



The Mentor and Protégé Handbook



BUSINESS MENTORSHIP INSTITUTE OF SASKATCHEWAN INC.

"Building Mentorship"

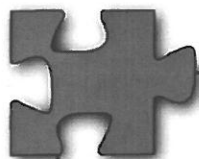
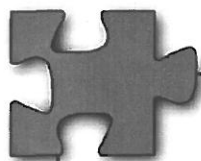
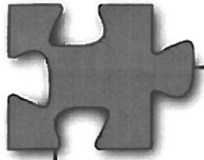


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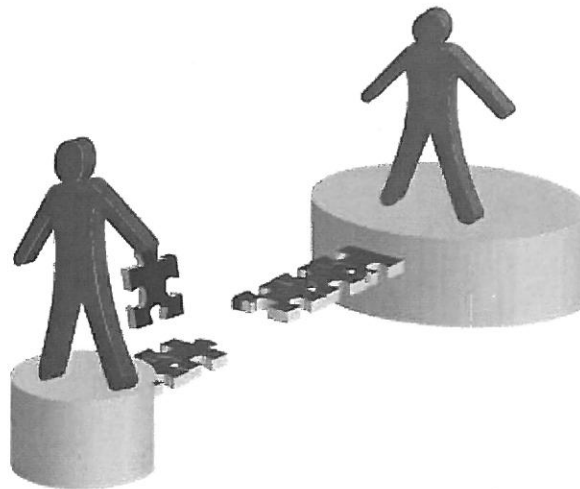


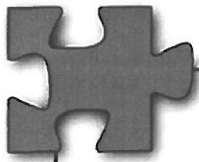
Purpose of Training

Research has proven that mentors and protégés who participate in training enjoy longer and more mutually rewarding mentoring relationships.

Key reasons for training mentors and protégés:

- Reinforce the value of mentoring.
- Build mentors' and protégés' understanding about specific program expectations and their individual roles.
- Give mentors and protégés opportunities to develop and practice the key skills they need to succeed in their roles.
- Introduce mentors and protégés to a support structure of program coordinators and peers.
- Increase mentors' and protégés' confidence levels.





Code of Ethics and Code of Conduct

Purpose

BMI adheres to a Code of Ethics and a Code of Conduct; we expect the same of our program participants. These codes are designed to establish and maintain standards for the conduct of our program. These codes are intended to assist participants to identify and resolve ethical issues that might arise during their participation in BMI programs. BMI is comprised of diverse groups that have different relationships to one another. It is essential that all participants recognize and respect not only their own rights and responsibilities, but also those of their fellow participants. The following are expectations of the program participants, violation of these will result in the program coordinator terminating the relationship.

This Code of Ethics and Code of Conduct applies to all program participants regardless of business sector.

Code of Ethics

This Code of Ethics is a statement of the ethical principles and behaviors expected of program coordinators and participants involved with BMI:

- Maintain integrity and honesty
- Commit to the highest level of business ethics
- Protect relationship-sensitive information as private and confidential.

The Code of Ethics is based on:

Equity and Justice: People are to be treated with fairness, honesty, integrity and openness, respect the opinions of others and treat all with equality and dignity, without regard to gender, race, colour, creed, ancestry, place of origin, political beliefs, religion, marital status, disability, age, or sexual orientation.

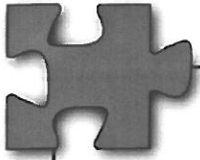
Respect for People: People should be treated as individuals with rights to be respected.

Personal and Professional Responsibility: The principle of taking personal and professional responsibility requires not only that people avoid doing harm to others but that they exhibit courteous behaviour upholding the standards expected of all participants.

Code of Conduct

This Code of Conduct is based on principles and behaviors outlined in the Code of Ethics. Unfortunately, this code cannot cover every possible situation. Therefore, ask yourself the following three questions and if the answer is “no” then the behavior may not be ethical.

- Would I be happy to have what I am saying or doing appear on the front page of the newspaper?
- Does what I am saying or doing serve a purpose beyond self-interest?
- Would I like to be spoken to or treated in this way?



Equity and Justice

Harassment

BMI is committed to maintaining a culture of respect. Harassment of any form such as sexism, racism or bullying has no place in such a culture, as it denies respect for the rights of participants to fair treatment.

Discrimination

Discrimination occurs when a person, or a group of people, are treated less favorably than another person or group, in the same or similar circumstances, because of irrelevant attributes.

Racial Harassment

Racial harassment is any verbal, physical or written act which is based on a person's colour, physical characteristics, descent, country of origin, ethnic background or nationality, and is unwanted, unacceptable and offensive to the person, or those related to, or closely associated with, that person. Racial harassment is a serious issue that undermines morale and can adversely affect the ability of participants to achieve their full potential within the program.

Sexual Harassment

Sexual harassment is any form of conduct of a sexual nature that is unwanted. Such conduct can be in the form of words or actions. Sexual harassment is about inappropriate and unacceptable behavior towards a participant of the program.

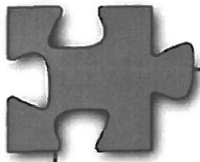
Respect for People

Confidentiality

Program Coordinators and participants who have access to confidential documentation and information must take care to maintain the integrity, confidentiality and privacy of such information to protect any individual concerned. It is essential that participants feel confident that information relating to them is treated in an appropriate manner, with due attention paid to the need for non-disclosure of file contents outside normal BMI business.

Conflicts of Interest

A conflict of interest includes any circumstance, whether actual or perceived, arising from conflict between the performance of public duty and private or personal interests. It arises where there is a reasonable expectation of direct or indirect benefit or loss for an individual participant with a particular personal interest that could be influenced in favour of that interest, in the performance of their duties. The benefit or loss may be financial or non-financial.



Introduction

The Business Mentorship Institute of Saskatchewan Inc. (BMI) has adapted this material from information provided by La fondation de l'entrepreneursip, *Preparing Mentors and Mentees*, authored by Debra McAdam and Carole Simpson, 2003.



ORIENTATION

The orientation part covers expectations-what your expectations are and how you can get the most out of a mentoring relationship. It is important to that you are comfortable in your roles and that you both learn more about yourselves.

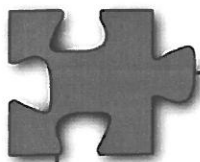
OBJECTIVES

- Become familiar with the program objectives and structure.
- Understand the roles of mentors and protégés.
- Identify expectations.
- Explore relationship parameters and goals.
- Reinforce success factors for mentors.

QUOTE

"State observations, not interpretations. Observations are what you see occur; interpretations are your analysis or opinion of what you see occur. Tell what you've noticed, not what you think of it."

Marty Brounstein, Coaching and Mentoring for Dummies



PROGRAM OVERVIEW

Program History and Funding

The initial interest in province-wide support for mentorship came out of a meeting hosted by the Counselling Foundation in Québec in 2004. A group of business, government and economic development leaders from across Saskatchewan worked together for almost two years with the goal of developing some infrastructure around the idea of developing a mentorship program for the province.

Due to geographic distances and regional differences it was determined that a support program that would assist regional or community groups in setting up chapters of their own would be the best strategy for success.

The Business Mentorship Institute of Saskatchewan Inc. (BMI) is a not-for-profit, province-wide organization that opened its Saskatoon office in May of 2006. For the first three years of our inception, we partnered with economic and business development organizations in Saskatchewan as a resource to provide mentorship matching services to our stakeholders.

Our mandate is to be:

The provincial entity responsible for leading in the promotion, training, and programming of mentorship, with the goal of enhancing the productivity of the province's business community.

We receive funding from the Counselling Foundation of Canada and through the Western Economic Partnership Agreement (WEPA), administered through Enterprise Saskatchewan.

Matching Process

We ask that our mentors and protégés fill out application forms. These forms help us decide which skills each protégé needs assistance in and which mentor can provide this knowledge the best. We also use these applications to decide which protégés have obtainable expectations. We will never place a mentor into a relationship where the protégé has unrealistic expectations. We value and respect the time of the mentor and will only take on protégés that do the same.

We use our resources and partner and member resources to find the best mentors for each protégé. We base the matches on what knowledge the protégés needs and what knowledge the mentors can offer. We strive to find mentors within your community or within traveling distance. As such, it needs to be understood on the protégé's side that this process does take some time, as we want to ensure we are finding the best suitable mentor for your situation.

Support

We offer on-going support for the relationship. A coordinator will be in contact every other month or earlier if the relationship requires.

Evaluation

When the relationship has received its end, we ask all our participants to take the time with the coordinator to debrief the program. This ensures consistent and continual improvement of our program and services.



OVERVIEW OF MENTORING

History of Mentoring

Mentoring dates back to Greek mythology. The origin of the word mentor is in Homer's *Odyssey*. Homer writes of a character whose name is Mentor, a friend and advisor to King Odysseus. When the King goes to fight in the Trojan War, he asks Mentor to watch over his son Telemachus. Mentor's role was to guide Telemachus throughout his life and shield him from pitfalls he may encounter.

Mentoring has evolved to be a common tool for business management and career development.



Definitions

- A **mentor** is an individual who has more experienced and shares this knowledge with an individual you will benefit from that particular knowledge. A mentor is a guide, teacher, protector and role model.
- A **protégé** is a less experienced individual who is seeking knowledge from a more experienced individual.
- **Mentorship** is a relationship between a mentor and protégé where a transfer of knowledge and support occurs. The transfer is perceived to aid in career and/or professional development.

Principles of Mentorship

1. A mentor is a role model.
2. Mentoring is freely given and freely received.
3. Mentoring relationships are built on a base of honesty and trust.
4. Mentoring requires constant communication.
5. Mentoring partners treat each other with respect.
6. Although both mentors and protégés benefit from mentoring, successful mentoring relationships focus on the protégé as the learner.
7. Mentoring is rewarding, satisfying and enjoyable for mentors and protégés.



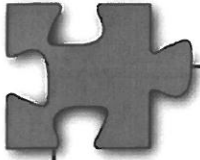
Effective Mentoring Relationships are . . .

- Voluntary
- Trust-based
- Active
- Growth and discovery oriented
- Focused on defining and achieving protégé's goals
- Protégé driven and mentor supported
- Mutually productive and beneficial
- Free of restrictions and reporting structures (i.e. Collaborative)
- Supported by a program structure and resources
- _____
- _____
- _____
- _____
- _____

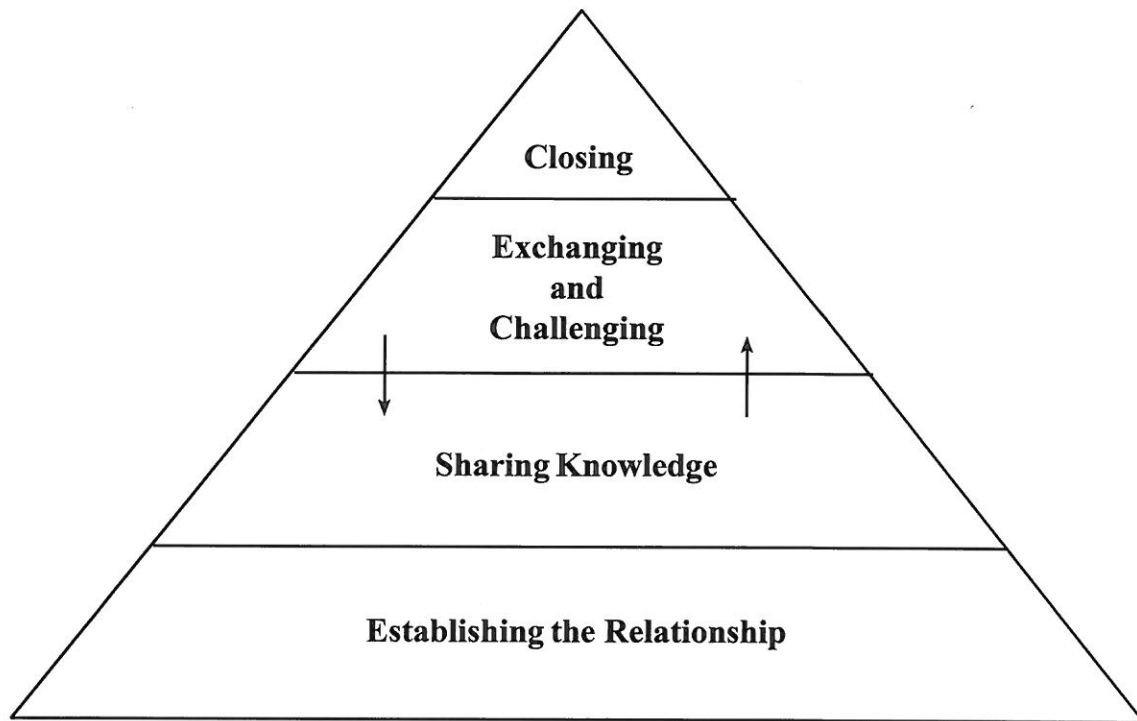


"What lies behind us and what lies before us are tiny matters compared to what lies within us."

Ralph Waldo Emerson



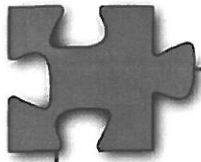
Stages of a Mentorship Relationship



Think of the stages of a mentoring relationship as a pyramid. The foundation is the first stage where the relationship is established. The stronger the foundation, the more solid is the relationship.

All mentoring pairs will not spend the same amount of time in each stage and, in fact, they move back and forth between the second and third stages. However, it is important for mentoring pairs to travel together through all of the stages during their relationship.

Notes:

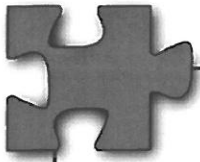


Roles / Responsibilities:

- _____
- _____
- _____
- _____
- _____
- _____
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- _____
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- _____
- _____
- _____
- _____
- _____
- _____



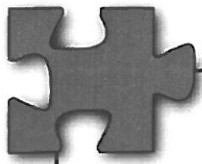
In a Mentor's Words: "The most successful way I have found to address any potential relationship challenge is to discuss it with my mentee (protégé) at the beginning and negotiate ways in which we can recognize and deal with it."



Your Coordinator

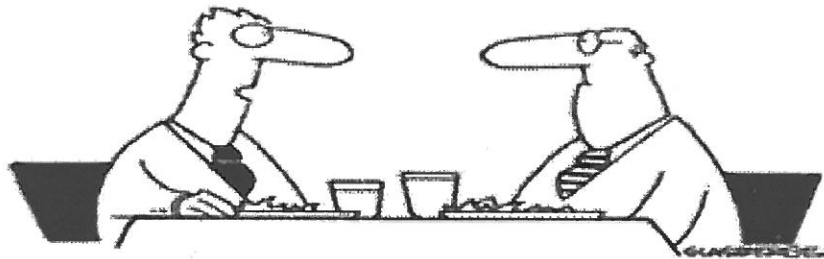
- Recruits, selects and matches mentors and protégés.
- Leads or participates in mentor and protégé training.
- Keeps in touch with mentoring pairs; offering support, answering questions, and providing relationship assistance when needed.
- Stays current on mentoring issues.
- Manages program records.
- Helps mentoring pairs end their relationships appropriately.
- Recognizes mentor and protégé participation.
- Facilitates program evaluation and makes recommendations for improvement.





Expectations

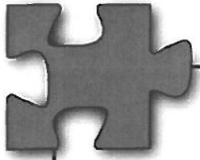
- _____
- _____
- _____
- _____
- _____
- _____



"I'm looking for a mentor who will show me how to get rich
without boring me with a lot of advice."

Purpose of a Mentoring Relationship

What is in it for me?	What is in it for them?
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____
• _____	• _____



DEVELOPMENT

OBJECTIVES

- Increase understanding of mentoring and how mentoring relationships evolve
- Improve and practice communication skills needed to build successful mentoring relationships.
- Introduce strategies and tips for starting a mentoring relationship.



In a Mentor's Words: "The biggest challenge is overcoming doubt. The mentor/mentee (protégé) relationship is one built of trust and confidence, which is usually built over time. I build trust by:

- *Being honest and direct*
- *Sharing my own examples*
- *Making suggestions rather than giving directions"*



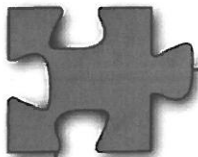
What is the difference between coaching and mentoring?

Areas	Coaching	Mentoring
Principles		
Focus		
Development		
Interaction		
Relationship		
Time		



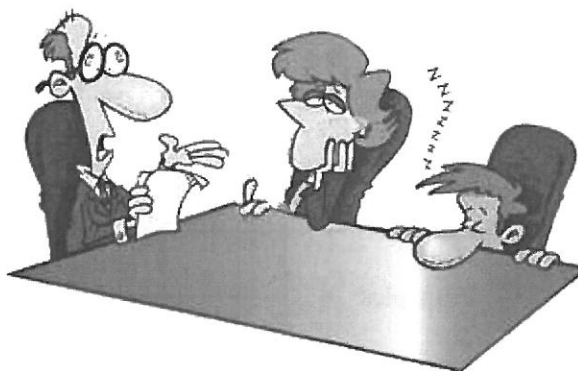
Mentors show you the ropes and pull strings.
Anonymous





Communication Skills

Listening



Think of situations when you do not listen:

- _____
- _____
- _____
- _____
- _____
- _____
- _____

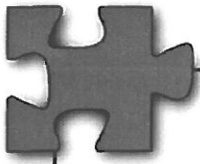
Put a * beside your most prevalent poor listening habit.

How can you tell someone is not listening?

- _____
- _____
- _____
- _____
- _____
- _____
- _____



"As a mentor, you need listen first, speak second; ask first, offer second."
Mary Brounstein, *Coaching and Mentoring for Dummies*



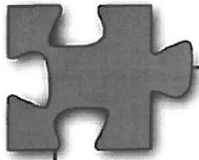
Strategies to Improve Listening:

- _____
- _____
- _____
- _____
- _____
- _____
- _____



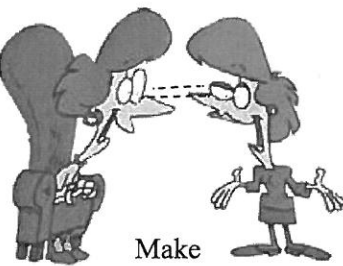


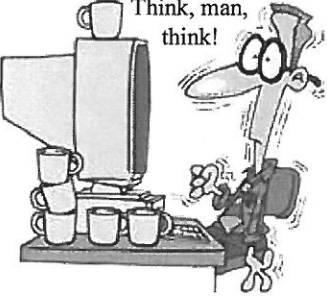


Put a * beside the strategy that would best counteract your most prevalent poor listening habit.

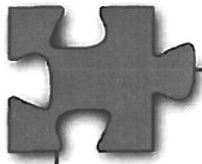


In a Mentor's Words: "Often, the success of mentoring is measured in intangible things rather than business results in the traditional sense. Once I began a mentoring relationship in which my mentee (protégé) wanted to increase the sales of her business and promote one of her employees to a management position. A year and a half later, she sold her business and began devoting all of her time to her music. The process was a life change decision. My role was to provide the information she needed to meet her original goals, but to keep asking questions to get her thinking."



In Order to be an Active Listener:

 <p>Watch your _____</p>	<p>Do not _____</p> 	
 <p>Make _____</p>	<p>_____</p> <p>Distractions</p> 	 <p>_____</p>
 <p>Think, man, think!</p> <p>_____</p>	 <p>Be _____</p>	<p>What am I trying to say?</p>  <p>_____</p>



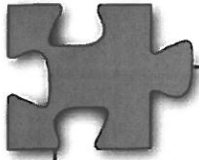
Be an Empathetic Listener

Empathetic listening is more than a technique or a set of skills. It is an approach to listening that involves suspending judgment, withholding evaluation and striving to hear both surface messages and underlying meanings.

Empathizing is when a listener acknowledges the content and legitimacy of a speaker's perceptions. An empathetic listener hears more than just the facts. They listen to the emotion associated with the situation. Empathetic listeners concentrate on the speaker and how they are approaching the issue. They empower the person to think about, talk through, and confront the real issue; thereby influencing the outcome.



Notes:



Verbal Communication

Words are still important – they can change the message.

Do's and don'ts:

- Use "I would" instead of "you should."
- Be honest.
- Be respectful.
- Avoid jargon, including technical words, acronyms or slang.
- Avoid judging, ridiculing or sarcasm.

• _____

• _____

• _____

• _____

• _____

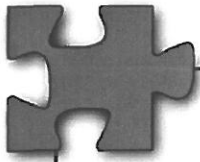
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In a Mentor's Words: "I mentored a company that was just starting out. They sought my advice on selecting trainers/facilitators; pricing their product; and making changes to the program. They succeeded in holding the contracts for two years until the project was no longer required.

The factors that contributed to this business success were:

- *Listening to what I said and always asking why;*
- *Making decisions and following them through; and*
- *Evaluating to ensure the program was running smoothly for participants and clients."*

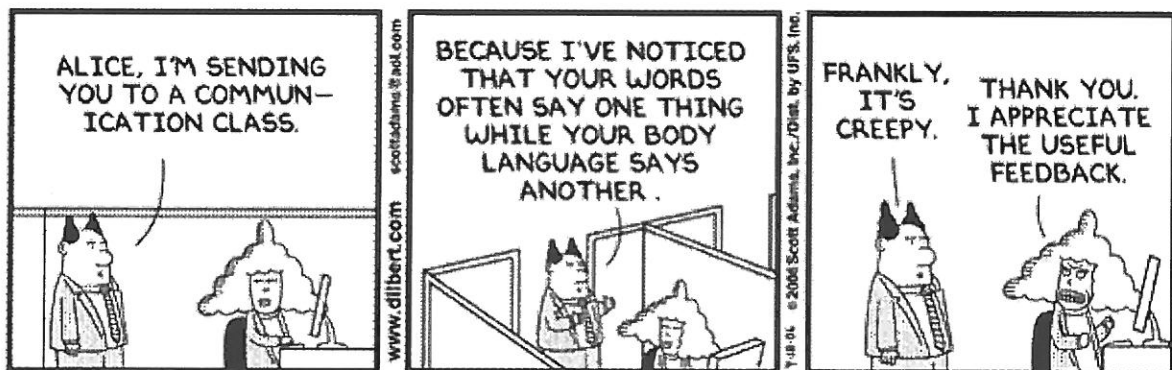


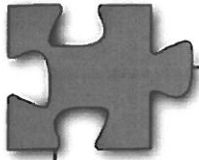
Nonverbal Communication

In communication, about seven per cent of the information delivered comes in the words themselves; 93 per cent is delivered through the body language and vocal cues. A speaker's verbal and nonverbal messages go together to make up the entire presentation.

Nonverbal Cues

- _____
- _____
- _____
- _____
- _____
- _____





Asking High-Gain Questions

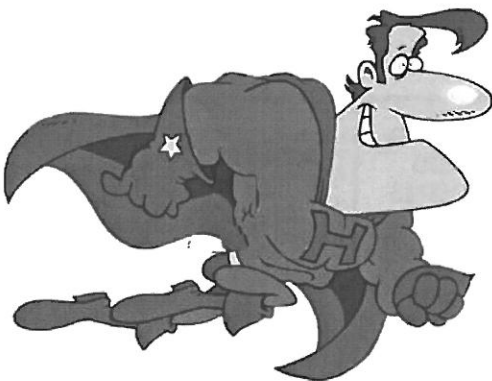
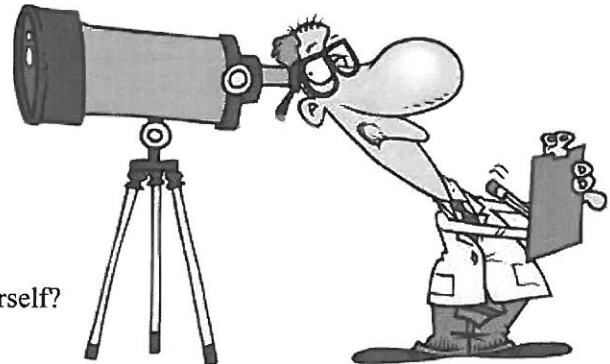


Investigative Questions

- Open ended, trying to find facts.
- e.g. Tell me about your start-up of the XYZ company.

Discovery Questions

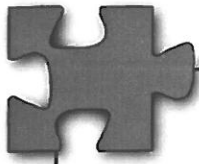
- Thinking how they got where they are.
 - You want more detail and deep thinking.
- e.g. What alternatives do you see for yourself?



Empowering Questions

- Most important, think how they can move forward and how they will get there.
- e.g. What do you have to do to make that happen?

Questions should always be encouraged!



How to Start a High-Gain Question

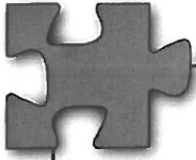
- Give me an example of _____?
- Describe how you _____?
- Tell me more about _____?
- Help me understand _____?
- How do you see _____?
- How might that _____?
- What might happen if _____?
- What else _____?
- What are your options/parameters/needs for _____?

- _____
- _____
- _____
- _____
- _____
- _____



"If you don't know where you're going, any road will get you there."

Anonymous



Giving Feedback and Offering Advice

Feedback is reactive.

Advice is proactive.

Both are necessary for learning and guidance.

Positive Advice-Giving Phrases

Position advice positively for it to be heard and acted upon. Use 'I' language and relate it to an experience you have had. This is much more positive than 'you' language, which could be taken as criticism.



- What if you _____
- Would you consider _____
- When I faced this _____
- From my experience _____
- I wonder if _____
- _____
- _____
- _____
- _____
- _____



Receiving Feedback and Advice

It is not always easy to be on the receiving end of feedback and advice, even if it is presented positively. However, this is an opportunity to learn and grow – so take it.

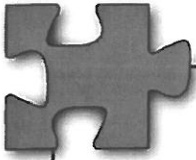
Tips for receiving feedback:

- Listen and concentrate.
- Keep an open mind.
- Avoid interrupting, reacting or justifying your action.
- Try not to take it too personally. Remember the person providing the advice, most likely your mentor, is trying to help you.
- Test your understanding of what was said by paraphrasing and asking questions.
- Take lots of time to think objectively about what was said and consider how it might be applied to your work.
- Thank your mentor for the feedback.
- Provide your mentor with feedback in return.

Notes:



"The real reason for feedback is to help learning occur. Each mistake provides you with another great chance to add to the education of your mentee (protégé)."
Larry Ambrose, The Mentor's Companion



Overcoming Communication Roadblocks



Do not panic - use your WITS!

WIT stands for:

When . . . I . .

. Therefore, . .

.

When _____

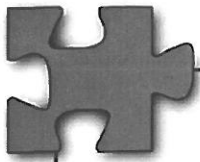
I _____

Therefore, _____



"What we have here is a failure to communicate."

Captain, Road Prison 36, Cool Hand Luke



Decision Making

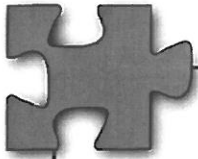
**Recognize that everyone makes different decisions, everyday.
Here are some tips to enhance your decision making skills.**

- Do not make decisions that are not yours to make.
- When making a decision you are simply choosing among alternatives. You are not making a choice between right and wrong.
- Avoid snap decisions. Move fast on the reversible ones and slowly on the non-reversible.
- Choosing the right alternative at the wrong time is not any better than the wrong alternative at the right time, so make the decision while you still have time.
- Do your decision making on paper. Make notes and keep your ideas visible so you can consider all the relevant information in making this decision.

Here is a simple five-step process that helps with effective decision-making:

1. Identify and clarify the problem.
2. Gather information.
3. Evaluate the evidence.
4. Consider alternatives and implications.
5. Choose and implement the best alternative.

Notes:



STARTING YOUR MENTORSHIP RELATIONSHIP

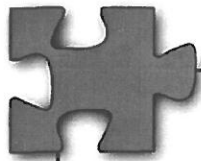
Starting is often the hardest part of any mentorship relationship. A mentoring agreement is a useful guide for initial discussions between a mentor and protégé. But, before an agreement can be completed, the mentor and protégé need to know each other.



Introductory Questions

What are topics of conversation that might be used in the first mentorship meeting?

- What is it that you would like someone like me to help you solve or achieve?
- What, if anything, are you looking for that you have not found?
- What is it in your current situation that you absolutely do not want to see changed?
- If you could change anything about your current situation (service, product, supplier, vendor, etc.) what would it be?
- What have you seen in the marketplace that has particularly appealed to you?
- _____?
- _____?
- _____?
- _____?
- _____?
- _____?



Mentoring Agreement

There is a value to beginning any relationship with some questions answered up front. An agreement between a mentor and protégé is the easiest and most effective way of setting ground rules in the mentoring relationship.

Guiding Questions for Developing a Mentoring Agreement

Meeting and other Communication:

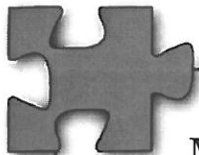
- Who will arrange our meetings?
- How often and where will we meet?
- How long will our meetings last?
- What happens if one of us cannot attend a scheduled meeting?
- How and when will we communicate between meetings?
- What limitations, if any, do we want to put into place for our communication?

Mentoring Relationship Questions:

- What are our individual and joint goals for this relationship?
- How will we reach our relationship goals?
- How will we measure our progress towards our relationship goals?
- What happens if we get off track?
- How long do we think our mentoring relationship might last and how will we know when we are ready to move on?
- What happens if one of us has to or wants to end the relationship before the other one is ready?

Topics of Discussion:

- Generally, what will we discuss?
- Are there any topics that will be off limits?
- How formal will our conversations be?
- Will we set meeting agendas? If so, what process will we follow for that?



Mentorship Agreement (Sample)

We will meet:

How often? _____ Where? _____

Additional Notes: _____

Who will arrange the meetings?

☐ Mentor ☐ Protégé

At least _____ days before the meeting.

Our meetings will last _____ hours.

If one of us cannot attend a scheduled meeting, we will contact the other person at least 24 hours before the scheduled start.

Mentor contact information:

Phone: _____

Cell Phone: _____

Email: _____

Alternative: _____

Protégé contact information:

Phone: _____

Cell Phone: _____

Email: _____

Alternative: _____

Communication between meetings will be by:

☐ Email ☐ Phone

Once every: _____

Discussion topics:

- _____
- _____
- _____

Topics off limits:

- _____
- _____
- _____

Will we use an agenda? If yes, who will set the agenda?

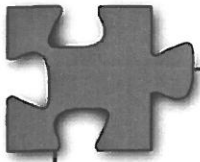
☐ Mentor ☐ Protégé

Signature of Mentor

Date

Signature of Protégé

Date



Outline for Regular Meetings (Sample)

Date: _____ Time: _____

Follow-up from last meeting: _____

Update on goals:

- _____
- _____
- _____

Action/Responsibility:

Objectives of this meeting:

1. _____
2. _____
3. _____

Next steps:

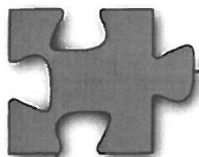
- _____
- _____
- _____
- _____

Time for next meeting:

Date: _____ Time: _____

Action required for next meeting:

- _____
- _____
- _____



Goal Setting

One valuable tool that can be used to make the mentor/protégé relationship effective is to set goals. To make goals beneficial, it is best to use a method called SMART Goal-setting.

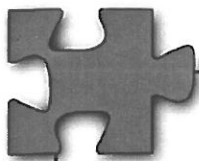
SMART Goal Setting

- Specific** It is not enough to say “I want to be rich.” or “I will be a better person.” Goals must be detailed and relate specifically to the person setting them.
- Measurable** The only way to find out if someone has achieved a goal is to make sure the goal can be measured.
- Achievable** There are often many steps involved in reaching a goal. Turning those steps into actions makes goals attainable.
- Realistic** Goals should stretch a person, but they must also be realistic. Unrealistic aspirations are demoralizing; reachable goals are motivating.
- Timed** Every goal and action step needs a deadline to keep the goal-setter on track.

**It is important to write goals down, or
they are just imaginations.**



Notes:



Goal Setting Worksheet (Sample)

Short Term Goals:

- _____
- _____
- _____
- _____

Long Term Goals:

- _____
- _____
- _____
- _____

What steps have been taken to reach the above stated goals?

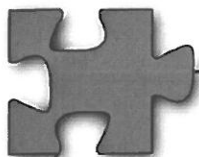
- _____
- _____
- _____
- _____

What steps need to be taken to reach the above stated goals?

- _____
- _____
- _____
- _____

Expected Outcomes:

- _____
- _____
- _____
- _____



Characteristics of a Successful Mentoring Relationship

- This is the base of a mentoring relationship. Only when the mentor and protégé trust one another will they have the courage to confide their thoughts, share their goals, and try out new ideas.

Characteristic: _____

- Mentoring is no place for avoiding, pretending, exaggerating or grandstanding. Only when mentors and protégés are working honestly together can the relationship be successful.

Characteristic: _____

- Mentoring today is based on shared power. Both parties listen and share experiences. The mentor and protégé may even take turns asking questions and offering advice.

Characteristic: _____

- Work-related mentoring relationships are like any other professional relationships. They are most effective when mentors and protégés treat each other well, regardless of roles, gender, age, culture, religion or other aspects of an individual's makeup.

Characteristic: _____

- From the very start, mentors and protégés must be committed to their partnership and genuinely willing to make time for each other.

Characteristic: _____

- Working relationships like mentoring are helpful, productive and satisfying, but they should also be fun! It is often during the lighter side of mentoring relationships that the best new ideas are generated.

Characteristic: _____

The mentoring relationship is above all a human relationship that emerges and develops between two individuals. Both mentor and protégé must benefit from the relationship and feel that it is emotionally and intellectually positive; both mentor and protégé must invest of themselves and clearly discern that the investment is mutual. It is a privileged relationship that demands motivation and commitment; both parties must therefore be assured of its mutually beneficial nature.