

DEPARTMENT OF ADMINISTRATIVE SERVICES  
OFFICE OF THE CHIEF HUMAN RESOURCES OFFICER

# MENTORING

toolkit



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This manual created in collaboration with the Ascent Leadership Program  
 (Ascent.Program@oregon.gov).

Content adapted from:

- *The University of Salford Manchester | Mentoring for Staff new to University, Code of Practice and Guidelines*
- *Chronus (chronus.com) | How to Start a High-Impact Mentoring Program*
- *Emily Jarvis (govloop.com) | 5 Attributes of a Great Mentor – Do You Fit the Bill?*
- *Courtney Belme (govloop.com) | Making the Most of a Mentorship Relationship*

## WHAT IS A MENTOR?

**Mentor:** *noun.*

1. A wise and trusted counselor or teacher
2. *Greek Mythology:* Odysseus' trusted friend and counselor

Mentor is an old and trusted friend of Odysseus. He is appointed to look after the estate and, more importantly, to look after Odysseus' son, Telemachus. It is in Mentor's form that Athena, goddess of wisdom, speaks at critical times throughout Homer's epic *Odyssey*. In a certain sense, Mentor is both mortal and immortal—wisdom personified.

In the story, Mentor serves as a guide to young Telemachus in his search for reunion with his father. Mentor urges the boy on his quest, finds a ship, accompanies him on the first leg and then departs, returning again at the end of the tale to assist father, son, and grandfather as they recapture their heritage and consolidate their return home.

Mentor's part in the story is catalytic and instructive, for he is a classic transitional figure, helping the youth achieve his manhood and confirm his identity in an adult world while helping the father complete his life's work.

*(For more information, see Homer's Odyssey)*

**A leader is one who** knows the way, goes the way, and **shows the way.**

*John C. Maxwell*

**We lead by being human.**

We do not lead by being corporate, by being professional or being institutional.

*Paul Hawken*

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### Definitions

**Mentor** - An individual who has experience and understanding of the state's formal and informal structure, procedures, and culture, and who can provide insight, guidance, and development resources to a mentee. Together, they discover learning opportunities within and outside their current work. Mentors stimulate others through ideas and information that can lead to personal and professional growth.

**Mentoring** - The learning relationship used to instruct and motivate individuals to gain knowledge, insight, and improvement in their skills and abilities.

**Mentee** - An individual receiving counsel, orientation, and other pertinent developmental opportunities or resources from a mentor.

**Coordinator** - an individual or team of individuals, responsible for administering, evaluating, and for facilitating the connection of mentors and mentees.

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## WHY MENTORING?

### Mentoring produces results

An increasing number of organizations are turning to mentoring to achieve their goals. Mentoring is good for business; it affects productivity and performance. Mentoring improves training and provides support to new staff as well as upcoming team leaders and supervisors.

Mentors learn to hone their own teaching, coaching and other valuable skills while imparting invaluable knowledge and information to their mentees. Mentees gain confidence, new skills and other valuable assets, thus improving both satisfaction and performance at work. A positive mentoring experience can transform marginal employees into high performers. In time, knowledge and expertise are passed on from worker to worker – creating a powerful and resourceful workforce able to successfully serve both coworkers and customers alike.

RESEARCH HAS SHOWN THAT APPROXIMATELY 2/3 OF TOP EXECUTIVES HAVE HAD MENTORS. MOST WERE BETTER PAID, REACHED THEIR POSITIONS FASTER AND WERE MORE SATISFIED WITH THEIR WORK AND CAREERS THAN THEIR NON-MENTORED COUNTERPARTS.

Finding the right mentor is critical. Ideal mentors are staff members who are willing to go out of their way to see that their mentees get the best possible chance to succeed. They also help new or transferring staff adapt to the informal and unwritten customs unique to an agency. Mentoring is not meant to replace formal training programs; instead, it is an additional cost-effective method of passing on skills, knowledge and confidence.

### Benefits of mentoring

Over the next 5 - 10 years the state will be facing many new challenges and opportunities. Some estimates are that up to 50 percent of the workforce will be retiring. Retirement and downsizing have heightened the need to preserve institutional memory and experiential knowledge. There is an obvious leadership gap needing to be filled. Oregon state government currently has employees with the necessary leadership potential. These employees need opportunities and means to develop skills so they are ready to step into leadership roles. A formal mentoring program will create a tool to help meet this challenge.

#### **Mentees benefit by:**

- Tapping the wisdom, insights and experience of the mentor.
- Receiving encouragement, support, and affirmation from the mentor.
- Having a safe environment to explore new ideas and creative solutions, and to take risks.
- Gaining valuable insights about formal/informal relationships and organizational priorities.
- Building confidence to challenge themselves to reach for new goals.
- Knowing they are valued by the organization.

#### **Mentors benefit by:**

- Learning by teaching.
- Receiving recognition for their legacy of personal knowledge, insight, and experience.
- Exploring their own standards, philosophies, relationships, awareness, and expertise.
- Sharing in the growth of the mentee.
- Gaining higher visibility within the organization and potential for career enhancement.

**Oregon state government benefits by:**

- Creating a productive, involved and motivated workforce.
- Increasing organizational communication at all levels.
- Creating informal relationships that otherwise might not exist.
- Having a recruiting tool helping Oregon state government to become an “Employer of Choice”.
- Integrating new employees effectively into the workforce.
- Knowing that important experience and institutional knowledge is being passed on.
- Increasing ownership of the mission, goals and values of the organization.
- Developing a mission-committed workforce with a sense of belonging.
- Retaining a high-performing and productive workforce.

**PURPOSE OF MENTORING**

Studies show education and training, while immediately delivering new skills, also provides information that remains unused and fades over time. Participants will understand the material, want to use it, and attempt to incorporate it into their lives, but time will prevail over their ambition to use the material.

Using mentoring in conjunction with training, adds motivation, accountability and encouragement over time, thereby incorporating elements essential to lasting success. Successful professionals consistently report that it was the guidance received from a mentor that made the most significant difference in achieving success in their careers.

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#### “TOP” QUALITIES OF SUCCESSFUL MENTORS:

- Gives honest advice when needed.
  - Is generous with praise, but make it specific, honest, and immediate.
  - Is gentle with corrections, not pointing out every little mistake.
  - Is clear about expectations of the mentoring relationship.
  - Ensures the mentee’s hard work and skills are recognized and rewarded.
  - Coaches the mentee through difficult situations at work.
  - Gives small special assignments that provide a series of small successes.
  - Guides them to challenge and stretch themselves and be ready to help and support.
  - Helps guide the mentee through all the hidden rules and political confusion.
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## MENTOR GUIDE

As a mentor, you are offering your time to someone else in order to help further their career. By taking this responsibility seriously, you are making the most of your time and your mentee’s time. It is understandable that life can get in the way, but if you commit to a mentee, it is crucial that you are there when they need you.

### Requirements of a great mentor

1. **Actively Listen** – The average person can speak 150 words per minute, but they can listen to 1,000 words per minute. That discrepancy gives the listener plenty of time for their mind to wander. So the key to a great mentorship is to create a space for active listening – a place where the mentee not only feels heard, but empathized with. Additionally, letting your mentee talk it out can be helpful for them to sort through the situation they are discussing.
2. **Offer Concrete Advice** – Sometimes a mentee will come into a mentoring session with vague or lofty goals. The key for a successful mentorship is to provide real, tangible steps a person can take to get ahead. Mentioning a specific training course or recommending a particular leadership book to read are good examples of concrete steps a person can take.
3. **Be Responsible and Respectful** – A formal mentorship agreement means both the mentor and mentee have committed to the process. A great mentor will follow through on that commitment. Obviously situations arise that could cause a mentor to miss a session here or there, but a great mentor will make sure to reschedule. And just as important, a great mentor will be present and respectful (e.g. don’t check phones or emails during the mentorship session.)
4. **Advocate for your Mentee** – One of the cornerstones of a great mentorship relationship is the investment a mentor makes in their mentee. If a mentor is willing to put in extra time to make sure their mentee is getting the resources and advice they need to get ahead – that’s a hallmark of a great mentor.
5. **Be Curious** – This attribute might seem a bit odd, but curious mentors are invested in finding the best ways to help their mentee. They want to know more about how their mentee works and their goals in life. A curious mentor is a mentor who is ready to go the extra mile for their mentee.
6. **Have patience** – Committing to a mentorship relationship can be a long-term endeavor. Over your relationship with your mentee, they may neglect advice or flounder. In these instances, a little bit of constructive criticism can help get them back on track. However, many people have a hard time taking criticism. In these instances, your patience will be critical to maintaining the relationship and getting the most out of it.
7. **Be a good role model.** By volunteering as a mentor, you are raising the bar for how you conduct yourself. Leading by example allows your mentee to go beyond the conversations you have with them and follow

your direction. You do not have to be a saint, but it is good to be cognizant that someone who wants to emulate you, is watching you.

8. **Be prepared.** Walk into every mentorship session with a loose game plan of what you want to discuss and what goals you want to achieve. You can plan each session by first asking your mentee what they want to get out of the relationship and what topics they want to discuss. From there, you can get the most out of every meeting by knowing what key points you want to focus on ahead of time.

### Mentor's role and responsibilities

**A Mentor wears many hats.** Depending on the mentee's needs and goals, the mentor will act as teacher, advisor, sponsor, validator, positive role model, confidant, motivator, leader, and friend. The relationship can have a long-range impact on the growth of both partners.

The following behaviors are generally associated with mentoring. Not all mentors will perform all functions at the same level; behaviors will be gradually initiated as the relationship develops.

**Teaching:** The mentor instructs the mentee in the specific skills and knowledge necessary for successful job performance or otherwise assists in the person's career development. The instruction can be formal or informal, direct, or subtle.

**Guiding:** Every organization has its "unwritten rules." The more experienced mentor orients the mentee to these rules.

**Advising:** Teaching and guiding are mentoring behaviors usually initiated by the mentor, while advising often occurs in response to a request by the mentee. The difference between the advice of a mentor and the advice of others should be the quality of the advice. The mentor should be imparting wisdom based on a high degree of competence and extensive experience. In a relatively short time, the mentee benefits from experience that often has taken a lifetime to accumulate.

**Supporting:** The mentor provides emotional support in stressful times. The mentor listens to the mentee's concerns and communicates in a way that is empathetic and understanding yet always authentic. Be honest and open about what you will support and what you will not or cannot support.

The mentor usually helps the mentee clarify career goals and develop action plans to achieve them.

**Sponsoring:** The Mentor's influence or clout can sometimes provide growth and networking opportunities for the mentee. However, the mentor does not always have to "pull strings" to be helpful.

**Role Modeling:** Role modeling usually occurs subtly as an outcome of the relationship rather than by conscious design of either mentor or mentee. Be sure you are an example. *You are being observed.*

**Validating:** The mentor evaluates, possibly modifies, and finally endorses the mentee's goals and aspirations. In essence, the mentor validates the mentee's aspirations. If a mentor cannot accept the possibility of the mentee achieving these goals, it is doubtful the relationship can be maintained for long. Validating involves helping mentees believe in their goals.

**Motivating:** In motivating, the mentor provides the encouragement and impetus for the mentee to act toward achievement of stated goals.

**Risk-Taking:** The mentor serves as a buffer for the mentee's risk-taking and provides a safer environment where the mentee can make mistakes without losing self-confidence. The mentee learns, not only how to succeed but also how to fail without feeling defeated. This aspect of mentoring helps the partner learn more about making decisions and taking action even without adequate information.

**Communicating:** The mentor establishes open lines of communication through which concerns can be discussed clearly and effectively. Communication is insufficient by itself to ensure good mentoring. However, the effectiveness of the other mentoring behaviors is largely determined by the mentor's effectiveness as a communicator. Expertise means little if it cannot be communicated.

### Activities for Mentors

- Tell a career story. Share examples of personal highs and lows.
- Spend time discussing the mentee's needs and aspirations, studying the organization, and developing action plans over the duration of the relationship.
- Help establish a training plan for the mentee.
- Advocate for and assist the mentee in gaining exposure to special training as appropriate to related goals.
- Look for ways that allow the mentee to assume a different role for short periods of time.
- Have a discussion on a book or article related to leadership or professional/technical work.
- Help the mentee write short-range and long-range career development plans.
- Involve the mentee with partnering agencies and stakeholders. Introduce them to someone in another agency who does similar work.
- Listen. There is no greater honor than being listened to. And the listening mentor can learn a great deal about the mentee's barriers, perceptions, and needs.
- Help the mentee understand the world of politics and government. How a law gets implemented. How policy gets made.
- Describe today's historic moment for your agency or Oregon State Government. Help the mentee understand the unique journey state government is on.
- Attend a public meeting or event together.



## Questions that can be useful

### **Investigative:** What? When? Where?

#### **Discovery:** Stimulate thinking. Push learning.

- What did you discover?
- Why do you think that?
- How did you go about that? What did you learn?
- What are you proud of?

#### **Empowering:** Get the mentee to take ownership. Push for action.

- What might you do next?
- What would you like to do about that?
- Have you thought where you might go with that idea?

#### **“What would happen if...”:** Instead of making direct suggestions, ask:

- “What would happen if \_\_\_\_\_?” so the mentee has to think about what you are offering.

#### **Solution-focused:** These aid in self-assessing goals and strengths and help to identify concrete steps toward change, based on past successes. Such questions include:

- What is working well in your life? How are you contributing to that?
- What is satisfying for you in your work? How are you contributing to that?
- What is missing for you?
- What do you need? What do you want? Let’s call this your goal. What have you done to accomplish your goal?
- Let’s say something happens overnight, and you get what you need or want. What is the first thing you would notice? What would be different? What would you be doing differently? What are others doing differently (co-workers, managers, and customers)?
- Are there times when you already have some of what you want? If so, how are you contributing to that? How can you do that more often?
- On a scale of 1-10, where are you now in terms of meeting your goal/getting what you want? (“10” means you have met your goal, “1” is you’re just beginning.) Why aren’t you one point lower on the scale, at a \_\_\_\_? What would it take for you to move up just one point, to a \_\_\_\_? What do you see yourself doing to make this happen? How can you use your strengths? What kind of support do you need?

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#### “TOP” QUALITIES OF SUCCESSFUL MENTEES:

- Listens and considers advice.
  - Is open and accepts constructive feedback and coaching.
  - Is willing to assume responsibility for personal growth and development.
  - Initiates contact after initial meeting.
  - Collaborates with mentor to design action plans for personal and professional growth.
  - Evaluates their progress periodically.
- 

## MENTEE GUIDE

As a mentee, you are asking someone to offer his or her time to help further your career. By taking this responsibility seriously, you are making the most of your time and your mentor’s time. It is understandable that life can get in the way, but if you commit to a mentor, it is crucial you are there when they are.

### Requirements for a mentee

1. **Be committed.** Look for opportunities to observe, evaluate and practice new skills to enhance your personal and professional growth. The degree of your participation and commitment will significantly influence your success. Your intention is what will make the difference.

The best outcome depends on your desire and commitment to collaborate with your mentor to develop goals and your willingness to communicate what you need. This includes being honest and being open to feedback. Learn to consider feedback a valuable gift. Communication and honesty are keys to building a positive mentoring relationship.

You must also be willing to assume responsibility for your own development. Prepare for meetings with your mentor by generating a list of goals and questions. Work with your mentor to set goals and identify specific needs. Together, you will create a timeframe, with checkpoints, that is both realistic and ambitious.

2. **Have an open mind.** The best way to go into a mentor relationship is with the mindset you are there to learn. While you may have been the smartest kid in your college class or the brightest new hire at your agency, it is critical you go into your relationship humbly and with an open mind. Checking your ego at the door can make your mentor relationship much more fruitful.
3. **Be flexible.** While you probably have a busy schedule yourself, it is important to remember your mentor does too. During initial meetings talk about your schedules and decide the best way for you to meet. Be prepared to adjust your schedule to fit it around when and where your mentor is able to meet and spend time with you.
4. **Have goals.** Going into a mentor relationship just to pick your mentor’s brain can be counterproductive. Rather, you should have a clear goal for the relationship and what you want to cover in your meetings. Be honest and up front with what you need from your mentor and work together to achieve those goals throughout the mentor relationship.
5. **Accept criticism.** At one point or another in your relationship, your mentor is going to give you some criticism. When they do this, it is because they are trying to help you and shape your career. Don’t get

defensive; accept the criticism graciously. Most importantly, take what they say and implement change so you don't make the same mistake again.

6. **Shine.** In order to get the most out of a mentor relationship it is critical to use the tools you learn from your mentor and be a star in your field.

#### Mentee's role and responsibilities

- **Be respectful of your mentor's time.** If your time is worth a certain amount per hour, then your mentor's time is probably worth more. You have to remember your mentor is making a bigger investment initially than you are.
- **Take action.** If you are not willing to take action on the information and advice offered by your mentor, you have a responsibility to communicate with your mentor about it.
- **Honor your mentor.** You show respect by your behavior and your follow-through with the people and ideas that your Mentor introduces.
- **Pass on the gift of mentoring.** The greatest compliment you can pay your mentor is to mentor your own mentee when the time comes.

#### Commitments to your mentor

- Clarify time and communication preferences. Choose to spend at least \_\_\_ hour(s) a month with your Mentor for \_\_\_ (length of time). Some people find an initial meeting may take one to two hours, and after they plan to have phone conversations and email exchange. Or, they may have regularly scheduled face-to-face contacts for a specific length of time.
- Set aside time regularly to work on assignments from your mentor.
- Set goals for what you want to accomplish. Review past trainings and assessment instruments and review other means of assessment to help decide on goals.
- Follow through with activities agreed upon with your mentor.
- Apply what you are learning in all aspects of your life.
- Complete a brief evaluation form at the end of the mentoring.
- Practice, practice, practice.

#### Things to talk about

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>- Past and current position descriptions</li> <li>- Major tasks, subtasks, specific responsibilities</li> <li>- Committee or taskforce assignments (past or potential)</li> <li>- A typical day in your job</li> <li>- Personal qualities needed for the type of work you aspire to attain</li> <li>- General opportunities for advancement in Oregon state government</li> <li>- Effects of economics and technology on specific jobs and occupations</li> <li>- Other jobs which require similar skills</li> <li>- Avenues and strategies to enter various careers</li> </ul> | <ul style="list-style-type: none"> <li>- Career progressions and transitions</li> <li>- Identification and acquisition of skills learned for specific jobs</li> <li>- Suggestions and recommendations for acquiring these skills</li> <li>- Job likes and dislikes</li> <li>- Career choices, chances, and changes</li> <li>- Interpersonal skills most important to success in Oregon state government</li> <li>- Attitudes and values that are important and how they are reflected in the work</li> <li>- Obstacles or barriers to overcome (personal or organizational)</li> </ul> |
|--|--|

## MATCHING MENTORS AND MENTEES

Mentor matching doesn't have to be a difficult process. The key to success is choosing a matching methodology that fits your agency's type of mentoring program:

- **Matching Based on Career Development or Professional Growth**

Identify specific career development or professional growth areas to drive your match criteria. For example, if the development or growth area is focused on building leadership competencies, match mentees having specific competency gaps with mentors who are strong in those competencies. Using specific development and growth areas to define matching criteria helps avoid the unwanted: matches based on personality traits and “similarity” alone – rather than on developmental goals.

To do this, create application forms for both mentors and mentees, and use these forms to ask questions capturing data needed to assist matching and pairing. Such data could include not only specific criteria themselves, but also additional data that could assist a final matching decision if there is more than one possible match.

See Appendixes A and B for sample “Mentor/Mentee Applications” to assist with matching relationships.

Do not include too much criteria. In theory, matching individuals based on as much criteria as possible will produce better matches. In practice, however, matching on too much criteria is at best time-consuming and at worst unfeasible. Instead of aiming for the “perfect match”, which will limit your ability to match at all – aim for the “best possible match”. To generate the “best possible match”, pick a few top priority criteria (we suggest having 3-5), and assign each criterion a priority (see best practice 1 above) and a relative weighting.

- **Mentee Chooses Mentor**

Research suggests the greater the involvement of the mentee in the selection of their mentor, the better the outcome of the mentorship. Therefore, general mentoring programs should be structured in such a way that mentees choose their own mentor. This not only makes for more successful mentorships, it also makes managing a mentoring program easy. This can be done with applications that include background about each mentor (Again, see appendix for examples). Mentees can review mentor profiles and notify your agency mentorship program coordinators of their choices.

## STARTING THE RELATIONSHIP

### Set expectations of the Mentor Relationship

A lack of expectations can lead to frustration, lost opportunities, and difficult communications. It is important to set clear, concise, and specific expectations of the mentoring relationships. The following areas should be determined (and preferably documented) during your first meeting.

- Roles/responsibilities
- Goals/work plan
- Schedule of regular meetings
- Agenda for each meeting
- Rules about feedback
- Duration of relationship (this may be determined organically depending completion of goals and work plan)
- Rules about termination of relationship

### Guidance for first meeting

In a mentoring relationship, it is possible the two partners will know each other already. However, here are some suggested “leading questions” that may help to define the parameters of this new relationship.

1. What skills, strengths and experience do you bring to the mentoring experience?
2. What do you want to gain from the mentoring experience?
3. What communication style works best for you? (Do you like direct, straight information? Examples? Questions and answers? Are there styles of communication that make you uncomfortable?)
4. What would you like to improve about your work performance?
5. What accomplishments are you happy to share?
6. What have you learned about yourself from experience in various training programs or self-assessments?
7. What kinds of feedback have you received and what would you like to improve as a result?
8. Are there specific expectations or goals you already have about the mentoring relationship?
9. How will we know when the mentoring relationship is over?
10. Logistics:
  - When shall we meet?
  - What virtual platform works best for you?
  - Are you comfortable with e-mail and/or telephone, with some virtual face-to-face, or what combination? How much communication outside of regularly scheduled meetings feels like a good fit with your work schedule, and what is a good time of day? Can we be flexible with scheduling?

### Tips for an Effective Virtual Meeting

1. Determine which platform you will be using. Make sure you are familiar with how it works prior to your first meeting!
2. Set a reminder in your calendar so you are not late.
3. Be prepared. Have your discussion points in mind.
4. Find a quiet place with minimal distractions.

## Initial Direction

### Learning Objectives

As the mentoring pair begins to work together, they may initially choose to focus on specific areas such as:

- Coaching on specific skills
- Coaching on effective approaches and behavior in the organization
- Coaching on purpose, values and vision
- Gaining exposure to new settings or issues
- Offering feedback on progress
- Opening lines of communication (i.e. making introductions)
- Getting feedback on openings within the organization, resumes, interviewing
- Assisting on a project or business issue
- Being used as a sounding board
- Gaining insight into the goals, philosophy, and workings of the organization
- Suggesting networks or associations to further develop their career

### Developmental Areas

The mentoring pair will discover many areas that are developmental possibilities. From work done in other settings such as a leadership program, the mentee may have identified certain areas that are candidates for initial work. These may include:

- Improvement in one of the statewide values or competencies
- Decision making
- Tolerance of uncertainty
- Management of stress
- Use of personal power and influence
- Leadership / dealing effectively with others
- Functional / technical skills (i.e. marketing, finance, operations, business)
- Handling difficult situations / conflict
- Presentation skills
- Communication styles and approaches with various levels of management
- Career path guidance

## MAINTAINING THE RELATIONSHIP

While many mentorships may take off and thrive, some may not. Why? Typically, mentoring is not part of one's daily routine. Without a direction and a plan, mentoring relationships are vulnerable to losing focus and momentum. That is why providing some structure and guidance throughout the mentorship is vital to a successful program.

One best practice is to ensure all mentorships have goals and action plans. This serves two purposes. First, it brings focus on the onset, which helps a mentorship get off to a good start. Second, it adds accountability to accomplish something.

See Appendixes C and D for sample "Mentoring Agreement/Learning Contracts" to help document mentor/mentee action plans.

As a mentoring connection progresses, establish regular checkpoints where mentorships report on their progress. Even if your agency chooses not to formally track the details, just the act of documenting progress helps mentors and mentees stay productive.

See Appendix E and F for sample "Mentor/Mentee Activity Sessions Summary" and "Mid-way Evaluation" templates to track progress of the mentoring relationship.

Lastly, have a formal process that brings closure to the mentoring experience. Within this process, provide an opportunity for both the mentor and mentee to reflect upon what was learned, discuss next steps for the mentee, and provide feedback on the benefits of the program and progress.

See Appendix G and H for sample evaluation forms to gather feedback on mentor relationships.

### Informal mentorships

Not all mentoring relationships are formed through formal programs. Informal mentoring programs may also be effective in your organization to help facilitate these relationships. Two examples of informal mentoring are Flash Mentoring and Speed Mentoring, both of which facilitate short-term mentoring relationships between a mentor and protégé.

- **Flash Mentoring** is a "one-time" meeting that enables an individual to learn and seek guidance from a more experienced person who can pass on relevant knowledge and experience.
- **Speed Mentoring** is a method for individuals to receive information from one or more mentors in a time-controlled environment. Modeled after the 'Speed Dating' concept, both parties are provided the opportunity to share knowledge and experiences. Mentees benefit from the wisdom of their mentors, who in turn, benefit from the fresh perspectives their mentees bring.

## APPENDIX

- A. Sample Mentor Application
- B. Sample Mentee Application
- C. Mentoring Agreement or Learning Contract (sample 1)
- D. Mentoring Agreement or Learning Contract (sample 2)
- E. Mentor/Mentee Activity Sessions Summary
- F. Midway Evaluation
- G. Final Evaluation | Mentee of Mentor
- H. Final Evaluation | Mentor of Mentee

The following templates are examples only. Agencies are encouraged to edit and/or use at their discretion based on what works for their specific mentoring program.



## Appendix A: Sample Mentor Application

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Please describe your qualifications in detail. All materials submitted will remain CONFIDENTIAL.

Name: \_\_\_\_\_

Agency: \_\_\_\_\_

Division/ Work Unit: \_\_\_\_\_

Job Classification: \_\_\_\_\_

Working Title: \_\_\_\_\_

City of Work Location: \_\_\_\_\_

Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Provide a brief description of the type of work you do.

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Briefly describe any prior experiences as a mentor or learning partner in either an informal or formal partnership.

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State at least three qualities or characteristics you would like to see in a mentee in order for the mentoring to be a productive partnership.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Describe what you consider to be your strongest management competencies (*see below: communication, innovation, intentional engagement, mentoring and developing people, stewardship, and business acumen*).

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### OREGON STATE GOVERNMENT | MANAGER COMPETENCIES

#### COMMUNICATION

The ability to effectively articulate and exchange information with internal and external stakeholders

#### INNOVATION

The ability to ensure a process that allows ideas to be evaluated, adopted and implemented when appropriate

#### INTENTIONAL ENGAGEMENT

The ability to consider and appreciate multiple perspectives, backgrounds, and values, integrating them throughout the organization, creating opportunities to effectively achieve organizational goals

#### MENTORING AND DEVELOPING PEOPLE

The ability to actively engage employees at all levels of the organization, recognize their potential and support their future career growth

#### STEWARDSHIP

The ability to responsibly manage resources and actively promote a culture in which those resources are effectively utilized

### FOUNDATIONAL COMPETENCY: BUSINESS ACUMEN

The ability to manage human, financial, procurement, assets and information resources effectively to meet the mission of the agency and state.

What skills and areas of knowledge would you like to pass on to a mentee?

- Technical expertise [Budget, Procurement, etc.]
- Advancing in career
- Balancing work and outside priorities
- Bouncing back from failure
- Building relationships
- Changing careers
- Dealing with difficult people
- Giving feedback
- Writing effectively
- Making oral presentations
- Managing change
- Managing projects
- Motivating people
- Negotiating
- Recruiting/hiring
- Time management
- Building trust
- Flexing your work style
- Resolving conflicts
- Taking risks
- Team building
- Coaching
- Understanding organizational politics
- Moving into a management role
- Other [list other areas of interest/need:

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

## Appendix B: Sample Mentee Application

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Please describe your qualifications in detail. All materials submitted will remain CONFIDENTIAL.

Name: \_\_\_\_\_  
Job Classification: \_\_\_\_\_  
Working Title: \_\_\_\_\_  
Agency: \_\_\_\_\_  
Division/ Work Unit: \_\_\_\_\_  
City of Work Location: \_\_\_\_\_  
Work Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

Provide a brief description of the type of work you do.

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State at least three qualities or characteristics you would like to see in a mentor in order for the mentoring to be a productive partnership.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Describe what you consider to be your areas of strength and areas of development needed in the management competencies (communication, innovation, intentional engagement, mentoring and developing people, stewardship, and business acumen).

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### OREGON STATE GOVERNMENT | MANAGER COMPETENCIES

#### COMMUNICATION

The ability to effectively articulate and exchange information with internal and external stakeholders

#### INNOVATION

The ability to ensure a process that allows ideas to be evaluated, adopted and implemented when appropriate

#### INTENTIONAL ENGAGEMENT

The ability to consider and appreciate multiple perspectives, backgrounds, and values, integrating them throughout the organization, creating opportunities to effectively achieve organizational goals

#### MENTORING AND DEVELOPING PEOPLE

The ability to actively engage employees at all levels of the organization, recognize their potential and support their future career growth

#### STEWARDSHIP

The ability to responsibly manage resources and actively promote a culture in which those resources are effectively utilized

### FOUNDATIONAL COMPETENCY: BUSINESS ACUMEN

The ability to manage human, financial, procurement, assets and information resources effectively to meet the mission of the agency and state.

What are some areas of career development or professional growth you would like to work on? Please review the following examples and check those knowledge and/or skill areas of career development or professional growth for which you would like to be mentored:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Technical expertise<br>[Budget, Procurement, etc.] | <input type="checkbox"/> Advancing in career                      | <input type="checkbox"/> Balancing work and outside<br>priorities |
| <input type="checkbox"/> Bouncing back from failure                         | <input type="checkbox"/> Building relationships                   | <input type="checkbox"/> Changing careers                         |
| <input type="checkbox"/> Dealing with difficult people                      | <input type="checkbox"/> Giving feedback                          | <input type="checkbox"/> Writing effectively                      |
| <input type="checkbox"/> Making oral presentations                          | <input type="checkbox"/> Managing change                          | <input type="checkbox"/> Managing projects                        |
| <input type="checkbox"/> Motivating people                                  | <input type="checkbox"/> Negotiating                              | <input type="checkbox"/> Recruiting/hiring                        |
| <input type="checkbox"/> Time management                                    | <input type="checkbox"/> Building trust                           | <input type="checkbox"/> Flexing your work style                  |
| <input type="checkbox"/> Resolving conflicts                                | <input type="checkbox"/> Taking risks                             | <input type="checkbox"/> Team building                            |
| <input type="checkbox"/> Coaching   | <input type="checkbox"/> Understanding<br>organizational politics | <input type="checkbox"/> Moving into a management role            |
| <input type="checkbox"/> Other [list other areas of interest/need:          |   |   |

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

## Appendix C: Mentoring Agreement or Learning Contract (sample 1)

Content adapted from DOP Mentoring Model (rev. 8/29/08)

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

### OBJECTIVES

We hope to achieve:

To accomplish this, we will:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

### CONFIDENTIALITY

Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include: \_\_\_\_\_

### FREQUENCY OF MEETINGS

We will attempt to meet at least \_\_\_\_\_ times(s) each month. If we cannot attend a scheduled meeting, we agree to notify each other in advance.

### DURATION

We have determined that our mentoring relationship will continue as long as we both feel comfortable until: \_\_\_\_\_

### NO-FAULT TERMINATION

We are committed to open and honest communication in our relationship. We will discuss and attempt to resolve any conflicts as they arise. If, however, one of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Appendix D: Mentoring Agreement or Learning Contract (sample 2)

Content adapted from DOP Mentoring Model (rev. 8/29/08)

We are voluntarily entering into a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. In order to define our mentoring relationship, we have agreed that the goals described on the following page are SMART goals:

<b># S = Specific</b>	Goals are in language that makes the desired outcome specific, and will “stretch” the mentor and mentee to learn and perform.
<b># M = Measurable</b>	Each goal includes a specific measure to determine when the goal is achieved or progress has been made in achieving the result.
<b># A = Achievable</b>	Goals are realistic, to be achieved within the time allotted.
<b># R = Relevant</b>	The task or activity is relevant to the mentee. If the goal and activities are not relevant, the mentee will have difficulty completing the activities and accomplishing set goals.
<b># T = Timely</b>	Goals include a date by which the mentor and mentee agree when the activity or result will be accomplished.

We acknowledge that we are participating in an agency-approved mentoring program, and that participation does not guarantee promotion or entitle the participants to preferential treatment in employment related activities.

Name of Agency: \_\_\_\_\_

Mentee (name)	Signature	Date
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Mentee’s Supervisor (name)	Signature	Date
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Mentor (name)	Signature	Date
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Mentor’s Supervisor (name)	Signature	Date
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Mentorship Coordinator (name)	Signature	Date
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Duration of the mentoring program \_\_\_\_\_

Expected frequency of meetings for the mentor and mentee \_\_\_\_\_

**GOAL #1**

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Measurement: \_\_\_\_\_

Completion date: \_\_\_\_\_

**GOAL #2**

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Measurement: \_\_\_\_\_

Completion date: \_\_\_\_\_

**GOAL #3**

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Measurement: \_\_\_\_\_

Completion date: \_\_\_\_\_

**Other areas of Mutual agreement**

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Mentor Signature \_\_\_\_\_ Mentee signature \_\_\_\_\_

## Appendix E: Mentor/Mentee Activity Sessions Summary

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Mentor: _____	Mentee: _____
Date: _____	Time Session Began: _____
Location: _____	Time Session Ended: _____

### SUMMARY OF SESSION:

1. Were planned activities at the last session completed? What did you learn?
2. If you could do the same thing again, would you do anything differently? What and why? If not, why not? What made the activity successful?
3. Were there other tools or resources you could have used to make the activity more successful?
4. What is the most important thing you took away from the activity?

### PLANNED ACTIVITIES TO DISCUSS AT THE NEXT SESSION:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Mentor Signature \_\_\_\_\_ Mentee Signature \_\_\_\_\_



## Appendix F: Midway Evaluation

Content adapted from DOP Mentoring Model (rev. 8/29/08)

**DIRECTIONS:** Please use this form to review your experience with your mentor/mentee up to this point. It would be good to meet with your mentor/mentee to discuss your experience and decide on next steps. The form should be completed in a meeting between mentor and mentee.

Activities/interactions we have implemented up to now:
Thus far, in meeting with my mentor, I have gained/ sharpened the following knowledge and/or skills:
I have shared the following knowledge/skills with my mentee:
The following are other benefits I am gaining from the mentor/mentee relationship:
The following are ways in which the relationship with my mentor/mentee or participation in the program could be more effective:
Suggestions I would share with new mentor/mentee pairs:
Any other comments:

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Mentee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Appendix G: Final Evaluation | Mentee for Mentor

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Mentor's Name	Mentee's Name	Agency	Date

### AVAILABILITY

A. How frequently did you meet with your assigned mentor?

- Less than once a month
- Every three to four weeks
- Every two weeks
- Every week
- Daily

B. Did you meet with your mentor enough?

- Yes                       No

### FEEDBACK RATING SCALE

Please consider the following definitions when using these ratings.

**Poor** – More often than not the required behavior was not there. The need was not met. The mentor's capability, behavior and/or knowledge level was, relative to the mentoring process consistently unacceptable.

**Fair** – While the mentor occasionally met the needs of the situation and/or the relationship, there were more times than not that the needs were not met or the optimal behavior was not evidenced.

**Average** –The mentor provided the needed information, knowledge level and/or behaviors that were helpful but was not viewed by the mentee as proactive. For the most part, the mentor was minimally responsive and took more of a reactive role versus being proactive and appropriately assertive in the relationship.

**Good** – More often than not, the mentor would extend him or herself in ways that proved helpful. His/her knowledge level provided helpful insight and some degree of advancement of the mentee's knowledge level.

**Excellent** –Consistently the mentor would anticipate needs, was proactive in the learning and sharing process, was perceptive to anticipate issues and was able to read situations accurately and ask helpful and insightful questions that proved to be beneficial to the mentoring experience and the mentoring relationship.

**Mentee for Mentor Evaluation (cont.)**

For each question please place a check mark in the column that most closely represents your mentorship experience.

#	Questions	Poor	Fair	Average	Good	Excellent
A	What level of knowledge did your mentor possess regarding agency and state policies?					
	Comment:					
B	To what degree did your mentor follow up on questions she/he could not initially answer?					
	Comment:					
C	How skilled was your mentor at teaching new concepts?					
	Comment:					
D	How skilled was your mentor at modeling professionalism?					
	Comment:					
E	How skilled was your mentor at providing a kind and thoughtful learning environment?					
	Comment:					
F	How accessible/available was your mentor?					
	Comment:					
G	How skilled was your mentor in regular and clear communication?					
	Comment:					
H	How would you rate your overall experience with your mentor?					
	Comment:					
I						
	Comment:					
J						
	Comment:					
K						
	Comment:					

## Mentee for Mentor Evaluation (cont.)

### NARRATIVE

1. What was the most helpful aspect of your mentorship experience?
2. What was the least helpful part of your mentorship experience?
3. Would you consider becoming a mentor in the future? Please explain your answer.

SAMPLE

## Appendix H: Final Evaluation | Mentor for Mentee

Content adapted from DOP Mentoring Model (rev. 8/29/08)

Mentee's Name	Mentor's Name	Agency	Date
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### AVAILABILITY

A. How frequently did you meet with your assigned mentee?

- Less than once a month
- Every three to four weeks
- Every two weeks
- Every week
- Daily

B. Did you meet with your mentee enough?

- Yes
- No

### FEEDBACK RATING SCALE

Please consider the following definitions when using these ratings.

**Poor** – More often than not the required behavior was not there. The need was not met. The mentee's capability, behavior and/or knowledge level was, relative to the mentoring process consistently unacceptable.

**Fair** – While the mentee occasionally met the needs of the situation and/or the relationship, there were more times than not that the needs were not met or the optimal behavior was not evidenced.

**Average** –The mentee received needed information, knowledge and/or behaviors that were helpful but was not viewed by the mentor as proactive. For the most part the mentee was minimally responsive and took more of a reactive role versus being proactive and appropriately assertive in the relationship.

**Good** – More often than not the mentee would extend him or herself in ways that proved helpful. The mentor relationship advanced the mentee's knowledge level.

**Excellent** –Consistently the mentee was proactive in the learning and sharing process, was perceptive to anticipate issues and was able to read situations accurately and ask helpful and insightful questions that proved to be beneficial to the mentoring experience and the mentoring relationship.

**Mentor for Mentee Evaluation (cont.)**

For each question please place a check mark in the column that most closely represents your mentorship experience.

#	Questions	Poor	Fair	Average	Good	Excellent
A	To what degree did your mentee follow up on action items/action plans discussed during mentoring sessions?					
	Comment:					
B	How skilled was your mentee at learning new concepts?					
	Comment:					
C	How skilled was your mentee in receiving constructive criticism or feedback?					
	Comment:					
D	How skilled was your mentee at modeling professionalism?					
	Comment:					
E	How accessible/available was your mentee?					
	Comment:					
F	How skilled was your mentee in regular and clear communication?					
	Comment:					
G	How would you rate your overall experience with your mentee?					
	Comment:					
H						
	Comment:					
I						
	Comment:					
J						
	Comment:					
K						
	Comment:					

## **Mentor for Mentee Evaluation (cont.)**

### **NARRATIVE**

1. What was the most helpful aspect of your mentorship experience?

2. What was the least helpful part of your mentorship experience?

3. Will you continue to be a mentor in the future? Please explain your answer.

SAMPLE