



MENTORING GUIDE

Congratulations, you've been assigned as a mentor to a new employee! But perhaps you've never mentored before or you seek additional direction based on past experiences and don't know where to begin. The good news is that mentors come in all forms, and you don't need to have any special training or skills to ensure that your new colleague has a smooth transition into their new role. All you need is an open mind and a few simple guidelines, and both you and your mentee can benefit from this relationship.

This guide is designed as a reference to give you a basic understanding of the roles of mentors and mentees, manageable steps to ensure a beneficial relationship, and a foundation of professionally recognized methods and approaches that exemplify best practices in the field.

As you go through this guide, not every approach will apply to your particular working relationship or work environment. Consider the applications, advantages, and disadvantages of each, and use what works best for you and your mentee. This guide is by no means comprehensive, but if you are interested in mentoring and/or coaching and want to delve deeper into your role, additional suggested resources are provided in *Appendix E*.

Building and growing a fruitful relationship with your mentee at St. Petersburg College will serve to exemplify our mission and values, particularly those of achieving success and engagement, equity, communication, integrity, and growth and empowerment.



MISSION STATEMENT

The mission of St. Petersburg College is to empower our students and community to achieve success and economic mobility through academic excellence and engagement.

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WHAT IS MENTORING?

Mentoring can be defined in multiple ways, but at its core mentoring is a developmental tool whereby a more experienced person works with a less experienced person to share knowledge with a focus on the less experienced person's overall career goals and aspirations. This relationship may be formal or informal, short-term or long term, and may mutually benefit both the mentor and mentee. Mentoring, however, is *not* a replacement for formal development, management replacement, or personal counselling.

You may have also heard the term 'coaching' to refer to mentoring or vice versa. While both terms are often used interchangeably, and do overlap, coaching tends toward a more formal and structured relationship and calls for a specific skill set anchored in neuro-cognitive behaviors and focuses on job performance. In this guide we will stick to the term mentoring but will introduce you to certain coaching techniques that anyone can use with their mentees.

ROLES OF MENTOR AND MENTEE

Mentor



Helps the mentee learn and promotes self-directed learning

Uses knowledge, experience, and expertise to guide mentee in current role

Helps mentee refine their career path

Helps mentee make social and professional connections

Serves as a positive role model

Benefits from the relationship as a learning experience in their own career

Mentee

Initiates learning and is proactive in the professional development process

Gains knowledge from mentor about role and organization

Creates and develops a career path

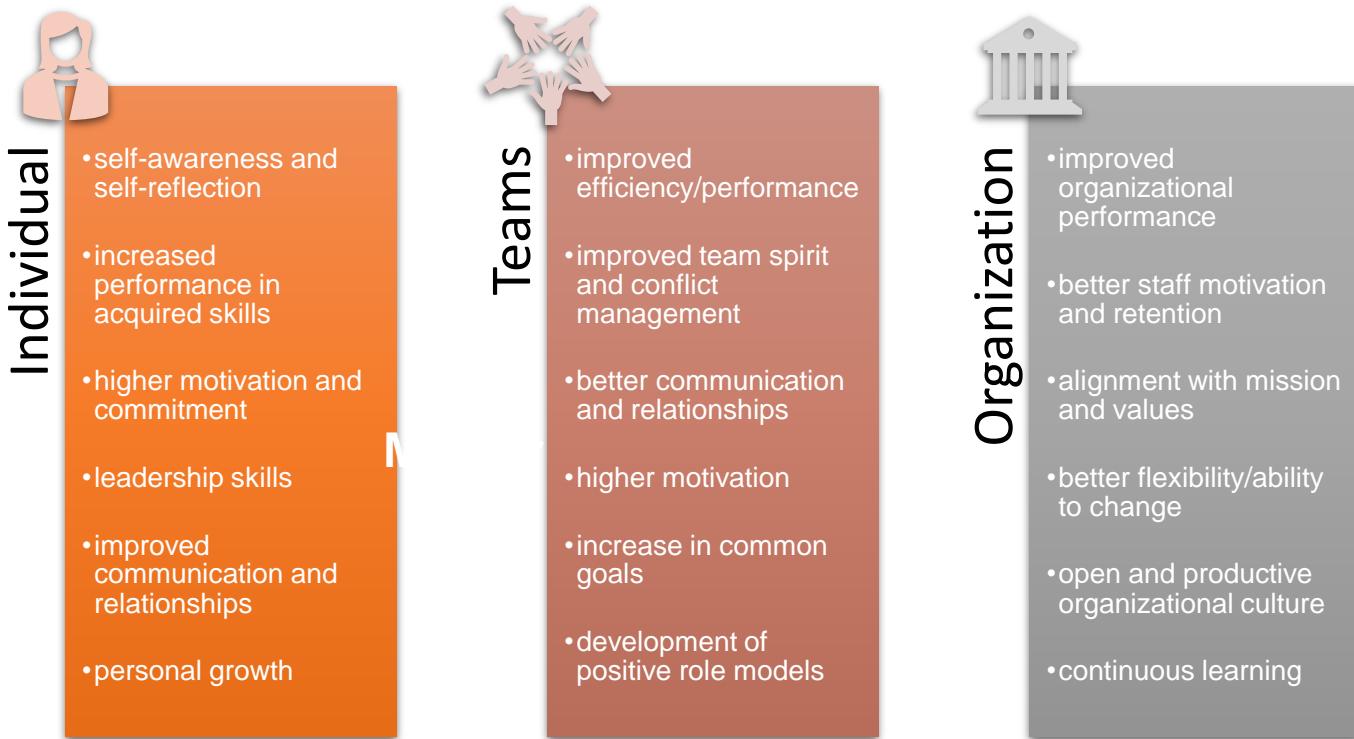
Makes social and professional connections, engages in workplace community

Demonstrates willingness to listen, seeks guidance and feedback

Takes advantages of opportunities presented by mentor

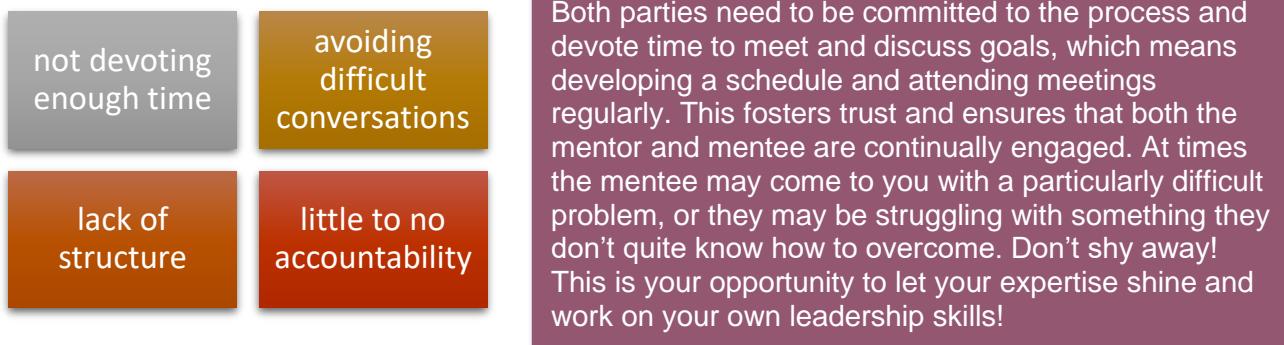
BENEFITS OF MENTORING

There are multiple benefits to mentoring for the individual, for teams, and for St. Petersburg College as an institution. On an individual level both mentors and mentees benefit from increased self-awareness and self-reflection, as well as higher motivation and commitment to their work, and teams can develop greater communication skills and increased efficiency and output. At the organizational level, SPC can benefit from higher employee engagement and retention as well as the cultivation of a continuous learning environment.



CHALLENGES

While the benefits of mentoring are numerous, with any developmental process comes challenges. Below are some of the things to be on the lookout for when cultivating a mentor-mentee relationship.



STAGES OF BUILDING A RELATIONSHIP

STAGE 1

Establishing the relationship

First 1-2 sessions



Meet with your mentee. Prepare icebreakers, get to know them, how they understand their role at SPC, how things are going so far, and if they have any immediate questions or concerns.

Discuss what the mentor-mentee relationship should look like. Share past mentoring experiences and those who influenced you, talk about learning and development goals, define desired goals and outcomes, and determine the expectations of the relationship.

Work together to create a **Mentoring Agreement** (*See Appendix A*). Encourage your mentee to advance the terms of the contract, and mutually decide together what will be most feasible and beneficial to you both.

STAGE 2

Growing the relationship

Multiple sessions over time



Establish trust, ensure confidentiality, actively participate in relationship, exchange information, and be available.

Establish session structures, set and work toward SMART goals, incorporate coaching methods as appropriate.

Celebrate milestones and achievements, begin working with each other as equals, and deepen engagement.

STAGE 3

Ending the relationship

When it's time for the relationship to come to an end, define future support, connect with other colleagues, reflect on accomplishments, challenges, and progress, and discuss how relationship may continue informally.

Stay in touch!



BEST PRACTICES

BEST PRACTICES

Every industry has standards for best practices, and mentoring is no exception. As you embark on your mentoring journey, welcome it as a privilege and opportunity to strengthen and mature your own interpersonal and leadership skills.

Best practices can be divided into four general categories: Leadership, Interpersonal, Trust, and Facilitation. You will find that many of these practices can overlap, and it will be up to you to decide which will be most beneficial to utilize with your mentee.

There are a lot, so don't become overwhelmed into trying to incorporate every one into your mentoring!

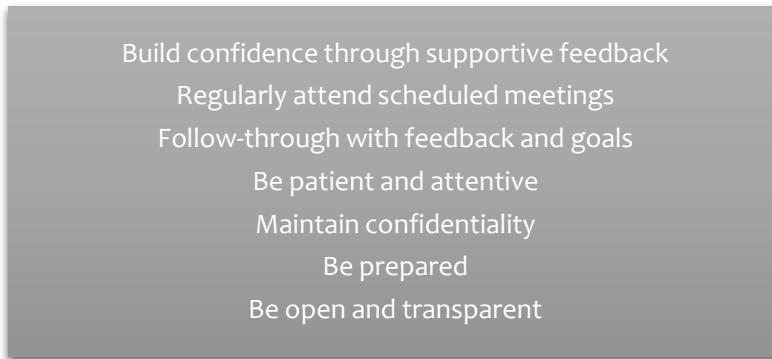


- Offer alternative interpretations and approaches
- Be insightful and thoughtful, encourage, inspire, and challenge
- Reflect on own mentoring practice
- Articulate measurable outcomes
- Determine developmental needs, strengths, weaknesses
- Identify and document greatest areas for improvement
- Select appropriate methods to achieve goals

- Encourage mutual empathy
- Nurture sharing of ideas
- Build in time for reflection
- Support social and professional connections
- Be spontaneous now and then
- Communicate!
- Demonstrate cultural awareness and sensitivity



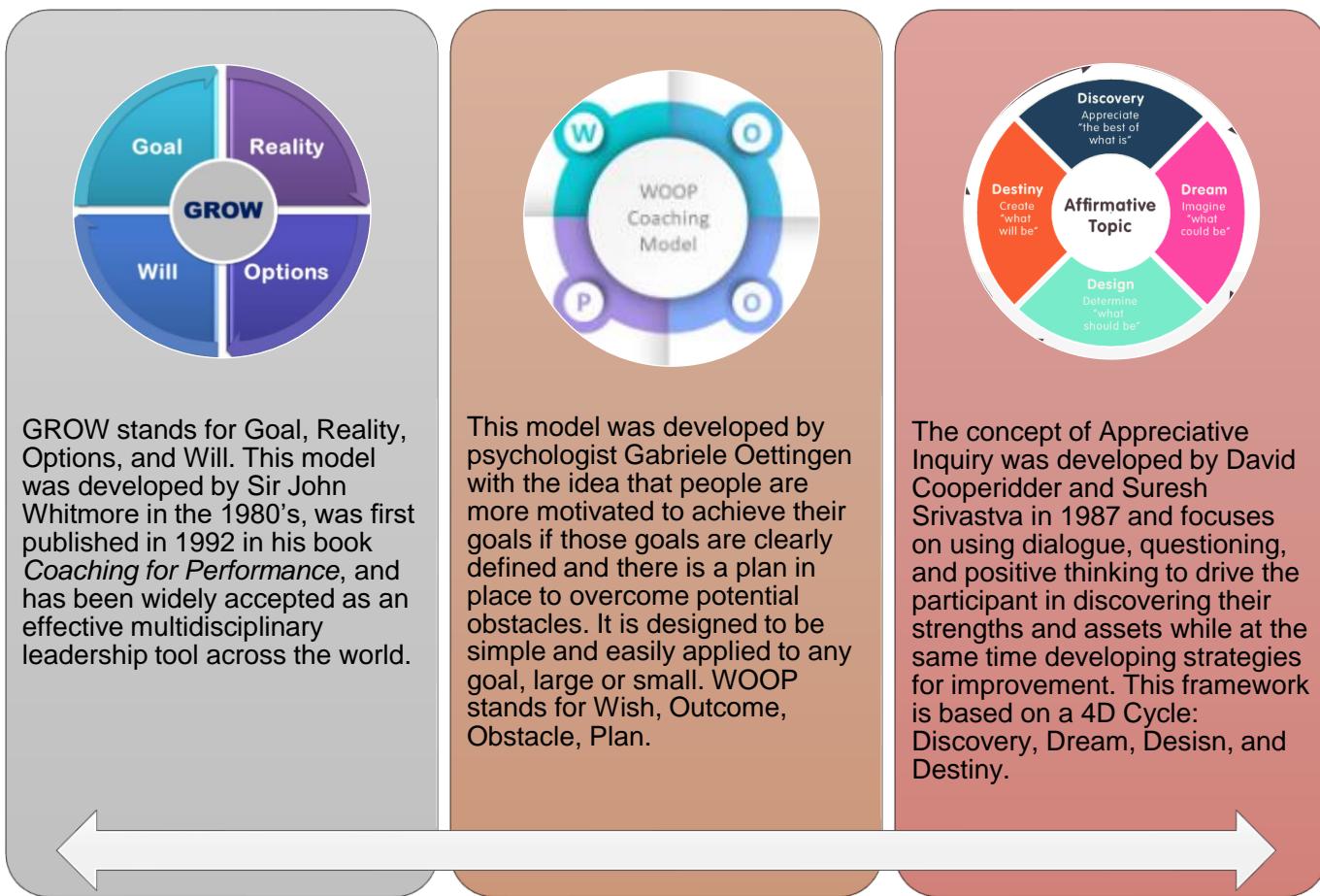
- Emphasize questions over advice
- Limit urge to solve problems for mentee
- Resist temptation to control the relationship
- Mentee is responsible for their own growth
- Push mentee to learn for themselves
- Guide reflection and self-development



3 COACHING METHODS

As mentioned earlier, mentoring and coaching share a large number of attributes, the primary of which are concerned with helping employees grow and achieve their goals. Generally speaking, mentoring is more informal than coaching, which incorporates a wide variety of defined methods and techniques to guide the coaching process. However, even if your mentoring relationship is decidedly informal your mentee can benefit from the integration of structured methods to help them realize and achieve their goals.

While there is a profusion to choose from, presented here are three established coaching methods that are effective and easy for both mentors and mentees to start using right away.



On the following pages are details on how to use each model. You may choose to incorporate all, none, or even just parts of each of these models as best fits your mentoring style and your mentee's needs. But don't be afraid to step out of your comfort zone and experiment.

“Move out of your comfort zone. You can only grow if you are willing to feel awkward and uncomfortable when you try something new.”

— Brian Tracy

GROW MODEL

GROW stands for **GOALS**, **REALITY**, **OPTIONS**, and **WILL**. The great thing about this model is that it can be applied to the SMART goals of your mentee, to specific projects, to professional development goals, and even to personal goals. Because this model is goal-oriented, it helps to reinforce the employee's strengths and motivate the employee by building confidence and self-direction.

You may want to use the model simply at first and discuss the basic questions presented here or eventually dig deeper as your mentee continues to develop. *Appendix B* contains a self-reflection worksheet that you can use with your mentee to further define and refine each aspect of this model. Again, encourage your mentee to lead their own development.



Note that the GROW model is depicted in a circular manner, because like most things in our lives and careers, things are cyclical in nature. So, this model can be used again and again, and be redefined as goals are accomplished or change and new skills are acquired.

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

-Benjamin Franklin

WOOP MODEL

Like GROW, the WOOP (WISH, OUTCOME, OBSTACLE, PLAN) model is highly adaptive and can be applied to the needs and goals of your mentee. It helps to clarify goals, develop action plans, and aids in increasing motivation and engagement. It differs from GROW in that it takes the concept of positive thinking and turns it into an action plan. With this method, your mentee is encouraged to envision their *concrete, realistic* wishes, confront obstacles, and develop steps to achieve those desired outcomes.

The developer, Psychologist Gabriele Oettingen, recommends that the steps in this process are followed in order, and that a person starts with small wishes and desired outcomes before moving on to tackle larger issues and SMART goals.



A **MINDMAP** is a useful tool to help visualize these steps and can be found in *Appendix C*.

APPRECIATIVE INQUIRY

One of the advantages of using Appreciative Inquiry over other models is that it is designed to get to the heart of a person's internal and external strengths and successes. This focus on strengths is highly motivating and can help your mentee increase their performance, promote learning and innovation, and tap their true potential. It is similar to the WOOP model in that one imagines what *could* be and the best possible outcomes. And like both models above, it calls for an action plan.

Appreciative Inquiry is built around 5 core principles.

The process of positive inquiry can be used to help shape our beliefs about ourselves and abilities.

We continually write and rewrite the stories of our lives, making and changing meaning, defining and redefining goals.

Our subjective beliefs determine our thoughts and behaviors and the language we use shapes our thinking.

Our current actions and behaviors are shaped by our visions of the future.

Positive inquiry promotes positive emotions, which promotes openness to new ideas, progress, and innovation.

The 4D cycle consists of: **DISCOVERY, DREAM, DESIGN, AND DESTINY**. At the core of the 4D cycle is your Affirmative Topic, or focus and purpose, what you want to achieve or accomplish. It can be individual, team-based, or focus on organizational changes.



As your mentee cycles through each stage, they should feel increasingly empowered to achieve their goals.

The **DISCOVERY** stage involves inquiry to discover what is already working well and to get the mentee to *appreciate* their strengths. You can discuss past successes, identify areas of peak performance, or positive interactions. This stage serves to shift your mentee's mindset from problem-focused thinking and self-doubt to positive thinking and self-confidence.

In the **DREAM** stage your mentee is asked to imagine the possible positive futures of their Affirmative Topic. They are asked to identify their hopes and aspirations and envision what could be achieved.

The **DESIGN** stage is where you will discuss with your mentee which of the positive futures have real potential and can be realistically achieved. Here, the mentee is reminded of their defined strengths from the Discovery stage which should be used to create a strategic plan for moving forward.

The goal of the **DESTINY** stage is to commit to implementing the plan in the Design stage. This means taking action to make the vision a reality.

See *Appendix D* for sample questions that can be used to create a positive dialogue with your mentee.

CONCLUSION

Whichever path you and your mentee choose to explore, always remember that you are on this journey together and that you can both benefit from this shared experience through commitment and mutual support. Exchange ideas, reflect on your experiences, celebrate your successes, and most importantly thrive.

Congratulations on being entrusted to fulfill this valuable role.

We know you'll flourish!



St. Petersburg College

SPC



Mentoring Agreement

The purpose of this agreement is to outline mutually agreed upon standards that will serve as the basis for your mentor-mentee relationship. This agreement can be altered to meet the individual needs of your relationship, but should be discussed openly and agreed upon by the mentor and mentee.

GOALS (what you hope to achieve as a result of this relationship; e.g., gain perspective relative to skills necessary for success in academia, explore new career opportunities/alternatives, obtain knowledge of organizational culture, networking, leadership skill development, etc.):

STEPS TO ACHIEVING GOALS as stated above (e.g., meeting regularly, manuscripts/grants, collaborating on research projects, steps to achieving independence, etc.):

CONFIDENTIALITY: Any sensitive issues that we discuss will be held in the strictest of confidence. Issues that are off limits for discussion include:

EVALUATING RELATIONSHIP EFFECTIVENESS (e.g., bi-annual review of mentorship meeting minutes, goals, and outcomes/accomplishments):

EXPECTATIONS: What type of assistance does the mentee want from the mentor(s)? What expectations do the mentors have of the mentee? What expectations does the mentee have of the mentor(s)?

LOGISTICS: How often will you meet? When and where will you meet? For how long? Who will be responsible for scheduling the meetings?

What will meeting topics include?

What will be the ground rules for discussions? (E.g., confidentiality, openness, candor, truthfulness, etc.)

DURATION: This mentorship relationship will continue as long as both parties feel comfortable with its productivity or until:

RELATIONSHIP TERMINATION CLAUSE: In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

Mentor Signature

Date

Mentee Signature

Date

GROW Model self-reflection exercise

Courtesy of: <https://www.performanceconsultants.com/self-coaching-using-grow-model-worksheet>

First, identify something you would like to achieve at work. Then, write down your answers to the following questions, interpreting them in the way that seems appropriate to you.

GOALS

What would you like to work on?

What would you like to have after answering this set of questions (eg a first step/strategy/solution)?

What is your goal related to this issue?

When are you going to achieve it?

What are the benefits for you in achieving this goal?

REALITY

Who else will benefit and in what way?

What will it be like if you achieve your goal?

What will you see/hear/feel?

What is the real issue?

What action have you taken so far?

What is moving you towards your goal?

What is getting in the way?

OPTIONS

What different kind of options do you have to achieve your goal?

What else could you do?

What would you say to somebody else with the same goal?

What are the principal advantages and disadvantages of each option?

Which options will you choose to act upon?

WILL

When are you going to start each action?

What could anyone else do to give you support and when will you ask for it?

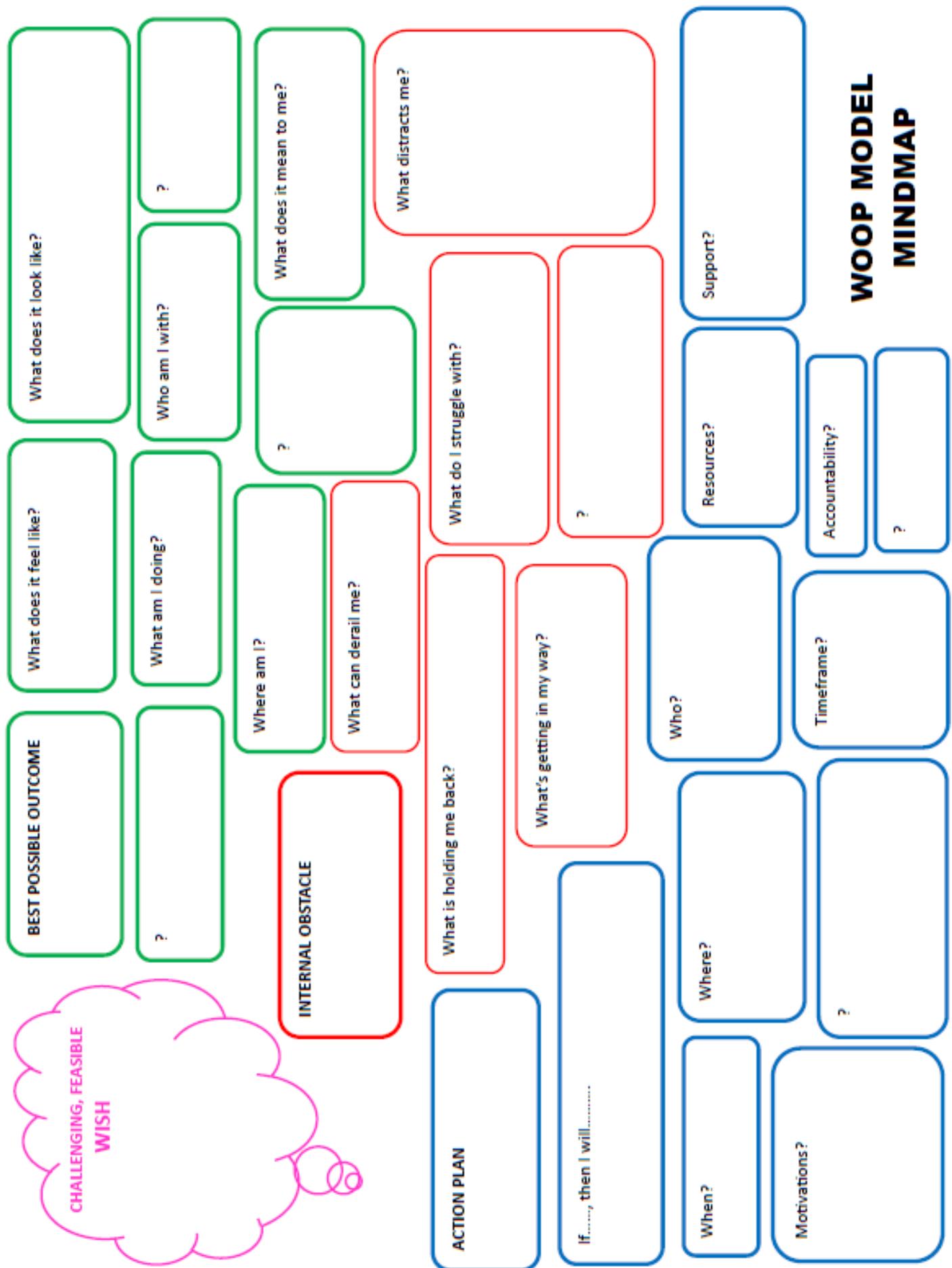
How committed are you, on a scale of 1–10, to taking each of these actions?

If it is not a 10, what would make it a 10?

What will you commit to doing?

(Note: It is also an option to do nothing and review at a later date.)

Are you closer now to achieving your goal?



Appreciative Inquiry Sample Questions. The sample questions presented here are divided into categories to help you determine which types would be most suitable to your mentee's goals. These questions are just a small sample of the multitude of possible inquiries, and you may come up with your own based on your mentee's needs. Note that all the questions focus on positive thinking and experiences.

Discovery

- ❖ **What have been your best experiences at work? A time when...**
 - ❖ What do you value about... yourself, work, organization.
 - ❖ What do you think is the core life-giving factor or value of your organization – which it wouldn't be the same without?
 - ❖ What achievements are you (and/or your team) proud of?
 - ❖ Apart from the money, what makes it worth coming into work?
 - ❖ Think of a time in your entire experience with your organization when you have felt most excited, most engaged, and most alive. What were the forces and factors that made it a great experience? What was it about you, others, and your organization that made it a peak experience for you?
 - ❖ What are the unique aspects of your daily work life that most positively affect the spirit, vitality, and effectiveness of your work?

Dream

- ❖ If you had three wishes for your position or career path, what would they be?
- ❖ What are the three most important hopes you have to heighten the health and vitality of your position and career for the future?
- ❖ **Daydream forward into your ideal future at SPC...**
 - What does your workday look like?
 - What is really great about your job?
 - How are your strengths being used to impact the organization?
 - What do your daily interactions look like?
 - What's the thing you're most proud of having brought to SPC?
 - Imagine 3-5 years into the future, what are the three biggest things you've accomplished between now and then?
 - What are some ways you have brought this future to life?
- ❖ What do you really want from this goal/process? When you explore your boldest hopes and highest aspirations, what is it that you ultimately want?"

REVIEW AND REFLECT (STRENGTHS)

TEAM BUILDING

- ❖ How did your capabilities and strengths play a role in the project's success?
- ❖ What short-term goals have we achieved? What strengths have we leveraged to get us there?
- ❖ How did your capabilities and strengths play a role in the project's success?
- ❖ What precise strengths did you leverage during the experience/project?
- ❖ How might you use your strengths for other positive outcomes?
- ❖ **What images did you envision to help you achieve these outcomes?**

- ❖ How did collaboration and cooperation influence your outcomes?
- ❖ What was good about the team project?
- ❖ What about the experience was most valuable to you?
- ❖ How did it positively affect you? How about your teammates?
- ❖ What was particularly memorable about the project?
- ❖ What were the best things about the way you worked together?
- ❖ What do you see as our most important team values?

LEADERSHIP

EMPLOYEE ENGAGEMENT

- ❖ Remember the most inspirational leader you've worked with. What was it like? In what ways did you find them inspirational?
- ❖ Think of a manager or leader who has really inspired you. What are several aspects of their leadership style that encourage excellence in you?
- ❖ Describe a high point in your career, when you were feeling pride, engagement, or motivated. How did the leadership at that time contribute to that experience?
- ❖ Which of your values do you consider the greatest or most important? How would others say your values benefit the SPC?

- ❖ What does this organization do that you feel is so successful in encouraging ownership of what you do?
- ❖ Describe a time that you really felt committed to your work, when you felt like you really 'owned' what you were doing. Can you describe your emotions during that experience? How did others enable this?
- ❖ In what other situations have you felt a positive sense of ownership in your working life?
- ❖ How might the strengths, structures, or attitudes you've described help our organization inspire greater collective ownership?