

every
woman

WORKBOOK

Becoming a mentor



CONTENTS

About this workbook	1
Section 1. Understanding mentoring	2
What is mentoring?	2
Your experience with mentoring	3
The many roles of a mentor	5
What can you get out of being a mentor?	7
Getting into a mentoring mindset	8
Mentoring, coaching and line management	14
Different types of mentoring	15
Section 2. Being an effective mentor	17
What do people want and need from a mentor?	17
What attributes should a mentor possess?	18
What skills does a mentor need?	20
Where might a mentor go wrong?	22
Section 3. Building your mentoring skills	23
Analyse	28
Feedback	29
Encourage - motivating your mentee	32
Section 4. Putting it into practice	33
Preparing for your first meeting	33
Boundaries	35
Getting prepared	37
The mentoring contract	38
What do you talk about?	39
Dealing with boundary issues	40
Reviewing your session	42
Putting it all together	43
everywoman experts	44
Further Reading	45

ABOUT THIS WORKBOOK

Through our work with women in business we have met so many mentors over the years, women working at all levels in organisations or running their own businesses large and small, and most have told us they find mentoring relationships really rewarding.

Mentoring is all about learning. Great mentors have a passion for sharing their advice, knowledge and experiences and are also willing to learn about themselves.

This workbook will help you uncover the role of a great mentee and the value you can add to someone's development. It will give you a great foundation to help you manage your mentoring relationships.

'Becoming a mentor' complements our workbook 'Getting the Most out of Being Mentored' designed to help mentees understand the part they play in the relationship. For a mutually-beneficial mentoring relationship, we advise using both workbooks in tandem to make your mentoring activities a complete success.

If you're not sure if mentoring is right for you, use this workbook as a tool of discovery and you will probably realise you have a lot of insight and skills that someone could benefit from.

So, don't shy away from being a mentor the chances are you will make a big difference to someone's career - so why not set the wheels in motion today?

Let us know how you get on - email us at karenmax@everywoman.com or Tweet us [@everywomanuk](https://twitter.com/everywomanuk).

Good luck!

Maxine & Karen

and the everywoman team.

SECTION 1: UNDERSTANDING MENTORING

What is mentoring?

There are many definitions of mentoring mostly because mentoring is a term that has been used for hundreds of years and has evolved over time. Here are a few that help show the scope of a mentoring relationship:

Mentoring is a key skill of a competent leader and some mentoring relationships are formal in the sense that they're set up by a third party e.g. your company or a manager. Some are informal, in the sense that you are approached by someone who respects you and many of these relationships can go on for years.

Mentoring can be as rewarding for the mentor as the mentee, as you learn from one another's experience as each party develops and grows.

“Mentoring is a supportive learning relationship between a caring individual who shares knowledge, experience and wisdom with another individual who is ready and willing to benefit from this exchange, to enrich their professional journey.”

SUZANNE FAUER

“A mentor is a person with superior rank or authority and influence in his or her field who commits time, emotional support and intellectual strength to encourage growth and development in an understudy.”

NICK REPAK

“Mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competencies gained.”

AUDREY COLLIN

“Mentoring is a brain to pick, an ear to listen and a push in the right direction.”

JOHN CROSBY

Your experience with mentoring

People who have had great mentors describe them as someone who affected them in a positive and long-lasting way and mentors come in many forms, and at different stages in our lives.

Mentors can include people you have worked with, but also neighbours, family, friends, former colleagues, teachers or anybody who has made an impact in your life in some way.

EXERCISE

Look back over your life and think about the people who have been mentors to you. The relationship may have been over a long period of time or it could have been brief, maybe even just one crucial conversation. Whatever it was, it helped you change or improve, and it developed you as a person, or employee, it may have been someone who changed the way you think, gave you an opportunity, or influenced a decision you were making.

List the person's name, role (e.g. teacher, friend, relative or colleague) and a short description of how that person had an impact on you.

NAME OF PERSON	ROLE	HOW THE PERSON MADE AN IMPACT ON YOUR LIFE

Now take some time to think about the reverse. Whose lives have you made a difference to by acting as a mentor, either informally or formally? Reflect on the experience.

NAME OF PERSON	ROLE	HOW YOU MADE AN IMPACT ON THIS PERSON'S LIFE

The many roles of a mentor

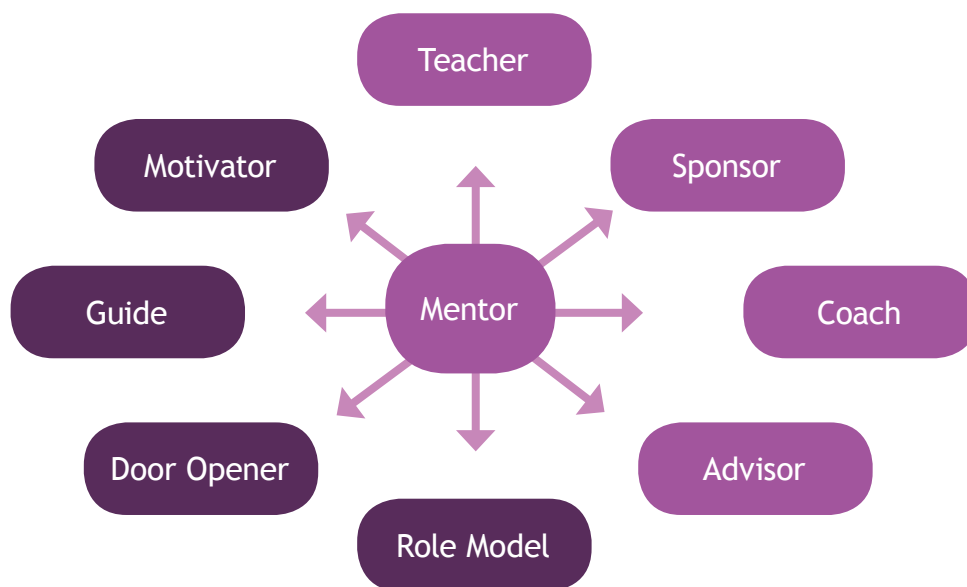
There is no right way to be a mentor, you will assume different roles depending on the objectives and goals of the mentee. In one session you may assume many roles, depending on the direction of the conversation. You can definitely find yourself wearing more than one hat at a time!

Just to be clear, mentoring is NOT about...

- Being a parent
- Acting as a therapist
- Being a disciplinarian
- Being a best friend
- Taking work from a mentee
- Taking on someone's else's problems to solve
- A chance to talk at infinitum about yourself

EXERCISE

Have a look at the roles below:



Think about:

Which roles you might naturally lean towards.

Which roles you might need to develop if needed.

Who could help you?

What can you get out of being a mentor?

It is immensely satisfying to see people become the best they can be in their working lives, pursuing satisfying careers and to feel that as a mentor you have helped in some small way.

As a mentor, you'll have the opportunity to:

- Drive learning in your business
- Develop future leaders
- Have a chance to demonstrate and think through your own expertise and knowledge
- Build your network and brand with peers and casting a wider net
- Gain insight into some of the barriers experienced at lower levels within the organisation

“I was looking for a mentor and was then asked to be one, I realised I learned as much about myself from being a mentor as I did from being mentored.”

EVERYWOMAN AMBASSADOR PROGRAMME DELEGATE

Getting into a mentoring mindset

Many people are surprised that someone would want to be mentored by them. We have often heard people saying they have signed up for the internal mentoring programme to get a mentor, and they have been shocked when they are asked to be a mentor themselves. Let's face it – we don't often take stock of what we have achieved and what we can add to someone else's professional development.

In 'Live, Learn and Pass it On' by H Jackson Brown people of all ages (5-95) share what they've discovered about life, love, and other good stuff.

Here are a few of our relevant favorites:

- 'I have learned that every great achievement was once thought impossible' - age 47
- 'I've learned the more creative you are the more you notice' - age 63
- 'I've learned being a success at the office is not worth it if it means being a failure at home' - age 51
- 'I've learned that a good reputation is a person's greatest asset' - age 74

This is a great place to start a mentoring mindset

EXERCISE

What pearls of wisdom do you have, that someone would benefit from knowing?

If you are struggling to get started with this exercise, the next exercise may help. But it may also be useful to speak to a few colleagues and ask them what they would include in their 'Live, learn and Pass It On' book. If you have colleagues who have been mentors themselves, ask them what they have learned specifically about being a mentor.

- What do they enjoy most from being a mentor?
- What surprised them about the relationship?
- Would they mentor someone else - why or why not?

EXERCISE

The idea behind this exercise is to get you to think more deeply about what you have done and uncover what you have learned, so you can confidently raise your hand to be a mentor.

Your first career role

What was it?

How did you get there?

What surprised you most about the role?

What is one light bulb moment you had in the role?

What piece of advice would you pass onto to someone else starting their career?

Your first promotion

What was it?

What was behind it?

What role did you play in getting that promotion?

Your biggest career transition

What was it?

What was the catalyst?

What did you learn?

Your transition to a management/leadership role

What was the hardest thing?

What was your first mistake?

How did you get feedback about your skills?

What would you say are your top three achievements in your career to date?

What are you most proud of?

Read back through the answers you have given to these questions. This exercise, the questions and your answers, are not exhaustive of what you should think about or could discuss with your mentee but they should help you form 'Your Story', which you will need to be able to articulate clearly as a mentor.

Reflecting on the past is a helpful way to figure out your story. We often don't realise the impact an event had on us, or what triggered a change until we look back at what we have done in a deep reflective way.

Mentoring, coaching and line management

Mentoring, coaching and line management all play an important role in developing individuals in a business and there can be an overlap in the roles.

A line-manager may suggest to someone that they should find a mentor in the organisation or industry, or perhaps help formalise a mentoring relationship; but that is as far as the intervention should go. Your mentee, due to the personal nature and openness required in a mentoring relationship, is best not to be a direct report.

Coaches often work closely with a line-manager to uncover areas of development and often use feedback as a catalyst for developing and achieving goals. Coaching is task-focused and performance based and used when there is a well-defined goal for improving skills and performance. For example, you might use a coach to become a better presenter, to build interpersonal skills or to make better use of your time. Coaching can sometimes achieve its goal in a few sessions, so can be a short-term relationship.

Mentoring is different from coaching in that the mentor will offer advice and guidance rather than simply helping the other person reach their own conclusions by listening. Mentoring is about relationships, respect and rapport building over time. It is important that both parties feel comfortable sharing with each other. This enables the mentor to challenge the mentee without repercussion and allows the mentee to be open and honest so that they can truly be developed.

Mentoring is more personal and the discussions tend to be more broad-based and rounded about the person themselves. You can still build goals and timelines but it involves conversations around skills and attitudes as much as obstacles. It is about personal and professional success.

Different types of mentoring

Mentoring is all about sharing experience and knowledge and helping to guide and develop people and there are many different ways that this can be done.

Traditionally, we think of mentoring as being a one-on-one relationship that builds over time, but there are different ways to tap into a mentoring relationship.

INFORMAL	Meetings and helpful conversation that usually grow into a mentoring relationship
FORMAL	A structured approach often as part of a company wide initiative
PEER	Two people (or more) who mentor each other, give perspectives and insight on issues and use core skills to help build professional success
REVERSE	A more junior member mentors a more senior member, this is often to give insight to a far-removed area of the business, similar to 'back to the shop floor'
GROUP	One mentor meets with several mentees at the same time. This is often helpful within a graduate scheme or people who have similar roles across a range of business departments or specialisms
ROUND-TABLES	Peers interact in a group mentoring conversation
ROLE MODEL/ AMBASSADOR	Often we don't have time to engage in individual mentoring but use conferences, events, panels to be able to impart wisdom and expertise that many would benefit from hearing

Informal versus Formal mentoring relationships

You will have probably already embarked on some sort of informal mentoring in your life (think back to the first exercise you did in this workbook).

Formal programmes can be helpful when people across an organisation or small business, don't naturally interact, making it difficult to find an appropriate mentor. They can also help to get the right people involved.

Both formal and informal mentoring share the same aim in helping people take charge of their own development and realising their full potential. Here are some key differences.

FORMAL	INFORMAL
Results are measured	Goals are unspecified
Mentors and mentees are matched for compatibility	Results are not measured
The mentee's manager is involved	Mentors and mentees self-select
The mentoring is time-bound	The mentoring may last for years
Training in mentoring is provided	No training provided

Informal versus Formal mentoring relationships

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SECTION 2: BEING AN EFFECTIVE MENTOR

What do people want and need from a mentor?

Being an effective mentor means that down the road - either days, months or years both parties will be able to identify the benefits and remember the helpfulness of the mentoring relationship. Everyone will have their own style of mentoring but it is crucial to note that mentoring is not just about two people spending time together with one person doing the work

During the everywoman mentoring programmes, we've asked delegates what they want from a mentor and this is what they told us:

Their definition:

A successful person, currently in a more senior position who is farther ahead on the path they wish to travel and is able and willing to help me on my way, by:

- Telling me of their own experiences in a way which is useful to me
- Pointing me in the right direction in terms of professional development
- Letting me learn from their mistakes
- Highlighting pitfalls
- Opening doors to enhance my networking
- Giving insight into how the company works at higher levels and relevant issues (where appropriate) - to widen my perspective
- Possibly include me in a project they are working on
- Look out for me in terms of opportunities - projects, secondments etc.
- Take genuine interest in my work - supporting and challenging me
- Is able to see my strengths and weaknesses and help me grow
- Is genuinely interested in me as a person and be a working friend
- Ideally, but not necessarily be a good coach

“A mentor should have the qualities of experience, perspective and distance, challenging the mentee and using candour to force re-examination and re-prioritisation without being a crutch.”

CHRISTOPHER CONWAY

What attributes should a mentor possess?

SUPPORTIVE	Encourages the mentee to take risks that are reasonable under the circumstances and that will result in the mentee's professional and personal development.
UNBIASED	Creates a risk-free environment whereby the mentee can share with the mentor the issues that are most critical to, him or her, knowing that it will be utilised to aid in the mentee's development.
OPEN AND WILLING TO SHARE KNOWLEDGE	Makes certain that the mentee has all the information needed to make informed decisions and provides the mentee with the critical knowledge and understanding of situations so that the mentee gets the 'complete picture' prior to taking any action.
GIVES CONSTRUCTIVE FEEDBACK	Provides necessary feedback (supportive and responsible), which allows the mentee to know what he or she is doing well and what areas can be further developed for success.
UNDERSTANDS BOUNDARIES	Is able to set limits with the mentee and also understand that the mentor's job is not to create a clone of the mentor but to share knowledge and information that can be useful to the mentee as she develops in her own unique way.
BALANCED PERSPECTIVE	Brings a realistic viewpoint in discussions with the mentee, looks at issues from the company's perspective as well as the mentee's and is also aware of her own blind spots.
CREDIBILITY	Mentoring is based upon trust which comes from believing in the mentor. Being honest about what you do and don't know is vital.
VULNERABILITY	Mentoring requires you to be willing to share your own failures and successes as a way of encouraging the mentees sharing. It also means listening when a mentee provides feedback that one may not want to hear about how you are relating to the mentee.
INDEPENDENCE	Successful mentoring happens when a mentor focuses her attention on the mentee's need and not vice versa.

EXERCISE

Looking at the lists above, think about the areas you feel competent in already and what areas might you need to work on to be an effective mentor?

COMPETENT ALREADY

NEED TO DEVELOP

--	--

What skills does a mentor need?

There are four core skills a mentor needs to excel in. These skills are also competencies of great leaders and it is always a useful exercise to refresh these skills from time to time.

A GREAT MENTOR SHOULD BE ABLE TO:

BUILD RAPPORT AND EMPATHY	Through excellent questioning and listening skills
ANALYSE	Using problem solving techniques and questioning skills to changing perspectives
CONFRONT	Giving useful and critical feedback, being honest and challenging
ENCOURAGE	Finding ways to motivate their mentee

What else does a mentor need?

From a practical point of view, an effective mentor must be able to devote the necessary time to the relationship, being consistent with the mentee and being available based upon what is negotiated in the mentoring agreement.

Do note that regular contact for short periods of time is more desirable than less frequent contact for longer periods of time. Not many people have hours of time they can block out, so make sure to work and commit within your own constraints.

Don't forget, there are different types of mentoring, so if you don't have the time to devote to an on-going mentoring relationship think about offering your insight through the different mentoring channels outlined earlier in the workbook.

EXERCISE

Think about the skills you need to refresh and the changes you need to put in place to ensure you will have the time and bandwidth available to effectively mentor.

Where might a mentor go wrong?

The following points may seem obvious but they are common mentoring mistakes:

- Signing up to be a mentor just because it will look good to others
- Talking about themselves too much
- Doing things for the mentee rather than guiding them - i.e. 'I'll write that email for you'
- Postponing meetings regularly
- Forgetting that they are a role model, so perhaps divulging too much
- Getting overly involved in the mentees personal life

EXERCISE

Be very honest with yourself, could you slip into any of the pitfalls above? If so, note them below and use this list to reflect on sessions once you have started your mentoring.

SECTION 3.

BUILDING YOUR MENTORING SKILLS

We have already mentioned that a great mentoring relationship needs to be based on trust and honesty and this is a key element of building rapport and empathy.

We have already mentioned that a great mentoring relationship needs to be based on trust and honesty and this is a key element of building rapport and empathy.

In the next section 'Putting it into Practice' there are many ideas to help you start the relationship on the right foot, from thinking about logistics, to understanding boundaries to learning from each session.

Being a great communicator also helps build rapport there is nothing better than feeling like you are having a great conversation with someone who is interested and interesting. Your mentee needs to know you are taking the role seriously and that you value their opinion as much as you hope they value yours.

When building a relationship with your mentee, questioning will help you understand their challenges and will lead to open and more productive conversations. Good questions help you get to know your mentee and learn about their opinions and ideas. They help build trust and confidence and help build a good rapport that is essential for an effective and enjoyable mentoring relationship.

Which questions work best?

OPEN

These questions allow the listener to give a broad answer. There is no "yes" or "no" answer", the listener has complete choice of response. This can be useful for the mentor, as it allows the mentee to expand and talk freely in their answers. E.g. What do you like most about this role you have now in the organisation?

CLOSED

This is a factual or "yes" and "no" answer. This is useful for the mentor to clarify facts or understanding but not useful in uncovering feelings. E.g. Do you like the role you have now in your department?

PROBING

This type is often used for clarification of detail and particularly useful after an open question to delve deeper into the listener's response. These are useful for the mentor in order to get a fuller picture of a situation.

E.g. In what way do you think you could improve output of the department?

**REFLECTIVE
OF MIRROR**

These are used to clarify understanding, by repeating information back to the listener to check that you have understood their response. This can be a very useful questioning style for the mentor as it not only shows that you have been listening and understood the response, it also encourages the mentee to develop his or her answer further.

E.g. "So am I right in thinking that you made a big contribution to the success of this project?"

Try to avoid

LEADING

This question type implies that there is a specific answer required. This isn't appropriate for the mentoring situation as it can make assumptions about the mentee's response and can almost force a mentee to answer in the way they think you want to hear, not what they really want to say.

E.g. "How successful do you want to be in this role?"

MULTIPLE

This takes the form of several questions asked in a row. They can be useful to help think through a process but can also be confusing as the listener does not know which question to answer first.

E.g. "On a scale of 1 to 10, where are you now? What needs to happen to help you move forward?"

EXERCISE

Think about some questions you can ask that can give you some insight and awareness of your mentee. It can be useful to think about what questions you have been asked yourself, ones that have really made you think and reflect.

Listening skills

A great mentor hears what their mentee is saying and demonstrates they are really interested.

Effective listening enables you to hear and truly understand what is being said. As a mentor, you need to be able to listen to all the words, the emotion and the intent that can be attached to the words.

To get the most out of your mentoring conversations, you need to be a good listener - much easier said than done!

The most important part of listening is to ensure you fully understand what people are saying to you. This may seem obvious, but often what we hear is not always the full story. It is not unusual to be thinking about what we are going to say next before the

other person has stopped talking. Have you ever thought you were listening and then suddenly you realise you have not truly digested a word of what was said?

What does truly listening really look like?

- Showing the speaker that you are showing interest and paying attention
- Asking appropriate questions that clarify and reflect what the speaker has said
- Encouraging the speaker to expand on an issue
- Focus on every word the mentor is saying, are they repeating specific words i.e. confidence, stressful, worried

How can you do this?

Here are some easily implementable skills to help you.

NON-VERBAL COMMUNICATION

This is a natural, unconscious language that transmits our true feelings and intentions in any given moment and clues us in to the feelings and intentions of those around us.

Think about how many different ways you could communicate with a single word like 'OK'.

'OK' with a smile means I am fine, happy, doing well.

'OK' with a sigh and shoulder shrug means I am not doing so well. And 'OK' without eye contact means something different again.

So be aware of people's body language and whether what they say matches with how they act.

PARAPHRASING

Repeat what the speaker has said to you at points in the conversation, this lets the speaker know that you are listening and it helps fix information in your mind.

"So, what I hear you saying is..." "It sounds like you..."

"If I understand you correctly..." "You are telling me that..."

REFLECTING

This is like holding a mirror in front of the speaker, reflecting back phrases as you hear them. This increases clarity and lets the speaker know that you are hearing accurately.

“I can see why you are confused about this”

SUMMARISING

This emphasises that you have listened and understood what the speaker is saying. It also gives the speaker an opportunity to correct any wrong impressions you may have had.

“As I understand it, what you are saying is ...” “So your point is that ...”

“So to sum up...”

EXERCISE

Try the following to build your listening skills:

Assess your listening skills by recording a conversation with a colleague. You could then play it back to see how much talking each of you are doing and try and identify any instances of listening techniques.

Ask trusted colleagues what you could do to be a better listener.

Reflect on a time when you really felt listened to, what did the other person say or do?

Analyse

Mentoring is often just helping someone to see things in a light they might not have considered before, or opening a door for them they didn't even know was there. This requires a mentor to think about a direction and perspective that the mentee might not have considered.

It is very likely you will have had to analyse many decisions, meetings, problems etc. in your career to date. Tap into your experiences to ensure you are helping your mentee really succeed.

Consider the following:

- When have you given a perspective on a problem that no one else had thought of?
- When have you been able to work through symptoms of an issue to get to the heart of a problem?
- What trends have you noticed in your industry?
- What trends have you noticed in employees within the business - those that are really successful and those that just do ok?

This is the same type of thinking that will often be required in your mentoring relationship.

- What do you notice about the mentee that they just don't see?
- What are the real versus perceptual barriers the mentee might be up against?
- What perspective haven't they thought about?
- Whose viewpoint should they consider?
- What gaps are there in the mentee's industry knowledge?
- What is the real problem or issue they need to work on to help them move forward?

Feedback

A wishy-washy mentor is no help to anyone. The mentee knows they are in a partnership that will help them develop and with that, sometimes there will be a few harsh truths and some surprising insights.

A mentor must not shy away from having some tough conversations and giving developmental feedback, because they are worried about hurting the mentees feelings. The most important thing to remember about getting the mentee to address an issue, is that you need to ensure they understand the true impact, so they buy-in to making a change.

Giving feedback

Reflect on what you have been taught as a manager or leader on how to give feedback to your team. The same applies with giving feedback to your mentee. This is their opportunity to grow and develop and as such you need to be open, honest and speak with candour.

You will also need to give feedback both on the person and potentially on how the process is going. Often mentoring relationships collapse because a needed feedback discussion was avoided.

The most important part of giving the feedback is making sure that the mentee understands the impact of the feedback and why it is relevant to them and then have the opportunity to discuss what to do about it going forward.

Please note, if this is a skill you need to develop, the everywomanNetwork 'Giving Great Feedback Workbook' will help you do this.

360-degree feedback

360-degree feedback is a process whereby individuals seek feedback from a range of sources to provide a well-rounded and balanced view of their performance in particular areas. For instance, as a leader you may seek feedback from peers, your line management, your subordinates and customer groups. Impactful 360-degree feedback will highlight areas for development and initially can sometimes be hard to hear. As a

mentor, it is imperative to ascertain that your mentee is 100% committed to the entire process, this is important because, what appears to be a great idea at the start can become difficult when all of the feedback is not glowing.

Follow this framework to help your mentee gather impactful feedback that will support their development.

1. Spending a good amount of time working out what areas your mentee needs feedback on is imperative, you then build a bank of questions that relate to those areas, e.g. for motivation you could ask:
 - A. Does the employee appear to be motivated by their tasks, job and peer group?
 - B. How does the employee demonstrate that they are motivated and committed to the success of their team and the organisation?
 - C. Have you experienced any challenges with the employee's motivation levels?

Phrasing the questions as they are above, will require the respondents to not only give their opinion of that person but also come up with anecdotes of when they have experienced high (or low) motivation levels.

2. Next, you would draw up a list of those people from whom you will seek feedback then you or your mentee can go out to those individuals with the questionnaire. Acting as an intermediary and collating the feedback on their behalf, can make all parties feel more comfortable in being completely open. Listening to developmental feedback which has been given anonymously can sometimes be easier for the mentee, than being told that someone in their peer group thinks they talk too much, for example.
3. Invite the mentee to read the answers from a purely objective viewpoint. Review how other people's assessments matched or differed from their own. Were there any surprises?

Example 360 Degree Feedback Form

Reviewer (optional):

Reviewee:

Below are a series of elements related to the skills, qualities, attitudes and developmental needs of the reviewee and the role they play within the organisation.

Please score the capability of the reviewee in the areas you feel able to 1 = weak, 4 = very strong. If you have provided a rating against an element, you are also required to provide evidence of where you have seen the capability (or lack of) in action.

Please provide any constructive general feedback in the box below.

SKILLS/QUALITY/ ATTITUDE/ROLE	SCORING 1-4	EXPERIENCE OF SEEING QUALITY/ SKILL/ATTITUDE IN ACTION
e.g. Attention to detail		
e.g. Negotiation		
e.g. Professionalism		

Encourage - motivating your mentee

There are times when any of us can lose sight of where we are heading or what propelled us in a certain direction in the first place.

You may also need to motivate your mentee to drive themselves harder than ever before or to take up a challenge that they are afraid they will not be successful in.

So, what can you do?

SING YOUR PRAISES	Mention your mentee to your wider network; perhaps on a blog or corporate internal website. Help them build their brand.
SHOW THEM WHERE THEY HAVE ALREADY SUCCEEDED	Refer to examples of success that they have shared with you in previous sessions, point out when they have done something similar and done it well.
CREATE INCENTIVES	Give them reasons to achieve their goal. Perhaps tell them you will put them forward to join a committee, get them an invite to a networking event, or bring them on-board to a project. Or get them to create an incentive for themselves. How will they celebrate their own success?
NETWORK	Speak to people in other positions that might have a project or an event your mentee would be interested in being involved in, to give insight into another part of the business.
GET THEM TO BECOME A MENTOR	Becoming a mentor themselves will help them to start giving back. And of course, as for you as their mentor, it will also be a learning journey for them.

SECTION 4: PUTTING IT INTO PRACTICE

Preparing for your first meeting

Core principles

Regardless of how the partnership started, there are core principles that apply to all types of mentoring. During your first meeting, you need to agree to several things from the outset.

TIME COMMITMENT	Establish a meeting time that suits parties, an hour or hour and a half once a month would be reasonable.
CONFIDENTIALITY	Confidentiality is essential to create a climate of trust and safety.
LOCATION	A decision about where to meet could depend on the type of relationship it is. You may want to meet in the office or over coffee outside of the office. You could also schedule catch ups via phone calls/Skype.
MEETING LOG	A decision needs to be made about whether a record is made of each meeting and if so how and what will be recorded.
GETTING TO KNOW EACH OTHER	In an ideal world, the process would involve two complimentary characters who could build an instant rapport and the process would run smoothly. In the real world, however, these things take time and effort. Any time spent at the beginning of the relationship in getting to know each other and trying to make a connection will pay dividends in the long run.
LOGISTICS AND PROCEDURES	As well as getting to know each other, the first meeting is also the time to establish ground rules and discuss expectations. You should agree the logistics of how the partnership will operate.

Roles

You should also agree the roles of the Mentor and Mentee so each party is clear. These will include:

ROLE OF THE MENTOR

Negotiates the mentoring agreement with the mentee.

Serves as a 'sounding board' to the mentee's learning process by providing effective feedback which both supports and challenges the mentee's professional development.

Shares their own unique experiences and knowledge so that the mentee may benefit from the mentor's background.

Guides, counsels, supports, coaches and encourages the mentee in developing their talent and skills.

Completes commitments made as part of the mentoring agreement.

Meets with the mentee on an on-going basis as specified by the mentoring programme.

Attends check-in sessions and completes any evaluation forms.

ROLE OF THE MENTEE

Works with the mentor to develop a mentoring agreement that incorporates any developmental recommendations from external sources as well as the mentees own development wishes.

Maintains confidentiality and assists in creating a climate of trust with the mentor.

Delivers to all commitments made and tasks assigned in the mentoring programme.

Follows proper protocol in obtaining manager approval in advance for any activities/meetings/ projects that require additional time away from work.

Respects the limits of the mentor's time and resources.

Boundaries

As a mentor, it is always advisable to be clear about boundaries or limitations from the outset. This will help if difficulties arise. You will then have a point of reference for review or negotiation. It is always good practice to participate in periodic check-ins so that all views are aired and dealt with sooner rather than later. You could use the mentoring agreement as a basis for establishing and recording boundaries, and use this to review how the relationship is progressing.

The key is not to let issues fester. As soon as either party feels uncomfortable with the process, the relationship, or any issues that come up, it is vital to get it out in the open. If not, inevitably it will get swept under the carpet which will often result in the mentoring relationship ending without any closure or success.

Although it is important to reiterate that the responsibility for organisation and communicating lies with the mentee, it is vital the mentor watches out for signs the relationship isn't working and quickly confronts the issue at hand.

Let's sum up the boundary responsibilities for both parties:

MENTORS

Create a safe learning environment

Meet in neutral professional areas

Maintain confidences of your mentee

Deliver to what is promised

Respect the uniqueness of their mentee

Remember the goal is not to create a clone of oneself

State their boundaries

MENTEES

Respect their mentor's time

Do not confuse their mentor's role with that of their manager

Never put their mentor and manager at odds with each other

Take responsibility for their own actions and learning

Maintain confidences of their mentor

State their own boundaries

Getting prepared

As you can see, there is a great deal to cover in the first meeting, so we recommend you set aside some time to prepare. Think about how you want the relationship to work and how you can articulate your expectations.

1. Think about what constraints or boundaries you might have, for example:
 - Time available and timings of meetings
 - Location
 - Topics - there might be some you consider 'out of bounds' - this could be because of upcoming changes to your organisation, personal history you may have with a colleague of your mentee etc.
2. Think about what you want your mentee to think about before your first meeting and communicate this to them.

The meeting will flow more easily if there are a few items of discussion already thought through and this will help establish a comfort level for future communications.

Things that might be on the list are:

- Define the individual roles and expectations of each other
 - Discuss mutual expectations for the mentoring relationship
 - Define common goals and focus
 - Skills or knowledge areas you wish to develop
3. You may want to consider some of the following questions before the first meeting:
 - How often will the meetings take place?
 - How long will meetings last?
 - Where will the meetings take place?
 - Is there a particular time when to meet, during work or outside work or a mix of both?
 - How often will you meet?
 - How long are you both committing to the process?
 - How will you know when it is over?
 - What are the expectations for contacting each other or responding to emails?
 - What are the arrangements if a meeting has to be rescheduled or cancelled?

The mentoring contract

The mentoring contract is core to the mentoring relationship. This contract will cover all the basic details of the partnership, including the time and logistical arrangements.

It will also touch on the commitment to being open and frank on how to handle any disagreements that might arise. This area should always be addressed fully and in-depth. People sometimes find this difficult or unnecessary to discuss at the beginning of the relationship, because they are eager and positive. The contract also helps to remind both parties of the dedication needed to be involved in a mentoring relationship.

To achieve the mentee's aspirations, this mentoring arrangement requires meetings:

- Every week Every other week
 Every third week Once per month

The length of these meetings will be:

- 1 hour 1 ½ hours

How and who will schedule the meetings? _____

Beyond face-to-face meetings, specify what other ways you will communicate and how often? Specify any limits or constraints that will affect your interaction (time constraints, travel, new boss, etc.) and how will these be handled? _____

Other points to negotiate:

- Confidentiality and trust are key points. Your agreement for confidentiality is crucial. Decide on what will be considered confidential in the relationship from the outright.
- When a problem arises in your relationship, share and discuss how you each of you would like to proceed in dealing with the problem together.
- The mentoring agreement sets forth the objectives that the pair commits to working on together. Both partners agree to follow the guidelines of the programme for the period specified to make a good faith effort to resolve any issues that may arise between them during this contract.

Mentor sign _____

Mentee sign _____

Mentee's line manager sign (if appropriate) _____

What do you talk about?

Mentoring is a professional relationship, and the mentor is there to help the mentee improve their work performance in the short-term and professional and career development in the long-term.

At the centre of this relationship is the mentee, their goals, objectives and agenda. Each relationship is unique and driven by the dynamics of the individuals involved and as such, the content and subject matter that will be talked about will be as different as each individual partnership.

The mentee's goals and objectives will have been set in the first meeting and these should always be the main focus. It may be that certain issues arise that help or hinder that process and need to be addressed, but achieving the goals set should always be at the centre of any session.

What topics have you been mentored on?

It may help to share this with your mentee if they aren't sure about their own goals in the beginning. As well, here are some examples of the variety of topics that you might be able to support your mentee with:

- Navigating organisational politics
- Managing the office environment
- Being a catalyst for change
- Increasing assertiveness
- Impressions and impact
- Decision making
- Career pathways
- Managing relationship with a boss
- Getting past a perceived career barrier

“Mentors engage in a dialogue and caring relationship that centres on the mentee’s potential”

GORDON SHEA

Dealing with boundary issues

There are times when the boundaries you have agreed may be stretched during the relationship. It is important that you confront these issues when they arise as mentoring is all about maintaining a strong relationship and trust, and it is likely these issues will get in the way of that.

If these boundaries have been clearly stated at the beginning of the relationship and outlined in the Mentoring contract it will make the process of dealing with these boundary issues easier.

SITUATION	SOLUTION
It may be that a mentee or mentor contacts you outside of agreed session times or they frequently extend the allocated time for a session.	These issues can be sorted by refereeing to the mentoring time agreements. If time is an issue, it might need to be renegotiated.
The mentee asks the mentor for more than they have offered, they expect the mentor to do all the work, and provide the answers.	At this stage you could refer back to the roles and responsibilities that were agreed to, and the mentoring contract. You could also review the initial goals and objectives and employ the giving and receiving feedback elements of the course.
The mentee keeps cancelling and rescheduling.	Discuss how you will handle cancellations in your mentoring agreement that way you can refer back to this agreement if this becomes an issue. If it does become an issue you need to address it, refer to specific instances and the impact they had on your schedule, when discussing this with your mentee.

Many people find it tough to deal with issues like this. If this is the case for you it may be useful to read our workbook 'Dealing with Difficult Conversations'.

EXERCISE

Think about any concerns you have about your mentoring relationship. How can you clarify and negate these concerns from the onset of the relationship?

Reviewing your session

It is advisable to set aside some time immediately after a session to review and reflect on what happened. Think about the things that went well or things that you might want to improve upon.

You might want to keep a journal or log for your own use to monitor how you think you are doing in the role.

Some of the things you might want to think about include:

- Did the session go well, how did the mentee benefit?
- What skills and tools did you use?
- What do you think you did well?
- In retrospect, what would you have done differently?
- What do you need to improve?

Putting it all together

Mentoring, should be an engaging, enjoyable and career-enhancing experience.

It will require effort from both parties and they should each benefit from the relationship. By using this workbook, you should now have all the back up and support you need to get a meaningful mentoring relationship going.

Take the time to work on the skills you need to be the best mentor. Some of the hints and tips in this workbook might seem a little onerous but we know if you put the time and effort in from the start, and discuss commitment, boundaries and use a mentoring contract, it will help the relationship build and grow smoothly.

Before you go any further ask yourself...

Why do I want to be a mentor?

What am I hoping to achieve from the relationship?

What can I bring to the table to make this relationship effective?

If and when you decide to be a mentor, take your role seriously and it could end up being the best professional relationships in your career.

EVERYWOMAN EXPERTS

everywoman creates resources on topics that matter most to our Network members. We draw on member surveys and the latest thinking from the academic and business worlds, as well our own experiences as we navigate our careers. Each workbook offers practical advice, enabling tangible actions for your daily working lives.



Sara Parsons

Sara Parsons has been an everywoman Associate for 10 years and has worked in the field of Personal Development globally for 16 with clients such as; Paramount Pictures, The RSA, Ipsos MORI, RNLI, Oxford University Press. She holds an honours business degree and is a qualified expert in many professional assessments including Belbin and MBTI - the Myers-Briggs profile. Sara is passionate about inspiring and supporting women to reach into the potential they often don't know they possess.



Maxine Benson MBE & Karen Gill MBE

Co-founders of everywoman, Karen and Max have spoken to thousands of women about the challenges they face at work. Through their own experiences of starting a business, they uncovered a real need for a network where female entrepreneurs and businesswomen could interact and share experiences. The everywomanNetwork serves as a truly global tool to enable members the world over to propel their careers and businesses through online membership.

everywoman workbook team

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Any topics you'd like to see covered on the everywomanNetwork?

We'd love to hear from you: contact@everywoman.com

FURTHER READING

Mastering Mentoring and Coaching with Emotional Intelligence - Patrick Merlevede and Denis Bridoux.

Mentoring pocketbook - Geof Alred, Bob Garvey

Common Sense Mentoring - Larry Ambrose

Live and Learn and Pass It on - H Jackson Brown

Mentoring 101 - John C Maxwell

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