



### **What is workplace mentoring?**

Workplace mentoring is a learning partnership between employees for purposes of sharing technical information, institutional knowledge and insight with respect to a particular occupation, profession, organization or endeavor. Mentoring is perhaps best described as a developmental process - dynamic and unique to each person. Informal mentoring relationships may develop in the work setting when a more seasoned employee takes a new employee “under his/her wing.” Formal mentoring programs allow organizations to create and nurture those relationships by matching more experienced employees (mentors) with less experienced employees (mentees) to meet specific agency objectives while helping those individuals in the mentoring relationship to identify and develop their own talents.

### **What can organizations achieve through a formal mentoring program?**

- Deliberate, systematic knowledge transfer
- Methods of providing job specific knowledge and insight for those positions requiring experience, judgment, discretion and “soft skills” in order to be effective
- Means to create and reinforce a positive organizational culture
- Opportunities to shape the workforce of the future in an intentional, deliberate way to meet the agency’s strategic goals and objectives
- Structured learning for employees assuming new or expanded responsibilities
- Identification of talent and development of organizational leadership

#### **Benefits to Mentees:**

- Personal and professional growth
- Acquisition of new technical, interpersonal and/or leadership skills
- One-on-one opportunities to know and understand the agency from the inside out
- Expanded relationships within a profession and/or an agency
- Opportunity to mentor other employees in the future

**Benefits to Mentors:**

- Opportunities for mentors to hone their own coaching, counseling and leadership skills
- Development of new professional and organizational contacts
- Exposure to new ideas, technologies and perspectives through their relationship with mentees
- Personal satisfaction
- Expanded relationships built on mutual trust and shared learning

**What the Statistics Say:**

- A survey of Fortune 500 companies showed 96% reporting that mentoring was an important employee development tool. 75% said it was a key factor in their own personal success.
- 71% of Fortune 500 companies and private companies use mentoring in their organizations.
- 77% of companies that have a mentoring program indicate that it improved both employee retention and job performance.
- A survey of college and graduate students showed that 60% said mentoring is a key factor in job selection.
- 15-20% of standard formal training is relevant to employee needs, because it is designed for everyone. Mentoring allows for instruction and advice to be tailored to the individual needs of the mentee.
- A survey reported in Fortune in January 2000 indicated that of the top 25 firms, 76% offer mentoring programs.

**Qualities of successful mentors:**

- Genuine interest
- Sensitivity to other's needs and development
- Excellent listening skills
- Commitment
- Confidentiality
- Excellent coaching and feedback skills

**The role of the mentor:**

- Help the mentee identify with their organization and professional environment
- Be prepared to help the mentee through difficult situations
- Work with the mentee to develop his/her self-confidence
- Ensure communications are clear, open and reciprocal
- Help develop creative and independent thinking
- Maintain confidentiality

**Qualities of successful mentees:**

- Genuine interest in personal growth and professional development
- Strong commitment to learning and acquiring new skills
- Receptive to honest, constructive feedback
- Willing to take risks as part of the learning process
- A sense of self and personal vision

**Role of the mentee:**

- Develop mutually agreeable goals for the mentoring relationship that are specific, measurable, achievable, realistic and timely
- Communicate openly and honestly with the mentor
- Take responsibility for establishing expectations between the mentor and mentee
- Make good use of time spent with the mentor
- Be mindful of the mentor's needs and expectations
- Be trustworthy and maintain confidentiality

## **Mentoring Model Essentials**

Just as every mentoring relationship is dynamic and unique, formal mentoring programs are likely to differ substantially between agencies and occupations. By way of example, a mentoring program designed to enhance the recruitment and retention of Civil Engineers is bound to look very different from one intended to improve the quality of psychiatric nursing, or one developed to provide newly hired human services personnel with the skills, information and experiences they need to successfully manage an active caseload. While there may not be a “one-size-fits-all” program appropriate to New Hampshire State government, there are some basic elements that should be incorporated into every mentoring program:

- Identification of desired outcomes
- Establishment of clear goals for the program
- Assessment of the mentoring climate, including commitment, cultural readiness, resources and access
- “Buy-In” by management, participants and key stakeholders
- Marketing the program
- Matching mentors with mentees
- Training
- Program Maintenance
- Program evaluation

### **When developing your mentoring program...**

- Identify a key contact person who will coordinate and be responsible for follow-through on establishing, supporting and maintaining the mentoring program.
- State the desired outcome or purpose -- the “why” of a Mentoring Program
- Define mentoring for your agency
  - Agency objectives and measures of success are clearly identified at the outset.
- Identify clear goals of the Mentoring Program
- Agency assessment:
  - Assess commitment level from top management, middle management
  - Determine cultural readiness
  - Identify key stakeholders who are committed to the success of the mentoring partnership (agency head, mentors, mentees, supervisors, customers).
  - Identify resources needed and resources available
- Secure Buy-In where necessary and appropriate

- Marketing:
  - Identify a mentee profile (who would be eligible to participate)
  - Identify a mentor profile (what qualities and/or criteria will be used for identifying and selecting mentors)
  - Communicate the program throughout the area or agency
  - Facilitate applications
  - Conduct participant selection
  
- Matching
  - Identify a strategy to match mentor and mentee
  - Screening and selection processes for mentors and mentees can match participants through a variety of means. Those may include areas of interest/need, availability, personality, working/learning style
  
- Training (Mentor and Mentee)
  - Developing a “Learning Contract “ with specific goals identified that are explicit, realistic and achievable
  - Determine the length of relationship
  - Clarifying roles: mentor, mentee, supervisor of mentee
  - Closing the relationship
  - Overcoming obstacles in the relationship
  - Maintaining confidentiality between mentor and mentee
  - Evaluation of the mentoring process
  
- Program Maintenance
  - The key contact person trained in mentoring is assigned to monitor the program to assist participants through the application and screening process, monitor progress and evaluate progress.
  - Identify a monitoring process (tracking system, written records, disputes, obstacles, premature relationship closure)
  - Recognition and support of mentors
  - The agency recognizes participants and their contributions to the overall progress and success of the program.
  
- Documentation - Written guidelines explain:
  - The goals of the program
  - The basic principles of mentoring
  - The specific process of mentoring within the agency
  
- Program Evaluation
  - Outcome analysis of program
  - Information needs of key stakeholders
  - The program is continually evaluated for effectiveness and modified as needed to achieve its objectives.

**Glossary:**

Coaching: a method of directing, instructing and training in order to develop specific skills or achieve an objective or goal.

Counseling: the process of giving advice and counsel, recommending a course of action, or correcting deficiencies in the performance of a task or function.

Hard skills: the ability to carry out the technical and professional requirements of a job.

Institutional knowledge: a collection of facts, concepts, experiences, insights and “know how” acquired over time by a person or group of people within an organization.

Knowledge transfer: the process through which knowledge about an organization or process gained through one person’s or one group’s experience is transferred or transmitted to another person.

Mentoring: a developmental relationship between a more experienced individual (the mentor) and a less experienced partner (the mentee) for purposes of sharing technical information, institutional knowledge and insight with respect to a particular occupation, profession, organization or endeavor.

Organizational Culture: a combination of the attitudes, experiences, beliefs and values of an organization that controls the way in which members of the organization interact with one another and with their customers, clients and stakeholders.

Soft skills: the ability to engage and interact effectively with others, obtain acceptance, build consensus, and provide assistance, direction and leadership as needed.

Stakeholder: a person, group, organization, or system that can affect, or be affected by, the actions of an organization.

## Appendix A: Sample Mentor Application

Print legibly or type. Please describe your qualifications in detail. You may attach up to one additional page. A resume may also be attached. Submit your application and additional information to the staff person assigned to coordinate mentoring activities within the agency. All materials submitted will remain CONFIDENTIAL.

Name: \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Agency: \_\_\_\_\_  
Division/Bureau/Work Unit: \_\_\_\_\_  
Work Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_  
E-mail Address: \_\_\_\_\_

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

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State at least three qualities or characteristics you feel you need to have in common with a mentee in order for the mentoring to be a productive partnership.

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

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Technical expertise                   | <input type="checkbox"/> Advancing in Career           | <input type="checkbox"/> Balancing work and outside |
| <input type="checkbox"/> [accounting, Engineering, etc.]       | <input type="checkbox"/> Bouncing back from failure    | <input type="checkbox"/> priorities                 |
| <input type="checkbox"/> Changing careers                      | <input type="checkbox"/> Dealing with difficult people | <input type="checkbox"/> Building Shared Visions    |
| <input type="checkbox"/> Designing websites                    | <input type="checkbox"/> Writing effectively           | <input type="checkbox"/> Desktop publishing         |
| <input type="checkbox"/> Handling customers                    | <input type="checkbox"/> Managing projects             | <input type="checkbox"/> Giving corrective feedback |
| <input type="checkbox"/> Managing change                       | <input type="checkbox"/> Recruiting/hiring             | <input type="checkbox"/> Making oral presentations  |
| <input type="checkbox"/> Negotiating                           | <input type="checkbox"/> Team building                 | <input type="checkbox"/> Motivating people          |
| <input type="checkbox"/> Taking risks                          | <input type="checkbox"/> Using computer software       | <input type="checkbox"/> Resolving conflicts        |
| <input type="checkbox"/> Understanding Organizational Politics |  | <input type="checkbox"/> Training                   |
- Other [list other areas of interest/need below:  
\_\_\_\_\_  
\_\_\_\_\_

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

## Appendix B: Sample Mentee Application

Print legibly or type. Please describe your qualifications in detail. You may attach up to one additional page. A resume may also be attached. Submit your application and additional information to the staff person assigned to coordinate mentoring activities within the agency. All materials submitted will remain CONFIDENTIAL.

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

Job Title: \_\_\_\_\_

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

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

Work Number: \_\_\_\_\_ Fax Number: \_\_\_\_\_

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

State at least three qualities or characteristics you feel you need to have in common with a mentor in order for the mentoring to be a productive partnership.

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

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

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Technical expertise                   | <input type="checkbox"/> Advancing in Career           | <input type="checkbox"/> Balancing work and outside |
| <input type="checkbox"/> [accounting, Engineering, etc.]       | <input type="checkbox"/> Bouncing back from failure    | <input type="checkbox"/> priorities                 |
| <input type="checkbox"/> Changing careers                      | <input type="checkbox"/> Dealing with difficult people | <input type="checkbox"/> Building Shared Visions    |
| <input type="checkbox"/> Designing websites                    | <input type="checkbox"/> Writing effectively           | <input type="checkbox"/> Desktop publishing         |
| <input type="checkbox"/> Handling customers                    | <input type="checkbox"/> Managing projects             | <input type="checkbox"/> Giving corrective feedback |
| <input type="checkbox"/> Managing change                       | <input type="checkbox"/> Recruiting/hiring             | <input type="checkbox"/> Making oral presentations  |
| <input type="checkbox"/> Negotiating                           | <input type="checkbox"/> Team building                 | <input type="checkbox"/> Motivating people          |
| <input type="checkbox"/> Taking risks                          | <input type="checkbox"/> Using computer software       | <input type="checkbox"/> Resolving conflicts        |
| <input type="checkbox"/> Understanding Organizational Politics |  | <input type="checkbox"/> Training                   |
- Other [list other areas of interest/need below:

\_\_\_\_\_  
\_\_\_\_\_

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



## Appendix C: Sample Mentoring Agreement or Learning Contract

Mentoring is one of many methods that can be utilized for career development as well as for meeting an agency's organizational goals (i.e., improved recruitment, retention, training, and improvement in the work environment, leadership development, and work performance. In order to define the mentoring relationship the under signers have agreed that the goals described on the following page are SMART goals:

# **S = Specific.** Goals will be written in language that makes the desired outcome specific, and should "stretch" the mentor and mentee to learn and perform.

# **M = measurable:** Each goal will be accompanied by a specific measure to determine when the goal has been achieved or progress has been made in achieving the result.

# **A = Achievable:** Goals should be realistic, so that they can be achieved within the time allotted.

# **R = Relevant:** The task or activity needs to be relevant to the learner. If the goal and activities are not relevant to the mentee, the mentee will have difficulty completing the activities and accomplishing the goals that are set.

# **T = Timely:** Goals need to be accompanied by a date by which the mentor and mentee agree the activity or result will be accomplished.

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

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

Mentee (Name)	Signature	Date
_____	_____	_____

Mentee's Supervisor (Name)	Signature	Date
_____	_____	_____

Mentor's Name	Signature	Date
_____	_____	_____

Mentor's Supervisor (Name)	Signature	Date
_____	_____	_____

Program Contact Person (Name)	Signature	Date
_____	_____	_____

Agency Head	Signature	Date
_____	_____	_____

Duration of the mentoring program \_\_\_\_\_

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

Goal #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Measurement \_\_\_\_\_

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

Goal #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Measurement \_\_\_\_\_

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

Goal #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Measurement \_\_\_\_\_

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

Other areas of Mutual agreement:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## Sample 2 Mentoring Agreement or Learning Contract

We are voluntarily making a commitment to this mentoring relationship that we expect will benefit us both as well as our organization. Our mutual goals are to have this be a rich and rewarding relationship wherein learning and developmental experiences are shared.

One of the foundational elements of this mentoring relationship is confidentiality where we agree that our discussions remain between the two of us in an effort to build trust and learn from our discourses. The only exception to this would be a situation where someone's safety is at risk.

The duration of this mentoring program will be \_\_\_\_\_.

We agree to meet regularly at \_\_\_\_\_.

We are each committing to no less than \_\_\_\_\_ hours per week to this mentoring relationship.

As the mentor, I agree to provide the mentee with support, access to my time for meetings, guidance on specific work-related items, advice, honesty, constructive criticism and positive feedback. I will also seek feedback from the mentee on how I am meeting his/her developmental needs.

As the mentee, I agree to seek clarity when I am not clear, to test my understanding of concepts and direction given me, willingly assume appropriate developmental assignments, seek feedback and accept responsibility for my growth, my behavior and my continued learning.

This agreement should be supplemented by a specific developmental plan to cover the mentoring period wherein specific goals and evaluation are described.

_____ Mentor	_____ Mentee
_____ Date	_____ Date

## Appendix D – Mentor/Mentee Activity Sessions Summary

Mentor: : \_\_\_\_\_ Mentee: \_\_\_\_\_  
Date: \_\_\_\_\_ Time Session Began: \_\_\_\_\_  
Location: \_\_\_\_\_ Time Session Ended: \_\_\_\_\_

Summary of Session:

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

Plan activities to discuss at the next session:

- 1.
- 2.
- 3.
- 4.

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

## **Appendix E – Midway Evaluation**

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

**Activities/interactions we have implemented up to now:**

**Thus far, in meeting with my mentor, I have gained/sharpened the following knowledge and/or skills:**

**I have shared the following knowledge/skills with my mentee:**

**The following are other benefits I am gaining from the mentor/mentee relationship:**

**The following are ways in which the relationship with mentor/mentee or participation in the program could be more effective:**

**Suggestions I would share with new Mentor/Mentee pairs:**

**Any other comments:**

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

**Date:** \_\_\_\_\_

## Appendix F - Mentor Evaluation

Mentee's Name	Agency	Today's Date	Mentor's Name
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### Availability

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

- |  |                                     |
|--|-------------------------------------|
| <input type="checkbox"/> Less than once a month    | <input type="checkbox"/> Every week |
| <input type="checkbox"/> Every three to four weeks | <input type="checkbox"/> Daily      |
| <input type="checkbox"/> Every two weeks           |                                     |

B. Did you meet with your mentor enough?

- Yes                       No

### **Feedback Rating Scale**

Please consider the following definitions when using these ratings.

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

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

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

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

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

## Mentor Evaluation (cont.)

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

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







## **Appendix H: Sample Orientation/Training Curriculum Outline**

An effective orientation and training curriculum could include some or all of the following:

- What's in it for me -- Benefits for agencies, mentors and mentees of an effective mentoring program
- Roles and responsibilities of mentors, mentees and their supervisors
- The length of the mentoring relationship and the predictable phases that mentoring relationships go through.
- Establishing "smart" goals (Specific, Measurable, Achievable, Relevant, Timely)
- Creating a learning contract
- Examples of learning activities.
- Evaluating the mentoring process from the perspective of the mentor and the mentee
- Gathering and reporting information for use in evaluating the effectiveness of the mentoring program/process.
- Reviewing specific program guidelines.
- Participant recognition
- Questions and answers.

## **Appendix I: Suggested guidelines for choosing mentors:**

The potential mentor:

1. Is a good role model and has a positive attitude towards the agency, clients and the community.
2. Maintains appropriate personal and professional boundaries.
3. Is in good standing with the agency.
4. Is willing and available to mentor and accept the responsibility.
5. Displays forethought and initiative in their job.
6. Is knowledgeable about the mentee's job responsibilities.
7. Is aware of the different learning styles and is supportive and respectful of them.
8. Is able to provide a "safe environment" to voice concerns, process and maintain confidentiality when appropriate.
9. Is able to give and receive constructive feedback.

## Appendix H: The Learning Model

