoring your partner by creating an environment that welcomes his/her participation and conversation with you.

Your mentoree may not have a copy of this tool in his/her workbook so you may wish to make a copy and share it with them.

Listen to your present

Take a deep breath and while exhaling become aware of what is uppermost in your mind (your last phone call, that deadline you have to meet, etc.) and decide to put this aside until after the session is over so as not to be distracted in your work with your mentoree today.

Listen to your expectations

o Imagine your partner and become aware of your own expectations of him/her in today's session. Be mindful that today's session is not about meeting your expectations but about being available to what your mentoree needs. Be willing to let go of your expectations so as to be more fully open to the possibilities in today's session.

Listen to your experience

 Remember that your life and career experiences have led you to serving as a mentor and that this wealth of wisdom is the treasury that you offer to your mentoree.

Listen to your authenticity

o Remember who you are. As a mentor you are not being asked to be perfect nor to have all the answers but simply to be genuine and willing to help in the best way you can as the unique person you are.

Listen with intention

 Make a conscious decision that you will bring your full awareness to today's session. The act of doing this will make a difference in how you interact and what you bring to the session.

Listen beyond your preconceived notions

o Labels, stereotypes, and judgments affect your ability to be open to possibilities in your interaction with your mentoree. What preconceived notions do you still hold about your partner and what impact are they having on your relationship? What can you do to change their impact?

Listen "wholistically"

 With your mentoree, listen not only to the words but also attend to: what is unspoken, body language, mood, etc. Communication is greater than the sum of words. Open yourself up to listening to the entire message being conveyed by your mentoree.

Listen to diversity

o Be open to the uniqueness of your mentoree and how that is made known to you in the mentoring session. Your partner, like yourself, is more than just a co-worker but is also from a unique culture, religion, gender, race, etc. Be open to differences and thereby, you'll find commonalities.

Listen to the silence:

O Silence can be the pause that can bring forth an important insight. Don't fear silence but rather, accompany your mentoree in the silence and allow that person to struggle with it and see what arises from that experience. Support the silence as an opportunity for growth.

Listen for the question

O Giving answers is the easiest part of being a mentor. Often, however, it is the unstated question that is most critical to a mentoree's development. What is your mentoree really asking or seeking? Help him or her discover their answer to that question and you will have truly assisted in their transformation.

Listen for meaning

O Your mentoree is not simply striving to develop professionally but to create a meaningful life. Listen for what the mentoree values and for what makes him/her authentic and assist him/her in your interactions in incorporating what they are learning into who they want to become.

Listen to your present

O Take a deep breath and while exhaling become aware of what is uppermost in your mind (your last phone call, that deadline you have to meet, etc.) and decide to put this aside until after the session is over so as not to be distracted in your work with your mentor today.

Listen to your expectations

o Imagine your partner and become aware of your own expectations of him/her in today's session. Be mindful that your mentor's role is to partner in your journey and not to provide you with answers. Be open to whatever happens in today's session regardless of your expectations.

Listen to your authenticity

o Remember who you are. As a mentoree, you are the one responsible for your own development. Be honest in your interactions with your mentor as trust develops so that you can take the risks this opportunity provides you.

Listen with intention

 Make a conscious decision that you will bring your full awareness to today's session. The act of doing this will make a difference in how you interact and what you bring to the session.

Listen with openness

o Let go of being certain about the specific goal(s) you are working on, the approach you should be taking or the path you should be following and be open to exploring alternatives in conversations with your mentor. Think creatively and be ready to explore as a means to true self-discovery.

Listen to the silence:

O Silence can be the pause that can bring forth an important insight. Don't fear silence but rather, take a moment to listen deeply within yourself and see what arises during that silence. This can often be the spark that leads to real understanding and change.

Listen with gratitude

O Your mentor feels responsible for assisting you in your journey. Whatever he or she shares with you, whether you find it useful or less so, be thankful for the effort made and the commitment shown. Listen for the lesson you can learn from what is being shared.

Listen to reflect

The impact of your session with your mentor goes beyond that particular meeting. Listen to the impact it has the next day, the next week, etc. Reflect on your experience and you'll find that you will have gained more than at first may be obvious. Mentoring has a ripple effect—be mindful of that effect on you.

Listen for change

Mentoring results in change. Listen to those moments in mentoring which call you to change. This means being open to hearing things that may be difficult. Change requires courage. Be willing to believe in yourself to make those changes that will truly make you the person you want to become.

Listen to the future

Mentoring is about creating the future by being in the here and now. No matter what obstacles you may feel you face in your professional and personal development, there is still a future to be had. Avoid being stuck in the past and letting those things that hinder you continue to do so. Be open to being in control of your own destiny by having a vision of the future and working toward it.

<u>ASKING QUESTIONS – TOPICAL RESOURCES</u>

The most useful technique in mentoring is asking the right questions – not providing the answers.

Asking the right questions allows the executive mentor to understand more clearly how a mentoree thinks and what leads to certain choices or perceptions. It is an invaluable tool in being an effective mentor.

The areas of focus in the pages that follow and the recommended questions are samples. mentors are encouraged to adapt these questions to their own unique style and situation.

With all of these questions, let the mentoree's response form the basis for further discussion, while also sharing your own response to the questions.

A. Exploring Mutual Values:

A value is a principle that defines who you are and that drives you in your choices, actions and decisions. This discussion is meant to explore with the mentoree what values provide a basis or guide for choices they make.

- What's the most important value that guides you in your work and why?
- What motivates you to succeed and why?
- What was the most important life-altering experience you've ever had and how did it impact you?
- What are the values that govern our company?
- Where do you think we succeed in living these values as a company?
- Where do you think we fall short and why?
- Since you have been with the company, have these values changed or remained the same? What leads you to that conclusion?
- How do the company's values impact: our customers, our employees, our society?
- How do you define success in terms of your career in your value system? (mentor shares: This is what success has meant for me in my career.)
- Describe a situation where you felt you had to decide whether to compromise a value you hold dear to succeed or remain true to that value and what choice you made and why?

B. Understanding How Your mentoree Communicates:

- How would most people describe you in terms of how you behave or communicate on a one-on-one basis?
- Would you agree with their description? Why or why not?
- How would most people describe you in terms of how you behave or communicate in a group?
- Would you agree with their description? Why or why not?
- When engaged in a conflict, how would people describe you and how you behave or communicate in such situations?
- Would you agree with their description? Why or why not?
- Do you behave or communicate differently when dealing with someone in authority? If so, how are you different and why?
- What has been one of the most challenging situations involving your communicating with someone and what was the outcome?
- What lessons did you learn from this experience? What changes did you make, if any, and did they prove successful?
- What would you describe as one of the most successful situations involving your behavior or communication with another person?
- What do you think made this successful?
- What is the one thing you would like to change about how you behave or communicate when dealing with others and why?
- Have you done much public speaking and how comfortable are you with public speaking?
- Is public speaking an area you feel you need to develop further and in what ways?
- How do you approach a situation where you have to provide negative feedback to another person? Is your approach most often successful? Why or why not? What are you using to reach that conclusion?
- In situations that have been difficult in communicating, how do you deal with your feelings? Has that proven successful for you?

C. Exploring Diversity:

- Would you feel comfortable discussing diversity with me?
- Is diversity an important issue to discuss or to explore within this relationship?
- What is your definition of diversity?
- How does this definition compare to the company's definition of diversity?
- How do I, as a unique individual, continue to be myself within this definition? Can I? What compromises must I make, if any and why?
- What aspects of diversity are most important to you in discussing this issue?
- How do you see diversity as an asset in this organization and in your career?
- What obstacles do you face within this organization as a result of your differences?
- If everyone is unique, doesn't that make the definition of diversity irrelevant?
- Are there certain aspects of diversity that impact business greater than others and what might these be and why?
- Does a discussion about diversity make you uncomfortable? Why or why not?
- What can diversity bring to the bottom line in this company?
- What can create problems with diversity? Are these preventable and how?
- When was the last time you thought about diversity when discussing a business issue or arriving at a solution? If you haven't thought about this, why not?
- What has the company done that has fostered a sense of awareness and acceptance of diversity?
- Is this enough or is there more that should be done?
- What are some of the barriers that prevent specific diverse groups from having a full impact on the organization?
- What one strategy can you think of that you could use in your everyday work to help overcome some of these barriers? Will you do so?
- How do strategic thinking and diversity impact one another as a business strategy?
- What specific behavioral change will you commit to that will demonstrate a greater valuing of diversity as a business strategy?

D. Discussing Strategic Leadership

- What does the term leadership mean? Is leadership the same as managing?
- How does the company define leadership?
- What kind of leadership is demonstrated in the company?
- What kind of leadership do you demonstrate within your current position?
- What are some of the most important strategies a leader can use to achieve specific objectives?
- How many of these do you use and how successful are you when you do use them?
- Is your leadership reactive or proactive?
- If you don't manage a staff can you still lead? How?
- Being an effective leader is to think strategically. How familiar are you with the company's strategic vision for the organization? How does your department or role fit into that vision?
- When was the last time you demonstrated leadership and what happened?
- Do you create strategic alliances with others in the company? How?
- A leader also has to deal effectively with conflict. What is your experience with resolving conflicts when you are in a leadership role? What determines when you are successful and when you are not?
- Do you bring strategic thinking to your career development? How?
- Would your manager describe you as a leader? Why or why not?
- If your manager wouldn't or doesn't view you as a leader, how can you change that perception?
- What is the one thing you will do differently as a result of today's conversation?

E. Understanding the Company Culture:

- How would you describe the company's culture or norms?
- How do you know that these are truly the company's culture and norms?
- Is this culture and norms the same throughout, or do different departments and divisions have their own?
- What are some of the unspoken rules or ways of doing things that are important to be successful at this company?
- What are some of the typical mistakes people make in operating within this culture?
- What type of performance do you think our business culture currently supports?
- How is success defined at the company? How does that impact your success?
- How would you describe the trust level between employees and managers in this culture?
- How would you describe the trust level between middle managers and senior leadership?

F. Exploring Your mentoree's Strategic Relationships Within the Company:

- Describe your top five relationships within the company that strategically impact your success.
- What makes these critical for you?
- Taking each in turn, what are the positive and what are the challenging aspects of each?
- Which of these, if any, do you wish to further develop and why?
- What are the one or two specific actions you wish to take to accomplish this?
- What other strategic relationships not already mentioned hinder your effectiveness? Why? What can you do to create a more positive situation?
- How would you describe your relationship with your immediate manager?
- What do you like about that relationship?
- What would you like to change about that relationship?
- What steps can you take to make that change?
- How much interaction do you have with other departments?
- Which of these are positive and which of these are not? Which would you like to change and why? What steps can you take to make those changes?
- What is the one idea or strategy you will implement as a result of today's discussion?

FORM FOR OBSERVING THE MENTOREE

This form is a tool that a mentor can use when observing a mentoree in a given activity. One of the advantages to using this form is that you can observe the mentoree interacting with others, providing a counterpoint to your own assumptions about your mentoree. It assists the mentor in taking notes about what is being observed and making it easier to provide constructive feedback to the mentoree. This form can also be used when your mentoree is observing you.

WORKSHEET FOR OBSERVATION TECHNIQUE

What is the situation you are observing?

Trait/Skill

Observation Comment

A. Surroundings:

Room environment

Seating arrangements

Activity level/number of people present

B. Body Language:

Relationship between mentoree and other party

Quality of eye contact from mentoree

mentoree's speaking mannerisms and reactions

C. Presentation:

How prepared was your mentoree?

Was your mentoree understood?

Did the mentoree listen to others and understand?

Trait/Skill

Observation Comment

D. Results of Event:

Was the outcome in keeping with expectations?

Did the meeting end on a note of success?

What things were most effective and which were least effective on the part of the presenter?

E. Other General Comments:

GUIDED FEEDBACK

This form is a tool to obtain feedback from others when observing mentoring in a specific activity or event. Its purpose is to provide the mentoree and the mentor with useful information that can assist in further development of the mentoree in key areas deemed valuable by the mentoring pair.

It allows the mentoree to gain insight into how he or she impacts others and what factors lead to success or failure. This information, when shared with the executive mentor allows the executive mentor to gain greater perspective to helping the mentoree achieve greater success. By using the Guided Feedback tool, the executive mentor can focus more clearly on areas that need development, based on real data. It is a variation of the observing technique mentioned previously, with the executive mentor relying on participant feedback, rather than on personal observation. It also prevents both partners from developing tunnel vision toward the mentoree.

GUIDED FEEDBACK FORM

Describe the situation for which your are seeking feedback:

Did the situation involve one-on-one or a group?One-on-oneGroup
Date situation occurred:
How many people is the mentoree seeking feedback from concerning this situation?
OBSERVER FEEDBACK
Observer name:
Relationship/connection of observer to mentoree in the above situation:
Feedback:
What do you believe was the mentoree's purpose in this situation?
Was the mentoree effective or not effective in achieving the purpose?
EffectiveNot Effective
What one or two specific behaviors or characteristics displayed by the mentoree were effective in this situation?

What one or two specific behaviors or characteristics displayed by the mentoree were no as effective in this situation?
If there were other participants beside yourself and the mentoree in this situation, please provide your observations about how effective the mentoree was in successfully engaging others in accomplishing his or her goals.
What recommendations would you offer to the mentoree about how to engage others more effectively in similar situations in the future?
Do you feel others would share the same observation? Please specify your reasons.
Did the mentoree interact directly with you?YesNo
Describe your thoughts/feelings about the interaction the mentoree had with you in this situation.
What behavior(s) or characteristic(s) would you suggest the mentoree display when engaging with you in the future around similar issues?

What behavior(s) or characteristic(s) would you suggest the mentoree change or adapt when engaging with you in the future around similar issues?
What other feedback can you provide to the mentoree that can assist him or her in being more effective in similar situations?

LEARNING LINKS

This technique translates what a mentoree learns from executive mentoring and links it to performance. This is separate from performance review in that it does not seek to evaluate improved performance, but rather to measure how what is learned can be applied immediately or in the near future to the mentoree's immediate situation.

This form can be used periodically, such as in a quarterly session, to take stock of what has been gained, how that meets agreed upon goals and what may need to be adjusted to create more clearly defined linkages.

LEARNING LINKS FORM

This form seeks to provide a tool whereby the mentor and mentoree can jointly link specific learning activities/events to increased effectiveness on the job—whether that be in a mentoree's specific job or in overall professional effectiveness.

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What specific knowledge or expertise are we trying to link?
Listed below are some areas in which the mentoree's expertise can be linked to other areas to allow for a more practical learning experience. The mentoree may have other areas that apply here. Adjust the form to gain the greatest benefit.
On the Job Links:
How can what has been gained be applied in working specifically with the mentoree's manager:
How can what has been gained be applied in a specific area or areas in which the mentoree is currently engaged?
How can what has been gained be applied to co-workers or to other departments or divisions within the company?

How is what has been gained applicable to any future opportunities within the company?
What other areas can be positively impacted by what has been gained by the mentoree?

SCRIPT FOR ENGAGING IN THE PERSONAL

We are all affected by challenges faced or not faced in our personal lives, and our personal circumstances influence our professional success. mentoring is the kind of relationship that allows conversations to take place where the interrelationships between professional and personal issues can be freely discussed.

This is not to say that this discussion becomes akin to therapy, as the focus of professional mentoring remains primarily on professional issues. But it does mean that the personal is the basis for the professional, and understanding what personal issues specifically impact a mentoree's success is an important component to being an effective mentor.

Not all mentors have the same degree of comfort in discussing personal issues. For this reason, we have included in the Appendix section a guide for dealing with this area that may assist mentors in gaining comfort when engaging in this kind of conversation. When to engage in exploring the ramifications of the personal on the professional cannot be fixed to a certain time or circumstance. It does require that a certain degree of trust be created before a true exploration can take place. However, setting the right climate for such discussions is a responsibility of the executive mentor and begins at the first contact point.

Such a discussion should also not be forced. If an executive mentor is not comfortable having such discussions, this should be stated at the onset of the relationship, so the mentoree does not have false expectations.

This tool seeks to assist mentors in dealing with personal issues that may be shared by the mentoree that impact professional effectiveness. This tool should be adapted to the specific comfort level of the mentor and the needs of the mentoree.

Sample Script

I appreciate your sharing this information with me. It says a lot about the trust we've built. I want to be helpful as best I can and as we discuss this further, it may become apparent that you may need to seek outside assistance to provide you with the help you need beyond my own limited expertise. Are you open to my suggestions to seek additional assistance if that becomes necessary? OK.

Tell me more about what is going on and how this is impacting you in your current job.

This is obviously a difficult time for you, what possible solutions can we explore that would assist you in this situation?

Are there resources either within the company, such as an Employee Assistance program or Human Resources, or outside the company that can assist you in this situation?

MENTORING AGREEMENT

This form is to be used by the mentoring pair to arrive at mutually agreed upon goals and to define specific guidelines for their relationship. It is not a binding contract, but simply a tool to assist in focusing the efforts of a given mentoring pair. This form is <u>to be</u> <u>completed by the mentoree</u> in partnership with the mentor.

MENTORING AGREEMENT

This agreement is between the mentoree, who are engaging in a mentoring relationship b and ending on	
Provide an overall narrative of what you and your mentor will foc together. Outline broad categories of knowledge and skills you are	•
In conversations you've had with your immediate manager, you've about areas for continued development. In which, if any, of these assistance from your mentor?	_

This section is used to negotiate what competencies a mentoree wishes to focus on with their mentor. A good place to start is to look at the 10 core competencies in Section 2 and identify which are the most critical for the mentoree. You are free also to add any other competencies that may not be listed but are important for the mentoree.

SPECIFIC COMPETENCY FOCUS
Use a separate form for each learning goal. Start with three to five goals. Your goals can and should change based on your needs.
Specifically, I want to learn the following:
To accomplish this, my mentor has agreed to assist me in the following ways:
To accomplish this, I have agreed to do the following:
To accomplish this, my mentor and I will explore the following resources within and/or
outside the company:
We will know that this learning goal has been accomplished when:

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Negotiated Guidelines in the Relationship:

We have agreed to meet:
Face-to-face:Every other weekEvery three weeksOnce a monthOther (please specify)
For up to:1 hour1½ hours2 hours
Have phone contact:Every weekEvery other weekEvery three weeksOnce a monthAs needed
For up to:half hour1 hour1½ hours
Use e-mail: Specify how often
Do we anticipate any upcoming circumstances that may make it more challenging for us to maintain ongoing contact (such as increased workload, travel, etc.) and how do we anticipate working around these to maintain our relationship?
What is our mutual definition of confidentiality? We are both aware that whatever agreement we make in this area is superceded by any information that would be a violation of law or detrimental to the company or employee.

When we experience challenges in our relationship, we have agreed to use the following problem-solving approach to make adjustments and ensure its continued success.			
Signature of executive mentoree		Signature of executive	mentor

MEETING CONTACT FORM

This form provides an opportunity for both partners to provide mutual feedback at the end of each meeting or contact point. It is especially useful at the beginning of the relationship, when both partners are developing a comfort zone in providing such feedback. It offers a simple and quick process to gauge whether both partners are in the same relationship.

The mentor uses this form to guide the conversation.

MEETING CONTACT FORM

Mentor: "Let's review how our meeting went today."

Did we focus on what we had agreed to do today? If not, was our time together well spent?

What was particularly helpful in our session together today?

From my perspective, this is what I found particularly helpful in our session today.

What would you change about our session that would have made it more helpful for you?

From my perspective, I think I would change the following:

Who did most of the talking in today's session and was that effective? Why or why not?

I felt I (you) did most of the talking and that was/was not as effective as I had hoped/expected and these are the reasons why.

What specific feedback, mentoree, can you provide me on the following points:

- Did I listen sufficiently? If not, what would you recommend I do differently?
- Did I provide you with enough specific information/direction? If not, what would you recommend I do differently?
- Did I share enough information about myself? If not, what areas would you have liked me to share more of?

I agree/disagree with what you've shared and these are my perceptions and the reasons why:

I would like to offer you (mentoree) the following feedback about your participation in today's session:

- Share how involved you felt the mentoree was in today's session with you, for example, was the mentoree reticent or forthcoming in talking and sharing what was important?
- Share what you enjoyed about today's session with your mentoree
- Share what you would like your mentoree to do more of in future meetings

Is there anything else that you (mentoree) would like to share about today's session that we should discuss to continue to make our meetings successful?

Are we both clear about the next steps based on today's meeting? Let's confirm our next appointment: date, time and venue.

QUARTERLY REVIEW FORM

As the mentoring relationship develops, what may have worked at one point in the relationship may no longer be as effective. As the mentoree gains increased self-confidence and expertise, it is important to adjust how both parties interact, recognizing this change in the mentoree. The quarterly review form creates an opportunity at the end of each quarter for both partners to assess what is working and needs to continue, and what adaptations or changes should be made to maintain effectiveness.

Each quarter forms a logical place where both partners can take stock of what has been accomplished and make adjustments in the relationship to maintain its success. Like the monthly contact form, it helps assure that both partners are in the same relationship.

As with the monthly contact form, the mentor is expected to lead this conversation with the mentoree.

QUARTERLY REVIEW FORM

"We have completed a quarter together. This is an opportunity for us to review what we've accomplished and to make any changes to how we work together to enhance our success."

From your perspective, mentoree, what do you feel we've accomplished in this quarter in terms of your goals and objectives?

(Let your mentoree know if you agree or not and why. Also, point out any other areas of development you have seen during this time that your mentoree may have missed.)

What has been working well in our relationship that we should continue doing? Examples:

- Frequency of contact
- Form of contact (face-to-face, e-mail, etc.)
- How we communicate together
- Any specific techniques we use (i.e., meeting contact form, observation form, etc.)

Let me provide you with my own feedback as well.

What should we change, at this point, to keep our meetings productive for you? Examples:

- Should we continue meeting as often?
- Should our sessions be shorter/longer?
- Should I, the mentor, be less active and give you more responsibility for how the meetings are conducted?
- Should we have an agenda or, if we have used one, should we continue using an agenda or meet without one?
- What about specific goals and objectives we've agreed to? Are these still relevant or should they be adapted or discarded for new ones? Why?
- Are we striking the right balance between professional and personal areas? If not, what should we change?
- Are the communication styles we are using in our meetings still effective or should they be adapted/changed based upon current circumstances?

Is there anything else we should discuss about improving or maintaining our relationship?

MENTORING COMMUNICATION STYLES

Mentoring styles provide pairs with a way of exploring the most effective ways to communicate. There are four styles: Directed, Co-Directed, Consulting, and Self-Directed. None of these styles is better than another. They key for using the right style is a combination of what a mentoree knows and what is needed in a given situation that the pairs are discussing.

For easy reference, below is each style with its characteristics.

DIRECTED STYLE

~ "I have expertise in this area and will give you what you need to know

The Directed Style is most effective at the start of the mentoring relationship when both the Mentoree and the relationship itself require strong direction. It is also useful and appropriate to use whenever the Mentoree ventures into a new area of accomplishment.

In the Directed Style, the communication tends to be one sided, with the Mentor "directing" the Mentoree by:

- Sharing personal experience
- Prescribing a method for success
- ❖ Accessing other resources for the Mentoree
- Providing a step-by-step approach

A WORD OF CAUTION:

<u>Mentors</u> who overuse this style will tend to dominate the conversation and stifle the Mentoree's participation.

<u>Mentorees</u> who overly prefer this style may develop a dependency on their mentor and avoid taking risks and thus not gain as much in the relationship as is possible.

CO-DIRECTED STYLE

~ "I have the most expertise in this area and you may have some as well but you still need my guidance to further develop your competency in this area."

The Co-Directed Style is more of a dialogue, with the Mentor still dominating the exchange of information but allowing for questions and input from the Mentoree. The Mentor uses more persuasion and reasoning than direction but is still the dominant presence in the relationship.

If the relationship is dominated too long by this style, conflict could occur as the Mentoree attempts to assume a more active role in the relationship.

The Co-Directed Style is best used when the Mentoree has some experience or knowledge of the issue or when the Mentoree is at a point to take some developmental risks and can best benefit from guidance.

A WORD OF CAUTION:

<u>Mentors</u> who are overly persuasive may cause the Mentoree to be totally accepting of the Mentor's suggestions and curtail the Mentoree's development toward independent thinking.

<u>Mentorees</u> who overly prefer this style may be avoiding contradicting their mentor and thus not engaging in honest dialogue that would lead to greater independence.

CONSULTING STYLE

~ "Let's work on this together and come to joint solutions as two heads are better than one and we both have enough expertise in this area.."

The Consulting Style is most effective when the Mentoree has achieved knowledge/expertise in the area of focus. As the Mentoree becomes more independent, the partnership becomes more of a dialogue between peers, reflected by a strong sense of collaboration and consensus building. The prime mover in the discussion switches back and forth between the Mentor and the Mentoree. Once the teacher and guiding force in the relationship, the Mentor's primary role now is to encourage and support the Mentoree.

A WORD OF CAUTION:

<u>Mentors</u> may be too eager to use this style prior to the Mentoree being ready. This is especially true in an environment that fosters team building.

<u>Mentorees</u> may expect to begin here in the relationship because of their own years of experience and resist assuming a more passive role warranted by a lack of experience in the area at hand.

SELF-DIRECTED STYLE

~ "You have the ability to do this; I'm here if you need me."

The Self-Directed Style is most appropriate in the latter stages of the mentoring relationship when the Mentoree has gained sufficient knowledge and mastery of the subject. Moving to this style is a key indicator that the mentoring relationship has achieved its purpose and the Mentoree is ready to move on to another area of mastery or to end the relationship.

A WORD OF CAUTION:

<u>Mentors</u> may move too early or quickly to this style, expecting all initiative to come from the Mentoree.

Mentorees may believe they are at this point and disregard their Mentor's input.

COMPLETION MODULE:

The completion modules are useful tools that help to bring closure to the formal mentoring relationship and allow for discussion concerning whether the relationship will continue on an informal basis or end entirely once the program is completed.

Completing the Mentoring Program

Mentor's Module

COMPLETING THE MENTORING PROGRAM

OVERVIEW

Introduction

Completing the mentoring program involves giving adequate attention to ending the mentoring relationship with your mentoree. As a result of having worked closely with your mentoree over the last year, you both have developed a relationship that is about to end, at least in its present form. As a mentor, it is your role to assist your mentoree in this ending process.

Goal of this module

The goal of this module is to help you and your mentoree process the ending of your relationship together. To do this, you will:

- Share thoughts with your mentoree about what it was like to work together.
- Complete any unfinished work.
- Discuss the option of continuing to be a resource in the future and the nature of this relationship.

In this module

This module covers the following topics:

Topic

Ending the mentoring relationship
Deciding whether to maintain contact
Preparing for the last mentoring session
Conducting the last mentoring session
Evaluating the mentoring experience

ENDING THE FORMAL MENTORING RELATIONSHIP

Background on ending mentoring

Ending the mentoring relationship, as you have known it, represents a loss to both you and your mentoree. Each will most likely respond to, and deal with, this loss in his or her own way. Some of the issues that may arise will depend on how close you felt to each other as a result of working together.

If a closeness did not develop, it does not mean that your relationship didn't work. You served as a resource and a help to your mentoree. This involvement will now come to a formal end, regardless of whether you both felt close to each other.

Common responses to ending

Ending a long term relationship is often difficult to do. Some people avoid saying good-bye by never meeting for their last session. They may say that they are too busy or wait until it is too late to schedule a final meeting. Some people may postpone the last meeting because other needs become "more pressing."

Role of the mentor in the ending process

Regardless of the feelings you may have about ending the mentoring relationship, it is the mentor's responsibility to give yourself and your mentoree enough time to end.

This may require more than one conversation or meeting.

Talk with your mentoree and try to determine what will work best for you.

DECIDING WHETHER OR NOT TO MAINTAIN CONTACT

Introduction

In most mentoring situations, mentors and mentorees maintain some contact after the formal relationship is completed. However, you are not obligated to continue the relationship after the program ends and this should occur only if it is beneficial to both of you.

Decision to end the mentoring relationship

It is perfectly acceptable for you to tell your mentoree that you prefer to end the mentoring relationship when the Program is over. Your mentoree may ask why and you are free to answer or not, depending on your own comfort level. Likewise, your mentoree may choose not to continue the mentoring relationship. The mentoree also has the option whether or not to provide a reason.

mentorees may desire less contact over time

It is not uncommon for a mentoree to initially want an ongoing relationship and then desire less contact over time. For some mentorees, this is the way they prefer to end the relationship. Try to remember that the decision to end in this manner is in no way a reflection on you as a mentor. Regardless of how your mentoree chooses to end, you have succeeded as a mentor.

Decision to continue the mentoring relationship

You and your mentoree may choose to continue the mentoring relationship and have many options for doing this. Both of you you may decide to maintain a formal mentoring relation and continue meeting on a regular basis as you had before or, you may both prefer to maintain an informal relationship and define ongoing contact as an occasional call or visit. Your mentoree may want to maintain contact with you because of the important role you have played in his or her career thus far. How you maintain contact is up to both of you.

PREPARING FOR THE LAST MENTORING SESSION

Introduction It is important to prepare for the last session with your

mentoree. There may be specific issues you want to discuss and feedback you want to give. If you do not identify these points in advance, it is easy to forget what you want to say or

run out of time.

Topics to discuss

The table below identifies topics to discuss with your mentoree during the last mentoring session. Space is provided for you to make notes about specific points you

may want to raise.

Topics for Discussion

In what areas have you seen your mentoree grow during the time you have spent together?
What have you enjoyed about working with your mentoree?
What seemed to be the most difficult session together and why?
What seemed to be the most satisfying session together and why?
How do you feel you have been the most helpful?

What have you gained from working with your mentoree?
What feedback would you like from your mentoree about their experience in working with you?
What are your hopes for your mentoree at this point in time? In retrospect, where could you have been more helpful? Check this out with your mentoree to see if they agree with you.
Would you like to continue a mentoring relationship with your mentoree after ending this program? If yes, what would be the nature of this relationship? How does your mentoree feel about this?

CONDUCTING THE LAST MENTORING SESSION

Focus of last mentoring session

The last mentoring session should focus on two things:

- 1. Sharing feedback about the mentoring experience and
- 2. Negotiating ongoing contact, if this has been determined.

Your role is to help facilitate the session so that ample time is given to address these issues adequately.

Sharing feedback

Use the last session to share feedback with your mentoree about their progress and how the mentoring experience was for you. Refer to the notes you made for raising specific

Do not underestimate the impact you have had on your mentoree and how difficult it may be for him/her to end the mentoring relationship. Provide as much opportunity as possible for your mentoree to express their thoughts and feelings about the mentoring experience. He/she has also been given a similar outline of points to discuss. Encourage thexecutive mentor to refer to it if they need to.

Negotiating the terms for ongoing contact

If you and your mentoree have agreed to maintain an ongoing relationship, this is the time to negotiate the terms of your contact with each other. Some of the things you will need to discuss and identify are:

- Who will initiate contact?
- What type of contact you will have. Telephone only? Formal meetings?
- How often you will have contact.
- What you consider to be appropriate issues to discuss

Closing the last session

Before ending the session, ask your mentoree if he/she has anything else they would like to bring up or discuss. If you have both chosen to continue to meet on a regular basis, clarify the date, time and location of your next meeting. Lastly, share any final thoughts or closing remarks with your mentoree.

EVALUATING THE MENTORING EXPERIENCE

Introduction	Soon after your last formal session with your mentoree, take approximately 15 minutes to evaluate how the mentoring experience was for you. The following table provides some guidelines for this evaluation as well as space for you to respond.
How similarly did y	ou and your mentoree feel about working together?
What surprised you	about the feedback you received from your mentoree?
What satisfied your	about the feedback you received from your mentoree?
Would you repeat th	nis experience as a mentor again? Why or why not?
	ummary of how you would describe your mentoring one thinking of becoming a mentor?

Completing the Mentoring Program

Mentoree's Module

COMPLETING THE PROGRAM

OVERVIEW

Introduction

Over the last few months, you have worked with your mentor to develop your skills and career. You are now in the process of completing the mentoring Program and ending a formal relationship with your mentor. Completing the mentoring Program involves giving adequate attention to this ending process.

Goal of this module

The goal of this module is to give you an opportunity to reflect on your experience in the mentoring Program and share these thoughts with your mentor. Your mentor has also been asked to share their thoughts about this experience with you.

To help you and your mentor process the ending of your relationship together, you will:

- Share thoughts with your mentor about what it was like to work together.
- Complete any unfinished work.
- Discuss the option of continuing a relationship in the future and the nature of this contact.

In this module

This module covers the following topics:

Topic

Ending the mentoring Relationship
Deciding Whether or Not to Maintain Contact
Preparing for the Last mentoring Session
Meeting for the Last mentoring Session
Evaluating the mentoring Experience

ENDING THE FORMAL MENTORING RELATIONSHIP

Background on ending mentoring relationships The work you have done with your mentor is about to come to end on a formal basis. Although you and your mentor may choose to continue contact, it is important to process the ending of your formal relationship within this Program.

Ending the mentoring relationship, as you have known it, represents a loss to both you and your mentor. Each person will most likely respond to, and deal with this loss in their own way. Some of the issues that may arise will depend on how close you felt to each other as a result of working together.

If a closeness did not develop, it does not mean that your relationship "didn't work." In all likelihood, you have grown and increased your personal and professional skills. You have also developed a relationship with a valuable resource, your mentor. It is important to remember that ending a mentoring relationship can also be an important step for you in assuming greater independence and self-confidence.

Common responses to ending

Ending a long term relationship is often difficult to do. Sometimes mentors and mentorees have difficulty ending the mentoring Program because they enjoy the time they spend together and want to continue the relationship.

It is also common for one person to be more ready than the other to formally end the mentoring relationship. Some people avoid saying good-by by never meeting for their last session. They may say that they are too busy or wait until it is too late to schedule a final meeting. Some people may postpone the last meeting because other needs become "more pressing."

Taking the time to end properly

Regardless of the feelings you may have about ending the mentoring relationship, it is important that you and your mentor meet and take enough time to end properly. Ending may require more than one conversation or meeting. Talk with your mentor and try to determine what will work best for you.

DECIDING WHETHER TO MAINTAIN CONTACT

Introduction

In most mentoring situations, mentors and mentorees maintain some contact after the formal relationship is completed. However, you are not obligated to continue the relationship after the Program ends and this should occur only if it is beneficial to both of you.

Decision to end

It is perfectly acceptable for you or your mentor to decide not to continue the mentoring relationship when the Program is over.

If your mentor does not feel it is appropriate to continue a formal relationship, you need to respect his/her wishes. There may be a variety of reasons for their decision, such as he/she:

- Has other commitments
- Does not want to become too attached
- Wants you to spread your wings independently

On the other hand, you may be the one to decide against continuing formal relationship. You may feel that you would like to maintain infrequent contact so that you can work more independently.

mentorees may desire less contact over time You may also initially want an ongoing relationship desire less contact over time. Some mentorees like to cease regular contact with their mentor as they gain mastery over the skills and issues they worked on in this program.

Decision to continue the relationship

You and your mentor may choose to continue the mentoring relationship and have many options for doing this. Both of you may decide to maintain a formal mentoring relationship and continue meeting on a regular basis as you had before.

Or, you may both prefer to maintain an informal relationship and define ongoing contact as an occasional call or visit. You may want to maintain contact with your mentor because of the important role she/he has played in your career thus far.

How you maintain contact is up to both of you. However, it is important to define the purpose and nature of the ongoing relationship as much as possible to minimize disappointment from unrealistic expectations.

PREPARING FOR THE LAST MENTORING SESSION

Introduction	It is important to prepare for the last session with your mentor. There may be specific issues you want to discuss and feedback you want to give. If you do not identify these points in advance, it is easy to forget what you want to say or run out of time.
Topics to discuss	The table below identifies topics to discuss with your mentor during the last mentoring session. Space is provided for you to make notes about specific points you may want to make.
Topics to Discus	\mathbf{s}
In what ways h mentoring Prog	ave you grown as a result of your involvement in this gram?
What specific t these areas?	hings did your mentor do or say that helped you to grow in
What seemed to	to be the most difficult session with your mentor and why?
What seemed to	o be the most rewarding session with your mentor and why?

How do you feel you may have been helpful to your mentor?
What feedback would you like from your mentor about their experience in working with you?
Would you like to continue a mentoring relationship with your mentor after ending this program? If yes, how would you like to structure this relationship?

MEETING FOR THE LAST MENTORING SESSION

Focus of last mentoring session

The last mentoring session should focus on 2 things:

- 1. Sharing feedback about the mentoring experience and
- 2. Negotiating ongoing contact, if this has been determined.

You may also want to thank your mentor for taking the time and energy to be a resource to you.

Sharing feedback

Use the last session to share feedback with your mentor about how the mentoring experience was for you. Refer to the notes you made for making specific points.

Do not underestimate the impact your mentor may have had on you and how difficult it may be to end the mentoring relationship. Respect your feelings and take as much time as you need to talk with your mentor during this last session.

Negotiating the terms for ongoing contact

If you and your mentor have agreed to maintain an ongoing relationship, this is the time to negotiate the terms of your contact with each other. Some of the things you will need to discuss and identify are:

- Who will initiate contact
- What type of contact you will have. Telephone only? Formal meetings?
- How often you will have contact.
- What you consider to be appropriate issues for discussion.

Ending the last session

Before ending the session, identify if you have anything else you would like to bring up or discuss.

If you have both chosen to continue to meet on a regular basis, make sure that you know the date, time and location of your next meeting.

Lastly, share any final thoughts or comments with your mentor.

EVALUATING THE MENTORING EXPERIENCE

Introduction	Soon after your last formal session with your mentor, take approximately 15 minutes to evaluate how the mentoring experience was for you. The following table provides some guidelines for this evaluation as well as space for you to respond.
How similarly did y	ou and your mentor feel about working together?
What surprised you	about the feedback you received from your mentor?
What satisfied your	about the feedback you received from your mentor?
Does there seem to aside from possible	be any unfinished business between you and your mentor, continuing to meet?
Briefly, give an overall	description of your experience in the mentoring Program.
What recommendation mentoree in the mentoree	ons would you have for someone considering becoming a atoring Program?

SAMPLE PROPRIETARY INFORMATION AGREEMENT

This form is an example of what a confidentiality agreement looks like to protect the proprietary company information that is shared within the mentoring relationship. Management Mentors, Inc. does not claim any responsibility for its use and does not affirm that this form, if used, meets all legal requirements. The company's own legal department should judge whether it should be used or not and in what manner it is to be used.

As part of XYZ's Pilot executive mentoring Program, mentoree Jane/Joe Doe (herein referred to throughout this document as the mentoree) will be privy to certain discussions and proprietary information (written, oral, electronic) about XYZ Company. By engaging in this program, mentoree agrees to keep confidential all such information and, in addition, not to disclose any of this information to an outside source or to a competitor of XYZ Company or to any third parties and affiliates.

The mentoree also agrees that confidential information will be used solely in connection with this mentoring program and for the sole purpose of the mentoree's professional development within XYZ Company.

The mentoree recognizes that irreparable harm would result by the disclosure or use of such confidential and proprietary information in violation of this agreement and agrees that XYZ Company will have recourse to any and all legal means to protect such information from being disclosed including legal action against the mentoree and other third parties and the possibility of termination of employment of the employee from XYZ Company. If such termination of employment should occur this will not remove the mentoree from the continuing obligation to maintain confidentiality about such information after said termination.

This agreement contained herein shall survive the ending of the formal mentoring relationship and shall be binding on the mentoree.