

Mentoring



Orientation Guide

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What is Mentoring?

Mentoring is a process by which a person guides, teaches, and influences another person's work and life in important ways. It is a *purposeful* partnership between two people sharing experiences and expertise to facilitate personal and professional growth. The partnership is reciprocal in nature, with both parties often deriving mutual benefit. The potential benefit is contingent on *intentional conversations and actions* focused on areas such as career or academic development, technical knowledge, organizational dynamics, current events, and personal wellness, to name a few.

Following are typical roles for mentors and mentees. Please note these lists are not exhaustive. The expectations and needs of the relationship will determine the use and prevalence of respective roles.

Mentor roles

- Guide/ally/advocate
- Catalyst/encourager
- Role model/confidant
- Interpreter/truth teller
- Questioner/listener
- Sounding board/communicator

Ways mentors can help:

Provide exposure and visibility—Create opportunities for the mentee to demonstrate competence where it counts. Take the mentee to important meetings that will enhance his or her visibility. Help the mentee to find tasks or assignments that increase written and personal contact with senior leaders.

Offer support—Encourage the mentee to take calculated risks. Alert the mentee to unnecessary risks that could threaten the possibility of the mentee's advancement. Serve as a sounding board for difficult interactions or situations. Place a priority on scheduled meetings and interactions with the mentee.

Give challenging assignments—Recommend assignments that stretch the mentee's knowledge and skills. Demonstrate critical thinking through problem analysis and decision making.

Be a coach—Teach the "ropes." Ask thought-provoking questions. Suggest specific strategies for achieving career goals. Share historical perspective. Help the mentee to reflect and grow from "lessons learned."

Be a sponsor—Open doors and share connections that will support the mentee's career advancement.

Be a role model – Demonstrate valued behavior, attitudes and/or skills that aid the mentee in achieving competence, confidence and a clear professional identity.

Be a friend – Express sincere concern about the well-being of the mentee. Provide ongoing feedback that strengthens self-confidence and self-image.

Mentoring

is a brain to pick,

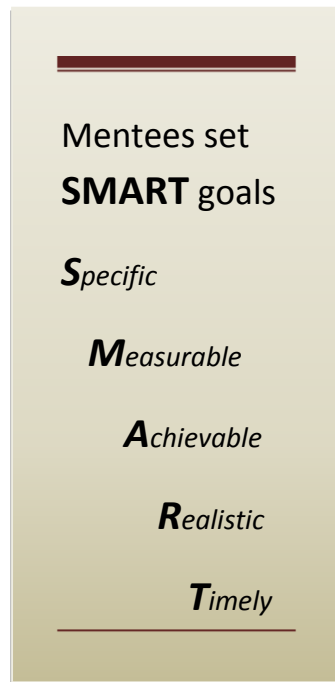
an ear to listen,

and a push in the

right direction.

John C. Crosby

Mentee roles:



ask questions are assertive learners

share honestly

receive feedback openly

drive the relationship

initiate meetings

monitor progress

set and pursue goals

Keys to mentee success:

Mentees should envision themselves as the **drivers** of the mentor/mentee relationship. Although it may feel uncomfortable at first, it is up to the mentee to initiate meetings, provide framework for discussions, and ensure follow up to action items. Following are some tips to make the most of your experience.

1. **Respect** – Show respect for the mentor’s commitment to the relationship. Be prepared and timely for meetings and other commitments. Gratefully acknowledge the mentor’s contribution to your growth and success.
2. **Personal Accountability** – Take ownership of your own growth and development. Take the initiative to schedule meetings and ensure that progress is made toward mentoring and development goals. Accept graciously if the mentor is unable to meet some of your aspirations. **Invest yourself in making the relationship a success.** Take responsibility for reviewing “lessons learned” with your mentor, and allow adequate time for reflection.
3. **Openness to Honest Communication** – Consider new ideas and acknowledge that growth can sometimes be uncomfortable. Request honest feedback from your mentor and provide the same in return. Be clear about the assistance you are requesting from your mentor. Share failure as well as success.



Discussion Guide for Mentors and Mentees

This discussion guide is offered as a starting point for mentors and mentees to begin getting to know each other. You may use all, part or none of it, as applicable to your goals. The guide is not exhaustive and you are encouraged to explore your own line of questioning.

1. Getting To Know You

- What are your personal interests?
- What are your career interests?
- Describe your title and job responsibilities.
- Where do you see yourself in 5 years? 10 years?
- How did you come to be in your current position?
- What is the best career move you ever made?
- What work-related mistake have you learned the most from?
- What do you enjoy most about your work? Least?
- What is your advice to me regarding career development in the State?

2. Getting to Know the Departments

- How is your department organized?
- How does your work unit fit into the department's mission?
- In your opinion, what are the challenges facing your department? Your work unit?
- How does your department or work unit include stakeholders in decision making? What are the most effective techniques that you've observed?

3. Getting to Know the Culture of Leadership:

For mentees to ask mentors

- In your opinion, what qualities make a leader effective?
- What are appropriate and accepted ways to raise various kinds of concerns, issues, and problems?
- In your opinion, what are some effective ways of working with the Governor's office? The Legislature? Leaders of our largest interest groups?
- What is your advice to me regarding leadership in State government?

4. Problem-Solving Questions

Questions for use by the mentor or mentee, as appropriate:

- What do you think about this idea? Why do you think it's important?
- How would you solve this?
- If you were in my shoes, what would you do?
- What other factors should we be considering?
- In your opinion, why is this approach going to work?
- What do you see as the obstacles we face?

5. Problem Identification Questions

- What results have you achieved so far?
- Where are you stuck?
- What kinds of problems are you encountering?
- Why do you think that happened?

6. Questions for Generating Options & Solutions

- What solutions have you attempted?
- What do you see as your options?
- Do you want input from me?

7. Questions to Generate Application of Knowledge

- What is your "go forward" plan?
- How can you apply what you've learned to your job?
- Who else would benefit from knowing this?

8. Questions to Show Support

- What can I do to better support you?
- Whose support do you need?
- Would it be helpful to talk about this again?

Adapted from:

University of Wisconsin at Oshkosh Faculty Mentoring website

<http://www.uwosh.edu/mentoring/faculty/questions.html>

Establishing Boundaries and Ground Rules

It is important for mentoring partners to set expectations by articulating what they are willing and unwilling to do within the relationship. Boundaries and ground rules are not intended to restrict the relationship, but rather to create a set of guidelines for governing its success based on mutual respect and understanding.

Guidelines for maintaining confidentiality are an example of a partnership boundary. Other guidelines address communication preferences and frequency of meetings. Below are some examples of common mentoring norms that can be used as the basis for your discussion on ground rules.

Principles and rules are intended to provide a thinking man with a frame of reference.

Carl von Clausewitz

- Method of meeting (face-to-face, via telephone, etc.)
- Frequency and location of meetings
- Importance of beginning and ending on time
- Responsibility for setting up meetings
- Active participation in the relationship
- Communication is open, candid, and direct
- Partners use key principles and effective feedback techniques
- Respect differences and learn from them
- Honor each other's experience and expertise
- Safeguard confidentiality
- Level of interruption accepted during meetings
- Development plan goals are kept in the forefront of discussions and activities

The most commonly overlooked boundary involves access to the mentor and it is important to establish understanding from the beginning. Questions to consider:

- What level of access does the mentee have to the mentor? What are the limits?
- Is an appointment needed to meet with the mentor?
- What kind of telephone access does the mentee have to the mentor? Is the mentee expected to communicate via an assistant or via direct access?

Sometimes, despite best intentions, boundaries are crossed. When this happens the mentoring partnership can be negatively impacted and learning can be impeded. The best way to handle this is to be prepared up front with a strategy to deal with boundary crossing.

These suggestions are not inclusive and you are encouraged to explore additional boundaries and guidelines within your relationship. Once guidelines are established, it is advisable to revisit them on a regular basis to determine their use and applicability. If necessary adjust boundaries to ensure success of the relationship.

Tips and Strategies for Managing Time

A mentoring partnership requires an additional commitment of time on the part of both partners. One of the greatest challenges in any mentoring partnership is finding the appropriate balance of time spent between your regular job responsibilities and the added commitment to mentoring.

Following are some strategies for successful time management:



Schedule time in advance

Avoid the pitfalls of mentoring on the run, such as overbooking, giving advice without reflection or explanation, or trying to do two things at once (allowing your meetings to be interrupted by routine phone calls.) Instead, always try to plan the date, the time and the purpose of each mentoring session in advance and mark your calendar. If you need to cancel a session, do it, but reschedule at the same time.

Monitor your time

Be aware of the amount of time you are spending on mentoring. Consciously reflect on the time spent mentoring to develop insights for greater efficiency in process and content learning. Above all, acknowledge when you are pressed for time but don't repeatedly put mentoring on the back burner.

Spend quality time

Recognize the importance of the time spent on the mentoring partnership. Encourage your mentee to use the time available constructively and maximize your time together by coming to the meeting fully prepared. The quality of the time spent together far outweighs the quantity of time. When you are present, be fully present.

Get creative

There are many ways to meet and spend time together. Don't limit yourself to traditional one-on-one meetings. What other functions might you invite your mentee to? Travel time to and from other events provides ample opportunity for discussions. Are you hosting a meeting at which your mentee can assist? Do you share a common interest? Consider attending a ball game or joining a team together.

Take care of yourself

As a mentor, make time to work on your own growth and development too. Although mentoring often produces mutual rewards; remain cognizant of your own needs and seek appropriate channels. Remember also to request your own feedback from the mentoring partnership.

Telephone Coaching Tips

Due to geographical considerations, you may need to use the telephone to sustain your mentoring partnership. Here are tips for using it wisely.

- **Pay attention to the conversation** – It is easy to “drift” when involved with lengthy phone calls and you could get caught short when the other person directs a question to you or asks your opinion on the topic at hand. Be sure to give plenty of verbal feedback to let the other person know you are listening. Try to schedule telephone coaching at a time when you are most focused, i.e., first thing in the morning.
- **Avoid talking over the other person** - This tends to happen more frequently in telephone conversations because we don’t have the advantage of body language clues. If you do cut the other person off, apologize and offer to let them complete their thought.
- **When calling unannounced, ask the other person if this is a good time to talk** - Don’t assume that they are free to take the call right now. For longer conversations, schedule ahead of time just as you would for a face-to-face meeting.
- **Return telephone calls in a timely way** - If you and your mentoring partner have operating guidelines outlining what “timely” means, honor those guidelines. If you haven’t determined “rules of engagement” in this area, be sure to agree on some.
- **Minimize interruptions** - Find a way to let others in your office know that you are on the telephone and can’t be disturbed.
- **Use printed information to increase clarity** - A complex conversation is greatly enhanced via the use of pictures, diagrams, notes, agendas, and the like. Send any written information ahead of time to reduce questions or confusion or simply to ensure a richer discussion. Be sure that all written documents have page numbers for easy reference.
- **Avoid using the telephone for performance or emotionally charged issues** Whenever possible, these types of conversations are best dealt with face to face.
- **Set protocols for voice and e-mail use** - To set protocols, use the following questions:
 - What will we use voice and e-mail for? What will we not use it for?
 - Will we need to check voicemail on weekends, holidays, and vacations?
 - How quickly will we commit to responding to messages?

Finally, respect others’ time. Avoid leaving lengthy messages. Instead, briefly explain the nature of the call and request that the other person call you back to discuss the details.

Checklist for Assumption Testing About Confidentiality

Instructions:

Individually answer each question with “yes,” “no,” or “not sure.” When you have completed all eight items, decide whether there are other assumptions that you hold that should be added to the list. Review and discuss each item with your partner. Allow for a full discussion of gaps before coming to consensus.

Which of the following assumptions about confidentiality do you hold?

- _____ 1. What we discuss stays between us as long as we are engaged in our mentoring partnership.
- _____ 2. If asked by the mentee’s supervisor, I can freely disclose our conversation.
- _____ 3. After our formal mentoring partnership has ended, it is okay to talk about what we discussed or how we related.
- _____ 4. If there is a demonstrated need to know, I can appropriately disclose our conversations, my impressions, or anything else that pertains to the relationship.
- _____ 5. What we say remains confidential unless you give me permission to talk about it with others.
- _____ 6. Some issues will be kept confidential, while others will not.
- _____ 7. It is okay to discuss with others how we relate to one another but not the content of our discussions.
- _____ 8. It is okay to talk to the Program Coordinator about our relationship.

Other assumptions about confidentiality I hold that should be added to the list are:

Mentoring Common Ground Checklist

Use the following guide to determine the boundaries and expectations for your mentoring partnership. You may choose to add additional information not listed on the template.

CONFIDENTIALITY

1. Mentor may discuss content of mentor/mentee meetings with mentee's supervisor or others.
☐ YES ☐ NO
2. Mentee may share with others what mentor says during mentoring meetings.
☐ YES ☐ NO
3. If there is any doubt about the confidentiality of an issue, the parties will consult each other before disclosing the information to anyone else.
☐ YES ☐ NO

AVAILABILITY OF EACH PARTY

1. Is casual contact between meetings ok?
☐ YES ☐ NO
2. Are there cyclical, intermittent or current workload issues that may affect parties' ability to meet or work on the mentoring partnership?
☐ YES ☐ NO Strategy to address:

COMMUNICATION PREFERENCES

To contact mentor:

- | | | |
|-----------|------------------------------|-----------------------------|
| Email | ☐ YES | ☐ NO |
| Text | ☐ YES | ☐ NO |
| Telephone | ☐ YES | ☐ NO |

To contact mentee:

- | | | |
|-----------|------------------------------|-----------------------------|
| Email | ☐ YES | ☐ NO |
| Text | ☐ YES | ☐ NO |
| Telephone | ☐ YES | ☐ NO |

MEETING FREQUENCY AND METHOD(S)

Demanding schedules often make it difficult to schedule meetings. Be creative about opportunities to meet. What other meetings or events can you attend together? Travel time provides a great opportunity to connect!

- | | | | |
|------------------------------------|---------------------------------------|--------------------------------|----------|
| ☐ Weekly | ☐ Bi-weekly | ☐ Other | Explain: |
| ☐ Telephone | ☐ Face-to-face | ☐ Other | Explain: |

Making the Most of Being Mentored

In any formal mentoring program where mentees are selected and matched with mentors, some relationships are slow to get started. This seems especially true when mentors hold senior or high-level positions in relation to the mentees.

Beware of the Awe Factor

Research suggests that in about four out of five such cases, the mentee shows reluctance to truly engage in the relationship. These mentees may not set developmental objectives for themselves, develop significant agenda items for meetings, or take any significant initiative during these sessions. When questioned, these mentees often responded that they:

- Were afraid to make mistakes in front of their mentor
- Had trouble viewing their mentors as partners
- Often considered their own problems and needs as insignificant

Remember that your mentor has volunteered for this experience and wants you to actively engage and learn from it. It is up to you to make the most of it.

Ask for Feedback

- Be specific and descriptive when asking for feedback.
- Stay focused on the reason you are seeking feedback.
- Avoid being defensive; seek alternatives, not answers.
- Check for understanding; ensure your questions are answered.

Break the Time Barrier

Demanding schedules often make it difficult to schedule meetings. Be creative about opportunities to meet. What other meetings or events can you attend together? Travel time provides a great opportunity to connect!

Alertness, involvement, and careful listening are all essential to successfully learning from your mentoring experience. But, how do you sort the necessary from the dispensable, the unusual from the ordinary, or the powerful from the trivial?

Capture the Essence of Your Mentor's Help

There are five specific actions that can help you capitalize on your mentoring sessions:

1. Ask yourself at the end of each mentoring session, "What did I learn today?"
2. Ask yourself, "How can I apply what I learned?"
3. Summarize for your mentor what you learned and how you will attempt to apply it.
4. Listen carefully to your mentor's feedback.
5. Ask questions about anything you experience in a given day that seems important to you.

Internalize Your Mentor's Input

Research in education and training suggest that we can process what we have learned more successfully if we follow this four-step process:

1. Sort out the learning and find where patterns appear (you may do this with your mentor, another person, or by yourself).
2. Review in your mind the learning (particularly the larger patterns) very shortly after they occur. There tends to be a substantial loss of detail one to three hours after a learning experience.
3. Record in a journal the outcome after each mentoring session, tape record or draw diagrams if appropriate, and focus on anything useful to reinforce your learning.
4. Discuss ideas, viewpoints, and other attributes of the learning with another person. (You can also share with or teach another person what you have learned, if appropriate). This will help you retain what you have learned.

Effective Listening Habits Assessment

The following inventory is a self-assessment tool to help you identify how well and how often you practice good listening habits. Circle the number that best corresponds to your current practice, with 1 representing seldom, 3 representing usually, and 5 representing almost always. In the Comments/Actions space note what steps you might take to improve your listening habits.

Good Listening Habit	Current Level of Practice					Comments/Action
I avoid making assumptions or letting my personal feelings about others or what they say interfere with my ability to listen	1	2	3	4	5	_____
I avoid deciding ahead of time that others don't know what they are talking about.	1	2	3	4	5	_____
I avoid deciding ahead of time that others are going to attack, making me too defensive to really listen.	1	2	3	4	5	_____
I avoid getting over stimulated to the point of preparing a rebuttal while others are talking.	1	2	3	4	5	_____
I hold back on making judgments about others or what they are saying until I have listened and tried my best to understand from their perspective.	1	2	3	4	5	_____
I avoid determining ahead of time that my mind is set and that what others have to say is irrelevant	1	2	3	4	5	_____
I avoid deciding ahead of time that what others are saying is uninteresting, too difficult to understand, or unimportant.	1	2	3	4	5	_____
I avoid listening only for what I want or expect to hear as opposed to all of what others are saying.	1	2	3	4	5	_____
I avoid daydreaming, tuning out, or faking attention to others when what they are saying seems either too difficult to understand or irrelevant to me.	1	2	3	4	5	_____
I listen not only for the obvious. I pay attention to the verbal and nonverbal messages being sent	1	2	3	4	5	_____

and to the factual and emotional content.

I listen with my entire body, realizing that relaxed body positions and lack of eye contact (during face-to-face communication) are not conducive to effective listening.

1 2 3 4 5

Whenever possible, I do something about the distractions and interruptions that might be making it difficult for me to listen.

1 2 3 4 5

I listen with empathy and attempt to put myself in others' shoes.

1 2 3 4 5

I listen actively. I reflect back on what has been said in my own words to indicate my understanding of what others have said and felt.

1 2 3 4 5

University of Wisconsin at Oshkosh Faculty Mentoring website
<http://www.uwosh.edu/mentoring/faculty/questions.html>

Encouraging Accountability

Accountability is an obligation or willingness to accept responsibility or to account for one's actions. Accountability recognizes that we perform our best when held to high standards. In the mentoring partnership, each party plays an important role by focusing on goals and expectations, monitoring progress, and giving and receiving feedback. By working on each of these areas, both mentor and mentee will maximize the effectiveness of the relationship, providing each with a high level of satisfaction.

Set Goals and Expectations

In a mentoring partnership, clearly established goals and expectations are critical for the success of the relationship. Consider these tips:

1. Concentrate on learning as the primary goal of the relationship. Establish specific targets and associated timelines. Include checkpoints for progress.
2. Be clear about what each person is trying to accomplish. This is applicable to both mentor and mentee.

Monitor Progress

This step is crucial to effective accountability and requires that checkpoints are included in the original goal setting.

1. Have specific outcomes to accomplish by specific dates. This takes some thought up front, but is worth the investment. Be specific, but accept that these timelines serve mostly as guides and can be fluid and flexible.
2. Commit to regular meetings. These can be weekly, monthly, or otherwise, but should be consistent. Make it a point to schedule make-up sessions for those missed due to inevitable conflicts.
3. Always be honest with one another about how things are going. Remember, this is a relationship that requires time, dedication and a certain amount of work.

Exchange Feedback

Communication is the key to a successful relationship, so don't be afraid to share when things are not working. Remember, the end goal is teaching and learning. If you find a specific, short-term goal is not meeting the end goal, then make a change and alter your course sooner rather than later. If you fail to make changes, you may find yourself dreading meetings and ultimately falling away from the relationship.

Feedback is also important when things are working well. Positive reinforcement is healthy for both mentor and mentee and gives energy to the relationship. Below are some ways to reinforce the relationship in this feedback period:

1. Show appreciation for one another by sharing recent successes. This works on both sides of the relationship. The mentee should share how he is learning from the mentor

and vice versa. These shared experiences strengthen the trust between the parties and make for a much more effective relationship.

2. Keep a journal of your daily challenges and successes. Sharing these thoughts is a great way to become better acquainted.
3. Keep in touch by telephone, e-mail, or other means. Frequent communication can build familiarity which can lead to trust. Use caution however, and don't overdo it. Mentoring partnerships require mutual respect of boundaries and expectations.
4. Have a brainstorming session. If you are encountering a particular challenge, brainstorm together for possible solutions.

Whatever your level of mentoring experience, putting accountability into the relationship will make it more effective and produce an end product that is worthwhile for all parties.

Mentoring Action Plan

What are your long term career goals?

What do you expect to accomplish during your mentoring partnership?



Competencies to be developed - Please identify the competencies you wish to develop during the mentoring partnership and specific action steps you will employ to develop the competency.

	Action Steps
Competency or Knowledge Area #1	1. 2. 3.
Competency or Knowledge Area #2	1. 2. 3.
Competency or Knowledge Area #3	1. 2. 3.

This mentoring action plan (MAP) is not intended to limit the scope of the mentoring partnership. The purpose of the MAP is to lay the foundation and develop a framework in which you will work with your mentor. You may revise this plan throughout the course of the Mentoring Program.

Engaging: A Readiness Checklist

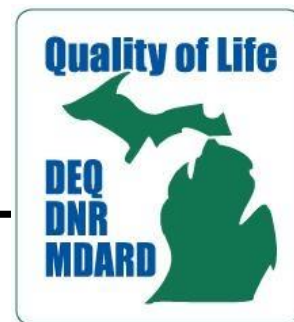
Instructions:

Complete the following checklist with your partner to determine if you have sufficiently discussed your terms of engagement. You may find it helpful to review this list periodically.

- ⑨ Accountabilities are in place for me, my partner, and the partnership.
- ⑨ Expectations are clear.
- ⑨ Goals are well defined and clear.
- ⑨ Responsibilities of each partner are defined.
- ⑨ Norms have been developed and agreed to.
- ⑨ We have decided how often to meet and who should set it up.
- ⑨ We have articulated criteria for success.
- ⑨ We have discussed strategies for dealing with obstacles to the relationship.
- ⑨ The work plan (i.e., development plan) makes sense.
- ⑨ We have identified some initial development activities for us to work on together.
- ⑨ We have discussed how and when the partnership will be brought to closure.
- ⑨ Our operating assumptions about confidentiality are well articulated.
- ⑨ The boundaries and limits of this relationship leave enough room for flexibility.

Additional expectations not listed above:

QOL Mentoring Program



Mentoring Partnership Agreement

We have agreed to complete an action plan for this mentoring partnership and will revisit it for applicability on a periodic basis.

We have discussed protocols for communication by which we will work together to ensure that our relationship is a mutually rewarding and satisfying experience for both of us. We agree to:

1. Meet regularly. Our targeted schedule for contact is as follows:
2. Look for multiple opportunities and experiences to enhance the mentee's learning. We have identified, and will commit to the following specific opportunities and venues for learning:
3. Maintain confidentiality. To this end, we have reviewed and discussed the "Checklist for Assumption Testing About Confidentiality"
4. Honor the ground rules we have developed for the relationship.
5. Give regular feedback to each other and evaluate progress.

We agree to meet regularly between May 16, 2016 and April 30, 2017 to accomplish the goals of our mentoring action plan. At the conclusion of this time period, the formal Mentoring Program is considered concluded. However, we acknowledge that both the mentor and mentee may continue the partnership as desired on an informal basis.

Mentee's Signature and Date

Mentor's Signature and Date

Additional Tools

Mentoring Partnership Reflection Guide

Instructions

There are three ways to use this discussion guide: (1) each mentoring partner answers the questions independently and then the partners share and discuss individual responses; (2) mentoring partners discuss each item and answer the questions together; or (3) each time a mentoring partnership reflection is completed, it is saved and used as a starting point for conversation or as a follow-up to (1) above.

Meetings

1. When and under what circumstances did we get together?
2. Generally, when we got together what did we talk about? (List subjects or topics)
3. What objectives are we working on right now? What is our progress to date in achieving these objectives?

Partnership

1. What is going particularly well in our mentoring partnership right now?
2. What has been our greatest challenge in our mentoring partnership so far?
3. What do we need to work on to improve our mentoring partnership?
4. What assistance could we use?

Learning

1. What are we learning about ourselves? Each other? The partnership?
2. What is being learned? What are the conditions that promote learning?
3. What are some of the personal insights? Hunches? Things to watch for?

Mentoring Behavior Assessment (for mentees)

After you and your mentor have been working together awhile, it is important for you to assess how well you are contributing to the mentoring partnership. Below are several behaviors that will help you, as a mentee, to succeed. Rate each behavior on the associated scale. For behaviors rated as “frequently” or “always” give a specific example. For behaviors rated “sometimes”, “seldom”, or “never”, think about something you can do, a technique to use, a behavior you can modify, or a resource you can consult to improve. Record your ideas in a journal. You will also need to ask your mentor to rate how well you are doing on these behaviors. Share and discuss your independent ratings and observations together. Agree on plans for improvement if needed.

	Always	Frequently	Sometimes	Seldom	Never
I set realistic expectations with my mentor.					
I share my needs, goals, and desires with my mentor.					
I search for ways to obtain goals.					
I follow through on commitments I make.					
I learn and practice behaviors that enhance my own empowerment.					
I take the initiative to keep in contact with my mentor.					
I actively join in to explore options with my mentor.					
I take the initiative in creating (and amending) the agenda for mentoring sessions.					
I welcome my mentor’s input (express appreciation and acknowledge benefits).					
I reveal important feelings about subjects discussed with my mentor.					
I accept constructive feedback from my mentor (listen to the whole message).					

	Always	Frequently	Sometimes	Seldom	Never
I am receptive to my mentor's point of view.					
I share results with my mentor.					
I provide regular feedback to my mentor.					
I share my failures, as well as successes with my mentor.					
I mentally review, summarize, and internalize the knowledge, skills, and abilities I receive from my mentor and make them my own.					

Notes:

Tips for Mentors in Providing Constructive Feedback

What to do	How to Do It	Example
Align your feedback with the mentee's agenda.	Provide real-time feedback. Make it usable and realistic. Offer an alternative action that includes concrete practical steps and options.	"I have a few ideas that might help..." "What works for me is..."
Provide feedback about behavior that the mentee can do something about.	Stay focused on the mentee's behavior rather than succumbing to the temptation to evaluate it.	"Tell me about the impact of the behavior..." "How might someone else see that behavior?" "If I were that person I might feel..."
When you talk from your perspective, remember that your reality is not the mentee's reality.	When you talk about your own experience, set a context and be descriptive so the mentee can see parallels.	"In my experience, which was..., I found that...I know it's not exactly like your situation but maybe there is something to learn here."
Check your understanding of what is being said.	Listen actively. Clarify and summarize.	"If I understand what you're saying..." "It sounds like you're saying..." "Help me understand what you mean by..."
Use a tone of respect.	Take care to maintain or enhance the mentee's self-esteem.	"I liked the way you..." "I am curious..." "I wonder..." "Have you ever considered..."
Be aware of your communication style and how that works with that of your partner.	Share information about communication styles with your partner and discuss the implications for the feedback process.	"I find that I get defensive when..." "I react positively to..."
Avoid giving feedback when you lack adequate information.	Ask for time to get the information you need. Faking it doesn't work.	"To be honest with you, I need to think about that a little more."
Encourage the mentee to experience feedback as movement forward rather than an interruption from the journey or even a step back.	Continuously link progress and learning to the big picture and the journey.	"When we started out...And then...And now..."

Leading questions to ask your mentor

Make the most of your time with your mentor by asking questions that will likely solicit the information you are seeking. Below are several to choose from.

1. **How did you get where you are today?** Chances are you would like to someday be where your mentor currently is in their career. Hearing their story can often help you in writing your own.
2. **What qualities do you look for in the people you hire?** Someday at an interview, you will probably find yourself face-to-face with someone very similar to your mentor. Get the scoop on what these people are really looking for in a casual setting.
3. **What do you see as upcoming trends in government (our agency; your agency)?** Since your mentor probably has more experience than you, it's good to hear in advance what you might be facing in the future.
4. **I am looking to _____ (e.g. switch my career from account management to account planning.)** If you were me, what would you place your attention on and what are some pitfalls you would avoid? Your mentor is there to guide you. Therefore, use your mentor's experience and knowledge to plan your own career advancement. I'm sure they wish they knew what they know now when they were in your shoes.
5. **How should I approach my boss about _____?** When you want to propose a new idea or tell your boss about an issue, it is often not what you say, but how you say it. Your mentor's previous experiences will help you find the superlative approach allowing you to arrive at the best solution.
6. **What do you like most about your career?** This could be a valuable question especially if you are thinking about switching careers or are not sure about what your next step should be. Your mentor could be a source of great insight into another area of the industry.
7. **What characteristics or skills set you apart from your peers and enabled your success?** Who better to learn this from than your mentor?
8. **How do you manage work/life balance?** With a demanding career, it sometimes seems impossible to separate your job from your personal life. Your mentor probably has some tricks up their sleeve as to how to get the most out of your personal time.
9. **How would you describe your personal style?** This information could help you determine successful ways to communicate with your mentor.
10. If you wanted to create an environment where innovation and motivation can thrive, what's the first thing you would do? What techniques have you tried that weren't successful?
11. How do you show others that you believe in them?

12. Who has influenced you the most?
13. What do you do to challenge your underlying beliefs, paradigms and assumptions?
14. What would you do differently if given the opportunity?
15. When is breaking the rules okay?
16. What does empowerment mean to you?
17. If you wanted to find the second best answer to a question or problem, what technique would you use?
18. How do you approach the unknown?
19. How do you keep your feelings from clouding your decision-making?
20. What's the best way to keep your eye on future results?
21. How do you bring courage and conviction to risky situations?
22. What are 5 key books you feel I should read, and why?
23. What dreams and goals inspired you to succeed?
24. What do you wish you had asked your mentor?

Leading questions to ask your mentee

These questions are designed to inspire discussion that is in-depth, reflective, and productive. The answers should point to a person's strengths and challenge areas and give the mentor insight toward ways in which to guide their mentee.

1. **What is it that you really want to be and do?** This question is about aspiration and purpose. The reason why someone is doing what they are doing should come out here. The question is also meant to get at the business goals and broader aspirations of an individual - someone wishing to be successful in business so that they can do more to help others, for example. The answer to question one should surface the driving passion of individuals - what is it they do or wish they could be great at doing?
2. **What are you doing really well that is helping you get there?** This question helps spotlight a core strength and the person's ability to execute towards his/her goal. What is someone naturally good at doing? Detailed and standardized operations? Leading and motivating staff? Numbers? What is it that someone does better than the average person that can help her achieve her aspiration?
3. **What are you not doing well that is preventing you from getting there?** This is about facilitating an honest and critical assessment of the roadblocks, challenges or weaknesses in a person or company that is slowing their ability to win the game; to meet the goal from question one.
4. **What will you do different tomorrow to meet those challenges?** Questions two and three help determine whether people are spending the right time on the right things. Progress cannot be measured just by hard work. Someone may have a great work ethic, but if he is not focused on the right priorities, then "you're making good time, but you're lost." People also have a tendency to practice and repeat what they are already good at doing. It is human nature to show off your best side and hide weaknesses. As a kid playing racquet sports, I remember being asked once why I kept practicing my forehand when my backhand sucked. Use this question to probe whether the person has the aptitude to change behavior. Will the person start practicing his backhand?
5. **How can I help / where do you need the most help?** The answers to the first four questions matched against areas where you as a mentor have particular strengths, relationships, or learning resources - should help determine how you can best help someone achieve the goal.