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Timeline

Kickoff Orientation – Thursday, March 14, 2013

Time: 4:30 – 5:30 pm

Location: Ewald Conference Center, Conference Room B

Pre-work: Start thinking about your goals for the program. Introduce yourselves to each other after you receive your mentor/mentee's contact information. Give your mentee/mentor a call or send an e-mail. Review the program materials and expectations prior to orientation.

Don't forget to stay involved with your mentor/mentee one-on-one – emails, Skype, face-to-face meetings, job shadowing. Every opportunity helps you both grow!

Group Networking Session – tentative: June 12, 2013

Time: TBD

Location: TBD

Pre-work: The mid-point group networking session will take place at the mid-point of the six month program. This is an opportunity to check-in as a group and participate in a mentor program-wide group activity. This is a great opportunity to network further with other program participants and ASTD members. Expect additional information on this event and any pre-work that may take place.

Don't forget to stay involved with your mentor/mentee one-on-one – emails, Skype, face-to-face meetings, job shadowing. Every opportunity helps you both grow!

Closing Ceremony Celebration – September 2013

Time: TBD by program cohort

Location: TBD by program cohort

Pre-work: Think about your action plan, inform your manager (if applicable) and begin having a discussion on how you potentially might want to involve your knowledge gained over the last six months on the job, in interviews, on a project, etc.

Purpose

We are here to help you!

Being a member of ASTD-TCC provides you with benefits that help you reach your personal goals and increase your personal value and potential in the workplace. We hope the structure and relationships provided throughout this mentor program help you in this quest.

The Mentorship Program provides opportunities for all ASTD members, from just starting out in the field to seasoned practitioners, to learn, develop skills, and network in a supportive environment.

We aim to:

- **Create** empowering learning experiences for professional growth
- **Network** with other professionals while tuning up personal leadership skills
- **Overcome** obstacles that may stand in the way of career success
- **Recognize** your potential as a contributing force in ASTD-TCC

We hope you enjoy your experiences while participating in the program!

Have a question or concern?

Coming up against any type of roadblock in your relationship?

We can help! Listed below is the program contact you may reach out to:

Director of Professional Development and Mentorship Program:

Name: Terri Morawiecki

Email: terrim@astd-tcc.org

Phone: 763-242-1481

Expectations and Boundaries

Overarching program parameters:

- Exercise reasonable care, good faith and due diligence during your interactions in your relationship and with others in the Program.
- Maintain a professional level of courtesy, respect, and objectivity in all matters and activities.
- Respect the confidentiality of sensitive information that you may share within your relationship and within the Program.
- Discover common ground and respect the diversity and differences of opinions as expressed or acted upon by members in the Program.
- If boundaries and expectations are not met within the relationship, but the mentor and/or mentee feel they have tried to work out conflict, fully disclose information with the Program Coordinator so that further action can be considered.

Expectations

General Expectations for mentors and mentees participating in the program:

- Acknowledge the value of the gift of mentoring as well as the responsibility inherent in giving the gift of mentoring.
- Take full responsibility for the quality and effectiveness of the mentoring relationship. It will be as good as you make it.
- Be available - expect to dedicate at minimum two hours per month on average to this Program.
 - Understand that there may be more or less activity in a given month depending on how your Program work flows.
- Set SMART goals at your first meeting and monitor them monthly.
- Experience as a Mentor or Mentee is *not* an expectation or requirement; all that is required is a genuine desire to learn to be effective in either role.
- Respect confidences and trust each other.
- Be yourself and be flexible!

Expectations for Mentors:

- Establish the relationship and its boundaries at the start
- Listen to the needs and expectations of your mentee
- Work with your mentee to establish SMART goals – ensure they are realistic and obtainable
- Keep the mentee aware of his/her progress
- Be committed to serve as resource to your mentee; *share your experience!*
- Encourage your mentee and provide constructive feedback
- Attend scheduled group and individual one-on-one meetings
- Contact your mentee ahead of time if you are unable to attend meeting(s)
- Maintain confidentiality
- Be a positive representative of the mentorship program and promote the value of mentoring
- **Follow up on commitments and the relationship made to the mentee**

Expectations for Mentees:

- Establish the relationship and its boundaries at the start
- Discuss your needs and expectations with your mentor, think about what you want out of the program prior to each meeting
- Negotiate ideas and activities with your mentor
- Be committed to carrying out agreed upon SMART goals; follow through
- Be receptive to feedback and suggestions
- Keep your mentor informed of your progress
- Maintain a professional demeanor
- Attend scheduled group and individual one-on-one meetings
- Track your goals, accomplishments, and successes on the mentoring program action sheet
- Contact your mentor ahead of time if you are unable to attend meeting(s)
- Maintain confidentiality
- Be a positive representative of the mentorship program and promote the value of mentoring
- **Recognize that having a mentor is a privilege and work hard to take advantage of the opportunity given to you**

Setting boundaries in the mentor-mentee relationship:

Setting boundaries is healthy for both you and those around you. You will have different boundaries with different people in your life. It is important that you are aware of what those boundaries are so those around you understand your limitations.

Boundaries provide a structure for your interactions. Consider the following:

1. Discuss and agree how to stay in contact with each other: when and where.
2. Discuss your preferred method of interaction: phone, face-to-face or use of electronic/social media tools.
3. Discuss consequences for not attending the agreed upon meetings or tardiness.
4. Discuss limitations you may have with your role as a mentee or mentor.
5. Discuss how to handle conflict or disagreement before it happens.

Confidentiality Policy:

It is the policy of the Partners in Learning Mentor Program to protect the confidentiality of its participants. Mentor and mentee information provided via application, profile and other forms related to the program will not be shared with any third party. Participation in the program will not be made public unless permission has been granted by the participant. Additionally, mentors and mentees are required to keep information about the other party confidential unless permission is given to share information outside of the mentor/mentee relationship.

The Program

Orientation

Orientation is scheduled for March 14, 2013.

During orientation we will:

- Review the Program Objectives and Guidelines.
- Review the process of SMART goal setting.
- Provide an overview of the Program Tools and Templates.
- Inform mentors and mentees of the matching process.
- Review the timeline: talk about the milestones and check-ins.
- Answer any outstanding questions or concerns.
- Allow time for one-on-one interaction for mentors and mentees; start work on your SMART goals!

Come prepared:

Prior to orientation you should:

- Have your calendar readily available with dates to connect with your mentor/mentee.
- Begin thinking about what goals you have for this relationship and for your own involvement.
- Review the program handbook and related materials.
- Come prepared with any questions/concerns.

SMART Goal Setting

Goal setting is an important part of the process in successfully setting up and maintaining your mentor/mentee relationship.

Goals seek to:

- Guide and direct behavior
- Provide clarity
- Provide challenges and standards
- Help improve performance
- Increase motivation to succeed
- Help increase self-confidence

The SMART methodology for writing goal statements can also be very helpful as you work to focus your objectives. SMART goal statements include these elements:

- **S** (Specific)
- **M** (Measurable)
- **A** (Attainable)
- **R** (Relevant)
- **T** (Time Bound)

SMART goal example for a mentor/mentee relationship:

The SMART goal statement format includes an action verb, target, measure of success, and due date. Examples of SMART goals are:

“Create an outline of the program by July 15, 2013.”

“Review the program with the managers to assure the content is as desired by July 31, 2013.”

“Do a practice run to elicit feedback by August 15, 2013.”

“Increase my knowledge of training evaluation methodology and apply knowledge to my job by September 1, 2013.”

The SMART elements of this statement are:

- Action Verb: Increase
- Target: Knowledge of training evaluation methodology
- Measure: Apply knowledge to current job
- Time: September 1, 2013

****See the available template located in the templates section to set your own SMART goals.***

First One-On-One Meeting

During your first meeting you should discuss key points such as:

- Define your roles of “mentor” and “mentee” and establish clear expectations of each other.
- Clarify needs, learning steps, and checkpoints.
- Discuss learning styles.
- Discuss your backgrounds and get to know each other.
- Identify up to three or four SMART goals.
- Negotiate the logistics of the Mentoring relationship (i.e., meeting duration, location, and frequency)

- Develop a framework for future communication (e.g., Are phone calls at work acceptable? What times and days will work best for meetings? What location is mutually convenient?).

TIPS for MENTORS:

During Your First Mentoring Session:

- Put your mentee at ease.
- Get to know your mentee better.
- Discuss your mentee's goals. Assist with clarification and narrowing of the goals; discuss strategies to achieve the goals.
- State your commitment to your mentee's success.
- Be positive, honest, and consistent.

TIPS for MENTEES:

During Your First Mentoring Session:

- Relax.
- Get to know your mentor better.
- Be prepared with written goals and be ready to narrow to three. Prior to this meeting, you may want to review your recent performance appraisals and/or discuss the program with your manager.
- Discuss your strengths.
- Complete the Mentoring Roadmap, see page 6.
- State your commitment to professional growth.
- Be positive, honest, and consistent.

Come prepared:

- Take the time to flesh out your SMART goals and have them ready to discuss.
- Think about ways in which you can develop your relationship based on what you already know about each other.
- Confirm your communication styles and meeting logistics
- What else did you talk about at orientation did you need to follow up on? List them here:

Notes:

Subsequent Meetings

After your first meeting to clarify goals and strategies, you will fall into your regular meeting schedule. The focus will be to discuss progress made toward achieving the goals and determine if any adjustments are needed. If any difficulties arise and you need assistance, do not hesitate to contact your Program Coordinator. Their role is to assist you in these situations. As time progresses, you will need to discuss how the relationship will conclude. Many mentor/mentee teams finish their formal work at the end of the program while some continue on after the official close of the program.

Tips for MENTORS:

- Share your network.
- Use your own learning experiences as examples.
- Help your mentee shift their perceptions as needed.
- Kindly confront negative behaviors that could derail progress.
- Give feedback with respect and sensitivity as needed.
- Key in on frustrations or anger as opportunities for learning.
- Identify and verify your mentee's perceptions.
- Relate new ideas to your mentee's past experiences.
- Relate new ideas to your mentee's goals.

Tips for MENTEES:

- Drive the process with input from your mentor.
- Share work samples with your mentor and seek feedback.
- Bring a list of questions with you to each meeting.
- Take detailed notes at each meeting (decisions, next steps, etc.) and document your progress toward your goals.
- Try on new behaviors and ask for feedback.
- Share key experiences and learnings.
- Kindly confront negative behaviors that could derail progress.
- Give feedback with respect and sensitivity as needed.
- Key in on frustrations or anger as opportunities for learning.
- Create an action plan to apply what you are learning (professionally or personally)
- Review learning objectives.
- Recognize achievements and improvements.

Communication Tools and Tips:

FEEDBACK LOOP

When **asking** for feedback, remember to:

- Be specific about what you want the person to observe (e.g., Rather than ask “How did I do?” after instructing a course, before the session ask: “Please let me know how effectively I used nonverbal communication during training.”).
- Be open to hear constructive criticism. Don’t be defensive.
- On the other hand—don’t focus on only your weaknesses. It is equally important to recognize and continue to hone your strengths.

When **giving** feedback, remember to:

- Listen to understand the situation clearly.
- Discuss specific events.
- Describe your objective observations; avoid value judgments.
- Ask for the other’s point of view.
- Recognize achievements and improvements

Use the STAR Method for Communication and Meetings:

When giving advice, remember to use the STAR Model:

ST = Situation or Task: Describe details and facts about the interaction or situation.

A = Action: Collect and express the facts about how the situation was handled and the positive efforts that were demonstrated.

R = Results: Clearly indicate how the results will be helpful.

Example:

ST = Situation or Task: “When we were at the job interview with The Acme Company...”

A = Action: “You shared your experience as a sales manager by sharing your annual goals with the hiring manager.

R = Results: “This was helpful to the hiring manager because he was able to learn about your accomplishments to determine if you’re a match for the open position.”

STAR Planning

1. Be prepared to focus on the situation or task and not the person.
2. Seek to learn about anything that may be probable causes for the behavior.
3. Ask questions to gather information about the situation.

STAR Questions

1. Give me some facts about the situation that make you feel this way.
2. Tell me more/less about ...
3. What have you tried?
4. What did you do since our last conversation about...?

Notes: What else works for you?

