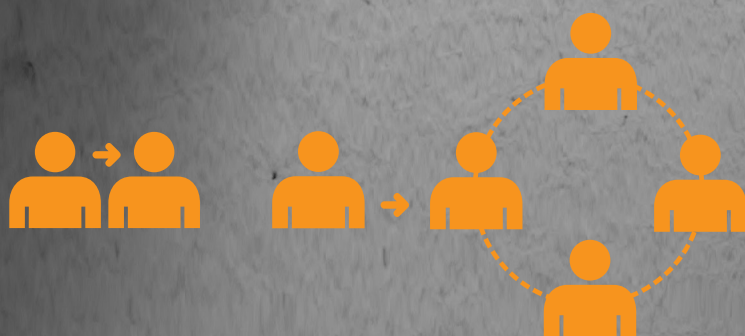




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Guide for The Mentee

GUIDE FOR THE MENTEE

CREDITS

TITLE
Guide for the Mentee

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LAYOUT AND EDITORIAL
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DATE
May 2015

This project has been funded with support from the European Commission [Lifelong Learning Programme of the European Union]. This report reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. INTRODUCTION

Mentoring is a dynamic, collaborative, reciprocal relationship focused on a mentee's personal and professional development. Mentoring can develop either spontaneously, based on mutual interests, or be set up institutionally.

Successful mentoring is not about a cup of coffee now and then; it is a real, committed relationship with clear expectations on both sides, with SMART (specific, measurable, action-oriented, realistic and timely) goals.

The mentee needs to take responsibility for his or her part in the collaborative alliance and to be the leader of the relationship by guiding and facilitating the mentor's efforts to create a satisfying and productive relationship for both parties.

This guide will focus on the active role of a mentee might take to promote success in a mentoring relationship.

Start your mentoring journey now, as a mentee, by:

- understanding what mentoring means
- preparing a mentoring relationship (by reflecting on past experiences, thinking carefully about goals, considering needs)
- establishing a mentor-mentee relationship (by constructing a contract with the mentor that will address important areas like goals, mutual expectations, success criteria, roles and responsibilities, ground rules, confidentiality, boundaries..)
- preparing the mentoring meetings and debriefing after each meeting
- performing a final evaluation and ending the mentoring relationship

WHY THIS GUIDE:

This guide will help the mentee to get the most out of mentoring, by:

- understanding when it would be the most valuable to engage in a mentoring relationship
- becoming more proficient at defining the learning goals
- build trust in the mentoring relationship
- establishing agreements that keep the relationship on course
- increasing the capacity to ask for and receive feedback
- work more effectively with the mentor, so that he/she can build the skills, knowledge, abilities and expand the thinking
- understand when and how to come to closure.

The information is presented in STEPs as following.

STEP 1 - What is mentoring?

STEP 2 - How to start up a mentor-mentee relationship?

STEP 3 - What to do during the course of a mentoring relationship?

STEP 4 - How to bring to closure to a mentoring relationship?

For more information regarding project and partnership, go to www.bmw-eu.org

STEP 1 - WHAT IS MENTORING?

THE POWER OF MENTORING

1. UNDERSTANDING THE MENTOR/MENTEE RELATIONSHIP

There are many definitions of mentoring but essentially it is a reciprocal learning relationship between two people who work collaboratively toward the agreed-upon goal of developing the mentee's skills, knowledge and/or attitude.

One classic definition of a mentor is someone with more experience/skills who guides, teaches, and develops a mentee. Within a business or organisation, this may be (although not exclusively) a relationship between an existing employee and a new hire. Some mentors are on-site (mentors for 'novices' are working closely with their new colleague); others are more at a distance, for example when mentoring 'existing employees' the mentor may be an outsider brought into bring an objective viewpoint to the relationship..

Mentees often benefit from multiple mentors to gain exposure to a variety of styles, opinions, and experiences.

Mentoring relationships can exist on a continuum from simply sharing information, teaching, coaching to develop specific skills or modelling, to sponsoring and guiding another in their growth and development.

Mentors may help their partner identify skills that could be developed, coach them and give them an opportunity to practice and receive constructive feedback. They may be sounding boards who listen to their mentees process a decision, help their partners to consider various options to solve problems (although the mentor never solves their partner's problem for them!) or they may help the mentee to see things from another perspective. They may refer them to resources available, share their own experiences, or challenge the mentee's thinking. They may act as role models who provide inspiration. Or they may provide emotional and career support, facilitate insight and change, or, if asked, give advice.

Whatever the matter discussed with the mentor, it is the mentee who must make any decisions or take any actions required. The mentee is responsible for his or her own decisions and actions.

2. ADULT LEARNING PRINCIPLES

The mentee is not an empty vessel receiving the mentor's advice and wisdom but, rather, an active participant, shaping the relationship. The ideal mentee shows eagerness to learn, aspires to self-assessment, receptivity, initiative, responsibility, honesty, and appreciation for his or her mentor.

- The mentee is an 'active partner' in the mentoring relationship (Adults learn best when they are involved in diagnosing, planning, implementing and evaluating their own learning)
- The mentee is 'self-directed and responsible for their own learning' (Adult learners have a need to be self-directing.)
- The mentee can have multiple mentors over a lifetime (Life's reservoir of experience is a primary learning resource: the life experiences of others add enrichment to the learning process)
- Critical reflection and application is important (Adult learners respond best to learning when they are internally motivated to learn, they have an inherent need for immediacy of application)

There does need to be a collaborative negotiation and joint accountability about:

- > What is to be learned
- > How the transfer of learning will take place
- > How the learning will be monitored and evaluated.

When both partners keep agreements, this strengthens trust and helps keep the learning relationship focused and productive.

In addition, if both parties are able to express freely and honestly their strengths, weaknesses, goals and concerns, the learning will be greatly enhanced.

In order to be effective, the mentoring relationship needs to possess respect (mutual appreciation is core – both of the mentor's knowledge and of the mentee's investment of time and energy), responsiveness (as in any respectful collaboration, both participants need to be sensitive and responsive to the goals, needs and perspectives of the other) and confidentiality.

3. BENEFITS OF MENTORING FOR THE MENTEE

Benefits for mentees may be:

- Insight into organisational decisions and decision-making processes at other levels and parts of the organisation
- Introduction to the strategic operation and culture of other parts of the business
- Access to the mentor's network
- Learning from someone with a different background and perspective
- Gaining knowledge, confidence and support to undertake new responsibilities and challenges
- Increased self-awareness and self-discipline
- Insight into various career options and paths
- Support in the transition to a new role or location
- Acquiring skills and knowledge
- A sounding board for testing ideas and plans
- Positive and constructive feedback on professional and personal development areas
- Improved promotion opportunities
- Increasing the visibility within the organisation
- Obtaining a role model

4. ROLES AND RESPONSIBILITIES

Role clarity is important for everyone involved in a mentoring program with the focus on growth.

Role and responsibilities of the mentee.

The mentee should:

- Be goal-oriented (effective mentees place a high value on setting and accomplishing goals)
- Accept responsibility for their own learning
- Drive the relationship with their mentor
 - > Have active involvement in selecting a mentor
 - > Set and communicate personal needs and goals to the mentor
 - > Initiate mentoring actions
 - > Request and act on feedback
- Seek challenges
- Hold themselves accountable for setting a contract with a mentor
- Understand and follow the protocols of the mentoring relationship
- Maintain confidentiality of mentoring conversations
- Voluntary enter into and remain in the relationship
- Evaluate the relationship at various points within the agreed upon time frame, considering what they've accomplished and what next steps to take.
- Show appreciation for any help received from the mentor

5. HOW TO FIND A MENTOR?

A mentee who clearly assesses skill and knowledge deficits and sets goals can effectively seek mentoring and become responsible for his or her own growth.

There are different activities that you can use to attract a mentor:

- Show that you're worthy of consideration by presenting yourself to others with pride
- Establish rapport with people by having casual conversations about your job, their projects, sports ... anything that can lead to familiarity and comfort.
- Look for a personality match. It's easier to establish relationships with people who can understand your drive and determination.
- Ask. A legitimate question or a sincere appeal regarding an issue that's bothering you may just be the key that opens up a potential mentor.
- Listen. It shows respect and you just might learn something.
- Network.
- Accept failure, but not for long. Try again.
- Be open. Encourage people to contact you.
- Volunteer to solve some problem. A potential mentor will appreciate your willingness to help.
- Follow up on any received help (a sincere 'thank you' is always well received).

Some important qualities to look for in a mentor might be that he/she:

- Has experience in an area of work that interests the mentee.
- Possesses a strong network.
- Has a genuine interest in helping the mentee advance his/her career
- Has the ability and time to be supportive
- Is non-judgmental, trustworthy, ethical and self-confident
- Is a good listener.
- Observes confidentiality.
- Is well respected by peers and management.

6. REFLECTING ON PREVIOUS MENTORING EXPERIENCES

The Mentoring Relationship

Take a moment and reflect on mentoring relationships you have experienced and then answer the following questions:

1. Who has served as a mentor for you in your life?

2. What did that person do for you? (for example: guide, teach, answer questions)

3. What worked well in that relationship?

4. What did not work well in that relationship?

5. What did you learn about being in a mentoring relationship?

7. ASSUMPTION HUNTING EXERCISE

In many ways, we are our assumptions. Assumptions give meaning and purpose to who we are and what we do. Becoming aware of the implicit assumptions that frame how we think and act is one of the most challenging intellectual puzzles we face in our lives.

Assumption hunting means engaging ourselves in thoughtful reflections about why we do what we do and say what we say (to ourselves and others) to justify our actions. Assumption hunting is an essential part of preparing for a mentoring relationship as this helps us stay open minded and willing to listen to other peoples perspectives. What are your assumptions about:

- The mentor?
- The mentee?
- The mentoring relationship?

It is best to write down your first impressions and not to judge or analyse your responses.

In groups, each person shares his assumptions about the topic. Discuss the following questions:

- What can be concluded based upon these assumptions?
- Is there consensus? If so, on what items?
- If there is no consensus, what can be concluded?
- What are the implications for the mentoring relationship?

Mentoring is not...

- A relationship in which the mentee passively receives instruction from the men tor.
- A relationship in which the mentor tries to mould the mentee into a version of him/herself.
- A relationship in which the mentor solves the mentee's problems for him/her or gives him/her all of the answers.

8. MENTORING MYTHS

- Mentoring only happens on a one-to-one, face-to-face basis
 - Thanks to technology, mentoring is no longer bound by physical proximity. Advantages for the mentee of e-mentoring are: flexible conduction of mentoring sessions, no geographical and time constraints, cost-efficient – no transport costs.
 - Peer mentoring is also used regularly to support individuals through bringing them together with peers/like-minded people to share and support each other in small groups, often supported by a trained facilitator.
- Mentoring is incredibly time-consuming
 - Mentoring does take time but it's worth the investment! Build the necessary time into a plan and schedule meetings. Use the time more efficiently by integrating many of the mentoring activities into your regular work activities.
- Mentoring relationships should last a lifetime
 - Not at all! They are based on personal development goals and should last only as long as one still needs development in those specific areas.
- Mentoring is based on chemistry
 - Mentoring relationships are primarily functional and should be built on mutual respect, admiration and trust. However this should not be confused with a sense of chemistry or friendship.
- The mentor needs to be older than the mentee
 - Innovations happen so rapidly and personal experience is such a great teacher that younger people often have opportunities to mentor older people, for example when working with technical, IT skills.
 - Mentors should be selected based on their understanding, skill, wisdom (regardless of their age), and capacity to share what they know. The key to finding the best mentor is based on the mentee's development needs and on the ability to match these needs with the skills/experience of a person willing to help.
- Mentoring is always initiated by the mentor.
 - Mentoring is a mutual process and can be initiated by either the mentee or mentor.

STEP 2 – HOW TO START UP A MENTOR-MENTEE RELATIONSHIP?

START UP A MENTOR-MENTEE RELATIONSHIP- WITH THE FOCUS ON GROWTH

1. INITIAL MENTOR-MENTEE CONVERSATION TRIGGERS

To Do	Conversation triggers	Strategy
Take time getting to know each other	Obtain a copy of each other' CV. Look for areas of common interest to discuss.	Establish rapport. Exchange information. Identify points of connection.
Talk about mentoring	Has a partner ever been engaged in a mentoring relationship? What was it like? What did he learn from that experience?	Sharing mentoring experiences.
Determine Mentee's goals	What is it the mentee wants to learn from this experience?	Mentee articulates broad goals.
Discuss assumptions, needs and expectations.	What does each partner want out of the relationship?	Be clear and specific about your needs or wants from this mentoring relationship.
Discuss boundaries	What does each party consider to be appropriate or out-of-bounds. - The scope of topics that are relevant and irrelevant for the mentoring process (for example, you may not wish to discuss personal or family issues that lie outside of work)	Be clear about personal and professional boundaries.
Discuss options and opportunities for learning.	What kind of assistance would be the most useful? Discuss implications of each other's learning style and how that may affect the relationship.	Use a Learning Style Inventory, share information about learning styles.
Define deliverables.	What would a successful relationship look like?	Envision the outcomes at the end of the relationship and make a concrete list of achievable success factors.

Ref. The Mentor's Guide, Lois Zachary, 2000, San Francisco

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2. CONFIDENTIALITY

Safeguarding confidentiality can be a major stumbling block in a mentoring relationship because we hold different assumptions about what confidentiality means.

Complete the following checklist. Then decide if there are other assumptions that should be added to the list.

Review and discuss with your mentoring partner.

Allow for full discussion before coming to consensus about which confidentiality protocols you want to adopt for your relationship.

Which of the following assumptions about confidentiality do you hold?

Some people don't mind others knowing information about them, while others are very private. Discuss confidentiality needs and expectations to prevent problems before they arise. You need to feel safe in your mentoring relationship.

Examples of Confidentiality Parameters:

- For topics that are confidential: "I would like your complete confidentiality when I am talking about developing an effective approach for coping with my current manager"
- For a relationship that is confidential: "I am concerned about appearing incompetent to others, so I would prefer we say we are working together on a project, at least until I feel a little better about my capacity to navigate the decision-making process around here"

Assumption	Yes	No	Not sure
What we say between us, stays there unless you give me the permission to talk about it with others.			
Some issues will be kept confidential while others will not.			
It is okay to discuss how we relate to one another but not the content of our discussions.			
It is okay to talk about what we talk about as long as it is generic.			
What we discuss stays between us for as long as we are engaged in our mentoring relationship.			
If asked by a supervisor, I can freely disclose our conversations.			
After our formal mentoring relationship has ended it is okay to talk about what we discussed or how we related.			
Other assumptions I hold:			

Ref. The Mentor's Guide, Lois Zachary, 2000, San Francisco

3. UNDERSTANDING YOUR LEARNING STYLE

Using a Learning Style Inventory (Kolb)

The Kolb model describes the four phases of a learning cycle. There are two ways you can take in experience – by Concrete Experience or Abstract Conceptualisation. There are also two ways you deal with experience – by Reflective Observation or Active Experimentation.

When you use both the concrete and abstract modes to take in your experience, and when you both reflect and act on that experience, you expand your potential to completely engage in a learning process.

Learning cycle:

Concrete Experience: Learning by experiencing

- Learning from specific experiences
- Relating to people
- Being sensitive to feelings and people

Reflective Observation: Learning by reflecting

- Carefully observing before making judgments
- Viewing issues from different perspectives
- Looking for the meaning of things.

Abstract Conceptualisation: Learning by thinking

- Logically analysing ideas
- Planning systematically
- Acting on an intellectual understanding of a situation

Active Experimentation: Learning by doing

- Showing ability to get things done
- Taking risks
- Influencing people and events through action

Understanding your learning preferences, and the strengths and weaknesses inherent in that type of learning style, is a major step toward increasing your learning power and getting the most from your learning experience.

In addition to understanding the strengths of your own learning style, you might find it helpful to consider a few ways of strengthening learning skills that are more typical of styles different from your own. If you rely too heavily on one learning area, you run the risk of missing important ideas and experiences.

Developing Learning Style Skills

- Develop learning and work relationships with people whose learning strengths lie in areas that are different from your own.
- Practice and develop learning skills in areas that are the opposite to your present strengths.

Ref. David A. Kolb, Experienced Based Learning Systems, 1999

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4. NEGOTIATION CONVERSATION GUIDELINES

What you will need	Conversation triggers
Well-defined goals	What are the specific learning outcomes desired from this relationship?
Success criteria and measurement	What are the criteria for evaluating successful accomplishment of learning outcomes? What is the process for evaluating success?
Delineation of mutual responsibility	Who will be responsible for what? How do we assure we do what we say we are going to do?
Accountability assurance - Relationship ground rules - Confidentiality safeguards - Boundaries	- What are the norms and guidelines we will follow in our relationship? - What do we need to do to protect the confidentiality of this relationship? - What are the not-to-exceed limits of this relationship?
Protocols for addressing stumbling blocks	What stumbling blocks might we encounter? What process should we have in place to deal with them if they occur?
Consensus mentoring agreement	What do we need to include to make this agreement work for us?
A work plan for achieving learning goals	What is the process? What are the steps for achieving these goals?

Ref. The Mentor's Guide, Lois Zachary, 2000, San Francisco

Sometimes, mentees have already specific goals and may not want to explore their personal visions. The challenge for the mentor is then to help link back to the big picture perspective and make sure that these objectives are aligned with a vision.

5. DEVELOPING YOUR PERSONAL CAREER PLAN

- Think about your career road and consider the following questions:
 - > Did I make a conscious choice regarding my career?
 - > What has led me to my present choice?
- Now, draw a map of your career road-to-date and include:
 - > Your likely or chosen destination
 - > Milestones along the way
- And then, consider
 - > Signs you have read along your career road
 - > Signs you might have missed or ignored.
- Add the appropriate road signs to your career roadmap.
- What crossroads, detours or roadblocks might you encounter in the future?

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6. ARE YOU USING YOUR VISUALISATION SKILLS?

"Visioning is an art and skill you can use on a daily basis. The art involves designing a portrait of the future from a montage of facts, fantasies, fiction, and fun. The skill is to train oneself to think about tomorrow – constantly searching for opportunities and preparing to respond to threats..."

Assumption	Always					Never				
Do you constantly search for new ideas and opportunities which will enhance you, the practice and the company?	5	4	3	2	1					
Can you translate your vision into simple written statements that your colleagues will understand?	5	4	3	2	1					
Do you use mental imagery to see the future?	5	4	3	2	1					
Do you believe in the power of visioning as a force for action?	5	4	3	2	1					
Do you wrestle with your vision until it is clear and concise?	5	4	3	2	1					
Does your vision excite and stimulate others to action?	5	4	3	2	1					
Do you mentally rehearse possible consequences of your vision?	5	4	3	2	1					
Do you allow yourself to dream?	5	4	3	2	1					
Do you evaluate the success of your vision in organisational terms?	5	4	3	2	1					
Does your vision build on the distinctive competence of your organisation?	5	4	3	2	1					

Scores below 25 show a need for practice in using visualisation skills.

7. CREATING A PERSONAL VISION

Your personal vision is a picture of who you want to be and what you want to do in the future. When you put it together you take into account what you like to do, how you want to be known, who's important to you, what's important to you and what fits your style and way of doing things.

A personal vision is generally something that is far away (time wise) and is a static picture. As you develop your personal vision, you look at one point in time and don't think too much about how you are going to get there. How you get there comes later, so right now just identify where you may want to go.

You may have carried this vision with you for a long time, without really having a chance to verbalise it. You may have developed it when you were a kid or sometime later. A teacher, a boss, a friend, or a family member may have inspired you. Now is the time to formalise it and get it down in written form.

Try to suspend your internal critic and your modesty as you work on your vision. This is a time to stretch yourself.

Once you have captured your vision, the next step is to get feedback (Is it clear? Is it concrete enough that someone else can see the picture? Is it future oriented? Is it realistic and doable?) on the vision and draft a vision statement. Finally, assess the competences you have and the competences you need to achieve that vision and then identify goals that you want to work on.

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8. CRITERIA FOR EVALUATING MY VISION

- Does this vision stretch me as a person?
- Does it inspire me?
- Am I willing to commit to it?
- Am I willing to test it against all of my future goals, objectives and actions?
- Does it make sense to me?
- Is it something I can work with?
- Can I envision it in concrete terms?

If you answer no to any one of these, rework your vision statement until you can answer yes.

If you have answered yes, then create a vision statement.

9. A CONVERSATION GUIDE FOR GETTING FEEDBACK ON YOUR VISION

- I am thinking I'd like to take my career this way...
- Is it realistic?
- What does it mean if I take this route?
- What can I expect?
- What is it I have to learn to do?
- What is it I have to do to find out what else I need?
- What does it mean if I don't take this route?
- Other questions you want to add to this list:

10. FROM VISION TO GOAL SETTING – COMPETENCE GAP ANALYSIS

What gap exists between your vision and current competency proficiency?

Current Core Competences	Core Competences To Be Developed
-	-
-	-
-	-
-	-

11. EVALUATING LEARNING GOALS

- Specific
 - > What is it the Mentee wants to learn as a result of this relationship?
 - > Are the goals specific, concrete and clear?
- Measurable
 - > Are the goals capable of being measured?
 - > In what ways can success be measured?
- Action-Oriented
 - > Are the goals future-oriented?
 - > What results should we be able to see when the Mentee's goals are accomplished?
 - > What concrete things will the Mentee be able to do as a result of accomplishing the goals identified?
- Realistic
 - > Are the goals achievable within a reasonable time frame?
 - > Are there other resources that need to be available in order to achieve the goals?
- Timely
 - > Is the time allocated for accomplishing the learning goals reasonable?
 - > Has a completion date been set for attainment of the goals?

12. GENERATING A LIST OF LEARNING OPPORTUNITIES

- Ideas that come to mind:
- What kinds of opportunities exist for exposure to new learning?
- What kinds of opportunities exist to reinforce new learning?
- What kinds of opportunities exist which might accelerate learning?

13. COMPLETING THE MENTORING AGREEMENT

A completed agreement establishes a foundation from which to build.

Content:

Date, Mentor Name, Mentee Name, Contact info, Expectations of the Mentoring Relationship, Mentee's Goals, Meeting Schedule, Additional Agreements.

STEP 3 – WHAT TO DO DURING THE COURSE OF A MENTORING RELATIONSHIP?

COURSE OF A MENTORING RELATIONSHIP

1. DEVELOP A MEETING SCHEDULE WITH YOUR MENTORING PARTNER

Meeting	Key Topics	Aids	Timing
1	Getting to know each other.		
	Clarify assumptions.		
	Discuss confidentiality.		
2	Discuss mentee career plan/vision.		
	Determine mentee goals.		
	Discuss learning options.		
	Reach agreement.		
3	Negotiate the conversation guidelines.		
	Ensure satisfying and meaningful closure.		
4-.....	Discuss Topics/issues.		
	Periodic evaluations.		
	Review agreement.		
	Evaluate progress.		
	Renegotiate/closure.		

2. SET A TIME FRAME FOR YOUR RELATIONSHIP

Effective mentors and mentees set an initial time period for the relationship based upon the current needs and goals of the mentoring relationship, with an end-evaluation.

They also set up periodic reviews to evaluate how well the relationship is meeting its goals.

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3. REFLECTION FORM FOR MENTEES

To fill in before each mentoring session, with a copy for the mentor:

Name:

Date:

Topic:

What did I want to achieve after the last mentoring meeting?

Was this met? What concrete measure did I take as a result? What were my feelings about the session?

What went well?

What went not so well?

What questions or remarks do I have for my mentor?

4. MEETING DEBRIEF – MENTEE

Complete after each meeting with your mentoring partner to capture your thoughts, learning and/or agreed upon next steps:

Date

Meeting topics

What went well?

What didn't go so well?

Other comments:

Next steps:

5. PERFORM TOGETHER PERIODIC EVALUATIONS OF THE EFFECTIVENESS OF THE RELATIONSHIP

- This conversation should occur several times during the relationship.
- The relationship
 - > How are we doing?
 - > How is the quality of our interaction?
 - > In what ways might we strengthen our relationship?
- The learning process
 - > Is the process we are using facilitating the Mentee's learning?
 - > In what ways are the Mentee's learning needs being met/not met?
 - > What might make the process work better?
 - > What do we need to change or strengthen in the relationship?
 - > What are you learning about yourself as a learner in this process?
- Progress toward learning goals
 - > What progress are we making toward realising Mentee learning goals?
 - > What is our greatest success thus far?
 - > What is our biggest frustration?
 - > What gives us the most satisfaction about what you are learning?

6. THE RELATIONSHIP NEEDS HELP

Disagreements and differences of opinion are a natural part of any relationship. Use the following tips for the discussion with your mentoring partner:

- Talk openly and candidly with your mentoring partner in a collaborative, problem-solving way.
- Let go of personal issues and positions.
- Focus on facts.
- Describe the problem.
- Come to a shared understanding of the issue.
- Brainstorm possible new strategies.
- Choose the strategy that has the highest likelihood of success.
- Contact the Mentoring Program Coordinator for further assistance.

7. RESOLVING DIFFERENCES

In any relationship, at times there are disagreements or misunderstandings, and a mentoring relationship is no different. Keeping in mind that mentoring relationships are partnerships, it's important to accept that you have a right to express yourself when you want to make adjustments.

However, it's just as important to make sure that you resolve differences appropriately, professionally and respectfully. Some examples of differences that might crop up in a mentoring relationship include:

Getting advice or guidance that you don't agree with.

Instead of arguing with your mentor or just ignoring the advice, approach the situation with a sense of curiosity. Ask yourself and/or your mentor questions about the advice. For example: "That suggestion doesn't feel right, but I'm not sure why," or "My situation doesn't seem quite right for that idea. Can we talk about what doesn't fit and why?"

Your mentor doesn't show up for an appointment you had scheduled and didn't call.

This is another time for curiosity. Instead of saying "You missed our meeting yesterday," approach your mentor with the goal of finding out information rather than blaming. "I had put on my calendar that we were meeting yesterday, did I get confused?"

It feels like your mentor is telling you what you should do, rather than letting you rely on them for a sounding board and then solve your own problems.

Often, mentors feel that giving advice is what they're supposed to do and is what is expected of them. You can help your mentor build their mentoring skills by articulating what you expect of them up front. You might say something like this: "I have a situation at work that I'd like to talk to you about. I have some ideas of how to approach it, and I'm hoping you can listen to my ideas and ask me questions to help me get to the right solution."

Or at the beginning of your relationship, let your mentor know up front that you don't expect them to know all the answers, but are looking forward to having someone you can bounce ideas off and who will help you solve your own problems.

GUIDE FOR THE MENTEE

8. SKILLS INVENTORY FOR MENTEES

When you have been in a mentoring relationship for a while, it's time to evaluate your comfort level in regard to the mentoring skills listed below. How you doing? Do you see improvement? Does your partner?

Skills	Very Comfortable	Moderately Comfortable	Uncomfortable	Need to Work on
Requests feedback				
Acts on feedback				
Builds relationships				
Demonstrates good personal skills				
Expresses dilemmas, feelings and emotions				
Honestly self-evaluates motivations, values and behaviours				
Maintains confidentiality				
Maintains relationships				
Negotiating skills				
Networking skills				
Takes risk as it relates to trying new behaviours				
Self-directed learning				
Values differences				

GUIDE FOR THE MENTEE

9. RELATIONSHIP APPRAISAL SUMMARY

Use these questions after you have met several times. Appraise your relationship using the following questions. Continue to appraise your relationship periodically throughout the relationship.

- How satisfied are you that you and your mentoring partner are clear about the goals of your relationship?
- What are the three to five satisfaction criteria for the relationship? To what extent are they being met?
- In what ways is the learning in this relationship impacting the Mentee's performance?
- What success (if any) has the Mentee encountered that he or she can attribute to the relationship?
- What are the most useful outcomes of your relationship so far?
- What are the least useful outcomes?
- How satisfied are you with the frequency of your mentoring contact?
- How satisfied are you with how you spend your time together?
- What is the biggest challenge facing your mentoring relationship?
- What three things could you do to enhance the learning and satisfaction taking place in your mentoring relationship?

10. SIGNALS THAT INDICATE IT MAY BE TIME FOR CLOSURE

When..	It may be that...
I am bored, uninterested and thinking about other things when I meet with my mentor.	I am just going through the motions and this relationship is not meaningful or important to me.
We meet whether or not there is an agenda.	We are meeting just to meet and there is no real purpose to our meeting.
I begrudge the time I must spend to maintain this relationship. There are other more important and pressing matters I must attend to.	Mentoring is not a high priority for me right now. I am no longer engaged in the relationship.
I have run out of things to talk about with my mentor.	We are wasting each other's time.
There has been consistent breach of confidence.	I don't trust my mentor and need to be selective about what I choose to share.
My mentor listens to me but doesn't follow through.	I am spinning my wheels and wasting my time.
We have been meeting for many months and don't seem to make progress.	Someone else could better fill my mentoring partner needs.
After most meetings, I feel rung out, like my mentor has drained the energy out of my batteries.	This is not a healthy relationship.
This appears to be a one-way relationship.	I get little, if any, satisfaction from contributing to this relationship.
Just being with my mentor is unpleasant and painful.	I don't like or respect my mentor.

Ref. The Mentor's Guide, Lois Zachary, 2000, San Francisco

STEP 4 - HOW TO BRING THE MENTORING RELATIONSHIP TO A CLOSE?

BRING TO CLOSURE THE MENTORING RELATIONSHIP

1. CLOSURE

Mentoring relationships are based on your personal development goals and should last only as long as you still need development in those specific areas. Some mentoring relationships are relatively brief in tenure. Other mentoring relationships encompass a large development area and, consequently, will require a longer time commitment.

2. MENTEE ASSESSES THE EFFECTIVENESS OF THE MENTORING RELATIONSHIP (FOR THE CLOSURE MEETING)

- Insights and learnings
 - Considerations: What critical learnings have you gained as a result of this mentoring? How do you see yourself applying what you have learned?
- Quality of experience
 - Considerations: What made this experience meaningful for you personally and professionally? What could have made it more meaningful for you personally and professionally? Please be specific.
- Personal progress
 - Considerations: How would you assess your own development progress? How might your performance have been improved?

3. MENTOR PREPARES TOO FOR THE CLOSURE MEETING

- Recap Mentee's progress
 - Considerations: What critical skills and behaviours has the mentee gained during the mentoring relationship? How have the skills or behaviour changed? What targeted development areas need further attention?
- Outline Mentee's future potential
 - Considerations: What do you see the mentee doing with his/her ability in five years? What unique skills, sensibilities and behaviours does the mentee display?
- Recommendation for further development
 - Considerations: Can you or someone you know take the mentee further in his/her development? What activities or learning situations would continue the development process?

4. CLOSURE MEETING

Based on those two forms, determine which of the two options will be appropriate during the closure meeting:

- Reassess and re-establish the mentoring agreement
 - If progress review shows the need for more mentoring, and if the mentor is interested in continuing, then you can revise, re-establish and refresh the mentoring agreement.
- End the mentoring relationship.

5. FINAL THOUGHT

Mentoring relationships are wonderful opportunities for growth and development, expanding perspectives, learning new skills and abilities, taking risks, and discovering new frontiers. When done well, a mentoring relationship truly can have life-changing effects.

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Project Number:
2013-1-PT1-LEO05-15778

Project Duration:
24 months
October 2013 - September 2015

www.bmw-eu.net

This project has been funded with support from the European Commission [Lifelong Learning Programme of the European Union]. This report reflects the views only of the author, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.