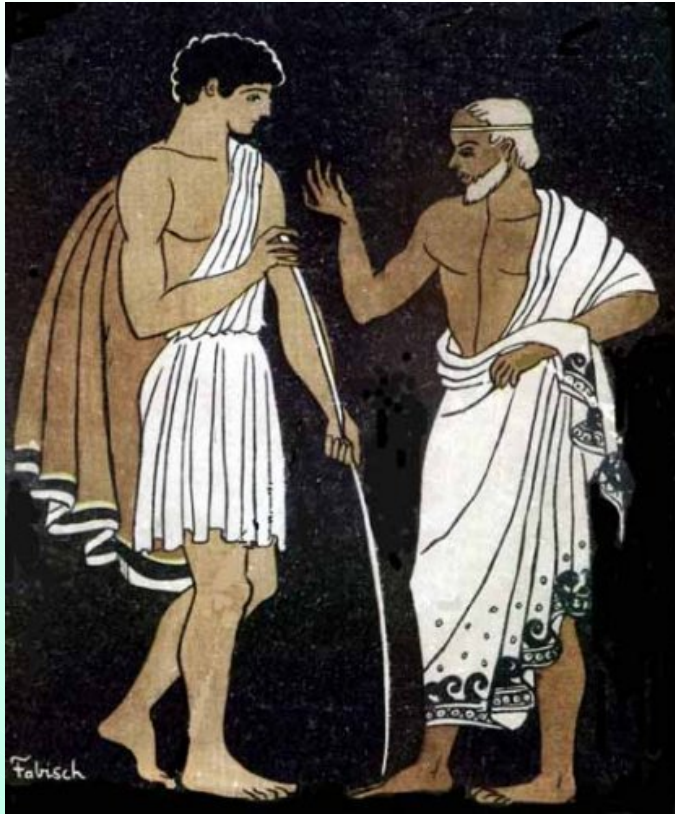


The Art of Mentoring & The Art of Being a Mentee



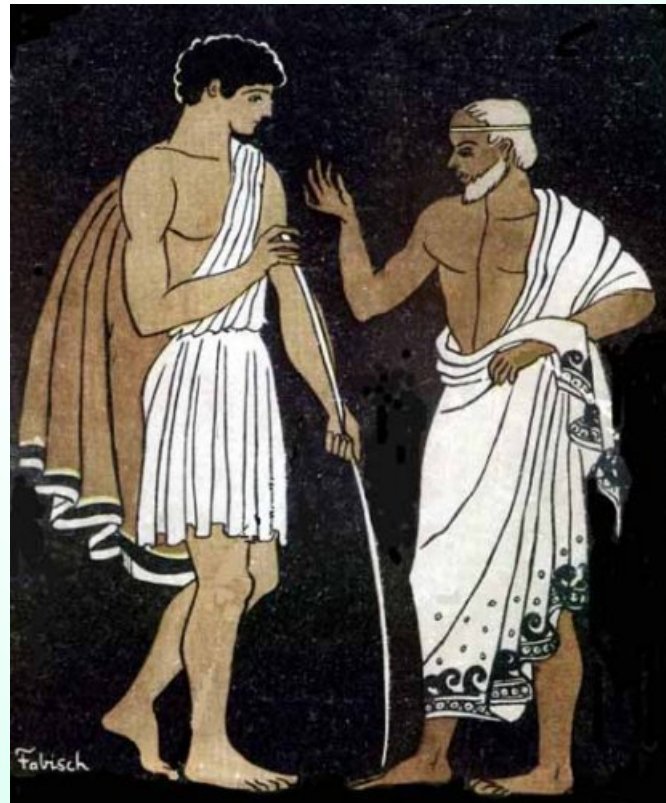
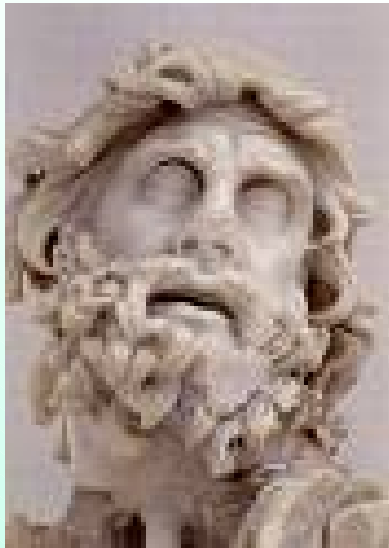
by

Maria Vicente Bonto-Kane

PhD Candidate

Computer Science Department
North Carolina State University

Origin of Mentor



Telemachus and Mentor

What is Mentoring?

A long term relational process for developing a mentee under the close guidance of a teacher, counselor, or leader who knows how to navigate within the culture of the mentee's environment.

(Definition taken from the work of Marilou Bova, online document)

http://fpd.gsfc.nasa.gov/Code400_Orientation_Session.doc

What is Mentoring?

Mentor works with the mentee to:

- Support the mentee
- Strengthen competencies
- Enhance job performance
- Guide career progression
- Open doors for the mentee
- Introduce mentee to other leaders or people of influence or power

Duties of a Mentor

- Coach
- Counselor
- Facilitator
- Role Model
- Networker

Duties of a Mentee

- Protégé
- Student
- Participant
- Recipient
- Peer
- Colleague

The Mentor in the Relationship

- Supports the mentee in **their** agenda and career goals
- Understands where the mentee is and where the mentee would like to be
- Decides what are some of the areas of developmental and activities required
- Decides how mentor can be involved to get the mentee where he/she wants/needs to be

The Mentee in the Relationship

- Assumes responsibility
- Takes the initiative
- Is a willing recipient
- Shows respect for and interest in the relationship and the mentor
- Must be willing to make several attempts before finding the right fit

Mentoring vs. Coaching

- Mentoring is initiated by the protégé or mentee
- Coaching is initiated by supervisor or mentor

The Art of Mentoring

depends on...

The Art of Being a Mentee

Presentation Title

For Students:
Seeking, Structuring, Developing, and
Evaluating Your Experience with a
Mentor

ABC's of Being a Mentee

- **A**ct
 - Know thyself
 - Find a mentor
 - Set the stage
- **B**uild
 - Invest time and effort into the relationship
- **C**ommunicate
 - Be honest
 - Express your goals
 - Assert your needs and objectives
- **D**eadline
 - Set a finite period for the relationship

Know Thyself

- Determine what you want to achieve
 - Determines the type of mentor you need
- Self-appraisal
 - What are your goals?
 - What areas do you struggle with?
 - What are the inhibitors?
 - What kind of mentor could you work with?

Exercise 1

- Self-appraisal
 - What are your goals?
 - What areas do you struggle with?
 - What are the areas of development?
 - What kind of mentor could you work with?

**SAMPLE
MY PERSONAL PLAN FOR SUCCESS**

Name: _____ Date: _____

Mentoring Goals and Objectives:

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Developmental Need _____	Beginning Date	Projected Ending Date	Funding Required
Developmental Activity:			
a.			
b.			
c.			

Signatures:

Mentee

Mentor

Supervisor

(Form taken from the work of Marilou Bova, online document)
http://fpd.gsfc.nasa.gov/Code400_Orientation_Session.doc)

Find a Mentor

- Two kinds of mentors:
 - Career mentor
 - Job mentor
- A mentor provides an objective view to
 - Improve short-term skills (Job mentor)
 - Achieve long term goals (Career mentor)
- A mentor looks out for you
 - Not the job or the employer

Find a Mentor

- Is there a mentoring program in your school or place of work?
- Professional mentoring sites
 - <http://www.mentornet.net>
 - <http://www.ieee.org/web/membership/mentoring/index.html>
 - <http://www.acm.org/membership/student/mentornet>
- Membership in professional societies
 - IEEE, ACM, CRA-W, Anita Borg Institute
- Participation in professional workshops
 - CRA-W, Grace Hopper
- Network... network!

What should you look for?

- Someone you feel comfortable talking to
- Someone who can be objective
- Someone who listens
- Someone who shows empathy
- Can be inside or outside of work
- Gender should not matter
- Age should not matter
- Someone you emulate
- Someone who is willing to take you on as a protégé

Types of Relationships

- **Ongoing**
 - Can go on for a few months or years
- **One-time**
 - Specific situations
 - Get insight into a case outside of your regular mentor's experience or skill level
- **Group mentoring**
 - Group of peers
 - Group of people with varying levels of experience
- **Reverse Mentoring**
 - A junior person acts as mentor to a senior person
- **Role Model**
 - Someone who exemplifies who you want to be

Set the Stage

- Identify a mentor
- Approach the mentor
- Mutually agree on having the mentoring relationship
- If not mutually acceptable, look for someone else
- Identify topics you want to discuss
- Identify where, when, how the mentoring should take place
- Identify limits (what is confidential and not)

Set Expectations Upfront

- Is it an ongoing relationship? Or a one time discussion?
- How often will you meet? When? For how long each time?
- Will meetings be scheduled in advance?
Scheduled as needed?
- Where are your going to meet?

Topics to Discuss

- Bring in the topics you want to discuss
- Be specific with your topics
- Bring in questions you want answers
- Clarify what specific aspect you want advice on
- Clarify what are areas of development

Agreement

- Identify goals that you want to work on
- Create an action plan
- Create measurable goals
- Identify when the relationship will end
- Create the contract

**SAMPLE
MENTORING ALLIANCE**

We are voluntarily entering into a 12-month formal mentoring partnership, which we expect to benefit NASA, FPPD and us. The following highlights the features of our partnership:

Mentoring partnership objectives: As a result of working with a mentor I would like to accomplish the following:

Specific role of the mentor: I will support my mentee's developmental process by : (i.e. helping to develop and monitor his/her mentoring action plan, sharing organizational insight, expanding his/her network, acting as a sounding board, providing developmental feedback):

The logistics of our meetings will generally include the following:

When: _____
Where: _____
How long: _____
Frequency: _____
Who is responsible for initiating: _____

We plan to gain commitment of the supervisor by:

We will honor the following confidentiality agreement:

The agreement may be terminated at any time by either the mentee or mentor.

Signature: _____ Signature: _____
MENTEE **MENTOR**

(Form taken from the work of Marilou Bova, online document)
http://fpd.gsfc.nasa.gov/Code400_Orientation_Session.doc)

Exercise 2

Questions to use for the purposes of identifying, approaching, and selecting a mentor...

Exercise 3

Questions for the purposes of identifying, approaching, and selecting a mentee...

B is for Build

- Give priority to the mentoring sessions
- Listen with an open mind
- Be honest
- Be as objective as you can
 - Protégé should describe the situation factually
 - Protégé should be receptive to ideas that are new or different

B is for Build

- Protégé may need to come out of comfort zone
- Use mentor's experience to add different perspectives to the discussion
- Respect each other's privacy and confidences

C is for Communicate

- Coach and strategize together to come up with alternative solutions to situations
- Be honest in your questions/discussions
- Get to know each other
- Make sure you try various options discussed
- Report back on your experiences
- Always follow-up and give feedback

C is for Communicate

- Use action plan to track your progress
- Always be mindful of your goals
- Articulate your needs well
- Assert if you think your needs are not met
- Try alternative strategies

C is for Communicate

- Keep focus on growth and accomplishments
- Demonstrate loyalty and dependability
- Show mutual respect and trust
- Re-evaluate relationship periodically
- Above all, do no harm

D is for Deadline

- Mentoring relationship is not usually forever
- Goals have been achieved or timetable has been reached
- Pointers for evaluation:
 - Why was the process initiated?
 - How do we define success for the process?
 - How do we define failure for the process?
 - Are there changes that need to be made?

D is for Deadline

- Review agreement
- Complete agreement independently
- Review completed agreement jointly
- Limit observations to specific points
- Communicate freely, honestly, and respectfully

D is for Deadline

“Sometimes part of the responsibility of having a mentor is knowing when you have outgrown each other and realizing when it is time to move on.”

--Michael Jeffreys

Four Stages of Mentoring

- Initiation and Identification
- Cultivation
- Separation
- Redefinition

Mentoring as a Way of Life

- Everyone should be a mentor
- Everyone should be a protégé
- You do not need to have just one mentor
- There are different types of mentoring
- Learn... share... support

Mentoring as a Way of Life

“Mentoring relationships aid you on your journey...

... they are not your destination.”

--Wickman and Sjoelin

Thank you!