

Yale University

PILOT MENTORING PROGRAM

Mentee Guide

TABLE OF CONTENTS

Pilot Program Guidelines	2
Program Purpose and Goals.....	3
Benefits of Participation.....	4
Role of Mentor	5
Role of Mentee	6
Ground Rules and Meeting Norms	7
Managing Effective Meetings	8
Exchanging Feedback	9
Clarify What You Want.....	11
Clarify What You Need	13
Collaboration Techniques	15
Action Plan	16

PILOT PROGRAM GUIDELINES

Time Commitment/Duration

Mentors will meet at least once a month for six months. Pairs will be re-evaluated at six months, continue for one year or longer, if desired. A semi-annual breakfast/luncheon will be held. At the end of this period, we will evaluate the program's success by distributing a survey that will elicit feedback from all participants, including suggestions on how we can improve on the program going forward.

Eligibility

Enrollment in the pilot mentoring program is voluntary for both Mentors and Mentees.

Confidentiality

The Mentor/Mentee relationship is strictly confidential. In addition, Mentors will not have any direct or indirect supervisory responsibility for their Mentees.

No-Fault Termination

Not all mentoring relationships will prove to be successful. During the pilot program, we will try to accommodate requests for changes in Mentor/Mentee assignments. Participants may also discontinue their involvement in the program at any time. If you wish to request a change in your assignment or discontinue your participation, please contact Elena DePalma or Deborah Stanley-McAulay.

PILOT PROGRAM PURPOSE/GOALS

Purpose

To improve the satisfaction, retention, and advancement of junior staff at Yale, while at the same time, providing senior Yale leaders with feedback on management issues. The mentoring program supports a promote-from-within policy.

University Goals

1. Increase awareness of the importance of development and retention.
2. Increase advancement of junior staff.
3. Increase overall satisfaction as measured by the Workplace Survey.

Goals for Participants

Mentor and Mentee goals should be specific to the relationship, and should be set at the beginning stages of the mentoring relationship. For more information on setting goals for your mentoring relationship, please see the *Clarify What You Want* section (page 11) of this Guide.

BENEFITS FOR PARTICIPANTS

Benefits for the Mentor

- Provides senior managers with informal and nonthreatening feedback on how to manage issues.
- Mentees act as sounding board for Mentors on issues.
- Mentees offer insight to senior Mentors (learn from different perspective).
- Opportunity to practice and enhance coaching and feedback skills.
- Opportunity to share experiences and inspire learning.

Benefits for the Mentee

- Provides a forum for junior managers to develop quality relationships with senior management.
- Mentors act as a sounding board for issues.
- Access to information, people, and resources.
- Provides role modeling and a network of connectedness.
- Increased management awareness, commitment, and accountability.
- Opportunity to build skills in areas that need development.
- Better understanding of the culture of Yale.

ROLE OF MENTOR

Characteristics of Successful Mentors

An Effective Mentor...

- Appreciates individuals with different backgrounds and life experiences.
- Uses conversations with mentee to explore personal attitudes and behaviors.
- Listens and asks questions.
- Is willing to assume the role of student, advisee, learner, as well as teacher.
- Engages in conversation to make the mentee comfortable.
- Demonstrates honesty and integrity.
- Follows through with commitments.
- Is aware of and willing to share his/her strengths, developmental needs, successes and failures.

Mentors Can Expect Their Mentees to...

- Accept the relationship for the duration of the program.
- Meet at least once a month.
- Listen and apply some advice.
- Keep commitments.
- Honor confidentiality.
- Give advice and feedback.
- Work out any concerns about the relationship with you.

ROLE OF MENTEE

Characteristics of Effective Mentees

An Effective Mentee...

- Appreciates individuals with different backgrounds and life experiences.
- Acts as trusted counselor, sounding board, and advisor.
- Shares personal experiences relevant to issues discussed.
- Asks the questions that are on their mind.
- Aware of personal strengths and development areas.
- Openly receives coaching and feedback.
- Is not accountable for Mentor's behavior or growth.
- Honors confidentiality.

Mentees Can Expect Their Mentors to...

- Have regular face-to-face meetings.
- Provide sound advice on how he/she can take advantage of opportunities that will contribute to career development.
- Follow through on commitments.
- Help resolve conflicts that arise.
- Give constructive feedback.

GROUNDS RULES AND MEETING NORMS

The first meeting that you have with your mentoring partner will set the tone for your relationship. There are many questions each mentoring partner will have at the beginning of a mentoring relationship, and it is best to be clear about your expectations for one another from the start. In order to make sure you get off on the right foot, you should set ground rules and meeting norms prior to the first meeting with your partner.

Establishing Ground Rules

Both participants should...

- Be punctual
- Be focused (don't multi-task)
- Come prepared to the meetings
- Be honest in their discussion
- Honor the Vegas Rule
- Contribute to the conversation

Setting Meeting Norms

Answer the following questions:

- What days/times will we meet?
- Where will meetings be held?
- How long will meetings run?
- What are the procedures for meeting reminders?
- What happens if someone can't make a meeting?
- Will we communicate between meetings?
 - If so, how? (e.g. email, phone)

MANAGING EFFECTIVE MEETINGS

Since you and your mentoring partner will likely only be meeting once a month, you will want to make sure that each meeting is productive. Below are a few recommendations for getting the most out of your meetings.

Prepare

Prepare for each meeting by setting an objective. Get any relevant materials organized to share with your mentoring partner (e.g. an article you want to discuss).

Create a comfortable environment; Break the ice

Begin every meeting in a comfortable and disruption-free environment. It may be easiest to start the conversation by focusing on your personal relationship – exchange news on non-work topics.

Work toward the meeting objective

Once you have established some personal contact, agree upon the meeting objective and then utilize good communication techniques to keep the conversation on track. Listen carefully to one another, reflect and rephrase, and ask relevant questions.

Evaluate the meeting

Take the time at the end of the meeting to briefly evaluate the success of the meeting in terms of achieving the mentoring goals you have set. Be authentic: ask if there is anything you can do to improve the meetings. Together, decide on your next steps and necessary follow-up.

Record meeting notes

Make an effort to record your observations and important discussions. Doing this immediately after the meeting will ensure you remember what important points were discussed.

EXCHANGING FEEDBACK

Feedback is a very important part of the mentoring relationship. Feedback happens whenever you, or your mentor, provide each other with your honest reactions to a statement, behavior, or situation. When mentoring, feedback should work both ways – Mentors and Mentees should both give and receive feedback. Below are a few recommendations to follow when giving and/or receiving feedback.

Giving Feedback

- Give honest and respectful feedback with care
- Limit the focus
- Be direct; cite specifics
 - Avoid generalizations (e.g. you always...)
- Keep clear of evaluative judgments
- Make it timely
 - Deliver feedback immediately, not at a later date when both partners have to rely on memory to reconstruct the situation
- Make it actionable
 - Think about solutions, not just problems
- Check your perceptions

Receiving Feedback

- Ask for feedback frequently
- Avoid defensiveness
- Ask for specific examples
- Check your understanding – summarize what you think the other person is saying
- Share your feelings about the comments
- Be who you are, but consider the comment

EXCHANGING FEEDBACK

There are many opportunities for exchanging feedback. This table below lists several opportunities for providing feedback to your partner.

Opportunities	Examples
Reinforcing desired behaviors	<i>Thank you for following up with me regarding that issue I brought up at our last meeting.</i>
Communicate appreciation	<i>I just wanted to tell you that I appreciate the time and effort you put into finding relevant materials to share at our meetings.</i>
Provide constructive criticism	<i>I have observed that you have trouble making eye contact when speaking. How do you think this influences your effectiveness in delivering presentations?</i>
Provide feedback on suggestions	<i>I decided to follow your suggestion, and tried it out yesterday. I thought you'd like to learn about how it went.</i>
Discuss your growth relative to achieving your goals	<i>Our conversations have really helped me understand the dynamics of our organization better. I understand who I need to reach out to in order to effectively communicate my project goals.</i>
Articulate feelings	<i>I often feel very confused after we meet, as if I'm not sure what our next steps should be.</i>

CLARIFY WHAT YOU WANT

Define Commitment

It's important to define your unique commitment to the mentoring relationship. Here is a common list of commitments that are made in mentoring relationships. Check off which ones you can commit to, and feel free to add to the list your own actions. Start a conversation with your Mentor about these commitments.

I am committed to...

- Speaking with other Mentees to get different ideas for our relationship
- Offering a fresh perspective to Mentor's management issues
- Bringing original ideas to our relationship
- Building an honest and authentic relationship
- Taking advice from my Mentor and reporting back
- Working with my Mentor to expand my network
- Evaluating the quality of the relationship, and making changes as necessary

ADD YOUR OWN

- _____
- _____
- _____
- _____

CLARIFY WHAT YOU WANT

Define Involvement

What specific actions would you like your Mentor to take? Consider the list below. Check off the four actions that you think will be the most relevant and helpful for your mentoring relationship. How specifically will these actions help you in your current role?

Together

Have a discussion about the actions you find most important. If there is an action that your Mentor is not willing to take, you should consider how you can get help from your peers in these areas. Come to an agreement regarding the nature of your mentoring relationship. As your relationship develops, so might your Mentor's involvement.

1. Introduce me to different paths I can take to achieve goals. _____
2. Create an environment in which I can vent, and discuss challenges. _____
3. Encourage me to take initiative. _____
4. Support my ideas and interests so that I gain more visibility and exposure. _____
5. Share strategic views of Yale University. _____
6. Help me to understand how others perceive my behavior. _____
7. Help me identify my future in the organization. _____
8. Create opportunities for learning. _____
9. Help me reflect on my attitudes, skills, and behaviors. _____
10. Maintain honest communication with me. _____
11. Recognize unanticipated possibilities that I might make happen. _____
12. Ask challenging questions that require me to think, analyze, and probe for meaning. _____
13. Give specific, honest, and frequent feedback. _____
14. Use your network to bring my ideas to people in the organization who have the authority to implement them. _____

CLARIFY WHAT YOU NEED

Focus

Questions to ask mentor:

- What have others told you that you need to improve or change?
- Describe your most challenging work assignment.
- What additional skills would you like to develop?

Questions for you to consider:

- What have others told you that you need to improve on or change?
- What work assignment challenged you the most? Why?
- What additional skills would you like to develop?
- Do you have a clear idea of a career path that interests you? What changes are necessary for you to move in that direction? What actions have you taken?
- What is a talent or strength of yours that you are not currently utilizing in your position?
- Describe a lesson learned from an assignment/experience. Have you applied this lesson in situations since?
- What is it that you hope to get from your mentor? What specifically, might he/she have to offer?

CLARIFY WHAT YOU NEED

Goals

Write down some goals that you would like to accomplish as a result of your mentoring experience in the space below. Share these goals with you partner, and agree on some relevant goals for your relationship.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

Once you have decided on appropriate goals, you and your partner should restate the goals so they are **SMART**.

Specific

Measurable

Attainable

Realistic

Time-framed

*Example of a **SMART** goal:*

By September 1st of 2010, I will have researched and decided on three professional development courses I want to complete over the period of a year. I will register in my first course to start December of 2010.

COLLABORATION TECHNIQUES

In order to develop a mutually-beneficial relationship, both partners should seek, receive, and act on advice. Once a recommendation has been applied, you should report back to your partner and talk about what resulted. Aside from seeking and acting on advice, Mentors and Mentees should employ several techniques to nurture a collaborative relationship. Here are a few you can try:

Share Stories

Mentors and Mentees can learn from their own and one another's stories. Review the goals you have set for your mentoring relationship. From those goals, decide which you would like to focus on. Possible topics that a story may focus on include: working with difficult colleagues, lessons learned from a project, and recognizing and acting on an opportunity for development. Explain to your partner why you have chosen this story.

Engage in Dialogue

Having meaningful conversations is an important part of the mentoring process. Encouraging dialogue means starting a series of conversations that involve exchanging ideas and meaningful thoughts. Dialogue allows both the mentor and mentee to develop and share one another's point of view. A few possible topics for dialoguing include: discussing an article that had an effect on you, balancing work/life responsibilities, or handling a team conflict. Make sure the dialogue is relevant to your mentoring goals.

Discuss and Debrief Assignments

Discussing and debriefing an assignment means looking back at a particular event and looking at what was done, what you learned, and what could have been done differently. Unfortunately, many people are too busy during their workweek to reflect on their assignments. Ask your partner questions to help him/her develop new insights on the situation. Key questions to ask may include: What would you do differently? How did this experience challenge you? How can you apply what you learned?

ACTION PLAN

An action plan will help you keep the process and commitment on track. Below is a table that you can complete with your mentoring partner. The more discussion you have around these components of the mentoring relationship, the more likely the experience will meet both your expectations.

1. Mentoring Goals	2. Development Activities	3. Resources	4. Measurements of Success	5. Schedule
SMART	Actions, meetings, assignments	Books, trainings, contacts	Steps and milestones	Meeting dates, times, places