

A Guide for

MENTORS



WOMEN IN
TECHNOLOGY



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INTRODUCTION

WHAT IS MENTORING?

Today, mentoring is a process in which an experienced individual helps another person develop his or her goals and skills through a series of time-limited, confidential, one-on-one conversations and other learning activities.

A mentor often has two primary functions for the protégé. The career-related function establishes the mentor as an instructor who provides advice to enhance the protégé's professional performance and development. The psychosocial function establishes the mentor as a role model and support system for the protégé.

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.

As a mentor, you will have the opportunity to share your wisdom and experiences, evolve your own thinking, develop a new relationship, and deepen your skills as a mentor.

Reflect you these questions prior to meeting with your protégé:

- What experiences and learning can I bring to the mentoring relationship?
- What are my own expectations for the relationship?
- Are there any obstacles that could impede the relationship's development

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KEY MENTORING SKILLS

Active Listening

Active listening techniques are a valuable listening skill, to make a conscious effort to understand what people are really saying.

Examples include the following:

- Show interest in what he or she is saying, and reflect back important aspects of what he or she has said to show that you've understood;
- Reserve discussing your own experiences or giving advice until after your protégé has had a chance to thoroughly explain his or her issue, question, or concern.

Determining Goals & Building Capacity

Being a mentor also means you should continue learning about what's going on in your industry or business, your school, your community, or the world at large. You will develop your protégé's capacity for learning and achieving his or her goals by doing the following:

- Assist with finding resources such as people, books, articles, and tools.
- Imparting knowledge and skills by explaining, giving useful examples, demonstrating processes, and asking thought-provoking questions;
- Discussing actions you've taken in your career and explaining your rationale.

Availability

Your protégé must feel comfortable approaching you for advice or consultation; however, he or she must keep your availability and your schedule in mind. So, it's good policy to establish a set day and time for regular sessions or meetings.

Encouraging & Inspiring

- Describe experiences, mistakes, and successes you or others have encountered on the road to achieving your goals;
- Talk with him or her about people and events that have inspired and motivated you; and
- Introduce him or her to your colleagues who can be additional useful contacts or inspiring models.

Building Trust & Authenticity

Trust is built over time. You will increase trust by keeping your conversations and other communications with your protégé confidential, honoring your scheduled meetings and calls, consistently showing interest and support, and by being honest with your protégé.



In order to be a mentor, and an effective one, one must care. You must care. You don't have to know how many square miles are in Idaho, you don't need to know what is the chemical makeup of chemistry, or of blood or water. Know what you know and care about the person, care about what you know and care about the person you're sharing with.

— *Maya Angelou* —

AZ QUOTES



WIT Lunch Event

The Women in Technology Group (WIT) provides a forum for discussion of issues facing women in IT in general and on campus, networking and coaching, and coordination of outreach efforts to girls considering IT as a career.

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STAGES OF MENTORING RELATIONSHIP

I. Initiation Stage

The WIT mentoring program has managed 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. Regardless of the method, a good formal mentoring program would require both parties to explore the relationship and evaluate the appropriateness of the mentor-protégé match.

Building the Relationship

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.

- Tell me a little more about yourself, your skills, your organization or community, some key challenges you are facing, etc.

II. Cultivation Stage

During the next stage, it is recommended that you set goals. As the mentoring relationship unfolds, be attentive to practicing active listening and consistently expressing encouragement.

Helping Your Protégé Set Goals

By exchanging information, you will gain insight into the goals your protégé hopes to achieve through the mentoring relationship. Mentors have provided their protégés with input and support on a great variety of issues and challenges.

Goals are helpful because they help the protégé 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 protégé to discuss his or her goals with you. Suggest that he or she complete the Goal Form and share it with you.

Coach your protégé 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.

Stages of Mentoring Relationship

III. Separation Stage

During this stage, planning for the protégé's continued success is balanced with bringing the formal mentoring relationship to a close. Work with your protégé 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 protégé's own interest in one day mentoring someone. Adjournment brings closure to the journey.

Your final discussion should be dedicated to the following:

- Reflecting on accomplishments, challenges, and progress towards goals;
- What will your protégé 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; and
- Expressing thanks and best wishes!

IV. Redefinition Stage

Complete Closure

- When either or both parties do not want to have future contact, complete closure is the best option. On occasion, one party wants to stay in touch and the other doesn't. As difficult as it is to convey this is the end, it is worse to pretend there will be ongoing communication if you are certain there will not be.

Continuation of the match

- Some programs allow matches to recommit for a second term. This is a good option if the protégé still meets the program requirements and there are additional goals to be met. If this is the case and all invested parties are in support of a recommitment, it is important to discuss any desired changes. Perhaps the protégé will take the lead in communication in second term or visit frequency or duration will be adjusted. Changes do not need to be made, but this is a good time to determine if there are any that would be beneficial.

Continuing the relationship outside of the program.

- Sometimes a mentor and protégé develop a strong relationship that transcends the program. If both are interested in maintaining contact this can be an ideal situation. This new stage of the relationship might look different – in real life, we often do not get to see our friends weekly and perhaps that isn't needed in this new version of the friendship.

Mentor or protégé rematch.

- When a match ends, some mentors or protégé will choose to transition to a new match. If you are interested in continuing, talk to WIT program coordinator about when you will be ready to be matched again. Think about what you learned from the last match and share any preferences for your new match.

Each party should take time to think about the various options and determine what is right for themselves moving forward. WIT coordinators can help facilitate the conversation and move towards positive closure.

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COACHING and MENTORING

INSIGHT

Full article by Brian McDonald available at
<http://www.morassociates.com/insight/brian-mcdonald/coaching-mentoring>

Coaching? Mentoring? What's the Difference?

Coaching as you may know, involves asking open ended questions, listening to the other person's responses and letting her/him come to his/her own solution. When you are new to coaching it may be difficult to turn down the volume of your inner dialogue and really, really listen to what the other person is sharing. For many people who are learning to coach it is also challenging not to give advice. Our brain likes to solve problems even when someone hasn't asked you too.

If a person has the capability or experience to think out his/her own solution, then most times it is better to use coaching. The reason is if individuals can figure out how to solve the problem, then they own the solution. When people have developed the solution they are much more invested in taking the next steps. Just as people don't wash "rental cars" because they don't own them, you may not accept advice from others because it's not yours.

Another reason to use coaching in these situations is the person you are coaching is developing his/her own mental capability. You could really be helping them learn "to fish" as opposed to giving them a fish. This is important for those with whom we work as we would like them to be able to think through solutions on their own. Coaching is also applicable outside the work setting as you help your children, family, or friends develop their ability to think through an issue.

It is often the case that when a new person is hired or when an emerging leader is taking on a new unfamiliar initiative, we will suggest s/he take advantage of the experience of someone who has done this before.

A thoughtful mentor can be particularly helpful when you are confronted by a challenge you know little about and he/she has been there and done that. A mentor can be a great resource when you are considering your own professional development or career pathways or life choices that matter to you.

Jim Bruce, the former CIO at MIT and now a Senior Fellow and Executive Coach at MOR Associates, is someone who plays both roles well. Jim will coach individuals on their goals in the leadership programs and he may mentor people who are thinking about whether they want to go down the CIO path.

In the first instance, the person needs to own the goals so asking questions and letting them come to their own conclusions is important. In the second instance, Jim has a lot of experience and the wisdom that comes with the years he served as a CIO. He can share his experience and considerations with someone contemplating this path.

You too can serve others by being a coach when needed or as a mentor.

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Full article by Brian McDonald available at
<http://www.morassociates.com/insight/brian-mcdonald/coaching-mentoring>

Mentoring Goal Form

(To be completed by the protégé)

Name:

Date:

What do you want to achieve through engaging in the mentoring relationship? Complete this form and discuss your goals with your mentor. Examine your goals periodically, and discuss progress made.

Goal #1

Benefits to You:

Benefits to Your Program/Organization/Community:

Potential Barriers to Success:

Resources/Support Needed to Achieve Goal:

How Progress Will Be Measured:

Select Annotated Resources

Introduction to Mentoring: A Guide for Mentors and Mentees <http://www.apa.org/education/grad/mentoring.aspx>

National Mentoring Resource Center goal is to improve the quality and effectiveness of mentoring programs and relationships across the country by supporting practitioners to more deeply incorporate evidence-based practices into their work. <http://www.mentoring.org/program-resources/national-mentoring-resource-center/>

Center for Health Leadership & Practice (2003) Mentoring Guide: A Guide for Mentors. Oakland, CA: Center for Health Leadership & Practice, Public Health Institute. <http://www.rackham.umich.edu/downloads/more-mentoring-guide-for-mentors.pdf>

This series from Michigan State University Extension explores the five stages of relationship development in mentor-mentee matches. <http://www.bbbsi.org/wp-content/uploads/affiliatesonly/brand/stagesanddevelopmentofmentoringpartnerships.pdf>

Cohen, N. (1999) Effective Mentoring. Amherst, Massachusetts: HRD Press. This practical small pocket guide provides quick access to basic mentoring concepts and techniques. It supports the developmental approach to mentoring relationships, i.e. the need to be aware of mentor behaviors, importance of maintaining/monitoring the relationship via written documentation, etc. Critical keys to successful mentoring are clarity of goals and making connections.

MOR is dedicated to building a better world by developing and supporting leaders at all levels by helping them answer three questions: What is leadership? What kind of a leader will you be? How are you going to get there? MOR Insight has helpful blogs that reinforce such concepts <http://www.morassociates.com/insight/>

Leadership Enterprises – a management consulting firm focused on developing leadership capacity and effecting change in individuals and organizations. <http://www.leadershipenterprises.com/>