

**Skidmore College**  
**Mentoring Program**

**Goal:**

**To assist employees in being successful at work**

### Benefits of Mentoring Partnerships

<b>Mentee</b>	<b>Mentor</b>	<b>Mentees' Supervisor</b>
<ul style="list-style-type: none"> <li>• Faster learning speed</li> <li>• Counsel/advice not otherwise available</li> <li>• Networking</li> <li>• Sounding board for concerns and thoughts</li> <li>• Information resource</li> <li>• Access to resources</li> <li>• Improved productivity</li> <li>• Help in finding way</li> <li>• Share experiences</li> <li>• Reduce hard knocks</li> <li>• Fresh perspective</li> <li>• Problem resolution</li> <li>• Assist with transition to campus culture</li> </ul>	<ul style="list-style-type: none"> <li>• Different perspectives</li> <li>• Exposure /access to other areas</li> <li>• Fresh insight</li> <li>• Peer satisfaction</li> <li>• Enrichment</li> <li>• Shared information</li> <li>• New relationships</li> <li>• New perspective on College</li> <li>• Creative thinking</li> <li>• Professional development</li> <li>• Practice leadership skills</li> <li>• Better listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Another coach to help</li> <li>• Increased productivity/performance</li> <li>• More knowledgeable employee</li> <li>• Lessens your load</li> <li>• Relieves pressure</li> <li>• Another input for employee</li> <li>• Another source of interest to develop employee</li> <li>• Smooth cultural friction</li> <li>• Extra help</li> <li>• Time saver</li> <li>• Better employee with shared vision and purpose</li> </ul>

### Potential Pitfalls of Mentoring Partnerships

<b>Mentee</b>	<b>Mentor</b>	<b>Mentees' Supervisor</b>
<ul style="list-style-type: none"> <li>• Develop a “crutch”</li> <li>• Rely on mentor</li> <li>• Pick up biases/bad advice</li> <li>• Conflict between manager and mentor</li> <li>• Too much time</li> <li>• Bad match</li> </ul>	<ul style="list-style-type: none"> <li>• Mentee becoming too dependent</li> <li>• Time consuming</li> <li>• Conflicts with Mentee’s supervisor</li> <li>• Managing vs mentoring</li> <li>• Lack of investment</li> <li>• Poor chemistry</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicting advice or direction</li> <li>• Too much time taken from job</li> <li>• Relationship undermined</li> <li>• Time lost</li> <li>• Conflict with mentor</li> <li>• Threat from mentor</li> </ul>

**The MENTOR IS NOT:**

- A substitute for the supervisor
- An intermediary to the supervisor
- The career messiah or sponsor
- A miracle worker

**Mentor/Mentee Interaction**  
**Shared Skills, Knowledge and Support**

**A Mentor is**

- An experienced, secure and caring individual who relates well to others, and who undertakes helping this person to develop skills for the benefit of the College and the individual.
- An experienced person who helps guide, support and counsel a person with less experience in an area and through the world of work at the College.
- An experienced person who has a one-to-one relationship with a person with less experience to provide guidance and support in a variety of ways to develop the employee, introduce this individual to the workings of the College and assist with the employee’s career and skill set.

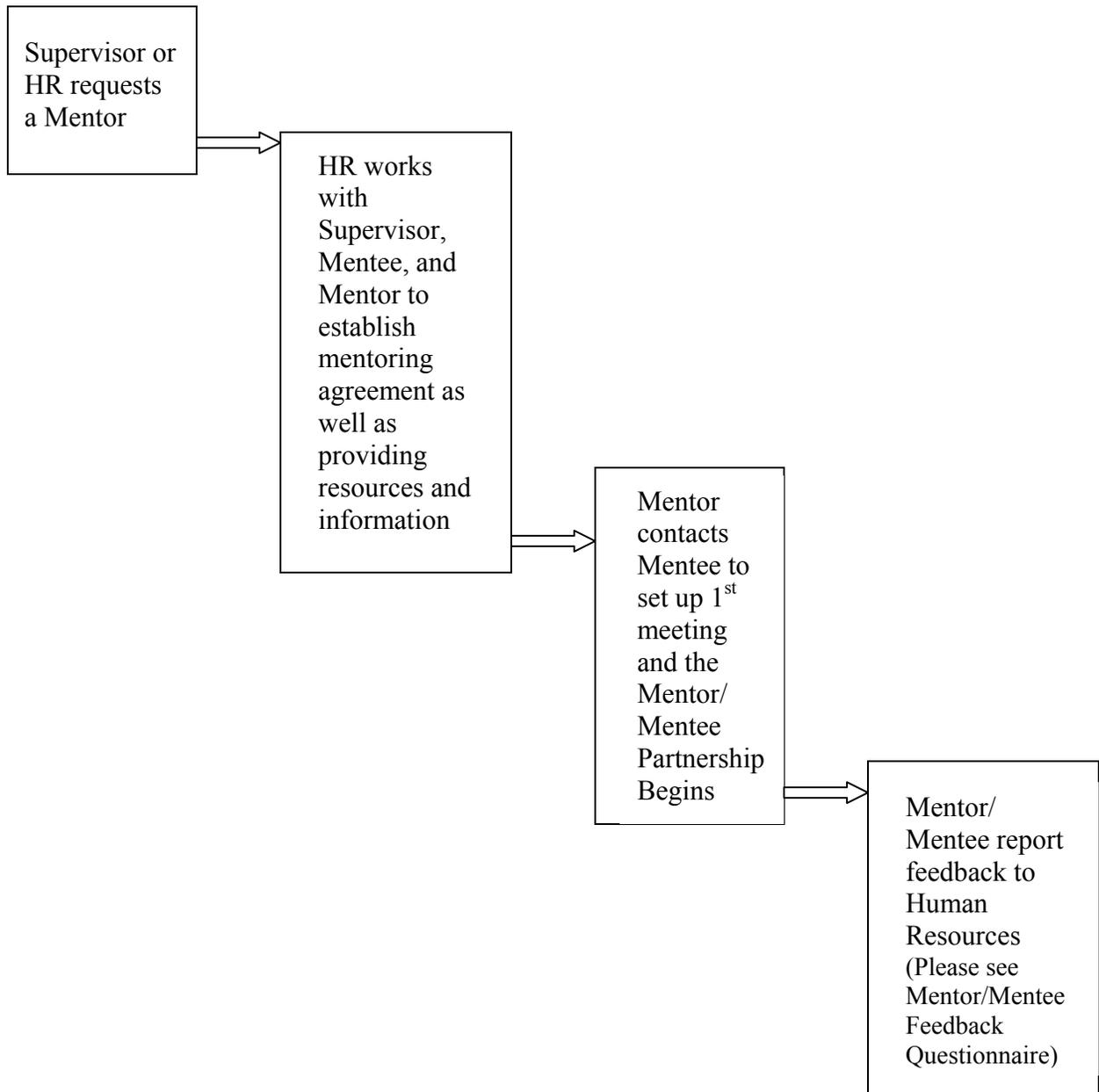
**Qualities of a Mentor:**

<b>Resource</b>	<b>Counselor</b>	<b>Role Model</b>
<ul style="list-style-type: none"> <li>• Shares ideas and provides feedback – “Sounding Board”</li> <li>• Suggests strategies to accomplish work objectives</li> <li>• Provides insights to college culture</li> <li>• Gives support during times of stress and uncertainty</li> </ul>	<ul style="list-style-type: none"> <li>• Opens doors – data gathering and access to other functions</li> <li>• Provides exposure to other areas</li> <li>• Shares technical “tricks of the trade”</li> <li>• Assists in providing career advice</li> </ul>	<ul style="list-style-type: none"> <li>• Shares appropriate behaviors, attitudes, protocol, and life experiences</li> <li>• Creates non-threatening climate to test skills and receive feedback</li> <li>• Acts as a “model” for effective behavior</li> <li>• Inspires mentee to meet and exceed goals</li> </ul>

**Considerations for Mentors:**

- Are you ready, willing and able to mentor others?
- Are you emotionally and psychologically prepared to invest time and effort in helping another person?
- Do you have the time, the skills, the ability to devote yourself to another person? (Human Resources will provide you with information to assist you in this role)
- Are you ready to make such a commitment? (Typically, mentors meet with their mentees one hour per week. You may also need to have 1 to 2 hour preparation time prior to the meeting).
- For our non exempt (Support Staff) mentors, they will be paid for all hours worked including hours spent on this program (and when necessary over time hours when you work over 40 hours in a week). Non exempt mentors will submit the hours spent on this program to Human Resources on a weekly basis (again, this would normally be between 1 and 3 hours per week). The cost for these hourly wages will be charged to the mentee’s department. Human Resources will work with the mentee’s department and mentor’s department to address these issues.

## The Mentoring Process



## Mentor-Mentee Agreement

The goal of this agreement is to set objectives for our mutual effort. It is mutual, in that both parties should benefit in satisfaction and happiness.

We are voluntarily entering into this mentoring relationship we expect to benefit both of us and the College. We want this to be a rich, rewarding experience and understand that setting some ground rules will help. We fully understand that either the mentor or mentee can elect to end the relationship on a no-fault basis for any reason or no reason.

Ground Rules for our Successful Partnership:

We will work to establish trust, confidentiality and candor.

We will respect the privacy of the Mentor/Mentee relationship without compromising the relationships between the Mentee, Supervisors or Peers.

As Mentor, I will not provide input on performance appraisals to the mentee's supervisor.

As Mentor and Mentee, we will manage our own expectations and responsibilities as partners.

How long will we be in this partnership? \_\_\_\_\_

How often will we meet? (Typically, mentors/mentees meet for one hour per week)

\_\_\_\_\_

Where will we meet? \_\_\_\_\_

What is the best way to contact each other:

Mentor \_\_\_\_\_

Mentee \_\_\_\_\_

Who will be responsible for setting up meetings? \_\_\_\_\_

What can I do to make sure we start out on the right track? \_\_\_\_\_

What are the first topic(s) we would like to cover? \_\_\_\_\_

Mentor: \_\_\_\_\_

Mentee: \_\_\_\_\_

Date: \_\_\_\_\_

## Information for Mentors

Recognizing the needs of a person adapting to change, and responding appropriately, is the mentor's challenge.

### Key Questions a Mentor can use to develop terms of partnership with a mentee

Issue	Question
Confidentiality	How do you feel telling me about career-sensitive issues? Are there areas you believe belong outside this partnership?
Time	Are there special situations that might trigger a meeting? How often should we talk on the phone?
Advice	In what areas do you think I may be able to provide some guidance and advice? Why do you think my advice will be of value?
Roles/Responsibilities	What are you looking for me to provide? Are there things that you don't want me to do? What do you see as your key responsibilities?
Expectations	Are there specific ways you hope to gain from this relationship?
Evaluation	What criteria should we use to determine the effectiveness of our relationship? What if we don't click? How should we handle it if your expectations aren't met?
Diagnosis	What are you currently doing? (Not just your job description or PQ). How satisfied are you with your role? What areas of your role are you less satisfied with? What do you consider your/my strengths? In what areas do you need some work? Are there any known blocks to development that you think are in your way? What are some situations in which I can observe you in action? Who else can provide useful input regarding your performance?
Prescription	Where do you want to be going next? Why do you think that would be good for you and your career? What do you think you need to get there? What is the best way for me to help you get where you want to go?
Feedback	How do you feel about receiving feedback from me? Are there particular areas in which you want feedback?
Supervisor	What role you see your supervisor playing in this process? How should my role compare with that of the supervisor? How do you plan to keep your supervisor informed of plans/progress? How should we define our relationship so it doesn't get tangled up with the relationship between you and your supervisor?

## Information for Mentors

### Ideas for Mentor/Mentee Discussions

- Tips to pursue goals and objectives
- Who are the leaders in our area and why?
- How to handle interpersonal conflicts, project obstacles, etc.
- Input on development of courses/assignments
- Constructive feedback on major projects
- Shared insights from staff and college meetings

### Suggested Mentoring Activities

Create Learning Experiences	As needs are identified, look for innovative ways to strengthen or develop knowledge and skills.
Provide Personal Support and Reinforcement	Provide support during time of stress and uncertainty, and reward positive efforts and successes.
Analyze Performance	Analyze performance and impact, with a view to learning improved, alternative strategies and behaviors.
Access Resources	Access resources within or outside the College to support development. Share College culture.
Assess Abilities	Evaluate characteristics and abilities, identifying strengths to build on and areas to improve.
Personal Coaching Sessions	Coach to improve specific skills, (technical, business, interpersonal) and behaviors/personal style.
Sounding Board	Listen, probe, understand, and help to clarify.
Share Personal Work Experiences	Share personal work experiences, including “highs and lows”, success stories and failures, and learnings from these.
Role-Playing	Provide a non-threatening environment for rehearsing a wide range of behaviors in preparation for real organizational events.
Job Shadowing	Follow mentor, observe in action, having an opportunity to discuss fully. Mentor observes mentee, provides feedback and advice.
Work on a Case Study	Take a particular situation (current or other), describe, analyze, identify alternatives and problem solve.

## **Information for Mentors**

### **Giving Feedback**

Feedback is a way of helping another person to consider changing behavior. It is communication to a person (or group) that gives that person information about how they affect others. Feedback helps an individual keep behavior “on target” and better achieve goals.

Criteria for Constructive Feedback:

- It is descriptive rather than evaluative. If you describe your own reaction, it leaves the mentee free to use it as they see fit.
- It is specific rather than general. To tell a mentee that they are “dominating” will probably not be as useful as telling the mentee, “just now when we were deciding the issue you did not listen to what others said”.
- It takes into account the needs of both the mentee and mentor. Feedback can be destructive when it serves only the mentor’s needs and fails to consider the needs of the mentee on the receiving end.
- It is directed toward behavior which the mentee can do something about. Frustration is only increased when a mentee is reminded of some short-coming over which they have no control.
- It is solicited, rather than imposed. Feedback is most useful when the mentee has formulated the kind of question which the mentor can answer.
- It is well timed. In general, feedback is most useful at the earliest opportunity after the given behavior (depending, of course, on the mentee’s readiness to hear it, support available from others, etc.)
- It is checked to ensure clear communication. One way of doing this is to have the mentee try to rephrase the feedback received to see if it corresponds to what the mentor had in mind.

### **Giving Feedback**

1. Three tests: Is it true? Is it necessary? Is it kind?
2. Give balanced feedback, including both positives and negatives of the situation.
3. After giving feedback, be ready to listen to their side.
4. Speak for yourself, own your own perceptions, wants, needs (use “I” messages).
5. You don’t always need to give feedback with feelings (Don’t include feelings when they may polarize the issue or imply judgement of the person).

## Information for Mentees

### Receiving Feedback

Compliments – Negating the compliment also negates the person giving the compliment.

1. Drink it in.
2. Say “thank you”
3. If difficult to accept – it may mean you have an esteem issue with which to deal.

Criticism – This is a learning experience!

1. Invite feedback
2. Deal with just this issue.
3. Deal with just the part that is true.
4. Don’t give elaborate explanations as to why.
5. Take the lead in solving your own problems; “Yes, I could do that differently. Here’s what I’ll do the next time.”  
Check out “zingers” (implied meanings). Own your own perception of the “zinger”.
6. Deal with professional “above board” issues. Don’t try to deal with hidden agendas.
7. Keep your focus on understanding data instead of focusing on “what they must be thinking of me.”
8. Take deep breaths and keep your self control.
9. Tell them if you disagree with the feedback (I’m not sure I agree with you. I’d like to have some time to think about this and would like to talk with you again’).
10. Thank the person for their input.

**MENTOR/MENTEE FEEDBACK QUESTIONNAIRE**

1. Are you a Mentor? Or a Mentee? \_\_\_\_\_

2. Do you think you and your partner are a good match? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Do you feel there was a mutual concern for the mentee's growth? Yes \_\_\_\_ No \_\_\_\_

4. What would you describe as being the most meaningful benefit from this partnership?  
\_\_\_\_\_  
\_\_\_\_\_

5. In what ways has this partnership helped you?  
\_\_\_\_\_  
\_\_\_\_\_

6. What is the most important thing you have learned from this relationship?  
\_\_\_\_\_  
\_\_\_\_\_

7. Have your expectations been realized? Please explain.  
\_\_\_\_\_  
\_\_\_\_\_

8. Is any element missing from this relationship? If so, what?  
\_\_\_\_\_  
\_\_\_\_\_

9. Would you participate in this program again? If not, why not?  
\_\_\_\_\_  
\_\_\_\_\_

10. What recommendation would you make for the Mentoring Program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please return completed form to Human Resources. Thank you!