USDA Mentor Guide

A resource for employees participating as Mentors in the USDA Mentoring Framework

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I. INTRODUCTION AND OVERVIEW

Purpose of Mentor Guide

The purpose of the Mentor Guide is to serve as a resource for you throughout your mentoring experience. This guide complements the Mentoring Training session. You will find a variety of tools and resources to assist you as you navigate your way through the mentoring relationship with your protégé.

Perfecting the mentoring skills discussed in the Mentoring Training, and in this guide, will have a positive impact on your relationship with your protégé. Equally as important, it will have a positive impact on your relationship with others, both professionally and personally. Use this guide as a resource throughout your experience and share the information discussed in this guide with others.

Structure of Mentor Guide

The format of this guide is intentionally simple and brief to facilitate its use by busy people. The guide contains four main sections and one appendix.

Section II provides you with a broad overview of Mentoring to clarify its purpose and objectives and outline its key components.

Section III discusses definitions of mentoring and describes the various roles and responsibilities involved in Mentoring.

Section IV is the core of this guide. This section describes each phase of the Mentoring life cycle. The section begins with an overview of the Mentoring Life cycle, followed by a description of each phase and associated activities.

Section V describes specific skills that will help you navigate your way through the Mentoring Life cycle, including: mentoring skills, behavioral preferences, communication styles of mentors and protégés; techniques for giving effective feedback, and tips to help you manage conflict and change.

Appendix A includes a variety of tools, templates and resources you can use when working with your protégé.

Tools and Resources Overview

The tools, templates and resources provided in this guide will help you and your protégé establish a strong foundation for your mentoring relationship, and ensure that you can both realize the benefits and developmental opportunities that Mentoring offers. The following is an overview of the tools referenced throughout the guide.

- **Mentoring Agreement template:** The Mentoring Agreement template (Appendix A) is a tool designed to facilitate the initial discussions between you and your protégé and to coordinate the general expectations, goals, processes and norms of the relationship. The templates can be modified to meet agency, or individual mentor or protégé needs.

- **Mentoring Plan template:** The Mentoring Plan template (Appendix A) is a tool to document, track and monitor progress toward the protégé's developmental goals. It is important that you and your protégé view the Mentoring Plan as a living document, reviewed continuously to assess progress, effectiveness, and impact of mentoring goals. The template can be modified to meet agency, or individual mentor or protégé needs.

- **Mentor Checklist template:** The Mentor Checklist template (Appendix A) is a resource that you can use to keep track of the required activities that will take place during the Mentoring Life-Cycle. The template can be modified to meet agency, or individual mentor needs.

- **Mentoring Evaluations:** Continuous evaluation is critical to the success of Mentoring and helps to maintain credibility by identifying issues and making ongoing improvements to the framework. A baseline survey was completed when submitting an application to participate in mentoring. For agencies using the Portal, Mentoring Coordinators will initiate surveys using the USDA Mentoring Portal to mentors and protégés at mid-point (approximately 6 mos.) and again at the end of the 12 months.

- **Frequently Asked Questions:** The Frequently Asked Questions list (Appendix A) provides answers to basic questions about Mentoring. For additional information contact your local Mentoring Coordinator,

- **References for More Information:** References for additional reading and information are available for you and your protégé (Appendix A).

II. MENTORING OVERVIEW

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

Background of Mentoring

Mentoring has a long history as an integral part of USDA and its culture. Many agencies offer tailored mentoring programs specifically for employees in their local area. The focus of mentoring has been on fostering career relationships and exchanging career information between mentor and protégé. Each agency program may have had a slightly different focus, but whether the purpose is to orient new employees to the agency or provide career development opportunities for existing employees, mentoring has benefit to employees and the agency.

Purpose and Objectives of Mentoring

The Mentoring Framework (Mentoring) provides consistent guidance and support for the implementation of mentoring programs throughout USDA agencies. Mentoring provides consistent structure, mentoring roles and responsibilities, tools and oversight to support mentoring across USDA.

Mentoring provides employees with opportunities to form new connections, broaden employee experience, assist in developing goals, and cultivate new opportunities.

Figure 1, on page 5, depicts the four key objectives of Mentoring: 1) Transfer Institutional Knowledge, 2) Enhance Employee Skills, 3) Increase Employee Retention, and 4) Attract Top Talent.

- **Transfer Institutional Knowledge:** Mentoring provides an environment for experienced employees (mentors) to share their knowledge of USDA practices, policies, and culture with the next generation of USDA staff through working with a protégé. Based on their knowledge of USDA, or their agency, a mentor can help the protégé understand how best to accomplish their goals, within the context of working at USDA Mentoring will also create opportunities for mentors to pass along historical and institutional knowledge that may otherwise be lost as experienced USDA employees retire and leave their agencies.

- **Enhance Employee Skills:** Mentoring provides the opportunity for both mentors and protégés to enhance their skills. Mentors can help their protégés identify methods and tools for focusing their skill development. For example, the mentor may suggest specific training or on-the-job tasks and assignments that could help the protégé to develop his or her skills. Through the mentoring relationship, mentors develop their leadership, feedback, and coaching skills. Mentoring also helps both

mentors and protégés to enhance their communication and conflict resolution skills and develop an appreciation for different work styles.

- **Increase Employee Retention:** Mentoring is one way an organization can invest in its people. Mentoring provides all participants with resources and opportunities for achieving their career goals at USDA. Mentoring can help new employees envision a long-term career at USDA. In addition, mentored employees have stronger commitment to the organization and are less likely to leave.

- **Attract Top Talent:** Mentoring will provide USDA with an avenue to compete for top talent more effectively. Organizations with formal mentoring programs have a competitive edge in attracting and retaining talented employees.

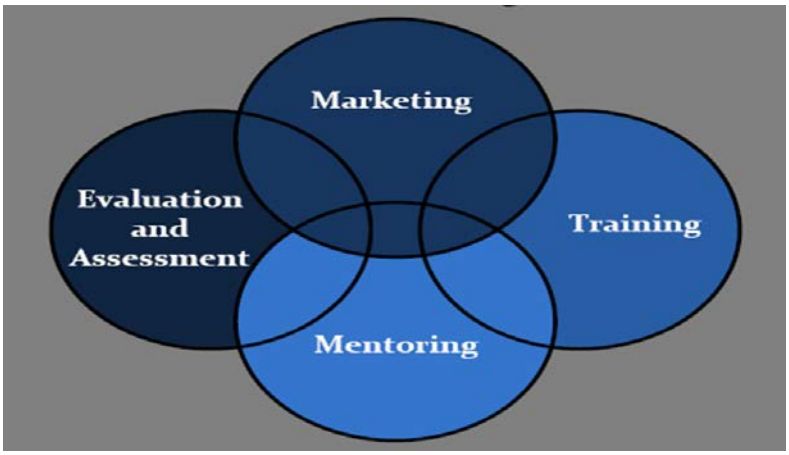
Through these objectives, USDA can strengthen its foundation and ensure a pipeline of talented, skilled, motivated employees for succession planning.

Figure 1: Objectives of the Mentoring Framework

Key Components

Mentoring is comprised of four key components: 1) Marketing, 2) Training, 3) Mentoring, and 4) Evaluation and Assessment. Figure 2, below, describes each of these components.

Figure 2: Key Components of the Mentoring Framework



- **Marketing:** For Mentoring to be successful, it will be critical to have active participation of both mentors and protégés. Marketing conducted at the national level for the agency will generate interest and participation in local area programs. A variety of Marketing tools, resources and ideas will also be available to Mentoring Coordinators to market Mentoring in their own local areas, as they deem appropriate.

- **Training**: All mentoring participants will receive training to ensure that they have a thorough understanding of the purpose, goals, and expectations of the Mentoring Framework. Training will also provide the opportunity to develop critical skills needed to ensure an effective mentoring relationship, and thus, achieve mentoring goals.

- **Mentoring:** A mentoring relationship is a partnership between an employee (protégé) who has voluntarily expressed a need in a developmental area or wants professional developmental opportunities, and an employee (mentor) who is an experienced volunteer with expert knowledge or prior experience to mentor the employee. Mentoring is a vehicle for both the mentor and protégé to develop new skills, knowledge, and experiences that will enhance their careers.

- **Assessment and Evaluation:** The Agency Mentoring Program Managers and local area Mentoring Coordinators will be responsible for monitoring and assessing the progress and effectiveness of Mentoring. Continuous evaluation is critical to the success of Mentoring and helps to maintain credibility by identifying issues and making ongoing improvements to the framework. For agencies using the USDA Mentoring Portal, it provides the ability to capture Mentoring's effectiveness via a baseline survey, a mid-survey (6 mos.) and a post-survey (12 months) for mentors and protégés who submit their application's online.

III. WHAT IS MENTORING?

If you want one year of prosperity, grow grain,
If you want ten years of prosperity, grow trees,
If you want one hundred years of prosperity, grow people.
—Ancient Chinese Proverb

Definition of Mentoring

men-tor

1. **A wise and trusted counselor or teacher.**
2. **Mentor *Greek* Mythology Odysseus' trusted counselor, in whose guise Athena became the guardian and teacher of Telemachus.**

The American Heritage® Dictionary of the English Language, Fourth Edition
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In the Mentoring Framework, mentoring is defined as a voluntary relationship between an employee (protégé) who has expressed an interest in developing new skills or opportunities in a particular area, and a more experienced employee (mentor) who has expert knowledge or experience in the protégé's area of interest.

Mentoring can be used for professional, academic, or personal development, and may be a formal or informal. USDA Mentoring provides a formal mentoring approach for professional development.

Mentoring can be an important element in the development of any employee at any level. Mentoring can address the following purposes:

- **Career Development**: To develop an employee in a specific area.
- **Orientation**: To help new employees become acclimated to the organization.
- **Diversity**: To provide diverse employees with the opportunity to form supportive relationships with senior managers.
- **Leadership**: To provide additional support to high-potential employees seeking leadership positions.
- **Relocation**: To provide insight and suggestions for how to make a move to a new geographical location – in terms of positioning oneself for an assignment, learning the skills needed in the new locations and in knowing what to expect

- **Changing Career Fields**: To provide insight and suggestions for how to enter a new career field.

Mentoring is a structured process that includes outlined objectives, program training sessions, matching of mentors and protégés based on developmental need and expertise, a collaborative and interactive mentoring relationship, and evaluation and assessment of Mentoring.

Employees who participated in Mentoring reported the following benefits:

- Gained different outlooks on how to approach situations
- Gained valuable insights and knowledge from the sharing of experiences
- Appreciated feedback-both positive and constructive
- Expanded their networks as mentors helped them to make connections/facilitated introductions
- Were challenged to reflect on and take actions that they would not have done on their own
- Mentors benefited just as much as protégés.

Mentoring Roles and Responsibilities

Mentoring includes the following key roles:

- Protégé
- Mentor
- Supervisor
- Mentoring Coordinator
- Agency Mentoring Program Manager
- USDA Mentoring Program Manager
- Leadership

This section provides a description of each of these roles and its associated responsibilities.

Protégé

Learning is not achieved by chance; it must be sought for with ardor and attended to with diligence.
—Abigail Adams

What is a Protégé?

A protégé is someone who wants to enhance his or her professional experience by learning new skills and participating in new opportunities. A key ingredient to a protégé's ability to enhance his or her professional experience is to be receptive to change and open up to new ways of thinking.

What are the Responsibilities of a Protégé?

A protégé should take an active role in the mentoring relationship and take full advantage of the guidance, assistance, and support offered by the mentor. In addition, the responsibilities and expectations of a protégé include the following:

- **Take Responsibility for Personal Growth and Development:** A protégé is ultimately responsible for his or her own personal and professional growth. A protégé needs to take the initiative and be proactive.

- **Commit to the Relationship:** A protégé needs to commit time, effort, and energy in order to be successful. A protégé should strive to honor any agreed upon meeting times, and put forth a strong effort toward achieving the mentoring goals.

- **Develop a Clear Vision for What You Want to Achieve After One Year:** A protégé should take the lead in developing a clear vision of where he or she sees himself or herself after the yearlong process, and what he or she hopes to get out of the relationship. This includes a clear vision of the protégé's goals and how achieving them may advance the protégé's career.

- **Work Collaboratively to Develop a Mentoring Plan:** A protégé should work with the mentor to brainstorm ways to accomplish mentoring goals, tasks that will aide in development, and realistic timeframes to accomplish agreed upon objectives

Protégé's Roles and Responsibilities:

- ✓ **Take responsibility for personal growth and development**
- ✓ **Commit to the relationship**
- ✓ **Develop a vision**
- ✓ **Work with mentor to develop a Mentoring Plan**
- ✓ **Seek challenging assignments and new responsibilities**
- ✓ **Maintain a willingness to learn**
- ✓ **Listen and be receptive to feedback and suggestions**
- ✓ **Maintain a positive attitude**
- ✓ **Ask questions**

- **Seek Challenging Assignments and New Responsibilities:** A protégé should develop some "stretch" goals and tasks to increase his or her development.

- **Maintain Willingness to Learn:** The mentoring relationship's primary objective is to foster learning. In order to maintain a successful relationship and gain the benefits of mentoring, a protégé must continuously strive to work with the mentor to learn new things, try new tasks, and maintain a desire to grow professionally.

- **Listen and be Receptive to Feedback and Suggestions:** A protégé should provide and receive feedback effectively, and consider the message, delivery, and timing carefully before responding.

- **Maintain a Positive Attitude:** A protégé needs to maintain a positive attitude and appreciate the mentoring relationship (and mentor) for their positive attributes. The learning and growth process is not quick and easy, it takes time and can be challenging.

- **Ask Questions:** A protégé should ask questions that will foster thought and curiosity. The mentoring relationship will grow by open communication and exchange of information.

Benefits to the Protégé

Mentoring provides significant benefits to the protégé such as the following:

- Improved performance due to expanded technical knowledge, expertise and skills
- Improved leadership, interpersonal and communication skills
- Greater awareness of organizational processes, relationships and culture
- Expanded organizational network and relationships
- Increased confidence, independent thinking, and self-awareness of strengths and development areas.

Mentor

Make something of yourself. Try your best to get to the top, if that's where you want to go, but know that the more people you try to take with you, the faster you'll get there and the longer you'll stay there.

—James A. Autry

What is a Mentor?

A mentor is an experienced, well-established employee with a specific skill or knowledge in an area that aligns with the protégé's developmental need or interest. The mentor serves as a role model and provides guidance and support to the protégé with his or her developmental goals.

What are the Responsibilities of a Mentor?

As a mentor, you will fulfill a variety of responsibilities, including the following:

- **Share Expertise:** Mentors have gained skills and knowledge of both technical and interpersonal aspects of their jobs, agency, departments that the protégé would like to develop. A mentor is to be a source of information for the protégé to tap into to help him or her acquire the knowledge or skill.

- **Offer Encouragement:** Protégés are experiencing a time where they must learn skills quickly, become acclimated to a new environment, and build new relationships. A mentor should continually use encouragement as a way to motivate his or her protégé to learn challenging new skills and abilities.

- **Motivate:** A mentor should share his or her personal success stories, or similar challenging experiences that they have personally overcome to get to the next level in his or her career. A mentor encourages his or her protégé during difficult times (the learning process usually includes some roadblocks), and offers positive feedback. It is also important to set clear, attainable goals that motivate the protégé to grow and learn.

Mentor's Roles and Responsibilities:

- ✓ Share expertise
- ✓ Offer encouragement
- ✓ Motivate
- ✓ Offer challenging ideas
- ✓ Trigger self-awareness
- ✓ Support protégé in acquiring new skills and competencies
- ✓ Provide effective feedback

- **Offer Challenging Ideas:** A mentor encourages his or her protégé to think creatively and step beyond his or her comfort zone. Asking questions is a key technique for guiding a protégé in the right direction to find out answers and solutions on their own. Questions are a way to provide guidance rather than giving all the answers. Further, a mentor should set challenging "stretch" goals for the protégé that will help develop critical thinking, problem solving, and advanced skill sets.

- **Trigger Self-Awareness:** A mentor helps the protégé understand his or her own strengths and weaknesses by encouraging the protégé to participate in self-reflection and self-development activities. Asking questions is a valuable tool a mentor can use to steer the protégé to thinking about things in a different way.

- **Support Protégé in Acquiring New Skills and Competencies:** A mentor should work with the protégé to develop his or her developmental goals. The mentor and protégé should work together to distinguish areas for development and identify activities that will help the protégé accomplish his or her goals and objectives.

- **Provide Effective Feedback:** A mentor provides effective feedback to the protégé in a way that reinforces what the protégé is doing well, outlines areas to improve, and provides ideas for how to do so.

Mentors Should Not:

- **Drive the Relationship:** The protégé is responsible for focusing the direction of the relationship, seeking out guidance and feedback, and asking questions. However, particularly at the beginning, a protégé may be intimidated by the mentor's seniority and be hesitant to take control. It is important for you and the mentor to be supportive, offer help, and contribute to the structure and design of the relationship. The mentoring relationship should be a collaborative effort, not one where the mentor drives and the protégé follows.

- **Seek out a Protégé:** A mentor will not need to seek out a protégé. The Mentor Coordinator will match protégés with appropriate mentors based on developmental need or interest.

- **Work for the Protégé:** A mentor provides the protégé with guidance, insight, and ideas for developmental opportunities. A mentor does NOT do the protégé's work for him or her.

- **Manage the Protégé/Take on Role of Supervisor:** The protégé has a supervisor, and the supervisor may or may not serve as an **informal** mentor. However, Mentoring provides the protégé with a mentor that is outside of his or her supervisory chain. The mentor is to provide learning and assistance outside of and beyond the role of a supervisor.

- **Need to Be Experts in all Developmental Areas:** A mentor is not an expert in everything. Mentors are selected because of their experience and expertise, but this does not mean that they are experts in everything related to job functions, their agency and USDA.

Benefits to the Mentor

Mentoring can be a very rewarding experience for mentors. Benefits to the mentor include the following:

- Sharing of technical and organizational knowledge while gaining a fresh perspective
- Demonstrating leadership skills and utilizing interpersonal skills to teach and advise others
- Giving back to the organization for the support received from others in the past
- Intrinsic fulfillment and satisfaction by helping others and enjoying their success with them
- Building a USDA legacy by developing the future of the organization
- Developing friendships and relationships built on trust and mutual respect
- Gaining fresh perspective and insight from the experiences of employees that are newer to USDA.

Supervisor

We must open the doors of opportunity. But we must also equip our people to walk through those doors.
—Lyndon B. Johnson

What is a Supervisor?

The supervisor is the person that the mentor or protégé reports to in his or her chain of command. In the Mentoring Framework, the supervisor may **NOT** serve as the formal mentor to anyone in his/her line of supervision. However, the supervisors of both the mentors and protégés play an important role in ensuring the success of Mentoring.

What are the Responsibilities of a Supervisor?

The support and assistance provided by the supervisors of the mentors and protégés is critical to the success of Mentoring. Supervisors should be actively engaged in supporting Mentoring by allowing employees to take time to participate, and securing funds and other resources for mentoring activities.

A supervisor's responsibilities include the following:

- Making suggestions for developmental goals
- Respecting the confidentiality of the mentoring relationship
- Providing feedback and support for the protégé and mentor.

A Supervisor Should Not:

- Oversee the mentoring relationship; this is the function of the local Mentoring Coordinator
- Arbitrarily inhibit the ability of mentors or protégés to attend training or actively participate in mentoring activities
- Expect direct reports to share details of their confidential mentoring discussions.

Mentoring Coordinator

What is a Mentoring Coordinator?

The Mentoring Coordinator plays a critical role in delivering Mentoring. Each local area (e.g., Agency, State, Center, or Division) will identify a local Mentoring Coordinator. Larger organizations may identify multiple coordinators. Smaller organizations may coordinate their efforts with other organizations in the same geographic location. The Mentoring Coordinator is the person responsible for managing and overseeing Mentoring for their local area.

What are the Responsibilities of a Mentoring Coordinator?

The Mentoring Coordinator has responsibility in each phase of the Mentoring life cycle. At a high level, these responsibilities include the following:

- **Managing:** The Mentoring Coordinator is the manager of Mentoring for a local area. He or she will receive guidance from the designated Agency Mentoring Program Coordinator and or USDA Mentoring Program Coordinator. Responsibilities include planning and coordinating marketing activities; participating in matching of mentors and protégés; training mentors and protégés; monitoring mentoring relationships to ensure they are working for both parties; assessing Mentoring effectiveness; and developing improvements.

- **Educating:** The Mentoring Coordinator works with their local Leadership and supervisors to be sure they understand the value of Mentoring to their agency.

- **Coordinating:** The Mentoring Coordinator facilitates the local selection and matching of mentors and protégés

- **Training:** The Mentoring Coordinator ensures mentors and protégés receive the required training. The Mentoring Coordinator also directs mentors and protégés to appropriate resources and answers questions about their specific roles.

- **Problem Solving:** The Mentoring Coordinator resolves any issues or concerns between mentors and protégés by discussing the issue with the mentor and protégé. When necessary, he or she helps resolve conflict with mentoring pairs.

- **Evaluating:** The Mentoring Coordinator evaluates and assesses the effectiveness of Mentoring and its components, and considers areas for improvement. The Mentoring Coordinator will distribute the mid (6 mos.) and post (12 mos.) program surveys to mentors and protégés if the agency is using the Mentoring Portal.

In addition, part of the Mentoring Coordinator's responsibility is to keep local agency leadership informed about Mentoring and request their full support to help promote it in their areas.

Agency Mentoring Program Manager

Who is the Agency Lead Mentoring Coordinator?

Some agencies within USDA have appointed Agency Mentoring Program Managers. The Agency Mentoring Program Manager is the person who is responsible for providing program management and oversight for Mentoring within their respective agency. The Agency Mentoring Program Manager will work closely with USDA Mentoring Program Manager in implementing the Mentoring Framework within their agency.

What are the Responsibilities of the Agency Mentoring Program Manager?

An Agency Mentoring Program Manager provides oversight of development, implementation and evaluation of Mentoring at the national level for their respective agency. He or she provides input to marketing and training materials, coordinates the application and matching process, provides ongoing support and guidance to their agency's Mentoring Coordinators and others throughout the Mentoring Life cycle. In addition, he or she works with the USDA Mentoring Program Manager to ensure that Mentoring is successful in achieving its stated objectives.

USDA Mentoring Program Manager

Who is the USDA Mentoring Program Manager?

The USDA Mentoring Program Manager is the person within the Department who is responsible for providing program management and oversight for Mentoring within USDA. The USDA Mentoring Program Manager will work closely with Agency Mentoring Program Managers in implementing the Mentoring Framework within their agency.

What are the Responsibilities of the USDA Mentoring Program Manager?

The USDA Mentoring Program Manager provides oversight of development, implementation and evaluation of Mentoring at the Department level for all of USDA. He or she provides input to marketing and training materials, collects evaluation and tracking data to ensure that Mentoring is successful in achieving its stated objectives. He or she provides ongoing support and guidance to designated Agency Mentoring Program Managers and others throughout the Mentoring Life cycle

Leadership

Who is Leadership?

Leadership will vary based on the organizational structure of your USDA agency. It may include various, USDA managers, agency heads, directors, chiefs and other staff designated to serve in a leadership role.

What are the Responsibilities of Leadership?

Support from Leadership is critical to Mentoring success. Leadership is responsible for advocating mentoring, funding Mentoring, and recognizing successful mentoring relationships. Support at higher levels ensures that the necessary resources (time, money, energy) are available to achieve development and learning as well as continued success of Mentoring.

IV. MENTORING LIFE-CYCLE

Overview of the Mentoring Life-Cycle

Mentoring has six phases including Marketing, Application, Matching, Training, Mentoring, and Evaluation/Assessment.

Marketing Phase

The purpose of the Marketing Phase is to promote the benefits of Mentoring and encourage participation in the local programs. Mentoring Coordinators are primarily responsible for the activities that occur during the Marketing Phase.

Application Phase

The Application Phase is the period of time when mentors and protégés can apply to participate in Mentoring. All employees are eligible to participate in Mentoring with supervisory approval. Each agency will have the discretion to decide if students will be eligible to participate in Mentoring. The open and close dates of the Application Phase will vary by agency and local area. Mentors and protégés are encouraged to use the USDA Mentoring Portal, an online database to apply for the opportunity to participate in Mentoring at http://www.eservices.usda.gov/usdamentoring/

Matching Phase

During the Matching Phase, the local Mentoring Coordinators will match each selected participant with a protégé or a mentor based on certain factors discussed below. The Mentoring Coordinator may choose to identify a matching panel (which typically will consist of three to five local leaders who are familiar with the employees), that will help pair each protégé with an appropriate mentor based on developmental area or interest and additional criteria listed in the Matching Criteria. Each local area will determine its own procedure for mentor/protégé matching and or selecting members to serve on a matching panel. Employees will be notified once they are approved and paired to participate in Mentoring.

Matching Criteria

The decision to match a mentor and protégé will consider the following factors:

- Developmental interest or need
- Developmental goals
- OPM Core Competencies selected by Mentor or Protégé
- Areas of expertise
- Occupation
- Grade level – mentors will typically be at least one grade level above the protégé's grade level, however is some circumstances this may not be feasible.
- Time level commitment
- Duty station
- Line of supervision – mentors may not be in the protégé's line of supervision.

Training Phase

The Training Phase is a critical phase in the Mentoring life cycle. Participants will receive training to ensure they understand Mentoring objectives, key components, expectations, as well as have an opportunity to practice key mentoring and interpersonal skills needed to ensure an effective mentoring relationship.

In the Training Phase, both mentors and protégés will be required to attend Mentoring Training. Note - if a mentor or a protégé has received formal mentoring training previously, they may not be required to take the training again. Mentoring Coordinators will determine if they feel the participant should take the training again.

Mentoring Training

The purpose of the Training to provide you with information, tools, and techniques to assist you in developing an effective mentoring partnership. Some agencies may hold separate training sessions for the mentors and protégés. Training may be delivered virtually, online or in the classroom. Mentoring Training delivery options will be determined by the local Mentoring Coordinator.

The skills introduced in this training will be skills that you can implement immediately with your protégés and in every day interactions with other employees. In addition, you will be able to apply these skills in a variety of areas both professionally and personally.

The Mentoring Training session will achieve the following learning objectives:

- Describe Mentoring objectives
- Describe the roles and expectations of those participating in Mentoring
- Characteristics of an effective mentor and protégé
- Describe the benefits of mentoring
- Provide effective feedback to protégés
- Describe effective goal setting techniques
- Demonstrate effective problem and conflict resolution techniques
- Manage conflict and resolve problems that may arise
- Apply mentoring techniques effectively
- Assess Mentoring to ensure future USDA Mentoring success

Mentoring Phase

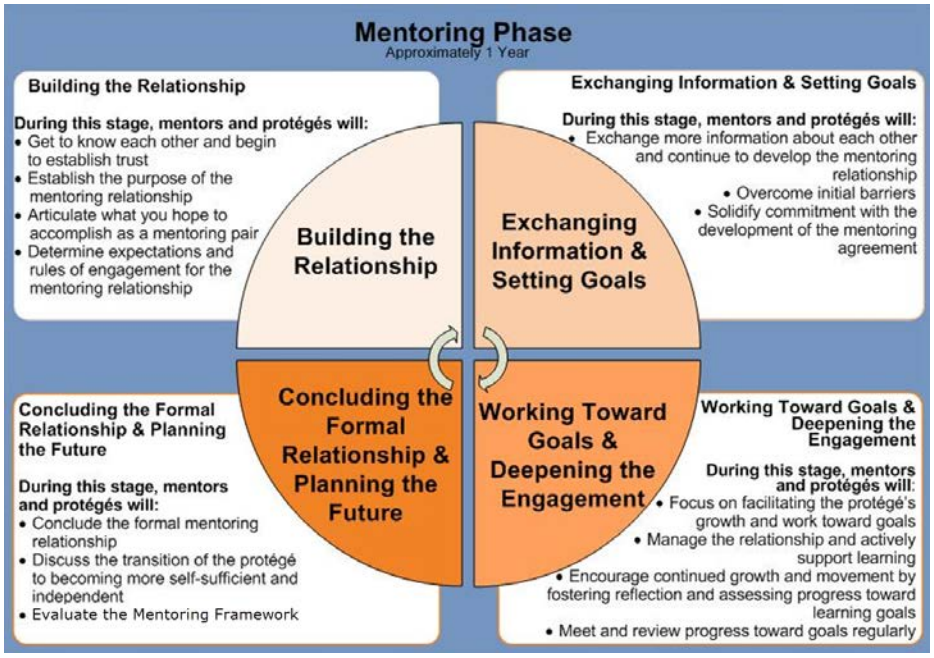
In the Mentoring Phase, there are four stages of the mentoring relationship: 1) Building the Relationship, 2) Exchanging Information and Setting Goals, 3) Working Toward Goals/Deepening the Relationship, and 4) Concluding the Formal Relationship and Planning the Future. Although the stages typically will proceed in this order, if challenges arise it is perfectly normal for mentors and protégés to take a step back into an earlier stage and then progress again after the issue has been addressed.

There is no strict formula for determining the length of each of these stages. In a year-long relationship, for example, the Building the Relationship stage and Exchanging Information and Setting Goals stage typically unfold during the first three or four months of the mentoring relationship. The Working Toward Goals/Deepening the Relationship stage is the longest of all of the stages. The Concluding the Formal Relationship and Planning the Future stage typically winds down in months eleven and twelve.

If at any stage in the mentoring relationship, if you are experiencing significant difficulties or challenges in your relationship with your protégé, contact your local Mentoring Coordinator immediately. He or she will provide assistance, either by helping you to resolve your differences or, if necessary, by matching you with a different protégé.

Figure 3, below, describes the typical dynamics that occur between mentors and protégés in each stage of the Mentoring Phase.

Figure 3: Stages of the Mentoring Relationship



Stages of the Mentoring Phase

<u>Stage 1 – Building the Relationship</u>

The Building the Relationship stage begins once you are introduced to your protégé. During this stage, you and your protégé will get to know each other. The purpose of this stage is to create a connection with your protégé, start to build trust, and create expectations for your mentoring relationship.

The first step to building the relationship is to establish the purpose of the mentoring relationship. You and your protégé should work collaboratively to clearly articulate what you both hope to accomplish as a mentoring pair. Goals should be specific, and articulated as clearly as possible.

Building the Relationship Stage Activities

Activities that take place during the Building the Relationship stage include the following:

- Initial introduction to your protégé in person or virtually
- Conduct first meeting of mentor and protégé
- Complete the Mentoring Agreement.

What to Accomplish During the First Meeting

The first meeting with your protégé ideally should be face-to-face, if possible. The meeting should set the tone for the relationship and establish expectations and rules to follow. The ultimate goal of the first meeting is to begin building the relationship and finalize the Mentoring Agreement. The signed Mentoring Agreement initiates the yearlong mentoring relationship.

- **Exchange Background Information:** To break the ice and create a more open environment, you should consider discussing your background with your protégé in detail (as you feel appropriate), as well as your interest in Mentoring. You should also ask your protégé to provide some background information and some insight into his or her interest in Mentoring so that you both understand where each other is coming from and the goals you would like to achieve.

- **Exchange Expectations:** After you exchange introductions and background information, you and your protégé should discuss what outcomes you expect from the mentoring relationship. You should strive to understand your protégé's interests and needs, and should discuss the expectations and desired outcomes that you both hope to see at the completion of the yearlong Mentoring life cycle. Note – some agencies term for the mentoring relationship may be less than a year.

- **Develop Rules of Engagement and Establish Relationship Terms:** It is critical to the success of the relationship to set clear terms and establish boundaries from the outset. You and your protégé should answer questions such as what topics or issues fall outside the scope of the relationship; how to deal with confidential information; how to address concerns or problems; how and when to communicate, etc. You should establish an understanding of the time commitment required for the mentoring relationship. The Mentoring Agreement addresses many of these questions.

- **Complete the Mentoring Agreement:** The Mentoring Agreement is a tool designed to facilitate the initial discussions with your protégé, and to coordinate the general expectations, goals, processes and norms of the relationship. You should discuss each topic with your protégé thoroughly to prevent conflict or misunderstanding later in the relationship. Thinking through and addressing the issues in writing will help solidify the mentoring relationship. The Mentoring Agreement also serves as a measuring device to gauge the protégé's progress as he or she develops throughout the relationship.

Topics Covered in the Mentoring Agreement

See Appendix A, for a copy of the *Mentoring Agreement* template. The document is provided as a template can be modified to meet the needs of the agency or the individual participants. The sections of the agreement template include the following:

- **Identification of Roles and Relationship Duration:** Distinguish in writing who will be the mentor and who will be the protégé. The relationship will last approximately 12 months.

- **Preferred Form of Interaction:** There are several methods of interacting for mentors and protégé, depending on geographical location. Both mentor and protégé should communicate preferred methods of interaction (e.g., phone calls, emails, meeting at events, meeting at work, etc.) and decide which forms of communication work best.

- **Meeting Frequency & Topics:** Mentors and protégés need to discuss how often they will meet (e.g., weekly, monthly, bi-monthly, etc.), clarify what times/days are not available, and decide when regular mentoring meetings will occur. Additional topics that should be discussed and documented include proposed duration of meetings, who will initiate contact (e.g., for setting up meetings and confirming times and dates of meetings), and agreement on how to notify one another if unable to attend a scheduled meeting.

- **Expectations of Relationship:** It is critical for mentors and protégés to understand what each other expects. Outlining the expectations and desired outcomes from the relationship is important. This way each party will know what to work toward in the relationship.

- **Mentor and Protégé Responsibilities:** To ensure the mentoring relationship is successful, it is important that both mentor and protégé agree to be responsible for their respective roles. The Mentoring Agreement describes several key responsibilities for both mentor and protégé (e.g., feedback, growth, commitment, etc.), and each party should endorse them.

- **Mutual Obligations and Responsibilities:** Mentors and protégés should agree to mutual obligations of conduct and treatment laid out by the Mentoring Agreement (e.g., treating each other with respect, working to resolve conflict, trusting each other, etc.).

- **Developmental Need Description:** This section is intended to outline the areas in which the protégé feels he or she needs the most development, and for the mentor to state some areas he or she believes could use development. Both mentor and protégé should also share some relevant experience and strengths that each believes he or she possesses.

- **Developmental Need Objectives:** Based on the developmental needs, identify the key mentoring objectives.

- **Success Criteria:** Identify desired outcomes that the mentor and protégé will use to evaluate how effectively they have met the mentoring objectives.

- **Success Factors:** Identify what success looks like for the protégé and what it means for desired outcomes to be achieved (e.g., improved skill or ability, position in the organization, increased comfort level with tasks, enhanced competency, etc.).

- **Mentoring Goals and Action Steps:** Mentors and protégés should outline primary goals to accomplish during various timeframes in the relationship (e.g., the first two to four months, the first six months, and for the entire 12-month mentoring life cycle). For each of these timeframes, the mentor and protégé should clearly articulate their goals and action steps.

- **Confidentiality:** It is critical to establish any sensitive or confidential issues at the start of the mentoring relationship. Both mentor and protégé should clearly state issues that are off limits to the relationship and that are to remain confidential within the relationship. They should agree to maintain confidentiality with respect to these issues.

How Should the Mentor Prepare for the First Meeting?

The following are some guidelines for how you can prepare for the first meeting with your protégé:

- Plan the location and timeframe
- Consider some personal questions that may help the mentor get to know other aspects of the protégé. (e.g., interest, hobbies)
- Prepare to share similar personal information
- Prepare an agenda
- Think about a regular time to meet at least once a month.

Challenges in the Building the Relationship Stage

Typical challenges faced in the Building the Relationship Stage includes the following:

- Misconceptions about mentoring
- Difference in expectations
- Lack of chemistry between mentor and protégé
- Hesitancy to be oneself and to be forthcoming when discussing needs and concerns
- Feeling impatient with progress
- Concerns about time pressure from either member
- Poor communication.

Stage 2 – Exchanging Information and Setting Goals

During the Exchanging Information and Setting Goals stage, you and your protégé will exchange more information about each other and continue to develop the mentoring relationship. In this phase, trust between mentor and protégé will deepen. You and your protégé will continue to get to know each other and overcome any initial barriers. You have solidified commitment with the development of the Mentoring Agreement in the Building the Relationship Stage.

Exchanging Information and Setting Goals Stage Activities

Activities that take place during the Exchanging Information and Setting Goals stage include the following:

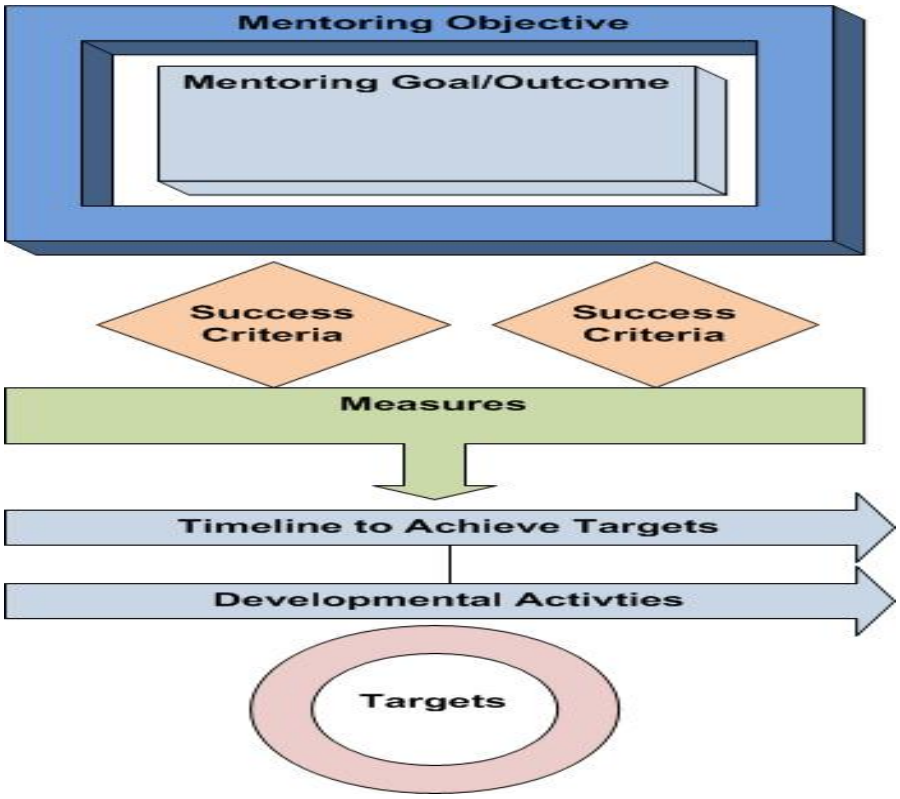
- Develop mentoring goals
- Set objective measures
- Finalize the Mentoring Plan
- Clarify focus of their work and begin work
- *Note - If your agency uses the DiSC® Behavior Assessments in their local mentoring program, consider discussion the implications of the DiSC® Assessment, work styles, and communication styles*

Developing a Mentoring Plan

During the second meeting, you and your protégé should work collaboratively to review the mentoring goals and to establish a clear path to achieving success. To help your protégé achieve success, you will work with him or her to develop a *Mentoring Plan* (see Appendix A for template). The Mentoring Plan will help track and monitor mentoring goals. Mentoring goals will help both you and your protégé stay focused, see beyond the day-to-day demands of your jobs, and get the most out of the mentoring relationship.

The Mentoring Plan should include the following components: Mentoring Objective, Mentoring Goal/Outcome, Success Criteria, Measures, Targets, Timeline to Achieve Targets, and Developmental Activities. Figure 4, below, depicts these components.

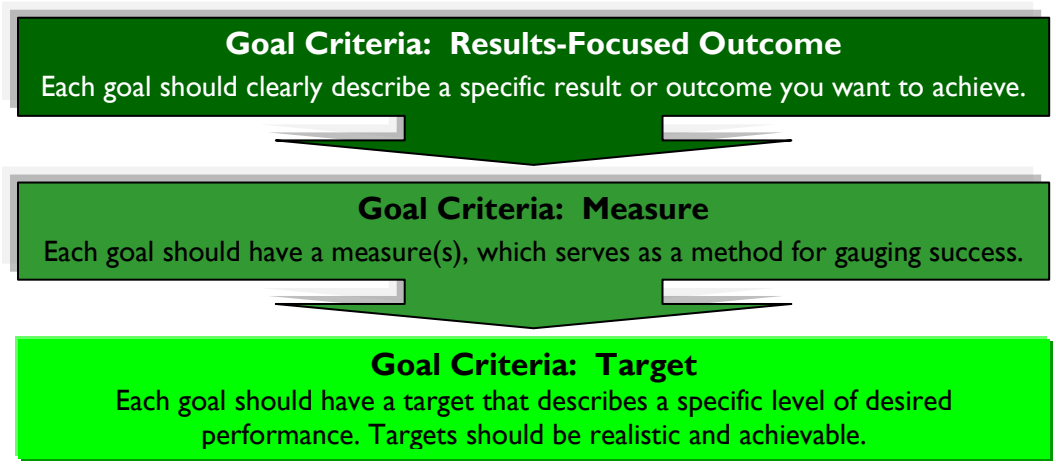
Figure 4: Components of Mentoring Plan



How to Develop Mentoring Goals

When you and your protégé develop mentoring goals, it is important for you to consider the elements in Figure 5, below.

Figure 5: Criteria for Developing Goals



You and your protégé should regularly review the established Mentoring Plan. You should track progress toward the mentoring goals, determine if mentoring goals should be revised, and identify next steps.

Challenges in the Exchanging Information and Setting Goals Stage

Typical challenges faced during the Exchanging Information and Setting Goals stage include the following:

- Over-inclination to shut down possibilities
- Resistance to setting goals
- Reluctance to open up possibilities for diagnosis
- Lack of trust and confidentiality between mentor and protégé
- Barriers to communication.

Stage 3 – Working Toward Goals/Deepening the Relationship

Example is not the main thing in influencing others, it is the only thing.
—Albert Schweitzer

The Working Toward Goals/Deepening the Relationship stage is typically the longest stage in the Mentoring life cycle. This stage focuses on facilitating the protégé's growth, working toward goals, deepening the mentoring engagement, and participating in developmental activities.

As the mentoring relationship develops, both you and your protégé learn more about yourselves and each other. This is a highly rewarding phase of the relationship, but challenges can arise.

Working Toward Goals/Deepening the Relationship Stage Activities

Activities that take place during the Working Toward Goals/Deepening the Relationship stage include the following:

- Strengthen the interpersonal bond
- Manage the relationship and actively support learning
- Maintain the momentum of the learning process by monitoring and evaluating the process
- Encourage continued growth and movement by fostering reflection and assessing progress toward learning goals
- Meet and review progress toward goals regularly
- Create a forum to discuss making progress toward meeting the protégé's developmental needs.

Mentor-Protégé Meetings

It is important for you and your protégé to meet regularly to ensure that the relationship is on track and the protégé is progressing toward meeting his or her mentoring goals. Depending on the relationship, you may discuss a variety of questions and/or topics during meetings with your protégé. However, you should cover some essential activities at each meeting with your protégé. These include the following:

- **Revisiting Expectations:** Ask your protégé if the relationship is meeting his or her expectations, and whether he or she is still satisfied with the relationship.

- **Sharing Feedback:** Provide feedback to your protégé, and ask him or her to provide feedback to you. Two-way feedback is important for both you and your protégé to assess progress and identify areas of improvement.

- **Identifying Conflict or Obstacles:** Identify issues or obstacles to discuss. It is best to promote open communication and to address conflicts or concerns before problems develop too far.

- **Reviewing Aspects of the Mentoring Agreement:** Discuss how original time commitments, methods of contact, and other aspects of the Mentoring Agreement are working for both parties.

- **Planning Future Steps:** Establish an agenda for the next meeting with the protégé. You may also suggest relevant readings, activities, and other resources that the protégé can work on or use in preparation for the next meeting.

- **Summarizing Key Takeaways:** Before closing the current meeting, you and your protégé should recap your discussion, identify any key points or issues, and confirm the details of the next meeting. Ask and answer the following questions:

  - ✓ Did we review goals and objectives?
  - ✓ Have we met the objectives?
  - ✓ What did we gain from the meeting?
  - ✓ What was the most worthwhile thing about our meeting?
  - ✓ Is there something we could do to make our next meeting more effective and/or productive?
  - ✓ Are we both clear on our roles in the relationship?
  - ✓ Is there something in particular we want to put on the agenda for the next meeting?
  - ✓ Do we both feel it is worthwhile to continue this mentoring relationship?

Additional Topics to Discuss During Mentor-Protégé Meetings

Additional topics that you may address during meetings with your protégé include the following:

- Managing conflict within the office or unit
- Career progression
- Networking
- Influencing others
- Managing politics in the office and organization
- Newest trends in technology
- Time management
- Work/life balance
- Leadership development.

Challenges in the Working Toward Goals/Deepening the Relationship Stage

Typical challenges faced during the Working Toward Goals/Deepening the Relationship stage include the following:

- Conflict between mentor and protégé
- Competing responsibilities that trump the mentoring relationship
- Changes in the relationship or the protégé's circumstances
- Logistical issues (i.e. proximity of departments, offices, etc.)
- Willingness to share information that will help others
- Lack of support from the senior management
- Jealousy from colleagues who may perceive protégés as having an unfair advantages
- Protégé's supervisor feeling excluded
- Inappropriate attitude on the part of the protégé or a mentor
- Over-dependence of the protégé on the mentor
- Perception by the protégé that the mentor is being overly critical
- Mentors may stop offering suggestions
- Protégé may be resisting change

<u>Stage 4 – Concluding the Formal Relationship and Planning the Future</u>

During the Concluding the Formal Relationship and Planning the Future stage, you and your protégé conclude the formal mentoring relationship and plan for the future. This stage occurs when the relationship is ending or transitioning. You and your protégé may have agreed upon a time to end the relationship (a planned ending), may terminate early, or may transition to a different kind of relationship. It is important to know when to end the mentoring relationship.

Common Reasons Why Mentoring Relationships End

Mentoring relationships may end for a variety of reasons, including but not limited to the following:

- The end of the formal agreement or the protégé out-grows the relationship
  - The protégé begins to gain more confidence and starts to perform more independently
  - Mentor and protégé can still remain friends and continue professional contact

- Protégé and mentor have a "falling out"
  - Mentoring relationship is no longer beneficial
  - Reflection and analysis should be employed to discover why the mentoring relationship ended

- Mentor or protégé leaves position or USDA
  - The role of advisor, counselor, teacher, or the other roles may still continue
  - Coming to closure in a mentoring relationship may result in some of the same feelings experienced in other situations involving separation or loss.

Concluding the Formal Relationship and Planning the Future Stage Activities

Activities that take place during the Concluding the Formal Relationship and Planning the Future stage include the following:

- Plan ahead and anticipate that the relationship will eventually terminate
- Review the ongoing mentoring process
- Discuss the transition of the protégé to becoming more self-sufficient and independent
- Promote the protégé's continued learning and create support links with other staff
- Conclude the mentoring relationship; allow the relationship to end or evolve
- Determine if the goals were accomplished
- Complete post survey to provide feedback on Mentoring.

Challenges in the Concluding the Formal Relationship and Planning the Future Stage

Typical challenges faced during the Concluding the Formal Relationship and Planning the Future stage include the following:

- Conflicts that are identified during the evaluation process
- Different expectations as to how the relationship will evolve (if it will evolve)
- Dealing with loss.

Evaluation and Assessment Phase

Methods of Evaluation and Assessment

The following is an overview of the evaluation methods for Mentoring. Please keep in mind that the feedback you provide will help to evaluate and assess the effectiveness of Mentoring.

- **Training Evaluations:** The Mentoring Coordinator may provide training evaluation forms at the end of the Mentoring Training. The training evaluations measure the effectiveness of the session, and achievement of learning objectives.

- **Periodic Check-ins with Mentoring Coordinator/Mentor:** Approximately six to eight weeks into the mentoring relationship, you should receive a call from the Mentoring Coordinator to ensure that you and your protégé have been in contact, and that the relationship is progressing smoothly. This call is an important step in identifying and addressing any relationship issues early on.

- **Surveys:** If your agency is using the Mentoring Portal, at approximately six months into the mentoring relationship, you should receive a notice to take a mid-survey on the Mentoring Portal. After the yearlong mentoring relationship ends with your protégé, you will be asked to take a post survey on the Mentoring Portal The Survey includes questions on employee morale (job satisfaction, perceived fit with the job), intent to leave, confidence in targeted skill areas, and enhancement of employee skills. These surveys will help to evaluate the impact of Mentoring, and specifically whether or not the Framework is meeting its objectives

See Appendix A, for a *Mentor Checklist* template to use for keeping track of the steps to take throughout the life cycle of the mentoring relationship with your protégé.

V. ENSURING A SUCCESSFUL MENTORING RELATIONSHIP

The success of a mentoring relationship depends on the strength of the relationship that develops between you and your protégé. The mentoring relationship between you and your protégé is a supportive relationship that develops the protégé by identifying and eliminating barriers to effective performance and career success. Mentoring is a relationship, not an event or a string of discrete events. It is the synthesis of ongoing events, experiences, observations, and thoughtful analyses.

There is no one single answer to ensure and maintain a successful mentoring relationship. To establish and maintain success, you and your protégé must consider tapping into many strategies and techniques to find the best fit. Therefore, as you move through the various phases of the mentoring life cycle, you need to be willing to test out techniques and tap into various resources to maintain the health of the relationship.

- **Develop Rules of Engagement During the Mentor and Protégé's First Meeting:** Developing rules of engagement during the first meeting with your protégé is critical to establish understanding for the entire life of the relationship. For more information on developing rules of engagement, see the section on the Mentor and Protégé's First Meeting.

- **Ensure Confidentiality:** It is critical that the mentoring relationship is a safe place to exchange ideas, try new and challenging tasks, and provide an outlet for the protégé. To maintain this type of relationship, you and your protégé should discuss expectations for confidentiality in the first meeting, outline them in the Mentoring Agreement, and uphold them throughout the relationship.

Key Mentoring Skills

See Figure 6, on page 32, for the key mentoring skills that you need to learn how to apply or effectively demonstrate when working with a protégé. You will receive additional information about these skills at the Mentor Training. You will also receive the Mentor Self-Assessment developed by Perrone-Ambrose Associates, which provides information about additional critical mentor competencies.

These skills and competencies may seem straightforward, but they are often very difficult to learn and demonstrate consistently. Each of these skills is necessary for you to implement effectively in your mentoring relationship. As you progress through the various mentoring phases, you will need to be aware of them and try to employ these skills whenever possible.

Figure 6: Key-Mentoring Skills

Listen Actively

The greatest motivational act one person can do for another is to listen.
—Roy E. Moody

Active listening is the most important skill in the mentoring process. Active listening is a way of listening and responding to another person that improves mutual understanding. Often when people talk to each other, they do not listen attentively. They are often distracted, half listening, half thinking about something else. When people are engaged in a conflict, they are often busy formulating a response to the other person. They assume that they have heard what their opponent is saying many times before, so rather than paying attention; he or she focuses on how he or she can respond to win the argument.

Active listening is a structured form of listening and responding that focuses the attention on the speaker. The listener must take care to attend to the speaker fully, and then repeats, in the listener's own words, what he or she thinks the speaker has said. The listener does not have to agree with the speaker; he or she must simply state what they think the speaker said. This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more.

How to Listen Actively

The following are some tips for how to listen actively:

- Demonstrate interest and do not make a person feel like they are a burden

- Serve as a sounding board - let a person talk with you about exploring career/educational/professional options with limited interruptions
- Keep a person's confidence - do not discuss your conversations or any potential problem areas with other employees
- Make eye contact with when you are talking
- Paraphrase what the person has told you to confirm what you heard is accurate.

Often, the listener is encouraged to interpret the speaker's words in terms of feelings. Thus, instead of just repeating what happened, the active listener might add a statement like, "I gather that you felt *angry* or *frustrated* or *confused* when [a particular event happened]." Then the speaker can go beyond confirming that the listener understood what happened, but can indicate that he or she also understood the speaker's psychological response to it.

By demonstrating active listening skills, you will create a positive learning environment to feel comfortable making mistakes when trying to learn new skills and gain new experiences.

Active listening has several benefits. First, it forces people to listen attentively to others. Second, it avoids misunderstandings, as people have to confirm that they do really understand what another person has said. Third, it tends to open people up, to get them to say more. When people are in conflict, they often contradict each other, denying the opponent's description of a situation. This tends to make people defensive, and they will either lash out, or withdraw and say nothing more. However, if they feel that their opponent is really attuned to their concerns and wants to listen, they are likely to explain in detail what they feel and why. If both parties to a conflict do this, the chances of being able to develop a solution to their mutual problem becomes much greater.

Encourage

Life is a succession of lessons, which must be lived to be understood.
—Ralph Waldo Emerson

Encouragement is giving someone the confidence to do something. A mentor should offer the protégé encouragement and emotional support to get to the next level or take the next step toward their developmental goal. Encouragement will stimulate them to move forward.

How to Encourage:

The following are some tips for how to encourage:

- Demonstrate kindness and understanding
- Offer approval of their ideas
- Offer help with developmental activities

- Nurture their creativity
- Demonstrate sensitivity
- Remember that going through change can be intimidating and that people do not always possess the everyday knowledge you take for granted.

Support

There are people who are going through tremendous challenges and experiencing a great deal of fear and uncertainty, and because of what you say and how you say it, they will never be the same again.
—Les Brown

Offering support means seizing any opportunity to help someone stay the course and to be a sounding board when needed. Encouragement and support from the mentor is particularly important because protégés will be more willing to take risks and be more comfortable to ask for advice and help. A mentor's support will give them the assurance they need to succeed.

How to Support:

The following are some tips for how to support:

- Give a commitment of your time to help work on goals and obstacles
- Accept someone as they are
- Demonstrate authenticity
- Understand the dynamics of the change.

Guide

People seldom improve when they have no other model but themselves to copy.
—Oliver Goldsmith

A guide is someone who helps steer someone in the right direction. For a mentor, to be an effective guide, it may not require giving instructions or pointing out the exact way to go. Rather, asking the right questions to get them to figure out what the correct course is on their own. Allow them to find the right solution on their own.

How to Guide:

The following are some tips for how to guide:

- Lead by example
- Provoke new ideas.

Validate

Keep away from people who try to belittle your ambition. Small people always do that, but the great people make you feel that you, too, can become great.
— Mark Twain

To validate means to reinforce and confirm. A mentor should validate the protégé. People need to feel good about what they are doing and affirming their goals will help their well-being and drive to move forward.

How to Validate:

The following are some tips for how to validate:

- Acknowledge the potential to succeed
- Demonstrate unconditional confidence in judgment
- Affirm them as a person of worth
- Validate the value in the organization.

Advise

Tell me and I forget. Show me and I remember. Involve me and I understand.
—Chinese Proverb

To advise is to provide information, guidance, and wisdom based on competence and experience. A mentor needs to be willing to listen to their protégé discuss their professional problems. Listening will allow them to come up with good solutions.

How to Advise:

The following are some tips for how to advise:

- Exercise great wisdom
- Normalize the existence of problems and stress
- Reflect the person's feelings
- Offer challenging ideas
- Clarify alternatives
- Facilitate solutions
- Offer consistent advice
- Give honest feedback

Manage Change Effectively

You cannot teach a man anything; you can only help him find it within himself.
—Galileo Galilei

Change means to undergo a transformation or a transition, to lay aside or abandon. Change takes place in every aspect of our professional and personal lives whether we actively initiate the change or not. Initiating and managing change is a fundamental ingredient in mentoring. Thus, your ability to manage change effectively will positively affect your career and enhance your professional opportunities.

Change is a fundamental ingredient in mentoring. The ability to manage this change takes place in a continually shifting personal and professional environment. As your protégé experiences change, it is your role as mentor to be there for your protégé, to listen, to support, and to encourage him or her.

Understanding the process of change and the typical responses that occur during the different phases of change will provide needed perspective and help one stay the course of change and ultimately reap the rewards that change can bring when followed through.

There are two types of change. The most common type of change is "incremental change." Incremental change is usually limited in scope and is often reversible. If the change does not work out, we can always return to the old way of doing things. Incremental change usually does not disrupt our past patterns - it is an extension of the past. Most important, during incremental change, we feel as though we are in control (Quinn, 1996, p. 3).

The other type of change, "deep change," is much harder to achieve and accept. The following section provides a discussion of deep change.

What is Deep Change?

Robert E. Quinn, author of Deep Change: Discovering the Leader Within, defines deep change as, change that is major in scope, discontinuous with the past and generally irreversible. The deep change effort distorts existing patterns of action and involves taking risks. Deep change means surrendering control (Quinn, 1996, p. 3).

Deep change is not easy. Deep change is the change requires a commitment to alter our fundamental assumptions, rules, or paradigms and develop new theories about ourselves and about our surrounding environment (Quinn, 1996, p. 7).

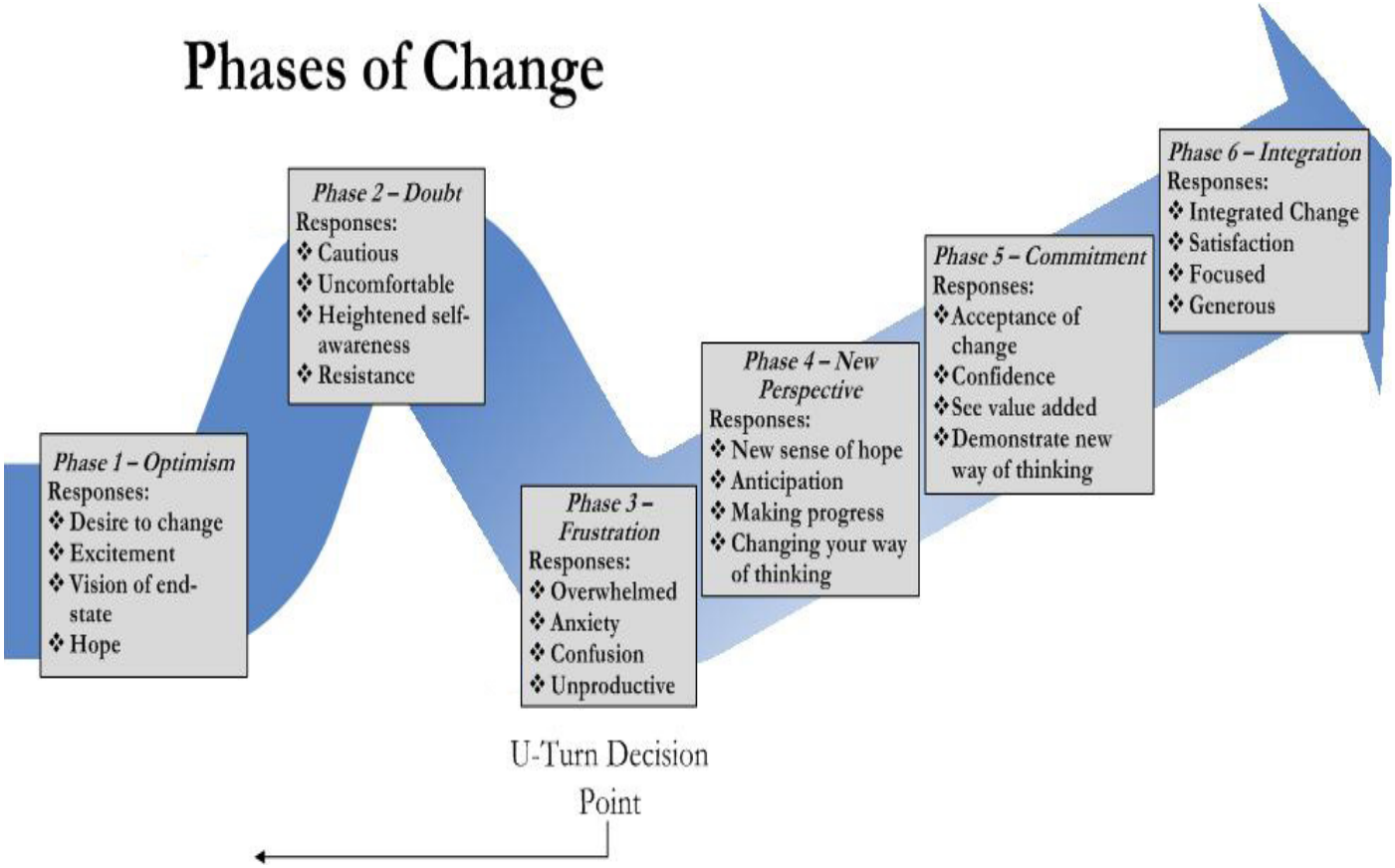
As you go through the mentoring phase, it is important to be aware of whether the protégé wants to make deep change and what the typical dynamics are that the protégé may experience as they go through the various phases of change. Being aware of the typical responses of each phase can help validate that the protégé's reactions are

normal and provide needed perspective. Understanding the responses will provide you a clear path of what is required to integrate desired change and help stay the course.

Phases of Change

Figure 7, below, depicts the six phases of change. The six phases of change are Optimism, Doubt, Frustration, New Perspective, Commitment, and Integration.

Figure 7: Phases of Change



- **Phase 1 – Optimism:** The first phase of change is Optimism. You have initiated change and have a clear vision of how you want to transform or transition. This phase is full of excitement and anticipation about the prospect of what the change will bring. Typical feelings during this phase include the following:
  - Desire to change
  - Excitement
  - Vision of end-state
  - Hope

- **Phase 2 – Doubt:** During the second phase, Doubt, change has already begun. You are receiving a variety of new information that is contradictory to what you currently know which can lead to confusion, resistance, and possibly skepticism. A

sense of doubt about the facts and guidance you are receiving is normal and you may question whether the change is right for you after all. Further, the volume of information received can cause a heightened self-awareness and caution when proceeding to try new things or think about things in a new way. Typical feelings during this phase include the following:

- Cautious
- Uncomfortable
- Heightened self-awareness
- Resistance

- **Phase 3 – Frustration:** During the third phase, Frustration, you are beginning to understand what the change means and what you need to do to be committed to seeing the change reach fruition. You are working hard and going through many growing pains to implement your change, which can feel frustrating. The receiving and processing of feedback, as well as the process of acquiring new: information, ways of thinking, and ways of behaving can create an overwhelming feeling. Typical feelings during this phase include the following:
  - Overwhelmed
  - Anxiety
  - Confusion
  - Unproductive

- **U-Turn – Decision Point:** This is a pivotal place in the change process. It is a critical decision point as to whether you will continue the course towards achieving change or whether you decide that you cannot make the change now and decide to turn back.

- **Phase 4 – New Perspective:** During the fourth phase, you begin making continual strides forward toward your goal. Your hard work is beginning to pay off and you have a new sense of hope that your commitment to your goal will come to fruition. Typical feelings during this phase include the following:
  - New sense of hope
  - Anticipation
  - Making progress
  - Changing your way of thinking.

- **Phase 5 – Commitment:** In the Commitment phase, you have accepted the value and benefits the change will soon bring. You demonstrate a newly found confidence. You begin to demonstrate a new way of thinking and new skills and behaviors start to emerge, and you are beginning to see the value of the change. Typical feelings during this phase include the following:
  - Acceptance of change
  - Confidence
  - See value added
  - Demonstrate new way of thinking.

- **Phase 6 – Integration:** In the sixth phase, Integration, you have fully integrated the change and feel focused and satisfied. Additional feelings during this phase include the following:
  - Integrated change
  - Satisfaction
  - Focused
  - Generosity.

Give Effective Feedback

Experience is the name everyone gives to his mistakes.
—Oscar Wilde

Feedback consists of information, data, and insight about an individual's specific actions or behaviors. The purpose of feedback is for you to help your protégé improve or take advantage of a developmental opportunity. Effective feedback is a critical aspect of the learning process. There are various types of feedback and feedback methods that can be beneficial to the mentoring relationship and you should make sure that you have an understanding of these types.

Types of Feedback

There are two primary types of feedback: reinforcing feedback and developmental feedback. The following is a description of these feedback types:

- **Reinforcing Feedback**: Reinforcing with the individual what he or she does well increases the likelihood of repetition, encourages the individual's strengths by acknowledging contributions and accomplishments, and helps to overall builds confidence. Factors to consider when providing reinforcing feedback include the following:
  - Provide feedback often so the person will have a clear understanding of his or her progress.
  - Offer quality, high impact feedback so that the person will appreciate the feedback more.
  - Be specific. Include details on how, when, and why, that will enable the person to understand and focus on the feedback you are giving.
  - Give direct feedback on what you have read or observed. You should not discuss matters you have heard secondhand.

- **Developmental Feedback:** Describing what he or she can do differently to improve results serves to change or improve upon performance and provides or reinforces the individual's awareness of areas needing improvement. Factors to consider when providing developmental feedback include the following:

- Be descriptive about the behavior
- Do not use labels such as “immature” or “unprofessional"
- Do not exaggerate
- Do not be judgmental
- Phrase the issue as a statement, not a question

Both types of feedback are critical to the protégé’s professional growth.

Key Tips for Giving Feedback

Figure 8, below, provides some suggestions on how mentors and protégés can provide more effective and beneficial feedback during the mentoring process.

Figure 9: Tips for Giving Feedback

Convey your positive intent	Describe specifically what you have observed	State the impact of the behavior or action	Ask the other person to respond	Focus the discussion on solutions
✓Pick a good time ✓Put yourself in a positive frame of mind ✓Briefly state what you’d like to cover ✓Point to a common goal	✓Be brief and to the point ✓Focus on the behavior or action, not on the person ✓Limit your feedback to one issue at a time	✓Link the behavior or action to needs of the agency ✓Limit yourself to only one or two consequences ✓Maintain an objective tone	✓Ask the other person for his/her opinion ✓Listen with an open mind ✓If necessary, summarize the other person’s key points	✓When appropriate, ask directly for the change you want ✓Avoid coming across as an expert ✓Leave responsibility for action with the other person ✓Manage your own expectations
Conveying positive intent will make it easier for the other person to hear feedback	*State the facts without making judgments or interpretations*	*State the behavior to keep the discussion objective*	*You need the other person’s involvement for constructive feedback to work*	*Focus on solutions to move away from who’s right and who’s wrong*

Manage Conflict Effectively

It is understanding that gives us an ability to have peace. When we understand the other fellow's viewpoint, and he understands ours, then we can sit down and work out our differences.
—Harry S Truman

When you and your protégé work together, there are bound to be some disagreements, particularly if you differ in attitudes, beliefs, values, or personality. Disagreements and conflict are a natural and inevitable part of human interaction, and can actually end up benefiting the individuals and/or groups involved. For example, a healthy disagreement can stimulate conflicting parties to think in new ways and facilitate a stronger relationship. However, you and your protégé must manage disagreements and conflicts carefully to ensure they do not become toxic.

To manage conflict appropriately, you should understand that most conflict arises from the following underlying causes:

- **Unfulfilled Needs:** In the mentoring relationship, conflicts may arise when either you or your protégé feels that your needs are not being met by the other individual or by the relationship in general.

- **Perceptions:** Every individual brings her or her own unique set of attitudes, beliefs, and history to a situation. Because of this, two different people may perceive the same situation or event quite differently. Misperceptions or differing perceptions can serve to create and perpetuate conflict between you and your protégé.

- **Power:** How individuals use (or misuse) power may be a cause for conflict between you and your protégé.

- **Values:** Conflicts may arise if you and your protégé hold incompatible values or do not clearly understand each other's values.

- **Feelings and Emotions:** Emotions can play a strong role in creating and exacerbating conflict. Conflict may arise between you and your protégé if your feelings differ regarding a particular issue, or if you are ignoring your own or others' feelings and emotions.

Mentor-Protégé Potential Conflict:

In addition to understanding the general underlying causes of conflict, it is also helpful to consider some specific factors and situations that may cause conflict between you and your protégé. Conflict may arise in the mentoring relationship for a variety of reasons, and some of the most common sources and reasons for mentor-protégé conflict include the following:

- **Relationship Does Not "Click"**

  - Difficulty forming trust and confidentiality
  - Different career tracks
  - Mismatch of mentor's teaching style and protégé's learning style
  - Significant personality differences.

- **Failure To Develop Rapport**

  - Geographic distance between mentor and protégé
  - Lack of time
  - Poor communication.

- **Expectations And/Or Emotions**

  - Unrealistic expectations
  - Misconceptions about mentoring
  - Protégé feeling intimidated
  - Impatience – the relationship can take time to develop and demonstrate results
  - Jealousy.

- **Problems With Protégé**

  - Protégé being overly dependent
  - Protégé has a hidden agenda
  - Protégé is not putting forth enough effort
  - Protégé is resisting change
  - Protégé does not want to listen to your advice.

- **Problems With Mentor**

  - Mentor is over-protective
  - Mentor is cold and distant
  - Mentor not readily accessible.

If at any stage in the mentoring relationship, you are experiencing significant difficulties or challenges in your relationship with your protégé, contact your local area's Mentoring Coordinator immediately. He or she will provide assistance, either by helping you to resolve your differences or, if necessary, by matching you with a different protégé.

Conflict Management Styles:

To manage conflict effectively, it is helpful to identify yours and your protégé's preferences for style of conflict management. While every person uses a different style at one time or another, most people tend to have one dominant style that he or she often uses to deal with conflict. The five most common styles of coping with conflict include:

1. **Avoidance:** One method of dealing with conflict is to avoid it by ignoring the problem at hand, or by withdrawing from the situation or relationship. While avoidance can be an effective method for dealing with conflict (for example, when the conflict at hand is minor and not worth a large disagreement), avoiding the conflict typically does not solve the underlying issue or problem.

2. **Accommodation**: Some individuals attempt to keep everyone happy in the face of a conflict. Accommodating individuals may disregard their own interests and let others get their way in order to avoid "rocking the boat." Like the avoidance tactic, accommodation may be an effective way to handle a conflict in less important or serious situations; however, accommodation is not an appropriate tactic if the issue is at stake is very important to the parties involved.

3. **Competition:** Individuals who employ a competitive style tend to be assertive, uncooperative, and attempt to exercise their power during the conflict situation. A competitive individual's goals are very important to them, sometimes at the expensive of the relationship and/or the other party involved. A competitive strategy tends to reduce cooperation in a relationship and decrease the ability for the individuals to work together.

4. **Compromise:** A compromising style is an intermediate style that falls between a competitive and accommodating style. In a compromise, the goal is to achieve an acceptable solution that partially satisfies both parties. Compromise is all about give and take – all parties should receive something, and all parties will need to give up something.

5. **Collaboration:** With a collaboration style, individuals try to work with one another to find a resolution that fully satisfies both parties involved. This often requires an analysis of the issue at hand to identify concerns and generate solutions that meet both parties' objectives.

Five Tips for Dealing with Conflict:

Following are some basic tips that you can use to manage conflict that arises during the course of the mentoring relationship:

1. **Communicate:** As noted above, misperceptions are one of the most common reasons for conflict. If you are disappointed or have an issue with the way the mentoring relationship is progressing, bring up the issue (in a non-confrontational way) as soon as possible. Explain to your partner what your "hot button" issues are, and express why you feel there is a conflict. Getting the issue out in the open as soon as possible will increase the likelihood of addressing the problem before it becomes a bigger problem.

2. **Practice active and empathetic listening:** Active listening involves not only listening openly to what your partner is saying, but also paraphrasing and asking clarifying questions. Be sure to check the meaning behind the messages you are giving and receiving. Although it can be difficult, try to see the situation from your partner's point of view; or, try listening to both sides of the conflict as if you were an objective mediator of the conflict.

3. **Recognize your emotions and express them appropriately:** Think through how the conflict makes you feel. Make it a point be respectful during your interactions, even if you are angry or frustrated. If you are so upset that you do not think it will be possible to keep your emotions in check, you should wait until you have cooled down before confronting your partner. In addition, you should only share negative emotions in person; negative remarks or criticisms are not appropriate for emails or voicemail messages. Consider questions such as:
   - What prompted the conflict?
   - What are you not getting that you want?
   - What are you afraid of losing?
   - Are you feelings of anger appropriate to the nature of the issue?

4. **Try not to get defensive or provoke defensiveness in others:** Try to notice when your partner says or does something that makes you feel defensive, and do not react on impulse. Remember that your behavior and reaction toward your partner will serve to either escalate or reduce the intensity of the problem. Avoid playing the blame game. Using "I" statements ("I feel disappointed when you are late to our meetings") tends to be more effective than more blame-oriented sentences ("You are always late to our meetings").

5. **Take a solution-oriented approach and be open to compromise:** Consider how your conflict might be resolved. Although you and your partner may disagree about some things, there are likely to be topics that you can agree with. Strive to find these areas of agreement. Remember that both you and your protégé share at least one common goal – an effective and developmental relationship for both of you. You should do your best to work together to try to find a solution to your conflict.

APPENDIX A: TOOLS AND RESOURCES

This appendix includes the following tools and resources described in the Mentor Guide. The templates can be modified to add/remove information as applicable.

- Mentoring Agreement Template
- Mentoring Plan Template
- Mentor Checklist Template
- Frequently Asked Questions
- References for More Information

MENTORING AGREEMENT (TEMPLATE)

Purpose of the Mentoring Agreement
The Mentoring Agreement is a tool designed to facilitate the initial discussions between mentor and protégé and to coordinate the general expectations, goals, processes and norms of the relationship. It is recommended that you discuss each topic thoroughly in order to prevent conflict or misunderstanding later in the relationship. Thinking through and addressing the issues by writing in the spaces provided will help to solidify the mentoring relationship. The Mentoring Agreement also serves as a measuring device to gauge your progress as you develop through the relationship.

Identification of Roles and Relationship Duration
This is a voluntary agreement between _____ (mentor), and _____ (protégé), and will last for approximately 12-months. We would like this to be an enriching, rewarding experience with most activities completed in an effort to progress both of us in our career development. The following highlights our mutually agreed upon terms and conditions for making this relationship successful.

Preferred Form of Interaction (select all that apply)	
□ Phone Calls	□ Emails
□ Meeting at or near Workplace	□ Meeting at Events
Protégé preferred communication style:	
Mentor preferred communication style:	

Meetings/Frequency & Topics

How often shall we meet:

□ Weekly

□ Bi-weekly

□ Monthly

□ Bi-monthly

□ Quarterly

These are the specific days and hours that we are not available?

Our regular mentoring meeting will occur:

Our meetings will last approximately (in hours):

Contact will be initiated by:

We agree to notify one another in advance of an inability to attend a scheduled meeting.

	Agree (please mark box)
Mentor	□
Protégé	□

Expectations of Relationship

What do we expect from each other?

Protégé's expectations of the mentor:

Mentor's expectations of the protégé:

What do we expect to gain from the relationship?

Protégé's expectations:

Mentor's expectations:

Mentor and Protégé Responsibilities

To make our mentoring relationship successful, I agree to be responsible for:

Mentor	***Agree***
Trusting my protégé to be a mature professional.	☐
Trusting my protégé to be serious about their development.	☐
Letting my protégé make his/her own decisions and set his/her priorities.	☐
Focusing on meeting my protégé's needs and not my own.	☐
Placing mentoring as a high priority professional responsibility.	☐
Providing open, honest and effective feedback.	☐
Receiving feedback in a constructive manner.	☐
Protégé	
Trusting that my mentor is concerned with my professional development.	☐
Taking responsibility for my own learning and growth.	☐
Dealing with the consequences of my decisions.	☐
Setting my own career goals based on my own values.	☐
Integrating my mentor's constructive comments in my work.	☐
Requesting assistance only in professional, not personal, matters.	☐
Providing open, honest and effective feedback.	☐
Receiving feedback in a constructive manner.	☐

Mutual Obligations and Responsibilities

Both parties of the mentoring relationship should agree to the following mutual obligations of conduct and treatment of the other party. I agree to:

	Mentor	***Protégé***
Treat my mentoring partner with respect	☐	☐
Make our meetings and time together as effective as possible.	☐	☐
Work with my mentoring partner to resolve any conflicts/disputes	☐	☐
Trust the judgment of my mentoring partner	☐	☐
Work collaboratively to meet goals and objectives	☐	☐

Developmental Need Description

The areas I feel need the most development through engaging in this mentoring relationship include the following:

Protégé's Needs:

Mentor's Needs:

Since mentoring relationships involve exposure to different perspectives and lines of thought, the areas of my experience that fill me with a sense of pride and those that I may consider sharing with my mentoring partner include:

Protégé's Experience:

Mentor's Experience:

Developmental Need Objectives
In relationship to the developmental needs described above, identify your key mentoring objectives: *Protégé's Objectives:* *Mentor's Objectives:*

Confidentiality
Any sensitive issues that we discuss will be held in confidence. Issues that are off-limits in this relationship include: (Note: Mentors and protégés have a responsibility to report any issues that will violate USDA or agency policy, e.g., harassment and discrimination.)

Both mentor and protégé should be committed to open and honest communication in the mentoring relationship. All advice and information provided is given to encourage professional development and should be taken with such a regard. This agreement remains in effect throughout the entire mentoring relationship of 12 months. Although it is hoped that both parties will find the process rewarding, either the mentor or protégé may terminate the agreement at any time.

Signature: _____ Date: _____
PROTÉGÉ

Signature: _____ Date: _____
MENTOR

MENTORING PLAN (TEMPLATE)

Protégé Name:	**Mentor Name:**	
Mentoring Objective:		
Mentoring Goal/Outcome:		
Success Criteria:		
Measures:		
Timeline to Achieve Targets:		
Developmental Activities:		
Targets:		

MENTOR CHECKLIST (TEMPLATE)

The mentor checklist is a resource that you can use to keep track of the required activities to complete during the Mentoring Life cycle.

Mentor Checklist	
Activity	**Complete**
Attend Mentoring Training	☐
Establish your own goals for the mentoring relationship	☐
Conduct Mentor and Protégé First Meeting	☐
If used in your agency - Complete the DiSC® Assessment –Review DiSC® Assessment results	☐
Complete Mentoring Agreement and Notify Mentoring Coordinator when Mentoring Agreement is signed	☐
Work with Protégé to develop their Mentoring Plan	☐
Complete the online mid survey (6-months) via the Mentoring Portal	☐
Complete the online post survey (12-month) via the Mentoring Portal	☐
At end of mentoring year, participate in celebration/recognition activity	☐

Note – Some agencies use the DiSC® behavioral assessments to support their local Mentoring program. Using DiSC® is not required. Your Agency or Local Mentoring Coordinator will inform you if your agency uses DiSC®.

Understand Behavioral Strengths and Developmental Areas (DiSC®)

Treat people as if they were what they ought to be, and you help them become what they are capable of becoming.
—Goethe

As with any relationship, you and your mentor are likely to have some differences with respect to work styles and behaviors. These differences, when not noted, accepted, and considered, can create conflict within the mentoring relationship. For this reason, it is important to learn how to harmonize and respect the differences each of you brings to the relationship. If your agency or local Mentoring Coordinator is using DiSC® prior to the start of the formal relationship to assess the behavioral and work styles of you and your mentor so that each person can be aware of potential differences within the relationship. Particularly, the DiSC® will help you understand work style preferences and differences that may affect your relationships.

What is the Purpose of the DiSC® Assessment?

The DiSC® is an assessment tool used to examine the behavioral styles and behavioral preferences of individuals. The DiSC® will help you and your mentor understand and adapt to different work style preferences. The DiSC® may be used for teambuilding, assessing leadership style, management development, communication, and performance. It can help to build understanding and teamwork between you and your mentor, and increase understanding of behaviors to help improve communication and protégé performance.

The DiSC® will help you understand each other's strengths, motivators, developmental areas, and the management styles that are most effective. Based on the DiSC® scores, one can look at the behavioral styles of the mentoring pair as a whole, understand where gaps exist, and where strengths lie, to suggest methods of development as a pair and ways to maintain the relationship (by avoiding conflict, etc.).

Consider the DiSC® when developing mentoring activities, writing the Mentoring Agreement, developing goals and the Mentoring Plan, and reflecting on differences if conflict should arise. The DiSC® is a tool for suggesting activities, assisting with conflict situations, and generally facilitating the mentoring relationship. Knowledge of work behaviors and styles can help generate alternatives and action plans to overcome any problems that may occur. You will also be able to improve your communication when you understand the differences, strengths, and weaknesses of each work style, which is the key to a long-lasting and beneficial mentoring relationship

FREQUENTLY ASKED QUESTIONS

What is the Mentoring Framework?

The Mentoring Framework (Mentoring) provides consistent guidance for mentoring programs throughout the USDA.

Mentoring provides employees with opportunities to develop new knowledge, skills or experience. Mentoring's aim is to broaden employee functional experience, assist in developing goals, and cultivate new opportunities.

How is a mentor-protégé partnership formed?

Each local area will decide how they will match mentors and protégés. Some may choose to identify a matching panel to match mentors and protégés. Matching criteria will include such factors as the developmental interests and goals, expertise, and applicant skills.

How long does the mentoring relationship last?

The formal mentoring relationship lasts approximately one year.

How much time is involved if I participate in Mentoring?

Mentoring lasts approximately one year. The frequency of how often a mentor and protégé meet depends entirely on the developmental interests of the protégé and mentor.

The mentor and protégé will work collaboratively to set mentoring expectations, goals, frequency, and method of meetings.

How do I apply to be either a protégé or a mentor?

Each local Mentoring Coordinator will determine the timeframe for the annual sign-up to participate in Mentoring. It is suggested that employees also visit with their supervisor about their desire to participate in Mentoring. To apply to participate in Mentoring as either a protégé or a mentor you will need to complete an online application via the USDA Mentoring Portal. Visit http://www.eservices.usda.gov/usdamentoring/ to view and complete the online application. All applicants will require supervisory approval before they can participate.

What is expected of a mentor?

Above all, be committed to the relationship and maintain confidentiality. As a mentor, focus on your protégé's professional development (e.g., career planning, people skills, etc.). Even though client constraints will sometimes hinder you from meeting with your protégé, you should attend scheduled meetings—or at least give fair warning when you cannot.

Do not share the items discussed with your protégé with your co-workers. Immediately raise any issues that will violate policy, e.g., harassment and discrimination with the appropriate person (i.e., Human Resources, Equal Employment Office, Employee Relations, etc.).

What is a Mentoring Coordinator?

The Mentoring Coordinator is the main point of contact for any questions regarding Mentoring in your local area. Refer to your local Mentoring Coordinator with any questions. If you need assistance navigating around any roadblocks that might occur in the mentoring relationship, please contact your local Mentoring Coordinator.

How much can participating in Mentoring as a protégé really help me?

It is relative, of course. You are driving the relationship, so you are responsible for gleaning as much information and guidance as possible for your career development; it is up to you to make it work to your advantage. Come to each meeting with an agenda (maybe five topics to discuss), thus optimizing the time you spend with your mentor.

Anyone with significant experience is going to have an array of interesting and important things to say. In addition, your mentor has gone through a selection process to participate, so he or she has more than enough knowledge to guide you.

Your mentor will help you become better assimilated, help you understand and navigate your Agency's culture, and guide you to the best resources available for additional learning.

Beyond learning, what is the role of a protégé?

It is your career. That is why it is up to you to drive the relationship. In addition to establishing a mentoring plan, you should set the agenda for each meeting and work out the logistics of time, location, etc. Also, be considerate of your mentor's time.

What if the relationship between the mentor and protégé does not click?

For various reasons (personality mismatches, time constraints, etc.), the mentor and protégé may not hit it off or be the best match. Most importantly, there will be no negative professional consequences if this happens!

Before giving up—and only if you are comfortable doing so—talk with each other about why things are not clicking (in some circumstances it might be obvious). One thing to keep in mind: having personalities that conflict (e.g., an introvert vs. an extrovert) might actually be a benefit. If you are an introvert, you might learn from your mentor how to successfully communicate in meetings and deal with internal or external clients assertively. In short, mentors and protégés do not have to be kindred spirits to work well together. If there appears to be no solution, contact your local Mentoring Coordinator.

Will I be a burden if I contact my mentor too frequently? What is too frequently?

Generally, mentoring relationships require that both participants have contact with each other more frequently at first. Once the relationship gains a solid footing, contact probably will be less frequent, but more productive. Contact via voice mail, e-mail, or real-time discussions are major parts of establishing quality footing in the relationship. If you are not sure if your contact is too frequent, just ask.

How far should mentoring questions probe?

At the beginning of the relationship, you and your mentor should establish ground rules that should clarify what you should and should not ask. Keep your questions to professional development and career growth. Avoid inquiries about confidential organizational issues or business unit personalities ("Is Todd as difficult to work for as he looks?"). Of course, you may ask questions that relate to lessons learned by your mentor ("How did you manage to balance your project management responsibilities while also taking on a special project?"). As with all business interaction, use your head.

REFERENCES FOR MORE INFORMATION

- Alred, Geof (et al). The Mentoring Pocketbook. Management Pocketbooks: 1998.

This book examines how to prepare as a mentor, how to conduct mentoring sessions, and how to maintain the relationship through the different stages of the relationship.

- Ambrose, Larry. Common Sense Mentoring. Chicago: Perrone-Ambrose Associates, Inc., 2008.

This is an easy-to-read guide and resource book for those embarking on or involved in a mentoring relationship in the workplace, as either a mentor or a protégé. Dr. Ambrose addresses some of the common concerns about mentoring that most mentors have, such as whether or not to give advice, the importance of empathy, and the importance of listening and the timing of conversations.

- Bell, Chip R. Managers as Mentors: Building Partnerships for Learning. Berrett-Koehler Publishers, Inc. 2002.

A hands-on guide that takes the mystery out of effective mentoring, this book helps managers establish trust, create a safe haven for risk-taking, give feedback and support, and ensure the transfer of knowledge.

- Clutterbuck, D. Everyone needs a mentor: Fostering talent in your organization. London: CIPD Enterprises, 2004.

This book includes: up-to-date conceptual models of mentoring in the context of other forms of one-to-one development; approaches to managing the balance of formality and informality; expanded discussion of mentoring applications - for executives, for diversity purposes, for disadvantaged young people; and new insights into the behaviors of effective mentors and protégés.

- Clutterbuck, David, and Belle Rose Ragins. Mentoring and Diversity: An International Perspective. Butterworth and Heinemann, 2001.

Mentoring and Diversity illustrates the importance of mentoring as a proactive tool in diversity initiatives, and demonstrates how mentoring can be used to recruit, develop and retain a diverse and innovative workforce. This book brings together new and innovative perspectives on diversity and mentoring relationships within a variety of international settings, and provides a blend of research and practice.

- Cohen, Norman H. The Manager's Pocket Guide to Effective Mentoring. Amherst: HRD Press, 1999.

This book is a practical reference to effective mentoring in a format that provides quick access to the important concepts and techniques of a unique and powerful one-to-one learning model. The Manager's Pocket Guide to Mentoring is a convenient and comprehensive reference, offering valuable, pragmatic guidance that mentors can use in assisting protégés.

- Cohen, Norman H. The Mentee's Guide to Mentoring. Amherst: HRD Press, 1999.

The Mentee's Guide to Mentoring offers practical guidance in the art of establishing and maintaining productive interpersonal communication with mentors. Each section of the guide section contains concisely written information about an important facet of the mentoring experience. Mentoring will provide protégés with a comprehensive overview of the one-to-one model of learning. In addition, a detailed subject index assists the reader in locating specific topics.

- Ensher, Ellen A, and Susan E. Murphy. Power Mentoring: How Successful Mentors and Protégés Get the Most Out of Their Relationships. J Wiley and Sons, Inc, 2005.

This book provides the fundamentals for mentors and protégés who want to create a connection or improve on the mentor/protégé relationship. It contains illustrative examples from successful mentors and protégés.

- Johnson, Brad W., and Charles R. Ridley. The Elements of Mentoring. Palgrave Macmillan, 2008.

This book concisely summarizes the substantial existing research on the art and science of mentoring. The Elements of Mentoring reduces a wealth of published material on the topic to the 65 most important and pithy truths for supervisors in all fields. These explore what excellent mentors do, what makes an excellent mentor, how to set up a successful mentor-protégé relationship, how to work through problems that develop between mentor and protégé, what it means to mentor with integrity, and how to end the relationship when it has run its course.

- Lacey, Kathy. Making Mentoring Happen. Australia: Allen & Unwin Pty., Limited, 2000.

Mentoring programs can help businesses reduce staff turnover, train new employees successfully, fast-track stellar workers, motivate senior staff, and improve company performance, morale, and diversity. This guide to setting up and implementing successful mentoring programs shows how to reap their benefits. Full of proven strategies and practical ideas, this book offers a straightforward explanation of what mentoring is and why it has become so important in many successful organizations. The characteristics of a good program are analyzed and explained to allow readers to

tailor programs to specific companies. Easy-to-follow training activities, advice on building mentoring relationships, and potential problems to avoid are included.

- Murray, Margo. Beyond the Myths & Magic of Mentoring. Jossey-Bass; Revised edition, 2001.

Murray's guide gives you all the expert advice, tools, and case studies you will need to harness the power of mentoring. This edition presents examples of mentoring from recent publications and the author's client experience. It also includes international examples. It reveals how mentoring can maximize employee productivity and provides information on how to assess organizational needs and link them to the mentoring process. It includes all the information needed to evaluate the effectiveness of a mentoring program.

- Parsloe, Eric, and Monika Wray. Coaching and Mentoring: Practical Methods to Improve Learning. Kogan Page, 2000.

The authors believe traditional learning must be abandoned in favor of the more effective use of coaching and mentoring. They emphasize the "Seven Golden Rules of Simplicity" and provide practical examples of matching staff, ways to give feedback, how to ask the right questions, and other useful ideas for successful coaching and mentoring activities.

- Pegg, Mike. The Art of Mentoring. Management Books 2000 Ltd, 1998.

In this guide, the author goes beneath the surface and examines what it really takes to establish a successful mentoring relationship. The author describes techniques to encourage, foster success, and promote improved performance and job satisfaction among employees by encouraging and developing the process. The book is a great practical introduction to mentoring and offers a framework that allows all those who work with people to structure their mentoring sessions in a way that will bring positive results.

- Quinn, Robert E. Deep Change: Discovering the Leader Within. San Francisco: Wiley, John & Sons, Incorporated, 1996.

Through a series of stories, Deep Change explores the process of internally driven leadership. It is not only about change management, but also discusses a new way of thinking about change and how it affects our lives. The author inspires readers to discover new ways of seeing and responding, allowing them to see themselves and their organizations in new and more productive ways.

- Ritchie, Ann, and Paul Genoni. My Mentoring Diary. Scarecrow Press, Inc., 2003.

This book provides a dedicated space to record thoughts, ideas, and actions associated with a mentoring relationship. In addition, the authors - experienced mentors and

mentor program leaders - introduce mentoring, emphasize the importance and value of a learning journal, and provide additional resources. They also advise on setting personal objectives, making action plans, and creating a contract. On the blank pages meant for users to add their own reflections, the authors have included relevant mentoring quotes from well-known individuals. This book is a valuable addition to any type of formal mentoring program.

- Shea, Gordon F. Making the Most of Being Mentored: How to Grow from a Mentoring Relationship. Crisp Publications, 1999.

This book explores how a mentoring relationship can be beneficial to the protégé, the mentor, and the organization. It provides a number of ideas on how protégés can manage their own personal development and career growth. In addition, the author explains the skills needed to ensure successful mentoring partnerships, build and maintain the mentoring connection, and deal with issues such as power, diversity, and resistance to change, learning styles, and how to successfully end the relationship.

- Shea, Gordon F. Mentoring — A Practical Guide. Cm Publications Inc., 1992.

This guide discusses the mentoring process and tells the reader how to use it effectively. Shea explains what it means to be a mentor and examines the methods and styles of mentoring.

- Stone, Florence. The Mentoring Advantage. Dearborn Trade Publishing, 2004.

In this handbook, Stone lays out detailed considerations for anyone who is thinking about becoming a mentor, who already mentors someone, or who—like some human resources (HR) professionals—is responsible for implementing a formal mentoring program for individuals or teams.

- Zachary, Louis J. The Mentor's Guide: Facilitating Effective Learning Relationships. Jossey-Bass, Inc. San Francisco : 2000

This book provides tools and tips for mentors and protégés to build and maintain an effective mentoring relationship, such as worksheets to help mentors develop their mentoring skills.