



**POSITIONING WOMEN FOR SUCCESS WINDSOR-ESSEX**  
***MENTORING PROGRAM RESOURCES FOR EMPLOYERS***  
***Revised - January 2016***





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## POSITIONING WOMEN FOR SUCCESS WINDSOR-ESSEX ~ MENTORING PROGRAM RESOURCES FOR EMPLOYER PARTNERS

### SECTION 1

#### MENTORSHIP PROGRAM – BACKGROUND INFORMATION

Mentoring is frequently cited as a best practice for:

- ✓ Attracting & retaining staff
- ✓ Developing leaders
- ✓ Focusing development on mission-critical goals & behaviors/competencies
- ✓ Increasing knowledge sharing, transfer, & management
- ✓ Cultivating new talent, reducing the costs/time horizon of on-boarding/assimilation
- ✓ Building linkages across the organization
- ✓ Facilitating organizational change & communication
- ✓ Improving employee productivity & empowerment
- ✓ Reinforcing cultural values & desired behaviors
- ✓ Preparing individuals & organizations for new roles & leadership challenges

(Source: “[Employee Mentoring Programs Benefits/Risk Assessment and Business Case](http://www.tmgi.net/white_paper/employee_mentoring_white_paper)” white paper from The Millennium Group International)

[http://www.tmgi.net/white\\_paper/employee\\_mentoring\\_white\\_paper](http://www.tmgi.net/white_paper/employee_mentoring_white_paper)



## Mentorship Models Overview

Model	Description	Pro's	Con's
<b>On-line/ web-based mentoring programs</b>	On-line/web-based mentoring programs are a means of providing a guided mentoring relationship using online software or email.	<ul style="list-style-type: none"> <li>• Time management efficiencies</li> <li>• Most, if not all, web-based mentorship programs come with built-in reporting capabilities, making gathering ROI information much easier.</li> <li>• online tool gives the mentoring program administrator the ability to monitor where participants are in the matching process</li> </ul>	<p>When purchasing an online mentoring software system, the Mentoring Program Manager should be concerned about whether the software is comprehensive and adaptable to your specific needs and also - who will service the contract once you sign on the dotted line.</p> <p>When licensing an online mentoring system, there will be an implementation process. This process could potentially be lengthy and complicated depending on the complexity of the program AND depending on the vendor you choose.</p>
<b>One-on-one mentoring</b>	<p>The most common mentoring model, one-on-one mentoring matches one mentor with one mentee.</p> <p><b>Reference: attached 1:1 Mentorship Program Toolkit</b></p>	<ul style="list-style-type: none"> <li>• This is a preferred model because it allows both mentor and mentee to develop a personal relationship and provides individual support for the mentee</li> <li>• Employees have access to leaders and resources they may not normally have in their daily jobs</li> <li>• Leaders who serve as mentors have an opportunity to give back; to share their stories and experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of mentors can be a limitation</li> <li>• Can be time &amp; labor intensive</li> </ul>
<b>Resource-Based Mentoring</b>	Resource-based mentoring offers some of the same features as one-on-one mentoring. The main difference is that mentors and mentees are not interviewed and matched by a Mentoring Program Manager. Instead, mentors agree to add their names to a list of available mentors from which a mentee can choose. It is up to the mentee to initiate the process by asking one of the volunteer mentors for assistance.	<ul style="list-style-type: none"> <li>• Leaders who serve as mentors have an opportunity to give back; to share their stories and experiences</li> <li>• Because mentees initiate the process, their buy-in to the program/process may be greater than with other mentoring programs</li> </ul>	<ul style="list-style-type: none"> <li>• This model typically has limited support within the organization and may result in mismatched mentor-mentee pairing</li> </ul>

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### Mentorship Models Overview – Cont’d

Model	Description	Pro's	Con's
<b>Group Mentoring</b>	Group mentoring requires a mentor to work with 4-6 mentees at one time. The group meets once or twice a month to discuss various topics. This model is often combined with the one-on-one model. For example, some organizations provide each mentee with a specific mentor. In addition, the organization offers periodic meetings in which a senior executive meets with all of the mentors and mentees, who then share their knowledge and expertise.	<ul style="list-style-type: none"> <li>Combining senior and peer mentoring, the mentor and the peers help one another learn and develop appropriate skills and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring.</li> </ul>
<b>Training-Based Mentoring</b>	This model is tied directly to a training program. A mentor is assigned to a mentee to help that person develop the specific skills being taught in the program.	<ul style="list-style-type: none"> <li>Program criteria and processes are clearly documented</li> <li>Focused skill development for mentees</li> <li>May be less time commitment for mentors and mentees because of the focused nature of the program</li> </ul>	<ul style="list-style-type: none"> <li>Training-based mentoring is limited, because it focuses on the subject at hand and doesn't help the mentee develop a broader skill set.</li> </ul>
<b>Job Shadowing</b>	Job shadowing involves working with another employee who might have a different job and might have something to teach, or can help the person shadowing him/her to learn new aspects related to the job, organization, certain behaviors or competencies.	<ul style="list-style-type: none"> <li>Closest substitute to actual job experience</li> <li>Minimum time and cost – maximum benefit</li> <li>Reinforces good habits in tenured staff</li> <li>Very effective learning tool for an individual planning to take up a different role in the same organization; helps them get a better sense of options available and the required competencies for same</li> <li>Develops expertise and helps both parties to learn and exchange ideas, and increases collaboration with other departments</li> </ul>	<ul style="list-style-type: none"> <li>May be difficult to schedule</li> <li>Tenured employee may introduce bad habits, give false impressions</li> <li>May be disruptive to the work day</li> <li>Technology or space challenges</li> </ul>

## SECTION 2

### Characteristics of Mentors and Protégés

Characteristics of Potential Mentors
<ul style="list-style-type: none"> <li>✓ Willingness to share skills, knowledge &amp; expertise</li> <li>✓ Demonstrates a positive attitude &amp; acts as a positive role model</li> <li>✓ Exhibits enthusiasm</li> <li>✓ Values ongoing learning &amp; growth in the field</li> <li>✓ Provides guidance &amp; constructive feedback</li> <li>✓ Respected by colleagues &amp; employees in the organization &amp; in the professional community</li> <li>✓ Maintains high, achievable expectations - sets &amp; meets ongoing personal &amp; professional goals</li> <li>✓ Is open-minded</li> <li>✓ Motivates others by setting a good example</li> <li>✓ Active listener &amp; good communicator</li> <li>✓ Supportive, encouraging &amp; inspirational – fosters success in others &amp; likes to see others succeed</li> <li>✓ Good problem-solving skills; encourages independent decision-making</li> <li>✓ Global thinker – attitude of continuous improvement</li> <li>✓ Reliable</li> <li>✓ Non-judgemental</li> <li>✓ Committed to the organization and succession planning</li> <li>✓ Discreet ( will keep information confidential)</li> <li>✓ Good sense of humor</li> <li>✓ Empathetic</li> <li>✓ Looks for solutions; creates opportunities &amp; opens doors</li> <li>✓ Has good contacts (a network)</li> <li>✓ Communicates hope &amp; optimism</li> <li>✓ Understands workplace culture</li> </ul>

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**SECTION 2 – CONT'D**

Characteristics of Potential Protégés
<ul style="list-style-type: none"> <li>✓ Eagerness to learn</li> <li>✓ Ability to work as a team player</li> <li>✓ Patient</li> <li>✓ Positive attitude</li> <li>✓ Respectful</li> <li>✓ Demonstrates potential to achieve</li> <li>✓ Listens, watches, learns, grows</li> <li>✓ Makes themselves accessible</li> <li>✓ Accepts criticism graciously</li> <li>✓ Goes above and beyond required tasks</li> <li>✓ Indicated desire for leadership</li> <li>✓ Shows enthusiasm to absorb knowledge; asks questions</li> <li>✓ Open &amp; honest</li> <li>✓ Makes a positive impression at any opportunity; strives to give their best at all times</li> </ul>

Competencies to be Gained Through Mentorship
<ul style="list-style-type: none"> <li>✓ Courage to try new things and take risks</li> <li>✓ Displays confidence &amp; competence; accepts responsibilities</li> <li>✓ Understands the importance of informal meetings</li> <li>✓ Believes in the value of setting goals</li> <li>✓ Takes initiative</li> <li>✓ Open to accepting “stretching assignments”</li> <li>✓ Considers new possibilities</li> <li>✓ Becomes more aware of career aspirations</li> <li>✓ Achieves visibility &amp; takes advantage of key interfaces</li> </ul>





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### **SECTION 3**

#### **1:1 Mentorship Program Toolkit**

##### **Introduction**

Before the initial meeting, the mentor and protégé should each consider what they would like to accomplish in the relationship. Consideration include, but may not be limited to the following:

- ✓ Professional values
- ✓ Compatible hours
- ✓ Expectations of the relationship (including skills and competencies the Protégé hopes to learn)
- ✓ How to develop a sense of trust and openness

##### **The Mentor helps the Protégé:**

- Create a vision for what can be accomplished
- Clarify and set goals (both short and long term)
- Shift perspectives to new possibilities
- Develop new action strategies
- Be accountable to what they say they want and what they say they will do
- Draw upon the protégé's existing experience and knowledge

##### **The Protégé takes responsibility to:**

- Respect the mentor's availability and time
- Be receptive to information and feedback
- Set realistic expectations with the mentor

##### **Initial Meeting**

The initial meeting between the mentor and protégé is critical to the success of the relationship, because it sets the tone. It is extremely important to take the time to create a climate of trust and of safety. The agreements made between the mentor and the protégé provide the basis for the relationship. The agreement should be dynamic, capable of changing over time so that it will continue to meet the protégé's and mentor's needs.

At the initial meeting, the mentor and the protégé should share with each other their considerations and what they would like to accomplish. If comfortable, they can begin to collaborate to set some simple developmental goals that are specific, achievable based on skills and the commitment. Both the mentor and protégé are looking for a partner, and the goal of the initial meeting is to begin to find out if the individuals will be a good match, and if both parties can reasonable commit to working toward the goals of the agreement.





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**POSITIONING WOMEN FOR SUCCESS WINDSOR-ESSEX**  
**MENTOR TEMPLATE**

The primary role of the Mentor is to provide guidance and support to your protégé, based on her unique developmental needs. At different points in the relationship, you will take on some or all of the following roles: coach/advisor, source of encouragement/support, resource person, champion and devil's advocate.

Please indicate what you can offer to your protégé, and how you plan to evaluate your success.

This is what I can offer	✓ Indicators of Success



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**POSITIONING WOMEN FOR SUCCESS WINDSOR-ESSEX**  
**PROTÉGÉ VISION/GOAL TEMPLATE**

**Career Vision:**

In one sentence, highlight your career vision – what you would like to achieve or accomplish in the mid-term or long-term future.

**Long-term Plan:**

In one sentence outline your *high-level plan* over the next few years – what you will do to move forward toward your desired career outcomes.

Short-term Goals (Examples)	Action Steps <i>In order to achieve this goal, I will:</i>	✓ Indicators of Success
		✓
		✓
		✓
		✓

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SAMPLE Mentor/Protégé Agreement			
<b>Name:</b>			
<b>Organization:</b>			
Goal (s) / Strategies			
<b>Example: Goal</b> Take on a leadership role.		<b>Example: Strategies</b> 1. Create/discuss list of specific leadership skills I possess. 2. Identify one project or meeting in which I can take a leadership role.	
<b>Goal:</b>		<b>Strategies</b>	•
<b>Date:</b>			
<b>Goal:</b>		<b>Strategies</b>	•
<b>Date:</b>			
<b>Goal:</b>		<b>Strategies</b>	•
<b>Date:</b>			
Duration of Agreement and Frequency of Meetings			
<b>Start Date:</b>		<b>End Date:</b>	
<b>Frequency: (maximum of 4 hours)</b>			
Signatures			
<p><b>We agree that mentoring conversations will be conducted with the following guidelines:</b></p> <ul style="list-style-type: none"> <li>• Conversations will focus on results that we want to achieve professionally</li> <li>• Conversations will be confidential</li> <li>• Each participant agrees to maintain mutual dignity and respect</li> <li>• We will stretch ourselves</li> <li>• We can opt out</li> </ul>			
<b>Protégé:</b>			
<b>Mentor:</b>			



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**POSITIONING WOMEN FOR SUCCESS WINDSOR-ESSEX**  
**MENTOR/PROTÉGÉ PROGRESS FORM**

This is a tool that can be used by Mentors and Protégés to measure/track progress during the course of the mentoring relationship; its goal being to ensure that the experience is as rich, fulfilling and relevant as possible, for both parties.

Between mentoring sessions, the Protégé records their responses to the questions posed by the Mentor, and then submits the form to the Mentor in advance of the next mentoring session, so that the Mentor has time to review the Protégé responses.

Question (from Mentor)	Response (from Protégé)
<i>What was the most helpful piece of information, advice, direction that you received during our last mentoring session?</i>	
<i>What have you accomplished since our last mentoring session?</i>	
<i>What items did you not accomplish, despite good intentions?</i>	



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Question (from Mentor)	Response (from Protégé)
<i>What challenges are you facing right now?</i>	
<i>What are the opportunities available to you right now?</i>	
<i>What would you like to discuss at our next session?</i>	

Name of Mentor: \_\_\_\_\_

Name of Protégé: \_\_\_\_\_

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