

MENTORING MATTERS

The OCASA mentoring program is established to support and facilitate the mutual personal and professional growth of college administrative professionals through a learning partnership.

The 2014 program will be a pilot project open to a maximum of 12 mentoring relationships. Where a greater number of interested members apply, appropriate matches based on mentee's needs, and available mentors, will determine the pilot group.

Benefits of the mentoring relationship

For the Mentee:

- Receiving practical knowledge, expertise and experience, with direct relevance to your job and/or career development
- Increased knowledge of the broader college system
- Access to external thinking and resources, outside of your college experience
- Goal driven, customized learning
- Expanding your network.

For the Mentor

- Development of mentoring skills
- Increased knowledge of the broader college system
- Learning from mentee and mentoring experience
- An opportunity to share leadership and to give back

For the College

- Benefits from highly-engaged employees in both roles
- Supports increased employee satisfaction
- College Demonstrates commitment to excellence and professional development
- Learning and professional growth for both partners with little cost to college (apart from time)

PROGRAM OVERVIEW

The Mentoring Committee facilitates the matching of OCASA members interested in a mentoring relationship, based on goals and interests set by the mentee during the application process.

The mentoring relationship can be structured or less formal, based on orientation and learning skills developed throughout the relationship, and according to the interests of the partners.

At the outset, the partners prepare an agreement outlining their goals for the mentorship, called a Mentorship Agreement. Mentors and mentees may wish to acknowledge that goals might change during the course of the mentorship, based on discussion and mutual agreement.

In support of the mentoring relationships, OCASA provides education and resources throughout the process.

COMMITMENT OF MENTORING PARTNERS

Mentoring relationships take time, and commitment to the partnership and process. If you are interested, consider these key commitments:

- Commit time for **preparation**:
 - ❖ Attend orientation/training webinar
 - ❖ Review online resources
 - ❖ Determine your suitability to the program
- Complete the **Application** form, cognizant of your goals and expected outcomes
- Once selected, and a match is agreed upon, commit to **confidentiality**
- With your mentoring partner, develop a **learning objective/plan** (template provided)
- Consider **1-2 hours mentoring time monthly** to learn, grow and move toward your objective (e-mail, in person, phone, Skype/iChat)
- Continue to **grow your mentoring skills** and experience through OCASA learning resources (online, webinars, etc.)
- Complete an **evaluation** on your experience at the end of the formal program

CHARACTERISTICS OF GREAT MENTORS AND MENTEES

These qualities help support the mentoring relationship. While you might not check every point, consider your suitability to the program:

“ A great mentor...”

- Is excited to share their knowledge and experience and is an inspiring and motivating role model
- Has had a positive experience with a formal or informal mentor in their own career
- Enjoys contributing to another person’s development and has the time and mental energy to devote to a mentoring relationship
- Is a good listener, and is open to hearing a mentee’s opinions, questions and concerns
- Is effective at giving honest, direct and constructive feedback that encourages development
- Is able to guide a mentee to discover answers, rather than provide the “one right answer”
- Is respectful and non-judgmental of others’ opinions and goals.

“A great mentee...”

- Is willing to take responsibility for setting goals and works towards meeting them
- Values and appreciates the knowledge, guidance and feedback shared by a mentor
- Takes the time to understand the expectations and boundaries of a mentoring relationship
- Is open and receptive to learning from someone who has different experience and skills
- Is ready to accept feedback, even in cases where it may be challenging, and act upon it
- Is willing to apply learning gained from a mentoring relationship in their professional life
- Participates actively by asking questions, considering alternative viewpoints and trying new things

PROGRAM SCHEDULE

January 2014

Open Orientation For All Interested Members

- Orientation webinars: strongly recommend that you attend or watch a recorded session prior to applying
- Web area open for review “mentoring matters”

February & March 2014

Applications open

- Mentors and Mentees must complete their online application during this time.

April 2014

Matching process

- Mentoring partnerships are finalized.
- Partners are required to attend a webinar for starting the mentoring relationship.

May 2014 – April 2015

Mentoring relationship term

- 2014 May : first mentoring meeting
- 2014 June 23 & 24: partners are strongly encouraged to attend the OCASA Leaders & Innovators Conference to encourage the mentoring relationship.
- 2014 September/October: education/networking webinar
- 2015 January/February:
 - ❖ Education/networking webinar
 - ❖ Pilot evaluation
 - ❖ Applications open for next round
- 2015 March/April:
 - ❖ Determine conclusion or transition of mentoring relationship
 - ❖ New matches

MENTORING GUIDE & RESOURCES

1. UNDERSTANDING YOUR ROLE AS A MENTOR OR MENTEE

Mentor Role

A person serving in this role will:

- Help clarify the mentee's professional goals
- Serve as a sounding board for the mentee by providing effective feedback that supports and challenges the mentee's professional development
- Share his/her own unique experience and knowledge with the mentee
- Guide, support, coach and encourage the mentee to develop talents and skills
- Provide meaningful advice and direction to the mentee in a constructive manner to further their professional development and mentorship program goals.

Mentee Role

A person in this role will:

- Determine goals and potential resources to help facilitate goal completion
- Arrive at an agreement regarding meeting times and communication method(s)
- Share his/her own unique experience with their mentor
- Participate honestly and respectfully
- Respect the limits of the mentor's time and resources
- Actively look at ways of implementing mentoring advice in one's professional work environment to help build and strengthen identified areas for growth and development in skills, knowledge and abilities
- Raise questions, concerns and issues with the mentor pertaining to professional growth and development
- Listen to the advice and direction offered by the mentor.

2. HOW TO BUILD AN EFFECTIVE MENTORING RELATIONSHIP

Both mentors and mentees are accountable for building a relationship based on trust and mutual respect to meet the goals of the partnership. If you are new to mentoring you may find these ideas useful.

Mentees

One of the main sources of learning within a mentorship is receiving feedback and guidance from your mentor to achieve insight into challenges that you are facing within your job or

larger career. To receive this valuable insight, it is incumbent upon you to suggest opportunities or bring forward discussions that will serve as a vehicle for feedback and reflection. Some ideas you might consider are:

- Ask for feedback on a presentation that you are working on or have presented
- Ask for feedback on plans, strategies and proposals you might be developing
- Practice your interview or presentation skills
- Practice your strategies for persuading or winning support on an initiative
- Discuss how a concept from a seminar or article might apply in practice - ask for your mentor's opinion
- Discuss issues you might be encountering in the workplace, what you are doing to address them, and whether there might be an alternative approach
- Ask your mentor what to tell you about an achievement or mistake they've made, and what someone might learn from it
- Review a case-study with your mentor to gain a different perspective
- Ask your mentor what the best piece of career-management advice she or he has ever received
- Discuss strategies to build your network and cultivate alliances in your organization

Mentors

Your mentee can gain immensely from the knowledge and experience that you have. But they may not know what they don't know. Answer questions, but look at the bigger picture too – are there blind spots that your mentee might not be aware of? What do you wish that you had known earlier in your career? Are there ways that you can guide your mentee to problem-solve with you, rather than leaping in to tell them what to do. Some ideas you may wish to consider include:

- Work to build and maintain trust- be interested in who your mentee is as a person and build on shared experiences and interests
- Be open to sharing information about your own background and experience- not just your successes, but also challenges or missteps that your mentee can learn from
- Ask your mentee to describe possible causes of and approaches to a challenge to explore and expand their understanding of workplace issues. Suggest alternate viewpoints and outcomes to help problem-solve.
- Provide thoughtful feedback, when asked, on projects, ideas, or career goals.
- Identify and diplomatically address work behaviours which may be limiting or counterproductive

3. FRAMEWORK FOR MEETINGS

Before your first meeting:

- Exchange contact information and discuss the best way to communicate with each other (phone, email, Skype, text message, in-person, etc.).
- Obtain and review your mentee's CV or resume to help you learn about their background, skills, and interests.
- Mentee: work on your goals for mentoring (see Part 4, Setting Goals)
- Review the Mentoring Agreement (Part 7)

Your first meeting – topics to cover:

This is your opportunity to explore the partnership and confirm that the mentor will be helpful in achieving the mentee's goals. The mentor might help to clarify and re-align goals at this time. Hopefully together you will determine the appropriateness of this match. If it seems that the mentor really isn't confident that she/he can help the mentee, this is the time to bow out graciously. OCASA will work on another match.

Items to consider and explore:

- your respective backgrounds, experience and reasons for pursuing a mentorship
- establish the goals and learning objectives for the mentorship
- confirm your comfort level with the terms of the Mentoring Agreement (Part 7)
- set regular meeting times, and the medium through which you will meet
- agree process for handling cancel/rescheduling requests
- setting the next meeting time/medium

Ongoing meetings

- establish schedule agreeable to each partner
- determine boundaries for communication – will mentor welcome questions outside of meeting?
- What do partners need to do to prepare for next meeting? Be well-prepared for each meeting
- Review the Mentoring Agreement periodically to ensure goals are being met, and to consider any amendments to goals

For a 1-hour meeting, consider using the following format (suggestion only – modify as appropriate to meet your mentee's needs and suit your respective styles):

- First 10 minutes: check-in, personal and professional updates, review agenda.
- Next 20 minutes: address any time-sensitive issues (upcoming projects, dilemmas, immediate challenges) for your mentee.
- Next 30 minutes: assist with on-going goals and/or projects identified by the mentee.
- Last 10 minutes: wrap up, review any actions planned arising from the meeting, clarify expectations, and schedule next meeting.

4. SETTING GOALS

Taken from article by Lois J. Zachary and Lory A. Fischler (complete article is available in the OCASA mentoring online resources and at <http://www.centerformentoringexcellence.com/blog/wp-content/uploads/2010/02/The-Goal-Driven-Mentoring-Relationship3.pdf>)

- Is the goal clearly future-oriented?
- Is the goal realistic?
- Will the goal be challenging for the mentee?
- Is this goal concrete and specific?
- Will this goal require your mentee to make a personal investment of time, energy, and effort?
- Will this goal contribute to your mentee’s growth and development?
- Does this goal require constructive feedback and candid conversation?
- Is this goal achievable within the time frame of this relationship?
- Will you mentee feel a sense of pride and satisfaction in accomplishing this goal?
- Is this goal in your mentee’s best professional and personal interest and the best interests of her organization?

Sample goals:

- Initiate and implement a highly visible customer service excellence initiative by the end of the second quarter FY 2014.
- Develop a system for managing time and people better that would get me home by 6 p.m. at least three nights a week.
- Develop a professional development plan that will better position me for the Director’s role over the next 18 months
- Expand my professional network beyond my college: identify key events to attend; committees or leadership online network groups to join.
- Become a more self-aware leader through an increased understanding of my own leadership style, my communications style, my approach to conflict.

SMART Goals

- should accelerate and enhance the professional or personal development of the mentee
- can be stated in one sentence or formatted as multiple statements. Substance is more important than form. However ultimately worded, the goal should be clear, concise, specific, and comprehensive enough to capture the five requirements of a SMART goal—specific, measurable, action-oriented, realistic, and timely.
- represent a challenge or a stretch for the mentee
- focus on the future development of the mentee
- are concrete and clear
- seek a quantitative or qualitative improvement that can be demonstrated or measured
- are directly linked to the question, “Why?” “Why is this goal important to your development and success?”
- require more than one strategy to achieve them.

Lois J. Zachary and Lory A. Fischler.

5. RESOURCES TO HELP YOU GET STARTED

Resources online are unlimited. And there are lots of books. Also visit the OCASA website for ongoing additions: <http://www.ocasa.on.ca/member-services/mentoring-resources>

Here are a few that we've found (and are included on the website).

These sites offer great resources, creating a "mentoring primer" of their own.

<http://www.centerformentoringexcellence.com/articles.php>

<http://www.management-mentors.com/corporate-mentoring-programs-faqs/>

Setting goals:

<http://www.centerformentoringexcellence.com/blog/wp-content/uploads/2010/02/ASTD-Facilitating-Mentee-Driven-Goal-Setting.pdf>

<http://www.centerformentoringexcellence.com/blog/wp-content/uploads/2010/02/The-Goal-Driven-Mentoring-Relationship3.pdf>

Your communications style:

<http://www.management-mentors.com/about/corporate-mentoring-matters-blog/bid/101310/What-communication-style-works-best-in-your-mentoring-relationship-1-in-Series>

Tools for partner preparation

http://www.centerformentoringexcellence.com/upload/Mentoring_Relationships_Tools_for_Partner_Preparation.pdf

Inspirational: For the mentor (good for mentees too!)

Are you hoarding your "fire" or passing it on?

Be humble enough, or passionate enough to take on a mentee...

<http://www.youtube.com/watch?v=0qs1e9hEsF8>

6. CONCLUDING THE MENTORSHIP RELATIONSHIP

OCASA sets the mentoring term at 12 months. The original goals should fit into this time period.

At the 11-month mark partners are encouraged to discuss how the mentoring relationship will end or transition into another term (could be 3 or 6 months).

- Will you remain in contact, continue an informal mentorship, or pursue another formal mentorship term?
- When will your last session be, and how will it end?

Where unexpected circumstances arise, or partners find that the match is not effective, the Mentoring Committee will assist in bringing the relationship to an amicable conclusion.

Indications that the match isn't going to work include:

- your interests and expertise are not well aligned, and the mentee's goals cannot be met
- scheduling meetings is very difficult and they are not occurring on a regular basis

There is one cautionary note, however. Be careful not to “confuse a roadblock or temporary setback as a sign that the match is not a good one” (<http://www.managementmentors.com/resources/business-mentoring-tips-saving-a-match/>).

- Be sure you gave adequately planned for the meetings, with regular agenda (questions from mentee) set to address the goals; perhaps kept a journal of the meetings and discussion points. Ask if you have given it your full attention.
- Consult with the Committee representative to discuss the issues and seek possible alternate solutions to get through this difficult portion.

If it is determined that an end to the mentoring relationship is the best outcome, then ask for assistance from the committee.

7. THE MENTORING RELATIONSHIP - AGREEMENT

The mentoring relationship is a partnership between a Mentor and Mentee where the goal is to support and nurture the Mentee's professional development, through one-on-one interactions and networking activities, where possible.

The mentoring relationship will be guided by the following principles:

IDENTIFYING GOALS:

- The Mentor and Mentee will identify the goals to be achieved during the period of the Agreement.
- The goals will be documented and submitted to the Mentoring Committee.

COMMUNICATION:

- The Mentor and Mentee will interact at least once a month by telephone, by Skype (or some other platform), by e-mail or in person, when possible.
- The Mentor or Mentee will provide each other with at least 24 hours notice if a meeting has to be cancelled. The Mentor and Mentee will honour their commitments to each other.

CONFIDENTIALITY:

- Matters discussed during meetings will remain confidential as between the parties during and after the mentoring relationship.
- The Mentor and Mentee will openly discuss issues that may have an adverse impact on the mentoring relationship.

NETWORKING OPPORTUNITIES:

- Partners are strongly encouraged to attend the OCASA Annual PD Conference, Leaders & Innovators, held in June (June 23-24, 2014) to further support and encourage the mentoring relationship.



Your partner in administrative excellence

GOALS

The Mentor and Mentee agree to the following professional development goals (please see "Help with setting Goals"):

1. _____

2. _____

3. _____

AGREEMENT

We hereby agree to the above mentioned terms, in addition to providing consent to OCASA to publish the names and pictures of participants on the OCASA website, and in *College Administrator*.

Mentor Name _____ Mentee Name _____

Signature _____ Signature _____

Date _____ Date _____

8. ADDITIONAL TOOLS TO SUPPORT YOUR MEETINGS

Mentoring Meeting Agenda Guide

Mentee: _____ Mentor: _____

Date: _____ Meeting Mode (e.g. telephone): _____

Check in:

(personal or professional updates, successes to celebrate, challenges encountered)

Specific goals or topics for this meeting:

(Time sensitive issues, upcoming deadlines, etc.)

On-going or long-term goals or projects:

(Goal direction, progress reports, measures of success, actions required, etc.)

Career Guidance:

(If appropriate to mentee's goals)

Follow-up actions and expectations:

(Include timeframe and specific "to do" items)

Mentee:

Mentor:

Mentoring “Opportunity Knocking” Worksheet

As you are presented with new opportunities (sometimes disguised as problems or challenges!), take some time to fill out this worksheet. It will help you evaluate the opportunity more objectively, outline the resources you need, and allow you to share your thoughts and ideas with your mentor.

Professional or Personal Opportunity: (Describe clearly addressing the “5-W’s”):

What do I need to capitalize on this opportunity? (skills, expertise, resources, etc.)

<p>What professional development activities do I need to undertake to enhance my skills?</p>	<p>What skills/expertise do I need from my mentor?</p>	<p>What resources do I need from my department/college?</p>
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Timeline: How much time will this activity/opportunity demand? Can I manage this time commitment within my existing time demands, or is there something I will need to give up?

Mentoring Skills Self-Reflection

As a mentor you encourage self-reflection in our mentee, and you know that you can also benefit from this practice. This checklist is offered to help you reflect on your current skill set for mentoring and supporting others. Use it to assess your strengths as well as any areas where you feel you would like further development. Remind yourself to leverage the strengths in the left-hand column in support of your mentee. Seek out ways to strengthen any areas you have identified in the right-hand column (including checking with OCASA for ways the association can support you).

	Competent	Needs Development
Use effective communication styles to develop trust, confidence, and rapport with my mentee		
Show genuine interest in my mentee and concern for their welfare		
Demonstrate respect for my mentee’s perceptions and skills		
Ask permission to discuss sensitive new areas with my mentee		
Consistently exhibit appropriate and ethical behaviour		
Stay focused and flexible during our mentoring discussions		
Use intuition and stay open to not knowing all the answers		
Use humour appropriately to ease tension and create energy		
Facilitate a process to help my mentee identify opportunities for learning, growth, or change		
Help my mentee identify barriers to their goals		
Challenge my mentee when necessary to overcome any limiting beliefs		
Engage my mentee in an exploration of alternative ideas and solutions		
Help my mentee challenge their assumptions and perspectives to provoke new ideas and possibilities for action		
Assist my mentee to identify opportunities and strategies that will help them achieve their desired goals		
Monitor my mentee’s progress and make adjustments to our mentoring plan or approach as necessary to keep things moving and on-track		

Questions for Mentors to Ask Mentees

Questions are powerful. Effective mentors ask questions that encourage and challenge their mentees, and help them move forward and achieve their goals. The following is a sample of questions you might ask your mentee during your mentoring conversations. You may want to refer to them for inspiration when planning your next mentoring meeting. Adapt them to meet your mentee's needs, and feel free to add your own questions to the list.

- What is it that you really want to be and do?
- What are you doing really well that is helping you get there?
- What are you not doing well that is preventing you from getting there?
- What will you do differently tomorrow to meet those challenges?
- How can I help / where do you need the most help?
- Where do you see yourself in five years?
- Why are you looking for mentoring/what do you expect to get out of mentoring? And what do you expect to give?
- Have you had a mentor before and if so what worked / didn't work?
- What propels you? / What is holding you back?
- What would you like to accomplish (before we meet next time)?
- What has happened since we last met?
- Where are you now?
- What did you learn (from an experience, about yourself, about others, about a situation)?
- What will you do with this knowledge?
- What steps do you plan to take to accomplish those goals?
- How are you going to get there?
- What resources will you need?
- What barriers or challenges can you anticipate?
- What is the situation/problem/issue?
- What do you think is the cause?
- What have you done so far to address it?
- What has worked so far?
- What has not worked?
- What could you do (differently) to get your desired result?
- How can I help you to be successful?
- What went well?
- What needs work?

EVALUATION & REFLECTION

Both mentors and mentees will be asked to complete a program evaluation, and a self-reflection at the conclusion of the mentoring relationship.

Guidance will be provided ahead of time.