



Mentorship Program Handbook

October 2023

Welcome Mentors and Mentees

Thank you for participating in the GOOD Network Mentorship Program! This initiative is a direct result of the passion and dedication for our organization, leaders and members. We believe that the best learning occurs when you are able to sit down and engage in a conversation with someone, which is purposefully designed in the Mentorship program. The success of these conversations will depend on active involvement from the mentor and mentee, a desire to learn from one another, enthusiasm, and structure/support from the GOOD community. We greatly value your participation and hope that you will find your involvement as a professional mentor or mentee both rewarding and educational.

As we map the future of this program, we welcome and appreciate any feedback you may provide over the course of your involvement. If you have any questions or concerns, please do not hesitate to contact us using the information provided below.

Program Contacts

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Program Purpose

The Mentorship Program provides opportunities for professional development and career advancement.

The program creates intentional synergies between our members. Specifically, we seek to leverage and harness the breadth of expertise in our GOOD community by connecting tenured professionals with those members seeking to learn more about or receive coaching in Organizational Development. As a result, both mentors and mentees should gain new perspectives and build their professional network. Everyone involved in this program is open to practicing learning - unlearning - relearning from one another.

While this is not a job placement program, members who take full advantage of this opportunity may gain valuable skills and knowledge that will assist them in their job search and future career.

Roles

Ideal mentors:

- Advocate for the GOOD Network and organizational development, training and learning, coaching, consulting, and other areas where OD supports business success
- Are willing to share their professional network with mentees
- Advise mentees, explore possibilities, and learn more about their chosen industries, review career paths and fine-tune their career goals
- Share past successes, failures and insights into lessons learned
- Engage in constructive feedback

Successful Behaviors:

- Listen to the needs and expectations of your mentee
- Work with the mentee to help develop and establish goals
- Offer suggestions and feedback
- Keep the mentee aware of progress
- Be committed to serve as a resource to the mentee
- Encourage your mentee to explore new areas and ideas
- Follow-up on commitments made to the mentee
- Contact the mentee if you are unable to attend scheduled meetings
- Contact one of the mentor program leaders if there is a concern with the mentor relationship
- Maintain confidentiality

Ideal mentees:

- Establish and progress the mentoring process; e.g. scheduling meetings, establishing goals, etc.
- Are ambitious and motivated to grow professionally
- Are open to new experiences and learning opportunities
- Take action on commitments made during the mentoring process

Successful Mentee Behaviors:

- Review the Mentee Preparation Guidebook (separate document)
- Assume responsibility for their own growth and development
- Establish your goals with your mentor
- Think about what you want to achieve with each meeting
- Negotiate ideas and activities with your mentor
- Commit to carrying out agreed-upon goals
- Be receptive to suggestions and feedback
- Keep mentor informed of progress
- Maintain professional demeanor
- Contact mentor if unable to attend scheduled meetings in a timely manner
- Contact program co-chairs if there is a concern with the mentor relationship
- Maintain confidentiality

Mutual Responsibilities

Both the mentee and mentor are expected to:

- Develop a Mentoring Agreement that clarifies the expectations of the mentoring partnership
- Fully participate in Mentoring Program Orientation and Closing Ceremony
- Meet with their mentoring partner at least once a month via phone, Zoom or equivalent, or in person; additional communication is encouraged if agreed to by both parties
- Agree to a no-fault conclusion of the formal mentoring relationship if (for any reason) the time is right
- Evaluate the effectiveness of the Mentoring Program

Both parties should display the following characteristics in their interactions:

- High personal standards
- Problem-solving skills
- Communication skills
- Active listening skills
- Authenticity
- Curiosity
- Patience, flexibility, appreciation of differences and empathy
- Enthusiasm
- Responsibility and commitment
- Learn - unlearn - relearn approach

Mentoring Program Structure

The Mentoring Program is structured as a nine-month program and will kick off in October. In June, we will celebrate the program participants and their progress.

The nine-month duration provides adequate time to build a productive relationship and achieve mentoring goals. The program starts with activities that enable the mentor and mentee to establish goals for the mentoring relationship. The next phase includes acting on the established plans. During the latter months of the program, the mentee will reflect on his/her actions, determine the extent to which the goals can be achieved, and decide on next steps in the relationship.

Note: mentoring pairs can continue beyond the program conclusion if they wish to do so.

Matching Mentoring Pairs

Mentoring pairs will be matched thoughtfully to allow for each partner's strengths and needs to be supported and utilized to achieve mentoring goals. Mentors and mentees can enroll in the program by completing a mentor profile, a mentee profile or both, depending on your chosen role(s) in the program. The program will include mentoring in areas such as professional development, career advancement, entrepreneurship, team development, leadership development and networking. Mentors and mentees will be asked to select three areas and rank them according to strengths (mentors) or areas they are interested in working on (mentees). Matches will be made to bring together pairs that have intersecting strengths and interest areas.

Program Support

In an effort to support mentoring participants, the program will offer workshops and skills training to mentors, as well as mentoring tools (templates and guidelines) to ensure that mentors have the guidance and skills needed to be successful in their roles. Twice during the program, the program will offer check-ins to gauge satisfaction, give participants a chance to interact with the program participants, and get feedback on program adjustments that are needed.

Stages of Formal Mentoring Relationships¹

Like most relationships, mentoring relationships progress through stages. Your formal mentoring relationship will likely reflect four developmental stages with each stage forming an inherent part of the next:

- I. Building the Relationship
- II. Exchanging Information and Setting Goals
- III. Working Towards Goals/Deepening the Engagement
- IV. Ending the Formal Mentoring Relationship and Planning for the Future

There is no strict formula for determining the length of each stage. In a year-long relationship, for example, Stages I and II typically unfold during the first three to four months of the relationship. Typically, the relationship winds down in months 8 and 9. Options for continuing the relationship in a less formal way are addressed in Stage IV. The sections that follow discuss practical activities for progressing successfully through each stage.

Stage I: Building the Relationship (Month 1)

During this phase, you will get to know each other and begin to establish trust.

- During your first meeting (ideally face-to-face), discuss your backgrounds, experiences, interests, and expectations. You will also make agreements about confidentiality and the frequency of contact.

During this first stage, it is important to establish a schedule for communicating regularly, whether in-person, by phone, or e-mail.

There are a number of questions you may want to ask your mentee during your second meeting:

- Tell me a little more about yourself, your skills, your organization or community, some key challenges you are facing, etc. (Begin by reflecting back a few of the key experiences and interests he or she expressed during your first meeting.)
- How have you benefited from other mentoring relationships?
- What are some of your preliminary goals for our mentoring relationship?

¹ Mentoring Guide: A Guide for Mentors. Center for Health Leadership & Practice. Adapted from Phillips-Jones, L. (2001) Personal communication. Adapted from CCC/The Mentoring Group's Mentor.

Stage II: Exchanging Information and Setting Goals (Month 2-3)

During Stage II, you will exchange more information and set goals. Your relationship and trust will deepen. As the mentoring relationship unfolds, be attentive to practicing active listening and consistently expressing encouragement.

Helping Your Mentee Set Goals:

- By exchanging information, you will gain insight into the goals your mentee hopes to achieve through the mentoring relationship. Mentors have provided their mentees with input and support on a great variety of issues and challenges. For example, your mentee may want to improve his or her skills in a particular area. Alternatively, he or she may need your guidance on a major decision.
- Goals are helpful because they help the mentee see beyond the day-to-day demands of his or her position and help him or her gain clarity on how to get the most out of the mentoring relationship. Encourage your mentee to discuss his or her goals with you. Suggest that he or she complete the Goal Form and share it with you.
- Coach your mentee to refer back to his or her goals periodically as a way of refocusing on goals and measuring progress. Referring to the goals regularly is also a good way for you to know if you are helping him or her achieve them.

Stage III: Working Towards Goals/Deepening the Engagement (Month 4-8)

During Stage III, which is typically the longest, you will help your mentee work towards achieving his or her goals through conversations, sharing written materials, trying various learning and development activities, and introducing him or her to other colleagues. This is a rich phase marked by openness and trust, meaningful discussion, and application of new insights and approaches.

Your mentee needs your ongoing encouragement at this stage. You may also feel comfortable enough to challenge him or her to think in new ways or approach a problem differently.

This is a good point in the journey to reflect on progress toward goals and on the relationship itself. Consider discussing the following:

- What are the benefits of the relationship up to this point? How am I helping you (mentee) achieve your goals?
- What changes do you see in yourself and in the way you approach your work as a result of the mentoring relationship?
- What kinds of adjustments or changes, if any, are needed in your goals or in our relationship?

This is also the stage during which energy in the relationship can wane! Sometimes, the mentee will feel concerned that he or she is burdening you. Other responsibilities will often compete with his or her commitment to the mentoring relationship. If you haven't heard

from your mentee, check in with him or her. Take the lead if necessary. Also take stock of your own time and energy. Is the partnership working well for you? Do you need to make some adjustments?

This is a highly rewarding phase of the relationship, but challenges may arise. Here are some examples of challenges other mentors and mentees have faced and resolved.

- **Time and energy.** The most common challenge by far is finding sufficient time to do all you want to do in the partnership. Despite good intentions, other priorities interfere for both of you.

Solution: Think small rather than large, especially in the beginning. Avoid promising more time than you can deliver. Check with your mentee to be certain you are both comfortable with the time you are spending and with the learning that is occurring.

- **Building trust quickly.** With only a few hours of contact each month, it is not easy to build the kind of trust you both would like.

Solution: Other mentors have successfully used several strategies, such as the following: Listen very carefully, and remember what your mentee has said in the past. Demonstrate your credibility. Keep your promises and commitments -- if any need to be changed, let your mentee know immediately and reschedule or renegotiate them. Admit some errors made and lessons learned. Avoid talking negatively about others. Above all, keep the confidences your mentee shares with you.

- **Not being the “expert” on all your mentee’s needs.** Many mentors find it difficult when they do not have all the answers.

Solution: Explain your role as “learning facilitator” early in your relationship. Tell your mentee that you will not have all the answers, and you are looking forward to learning together as well as seeking help from others who are more expert on different topics.

- **Being sensitive to differences.** Particularly in the beginning, it is tempting to assume that both of you are the same. In fact, you will share experiences. Explore and learn from your differences as well.

Solution: In addition to discovering all your similarities, work carefully to identify the differences between you and your mentee. For example, how do the specifics of his or her position differ from the role(s) you’ve played? What is occurring now for him or her that you did not face? If you are of different generations/ages, genders, races, cultural groups, or professional backgrounds, what different experiences have you both had? Assume a learning mode, and invite discussion about all of these topics. As Stephen Covey reminds us in *Seven Habits of Highly Effective People*, “Seek first to understand.”

Stage IV: Ending the Formal Mentoring Relationship and Planning for the Future (Month 9)

During this stage, planning for the mentee's continued success is balanced with bringing the formal mentoring relationship to a close. Work with your mentee to define the types of support he or she may need in the future. You may want to connect him or her with additional colleagues who can provide benefits other than those provided by you. This is also a good time to explore your mentee's own interest in one day mentoring someone. Adjournment brings closure to the journey.

As the Mentoring Program draws to a close (or as you enact a no-fault termination), it is important to end the formal partnership thoughtfully. The Mentoring Program will hold a Closing Ceremony to evaluate and celebrate the program with mentors, mentees and supervisors. In addition, you should take time in your final mentoring meeting to honor and mark your time together.

Your final discussion should be dedicated to the following:

You might consider:²

- Listening for feelings of sadness or anxiety from the mentee at letting go
- Reframing endings as inevitable and as a sign of success by the mentee
- Telling the story of the mentee's development: highlights of growth throughout the partnership and qualities of the mentee that have most impressed you
- Acknowledging intangible gifts received and lessons learned from the mentee
- Asking how the mentee will continue to build on lessons learned
- Encouraging the mentee to seek out informal mentors in the future
- Reflecting on accomplishments, challenges, and progress towards goals
 - What will your mentee remember most about the relationship?
 - What challenges lie ahead for him or her?
- Exploring other types of support he or she may still need
- Discussing whether the relationship will continue informally and how you will implement that
- Expressing thanks and best wishes!

² Johnson, B. and Ridley, C. (2004) *The elements of mentoring*. New York: Palgrave McMillan.

Signs That You Should Part

Sometimes, in spite of best efforts and intentions, mentoring partnerships lack the energy or chemistry to be successful. Here are a few common signs that it may be time to end the formal relationship:³

- You are bored or thinking about other things during your meetings
- You begin to resent the time you give to the mentoring partnership
- You have run out of things to discuss
- There has been a breach of confidence
- You are finding the meetings unpleasant

If you notice any of these signs, please make Clayton Alves (claytonalves@outlook.com) aware of your concerns earlier rather than later. It may be time to enact a no-fault termination of the mentoring relationship. This is an option that is available to you at any time and should be taken advantage of if the formal partnership is not working out.

Dialogue and Activities Guide

While the mentor is there to counsel and share lessons learned, it is the mentee who should take the lead in the mentoring sessions. The mentee can propose agendas, facilitate the meeting, summarize agreements, and so on. Below are some quick conversation starters and activities to boost your sessions.⁴

Most of us tend to rush right towards our task – don't forget to spend time learning about each other and building a personal relationship before formally tackling mentoring program objectives.

Possible Topics to Explore During your Monthly Meetings

- Share career stories: career start, changes made along the way, high and low points. What experiences were helpful?
- Discuss mentee's personal vision: what would s/he like to be remembered for over the next few years?
- Talk about topics not pertaining to work: news and events, family history, hobbies, movies.

³ Stone, F. (2004) *The mentoring advantage: Creating the next generation of leaders*. Chicago, IL: Dearborn Trade.

⁴ Philip-Jones, L. (2003) "75 things to do with your mentee: Practical and effective developmental ideas you can try." *The new mentors and proteges*.

- Discuss mentee's strengths and how to enhance their growth. (Mentee can share comments from performance reviews or informal feedback from supervisors or coworkers. What do people say the mentee does best? Mentor can add his/her observations.)
- Mentee assignment: Write down the picture of a perfect week. What are you doing, where are you living, how do people talk about you? Discuss these discoveries with your mentor and what you can learn from them.
- Mentee can regularly brief mentor on a book addressing career development or another skill set that mentee is reading independently. Discuss any generational differences that may come into play in the workplace.
- Explore each other's philosophy of leadership. What kind of leaders do you most admire? Least admire? What kind of leader do you aspire to be?
- Discuss an external non-job activity in which mentee is developing skill set (Toastmasters, leading a community project, etc.).
- Discuss a quote that has certain meaning or inspiration for each.
- Discuss any cultural values that each of you hold onto. Has culture come into play at all in adjusting to the work setting?
- Discuss some of the "unwritten rules" each of you have observed or learned about success in your organization. How has this differed from other organizations? What other lessons have been learned?
- Mentee can research, write up or present on various career paths they would consider taking within the organization. Mentor can provide feedback; and a sounding board, for discussion.
- Discuss how you each best like to learn.
- Discuss how your competitors or critics would describe you.
- Discuss a role model that has been influential in each of your lives. How has s/he impacted your decisions or beliefs?
- Discuss what keeps you up at night.
- Exchange jokes, and funny stories to touch base with this side of yourselves. Bring in a favorite cartoon with respect to the workplace.
- Mentee can research learning opportunities (training courses, books, on-the-job activities) and vet them with mentor.
- Mentee can identify risks, difficulties or stress s/he is facing in the next few months (deadline, conflicts, fears, etc.), and plan with mentor way to minimize them.
- Discuss a situation of interpersonal conflict that the mentee has experienced or successfully avoided.
- Discuss a situation of miscommunication that the mentee has experienced or successfully avoided.
- Discuss the kinds of challenges that the mentor faces in her/his work. How are these different than the challenges faced in later stages of leadership?

Possible Activities to Engage In

- Read the same book together throughout the program. Communication, personality style, conflict, creativity, organization – the subject matter can be determined by the mentee’s particular goals for growth during the relationship.
- Conduct informal networking by introducing mentee to at least two people who could prove helpful to their careers. Before, provide tips on issues to address or avoid, and review afterwards.
- Invite mentee to one of mentor's key meetings. Debrief with mentee afterward.
- Exchange and discuss potentially useful articles or online content.
- Review and discuss mentee’s resume with a critical eye, offering suggestions.
- Review and discuss a letter, proposal or other document written by mentee.
- Mentee can invite mentor to a presentation they are delivering or a meeting they are facilitation. Debrief afterwards, or in the next session.
- Share/lend books, CDs, videos, blogs, online presentations.
- Mentee shadow mentor while s/he works. Debrief afterwards. Determine ahead of time what mentee is particularly interested in learning about or observing first.
- If possible, serve on a committee together.

Building your Cultural Competence as a Mentor

Mentoring relationships that cross social and cultural dimensions can be rich and rewarding for both mentors and mentees. You are more likely to build your cultural competence as a mentor and leader if you acknowledge – rather than minimize or dismiss – dynamics of race, gender, sexual orientation, etc. in your mentee’s day to day reality.⁵ Some guidelines to keep in mind:⁶

- Understand that differences really do matter
- Be willing to be uncomfortable
- Understand your own social and cultural identities
- Educate yourself on the challenges that others face in the workplace and daily life
- Engage issues of identity rather than falling back on “protective hesitation,” or holding back out of fear of being perceived in a negative light⁷

⁵ Johnson, B. and Ridley, C. (2004) *The elements of mentoring*. New York: Palgrave MacMillan.

⁶ Livers, A. and Caver, K. (2004) Leader development across race. In C. McCauley & E. Van Velsor (Eds.), *The Center for Creative Leadership Handbook of Leadership Development* (2nd ed.). San Francisco, CA: Jossey-Bass.

⁷ Thomas, D.A. (2001) “The truth about mentoring minorities: Race matters.” *Harvard Business Review* (April).

Supporting your Mentee

In addition to the suggestions in the Dialogue and Activity Guide, mentors can help mentees mitigate social and cultural barriers in the following ways.⁸

Encourage your mentee to build networks and have multiple informal mentors.

- Research shows that robust networks and the support of multiple mentors and sponsors is especially critical to the success of women and people of color.⁹ Encourage your mentee to create a diverse network in terms of function (informal mentors, advocates, coaches, supporters, sponsors, their own mentees), position (seniors, colleagues, juniors) and demographics (people from within and without their social and cultural groups).¹⁰

Help your mentee increase participation, visibility and effectiveness in meetings.

- Instead of deferring to colleagues in meetings, encourage mentees to state their views and show their expertise. The following supports may be helpful.
- Preparation – Together, review the agenda for an upcoming meeting. Discuss strategic ways to prepare and participate.
- Interaction – Advise your mentee that it is appropriate to be a critical thinker who evaluates and even challenges ideas others bring up in a meeting. Discuss ways to be assertive without being obnoxious, how to inject comments into a conversation appropriately, and how to show passion and back it up with action.
- Active Listening – Have you observed a colleague in a meeting and wondered: Are you listening, or just waiting for your turn to talk? Advise mentees to listen carefully and limit their speaking to critical contributions. Suggest that when they speak in a meeting, they reference statements made by others. This acknowledges their contributions, and shows they are paying critical attention and connecting the dots.
- Move Work Forward – Encourage mentees to contribute to meeting agendas and to call meetings and chair them. Suggest that they volunteer to head subcommittees or ad hoc work groups that move results forward. Progress reports in subsequent meetings will display competence and worth.
- Observe Others – Recommend that mentees sit in on a meeting of another work group that you know is highly functional. Ask them to note what factors seem to

⁸ National Center for Women and Information Technology (2011) *Mentoring in a box: Technical women at work*. ncwit.org.

⁹ Ibarra, H., Carter, N. and Silva, C. (2010) "Why men still get more promotions than women." *Harvard Business Review* (September).

Murrell, A.J. et al (2008) "Interorganizational formal mentoring: Breaking the concrete ceiling sometimes requires support from the outside." *Human Resource Management* (Vol. 47, No. 2).

¹⁰ Thomas, D.A. (2001) "The truth about mentoring minorities: Race matters." *Harvard Business Review* (April).

influence the group's success. Together, strategize how to apply that knowledge to meetings in their own group.

- Observe Others Like Them – If a woman is shy or comes from a culture where women are traditionally deferential to men, help her notice how other women in the workplace interact successfully. Identify female colleagues who are models she can observe and emulate.

Help your mentee practice self-promotion and negotiation.

- Humility is a virtue only to a point. If mentees do the heavy lifting on a project but stay behind the scenes or downplay their role, their contributions go unnoticed. Encourage mentees to promote themselves, be strategic about information sharing, take credit for their work, and become more visible. Advise them to:
- Volunteer for high-profile tasks and take credit for the results.
- Take a leadership role and pen reports or memos that senior staff will read.
- Host informal gatherings to celebrate team accomplishments. Invite everyone who contributed and be generous in thanking them. Invite senior staff.
- Practice using “I” language appropriately.
- Role-play situations and conversations to practice self-promotion without boasting. Discuss how men approach self-promotion. If asked, “Can you do that?” a man is likely to state, “I’ve never done it but I am sure I can,” while a woman may say “I’ve never done it so I don’t know if I can.”
- Women are less likely than men to leave one organization for another in order to advance professionally. When bargaining for salaries, women tend to ask for less than men do. If your mentee waits for someone to notice her good work, promote her, and increase her salary, she’s likely to wait a long time. Talk with your mentee about how to take a deliberate approach to advancement.

GOOD Network Mentorship Program Mentor - Mentee Communication Agreement Form

Mentor name: _____

Mentee name: _____

Meeting Dates and Communication Methods:

- We will meet: _____ (weekly, bi-weekly, monthly, schedule at end of sessions).

Please provide dates if available:

- Primary method of communication will be: _____ (in-person, video chat, phone).

- Agreed upon best method of communication to schedule meetings will be: _____ (call, text, email, phone).

Note: The program runs quarterly, but continued mentoring is encouraged if mutually agreed up by both parties.

By signing below, we have confirmed:

- I understand that if a conflict with the meeting schedule arises, I will inform my mentor/mentee as soon as possible with at least 24 hours in advance notice.
- I will respond to my mentor/mentee within a reasonable amount of time (24 hours or less).
- I will use appropriate language and only share relevant information about my personal life.
- If a situation occurs and I need to defer from the program, I will let my mentee/mentor know as well as one of the GOOD Network Mentor leader contacts, Susanne Walker or Jennifer Gonzalez.

Mentor Signature and Date

Mentee Signature and Date

GOOD Network Mentorship Program Tip Sheet for Creating Goals

The mentee should establish with their mentor at least three professional development or personal growth goals. ***Goals should be specific, measurable, attainable, relevant and have a defined time frame. (SMART)***

Focused: Think about what the most important thing is you would like to accomplish with your mentor. The goal should be **specific**.

Examples: Attend a job shadow, securing internship or employment, update resume for industry, complete informational interview, expand your network, attend a professional organization's meeting or professional networking event.

Attainable: Think big picture but recognize factors such as timeframe and steps needed to take to achieve goals.

Create clear deadlines: It is suggested to meet two of your goals by the end of the program. To do this effectively, create realistic deadlines for each goal to stay on track. Goals can also go past the three-meeting mark, but the steps needed to get to the goal should be happening now.

Plan ahead: Keep your goals a priority and plan in advance. Give yourself enough time and prioritize it into a schedule.

Flexible: The only constant in life is change, so be prepared for roadblocks. If something changes, give yourself flexibility to revise or change your goals or deadline if needed.

Motivation: Create goals that you want to succeed in. Completing them with enthusiasm will give you a feeling of accomplishment.

GOOD Network Mentorship Program Goals Form

Mentor Name: _____

Student Mentee Name: _____

GOAL # 1:

What steps will help you achieve this goal?

Deadline: _____

GOAL # 2:

What steps will help you achieve this goal?

Deadline: _____

GOAL # 3:

What steps will help you achieve this goal?

Deadline: _____

Mentor Signature and Date

Mentee Signature and Date