



Mentoring

*Orientation to the Yolo County Departmental
Mentoring Program*

The Goal of the County of Yolo Mentoring Program



To provide an environment that promotes professional learning and growth while building a foundation for increased success as individuals, and as an organization. It seeks to pair together mentors, those employees who enjoys assisting others with their professional development, with other employees who are seeking guidance and insight. A mentor helps develop another's capabilities through instructing, coaching, modeling, and advising

The Term "Mentor" Comes From Greek Mythology

Mentor was a friend of Odysseus. Left in charge of Odysseus' palace and son Telemachus, when Odysseus left to go fight in the Trojan War. Mentor tutored and helped the boy become a young man. The name *Mentor* was adopted as a term meaning someone who imparts wisdom to and shares knowledge with a less experienced colleague. In the traditional view, usually a mature individual mentoring a younger person.

"Mentoring is a brain to pick, an ear to listen, and a push in the right direction."

- John Crosby - U.S.
House of Representatives 1880's



Mentoring

A developmental, caring, sharing and helping relationship where one person invests time, know-how and effort in enhancing another person's growth, knowledge and skills.



How Does Mentoring and Coaching Differ?

Mentoring is relationship based, longer term, focus on development, has established goals, objectives, with an agreed approach. Coaching is task based, short term, focus on performance, and does not require goals (anytime, any topic, any person).

Benefits of Being Mentored

- ◆ Increases professional achievement and success
- ◆ Helps gain competency
- ◆ Assists in setting goals and charting career paths
- ◆ Provides opportunities for new experiences and professional growth
- ◆ Offers real-life examples
- ◆ Encourages self-confidence

“Mentors open the door. You enter by yourself.”

A mentor is “a trusted counselor or guide.”

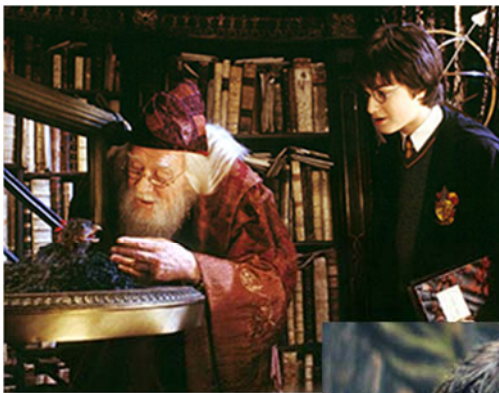
Traditional Mentoring

The mentor is a more senior member of the organization who serves as career guide, information source, and teacher for a newer, less experienced, junior employee. Its focus is individual career development. A broad definition is “helping someone learn something that if left alone, he or she would have learned less well, more slowly, or not at all”



Think About These Well-Known “Traditional” Mentoring Relationships

How did these mentors create an environment for learning? How did they build a foundation for success? Each of their mentees went on to succeed! Those elements included trust, caring, and having to stretch one’s self.



Others Types of Mentoring

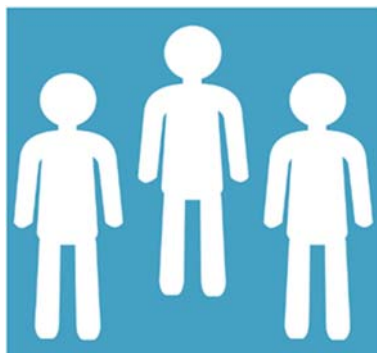
Reciprocal Mentoring



All mentoring has reciprocal value. Reciprocal mentoring is more formalized with established two-way goals and objectives. It is often times peer to peer. Both participants have something of unique value to contribute and to gain from the other. "Yes I'll be your mentor but only if you'll be mine as well..."

Reverse Mentoring

Reverse mentoring turns around traditional mentoring and newer, less experienced, junior employees serve as the mentor. It is an opportunity to provide a more senior member of the organization with cutting edge, latest information. The use of technologies in the workplace good example.



Multiple Mentors

A mentee is not limited to one mentoring relationship. They can have more than one mentor for different goals and objectives and can engage in all types of mentor relationships at same time (traditional, reciprocal and reverse).

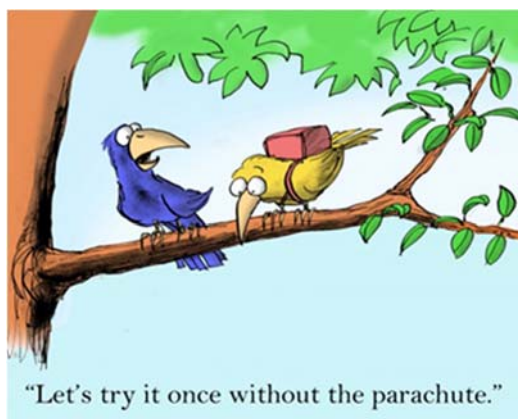
A Mentor's role is...

A mentor assists the career and development of another. He or she helps clarify career goals for the mentee, and helps develop a plan for the mentee to reach those goals by sharing the insights and knowledge gained through his or her own experience. A mentor accomplishes this through instructing, coaching, modeling, and advising. Mentors provide options as well as guidance, asking thought-provoking questions to help their mentees think for themselves. Mentors derive great satisfaction from seeing their mentee succeed because of their efforts.



Reflecting on the Mentors in Your Life

Chances are you've had mentors in the past and possibly didn't realize it at the time. Take a moment and reflect back to identify past mentors. What characteristics did the person possess that helped establish a mentoring relationship? How did you learn from them? Ask "If I hadn't met _____, how would I have learned _____?" Think about: teachers, coaches, counselors, friends, relatives, supervisors, co-workers.



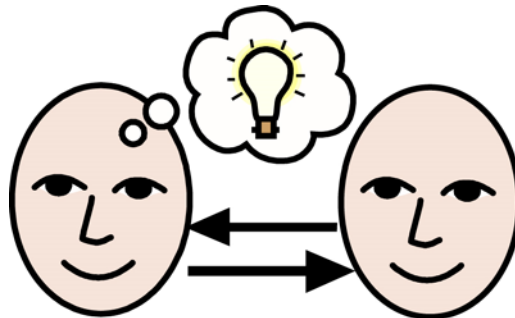
There are two kinds of mentees:

- ◆ An employee who is new and has a need for a more experienced employee to provide an orientation and pass on the organizational culture, politics, and personality. Not only does this knowledge help the mentee succeed, but it also helps the mentee feel included in the organization.
- ◆ A more seasoned employee who is seeking the professional guidance needed to enhance an already successful career.

Thoughts for Mentors

Before entering into a mentoring arrangement, mentors should consider:

- ◆ What would you like to get out of a mentoring relationship?
- ◆ What strengths do you have? What is the best way to pass on these skills?
- ◆ What experiences allow you to provide constructive advice and feedback?
- ◆ How much time can you commit to provide mentoring?
- ◆ What boundaries do you wish to set for the relationship?
- ◆ Remember that the mentee will ultimately make his or her own choices. If a mentee chooses a path or option that you do not recommend or agree with, never take it personally.



Thoughts for Mentees

Before entering into a mentoring arrangement, mentee's should consider:

- ◆ What aspects of your career or personal life are you hoping to improve via a mentoring relationship? Be honest about your goals, expectations, challenges and concerns.
- ◆ Is mentoring a suitable way to meet your goals?
- ◆ Are you open constructive criticism and feedback?
- ◆ How much time and effort do you anticipate will be required?
- ◆ How much time and effort are you willing to put into the mentoring relationship?

Remember that you, not the mentor, manage your own career and life choices. A mentor is there to help ask the right questions and guide you towards resources that will help you make the best choices.

Establishing a Mentor/Mentee Relationship

Consider what you want out of the mentoring relationship and how it can best be structured to successfully achieve those results. There are some basic expectations that should be discussed and agreed upon before the mentoring relationship begins.

- ◆ What is the focus of the mentoring? Career guidance, skills and knowledge, personal development, etc.
- ◆ What is the intended result? Enhanced learning and growth, increased job satisfaction, improved efficiency and effectiveness, etc.
- ◆ How frequently will you meet?
- ◆ How much time will be required?
- ◆ How will you measure progress on the mentee's goals as well as the partnership itself?
- ◆ How long will the relationship last? For a defined period of time, for the duration of a specific case/project or as an on-going relationship?

The program provides an optional "Initial Mentoring Agreement" form, which can help outline goals and set boundaries.



What Mentoring is Not!

Mentoring is not a supervisor/subordinate relationship. There is no evaluation component. It is not an opportunity for mentors to lighten their own workload and the mentee is not the mentor's "go for." A mentee should never receive preferential treatment in the workplace. Mentoring is about learning, growth and development.

***"I'd like to mentor you.
We can start by you
getting me some coffee."***

Elements of the Mentoring Relationship

- ◆ **Level of commitment:** Both individuals must have a realistic sense of the time commitment that each expects from the other. That commitment may need to be adjusted as the relationship develops, but both mentor and mentee must be willing to put in appropriate amounts of time and effort to stay engaged.
- ◆ **Shared areas of interest:** Each mentee's skills and experience levels will vary, as well as their interests and goals. The mentor should discuss areas of interest with the mentee before working with him or her.
- ◆ **Balanced expectations:** Discuss up front what each person hopes to gain from the relationship
- ◆ **Mutually respectful relationship:** Mentors and mentees must consider each other's viewpoints and communication styles. Honor the agreed upon time commitment, hours of contact, schedule/deadlines, etc.
- ◆ **Supportive, trusting environment:** Mentors and mentees must be open and honest with one another, working to create a relationship rooted in mutual trust and support.



- ◆ **Open, two-way communication:** Both mentor and mentee should be active partners in the relationship, and both should feel free to discuss the progress of the relationship. Discussions should include positive reinforcement, encouragement and candid, constructive feedback.
- ◆ **A certain level of conflict:** Each may have different ideas about how to approach a specific issue or task. Recognize that mistakes and conflicts are a part of learning.
- ◆ **Mentoring is a personal relationship:** Both the mentor and the mentee will have individual goals and philosophies. If those goals and philosophies do not seem to mesh well, they should seek to resolve the differences. If unable to do so, they should seek assistance from their program coordinator and feel free to look for another mentor or mentee.
- ◆ **Do not expect immediate results:** It takes time to develop a mentoring relationship. A mentee may be hesitant to bring up a specific issue and may need time to approach a mentor about it. Keep a positive attitude and keep communication open.

Confidentiality

In order to foster open and honest communication, the mentee must be able to trust the mentor not to disclose their discussions with others. However, if both agree that communication with the mentee's supervisor or other person would be beneficial, the mentor and the supervisor may talk. Examples of this include helping to identify developmental activities and prevent problems associated with differing needs, perspectives, and priorities. Discussions related to an intent to harm oneself or someone else or break a law can never be kept confidential.



Interested in a Mentoring Relationship?

Complete a Mentor/Mentee Questionnaire

- ◆ A self-assessment to complete before a mentor-mentee partnership has been entered into
- ◆ To help a mentor identify what he/she can offer
- ◆ To help a mentee identify what he/she wants to gain
- ◆ To help pair mentees with mentors whose interests and experiences match what the mentee is looking for.

Remember—Mentoring Builds Success

It is a great opportunity for all employees regardless of assignment, rank or position

