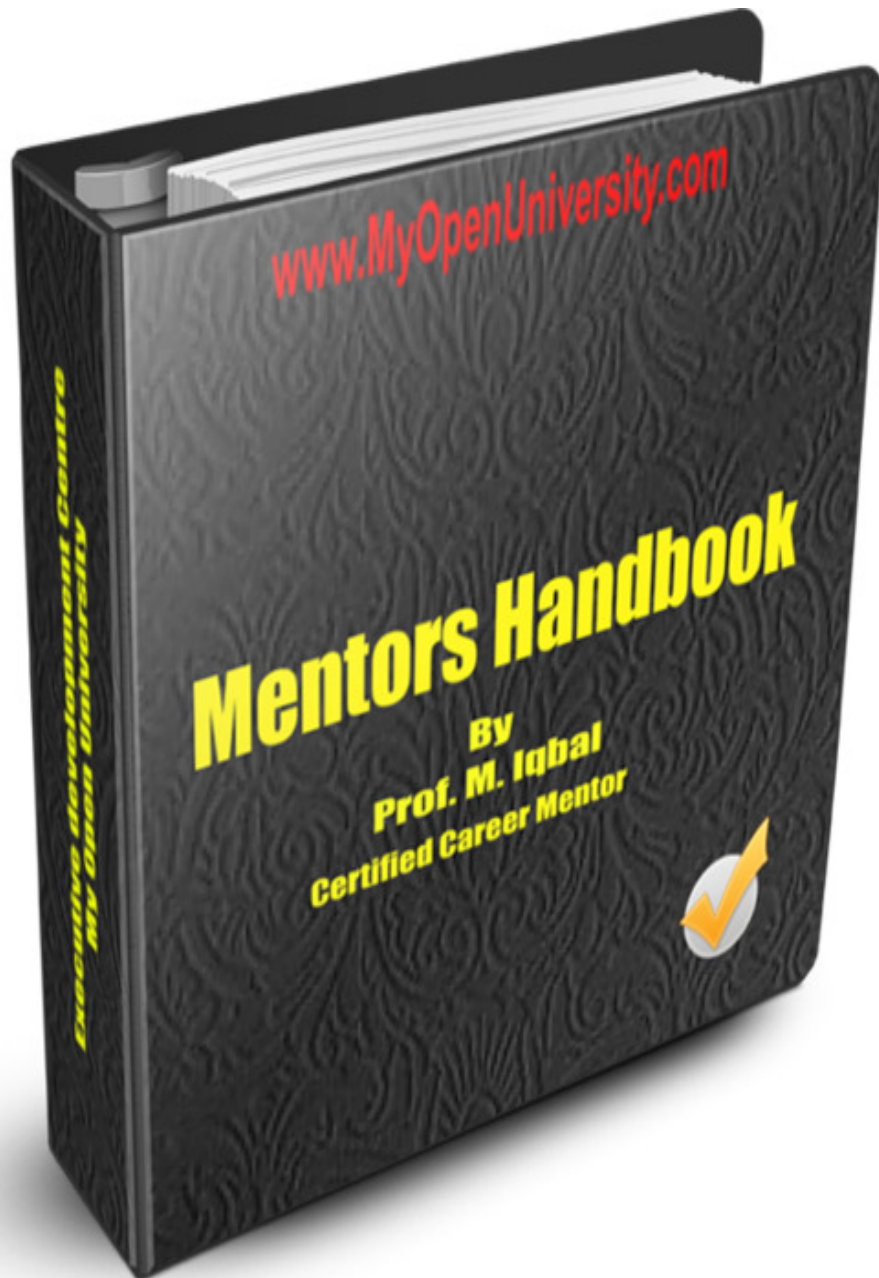


# Mentors Handbook

By Prof. M. Iqbal

Certified Career Mentor



Career Development Mentoring  
Guide for aspiring Mentors,  
Guides and Coaches

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## The Author

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Iqbal's workshops, consultations, and retreats integrate adult development and learning theory with methods to improve leadership development and organizational effectiveness. He mentors and coaches the leaders and their organizations in designing, implementing, and evaluating learner-centred mentoring programmes.

Published in Daily Dawn, CILT Journal, and Writer-Editor for professional magazines and newsletters, Mr. Iqbal has contributed for Pakistan Observer, Islamabad in captioned title "**Career Management Clinic**".

Currently the author is associated with an autonomous corporate body as General Manager Human Resource (Career Planning and Development).

# Introduction

Mentoring is a powerful form of human development. Some organizations believe mentoring improves the talent for management and technical jobs as well as helps to shape future leaders. Mentoring is not a new concept. It has been part of formal development programmes for some time. Mentoring is an effective vehicle for developing leaders. Mentoring offers an opportunity for mentors and mentees to expand their leadership, interpersonal, and technical skills.

This handbook provides information on the mentoring process to aspiring mentors, teachers and the mentees. It describes the roles and responsibilities of mentors and mentees so both parties will know what is expected of each other in a mentor/mentee partnership.

# Mentoring

Mentoring links less-experienced learners (mentees) with more experienced and trusted professionals (mentors) for career and personal development. A mentor facilitates personal and professional growth of mentee by sharing the knowledge and insights that have been learned through the years.

# Mentor Code of Ethics

The mentor believes in the worth and dignity of all people. The mentor recognizes the magnitude of the responsibility he/she has accepted in choosing to work with less experienced persons and agrees to interact appropriately with the mentees according to the ethical standards at all times.

The mentor measures his/her success by the progress of each mentee toward realization of his/her potential. The mentor works with the mentee to establish mutual respect and friendship, as well as enhance the confidence and motivation of the mentee.

In fulfilling these goals the mentor:

- ✓ Encourages the mentee to improve skills and habits, pursue higher learning and provides access to varying points of view.
- ✓ Presents information carefully without distortion and gives all points of view a fair hearing
- ✓ Respects the uniqueness and honours the integrity of the mentee and influences them through constructive criticism and feedback.
- ✓ Fosters a professional relationship with the mentee, which shall not be used for private advantage or involves the mentee or their parents for commercial gain.

The mentor believes that the quality of the relationship with the mentee directly influence the life and future of the mentee and therefore exerts every effort to maintain professional standards, improve his/her mentor skills and exercise good and professional judgment when engaged in any activity involving the mentee.

## Mentor Experience

Mentoring is exciting, challenging and rewarding. It holds great promise for helping less experienced and young people in a meaningful way. Caring mentors offer support, consistency and a chance for mentee to develop the knowledge and skills needed for their fullest potential. Mentors have the opportunity to pass on values, lessons learned and social skills from their generation to the next.

As a mentor, you can be absolutely certain that you will make a difference.

## Purpose and Objectives of the Mentoring Programme

### **Purpose**

- ✓ To help mentees redirect their lives
- ✓ To invest in the future leaders in defining their career goals and finding resources to achieve these goals
- ✓ To make a difference in the life of a less experienced and young person

### **Objectives for the Mentee**

- ✓ Develop awareness of business and career opportunities
- ✓ Improve self-esteem
- ✓ Increase knowledge of relationship between school and work
- ✓ Establish professional relationship with a successful, working adult

### **Objectives for the Mentor**

- ✓ Make a difference in mentees Career progression
- ✓ Help improve the mentees personal and professional development
- ✓ Help develop responsible future leaders
- ✓ Feel personal satisfaction

# Benefits to Mentees

Mentors frequently ask: Am I making a difference? What are the signs of progress that can be considered successful in a mentor/mentee relationship?

Listed below are the signs of success which mentors observe in mentees as a result of the relationship. Supervisors notice the same improvement:

- Improved attendance
- Improved eye contact
- Increased communication
- More smiles and happiness
- Improved interaction with peers
- Happier behaviour at college/workplace
- Improved appearance
- Increased consideration for others
- Decreased hostility
- More enthusiasm
- Fewer complaints
- Improved academic and work performance
- Openness to the mentor
- Improved self-esteem

# Benefits to Mentors

Mentors make a difference in the lives of less experienced and young people. The one-to-one relationship with an adult provides personal benefits such as:

- ✓ More satisfaction when they return to the work place
- ✓ More fulfilment with the commitment
- ✓ A greater understanding of the real-work situation and education-related issues
- ✓ Appreciation for mentees
- ✓ Satisfaction of having impacted the life of another

# Types of Mentors

## **Academic Support Mentors**

- ✓ Provide academic support in meeting with the mentee at least once a week
- ✓ Help improve the attitude of the mentee toward learning

- ✓ Use effective coaching and teaching skills

### **Career Mentors**

- ✓ Focus on career education with the idea of preparing their mentee for entry into or career progression in the work world
- ✓ Place emphasis on attitude, preparation and required skills
- ✓ Address the practical application of learning to work situations
- ✓ Bring the mentee into work place as a part of the process of career related skills
- ✓ Assist with job application, CV, Interview and employment

### **Role Model Mentors**

- ✓ Serve as a positive example
- ✓ Work to increase self-esteem, improve academic skills, provide cultural enrichment, and expand the personal interests and career options of the mentee
- ✓ Help mentee to identify priorities and allocate appropriate resources to tasks
- ✓ Assist with the discipline of accomplishing daily tasks and enhance planning abilities

## **The Role of a Mentor**

Mentor's roles generally fall into two categories:

- (a) Helping mentees achieve educational or career goals.
- (b) Enhancing mentees' self-confidence and self-awareness.

It is common to hear the mentor described as:

- Teacher
- Trainer
- Sponsor
- Role model
- Advocate
- Opener of doors, and, of course,
- Friend

**Academic Support:** Academic support focuses on education with the idea of preparing their mentee for entry into or career progression in the work world that help mentees evaluate the educational choices and directing them to resources.

**Role Modelling:** Role modelling involves pointing out, demonstrating and explaining actions and values that offer the best opportunities for success and happiness and helping mentees see and strive for possibilities beyond what they may see in their present environment.

**Attention and Concern:** Many mentees do not receive enough attention and concern from the adults in their lives. Mentors can fill in these empty spaces with dependable, sincere, and consistent attention and concern.

**Accountability:** A commitment made to a mentee for a meeting, activity, or appointment should be a mentor's priority. Consistent accountability builds trust, establishes a positive example, and creates constructive mutual expectations.

**Listening:** Mentors can encourage mentees to talk about their fears, dreams, and concerns. A mentor may, in fact, be the only adult in the mentee's life that truly listens.

**Encouragement:** Mentors can help the mentee build self-confidence, self-esteem, and cultural pride by focusing on talents, assets, and strengths.

## Effective Mentoring Relationships

The following are recommended strategies for interacting with your mentee for an effective mentoring relationship:

- ✓ Understand the mentee's reluctance to trust. Many of the young people have been disappointed by previous relationships with adults. It may take a while for the mentee to overcome hesitance and develop trust.
- ✓ View the purpose of Mentoring Programme as that of giving; understand that initially the relationship may be one-directional.
- ✓ Offer reassurance, support, and kindness; show caring for and belief in the mentee. Too many young people rarely hear someone tell them they really care and want to listen with concern.
- ✓ Suggest ways to solve problems. Whenever possible, approach issues and problems in a positive way, building on related strengths that the mentee may have demonstrated. For example, if reading is a problem, start by reading about things of interest to the mentee.
- ✓ Listen carefully and offer possible solutions without passing judgment. Practical suggestions rather than criticism or preaching are most helpful. Try to think of ways

together to solve problems rather than lecturing or telling the mentee what should be done.

- ✓ Help the mentee make the connection between his/her actions of today and the dreams and goals of tomorrow. For example, if the mentee dreams of graduating with classmates, point out how skipping school will affect the chances of completing school on schedule, if at all. Bring in examples of other who have struggled that are real to the mentee.
- ✓ Identify the mentee's interests and take them seriously. Be aware of learning opportunities and "teachable moments." If the mentee expresses an interest in someone or something, no matter how slight, take advantage of the situation and encourage the interest. Think of ways to transform a casual interest into a learning experience using your energy and connections.
- ✓ Do not ask the mentee to discuss personal issues. Exploring into the mentee's personal or family life, particularly early in the relationship, is usually not productive.
- ✓ The mentee may be ashamed of a poor performance, or abusive family behaviour. These topics may be appropriate later when trust has been developed. If there is resistance, do not press; silence does not necessarily mean rejection.
- ✓ Have realistic expectations. Mentors may be discouraged when the mentee is not "turning his life around" or making great improvements. Mentors certainly have an impact on youth, but it is unlikely that he or she will be totally transformed by this relationship. There are nonetheless signs of progress. Adjust expectations and understand that the mentee may not always express gratitude directly.
- ✓ Try to relate to the mentee's personal experiences.
- ✓ Attempt to understand the young person's family, social class, and culture.

## Effective Mentoring Guidelines

- ✓ Establish a warm, genuine and open relationship that encourages learning.
- ✓ Keep frequent contact with mentee; take the initiative. Don't always wait for mentee to come to you.
- ✓ Monitor mentee's progress toward specific educational and career goals.
- ✓ Establish realistic expectations.
- ✓ Encourage the mentee to research possible career paths.
- ✓ Encourage mentee to talk by asking open-ended questions.
- ✓ Let mentee make their own decisions; assist by listing options.

- ✓ Focus on mentee's strengths and potential, rather than limitations.
- ✓ Let your mentee know the best place and time to reach you (i.e. work or home).
- ✓ Keep the atmosphere informal. (A little fun mixed with learning goes a long way.)
- ✓ Be a good listener. Show a genuine interest in what your mentee has to say.
- ✓ Encourage your mentee to ask questions which he/she might be afraid to ask in a classroom.
- ✓ Encourage your mentee to try even when the work appears too difficult. Assist the mentee with his/her learning activities.
- ✓ Don't be afraid to admit that you don't know something. Use the opportunity to show your mentee how to access and use the resources that contain answers.
- ✓ Above all, be patient. Progress may be slow but try not to get discouraged. Look for small signs of progress (mentee understands something previously not understood).
- ✓ Do not tell the mentee, "I know you can do it because it is easy". Instead, tell the mentee that it may be difficult, but that you think he/she can do it.
- ✓ Be aware of cultural differences. A mentee's avoidance of eye contact with you may not be an indication of a lack of interest or dislike, but rather a cultural response.
- ✓ Establish rapport with the mentee's parents. With your mentee's help, try to determine if you can talk with them.
- ✓ Contact the sponsor's staff if your mentee reaches out to you with problems which require specialized expertise.

## Relationship Development Process

Typically, the relationship goes through three stages; developing trust, reaching goals and ending the relationship.

**Building Trust** - Building trust can take weeks, sometimes months. One of the best ways to build trust is to help your mentee accomplish something that is important to him/her. First, a mentor must take the time to identify what is important, then help the mentee look at goal realistically, breaking it down into small steps and exploring ways of reaching it.

During this phase, you may experience some of the following:

- ✓ **Testing:** Initially, and particularly if the mentee is from an unstable background where they have been repeatedly disappointed by adults, mentees may go through a testing period. They may be slow to give their trust because they expect the inconsistency and lack of commitment they have received in the past. The mentor's trustworthiness and

commitment may be tested for weeks or months. Once the mentor passes the test, the real work of the relationship can begin. Though this difficult state will not occur in all relationships, it is important for you to be prepared, understand, and refrain from personalizing this "test" as much as possible.

- ✓ During the testing phase you may expect mentees to:
  - Miss appointments
  - Fail to return phone calls
  - Make unreasonable requests
  - Display angry or gloomy behaviour
- ✓ Remember the issue is not whether the mentee likes the mentor, they are protecting themselves from disappointment. From their perspective not having a relationship at all seems better than trusting, and losing someone.
- ✓ You can help by being consistent. Be on time for meetings, bring promised information and materials, and follow through on all agreements that you make with your mentee.
- ✓ One misstep at this state, though it may seem trivial to you, a responsible adult, can have great importance in a negative sense to your mentee.
- ✓ Confidentiality policies must be clarified and explained to you before you spend one-on-one time with your mentee. The mentee may be unsure whether the feelings and information they disclose to you will be passed on to others (teachers, peers, and family members).

**Reaching Goals** – Now it is time to identify and work toward some short-term goals. It is important that the mentor has the resources necessary or has access to them to achieve a fit between what the mentee wants to learn/accomplish and what the mentor can teach/share.

This is a time of closeness in the relationship. In general, mentees at this stage will tend to view their mentors as:

- Trustworthy
- Someone to talk to
- Important in their lives
- An advisor
- Supportive
- A confidante
- A sounding board

**Ending the Relationship** – The last stage of the relationship is that of closure. Recognizing your successes as well as failures and saying good bye. Help the mentee plan for the future with or without your support. Be clear about your commitment from the beginning. If you choose to support your mentee after your initial "contract" ends that is a bonus for you both. It may be helpful for you to keep a journal from the beginning. Near the end of the programme, develop a letter, or have an informal discussion with your mentee about "where we were then and where we are now".

Thank your mentee for the experience, for their willingness and their trust. If you have learned something new, share this with your mentee. Let them know they are valuable contributors to our society.

## When Things Aren't Working

Not all relationships proceed smoothly at this stage for several reasons. It is important to recognize the issues behind the feelings and work towards turning the corner from the testing stage to this stage. Here are some reasons why relationships fail:

- ✓ The match may not be right for either of you
- ✓ Some mentees have been so disappointed and damaged by previous experiences they are unable to risk taking advantage of a helping, supportive relationship
- ✓ Some "pairs" get stuck in the testing stage
- ✓ Your mentee may drop out of the Mentoring Programme
- ✓ You may feel burdened by the relationship and other commitments
- ✓ You may feel angry or annoyed by your mentee's words or behaviour

If you encounter a youth that is unable to trust due to past experience, know that you are not to blame. Ask the Programme staff for direction and support. Since each relationship is unique, timing and intensity will vary from pair to pair.

**Problem-Solving** - Mentors might be helped by some basic problem-solving skills if they get "stuck" with goal setting or finding solutions to problems. For example:

### **(a) Define the problem**

- Be specific
- Ask questions and observe mentees to understand their view of the problem
- Get information about the problem
- Focus on the immediate situation

### **(b) Explore available resources**

### **(c) Explore the mentee's coping skills**

- What does the mentee usually do when he/she has a problem?
- What has he/she done to solve the problem?
- What does he/she do when sad or angry?

### **(d) Brainstorm possible solutions/alternatives**

### **(e) Evaluate possible solutions and their consequences**

**(f) Choose a plan of action - Help the mentee choose one or two possible solutions to try**

**(g) Follow up on the outcome - How well did the plan work?**

**(h) Include business problem solving techniques you have used successfully.**

**(i) In this state, there are several things that you can do to help your mentee achieve small, realistic goals**

- Demonstrate commitment and interest
- Strengthen your bond with many small successes
- Continue to work together even if you hit a few "bumps"

## Communication Tips

Most people agree that talking and communicating are not the same. You probably learned to talk when you were one or two years old; most people take a lifetime to learn how to communicate. Knowing and using three basic communication skills can help.

The skills are:

**(a) Listening** - Listening does not have to be passive. It can be as active as talking if done correctly. To listen effectively, pay attention:

- Try not to think ahead to what you are going to say next
- Don't interrupt
- Listen for the feeling underneath the words
- Keep a clear and open mind, avoid or postpone judging
- Encourage the speaker to continue or clarify what has been said

**(b) Looking** - People communicate with verbal and non-verbal language. Pay attention to the whole person by doing the following:

- Watch the speaker's expressions (smiles, wrinkled forehead)
- Watch the speaker's body language (crossed arms, wringing hands, looking at watch, leaning away from you, towards you)
- Make eye contact\*
- Show you are interested, lean forward, move closer\*

(\* keep in mind that in some cultures, eye contact and moving closer are not always acceptable or comfortable. Make sure you honour personal space and preferences in these areas.)

**(c) Levelling** - Levelling means being honest about what you are feeling and thinking. Some tips for levelling:

- Be honest in your response or disclosure
- Speak for yourself using "I" statements
- Accept and/or ask for clarification on the speaker's feelings. Don't try to change the feeling or give advice without being asked and/or before understanding<sup>3</sup>

## Listening Habits

### Good Habits

- Opening your mind to new perspectives
- Listening for understanding, asking for clarification
- Getting the message without judging
- Listening until it is your turn
- Listening for facts, feelings, concepts, main ideas
- Listening for a while to determine speaker's organization and direction
- Listening rather than pretending to listen
- Creating a positive, comfortable listening environment
- Practice listening and trying to understand
- Identify words that might cause negative reactions ahead of time

### Bad Habits

- Closing your mind before you know the whole message
- Making assumptions
- Putting the speaker down
- Planning what to say next
- Listening for facts only
- Trying to outline or sum up what is being said
- Faking attention
- Creating or tolerating distractions
- Tune out or avoid difficult material
- Letting a reaction to words used inhibit your ability to listen

## Troubleshooting

Many mentors will encounter the temptation to go beyond the minimum expectations in their relationships with the mentees. Please be aware that good intentions can at times backfire. Here are a few warning signs:

- ✓ Your sole responsibility is to your mentee, not his/her family. Try to exclude family members from your activities except on rare occasions.
- ✓ Short but regular contacts accomplish much more for your mentee than lengthy but irregular get-togethers.
- ✓ Judiciously allocate activities that cost money or involve substantial resources (transportation). A year is a lengthy commitment made even longer if you begin too aggressively with such activities. Mentors are not expected to make a large financial as well as personal contribution.

- ✓ Mentors should not be playmates. While many Mentoring Programmes concentrate on entertaining activities, the mentor's role is primarily that of a professional role model.
- ✓ Only break a date with your mentee because of an emergency. Trust will be crucial to your relationship and nothing undermines that trust quicker than broken appointments.
- ✓ Be careful to initially establish guidelines for contacting each other, both too difficult and too easy patterns of communication can breed misunderstandings.
- ✓ Be conscious of goals and accountability in your relationships. You're breaking new ground. Accurate and regular feedback is vital to your evaluation.

## When to Ask For Help?

Mentors are neither professional counsellors nor they meant to be. Effective mentors know their limitations, and this knowledge will add to their comfort in this role. There must be adequate staff support so that the mentor can call a staff person in a crisis. The following is a list of situations in which mentors should ask for help immediately:

- ✓ If the mentee begins to talk about life not being worthwhile, appears depressed (looks sad, lacks energy, grades have dropped, cries easily), or talks openly about suicide.
- ✓ If the mentee threatens to kill someone else
- ✓ If the mentee mentions being either physically or sexually abused.
- ✓ If the mentee begins to "act strange", such as talking without making sense, or mentions hearing or seeing things that are not there.
- ✓ If the mentee begins to "act strange", such as talking without making sense, or mentions hearing or seeing things that are not there.

In addition, the mentor may need help in other areas. These include:

- ✓ Information about resources for the mentee concerning such topics as health care, family planning, vocational training, or financial aid for education.
- ✓ When or if it is appropriate to involve the mentee's family.
- ✓ Concerns about confidentiality.
- ✓ Whenever mentors are feeling "over their heads".

Please remember, contact the sponsor staff if you have any concerns related to situations that feel like they are "too much to handle".

# Activities

## **Opening the Door to the Relationship**

**Warm up Activities** - There is a wide range of activities you can share with your mentee. It is important to involve your mentee in determining how you can best use your time together. Listen carefully for clues that signal your mentee's interest. Early in the relationship, your mentee may be shy in revealing his/her interest. In the beginning you may try various things and see how your mentee responds.

Results oriented projects are important, but early on, when you are establishing the relationship, you may want to plan activities that are recreational and fun.

## **Social and Emotional Support Activities**

**Friendship:** Ask your mentee what friendship means. Structure initial activities around showing your mentee you are a friend. Call or send a note of encouragement, thanks, and an "I believe in you" message.

**Guidance:** Find out something your mentee has always wanted to do, or needs help doing. For example, your mentee says "I've always wanted to know about" or "I'm not sure I want to go to college". Guide your mentee towards areas of interest or new horizons and challenges.

**Listening:** Let your mentee know that you are there to listen. Determine what method is best for communication. It may be difficult to get your mentee to talk with you. Early on initiate conversation with open ended questions. Try not to ask questions that require "yes", "no", or one-word responses.

**Personal Development:** Adolescents always need boosts to their self-esteem. Help your mentee improve his/her posture, dress, and grooming habits. Make personal transformation a project, but only with the mentee's agreement and always in a positive context.

Help your mentee set goals, and reward him/her for accomplishments. Rewards can simply be praise, or you can plan special outings.

Use the media (television, movies, current news) to help the mentee improve critical thinking skills. Movies and television are good tools to help you find out what your mentee is thinking and what is important to him/her.

You can also use the experiences of celebrities or movie characters to help problem solve, demonstrate the value of setting and reaching goals, and determining values.

## **Sharing and Familiarization Activities**

**Help Mentee Explore Life Options:** Help your mentee learn how to use available resources. Explore career or post graduation education options. Visit colleges and trade shows. Introduce your mentee to co-workers; discuss various fields of interest.

**Help Mentee Solve Problems:** Help your mentee explore possible options to what he/she feels is a problem situation. Refer the mentee to counsellors or friends that might provide assistance. Share personal experiences as a springboard to possible solutions. Remember, problems that seem small to an adult are often "end of the world" problems in the mind of an inexperienced person. Don't joke about something your mentee expresses as a problem.

**Professional Role Model:** Expose your mentee to the business environment whenever possible. Use business terminology and techniques. Turn everything into a learning situation. For example, if your mentee's teacher tells you your mentee has a habit of being late each morning, explain why that behaviour is not acceptable in business. Or if the mentee shares that seniors cannot agree on their next field trip, suggest team building skills you use in the work place. Practice interviewing skills to help prepare your mentee for obtaining a job.

## Skills to Develop

Mentees can develop the necessary confidence, discipline and academic skills required to become successful in education, work and life. Use your own experience and expertise in helping mentees in the following areas.

### **Believe in Yourself**

- ✓ Help mentees realize that they are solely responsible for their own success.
- ✓ Build an increased self-image and improved confidence level.
- ✓ Help set short and long term goals.
- ✓ Teach mentees how to recognize accomplishment as part of successes.
- ✓ Teach mentees how to deal with obstacles that stand between them and the achievement of their goals.
- ✓ Teach mentees how to recognize negative thoughts and turn them into positive ones.

### **Focus On Success in Education and Career Life**

Help your mentee focus on the important role College plays in their lives. Help mentees improve self-esteem and confidence by success at College. Break down fear of school, success, and failure.

- ✓ Teach mentees how to deal with institutions as well as personal change.
- ✓ Help mentees understand the emotional climate of College and peer groups.
- ✓ Help mentees develop a positive attitude towards College by leaving behind negative experiences associated with education.

- ✓ Help mentees realize the elements of learning required for success in the work place.
- ✓ Help mentees develop responsibility, commitment and time management abilities.

### **Make the Most of Time and Stay on Track**

- ✓ Help mentees see the benefit of dedicated study time
- ✓ Provide experiences in using time productively
- ✓ Help mentees develop a personal time management system

## So What, Exactly, Can Mentor Do?

Mentor/mentee time can be spent in any number of ways. Allow for a great deal of flexibility so that you can choose activities that appeal to your mentee and meet specific scheduling needs.

### **Suggested Activities:**

**Job shadow:** Have your mentee follow you around as you perform your work. Or be a mentee for a day, and follow your mentee.

**Talk:** Tell your mentee those things that you wish you'd known when you were seventeen. You can do this anywhere, anytime -- over lunch, on the phone -- whatever works for you.

**Ask Questions:** The mentees, who are so ready to ask questions, need somebody to ask them "what do you want to do with yourself after graduation, and what's your plan for getting there?" They'll undoubtedly need help in answering such questions.

**Attend recreational or cultural activities:** Most mentees are seldom exposed to enriching activities such as visits to museums, plays, or sporting events. These experiences can create interest and encourage mentees to pursue new areas of learning.

**Tutor:** Mentors should feel free to help mentees with homework. Getting involved with curriculum is a good way to relate to mentees, and a good way to gain insight into the education system.

**Attend mentee activities:** If your mentee is involved in extracurricular activities, you may want to attend as a way of showing support.

**Do things in groups:** Join in activities with other mentors and mentees. Adult participants are often exceptional people that enjoy meeting and interacting with one another.

**Encourage your mentee to set goals** and assist her/him in building the skills needed to reach those goals. Help your mentee keep open the option of college. Make teachers and

parents aware of your mentee's desire for college. Raise their expectations for your mentee. Explore with your mentee the world of college, what it looks and feels like to go to college. Explain and demonstrate the benefits of going to college.

### **What to Talk About**

Mentors ask, "What do I have to offer?" The answer: "The Wisdom of Experience". If you've ever said, "If I had only known then what I know now. . ." This is your opportunity to share those gems of wisdom. Mentees have little idea what the "real world" is like. A mentor can give mentees insight into the realities of life after college.

A good first activity is to bring your mentee to work for a day. As the mentee "shadows" you consider sharing some of the following:

### **What You Do?**

- Job description
- Major tasks
- Sub tasks
- Equipment or tools you use
- Description of your typical day

### **What Your Work Is Like?**

- Working hours
- Salary range for this type of occupation
- Fringe benefits (health insurance, retirement, pensions, etc.)
- Working environment (noise, lighting, indoor/outdoor travel, training etc.)
- History of this kind of work
- What you produce (goods, services)?
- Interdependence of your job and other jobs/products/industries
- Where else in the society your kind of work is done
- Government regulations affecting your work

### **The Future in Your Field**

- Degree of opportunity for women and men
- Opportunities for advancement
- Personal qualities needed
- Employment projections
- Effects of technology and new knowledge on your work
- Effects of the country's economic condition on your job
- Hints you would give someone applying for your job
- Other jobs you could do with the same skills

### **Job Entry**

- How you get started in this job?
- Other jobs you have held
- Skills you already had that you use now and how you acquired them

- Your recommendations to others for acquiring these same skills
- Your job as a lifetime career or a stepping stone to something better
- Related jobs for which you are now prepared

### **How It Feels?**

- What you like and dislike about the job?
- What you would change if you could?
- Avenues available to you for making suggestions on the job
- What you would rather do if you're not satisfied?
- Interpersonal skills you find most important and why
- Underlying attitudes and values important to your job
- Why you chose this type of work

### **How it affects Your Personal Life?**

- Family time
- Leisure time
- Job-related skills you use elsewhere
- Expanding interests
- General health
- Tension-fatigue vs. stimulation-fulfilment-increase in energy

### **What Mentees Often Ask?**

- What is an average work day like for you?
- What did you hate doing that you had to do in order to get where you are?
- Name the two most important qualities or skills that a person must have to be successful in your field.
- Which aspects of your job do you like the least?
- Have you used what you learned in high school on the job?
- What education is required for someone in your position?
- Can you describe some related jobs in your field?
- Did you always know what you wanted to be?
- What is the salary range for someone in your position?

## **Self-esteem Activity**

**Goal:** To help your mentee identify personal attributes that foster self-esteem. To help you understand your mentee's perspective, values and attitude towards self.

**Materials:** The following questions and pencil or pen. There are two ways to approach this exercise:

- ✓ You can interview your mentee as a "getting to know you" activity; or
- ✓ You and your mentee can both answer the questions and share your responses.

Your job at the completion of this exercise is to view the responses and provide as much positive feedback as possible to your mentee regarding the answers. You might want to respond to your mentee at a later time after you have had a chance to review the responses. If you both complete the questions, you might ask your mentee to tell you which of your responses most surprised or interested him/her and why.

- ✓ What do you think is your greatest accomplishment/personal achievement to date? Why?
- ✓ What do you like most about your family? Why?
- ✓ What do you value most in life? Why?
- ✓ List at least 3 things you are good at.
- ✓ List one thing about yourself you would most like to improve.
- ✓ What is the one thing you would like to be remembered for in life?
- ✓ If your house caught on fire, what material possession would you try and save first? Why?
- ✓ What do your friends most like about you? Do you agree with them? Why? Why not?
- ✓ Who do you most admire? Why?
- ✓ If you could go anywhere in the world, where would you go? Why?

## Values Clarification

Study the values below. Circle the five values most important to you. Then put an “X” next to the five least important to you.

It is valuable to:

- Achieve -- get things done successfully
- Help your fellow friend
- Be creative -- invent new ideas and things.
- Be healthy
- Be honest
- Be fair and just
- Be educated – self-betterment
- Love
- Be loyal to people, ideas and things
- Have a strong sense of what is right and wrong
- Look good -- physical attractiveness

- Have fun and pleasure
- Be powerful—in control of others
- Feel important
- Obey and respect God/Religion
- Be wise, good judgement
- Honour your parents
- Work hard
- Achieve wealth
- Stand up for what is right
- Fit with others
- Take care of your family

### **Identifying Positive Qualities, Accomplishments and Skills**

**Goal:** To assist your mentee in identifying and appreciating his/her strengths and personal skills.

**Materials:** Pen or pencil, writing paper, or you may choose to do this activity as a discussion.

**What to Do:** Ask your mentee to write three qualities he/she likes about him/herself. Ask your mentee to write three things he/she has accomplished that were hard for them to do. Identify the skills your mentee has which enabled him/her to achieve these accomplishments. For example, your mentee exhibited patience and self-control by going an entire week without a quarrel.

Have your mentee list three things he/she does that they feel good about. Examples may include playing guitar, working part time after college or training a pet to do tricks.

Help your mentee identify specific ways to build upon these strengths, or additional things they might be good at doing as a result of these skills.

Review the list with your mentee and discuss how her/his qualities and achievements may serve as assets in the future.

### **Follow Up**

Have your mentee list one or two adults who like them. Ask your mentee to get a list from these adults of qualities they like about her/him. Discuss and compare the lists to your mentee's own list. Develop and share lists of things you and your mentee like about one another. Do this on a regular basis, for example, at times of celebration.

### **Everyday Mentoring**

Every time you meet with your mentee, ask what three things have been accomplished in the past few days. Support and acknowledge these accomplishments in setting and reaching goals.

# Career Development Mentoring

The purpose of Career Development Mentoring Programme is to provide mentees with a career direction and the opportunity to develop the skills, knowledge, and experience necessary to produce the highest quality productive work and to succeed in their careers.

The Programme is to assist the mentees in defining career goals appropriate to their level and in finding the resources to achieve those goals.

## Responsibilities of Mentors

### **General Responsibilities:**

- Offer advice on work assignments, career decisions, and professional dilemmas.
- Review mentee's current caseload/workload; discuss caseload/workload management and provide guidance on obtaining assignments that will enhance professional development.
- Advise on proper allocation and recording of time.
- Guide mentee toward becoming "career self-reliant"— taking responsibility for his/her development.
- Help mentee identify and articulate career goals. Help mentee identify resources to aid his/her career development.
- Share with mentee some of the learning experiences from your own career and how they helped you develop.
- Help mentee develop good client relationship and business development skills. Encourage mentee to call clients for lunch, events, and/or with updates.
- Share books, articles, research links, trade press, etc. about the practice of law, Firm clients, career development, or other topics of interest.
- Meet with mentee regularly. Meetings can be over lunch, breakfast, dinner, and in the office, or any mutually convenient time or place.
- Attend scheduled mentoring events with mentee and other mentors/mentees.
- Read the Mentoring Core Competencies.
- Respond to requests for progress reports from the sponsoring organization
- Let the sponsors know of any concerns or problems with the mentoring relationship

**Career Goal Focus Responsibilities:**

- Help mentee identify a specific focus area related to a career goal.
- Help mentee identify specific action steps in the chosen focus area.
- Help mentee identify and use the resources the organization provides to work on action steps and attain the mentee's goals.
- With mentee, determine if action steps have been successfully completed and goal has been met.

## Responsibilities of Mentees

**General Responsibilities:**

- Identify and articulate some specific career goals.
- With mentor's help, identify resources to aid your career development.
- Ask for specific advice on your skills, issues, and goals.
- Ask if you can accompany your mentor to client meetings, business development lunches, etc. Offer to help prepare for a meeting or take notes if appropriate. Discuss your observations afterward.
- Ask for feedback. Be receptive to constructive feedback.
- Show interest in your mentor's work and clients.
- Practice reciprocal mentoring—explain your work and life experiences to your mentor. Share your expertise with your mentor.
- Meet with mentor regularly. Initiate and schedule meetings with mentor. Set agendas and be prepared for meetings.
- Return phone calls and emails promptly.
- Attend scheduled mentoring events with your mentor and other mentors/mentees.
- Share books, articles, research links, trade press, etc. about the practice of law, Firm clients, career development, or other topics of interest.
- Read the Mentoring Core Competencies.
- Respond to requests for mentoring progress reports from the sponsors
- Let the sponsors know of any concerns or problems with the mentoring relationship.

### **Career Goal Focus Responsibilities**

- ✓ With mentor's help, identify a specific focus area related to a career goal. In selecting the area on which to focus, keep in mind the following.
  - Where you are motivated to take some risks, i.e., where you will be challenged professionally;
  - That may have been identified in your annual evaluation as an area to address;
  - Where you may have felt uncomfortable in handling certain types of situations;
  - Where you have some ideas as to how you might develop;
  - Where you are motivated to learn;
  - That you feel will help you to advance in your career; and
  - That you feel will have a significant impact on your career satisfaction.
- ✓ With mentor's help, identify specific action steps in the chosen focus area.
- ✓ With mentor's help, identify and use the resources the organization provides to work on action steps and attain goals.
- ✓ With mentor, determine if action steps have been successfully completed.

## **Career Goal Focus Areas**

### **Skills Building**

This area focuses on identifying practical skills that the mentee should concentrate on developing. Mentors and mentees should work to identify specific skills on which to focus. Core Competencies should be a useful tool. Once skills are identified, a mentor would:

- ✓ Provide guidance on the relative value of aspects of assignments;
- ✓ Suggest and facilitate possible new assignments to acquire relevant experience;
- ✓ Help the mentee obtain relevant experience on existing assignments;
- ✓ Provide feedback on a current assignment or facilitate specific feedback from the supervising attorney;
- ✓ Work with the mentee to target educational programme to attend or lead, and support work schedule adjustments to allow participation;

## **Relationship Building**

This area focuses on networking, managing, and developing existing relationships and on relationship building, both inside and outside the organization, by:

- ✓ Identifying opportunities to network outside the firm, e.g., at professional organizations, bar associations, organizations, social clubs etc.;
- ✓ Identifying opportunities to meet others within the organization, participating on task forces, Firm or office committees or functions, or sponsored activities;
- ✓ Serving as a “sounding board” for the mentee so that the mentee can practice specific behaviours that support the relationship building process, e.g., introductions, negotiating with supervisors, mentors, and others;
- ✓ Providing tips on presenting oneself to others in a way that helps mentees make a strong, positive impression on others and helps them to make the most of potential networking opportunities, e.g., how to “work a room”;
- ✓ Teaching tips on how to sustain effective long-term relationships with varying styles and personalities;
- ✓ Learning how to leverage relationships at many levels within the client’s organization; and
- ✓ Helping the mentee identify individuals with similar interests who might benefit the mentee’s professional development.

## **Subject Area Focus/Segment Knowledge**

This would be designed to assist mentees who are beginning to specialize in a particular subject area. They may need assistance in networking with industry groups/organizations, building expertise in a particular industry/segment, or any of the following:

- ✓ Using industry methodologies, techniques, information, and human resources;
- ✓ Understanding the basic business processes, structure, and operations of organizations in an industry;
- ✓ Identifying best practices used by the most current, leading national and international companies;
- ✓ Locating organizational resources to provide services for clients in an industry;
- ✓ Participating in education and training programmes; and
- ✓ Effectively sharing industry-specific data with the organization.

# New Client Development

This area focuses on improving specific aspects of the mentee's business development skills. This could include participation by an mentee with the mentor's client development efforts, as well as any of the following:

- ✓ Participating on the mentor's client development calls;
- ✓ Assisting in the development of a marketing plan;
- ✓ Participating in client development initiatives (e.g., a client development strategy formulation);
- ✓ Acquiring tips on nurturing business relations;
- ✓ Generating new revenues from current clients;
- ✓ Uncovering client needs;
- ✓ Demonstrating differentiation between an organizations and it's competitors;
- ✓ Meeting with clients and potential clients;
- ✓ Persuading the client to work with us; and
- ✓ Working on client development proposals.

# Life Balance

This area focuses on assisting mentees who are seeking greater balance in their lives and/or who are going through a life transition, such as marriage or the birth of a child. Sample activities include:

- ✓ Accessing appropriate firm resources designed to help balance work and life (e.g., parental leave, study or training activities);
- ✓ Determining whether a flexible work arrangement is what is needed; managing client and co-worker expectations;
- ✓ Making an existing flexible work arrangement work;
- ✓ Helping your spouse/family/significant other understand the pressures of the environment and involving them, where possible, in organization functions; and
- ✓ Developing ways to balance work more effectively through involvement in organization-sponsored activities, community and other outside activities.

# Developing a Personal Management Style

This area focuses on the mentee's development of a leadership and management style. The mentor could serve as a role model of leadership and management style and provide coaching in how to be an effective manager. Some activities may include:

- ✓ Leading professional development seminars in the office, exhibiting expertise and leadership in an area;
- ✓ Taking an active role in any practice or office initiative, especially involving people outside of common work teams;
- ✓ Helping to plan an office activity that involves working with others and managing some aspect of the process;
- ✓ Gaining time management skills;
- ✓ Learning to juggle multiple assignments;
- ✓ Identifying tasks that can and should be delegated; and
- ✓ Learning how to mentor others.

## Note

- You may choose a career goal focus area other than those listed above. Please be very specific.
- This Career Development Mentoring Programme consists of guidelines that are intended to enhance mentors' and the mentees' professional development and satisfaction.