

Mentorship Facilitators Guide

Introduction- This lesson consist of an overview of a mentorship program. It defines information to assist individuals in creating a mentorship program.

Objectives- The objectives of each main point are structured to assist the mentor and mentee (person being mentored) in understanding their roles and responsibilities.

Presenters should review the objectives and conduct additional research to gain a full understanding and awareness of this topic. Presenters may want to remind participants that, although the content may be a review for some, it may be completely new to others. The goal is to create a common understanding among all participants. Participants who need additional support should conduct additional research and consult with other mentors and mentees to gain an awareness of the benefits and effects of this program.

Lesson

Slide 1: Title Slide

This lesson is provided to leaders who understand, everything pertaining to an organization rises and falls, on the leadership. A leader who takes their time developing and mentoring individuals demonstrates their commitment to the team, its members and its future.

Slide 2: Agenda

- Define Mentorship
- Distinguish Role of Mentor
- Distinguish Role of Mentee
- Mentorship Topics
- Discuss Mentoring Pitfalls/Traps
- Discuss Benefits of a Mentorship Program
- Summary

Slide 3: Mentorship Defined:

http://usacac.army.mil/cac2/cgsc/repository/dcl_Mentoring.pdf

Mentorship is a developmental relationship. It typically exists between a person of greater experience (mentor) and a person of lesser experience (mentee). It is characterized by mutual trust and respect.

- May extend beyond chain of command relationships
- Improves performance, personal/professional development, career progression, and morale.
- The Navy views mentoring as formal or informal, but most effective when conducted as a voluntary relationship between a subordinate and an experienced superior, not their first or second level supervisor.

- The United States Marine Corps has taken a much more formal and mandatory approach to mentorship requiring all Marines to be mentored by the Marine senior to them in the chain of command.
- Air Force Instruction 36-3401, 1 June 2000, defines a mentor “as a trusted counselor or guide” and further directs that, “The immediate supervisor or rater is designated as the primary mentor (coach, guide, role model, etc.) for each of his or her subordinates.”
- Mentoring is one of the Coast Guard's 28 leadership competencies, and is found within the Leading Others category of the Leadership Framework. Mentoring increases productivity and career satisfaction among mentors and those whom they mentor.
https://www.uscg.mil/directives/ci/5000-5999/CI_5350_24C.pdf
- The Army states: Mentoring occurs when you have greater experience than a mentee and provide guidance and advice to assist the mentee in his or her professional growth.
<http://usacac.army.mil/sites/default/files/documents/cal/Leader%20Development%20Improvements%20Guide%20June%202014.pdf>
- The Office of Personnel Management (OPM) states: Mentoring is a process that focuses specifically on providing guidance, direction, and career advice.
<http://www.opm.gov/wiki/training/Mentoring-and-Coaching.ashx>

Slide 4: Role of a Mentor

In 2004, David Clutterbuck, an academic who studied mentoring relationships, coined an acronym for what mentors do:

- **Manage** the relationship- you are in charge of mentoring the individual(s) being mentored. You make the decisions as to the: who, what, where, when and how this process works
- **Encourage**- the mentee to excel in accomplishing tasks and new challenges, you are their motivator throughout this process.
- **Nurture**- includes caring for the growth while supporting the individual(s) needed to be successful
- **Teach**- Mentors are the ones who are responsible to educate the mentee
- **Offer mutual respect**- Listen and be honest to the mentee. Respect their opinions and collaborate with them **for them** to be successful
- **Respond** to the learner's needs- They are there for assistance to be better, more proficient or aware of new methods/techniques. You are the subject matter expert.

<http://www.skillsyouneed.com/learn/mentoring.html>

http://print.ditd.org/young_scholars/Guidebooks/Davidson_Guidebook_Mentoring.pdf

Mentors should:

- Be enthusiastic - have a positive attitude
- Help the mentee improve their attitude toward education and learning

- Approach the mentee on a basis of mutual respect
- Listen to the person you are mentoring without an agenda
- Always encourage the mentee to try
- Support, compliment, and model positive behavior
- Encourage your mentee to express ideas
- Help develop the mentee to look at situations from other points of view
- Try to demonstrate and communicate patience
- Share common experiences
- Be sincere in your praise, and praise the attempt as much or more than the right answer

Slide 5: Role of a Mentee

- **Motivate** yourself to learn and grow
- Exhibit Enthusiasm- to your mentor and the mentorship program. Be ready to learn and grow.
- **Never be Afraid to Ask**
- **Take Feedback When Provided**
- **Educate Yourself** (personally and professionally)
- **Explore New Concepts** (upon hearing new strategies, listen and don't be afraid to try new approaches to achieving your goals)

Additional Information:

http://print.ditd.org/young_scholars/Guidebooks/Davidson_Guidebook_Mentoring.pdf

Ideal characteristics of a mentee

In order to further consider your preparedness to delve into such a partnership, look over the following ideal characteristics of mentees to establish if you are capable of meeting such criteria.

- A certain level of developmental maturity
- Immense curiosity
- Willingness to ask questions
- Ability to initiate and participate in discussion
- Ability to accept praise and constructive criticism well
- A positive attitude
- High degree of responsibility
- Eagerness to explore new topics and broaden capabilities

Slide 6: Selecting a Mentor/Mentee

- **Want vs Need?** It is important to determine exactly what both parties need and want out of the program. The program offers benefits for both the mentor and mentee.
 - **Mentor-** wants to validate their knowledge, and needs to refine their leadership process
 - **Mentee-** wants to learn how to be an effective supervisor and needs to learn how to handle conflict with their co-workers

- Similarity-attraction vs diversity? Do you select a mentor/mentee that: looks, acts, thinks like you?
 - Similarity-attraction: *research has revealed that people prefer to affiliate with those who share similar attitudes, personalities, physical attributes, and a host of other characteristics compared to others who do not.*
<http://www.encyclopedia.com/doc/1G2-3045302452.html> .
 - Diversity: Do you select someone who does not look, act, think like you? Someone who came from a different state/region? A different age close to yours (younger or older)? A different gender than yours?
- Comfort zone vs cognitive dissonance? Do you select a mentor/mentee who will keep you in your comfort zone or one who will challenge you throughout the process?
 - Comfort zone- you are at ease and free of anxiety. You do not embrace change well.
 - Cognitive dissonance- the state of having inconsistent thoughts, beliefs, or attitudes, especially as relating to behavioral decisions and attitude change. (The easiest way to describe the concept is by a quick example. Say you're a student looking to choose between two different universities you'd like to attend. After being accepted to each, you're asked to freely rate the universities after considering each college's pros and cons. You make your decision and are asked to rate the two universities once again. People will usually rate the chosen university as better and the rejected option as worse after having made their decision.) <http://psychcentral.com/blog/archives/2008/10/19/fighting-cognitive-dissonance-the-lies-we-tell-ourselves/>
- One mentor vs multiple mentees- when deciding whether to have one or multiple mentors it is crucial to determine if a single mentor can fulfil your needs i.e. one may be proficient in finances when the other may be proficient in professional development.

Slide 7: Mentorship Topics

As a mentor, topics for mentoring individuals may include:

- Professional Development
- Personal Growth
- Time Management
- Educational Development
- Financial Planning
- Resilience Flexibility
- Fitness Enhancement

Slide 8: Mentorship Topics (cont.)

Use Mentorship Checklist handout.

Note: This handout provides a list of topics and tasks a mentor and mentee should accomplish prior to the first meeting, during the first meeting and progressive meeting. It should focus on the topics from the previous slide and set the stage for the entire mentorship program.

Slide 9: Mentoring Pitfalls

http://print.ditd.org/young_scholars/Guidebooks/Davidson_Guidebook_Mentoring.pdf

There are at least three areas that need particular attention in any mentoring relationship.

- **Time** - Studies have found that finding the time and energy for mentoring pairs to get together is a great obstacle. Take advantage of email, fax, telephone, etc., as ways of staying in touch. Email especially allows for relatively short but more frequent contact between the participants. Additionally, individuals may not realize they are being mentored due to the process may have been an informal (one time) interaction.
- **Knowledge/Skills** - After you have located a mentor, you may discover that it is not a good match after all, or you may want assistance in an area in which the mentor does not feel particularly competent to advise. In this situation, you can politely and respectfully explain your specific need, and ask your mentor if he/she feels comfortable assisting you in locating another individual whose expertise may be more helpful for your particular interest.
- **Over-dependence** - Over-dependence can go in either direction in a mentoring relationship. Given the busy schedule of a mentor, it is not wise for a mentee to become over-dependent on the mentor.

Slide 10: Mentoring Challenges

<http://www.inc.com/articles/2000/06/19645.html>

- **Moving On**- Mentors often wrongly believe that they cannot end the relationship, that only the mentee can make the break. There are a number of legitimate reasons why a mentor might want to end the arrangement, including: the realization that the mentee has outgrown the mentor, or, a "falling out" between both individuals.

Also, sometimes managers find that mentoring is inhibiting an employee's development rather than supporting it, another reason for a mentor to end the relationship is because of a personality conflict.

- **Fixing Problems**- Some problems can be fixed. Sometimes there are unrealistic developmental goals. A mentor may demand more of the mentee over a shorter time that he/she is capable of, or the mentee may expect more of the mentor that he/she has the ability or willingness to provide.

To avoid unrealistic expectations, the mentor should be specific with the mentee about what he/she can and will provide. Goals should be discussed before the relationship begins.

- **Mentoring to the Opposite Sex**- "Cross-gender mentoring can be open to misunderstanding in today's sexually conscious world. Those who enter into it need to be prepared to find that some people, often jealous of the special attention the mentee is getting, may spread rumors,".
- **Hidden Agenda**- Mentors or Mentees may want to take part of the mentorship program for personal reasons. These reasons may be for their own personal profit or pleasure.

To better identify problems in general, encourage mentors and mentees to periodically discuss their relationship. Find out if they have expectations that are not being met. Ask what could be

done to improve the relationship. If they have achieved their initial goals, what would be their next goals? Perhaps there is someone else within the organization who would be a more appropriate mentor at the next stage of development.

Slide 11: Benefits of a Mentorship Program (Organization)

<http://www.inc.com/guides/2010/04/start-mentoring-program.html>

- Higher Employee Satisfaction
- Immeasurable Transfer of Knowledge and Skills
- Extended Networking and Collaboration Skills
- Increased Organizational Commitment
- Improved Retention

Slide 12: Benefits of a Mentorship Program (Mentor)

- Insight into the mentee's line of work & organization
- Sounding board for ideas
- Opportunity for improving counseling, coaching, and guidance skills
- Helping another person to grow and develop
- Sharing experience and knowledge

<http://www.skillsyouneed.com/learn/mentoring.html>

Mentorship can have huge benefits for both parties.

For the mentor, the benefits may be more subtle. It is always nice to feel that we are doing something valuable and supporting someone else. A mentoring relationship may also be a useful opportunity to work on a leadership style, particularly coaching, or other communication skills.

Slide 13: Benefits of a Mentorship Program (Mentee)

- Enrichment for new employees
- Acquire additional skills, knowledge or abilities
- Strengthens confidence
- Better informed career planning and improved career progression
- Become more effective team members
- Improved networking/access to influential people

<http://www.skillsyouneed.com/learn/mentoring.html>

For the mentee, there is obviously the opportunity to explore their learning and benefit from someone else's focus and expertise, either in a particular subject or in supporting the learning process.

Learning and development can often get pushed to the bottom of the 'to do' list when we're busy, and a mentorship program brings it forward again.

Slide 14: Summary

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Slide 15 “Quote”

Amazing people don't just happen, they are mentored!
Successful people never reach their goals alone!

The establishment of a good mentorship program will enhance readiness for any organization!

<http://www.public.navy.mil/bupers-npc/organization/bupers/Training/allpersonnel/Pages/NPCMentoringProgram.aspx>