

**Mentorship program**

**Genius Makers- Mentor / Mentee Development**

**Purpose:**

To develop team members and promote an office culture of “Giver” mentality. Instill our core values of integrity, attitude, and work ethic. Improve team member retention.

**Goal:**

To identify and profile our Team Members’ Skills, Strengths, and Weaknesses

Who they are?

What they are not?

Who they want to be?

To benefit, offer value, and advise.

To set a challenge, both long-term and short-term.

**Program description:**

One-on-one peer mentorship.

Mentor / Mentee relationship with Mentorship Committee oversight.

Program length: 4-8 weeks; 4-week incubator and 8-week normal term.

Frequency and length of meetings: Once a week, for 30 minutes.

**Topics:**

1. Mindset
	* + Understanding thought process
		+ Alternative perspectives
		+ Negative or positive?
		+ How to change it?
		+ Confident, not self-conscious
		+ How to be clear and present, separate work from personal issues. Removal of wanting to be liked by everyone.
		+ Discuss if team member is feeling overwhelmed.
		+ Delivering max effort, giving best work product.
		+ Discuss remedies: Example-breathing deeply and meditation
		+ Promote Self-Awareness and Accountability for own feelings
		+ Emotional Intelligence
2. Making decisions
* With integrity
* During Sales Process
* With confidence / Independent / Trust yourself
* Making decision with information on hand and willing to make a change when data is present.
* Decision NOT to decide, further investigation needed
* Empirical data decision making
* Decide with limited data
* Indecision CAN and MAY be worse
* Don’t worry about making a mistake
* Stay consistent / fairness
* Both perspectives
* Risk-taking
* Emotional Intelligence
1. Asking for help
* Transparency
* “I want to do it myself”
* “I want to prove I can do it”
* Sweeping under the rug
* It’s about Company- not you
* “I know you are busy”
* Be comfortable doing your best
* Doing your best and being behind is no issue, being behind and not saying anything is an issue.
* Emotional Intelligence
* How do you receive people coming to you asking for help
1. Work / Life balance
* Discuss why it’s important
* Time Management
* Family
* Health / Exercise
* Managing Stress
* Personal Development
* Romance
* Career
* Finances
* Spiritual
* Fun and Recreation
* Social

**Program structure**

Self-matching program- Mentee chooses mentor. Mentee delivers top three options to Mentorship Executive Committee. Committee will match Mentors to Mentees after interview process.

Deliver: Goals, Milestones and Tasks.

**Mentor Needs:**

Executed Mentoring Contract

Self-assessment or [www.16Personalities.com](http://www.16Personalities.com)

Establish goals

Create initial action plan. Write up plan and meeting summary after every session

Evaluation with Executive Committee and Mentor Forum, once a month.

**Evaluation process**

When are the evaluation milestones?

Once a month as a forum, group of mentors, as a group of mentees.

Evaluation questions:

* What is not working in current program? Three things we should stop doing?
* What should we have in place to improve the program/relationship? Three things we should start doing?
* What is working well in the program/relationship and should be continued? Three things we should continue doing?

**Process completion-** Change Mentor / Mentee every 4-8 weeks. Score growth and restart with new relationships.

**Mentoring Contract**

**Instructions**: Before your first meeting, the mentor and the mentee should complete this form individually. At your first meeting, review and discuss this form, and reach an agreement. Print two copies of the agreed form, sign and date both, and each person should retain a copy. The mentee is responsible for keeping this form up to date. Review this contract at least monthly, to assess and agree any needed changes.

Things to discuss and agree in first meeting:

What are my expectations of the mentor/mentee:

What are my boundaries:

Communication (how, where and when):

Availability, frequency, length of time of meetings:

Who will be responsible for scheduling the meetings:

How the objectives will be reviewed:

When the relationship should be ended:

Ground rules (confidentiality, openness, truthfulness, etc):

Goal Setting Mentor Mentee What are my strengths to help the mentee to achieve their goals? I want to achieve the following goal...

Where may I need support to help the mentee achieve their goals?

I plan to get there by…

What are the learning opportunities for me and the mentee?

To do this I will need….

What may prevent me from helping the mentee achieve their goals and how can I overcome this?

I know I will have achieved my goal when….

Review Were goals achieved? If not, what further help is needed to achieve these goals?

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Mentor Name Mentee Name

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Mentor Signature Mentee Signature

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Date Date

KEY MENTORING SKILLS

1. Listening Actively
2. Building Trust
3. Determining Goals and Building Capacity
4. Encouraging & Inspiring

You will likely recognize the skills outlined here and may have experience employing them successfully in other relationships. As you progress through the mentoring relationship, try to employ these skills whenever possible.

1. **Listening Actively**

Listening actively is the most basic skill you will use throughout your relationship. Active listening not only establishes rapport but creates a positive, accepting environment that permits open communication. By listening actively, you will ascertain your mentees’s interests and needs. Examples include the following:

• Show interest in what he or she is saying, and reflect back important aspects of what he or she has said to show that you’ve understood;

• Use body language (such as making eye contact) that shows you are paying attention to what he or she is saying; and

• If you are talking to him or her by phone, reduce background noise and limit interruptions. Your mentee will feel that he or she has your undivided attention. When utilizing e-mail, answer within 24 hours if possible, and be sure your message is responsive to his or her original message.

• Reserve discussing your own experiences or giving advice until after your mentees has had a chance to thoroughly explain his or her issue, question, or concern.

 **2. Building Trust**

 Trust is built over time. You will increase trust by keeping your conversations and other communications with your mentees confidential, honoring your scheduled meetings and calls, consistently showing interest and support, and by being honest with your mentees.

 **3. Determining Goals and Building Capacity**

 As a role model, you should have your own career and personal goals and share these, when appropriate, with your mentees. It is also likely that he or she will ask you how you set and achieved your own goals. In addition, you can help your mentees identify and achieve his or her career and personal goals.

You will develop your mentees’s capacity for learning and achieving his or her goals by doing the following:

• Assisting him or her with finding resources such as people, books, articles, tools and web-based information;

• Imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking questions;

• Helping him or her gain broader perspectives of his or her responsibilities and organization; and

• Discussing actions, you’ve taken in your career and explaining your rationale.

 **4. Encouraging and Inspiring**

Giving encouragement is the mentoring skill most valued by mentees. There are many ways to encourage your mentees.

Try some of these:

• Comment favorably on his or her accomplishments;

 • Communicate your belief in his or her capacity to grow personally and professionally and reach his or her goals; and

• Respond to his or her frustrations and challenges with words of support, understanding, encouragement and praise. (Just knowing that someone else has been there can be tremendously helpful.)

You can also inspire your mentees to excel. Examples include the following:

• Share your personal vision or those of other leaders;

• Describe experiences, mistakes, and successes you or others have encountered on the road to achieving your goals;

• Talk with him or her about people and events that have inspired and motivated you; and

• Introduce him or her to your colleagues who can be additional useful contacts or inspiring models.

Reflecting on your mentoring practice, noting use of the key mentoring skills, observing progress made in the relationship, and requesting feedback from your mentees are excellent ways to assess whether you are employing these skills.

**Stages of Formal Mentoring Relationships**

Like most relationships, mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming an inherent part of the next:

 I. Building the Relationship

II. Exchanging Information and Setting Goals

III. Working Towards Goals/Deepening the Engagement

IV. Ending the Formal Mentoring Relationship and Planning for the Future

**Stage I: Building the Relationship**

During this phase, you will get to know each other and begin to establish trust.

During your first meeting (ideally face-to-face), discuss your backgrounds, experiences, interests, and expectations. You will also make agreements about confidentiality and the frequency of contact.

During this first stage, it is important to establish a schedule for communicating regularly, whether in-person, by phone, or e-mail.

There are a number of questions you may want to ask your mentees during your second meeting:

• Tell me a little more about yourself, your skills, your organization or community, the political environment, some key challenges you are facing, etc. (Begin by reflecting back a few of the key experiences and interests he or she expressed during your first meeting.)

• How have you benefited from other mentoring relationships?

• What are some of your preliminary goals for our mentoring relationship?

**Stage II: Exchanging Information and Setting Goals**

During Stage II, you will exchange more information and set goals. Your relationship and trust will deepen. As the mentoring relationship unfolds, be attentive to practicing active listening and consistently expressing encouragement.

Helping Your Mentees Set Goals:

By exchanging information, you will gain insight into the goals your mentees hopes to achieve through the mentoring relationship. Mentors have provided their mentees with input and support on a great variety of issues and challenges. For example, your mentees may want to improve his or her skills in a particular area. Alternatively, he or she may need your guidance on a major decision.

Goals are helpful because they help the mentees see beyond the day-to-day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Encourage your mentees to discuss his or her goals with you. Suggest that he or she complete the Goal Form and share it with you.

Coach your mentees to refer back to his or her goals periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping him or her achieve them.

**Stage III: Working Towards Goals/Deepening the Engagement**

 During Stage III, which is typically the longest, you will help your mentees work towards achieving his or her goals through conversations, sharing written materials, trying various learning and development activities, and introducing him or her to other colleagues. This is a rich phase marked by openness and trust, meaningful discussion, and application of new insights and approaches. Your mentees needs your ongoing encouragement at this stage. You may also feel comfortable enough to challenge him or her to think in new ways or approach a problem differently.

This is a good point in the journey to reflect on progress toward goals and on the relationship itself. Consider discussing the following:

• What are the benefits of the relationship up to this point? How am I helping you (mentees) achieve your goals?

• What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?

• What kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

This is also the stage during which energy in the relationship can wane! Sometimes, the mentees will feel concerned that he or she is burdening you. Other responsibilities will often compete with his or her commitment to the mentoring relationship. If you haven’t heard from your mentees, check in with him or her. Take the lead if necessary. Also take stock of your own time and energy. Is the partnership working well for you? Do you need to make some adjustments?

This is a highly rewarding phase of the relationship, but challenges may arise. Here are some examples of challenges other mentors and mentees have faced and resolved.

• Time and energy. The most common challenge by far is finding sufficient time to do all you want to do in the partnership. Despite good intentions, other priorities interfere for both of you.

Solution: Think small rather than large, especially in the beginning. Avoid promising more time than you can deliver. Check with your mentees to be certain you are both comfortable with the time you are spending and with the learning that is occurring.

• Building trust quickly. With only a few hours of contact each month, it is not easy to build the kind of trust you both would like.

Solution: Other mentors have successfully used several strategies, such as the following: Listen very carefully, and remember what your mentees has said in the past. Demonstrate your credibility. Keep your promises and commitments -- if any need to be changed, let your mentees know immediately and reschedule or renegotiate them. Admit some errors made and lessons learned. Avoid talking negatively about others. Above all, keep the confidences your mentees shares with you.

• Not being the “expert” on all your mentees’s needs. Many mentors find it difficult when they do not have all the answers.

Solution: Explain your role as “learning facilitator” early in your relationship. Tell your mentees that you will not have all the answers, and you are looking forward to learning together as well as seeking help from others who are more expert on different topics.

• Being sensitive to differences. Particularly in the beginning, it is tempting to assume that both of you are the same. In fact, you will share experiences. Explore and learn from your differences as well.

Solution: In addition to discovering all your similarities, work carefully to identify the differences between you and your mentees. For example, how do the specifics of his or her position differ from the role(s) you’ve played? What is occurring now for him or her that you did not face? If you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had? Assume a learning mode, and invite discussion about all of these topics. As Stephen Covey reminds us in Seven Habits of Highly Effective People, “Seek first to understand.”

**Stage IV: Ending the Formal Mentoring Relationship and Planning for the Future**

During this stage, planning for the mentees’s continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentees to define the types of support he or she may need in the future. You may want to connect him or her with additional colleagues who can provide benefits other than those provided by you. This is also a good time to explore your mentees’s own interest in one day mentoring someone.

Adjournment brings closure to the journey. Your final discussion should be dedicated to the following:

• Reflecting on accomplishments, challenges, and progress towards goals; • What will your mentees remember most about the relationship? • What challenges lie ahead for him or her?

• Exploring other types of support he or she may still need;

• Discussing whether the relationship will continue informally and how you will implement that; and

• Expressing thanks and best wishes!

**Mentoring Best Practices**

• Think of yourself as a “learning facilitator” rather than the person with all the answers. Help your mentees find people and other resources that go beyond your experience and wisdom on a topic.

• Emphasize questions over advice giving. Use probes that help your mentees think more broadly and deeply. If he or she talks only about facts, ask about feelings. If he or she focuses on feelings, ask him or her to review the facts. If he or she seems stuck in an immediate crisis, help him or her see the big picture.

• When requested, share your own experiences, lessons learned, and advice. Emphasize how your experiences could be different from his or her experiences and are merely examples. Limit your urge to solve the problem for him or her.

• Resist the temptation to control the relationship and steer its outcomes; your mentees is responsible for his or her own growth.

• Help your mentees see alternative interpretations and approaches.

• Build your mentees’ confidence through supportive feedback.

• Encourage, inspire, and challenge your mentees to achieve his or her goals.

• Help your mentees reflect on successful strategies he or she has used in the past that could apply to new challenges.

• Be spontaneous now and then. Beyond your planned conversations, call or e-mail “out of the blue” just to leave an encouraging word or piece of new information.

• Reflect on your mentoring practice. Request feedback.

• Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your mentees’ development as well as your own.

**MENTORING GOAL FORM** (To be completed by the mentees.)

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

What do you want to achieve through engaging in the mentoring relationship? Complete this form and discuss your goals with your mentor. Examine your goals periodically, and discuss progress made.

Goal #1:

Benefits to You:

Benefits to Your Program/Organization/Community:

Potential Barriers to Success:

Resources/Support Needed to Achieve Goal:

How Progress Will Be Measured:

Goal #2:

Benefits to You:

Benefits to Your Program/Organization/Community:

Potential Barriers to Success:

Resources/Support Needed to Achieve Goal:

How Progress Will Be Measured:

Goal #3:

 Benefits to You:

Benefits to Your Program/Organization/Community:

Potential Barriers to Success:

Resources/Support Needed to Achieve Goal:

How Progress Will Be Measured: