



ACADEMY FOR LEADERSHIP AND DEVELOPMENT

Developing and Cultivating
a Meaningful Mentoring Relationship



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WHAT IS A MENTOR?

A mentor is an invaluable tool for developing a personal investment in change and a commitment to it whilst supporting the individual through the fear, into the risk taking, and then finally on to acting.
(Kibby, 1997)

The word “mentor” has its origins in Greek mythology. In the tale of Odysseus, when Odysseus went away on his famous 10-year odyssey, he entrusted his son, Telemachus, to his friend and advisor, Mentor. In Odysseus’ absence, Mentor served as guardian, teacher, and father figure to Telemachus. Periodically, Athena, goddess of wisdom and the arts would disguise herself as Mentor and appear in his stead.

In modern-day terms, mentoring is typically seen as a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies. This type of mentoring just “happened” as experienced people recognized and developed new talent or as beginners sought the counsel of knowledgeable elders.

Donald Clifton, Gallup Organization, refers to mentoring as *“building a trusting relationship - listening, discussing and developing goals essential to the mentee’s growth. A mentor must express genuine caring for the mentee, believing that he/she can offer something important to their purpose and success.”* (Gallup Business Journal, 2003)

Mentoring is more than a recent fad. It is a well-researched helping relationship. *Mentoring is associated with positive personal and career outcomes. Research consistently demonstrates benefits of accelerated career mobility, improved professional identity, greater professional competence, increased career satisfaction withing the organization, and decreased job stress and role conflict from the mentee.* (Johnson & Ridley, 2004)

As a program mentor for the Academy for Leadership and Development, your role is to provide guidance and promote learning as your mentee participates in the leadership program.

Your mentee has just completed their first week of leadership training, with a follow-up week scheduled for one year later. These and subsequent sessions will focus on the following:

Week One

- Welcome and Overview
- Complex Role of Organizational Leaders
- Integrating and Celebrating Strengths
- Learning to Lead: Finding Your Voice
- Understanding Self and Others: Work Behavioral Styles
- Strategic Thinking and Acting
- Building Cultural Intelligence
- Leading Effective Teams
- Communicating Effectively

Week Two

- Program Overview
- Aiming and Applying Strengths
- Leadership Practices Inventory
- Work of Leaders
- Employee Engagement
- Performance Management
- Leading and Managing Change
- Organizational Culture
- Managing the Business of Education
- Celebration and Encouraging the Heart

In order to apply the skills learned during the program, individuals will participate in a year-long practicum experience, which allows for the implementation of action plans and other activities that are based on the leadership topics presented.

PERSONAL (MY) ALIGNMENT PLAN (MAP)

- Learning to manage yourself consists of a reflective process, aligning and leveraging your core purpose, identity, values, beliefs, strengths and behaviors to achieve goals. Participants will complete a Personal Alignment Plan (MAP), acknowledging contributing factors toward impact and challenge.

THE INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN (IPDP)

- Learning takes place over a period of time. In order for participants to put into practice what they have learned through their MAP and during leadership training, they develop and implement an Individualized Professional Development Plan (IPDP).
- With their MAP in mind, the IPDP will list objectives and activities related to each of the leadership topics presented which address the program competencies.
- It is extremely important to remember that the first IPDP may reflect only initial thoughts, plans, and activities that participants would like to implement and may be modified or changed during the practicum experience.

REFLECTIVE PRACTICE

- During the practicum experience, your mentee will practice reflective thought in tandem with journaling.
- Reflective practitioners continually engage in constructing their own theories about activities and events in which they are involved and are constantly revising them on the basis of new experiences.
- The practice of reflective thinking allows individuals to look at how they may have perceived themselves in the past regarding a specific event or activity that has occurred; how they perceive themselves now in light of the actions that have taken place presently; and what they may have possibly learned from this situation that will enable them to consider different approaches to more effective leadership.

JOURNALING

- Journaling is an effective tool and a process mentees will use to record reflections regarding events and activities in which they are involved during the practicum experience.
- Journaling not only provides a written record of reflections but the practice also provides a number of other benefits to mentees. Encourage your mentee to engage in reflective practice and journaling on a regular basis.

REFLECTION REPORTS

- Each participant is required to submit both a mid-year and final reflection report for program completion.
- The reflection reports not only address progress on their IPDP objectives and activities, but focus on their perceptions or reflections of the experience and what they have learned.

ACADEMY PROGRAM COMPETENCIES

Academy participants have the responsibility to provide evidence that the competencies have been achieved.

The evidence can include:

- Reflection reports
- Journal entries
- Feedback from others – memos, letters, etc.
- Actual documentation (e.g., strategic plans, communication logs, surveys etc.)

At completion of the Academy, your mentee should be able to:

- Apply the principles of leadership to effectively manage the multiple roles and responsibilities of his/her position
- Apply the concepts and skills of transformational leadership
- Understand, analyze, and apply principle-centered communication
- Identify his/her Strengths, and how to leverage talent effectively
- Identify her/his behavioral styles and appreciate, respect, and work effectively with behavioral styles that differ from hers/his own
- Develop and effectively lead work teams
- Exhibit the skills of mentoring and coaching to develop individuals and teams
- Develop and implement plans for thinking and acting strategically, that include ethical decision making
- Effectively communicate by applying the Mindful Approach and through the use of emotional intelligence
- Enhance and develop individuals and teams by appreciating, respecting, and valuing diversity
- Reflect on and develop plans of action that will continue to enhance leadership skills based on the results from the Multi-factor Leadership and Perception surveys
- Develop leadership strategies that address the challenges and opportunities of Managing the Enterprise of Education, (ie: self, people, budgets, technology, stress, time, work climate, relationships, growth)
- Differentiate between the qualities and roles associated with being a manager and a leader, and determine which role is most appropriate at any given time for the department/organization
- Understand, develop, and apply processes and strategies for successfully implementing change
- Apply the concepts and principles associated with learning styles and multiple intelligences to create a more conducive work team environment
- Engage in reflective practice and journaling
- Select and effectively implement strategies for encouraging the heart
- Understand and contribute to successful orientation and retention strategies for faculty and staff
- Contribute to leadership initiatives in the implementation of appropriate professional development activities to meet organizational and staff development needs
- Apply the principles and concepts of evaluating, mentoring, and coaching employees to improve faculty and staff performance
- Apply communication and leadership principles to develop community and shared vision
- Select planning and communication strategies to be used in building community and developing communities of practice
- Identify and utilize appropriate delegation styles
- Identify and use appropriate strategies for recognizing individuals and teams while simultaneously celebrating community within the department, division, institution, and larger community
- Apply appropriate management and leadership skills to solve various leadership situations/scenarios

Mentoring is a transformational experience. Outstanding mentors are intentional in their role, providing their mentees with knowledge, advice, counsel, support and opportunities for enhanced skill sets and talent development. Mentoring has the potential for win-win outcomes for the mentee, mentor and the organization.

In addition to discussions with your mentee(s) about the MAP, IPDP, Reflective Practice, and Journaling, you will not want to overlook any other ideas, activities, experiences, or events that develop or occur during the practicum. The practicum is a highly individualized learning experience for mentees. The IPDP initially submitted serves as a road-map of planned activities mentees have identified and want to implement. As stated before, you will need to understand that due to both internal and external factors, the IPDP may be modified. One very important point to consider during your discussions: Be a good listener. Encourage your mentee. Try to understand perspectives different than your own, and don't be afraid to give constructive feedback in support of your mentee's transformational growth and development. Your valuable experiences and expansive body of knowledge can be an invaluable tool for developing and promoting talent, increasing self-confidence and adding fulfillment to personal and professional goals.



- 1. The Law of Positive Environment**
Create a positive environment where potential and motivation are released and options discussed.
- 2. The Law of Developing Character**
Nurture a positive character by helping to develop not just talent, but wealth of mental and ethical traits.
- 3. The Law of Independence**
Promote autonomy; make the learner independent of you, not dependent on you.
- 4. The Law of Limited Responsibility**
Be responsible to them, not for them.
- 5. The Law of Shared Mistakes**
Share your failures as well as your successes.
- 6. The Law of Planned Objectives**
Prepare specific goals for your relationship.
- 7. The Law of Inspection**
Monitor, review, critique, and discuss potential actions. Do not just expect performance without inspection.
- 8. The Law of Tough Love**
Acknowledge the need to encourage independence in your mentee.
- 9. The Law of Small Successes**
Use a stepping-stone process to build on accomplishments and achieve success.
- 10. The Law of Direction**
It is important to teach by giving options as well as direction.
- 11. The Laws of Risk**
A mentor should be aware that a learner's failure may reflect back upon him/her. A learner should realize that a mentor's advice will not always work.
- 12. The Law of Mutual Protection**
Commit to cover each other's backs. Maintain privacy. Protect integrity, character, and the pearls of wisdom you have shared with one another.
- 13. The Law of Communication**
The mentor and the learner must balance listening with delivering information.
- 14. The Law of Extended Commitment**
The mentoring relationship extends beyond the typical 8-to-5 business day and/or traditional workplace role or position.
- 15. The Law of Life Transition**
As a mentor, when you help a learner enter the next stage of his/her life or career, you will enter the next stage of yours.
- 16. The Law of Fun**
Make mentoring a wonderful experience—laugh, smile and enjoy the process.

Mentoring – A Success Guide for Mentors and Protégés Floyd Wickman and Terri Sjodim, 1977

The importance of mentoring in developing post-secondary institution leaders cannot be underestimated. Mentoring provides continuity, a linking of one professional generation to the next, and support for the developing professional.

The role of your mentor includes:

- Review your MAP, IPDP, and understand your goals;
- Suggest strategies for success;
- Introduce you to people and resources you need;
- Give honest and frequent praise and advice;
- Provide opportunities for professional growth;
- Be a confidential and accessible ear for problems; and
- Remove obstacles to your success when possible.

It pays to have a helping hand to get ahead in the workplace. Most of us can benefit from having a mentor or sponsor at our back to teach, promote, and encourage us. Besides being able to meet your developmental needs, the best mentors are people who are excited about learning and who are continuing their own development. Also, good mentors will achieve a sense of personal satisfaction from seeing others succeed and have a desire to be active participants in others' learning and growth.

Much of the onus for initiating a mentoring relationship is, and should be, on the protégé. You need to have the self-confidence to approach a potential mentor and effectively present the merits of a mentoring relationship. Once you have found an appropriate individual, approach your potential mentor with a well-developed plan for your partnership.

Reminder:

Notify the Academy of your mentor selection in the first few weeks following session one. Follow the instructions on your class web page. Your mentor will receive special instructions about the process you are going through this year. During the year they will also receive special notices of due dates you are facing. However, no confidential information will be released to your mentor, including anything drawn from your MAP, IPDP, e-mail's, or reports. You may choose to release information to them as you desire.

A MENTOR SHOULD:

- Be available for regular meetings, get to know the mentee, her/his circumstances, concerns, professional development interests, etc.
- Provide friendly professional support and help with any problems relating to professional problems raised by the mentee
- Introduce the mentee to colleagues and 'useful' people (e.g., other faculty in key or influential roles, administrators, and staff) in the institution, so that he/she can benefit from advice and help from a variety of colleagues
- Show him/her the physical layout and resources, explain 'local' rules, customs, and practices
- Inform the mentee where to find basic written information on teaching and research activities, curriculum development, campus and institution committees, etc., and provide interpretation and/or additional information if necessary
- Inform the mentee of specific department policies and practices, special projects, etc.
- Be prepared to offer help, if asked, with the preparation of lectures, presentations, and associated materials
- Observe the mentee's work style and provide constructive feedback
- Advise on potential sources of funding within the institution (e.g., New Initiatives, FastTrack funding, annual capital equipment, etc.) and outside the institution (local business and industry, grants, etc.)
- Explain and introduce the mentee to the institution's student and faculty support systems (e.g., Individualized Instruction Center, PASS Office, Counseling Department, TLTC, etc.)
- Impart organizational skills
- Listen and question
- Show how to use the system to accomplish goals
- Teach specific competencies
- Build confidence
- Encourage risk taking
- Act as a role model
- Give constructive feedback
- Foster creativity
- Assist with self-evaluation
- Exhibit leadership
- Act as a companion, ally, and co-learner
- Keep all conversations confidential

A MENTEE SHOULD:

- Initiate regular meetings, creating a guide for discussion
- Be willing to accept constructive criticism
- Communicate
- Act professionally
- Exhibit flexibility
- Demonstrate initiative
- Notify mentor of problems or concerns
- Maintain confidentiality
- Express appreciation for their mentor's efforts
- Plan for personal well-being
- Be open to new ideas
- Respect their mentor's time
- Take action of the information provided by their mentor
- Keep all conversations confidential
- Pass on the gift of mentoring

“Mentoring is an honor. Except for love, there is no greater gift one can give another than the gift of growth. It is a rare privilege to help another learn, have the relevant wisdom useful to another, and have someone who can benefit from that wisdom.”

Manager as Mentor
Chip Bell, 1996



MENTORING

ATTRIBUTES OF A MENTOR / MENTEE

(Previous Academy mentors and participants developed the following list of attributes of a mentor/mentee.)

In a mentoring relationship, it is important that:

1. Open and honest communication between mentor and mentee exist with the mentor giving honest praise and concern. Confidentiality, integrity, and trust are important aspects of the relationship.
2. A mentor provides opportunities for growth and development of the mentee outside of the existing skill area, as well as introduces the mentee to the right people.
3. A mentor is accessible and the responsibilities of the mentor and mentee are clearly defined.
4. A mentor provides encouragement and feedback regarding the mentee's strengths and weaknesses.
5. The mentor makes the mentee aware of the formal and informal political structure of the campus.

The important characteristics of mentor and mentee were determined as follows:

MENTOR

Enthusiastic
Good listener
Maintains confidentiality
Open minded
Flexible
Sensitive
Resourceful
Share authority and prestige
Clarify essential issues
Accessible
Observant
Know when to let go
Delegate work
Give encouragement
Give emotional support
Give recognition where due
Insightful
Share knowledge of political structure
Ethical

MENTEE

Enthusiastic
Good listener
Maintains confidentiality
Open minded
Flexible
Sensitive
Resourceful
Independent and productive
Don't infringe on mentor with trivia
Accept responsibility
Ethical

The importance of mentoring in developing future leaders cannot be underestimated. Mentoring provides continuity, a process linking one professional generation to the next. Through mentoring, men and women can work as partners, since an "old-boy" or an "old-girl" network is not as effective as a whole team network.

(This information was borrowed with permission from the National Institute for Leadership Development, Phoenix, Arizona)

MENTOR RELATIONSHIP - THE INITIAL MEETING

THE INITIAL MEETING	MENTOR'S JOB	MENTEE'S JOB
Come Prepared	Learn whatever you can about the mentee before your initial meeting.	Same.
Talk Big Picture	Recount your own mentoring experiences to your mentee. Explain what worked and what did not.	Listen and ask questions.
Discuss Mentee's Needs	Ask questions and listen.	Explain where you are and where you would like to be – and how mentoring might help.
Mutual Agreement – Goals & Expectations	Explain what you can and what you cannot do.	“This is what I hope to achieve through this mentoring relationship.”
Responsibilities	“I will do...”	“And I agree to do...”
Timetable	“Let's work on this for six months. Then we will review progress and determine if and how we should continue.”	Same.
Meeting Times/Agenda	“Check my calendar for available times.”	“I will take responsibility for finding dates and times that fit your schedule. I will create an agenda for each time we meet.”
Confidentiality	“Nothing we discuss will go outside this room unless we both agree otherwise.”	Same.
Agree to be Candid	“If this relationship is not producing the results you expect, or if you disagree with my advice, say so. Neither of us has time to waste.”	“I will tell you if this relationship isn't working for me. I will not waste your time.”

THE FIRST STEP: CLARIFYING EXPECTATIONS

As you begin your mentoring relationship, it is important to remember that both you and your mentor have certain needs and expectations of how the relationship will develop and grow. In order for the relationship to proceed successfully, it is necessary that you clarify all expectations in your initial meeting with your mentor so the relationship has a firm foundation from which to build.

As the mentee, take a few minutes to answer the following:

What do I expect from this relationship?	What do I think my mentor's expectations are for this relationship?

These expectations most likely pertain to the roles both you and your mentor will engage in during the course of your relationship. In addition to these roles, there are also some logistical expectations you should address, such as how often you will communicate and/or meet, when you will communicate and/or meet, and what issues you will focus on regarding the MAP and IPDP.

ACTION PLAN FOR INITIAL COMMUNICATION/MEETING

Address the following:

- Role expectations and objectives
- Mode/frequency of communication
- Availability/meeting schedule
- Sharing My Alignment Plan (MAP) and Individualized Professional Development Plan (IPDP)

The key to a successful mentoring relationship is communication. Whether your role is as coach, listener, teacher, clarifier, etc, having positive communication interactions with your mentee is the basis for maintaining a positive, on-going relationship.

You will most likely engage in two types of communication when interacting with your mentees:

- providing performance feedback – clarifying issues, suggesting strategies for achieving work objectives, questioning, listening, problem-solving
- providing personal feedback – encouraging, boosting confidence, showing concern, questioning, listening

Providing feedback is a two-way communication interaction. Your goal is to provide feedback in such a manner that it generates a dialogue between you and your mentee so that they can further pursue and accomplish their IPDP objectives.

PROVIDING FEEDBACK CONSTRUCTIVELY

- Describe the behavior or issue that you will be providing feedback on carefully and accurately.
- Try to preface any statements that may be negatively perceived with more positive statements. (Note: Be sure the positive statements are significant; ‘empty’ comments just to be ‘nice’ are not necessary).
- Be as specific as possible with the information that you give.
- Direct feedback at behavior or issues that the mentee can do something about (i.e., make sure feedback is concrete).

In the course of your mentoring relationship there may be times when feedback from you does not generate dialogue, but instead seems to generate defensiveness. This is not uncommon. As mentees work on their IPDPs they will feel ownership towards their endeavors. This can lead them to sometimes feel threatened or become defensive when given certain feedback.

As you coach and counsel your mentees on their IPDP objectives, there are two common defensive barriers that you may encounter (Morrison, 1998):

- The quick agreement barrier – This can block the exchange of potentially valuable information. By agreeing too quickly, the person may limit themselves from further learning and understanding.
- The “yes, but...” barrier – This is an information-blocking defense which shuts down the flow of feedback.

OVERCOMING DEFENSIVE BARRIERS

- Be aware that you may encounter these responses; increase your perceptiveness towards these responses so that you can recognize when they occur.
- Use questions and clarifying statements to elicit dialogue from the other person so that they do not have the opportunity to disengage from the interaction.

As your mentoring relationship progresses, continue to be open and honest in your communication. In this way, the relationship will become increasingly rewarding for both of you.