



MENTORING

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What Is Mentoring?

- Mentoring is a relationship between two people with the goal of professional and personal development. The "mentor" is usually an experienced individual who shares knowledge, experience, and advice with a less experienced person, or "mentee."



- A mentor is someone who helps you grow your skills, make better decisions, and gain new perspectives on your life and career. As a mentee, your mentor will leverage their experience to give you guidance on your career or life now and in the future.
- Rather than learning through trial and error, a mentor is a person you can look to for direction and a role model to imitate.

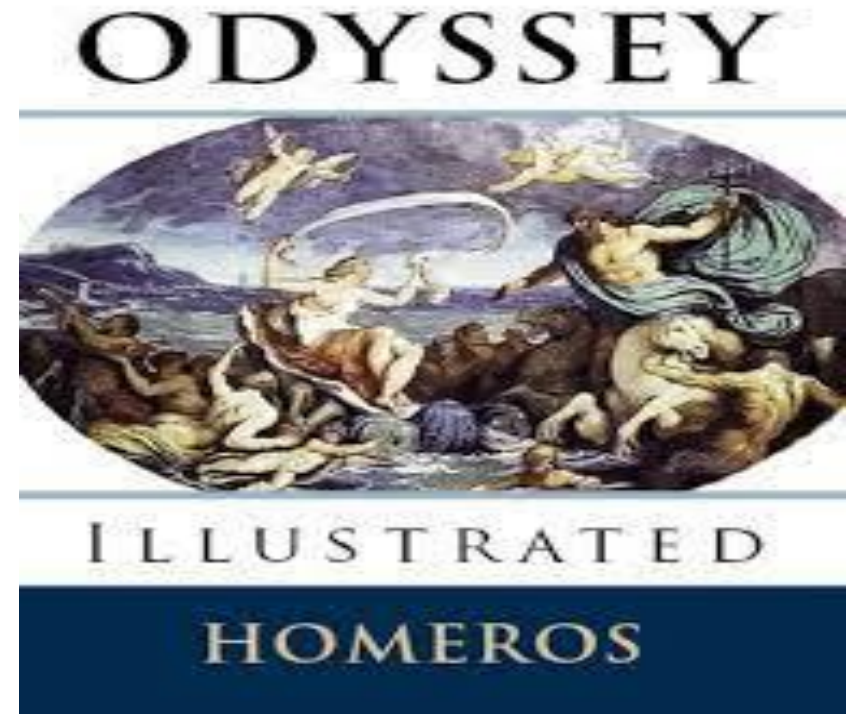


- A mentor is an individual with expertise who can help develop the career of a mentee. A mentor often has two primary functions for the mentee.
- The career-related function establishes the mentor as a coach who provides advice to enhance the mentee's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the mentee.
- Both functions provide explicit and implicit lessons related to professional development as well as general work–life balance.



Mentoring has a long history

- The term mentor comes from the character, Mentor in Homer's Odyssey. This character was the companion of Telemachus, Odysseus' son and gave him guidance and advice while he was away from his home and family.

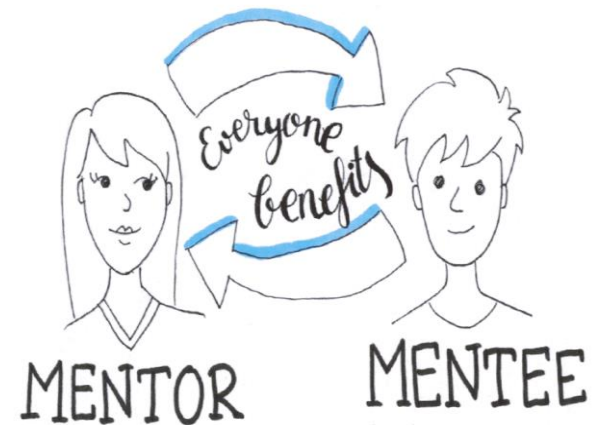


What is a Mentee?

- The definition of a mentee is a person who receives knowledge, skills, experience, and guidance from a mentor, to help them, the mentee, to progress. This progress is often in professional and career development, such as moving into a new role or job, but can be offered throughout a person's life. In some cases, you may here the word mentee referred to as 'mentoree'.



- It is important to differentiate between the terms *protégé* and *mentee*.
- The term *protégé* has a clear history in mentoring research and primarily applies to individuals engaged in senior–mentor and junior–protégé relationships within an organization where protégés are clearly identified as “under the wing” of a mentor — protected and nurtured over time.
- The term *mentee* is used here to refer to the broad range of individuals who may be in the role of “learner” in mentoring relationships, regardless of the age or position of the mentor and mentee.



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- Mentoring can be formal or informal. In an informal environment, mentees set goals, but they are usually not measurable and the relationships are unstructured. For a formal mentoring relationship, there are actionable and measurable goals defined and set with determined requirements.
- Mentoring is not coaching and not counseling. Mentoring relationships are based upon advice giving and direction while coaching is not. Counseling is a paid-relationship in which underlying mental or psychological issues are addressed with solutions given by a medical professional.





- Research has consistently found mentored individuals to be more satisfied and committed to their professions than non-mentored individuals (Wanberg, Welsh, & Hezlett, 2003).
- Furthermore, mentored individuals often earn higher performance evaluations, higher salaries, and faster career progress than non-mentored individuals. Mentors can also benefit from a successful mentoring relationship by deriving satisfaction from helping to develop the next generation of leaders, feeling rejuvenated in their own career development, learning how to use new technologies, or becoming aware of issues, methods, or perspectives that are important to their field.

How To Spot A Great Mentor

- They're a senior employee or leader
- They're seasoned in their field with a lot of knowledge to share
- They have a good reputation
- Knowing them would expand your network
- You will genuinely enjoy speaking and learning from them



• Informal Mentoring

Informal mentoring relationships develop spontaneously and are not managed or specifically recognized as a mentoring relationship within a larger organization. A mentor reaches out to a mentee (or vice versa) and a relationship develops which benefits the mentee's professional development. Due to the spontaneous development, these relationships depend somewhat more on the individuals having things in common and feeling comfortable with each other from the beginning.



The relationship may develop out of a specific need by the mentee around a task or situation for guidance, support, or advice. The relationship is most likely to be initiated by the mentee as she or he seeks support around a specific task. This type of relationship might also develop when an established professional needs an early career professional to complete certain tasks within an office or project setting.



• Formal Mentoring

Formal mentoring relationships develop within organizational structures that are specifically designed to facilitate the creation and maintenance of such relationships. Wanberg, Welsh, and Hezlett (2003) identified six primary characteristics of formal mentoring programs that can directly influence the program's effectiveness: (a) program objectives, (b) selection of participants, (c) matching of mentors and mentees, (d) training for mentors and mentees, (e) guidelines for frequency of meeting, and (f) a goal-setting process.





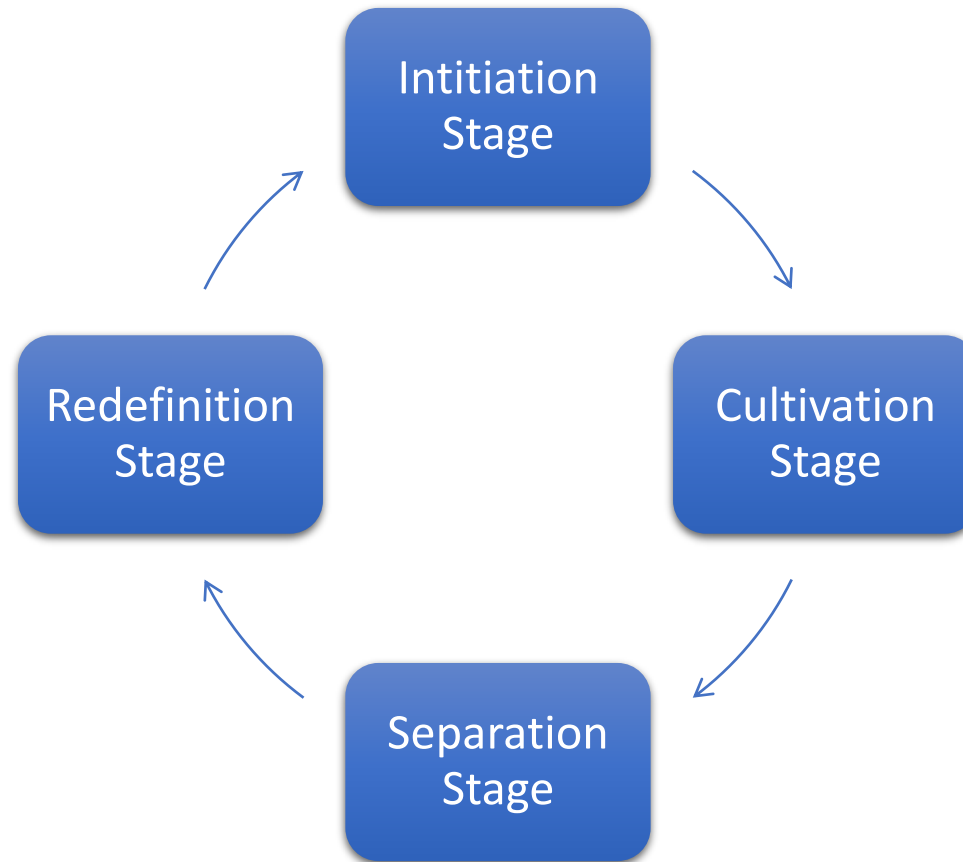
Program objectives may vary from socializing newcomers into an organization to intense career development of a target population (e.g., high potential people, women, ethnic minorities). These objectives affect the scope of the mentoring and will help drive goal-setting and training objectives. Formal mentoring programs are generally more effective when mentors voluntarily participate (rather than being drafted or coerced) and are intrinsically motivated to help mentees.

Formal programs vary widely in their methods to match mentors and mentees, and in their preparation of individuals to engage in mentoring. Programs that solicit important matching criteria from both parties are more likely to initiate successful mentorships. Matching criteria may include professional interests, demographics, geographical location, human interest factors (e.g., hobbies, lifestyles), personality, values, and learning orientation.

Differences between formal and informal mentoring

Mentoring	Formal	Informal
Initiation	<ul style="list-style-type: none"> partners are typically assigned by a programme coordinator mentor and mentee may not meet prior to the start of the programme mentors may view their mentee as 'at risk' and in need of remedial assistance 	<ul style="list-style-type: none"> mutual identification interpersonal comfort is a factor in choice of mentor/mentee perceived competence guides the choice for both parties
Structure	<ul style="list-style-type: none"> shorter term relationship the mode, frequency and location of the contact are determined by the organisation/coordinator/contract goals are specified at the start of the relationship and are monitored by the programme coordinator 	<ul style="list-style-type: none"> longer term relationship meet when desired and determine their own relationship parameters goals evolve over time and adapt to the needs of the mentee
Processes	<ul style="list-style-type: none"> the mentor may not identify with their mentee the mentee may not perceive their assigned mentor to be a good communicator an assigned mentor may have limited contact and influence socially or at work a public and monitored relationship 	<ul style="list-style-type: none"> the mentor identifies with their mentee (possibly as a younger version of themselves) the mentor is selected by the mentee because of their strong interpersonal skills and coaching abilities a natural mentor often operates within the social or career network of their mentee private and more discrete

STAGES OF MENTORING



Initiation Stage

- In the **initiation stage**, two individuals enter into a mentoring relationship. For informal mentoring, the matching process occurs through professional or social interactions between potential mentors and mentees.
- Potential mentees search for experienced, successful people whom they admire and perceive as good role models. Potential mentors search for talented people who are "coachable." Mentoring research describes this stage as a period when a potential mentee proves him- or herself worthy of a mentor's attention.
- Both parties seek a positive, enjoyable relationship that would justify the extra time and effort required in mentoring.



- Formal mentoring programs manage the matching process instead of letting these relationships emerge on their own. Good matching programs are sensitive to demographic variables as well as common professional interests.
- The assignment of a mentee to a mentor varies greatly across formal mentoring programs. Mentors may review mentee profiles and select their mentees or program administrators may match mentors and mentees. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor–mentee match.



Cultivation Stage

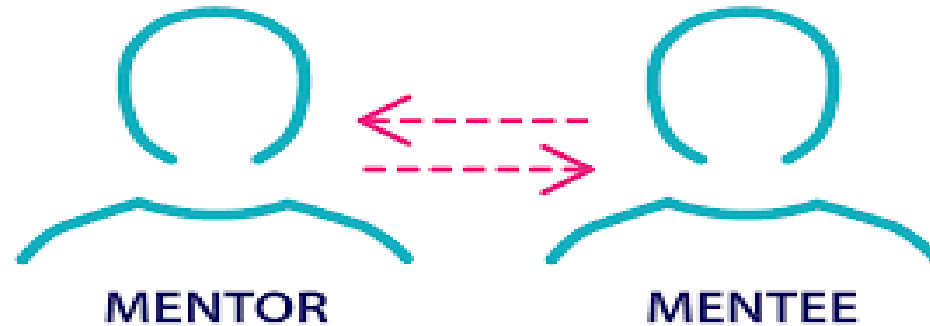
- The **cultivation stage** is the primary stage of learning and development. Assuming a successful initiation stage, during the cultivation stage, the mentee learns from the mentor. Two broad mentoring functions are at their peak during this stage. The career-related function often emerges first when the mentor coaches the mentee on how to work effectively and efficiently. Coaching may be active within the mentee's organization when a mentor assigns challenging assignments to the mentee, maximizes the mentee's exposure and visibility in the organization, and actively sponsors the mentee through promotions and recognition.





Mentors outside of the mentee's organization can also provide valuable advice on how to thrive and survive; although they lack organizational power to directly intervene on behalf of the mentee.

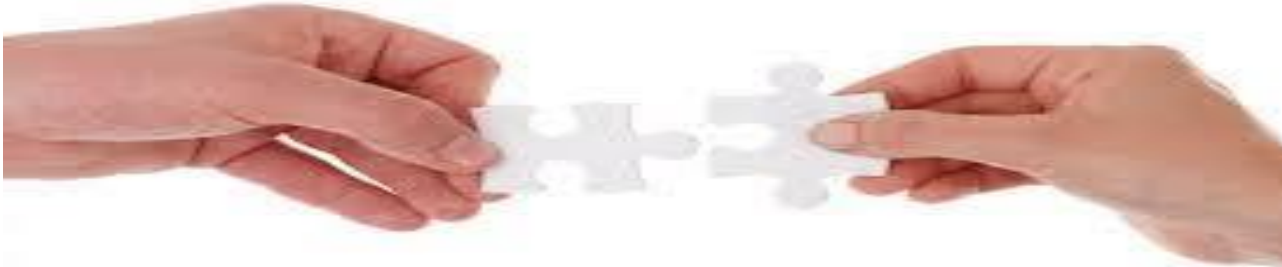
The psychosocial function emerges after the mentor and mentee have established an interpersonal bond. Within this function, the mentor accepts and confirms the mentee's professional identity and the relationship matures into a strong friendship.



- The cultivation stage is generally a positive one for both mentor and mentee. The mentor teaches the mentee valuable lessons gained from the mentor's experience and expertise. The mentee may also teach the mentor valuable lessons related to new technologies, new methodologies, and emerging issues in the field.

Separation Stage

- The **separation stage** generally describes the end of a mentoring relationship. The relationship may end for a number of reasons. There may be nothing left to learn, the mentee may want to establish an independent identity, or the mentor may send the mentee off on his or her own the way a parent sends off an adult child.

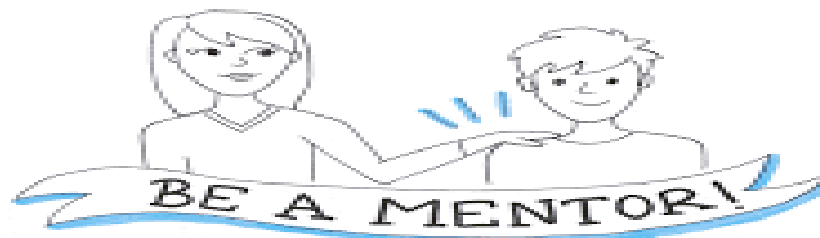


- If the relationship's end is not accepted by both parties, this stage can be stressful with one party unwilling to accept the loss. Problems between the mentor and mentee arise when only one party wants to terminate the mentoring relationship. Mentees may feel abandoned, betrayed, or unprepared if they perceive the separation to be premature. Mentors may feel betrayed or used if the mentee no longer seeks their counsel or support.



Redefinition Stage

- During the **redefinition stage**, both mentor and mentee recognize that their relationship can continue but that it will not be the same as their mentoring relationship. If both parties successfully negotiate through the separation stage, the relationship can evolve into a collegial relationship or social friendship. Unlike the cultivation stage, the focus of the relationship is no longer centered on the mentee's career development. The former mentor may establish mentoring relationships with new mentees. Likewise, the former mentee may serve as a mentor to others.



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Mentee Needs

Guidance in a general or specific professional area

Series of questions or issues

Broad career development

Early career development

Ethical and moral guidance

Assistance in navigating professional settings, institutions, structures, and politics

Professional identity development guidance

Roles and Characteristics of Mentors

Acts as an experienced role model

Provides acceptance, encouragement, and moral support

Provides wisdom, advice, counsel, coaching

Acts as a sponsor in professional organizations, supports networking efforts

Assists with the navigation of professional settings, institutions, structures, and politics

Facilitates professional development

Challenges and encourages appropriately to facilitate growth

Provides nourishment, caring, and protection

Integrates professional support with other areas such as faith, family, and community

Accepts assistance from mentee in mentor's professional responsibilities within appropriate limits

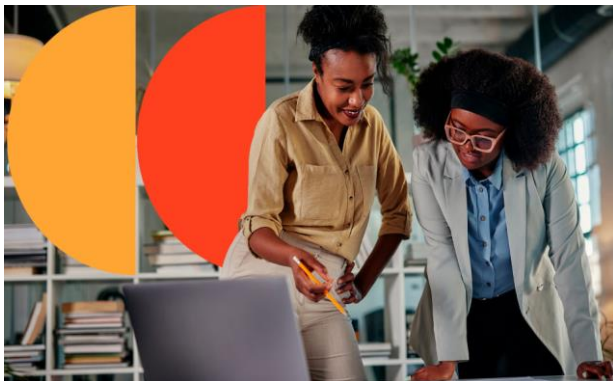
Enjoys the opportunity to pass on their wisdom and knowledge and collaboration with early career professionals

Mentoring Techniques or Models



➤ **One-on-One Mentoring:**

This type of **mentoring** is the most traditional of all the types of mentoring. Only the mentor and mentee are involved in this type of mentoring, and it is usually a more-experienced individual paired with a less-experienced or much younger mentee.



➤ **Group Mentoring:**

In this model, one or several mentors work with a group of mentees. Schools and youth programs often apply this model because there may not be enough time or resources to have one mentor for each participant.



➤ **Peer Mentoring:**

Participants in this model are from the same role or department or have shared or similar experiences, whether in their professional or personal lives. These peers pair up to offer support for each other. This can be a group or a one-on-one mentoring relationship.

➤ **Distance or E-Mentoring:**

With such advanced technology, the mentorship relationship no longer has to be face-to-face. Using online software or even email, participants in this type of mentoring can connect virtually without losing the personal touch.



➤ **Reverse Mentoring:**

This mentoring relationship is flipped from the traditional model. Instead of a senior professional mentoring a more junior employee, the junior employee mentors a more senior professional.

This relationship is usually for the younger or more junior professional to teach the skills or a new application or technology to the more senior one.



➤ **Speed Mentoring:**

This type of mentoring is a play on speed dating and usually occurs as part of a corporate event or conference. The mentee has a series of one-on-one conversations with a set of different mentors and usually moves from one mentor to the next after a brief meeting. The mentee should come prepared with questions for advice from the senior level professionals.



Why Is Mentoring Important?

- A good mentor can help the mentee become more effective at work, learn new skills, develop greater confidence, and make better decisions for their overall career growth.
- Mentors report many benefits as well, including satisfaction from seeing others develop; expanded generational and cultural perspectives; strengthening of technical, [leadership](#), and interpersonal skills; and continuing to experience new ideas and insights.



Benefits Of Being A Mentor

- Validate the mentor's leadership skills
- Become recognized as an advisor
- Learn to clearly communicate
- Gaining new perspectives
- Giving back and finding new talent



➤ **Benefits of being a mentor**

Being a mentor serves as a way to give back and is an important development and learning experience. Teaching others is the best way to learn yourself. In the same way, mentors become more competent as leaders and communicators as they guide and help rising talent.



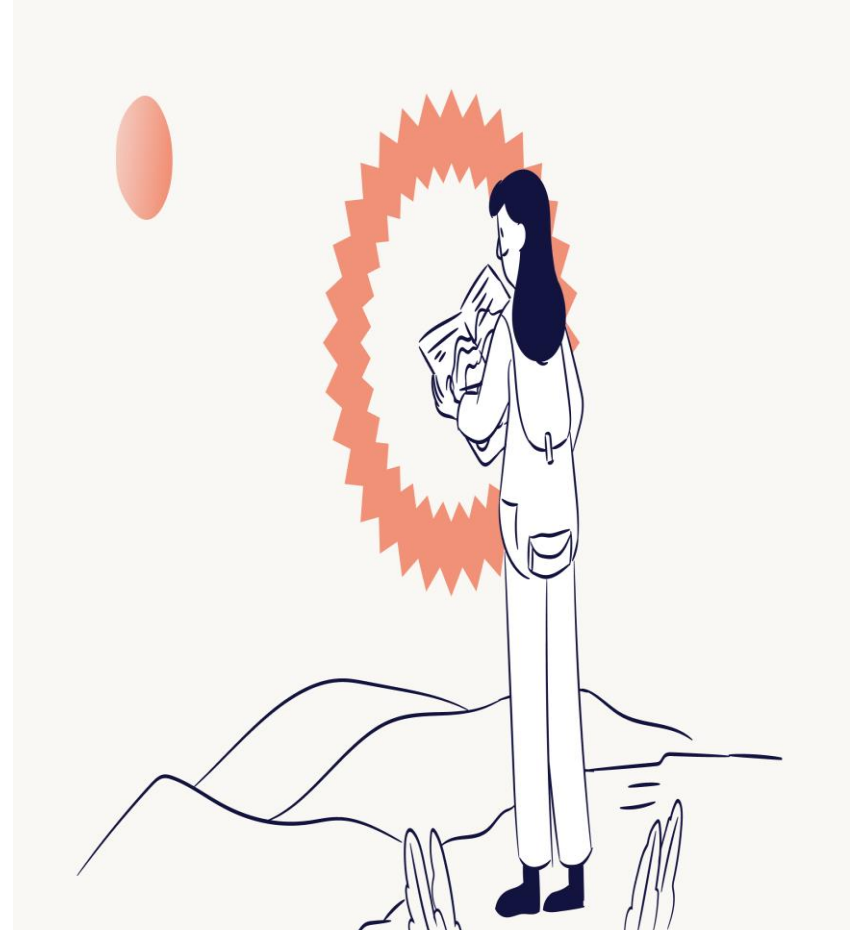
Benefits Of Being A Mentee

- Learn the workplace culture
- Enhance skill development
- Networking opportunities
- Potential for promotion
- Problem-solving
- Knowledge Transfer



➤ Benefits to mentees

There are a lot of benefits to being mentored by someone more experienced and senior than you. Rather than learning from your own experience alone, a mentor can **accelerate your learning and development.**



Five Steps to Building a Successful Mentoring Program



Step 1. Design Your Mentoring Program Template

The starting point for any mentoring program template begins with two important questions:

- Why are you starting a mentoring program?
- What does success look like for participants and the organization?

To answer these questions you will need to dive deep to understand your target audience. Make sure you understand who they are, where they are, their development needs, and their key motivations to participate. Translate your vision into SMART objectives: specific, measurable, attainable, relevant and time-bound. Mentoring objectives provide direction to program participants, establish program key performance indicators (KPIs), and help organizational leaders understand why they should offer their support.

Successful mentorship programs offer both structure and flexibility.

Structure provides participants a mentoring workflow to follow and is critical to help participants achieve productive learning that reaches defined mentorship goals. Similarly, flexibility is essential to support varying individual mentoring needs across specific learning goals, preferences, and learning style.

- **Key mentoring program design decisions include:**
- **Enrollment** – is it open, application, or invite only?
- **Mentoring style** – can be traditional, flash, reverse
- **Connection type** – possibly 1:1, group, or project
- **Connection duration** – can be weeks or months — or perhaps even just a single session
- **Measurement** – tracking and reporting needs.

- A good idea is to create a program workflow diagram to explain each step of your mentoring program. You can provide details such as key actions, timeframes, support resources, and criteria for moving to the next phase. Mark areas that will require some flexibility to support user needs.
- Mentoring software allows you to deliver a wide-variety of mentoring programs. Regardless if a small or large program, easy-to-use mentoring software can save you time and cost in getting your program started and running smoothly.



Step 2. Attract Participants for Your Mentoring Program

- The best designed mentoring programs won't get far without effective program promotion, mentor recruitment, and mentoring training.
- When formal mentorship programs are introduced in organizations, there is generally natural enthusiasm. Yet this enthusiasm doesn't always translate into high participation rates. A common reason is poor promotion of the mentoring program. Don't assume potential mentors and mentees understand the benefits. For many, this will be their first opportunity to participate in mentoring. You will need to convince them that participating is worth their time and effort. Beyond participants, key leaders and stakeholders will need to be educated on the benefits of the program and strategic value to the organization.
- Consider the needs of mentors. Building a solid base of mentors can be a challenge. It is important to understand the positive and negative factors that impact mentor participation. Once you have identified them, look for creative ways to reinforce positive drivers and lower the hurdles of negative ones throughout the mentoring process.
- For example, mentors are often busy people with limited time to spend. How can you help mentors be more efficient with the time they have to dedicate to mentoring? Also consider recognition and reward strategies. Formally recognizing mentor involvement can be very motivating and help attract additional mentors to the program.

ATTRACTING PARTICIPANTS CHECKLIST



Promote the benefits to participants and stakeholders



Consider recognition and rewards for participation



Provide training and reinforcement throughout the program

Step 3. Match Mentors and Mentees

- A productive mentoring relationship depends on a good match.
- Properly matching mentors and mentees is often one of the most challenging aspects of a program. Participants will bring various competencies, backgrounds, learning styles and needs. A great match for one person may be a bad match for another.



- Matching starts by deciding which type of matching you'll offer in your program: self-matching or admin-matching. Consider giving mentees a say in the matching process by allowing them to select a particular mentor or submit their top three choices. Self-matching is administrative light, which in larger programs can be a huge plus.
- For more structured programs, such as large groups of new students at universities, or groups of new corporate employees, you may want to get the program started by bulk, or admin matching. Evaluate various match combinations before finalizing as ensuring quality mentors for hard-to-match mentees can be challenging.



Matching best practices start with a solid profile for all participants (mentors and mentees). Critical profile elements include:

- development goals
- specific topical interests
- location
- experiences
- matching preferences



Think about how you'll want to match people, or if you'll want them to save time by having them match themselves. For example, you may want to match female leaders with younger female employees, or experienced sales personnel with new recruits. For self-matching, perhaps participants might like to connect with someone from the same previous employer, or the same college. The more you know about your participants, the better chance your participants will have for a great fit and a happy, productive mentoring outcome.

Step 4. Guide Your Mentoring Relationships

- Now that your participants are enrolled, trained, and matched, the real action begins.
- It is also where mentoring can get stuck. Left to themselves, many mentorships will take off and thrive. But some may not. Why? Because mentoring is not typically part of one's daily routine. Without direction and a plan, the mentoring relationship is vulnerable to losing focus and momentum. That is why providing some structure and guidance throughout the mentorship is vital to a successful mentoring program.
- One best practice in successful mentoring programs is to ensure all mentorships have goals and action plans. This serves two purposes:
 - It brings focus at the onset, which helps a mentoring relationship get off to a good start.
 - It adds accountability to accomplish something.
 - Provide all mentoring relationships with timely and relevant “help resources” (topical content, mentoring best practices, etc.) throughout the mentorship.



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Step 5. Measure Your Mentorship Program Impact

Understanding how your program measures up to expectations may well be the most important phase of all.

Starting a mentoring program is a significant investment when you consider program management, infrastructure, and the valuable time of participants. Articulating the impact is essential to secure ongoing funding and support. In addition, the measure phase is also focused on assessing program health to identify trouble spots and opportunities.

Successful mentoring programs should be tracked, measured, and assessed at three altitudes:

- the program
- the mentoring connection
- the individual

To be effective you need the ability to capture metrics and feedback throughout the program lifecycle.

MEASURE MENTORING AT THREE LEVELS:



For mentoring connections, you want to understand mentorship behavior to identify roadblocks and opportunities. Common questions you will want to ask are:

- Is the mentoring timeframe too long, too short, or just right?
- Are mentorships getting off to productive starts or lagging behind?
- Are participants leveraging content resources you have provided?

For participants, you want to understand the impact of mentoring in terms of outcomes while acquiring program feedback. One of the easiest ways to capture outcome and feedback is through surveys. Ask participants and stakeholders how well the mentoring program met its goals and the goals of the organization. Also ask them for their ideas for improving the program.



What is the GROW Model?

- GROW is more than a coaching model loved by the coaching community. It is also a top leadership tool that works across all disciplines and cultures. With its four deceptively simple steps, GROW has proved successful all over the world. It forms the backbone of coaching in many organizations and universities globally, due to the outstanding results. It helps people to achieve success personally or as part of a team.

Goal

What do
you want?

Reality

Where are
you now?

Options

What could
you do?

Will

What will
you do?

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About the Model

GROW stands for:

- Goal.
- Current Reality.
- Options (or Obstacles).
- Will (or Way Forward).

The model was originally developed in the 1980s by business coaches Graham Alexander, Alan Fine, and Sir John Whitmore.

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

1. Establish the Goal

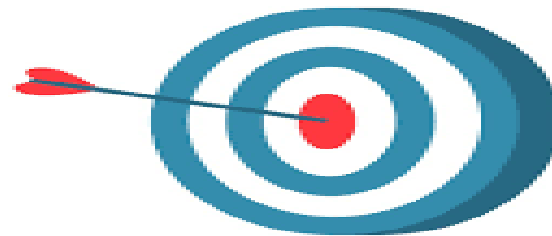
First, you and your team member need to look at the behavior that you want to change, and then structure this change as a goal that they want to achieve.

Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Realistic, and Time-bound.

When doing this, it's useful to ask questions like:

- How will you know that your team member has achieved this goal? How will you know that the problem or issue is solved?
- Does this goal fit with their overall career objectives? And does it fit with the team's objectives?

**WHAT IS
GOAL**



2. Examine the Current Reality

Next, ask your team member to describe their current reality.

This is an important step. Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively.

As your team member tells you about their current reality, the solution may start to emerge.

Useful coaching questions in this step include the following:

What is happening now (what, who, when, and how often)? What is the effect or result of this?

Have you already taken any steps toward your goal?

Does this goal conflict with any other goals or objectives?

3. Explore the Options

Once you and your team member have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching their objective.

Help your team member brainstorm as many good options as possible. Then, discuss these and help them decide on the best ones.

By all means, offer your own suggestions in this step. But let your team member offer suggestions first, and let them do most of the talking. It's important to guide them in the right direction, without actually making decisions for them.

Typical questions that you can use to explore options are as follows:

- What else could you do?
- What if this or that constraint were removed? Would that change things?
- What are the advantages and disadvantages of each option?
- What factors or considerations will you use to weigh the options?
- What do you need to stop doing in order to achieve this goal?
- What obstacles stand in your way?



4. Establish the Will

By examining the current reality and exploring the options, your team member will now have a good idea of how they can achieve their goal.

That's great – but in itself, this may not be enough. The final step is to get your team member to commit to specific actions in order to move forward toward their goal. In doing this, you will help them establish their will and boost their motivation.

Useful questions to ask here include:

- So, what will you do now, and when? What else will you do?
- What could stop you moving forward? How will you overcome this?
- How can you keep yourself motivated?
- When do you need to review progress? Daily, weekly, monthly?
- Finally, decide on a date when you'll both review their progress. This will provide some accountability, and allow them to change their approach if the original plan isn't working.

You're helping a team member, Julie, achieve her goals using the GROW Model.

Julie says that she would like a promotion to team leader within the next two years. This is a SMART goal – it's specific, measurable, attainable (as she already has one year of experience, and there are several team leader positions in her department), relevant (both to Julie's overall career aspirations and the team's mission), and time-bound.

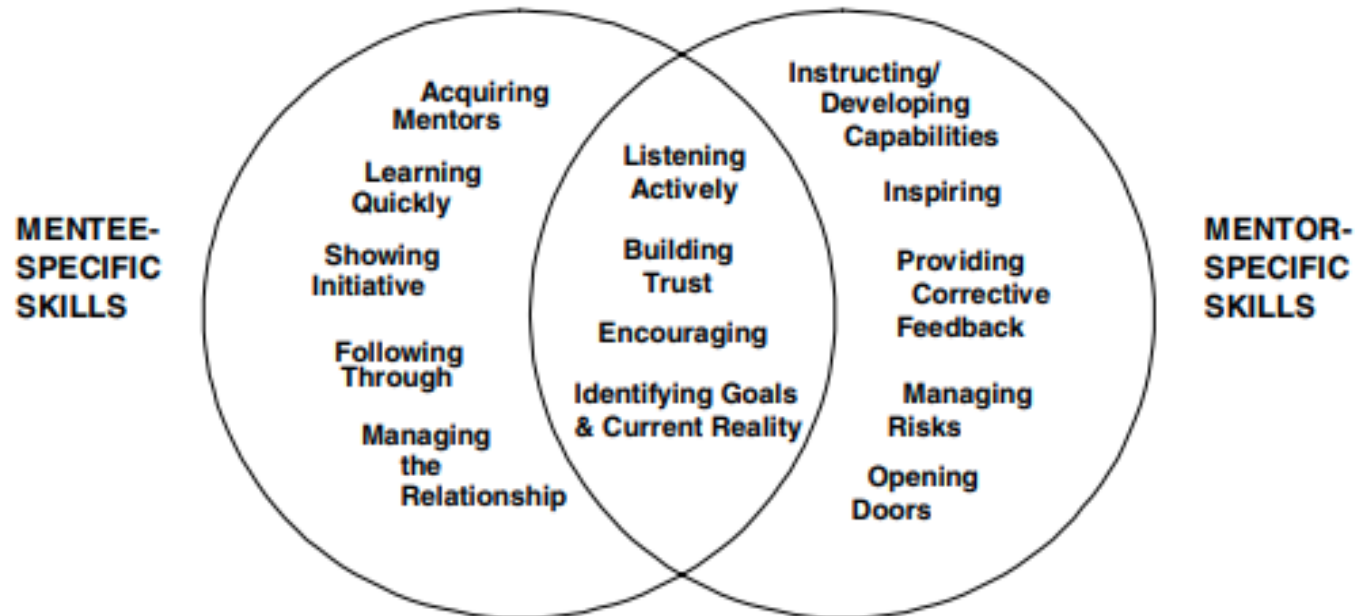
You and Julie now look at her current reality. She's in an entry-level position, but she already has some of the skills needed to be team leader. You brainstorm the additional skills that she'll need in order to be successful in a team leader role: She needs more experience of managing other people, and experience dealing with overseas customers. She also needs to continue performing well in her role, so that she'll be considered for a promotion when one is available.

You then both review her options. To get the experience she needs, she could lead a small team on a small project. She could also spend time in the overseas team.

Finally, you establish the will. As her manager, you offer to let her lead a small team on a minor project. If she performs well, she can take on additional projects with more responsibility in the future. Julie must also approach the overseas team to arrange to spend time in that department, and continue performing well in her current role. You agree to review her progress in three months' time.

THE MENTORING SKILLS MODEL

SHARED CORE SKILLS



Core Mentoring Skills Both mentors and mentees should utilize the following core skills in their mentoring partnerships.

- **1. Listening Actively**

Active listening is the most basic mentoring skill; the other skills build on—and require—it. When you listen well, you demonstrate to your mentors and mentees that their concerns have been heard and understood. As a result, they feel accepted by you, and trust builds. The way you indicate you're listening intently is by performing several observable behaviors. For example, if you're an excellent listener, you:



- appear genuinely interested by making encouraging responses such as “Hmmm . . .” and “Interesting . . .” or sometimes reflecting back (paraphrasing) certain comments to show you’ve grasped the meaning and feelings behind the message;
- use appropriate nonverbal language such as looking directly into people’s eyes, nodding your head, leaning slightly toward them, frowning, or smiling where appropriate;
- avoid interrupting mentors and mentees while they’re talking; • remember and show interest in things they’ve said in the past (“By the way, how did the meeting with your manager go?”); and
- summarize the key elements of what each of you said.

Resist the impulse always to turn the conversation to your experiences and opinions and to find immediate solutions to problems you may be hearing. Listen carefully first; problem solve much later. If your mentors and mentees have a habit of immediate problem solving, see if you can help them be better listeners and problem explorers.

2. Building Trust

The more that your mentors and mentees trust you, the more committed they'll be to your partnerships with them, and the more effective you'll be. This trust develops over time—if your mentors and mentees observe certain appropriate behaviors on your part. To become trustable, you must:

- keep confidences shared by your mentors and mentees;
- spend appropriate time together;
- follow through on your promises to them;
- respect your mentors' and mentees' boundaries;
- admit your errors and take responsibility for correcting them; and
 - tactfully tell your partners if and why you disagree or are dissatisfied with something so they'll know you're honest with them.

Particularly with cross-difference (e.g., gender, culture, style, age) mentoring, trustbuilding is crucial and has to be developed over time.

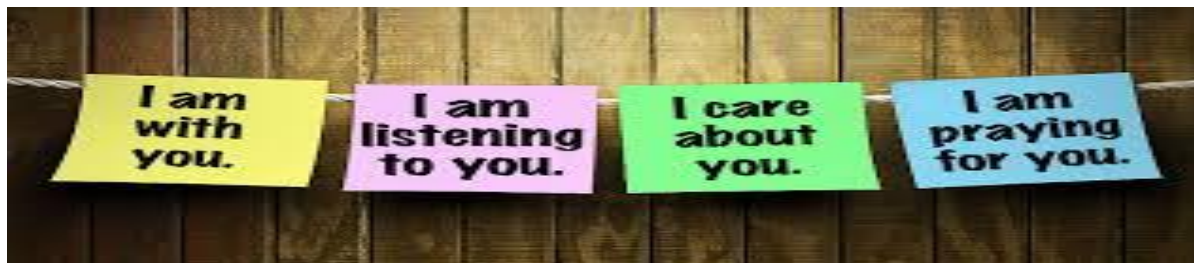


3. Encouraging

According to Phillips-Jones' research, the most valued mentoring skill is giving encouragement. This includes giving your mentoring partners recognition and sincere positive verbal feedback.

When was the last time you received too much praise? If never, you're not alone. Effective mentors encourage their mentees, which in turn helps increase the mentees' confidence and enables them to develop. At the same time, successful mentees make a point of positively reinforcing their mentors, which serves to keep the mentors focused and motivated. Provide genuine, positive feedback to your mentors and mentees on a regular basis.

While there are many ways to encourage, and mentors and mentees can differ in the types and amounts of encouragement they like, you can:



- compliment your mentoring partners on accomplishments and actions;
- point out positive traits (such as perseverance and integrity) in addition to their performance and accomplishments;
- praise them privately, one-on-one;
- commend them in front of other people (being sensitive to any cultural and style preferences regarding public praise);
- express thanks and appreciation;
- write encouraging memos or e-mail and leave complimentary voice mail; and
- let them know how you use any help they give you.

Be certain that your praise and encouragement are sincere. In mentoring, err in the direction of too much praise, rather than too little. Some human development experts recommend a ratio of four or five praises for every corrective remark.

4. Identifying Goals and Current Reality

Whether you're a mentor or mentee, you should have a personal vision, specific goals, and a good grasp of current reality. As a mentor, be clear on and talk to your mentees about their visions, dreams, and career/life goals. They'll be interested in your current reality (your view of your strengths and limitations as well as the current reality of situations within your organization) and want help recognizing theirs as well. As a mentee, you also need this skill.

Before asking for help, you should know your tentative goals, strengths, what development you need, and the specific assistance you'd like. You should discuss these with your mentors. The more aware you are of these, and the more accurately you can convey them to potential helpers, the more likely they'll be to assist your next steps. To demonstrate this mentoring skill:

- know what's important to you, what you value and desire most;
- recognize areas in which you're able to perform well, very concrete examples of behaviors you can perform at the good-to-excellent level;
- identify specific weaknesses or growth areas observed in yourself and ones noted by others;
- set tentative one- to five-year goals to reach in your personal life and career; and
- describe accurately the reality of your abilities and situations.

