

ABRIDGED PREVIEW

Mentoring Works Participant Guide

Preview Only

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William Halbert, Ph.D.
Jean K. Reynolds, M.Ed.

Contents

Welcome and Introduction	3
Module 1: A Look at a Formal Mentoring Program	8
Module 2: An Explanation of the Mentoring Cycle.....	15
Module 3: The Importance of Feedback	22
Conclusion: How Ready Am I to Be a Mentor?	29

Agenda

Welcome and Introduction
Unit 1: A Look at a Formal Mentoring Program
Unit 2: An Explanation of the Mentoring Cycle
Unit 3: The Importance of Feedback
Conclusion: How Ready Am I to Be a Mentor?

Learning Objectives

After completing this workshop, participants will be able to:

- ◆ Describe the value of a formal mentoring program to the organization, the mentoree, and the mentor.
- ◆ Guide mentorees through the mentoring cycle, addressing specific learning and organizational goals.
- ◆ Use positive feedback and feedback for development to help mentorees explore what is going well and what needs improvement.
- ◆ Grow in confidence and competence in the role of mentor.

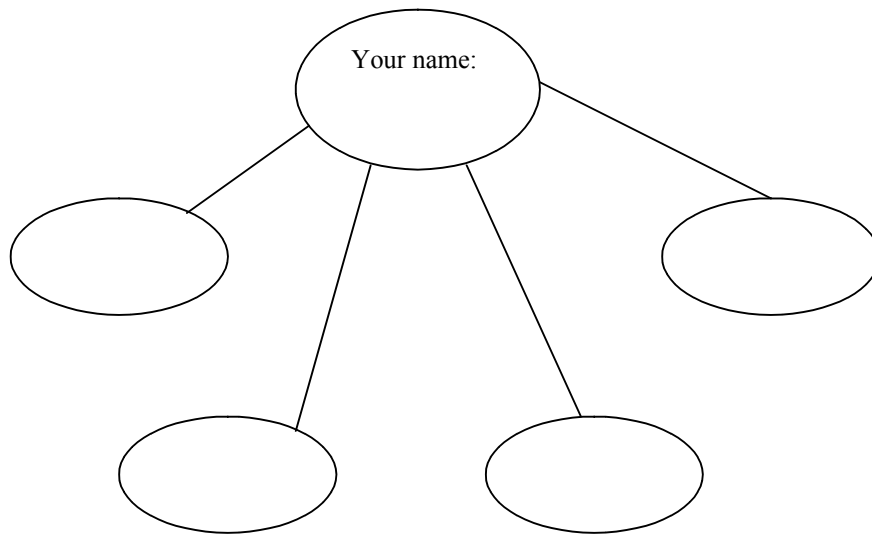
Personal Learning Objectives

What do you need from this workshop in order to say you spent your learning time well?

I'm where I am now because . . .



INSTRUCTIONS: Complete this concept map by filling in the ovals with the names of people who have helped you grow professionally.



What words describe how these people helped me grow?

What experiences have I had that I would call informal mentoring?

Check the statements below that describe your mentoring experiences.

- Goals were unspecified.
- Goals were unspecified.
- Outcomes were known.

[Abridged for preview.]

A Current Business Definition of *Mentor*:

How does the word *mentor* differ from some of the other words we put on the chart?

Module 1: Organizational Values for a Formal Mentoring Program

Which values of a formal mentoring program seem to be most important to my organization right now?

- Reduce turnover rate
- Teach job skills
- Change a business culture
- Improve productivity
- Build relationships across organizational lines

Which of the organizational needs was our mentoring program designed to address?

EXECUTIVE, MANAGEMENT, AND TURN-KEY POSITION SUC-
CESSIONPLANNING

[Abridged for preview.]

Measurement and Evaluation

Metrics: Data that can be documented by quantity, quality, timeliness, service, and productivity. Evaluation processes may include pre- and post-tests to determine gains as a result of the mentoring relationship.

Before Mentoring Starts

During Mentoring:

After Mentoring:

Investment of Time

Executive, Management	Implementing Corporate Cultural Change	Retaining New Employees
Length of Relationship	Corporate Culture	Extended Orientation
3 months -1 year	30-90 days in a	30-60 days
Amount of Time	Amount of Time	Amount of Time
Can be daily for a few minutes or more. May involve full days at a time. Amount of time may vary during the relationship based on topics, skills, and other assignments.		

NOTES:

Case Studies: Putting It All Together

_____ is the name of the company in my group's case study.

What in our case study is similar to my experiences with mentoring?

What was challenging about our assignment?

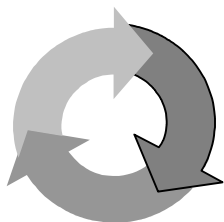
**Module 2:
An Explanation of the Mentoring Cycle**

How will I affect the behavior of my mentoree?

Modeling (by example):

Behavior Modification:

Confrontation:



The Mentoring Cycle: Phase One: Preparation

I'll be prepared when I know . . .

What I need to do first: _____

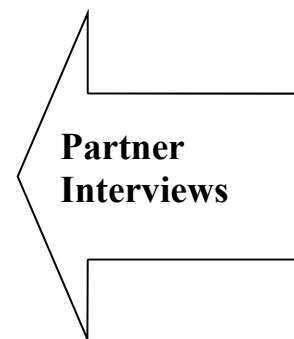
Where we shall meet: _____

What skills and work schedules will influence when we meet: _____

How I/we will build trust.

[Abridged for preview.]

What will you do to avoid these pitfalls?



What are my specific responsibilities as a mentor?

Executive, Management.	Implementing Cor.	Retaining
<p>[Abridged for preview.]</p>		

What are mentorees' specific responsibilities?

Mentorees' responsibilities are the same in all three situations:

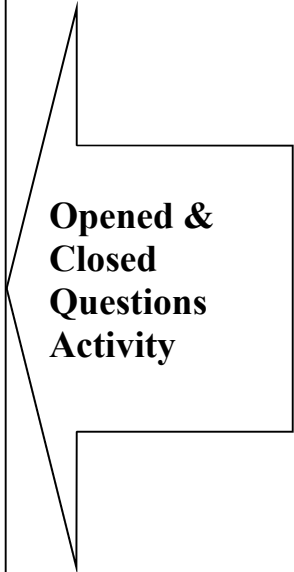
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Open-Ended and Close-Ended Questions Activity

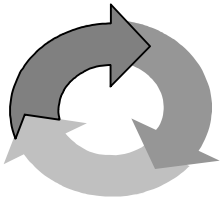
My table's assignment is:

- Open-ended questions to help mentors learn more about mentorees' goals for the future.
- Close-ended questions to help mentors learn more about mentorees' current work..

[Abridged for preview.]



**Opened &
Closed
Questions
Activity**



The Mentoring Cycle: Phase Three: Follow-through

How do we complete our assignments?

- ◆ Assignments may lead mentorees to:
- ◆ Interview colleagues, managers, vendors, suppliers, etc.

[Abridged for preview.]

Journaling for mentorees and for mentors:

What kind of feedback am I responsible for giving my mentoree?

Feedback: _____

Positive Feedback: _____

[Abridged for preview.]

Feedback for Development: _____

[Abridged for preview.]

I will have opportunity to give feedback when . . .

Conclusion:

How ready am I to be a mentor?

Real Life Q & A

Choose the statement below that matches your thoughts and feelings about being a mentor.

- The questions and concerns I had before class have been answered and addressed. Therefore, I am ready to meet my mentoree.

- The questions and concerns I had before class have not been answered and addressed. Therefore, I would like some coaching before meet my mentoree. I will contact _____ (trainer or manager or person in charge of the mentoring program) to get the help I need to feel confident and competent in this assignment.

Test Yourself

- ___ 1. Mentoring is exactly like coaching.
- ___ 2. A formal mentoring program can help an organization with succession planning, corporate cultural change, and/or new employee retention.
- ___ 3. Measuring and/or evaluating progress is an important part of a formal mentoring program.

[Abridged for preview.]

- ___ 4. The three phases of the mentoring cycle are preparation, meeting, and follow-through.
- ___ 5. Feedback is one person's opinion that another person must accept.
- ___ 6. Which of the following is **not** true of a formal mentoring program:
 - a. Reduce turnover rate
 - b. Teach job skills