A practical guide and toolkit for mentoring





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About Talent for Growth

Talent for Growth are specialists in leadership development and team effectiveness. We have deep expertise and experience in a variety of development areas, including:

- mentoring
- 360° feedback
- coaching
- change leadership
- a range of development solutions, from long-term modular programmes to short bite-size workshops

We also work extensively with individuals and teams to build effectiveness, particularly in these areas:

- new leader integration
- team facilitation
- team coaching
- cultural awareness workshops
- HR team development

We are pragmatic and flexible. We won't push a particular product: we like to co-create solutions in partner-ship with our clients. And we aim to develop our clients' internal capability, to ensure that changes are sus-tained.

To find out more, please contact us at enquiries@talentforgrowth.co.uk, or visit our website: www.talentforgrowth.co.uk

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Introduction

Mentoring: "When done right, everybody flourishes." SHERYL SANDBERG, COO FACEBOOK

Whether you are thinking about finding a mentor, have a mentor already and want to get more from the relationship, or you are starting a mentoring relationship – this book is for you.

Mentoring can be a very rewarding experience for both you and your mentor. Getting the best from it will need some thought and preparation by you, the mentee.

How can this book help?

- It's practical and concise
- It challenges you to start thinking about yourself before the mentoring starts
- Its layout follows the natural flow of a mentoring relationship, so it's easy to 'dip' into
- It provides resources and tools that will be helpful for your mentoring experience and beyond

How to use this book

If you are new to mentoring we suggest reading the book all the way through first, and then return to the topics that will be most helpful.

You may be tempted to skip the self-reflection activities and questions. Please don't, there is lots of evidence that having a deeper knowledge of ourselves results in being more successful at developing our potential. This process of self-reflection is a thread throughout the book, beginning even before the mentoring process starts.

At the end of the book, there are a series of tools and resources with skill building guides and recommendations for your on-going learning.

We have also written a book for mentors. Your mentor may already have a copy and many of the tools and techniques complement one another.

Get Ready to Mentor is available from www.talentforgrowth.co.uk



Contents

1. Understanding mentoring

- Defining mentoring
- Types of mentoring
- Differences between mentoring and coaching
- The benefits of mentoring

2. Preparing yourself

- The roles of those involved in mentoring
- How do you prepare yourself?
- Are you ready for mentoring?
- What do you want to achieve?
- What type of mentor would be most helpful for you?

3. Getting started

- Your first meeting
- The Awe Factor
- Suggested first meeting agenda

4. Making progress

- Tip 1 Use a Reflection Journal
- Tip 2 Plan your meetings
- Tip 3 Move out of your Comfort zone
- Tip 4 Use feedback for learning
- Tip 5 Understand your learning styles
- Tip 6 Build networks
- Tip 7 Work on your personal development plan

5. Maintaining momentum

- How to keep your communication on track
- What can go wrong, and what to do about it

6. The Ending & Summary

7. Resources

- Focus areas for mentoring goals
- Listening skills
- Blank Gap Grid
- Reflection Journal
- Standard Meeting Agenda
- PDP
- Networking tools
- Personal Development Board
- Comfort Zone Activity





Understanding Mentoring

1. Understanding Mentoring

Defining Mentoring

Mentoring is a partnership between two people based on trust and respect. One, the mentor helps the other, the mentee, to achieve their personal and professional goals and realise their potential.

"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." JOHN CROSBY

"A Mentor: Someone whose hindsight can become your foresight" ANON

"Mentee: someone who is given support and advice about their job by a mentor (= a more experienced person who helps them)" THE CAMBRIDGE DICTIONARY

The English word "mentor" is derived from Homer's Odyssey. In this literary classic, Odysseus goes to war and turns the guidance of his young son Telemachus over to his friend Mentor. In the absence of his father, the boy is "mentored" by Mentor in the ways of the world.

The mentor is usually, but not always, someone more experienced and who is willing to share their knowledge, expertise and wisdom. They may act as a sounding board, advisor, role model, supporter or sponsor.

There are a lot of modern and well known examples of mentoring. Sir Richard Branson's mentor was Sir Freddie Laker, Gordon Ramsey's was the Roux Brothers, and Sir Alex Ferguson mentored Wayne Rooney. There are fictional characters as well - Harry Potter and Dumbledore, Luke Skywalker and Obi wan Kenobi!

Types of Mentoring

Mentoring can take a variety of forms. What's important is that it's the right approach for each situation and for both parties. Some of the most common variations are shown here:



Mentoring can be along any part of the continuums above and it can also change over time.

Differences between Mentoring and Coaching

There is no doubt that there are some similarities between mentoring and coaching. However, there are important differences which we've outlined below.

Mentoring	Coaching
The purpose is the development of the individual's future personal growth and career prospects Mentors share knowledge and experience, acting as a sounding board and a trusted advisor	The purpose is to improve the individual's current performance and development Coaches draw out the coachee's knowledge to learn and develop new skills and behaviours The coach is often from a different field, and
The mentor is usually an internal, experienced, more senior person, often from the same field of work Time span: often, not always, long term; 2 years +	may be internal or external Time span: short or medium term
Mentoring provides holistic, longer-term development in broad areas It's a blend of sharing knowledge and encouraging the mentee to think for themselves	Coaching focuses on current issues by providing feedback to encourage insight and learning It's about asking questions, listening, probing, summarising and reflecting back

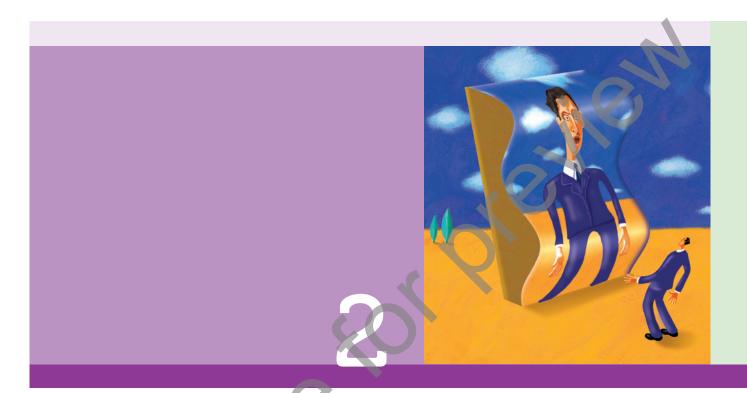
Mentoring is a rapidly growing development tool - why?

- Flatter structures mean that the move to the next level is often a big step and help is needed
- There is a greater requirement for low cost, high value development solutions
- There is an increasing emphasis on maximising the value of internal resources and expertise
- Globalisation requires an understanding of local markets and cultures
- Increasingly important generational differences need to be understood

The Benefits of Mentoring

Mentoring requires an investment of time, energy and commitment from both parties. So what are the benefits?

Mentee	Mentor	Organisation
 Guidance, support and encouragement A safe environment to talk through challenges and explore ideas Learn from someone who has 'been there and done it' Access to their mentors network Reinforces a sense of value and worth A flexible form of development Supports the transfer of learning from formal development programmes to everyday work Enables time to reflect on feedback, encouragement and advice Helps with career goals and planning 	 Give something of themselves to others Learn about other parts of the organisation Develop their coaching and mentoring skills Gain insights and learning from their mentee Gain different perspectives on culture Test perceptions from elsewhere in the organisation Professional stimulation Personal satisfaction 	 Fast track development for high potential individuals Maximises the use of internal resources Instils a culture of respect for experience Supports the transfer of learning from formal development pro-grammes to everyday work Enables knowledge sharing across the organisation Provides low cost, high impact development – for both mentor and mentee



Preparing Yourself

2. Preparing yourself

'Being mentored is as much an art as mentoring.' BONETTA

The roles of those involved in mentoring

The table below outlines the normal responsibilities that various people have in making a mentoring experience a successful one.

experience a successful one. The Role of Mentee The Role of the Mentor • Take ownership and be proactive • Agree goals for the programme with the throughout the programme mentee • Prepare yourself for the whole process • Prepare for and attend meetings with the mentee Agree goals for the programme with the • Encourage the mentee to reflect and learn mentor from their experiences · Gain feedback from others to define a • Share knowledge and experience to practical development plan benefit the mentee Prepare for, and attend, meetings with Help mentees think things through for your mentor themselves Act on agreed plans • Give constructive feedback • Propose the meeting agenda for each Take action and follow up on commitments meeting, ideally ahead of the meeting Challenge the mentee to see new Be open and honest; have a desire to perspectives learn • May also include: • Reflect on your own performance and - Share their network with the mentee - Involve their mentee in relevant events or Be prepared to explore ideas and new meetings behaviours or approaches The Role of the Line Manager The Role of HR/Programme Organiser Manage day to day performance • Select the right mentors and mentees including performance reviews Match mentors and mentees effectively Identify strengths and development needs • Brief everyone about roles and • Provide on-going feedback on responsibilities performance • Ensure training is available for the mentor Support development activities for the • Review progress and evaluate outcomes mentee of the mentoring programme • Encourage mentee to invest time and • Provide support to the mentor and mentee

as needed

Mentoring

• Ensure mentees are prepared for

effort in the mentoring process

How do you prepare yourself to get the most from this experience?

Increasing your self-awareness is the best place to start. It makes sense that, the way you behave affects your performance, and the performance of those for whom you may be responsible.

Being more self-aware about your behaviours and the impact they have on others, is the bedrock of both your performance and the success of your mentoring experience.

During the mentoring relationship, your mentor can help you by providing feedback and insights. However, start preparing yourself now by reflecting on how ready you are for mentoring. This will enable you to kick start the relationship with your mentor and help you quickly identify what you want and need from them.

Are you ready for mentoring?

This three part section encourages you to:

- 1. Review your understanding about mentoring
- 2. Reflect on your mind-set and identify any potential barriers to success
- 3. Consider how comfortable you will be with what's required to make it successful

Please don't be tempted to skip this section. It's a very valuable way to prepare and will provide some rich topics of conversation in your initial discussions with your mentor.

1. Start by thinking about your experiences of mentoring

Q. What is your experience of mentoring?

Q. Have you had a mentor? What did you learn from that relationship that you can take into the next one?

Q. Who have been your role models and an inspiration to you in your early career?

Q. Who has had a major influence on your working life?

2. Reflect on your mind-set and identify potential barriers.

Look at the statements below and put an x at the point on each continuum that represents your mind-set. Be honest – this is just for you.

I may be intimidated by the seniority of my mentor	1	10	I'm happy to challenge my mentor in order to learn
I hope my mentor will make time for our meetings	1	10	I'm comfortable about asking for their time
I hope I can get value from mentoring	1	10	I will maximise the opportunity available
I hope my mentor can teach me things	1	10	I'll take responsibility for my learning
I'm so busy, making time will be difficult	1	10	I will find time for this because it's potentially so valuable

3. Effective mentees exhibit certain behaviours. Consider how comfortable you are with these.

Circle the most appropriate answer to the statements below to see whether you are ready to get the most from mentoring.

I have a good understanding of mentoring and its potential value to me

rnave a good understanding of mentoring and its potential value to me		
Yes	Probably	Unsure
I'm happy to	accept challenges from	my mentor and to challenge them where appropriate
Yes	Probably	Unsure
I'm prepared	to be completely open	and honest
Yes	Probably	Unsure
I'll share my r	needs and goals with m	y mentor and work hard to address them
Yes	Probably	Unsure
I believe that I need to take full responsibility for my learning during this process		
Yes	Probably	Unsure

Unsure

I see learning as a continual process and am willing to try new approaches

Probably

Yes

I will take primary responsibility to organise meetings and agenda

Yes Probably Unsure

I'm willing to share successes and failures and to take as much learning as possible from them

Yes Probably Unsure

I'm ready to take advice and to be receptive to my mentor's views

Yes Probably Unsure

Reflection:

- **Q.** When you look at your answers to the 3 sections above, how ready do you think you are for mentoring?
- Q. What may you need to focus on to get the most from the mentoring experience?
- Q. Who could you talk to for support or guidance?



What do you want to achieve?

"Begin with the end in mind" STEVEN R COVEY

In this section, you'll start to form your mentoring objectives and goals. Start by analysing your gaps using the grid below. A blank GAPS grid is available in the **Resources** section at the back of the book.

	GAPS Grid		
	Where you are now?	Where do you want to go?	
Your view	Abilities (How you see yourself) • Experience • Skills • Knowledge • Strengths • Preferred learning style (see page 16 for more information)	Goals and values (What matters to you) Career goals What holds you back Skills needed for the future Work/life balance Fit with the organisation Level of motivation Values that you hold dear	
View of others	Perceptions (How others see you) • 360 feedback • Performance reviews • Informal feedback	Success factors (What matters to others) • The organisation • The boss • Colleagues	

1. Review your GAPS Grid and consider the following:

• What aspects of Where you are' e.g. your abilities or the perceptions of others, do you want to change or develop?

• What aspects of 'Where you want to go' e.g. your career goals, values and success factors, may be helped by mentoring?

Reflecting on these questions will start to shape your mentoring objectives.

2. Define your objectives

The next step is to think through, in some detail, what you want to get from mentoring. Some ideas for focus areas are also provided in the **Resources** section of this book.

The questions below are designed to prompt your thinking:

- How will you know that the mentoring is successful?
- What's the order of priority for your objectives (if you have several)?
- Do you need to move out of your comfort zone?
- Are your objectives clear enough?
- Are they realistic?
- Are they agreed with your line manager?
- Do you also have personal goals that you may not have shared with your manager?

Once you've identified your goals, use the Personal Development Plan (PDP) to document them. A PDP is a valuable way of creating goals that are meaningful and measurable. It's a document that should be regularly reviewed and, if appropriate, changed as your circumstances or priorities change.

A blank PDP can be found in the **Resources** section.

What type of mentor would be most helpful for you?

"The strongest relationships spring out of a real and often earned connection felt by both sides." SHERYL SANDBERG, COO FACEBOOK

Your mentor may already be identified, by either you or from within your organisation. If you have a choice to make or are finding your own mentor, consider the questions below:

- What do you want from your mentor?
- What experiences or knowledge would you value?
- What behaviours do you want from your mentor? Which are going to be important and help you
 most?

To help you answer this last question, take a look at the behaviours below and consider the style that may suit your needs best. Remember all the behaviours listed below can be positive and it's likely that you will want a mix at times.

that you will want a mix at times.			
Authoritative Mentor Behaviours	Facilitative Mentor Behaviours		
Controlling • Gives candid feedback • Challenges perceptions • Asks tough questions	SupportingAffirms strengths and give confidenceGives focused attentionEncourages celebration		
InformingGives informationShares their experiencesGives own opinionExplains	 Eliciting Provokes self-discovery Reflects back to check understanding Seeks mentees opinion Asks probing questions 		
GuidingShows possible consequences for optionsMakes suggestions	 Exploring Questions pros and cons of options Asks for opinions and possibilities Advises Helps mentee to evaluate decisions 		



Getting Started

3. Getting Started

Your first meeting

The objectives of your first meeting are:

- Getting to know your mentor and letting them get to know you
- Agreeing how you will work together
- Agreeing the goals for mentoring

You may be apprehensive (as may your mentor), so planning will help. We've set out a potential agenda for your first meeting as a framework on the following page. Feel free to use as much, or as little, as you wish but do find some time to think about and plan this important first step.

Communicate clearly what you want to get out of the relationship and don't let the "awe" factor get in the way of this.

The Awe Factor

It's likely (although not guaranteed) that your mentor will be more senior than you. Research has found that in many cases, this results in a failure by mentees to completely engage in the relationship and take ownership for its success. The research found that some mentees:

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

To compound the problem, this research also found that mentors, when working with these mentees, tended to rate them negatively. They viewed them as showing poor leadership, lacking initiative and, in some cases, viewed their overall performance as below expectations.

Research also suggests that in company sponsored mentoring programmes it takes 3–4 months for mentees to feel comfortable enough to make tangible progress.

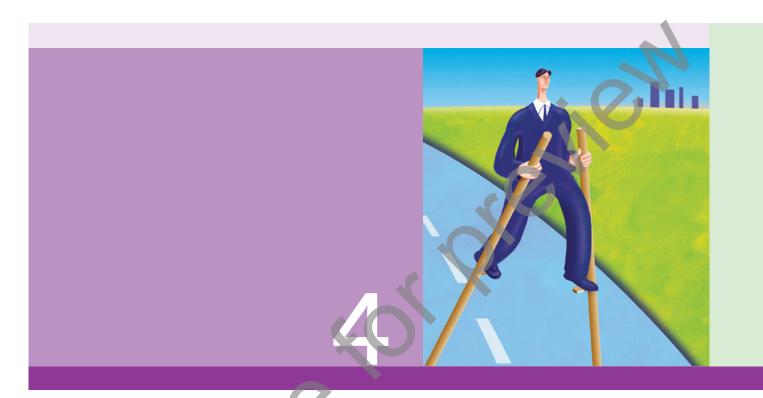
How did you rate yourself on Section 2 in the Preparing Yourself chapter? Your self-assessment will indicate whether you make be at risk from the Awe Factor.

If you recognise that you may fall victim to the Awe Factor, you're demonstrating good self-awareness which is a positive start. A couple of activities that might help you are:

- Make time to find out more about your mentor before you meet you may well discover a more human and less intimidating person
- Develop a short action plan of things you can do to prepare for the first meeting e.g. thinking about or writing a list of questions

Suggested First Meeting Agenda

First Meeting Agenda	Prompts / Ideas
Introductions	Potential Questions For Your Mentor:
 Objectives: Build rapport with your mentor Find things in common Share backgrounds and experience Show appreciation for the opportunity being offered 	 How did you get to your position? What do you enjoy about your job? What do you find most difficult or least enjoyable? Looking back on your career to date, what has helped your development the most? What do you like about mentoring? What should I know about you to make this mentoring successful? How can I prevent status from impacting our relationship?
How You're Going To Work Together Objectives: Clarify how the relationship is going to work Provide a reference point for reviews Agree the boundaries of the relationship	 Agree your roles and responsibilities Agree the ground rules for your relationship Discuss your expectations of each other How often will you meet? How will you review progress? Are there "out of scope" or "off limits" topics? What guidelines for confidentiality will you establish? Under what circumstances may you want to meet outside of our regular meetings? Who else is involved in the mentoring process and what is their role? (e.g. your line manager, programme organiser)
Mentoring Goals Objectives: • Agree goals for the mentoring programme • Identify the steps to achieve them	Goals create meaning and focus for the programme. Typically but not always, they may sit in any one or more of these areas: • Achieving business results / success • Personal Development • Leadership • Career Ideas under each of these headings can be found in the Resources section
Review The Meeting	How are you both feeling?What was particularly useful / good?What might have made it better?
Next Steps	 Date of next meeting Actions to be agreed



Making Progress

4. Making Progress

As your mentoring gets underway, you play a key role in dictating the pace and energy of meetings and, therefore, the results achieved. In this chapter we suggest a number of tips and techniques to enable rapid progress and satisfaction for both you and your mentor.

'Life can only be understood backwards, but it must be lived forwards' soren kierkegaard

Tip 1 – Use a Reflection Journal

In the same way that you looked at yourself at the start of your mentoring relationship, you can continue this process using a Reflection Journal. Develop the discipline to reflect and review your learning on a regular basis and, ideally, record it in a journal. This discipline will enable you to:

- Think about your experiences
- Initiate a rich discussion with your mentor
- Recognise themes and patterns of behaviour

Continue to track progress through the mentoring programme. The key is to capture enough information for a good discussion, possibly several weeks later, and to take the time to reflect so that you draw out all the learning. Make it a habit, keep it simple and in bullet point style so that it's never a chore. It also provides a record of achievements.

A suggested template for a Reflection Journal can be found in the Resources section.

Tip 2 – Plan your meetings

This doesn't have to take a long time or be onerous. It sends a strong message to your mentor about your commitment to the relationship.

- What do you want to cover?
- Plan a brief update for your mentor keep your context fresh
- What have you done and learnt since the last meeting?
- What issues, challenges would you benefit from discussing with your mentor?
- Plan the agenda

There is a suggested standard agenda template in the **Resources** section.

Tip 3 - Move out of your comfort zone

Our comfort zone is an anxiety neutral state of mind. We associate getting out of our comfort zone with activities that stretch us mainly in areas of weakness. The potential negative consequences keep most of us firmly rooted within our comfort zone!

The answer is to invest time in expanding our comfort zone by further developing our strengths to the next level. This provides positive stretch and challenge without the anxiety that focusing on weaknesses produces. This means not viewing strengths as something that's finite but as things that can be further improved, refined – developing mastery out of strengths.

A model for you to use can be found in the **Resources** section.

Tip 4 – Use feedback for learning

Feedback, they say, is a gift even though it may not always feel that way. It is one of the most powerful ways to learn and to become more aware of blind spots and your impact on others. You may be able to obtain formal feedback through a process such as 360° feedback* or a review with your manager. However, you can also ask for feedback at any time and, done correctly, it can provide you with extremely valuable information.

Many people are reluctant to provide feedback unless they know it is genuinely welcomed. Here are some questions to prompt your thinking about asking others for feedback:

- When would you value feedback from your manager / colleagues / mentor?
- What would you value feedback about?
- How would you like it delivered?

A useful feedback requesting process is:

- Identify the opportunity for getting feedback e.g. a difficult meeting
- Select the best available person to provide you with feedback
- Brief them before the event and check they are happy to help you
- Explain your requirement what feedback you are looking for specifically and why
- Arrange to receive the feedback as soon as possible after the event.
- Listen respectfully, make notes if necessary and thank them

Once you have some feedback, you can either analyse it yourself, discuss with your mentor or you can work through the analysis with them. Often they may see things you might miss.

Tip 5 – Understand your Learning Styles

People learn differently depending on their personality. To maximise success, it's helpful to understand your learning style. The most widely used model is Peter Honey's 4 Learning Styles. Descriptions below will help you to recognise how you learn best. This is valuable for you and your mentor – when designing learn-ing opportunities during mentoring meetings.

Activists

Activists involve themselves fully in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, and this tends to make them enthusiastic about anything new. They learn best when:

- They have to go and do something in a short period of time it's appropriate to "have a go"
- They're thrown in at the deep end with a task they think is difficult i.e. when set a challenge with in-adequate resources and adverse conditions
- They're involved with other people i.e. bouncing ideas off them, solving problems as part of a team

^{*360} feedback is a powerful & systematic way to collect feedback from your manager, your team and your colleagues to understand your strengths and development needs.

Reflectors

Reflectors are thoughtful people who like to consider all possible angles and implications before making a move. They enjoy observing other people in action. They listen to others carefully before making their own points. They learn best when:

- They're encouraged to watch / think / chew over activities
- They're able to stand back from events and listen / observe i.e. observing a group at work, taking a back seat in a meeting
- They have the opportunity to review what has happened, what they've learned and perhaps keep some sort of journal

Theorists

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step-by-step, logical way. They learn best when:

- They have time to methodically explore the associations and interrelationships between ideas, theories and situations
- They have the chance to question and probe the basic methodology, assumptions or logic behind something
- They can analyse and then generalise the reasons for success or failure

Pragmatists

Pragmatists are keen on trying out new ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They learn best when:

- There is an obvious link between the subject matter and the problem or opportunity on the job
- They're shown techniques for doing things with obvious practical advantages i.e. how to save time, how to make a good first impression, how to deal with awkward people
- They have the chance to try out and practice techniques with coaching / feedback from a
- Credible expert i.e. someone who is successful and can do the techniques themselves

Many people have two preferences. Explore this with your mentor to ensure that you are able to learn us-ing your preferred styles.

The most effective learners can use most or all the styles comfortably. A mentoring relationship may be an ideal opportunity to try using those styles that are less natural to you.

Tip 6 - Build networks

Networking is becoming an increasingly important way of getting support, developing learning, building in-fluence and exploring career opportunities. Enlist the help of your mentor to develop your networks inside and outside the organisation. Some areas where a good connection could be valuable include:

- A role model / expert for a specific skill that needs to be developed such as:
 - Managing organisation politics
 - Building alliances and partnerships
 - Managing effectively in a matrix structure
 - Managing remotely
- Help with a specific project
- An alternative perspective on a topic
- Information from a subject matter expert

Good networkers recognise the reciprocal nature of networking and are as keen to give as they are to take from others. Always remember that you will have resources, connections and skills that can help others and don't be afraid to offer them. Discuss this with your mentor – they may know of someone who could benefit from networking with you.

The **Resources** section contains more information about networking, and provides a framework that de-scribes the different types of networks and their key components.

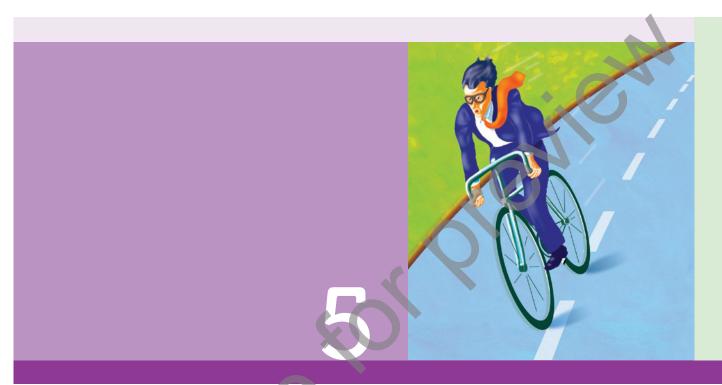
Tip 7 – Work on your personal development plan

A development plan is an ideal place to capture the objectives you set for your mentoring programme. Too often, development plans sit in drawers or folders. They don't connect with day to day activities, are seldom looked at and bring little or no value.

Identifying and engaging others to support your development plan is an excellent way to avoid this. Your mentor is an obvious support, but there will be others and spending time thinking about this and building a plan can make a big difference to your progress.

The **Resources** section contains a tool – the Personal Development Board that enables you to create a living, working resource. Take a look and work through it with your mentor at a meeting. You can then review it from time to time and look at where progress is and isn't being made.





Maintaining Momentum

5. Maintaining momentum

Mentoring is usually a medium to long term relationship. As with any such relationship, problems or hiccups may occur from time to time.

Two of the challenges for any mentoring relationship are:

- How to keep your communication on track
- What can go wrong and what to do about it

How effective is your communication?

Communication is a common source of relationship difficulties. How well we communicate depends on both our ability and our confidence. Sometimes, we've developed skills but remain lacking in confidence. It can also work the other way around.

Take a few minutes to consider how well you communicate with your mentor by reviewing the following questions and consider both your ability and your confidence.

Score 1–5 where 1 = Low and 5 = High

Evaluate your ability and your confidence in the following areas:	My ability level	My confidence level
When meeting with my mentor I		
Communicate clearly		
Welcome my mentors input (express appreciation or tell him/her how it will benefit me)		
Reveal my thoughts and feelings about subjects discussed		
Accept constructive feedback		
Practice openness and sincerity		
Take the initiative to maintain the relationship		
Actively join in and explore options		
Share results		
Listen for the whole message including my mentor's thoughts and feelings		
Am alert for my mentors non-verbal communications and respond appropriately		

Make a note of the areas where you do well and which are helping the mentoring process. Note also those that, with some improvement, would enhance it still more. You may get value from talking these through with your mentor.

What can go wrong and what to do about it?

If you suspect something may be going wrong with the relationship, it's vital that you recognise it and are able to tackle it early.

Your mentor starts to cancel meetings

It may simply be a temporary struggle with time pressures if your mentor is moving or cancelling meetings. If this happens, you need to find out the cause, and be prepared to make changes in your mentoring relationship.

- Explore your concerns with your mentor
- Make suggestions that may make your meetings more productive
- Check that the meeting schedule still suits your mentor
- Review the relationship maybe you need to change something
- Consider whether it's time to end the mentoring

Failure to achieve rapport

You will know, within 2 meetings usually, if rapport is there and you "click" with your mentor. When this happens, mutual trust follows quickly, leading to deeper discussions. This is the best start for a mentoring relationship. If you don't have the desired level of rapport, you may still enjoy an effective relationship providing some things are in place:

- You have a shared sense of purpose and clear goals for the mentoring
- There is mutual respect for each other
- · Commitment to make it work is strong for both of you

However, sometimes it's just not a good match – and the reality is that some relationships are not going to work. Rather than soldier on, we recommend that you dissolve the relationship and find a mentor who is better suited to you. Do enlist the support of the programme organiser early in the process and consider carefully the feelings of your mentor when planning to discuss ending the relationship.

Trust breaks down

Mutual trust is a vital ingredient for successful mentoring. If it becomes damaged, in any way, it needs to be discussed as a priority even though it's a difficult subject to raise.

- Recognise the problem and discuss it with your mentor
- It's an opportunity to discuss the wider issues of trust within a business
- In terms of your relationship, explore:
- What happened to cause a lack of trust
 - Ways to restore your trust in one another
- Agree how to review and measure progress

You start to cancel meetings

If this happens, you need be honest with yourself about the reasons why. It may be that you're not getting what you want from your mentor. If it's a prioritising issues, consider carefully how to manage the conflicts with your time, and what may need to change in your mentoring relationship.

- Do you need to revisit the frequency or timing of your meetings?
- Do you need to have a break to focus on pressing issues?
- Is this a time to introduce someone in your network who can bridge the gap with different support?

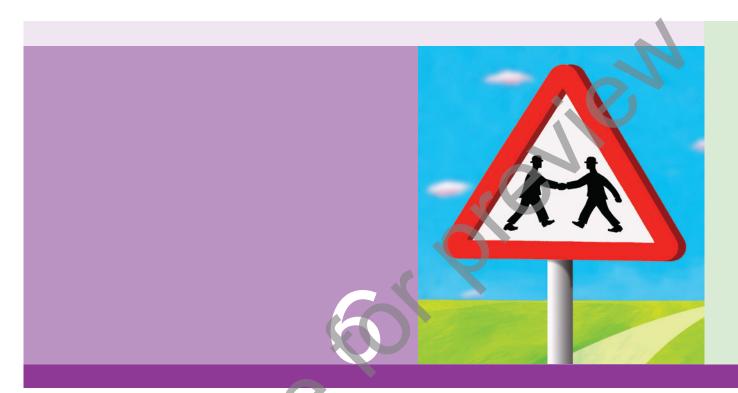
Whatever you decide is the right solution, it's important to talk to your mentor quickly and honestly. If you agree to have a break, make sure it's realistic. It would send a very negative message if you later have to make a further delay to resuming the mentoring.

Conflict arises between you and your mentor

This is less common, but it can happen. Conflict can be about differences in values or disagreement about a work issue. If conflict is handled well, it can provide rich learning for you and your mentor.

- Raise the issue quickly either immediately or in the next session
- View it as a good learning opportunity; it can lead to increased understanding and selfawareness
- A process for addressing conflict is:
 - Provide feedback on what you are seeing or sensing, and engage in constructive discussion
 - Each of you presents your side of the story
 - The other one listens, keeps an open mind and aims to understand the other's perspective
 - Agree on what the problem is
 - Think through possible solutions
 - Agree a solution





The Ending & Summary

6. The Ending & Summary

The Ending

Inevitably, no matter how successful, your mentoring relationship will come to an end. This will be because you reach the contracted time, or because you have agreed that it's time for it to end in its current form. Many successful mentoring relationships last for years, even decades, although they change shape over time.

It's very important, as with the start of the programme, to end in a structured and considered way. Failing to do this may leave issues or questions unanswered. It's a missed opportunity for a review and feedback for both you and your mentor. A thorough review, on the other hand, leaves you with a sense of continued purpose and a strong likelihood that you will continue to focus on your development beyond the mentoring relationship.

It's the ideal opportunity to:

- Discuss what has been achieved over the course of the programme, from both your points of view
- Consolidate your mutual learning
- Share what you have valued about the relationship
- Assess how you've both grown over the period of the relationship
- Share feedback on what it was like to work with each other
- Agree how or whether to keep in touch do have this discussion, so there are no misunderstandings
- What expectations would you each have of a new relationship (e.g. you might continue to meet less frequently and less formally)
- Celebrate!

Finally, a good ending may also result in your relationship with your mentor continuing to provide value for you both.

Summary

This book is intended to help you, the mentee, understand what mentoring is all about and to get the most from your mentoring experience. You can use this book as a resource when working with your mentor.

We've summarised our Top Tips below and the remainder of the book provides some useful resources for you to use before and during your mentoring relationship.

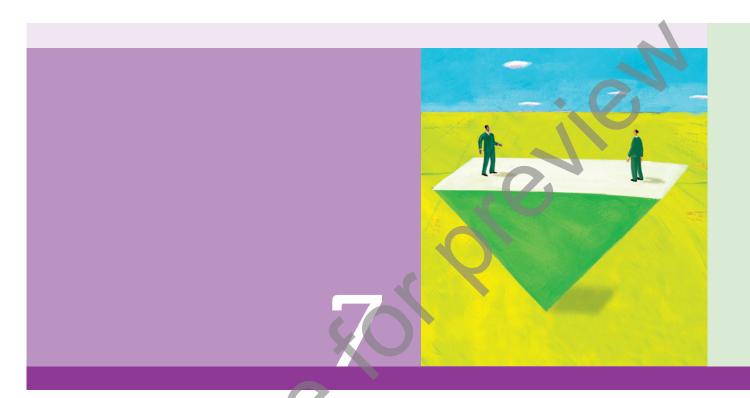
Top tips for getting the most from mentoring

- Prepare yourself be clear on what you what to achieve at the start of the partnership and every meeting
- Be proactive take responsibility for planning your meetings and take the actions you have agreed
- Take time to think about your experiences, meetings and events, record your reflections and what you've learnt about yourself and what you need to repeat or do differently in the future
- Be open minded and willing to learn
- Work at the relationship
- Avoid using your mentoring meetings to complain
- Reciprocate mentors will be interested in learning from mentees and you may mentor others
- Show appreciation for your mentor

Good mentee characteristics

"Realistically ambitious for the relationship, having clear expectations of what it can do for them Unambiguous about their own role in selecting and bringing issues for discussion. Aware of the obligations the relationship places on them, with regard to their behaviour towards the mentor and to interested third parties like their line manager." DAVID CLUTTERBUCK

Get Ready for Mentoring



Resources

7. Resources

The remainder of this book contains resources for you to use. In some cases, there are examples followed by blank templates. The resources are:

- Focus areas for mentoring goals
- Listening skills
- Blank Gap Grid
- Reflection Journal
- Standard Meeting Agenda
- PDP
- Networking tools
- Personal Development Board
- Comfort Zone Activity

Please feel free to photocopy these and use them as often as you wish.

References

Making the most of being mentored; Gordon F Shea

Development First, Strategies for self-development; by David B. Peterson and Mary Dee Hicks

Mentoring, a Henley Review of best practice; (contribution from David Clutterbuck)



Focus areas for mentoring goals

Business

- Developing strategic thinking
- Understanding politics and culture
- Building a network
- Getting support for operational issues
- Understanding business or sector con-text

Leadership

- Developing functional expertise
- Increasing range of leadership styles
- Understanding authentic leadership
- Managing remotely
- Stepping up as a leader

Personal Development

- Developing influencing skills
- Increasing self-awareness
- Building resilience
- Managing relationships
- Building confidence

Career

- Exploring options
- Getting ready for a promotion
- Managing transition and change
- Changing direction
- Breadth vs. Depth

Listening Skills – Active Listening

Hear what people are really saying

Listening is one of the most important skills you can develop. How well you listen has a major impact on your effectiveness, and on the quality of your relationships with others. This makes it a powerful tool for a mentee. We all recognise when people are listening to us attentively.

We listen:

- To obtain information
- To understand others' perspectives.
- To enjoy ourselves
- To learn

Becoming an active listener

There are five key elements of active listening. They all help you ensure that you hear the other person, and that the other person knows you are hearing what they are saying.

Pay attention

Give the speaker your undivided attention and acknowledge the message. Recognise that what is not said is also very important – and listen for it.

- Look at the speaker directly.
- Put aside distracting thoughts. Don't mentally prepare your response!
- Avoid being distracted by environmental factors.
- "Listen" to the speaker's body language.
- Refrain from side conversations when listening in a group setting.

Show that you are listening

Use your own body language and gestures to convey your attention.

- Nod occasionally.
- Smile and use other facial expressions.
- Notice your posture and make sure it is open and inviting.
- Encourage the speaker to continue with small comments like "yes" and "uh huh".

Provide feedback

Our personal filters, assumptions, judgements, and beliefs effect what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

- Reflect what has been said by paraphrasing. "What I'm hearing is..." and "Sounds like you are saying..." are great ways to reflect back.
- Ask questions to clarify certain points. "What do you mean when you say..." "Is this what you mean?"
- Summarise the speaker's comments periodically.

Suspend judgment

Interrupting is often a waste of time. It is likely to frustrate the speaker, and limits full understanding of the message.

- Allow the speaker to finish.
- Don't interrupt with counterarguments.

Respond appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective. Think about how the person will feel about your response. Positive and constructive responses are usually the most effective catalysts for change.

- Be candid, open, and honest in your response.
- Assert your opinions respectfully.
- Treat the other person as you would want to be treated.

Adapted from mindtools.com

	GAPS Grid				
	Where are you now?	Where do you want to be?			
	Abilities (How you see yourself)	Goals and Values (What matters to you)			
	Experience	Career goals			
	Skills	What holds you back			
	Knowledge	Skills needed for the future			
Your view	Strengths	Work/life balance			
	Your preferred learning style (see page 16 for more information)	Fit with the organisation			
	%O)	Level of motivation			
		Values that you hold dear			
	Perceptions (How others see you)	Success factors (What matters to others)			
	360 feedback	The organisation			
View of others	Performance reviews	The boss			
	Informal feedback	Colleagues			

Adapted by Talent for Growth

Ref: Development First, Strategies for self-development; by David B. Peterson and Mary Dee Hicks

Reflection Journal

This tool enables you to reflect and review events and draw learning from them. It also helps you to consider where you can apply the learning in the future. Use it whenever a learning opportunity appears and bring it to your mentoring meeting to spark rich and valuable discussions. Below is an **example** of a completed journal and a blank copy is just behind it.

The Event Date: March 26th	Leadership team meeting, when I was presenting an update on the new product launch plan.
Subjectively summarise your thoughts and feelings about the event	Nervous, because I'm not used to being at that meeting. Also presenting Alan's slides, which is something I don't like doing. I prefer to use my own. Not sure if I spent enough time with him going through all the details. Excited too, because it was an opportunity to get some time with the leadership team.
Objectively note down facts and observations about the event	Started late, so worried about being squeezed and missing the Q&A Perhaps went a little fast as a result but it seemed to go pretty well. They mostly seemed engaged and listened. Paul spent time on his mobile phone at the end, which was annoying. Mike had quite a few questions, and some I wasn't expecting, so didn't do a great job of answering them. Said that I'd go back to him. Really annoyed that I got caught out with that.
Analyse what learning you can take from it. • What was good and bad about the event? • How do you think the way you behaved affected the outcome? • What could you have done differently?	Good: presented well given it wasn't my slide deck. Wasn't as nervous as I expected to be. Should have spent time with Alan asking him about likely objections and challenges, then I could have answered Mike's questions better. Must remember to go back to Mike with answers.
Personal LearningWhat will you do next time?Where else can your learning be applied?	Spend part of planning time thinking about likely objections or difficult questions. Perhaps find out who is likely to object, and see them in advance to understand concerns.

Reflection Journal 🗷

The Event	
Date:	
Subjectively summarise your thoughts and feelings about the event	
Objectively note down facts and observations about the event	
Analyse what learning you can take from it. • What was good and bad about the event? • How do you think the way you behaved affected the outcome? • What could you have done differently?	
Personal Learning • What will you do next time? • Where else can your learning be applied?	

Standard meeting agenda \mathbb{Z}

Agenda Item	Notes
Welcome and Check-in	
Re-establish rapport; create a learning atmosphere, general chat about what's been happening since you last met.	
Agree Meeting Topics	+. (7)
Discuss and agree focus areas for your meeting. Ideally, you will provide suggestions for these topics.	
Development Goals	
Check whether the agenda addresses agreed development goals or whether a diversion is needed.	
Follow-up on Action Items	
Review actions agreed at the last meeting and what progress has been made. Discuss reasons for lack of progress and explore any issues arising.	
Current Issues or Topics	
Usually the main part of the meeting, where you explore topics raised by either you or your mentor.	
Action Items	
Agree any actions with your mentor. These may include trying out new behaviours, doing something, etc. Your mentor may also agree to do things e.g. send an article, contact their network, etc.	
Meeting Evaluation and Feedback	
An informal review of what went well, and what could have made it more valuable. An opportunity for your mentee to give you feedback.	

Personal Development Plan

A development plan formalises your plan of action. The questions in the header guide you to ensure that your goals are SMART i.e. Specific, Measurable, Achievable, Relevant and Timed. Development plans should be working documents – regularly reviewed and updated.

Remember that the set of goals should be achievable together – so don't try to tackle too many things at once, or make your goals too big. Below is an example of a completed journal and a blank copy is just behind it.

What is the specific development goal or objective?	How will I know when I have been successful? What will be different?	What do I need to learn, experience or improve, to achieve this?	What specifically will I do to achieve the goal?	By When?
Delegate more effectively to members of my team	I will have more time, and they will be working on things that I am currently doing	Learn to trust and accept my way isn't always right	Start to pass on work. Set objectives but resist stating how it must be done	Start by end of next week
	\Q ₁	Discipline myself to build in appropriate review processes for each person	Agree correct review times with each person. Let them lead discussion	Agree reviews each time I delegate
	6	Recognise individual styles and capabilities more effectively	Hold 1:1 meetings and discuss how they like to work in more detail	First meetings by end of next week
Think more before plunging into activity	Less re-work or revisiting. More robust plans early on and others will feel more included	Realise the benefit of thinking. Talk to people who are good at, it to understand their methods	Diarise thinking time. Find which methods work best for me and build into plan	Project due to start in 3 weeks
		Talk more to colleagues, to understand their experiences and expertise	Identify who to involve at the early stage of projects	End of the month

Personal Development Plan 🗷

By When?			
What specifically will I do to achieve the goal?		<6	
What do I need to learn, experience or improve, to achieve this?	% (
How will I know when I have been successful? What will be different?			
What is the specific development goal or objective?			

Networking Tools

Definition of networking:

Creating a group of acquaintances and associates and keeping it active through regular communication for mutual benefit. Networking is based on the question "How can I help?" and not with "What can I get?"

(BusinessDictionary.com, 2011)

The changing shape of networks:

As a manager moves into a leadership role, his or her network must reorient itself externally and toward the future. Successful leaders have a nose for opportunity and a knack for knowing whom to contact to get things done. These qualities depend on a set of strategic networking skills that non-leaders rarely possess.

(Harvard Business Review, January 2007)

Managers who think they are adept at networking are often doing so only at an operational or personal level. Effective leaders learn to employ networks for strategic purposes. (Harvard Business Review, January 2007)

Developing networking knowledge and capability

These questions will prompt your thinking, and enhance the networking skills/attitude that you deploy:

- What does your network mean to you? What is its greatest value?
- How long do you spend each week seeking and maintaining a good network of contacts?
- What are the challenges you experience when it comes to building your network?
- What would you like to do differently, to help build new professional relationships?
- Identify a couple of examples when networking proved successful for you.
- Who do you interact with mostly? Is there anyone you need to update? Thank? Ask a question? Share information with?
- What is the balance of give and take with your network? Do you help others more than you ask for help?
- What are two networking actions that you will commit to do within seven days from today?

A Networking Framework

This framework describes three different types of networks: operational, personal and strategic. It defines the differences and will help you to understand where you should focus your networking efforts. What people need from networks changes and evolves as they progress through different roles in the organisation.

	Operational Network	Personal Network	Strategic Network
Purpose	Getting work done efficiently; maintaining the capacities and functions required of the group	Enhancing personal and professional development; providing referrals to useful information and contacts	Figuring out future priorities and challenges; getting stakeholder support for them; building alliances
Internal or external	Contacts are mostly internal	Contacts are mostly external although a few may be internal	Contacts should be both internal and external
Orientation of time	Contacts are oriented toward current demands	Contacts are orientated towards current interests and future demands	Contacts are oriented toward the future
Players and recruitment	Key contacts are mainly non- discretionary; they are prescribed by the task and organisational structure; so it is very clear who is relevant	Key contacts are most discretionary; it is not always clear who is relevant and the degree of relevance is likely to evolve	Key contacts follow from the strategic context and the organisational environment, but specific membership is discretionary; it is not always clear who is relevant
Network attributes and key behaviours	Depth: building strong working alliances and relationships	Breadth: reaching out to contacts who can make appropriate referrals	Leverage: creating inside-outside links

My Personal Development Board

Purpose: To create your personal board (as in board of directors) which identifies what kind of guidance and/or support you need to help you to optimise your strengths and achieve your development goal(s).

Think about the type and number of supporters you may benefit from. The personal development board describes the roles of the people you could select to join your 'board'. The people you select to join your 'board' should be those with whom you have a trusting and energising relationship.

Helpful roles to consider include:

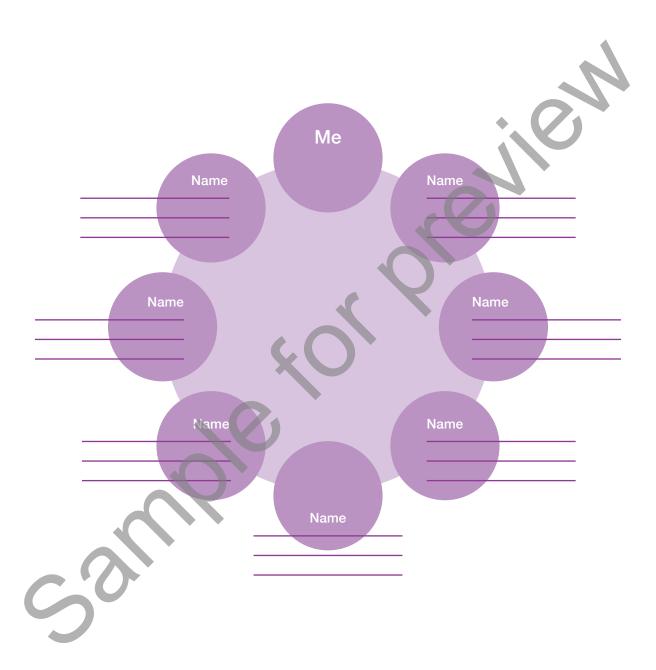
Role	Purpose and Description
Line Manager	The person whom you report to and is willing to encourage, support and listen to you. Enables you to invest some of your time at work in your development
Sponsor	Opens up new opportunities and areas at work and promotes your profile within the organisation
Coach	Provides focused support to help you acquire a specific skill; overcome specific performance challenges and improve your contribution
Mentor	Provides long-term support, guidance and wisdom
Collaborator	Person in similar situation to yours with similar interests
Connector	Bridge-builder/networker who helps connect you with others
Counsellor	Provides emotional support and encouragement
Encourager	Provides motivation and recognition for your abilities, potential and achievements. Gives you energy to grow & succeed
Feedback giver	Someone who can observe your behaviour and give you honest and constructive feedback

Fill up your 'board' with up to 7 people but no less than 3.

In selecting and inviting your people, consider the different roles they can play and the time commitment involved. When thinking about this, consider what each person can bring in terms of strengths and positive qualities that will support you in achieving your goals.

My Personal Development Board

Under each name, write what they will bring and how they will help you to achieve your goal(s)



Adapted by: Talent for Growth

References: Leadership Development Board. The Strengths Partnership, 2013

"Personal Development Board of Directors" is a term used by Clifton, D. And Nelson, P. (1992) in Soar with Your Strengths, New York: Dell Publishing

The Comfort Zone

"Most people live, whether physically, intellectually or morally, in a very restricted circle of their potential being. They make use of a very small portion of their possible consciousness, and of their soul's resources in general, much like a man who, out of his whole bodily organism, should get into a habit of using and moving only his little finger. Great emergencies and crises show us how much greater our vital resources are than we had supposed." WILLIAM JAMES

Our comfort zone is a behavioural state which is 'anxiety neutral'. However, we often associate getting out of our comfort zone with activities that stretch us mainly in areas of weakness, which all too often has negative consequences for ourselves, potentially our colleagues and the organisation.

The key is to focus on expanding our comfort zone and achieving positive stretch or challenge through developing our strengths to the next level. This involves mastering something by being fully engaged and having a desire to become better or be even more effective. Having a mastery mindset requires the capacity to see our abilities not as finite, but as infinitely improvable. To gain mastery requires effort, grit and deliberate practice. The aim is to ensure we are continuously improving and delivering better results through building skills and experience in areas which already energise us.

Stretching and challenging ourselves will lead to peak performance and will lead us to feel positive about what we are doing and achieving. To achieve this, we need to acknowledge where our point of stretch is and start to step out of our comfort zone

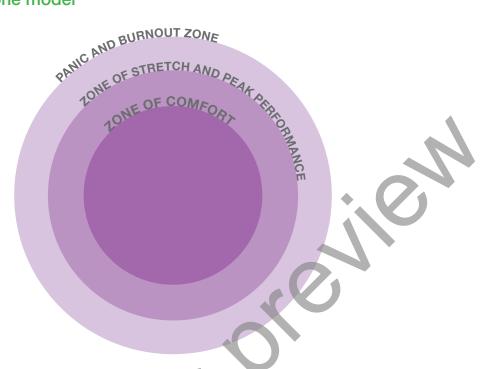
Study the Comfort Zone Model overleaf and consider the following questions

- 1. What do I notice about where I have plotted my tasks on the comfort zone model?
- 2. Where can I see opportunities for positive stretch?
- 3. What strengths will help me move outside of my comfort zone and reach my aspirations?
- 4. What new skills, support and experience do I need to gain to achieve stretch?
- 5. Which of my strengths can help me to move from the panic and burnout zone into the zone of stretch and peak performance?

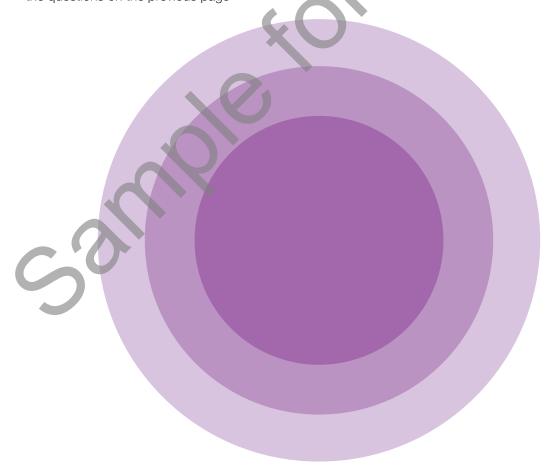
Reference: Strengthscope[™] Development Workbook, The Strengths Partnership, 2013. Adapted by Talent for Growth Drive. The surprising truth about what motivates us. Daniel Pink, 2011



The comfort zone model



Plot the tasks that you do in your job on the comfort zone model below. Then reflect on and answer the questions on the previous page



Get Ready for Mentoring



Get Ready for Mentoring is the third book in the Get Ready series.

Other books include:

Get Ready to Mentor – a practical guide and toolkit for mentors

Get Ready for Coaching – a book that helps people prepare to work with a coach