



DSF MENTORSHIP PROGRAM

RESOURCE HANDBOOK FOR MENTORS



DENVER SCHOLARSHIP FOUNDATION (DSF) MENTORSHIP PROGRAM

MISSION

The DSF Alumni Advisory Committee (AAC) started the mentorship program to empower DSF Scholars and Alumni to grow professionally while inspiring them to contribute to the Denver community by providing individualized mentorship.

PROGRAM OBJECTIVES

- Expand Scholar connections and networks
- Support Scholar professional growth
- Provide opportunities for Scholars to practice interpersonal skills

BENEFITS

- Gain experience
- Improve skill sets
- Impact future leaders
- Develop leadership qualities
- Expand connections and networks
- Increase confidence and self-awareness

TABLE OF CONTENTS

Mentor Role	3
Tips for Being a Good Mentor	6
Setting Boundaries in Mentorship Relationships	8
Building a Productive Relationship	10
Delivering Feedback	13
Common Mentorship Pitfalls	15
The First Meeting: Tips for Mentors	17
The Five “MYs”	18
Setting SMART Goals	19
SMART Goal Template	20
Facilitating Mentee-Driven Goal Setting	22
Additional Resources & Program Contact Information	24

MENTOR ROLE

A mentor:

- Helps mentee develop specific area(s)
- Develops trusting, confidential, and mutually beneficial relationship
- Listens and provides encouragement, feedback, and new insights
- Assists mentee with academic and professional growth and improving contributions
- Asks questions to assist and challenge mentee
- Assists mentee with reflecting on past successes and challenges to identify strengths to leverage and areas of growth to develop
- Attends mandatory events with mentee

Each mentor/mentee relationship is unique and requires the mentor to be flexible in their mentoring approach. Remember, the mentor's focus is to help the mentee develop in specific area(s). This will require you to play four different roles:

- Process Partner
- Capability Developer
- Thought Partner
- Supporter

Process Partner

- **About the Role**
 - Manages the mechanics of one-on-one meetings
 - Ensures mentorship agreement is created and agreed upon
 - If necessary, modifies agreement to reflect changes in the relationship
 - Collaborates with mentee and agrees on action steps between meetings
 - Holds the mentee accountable for achieving agreed upon action steps
 - Participates in mentorship measurement and feedback efforts
- **Tips for Being Effective**
 - Ask three questions to capture feedback and emphasize the importance of applying learnings:
 - “What have you learned from today’s discussion?”
 - “What did I do as your mentor to help you learn?”
 - “How will/can you apply this learning?”
 - Schedule one-on-one meetings at least two weeks in advance
 - On a weekly basis, do a brief “check-in” with your mentee (phone call, email, coffee, etc.)

- Check-in with your mentee to encourage their attendance at mandatory events

Capability Developer

- **About the Role**
 - Assists mentee with clarifying expectations set forth by program
 - Assists mentee with converting feedback into action
 - Looks for “developmental moments” and provides feedback
 - Enables mentee to discover “remedies” to improve performance and continue development
 - Seeks growth opportunities for mentee and self
- **Tips for Being Effective**
 - Provide feedforward that is empowering, actionable and prepares your mentee for “the next time”:
 - Focus the conversation on how to be/do “right” in the future versus proving how they were “wrong” in the past
 - Share your positive suggestions and reframe issues as opportunities
 - Ask your mentee why they agree with your thinking to ensure that they are engaged and not going through the motions
 - During a discussion with your mentee ask “check-in” questions:
 - “How are you progressing on your development?”
 - “What leads you to believe you are making progress?”
 - “What obstacles hinder your progress?”
 - “Are these obstacles due to others, yourself, or both?”
 - “Is there anything new that you are doing that requires additional practice?”

Thought Partner

- **About the Role**
 - Serves as the mentee’s sounding board
 - Challenges mentee to avoid old and unproductive mindsets
 - Fosters increased self-awareness and uncovers “blind spots”
 - Asks questions to discover options and potential solutions
 - Shifts conversation from presenting issues to real/below the surface issues
 - Shares new insights, experiences, and ideas with mentee
- **Tips for Being Effective**
 - Ask questions to assist your mentee with self-awareness:
 - “Share with me feedback themes that you have received over the last year”
 - “Do you agree with this feedback?”
 - “What obstacles hinder your development?”
 - “Are these obstacles due to others, yourself or both?”
 - Find balance between:

- Advocacy or sharing: “Here’s my opinion...”
- Inquiry or exploring: “What are your thoughts?”

Supporter

- **About the Role**
 - Creates a “safe and trusting” relationship
 - Assists mentee with feeling comfortable in branching out and meeting others to expand their professional network
 - Listens to mentee and provides encouragement
 - Helps mentee navigate through goals
- **Tips for Being Effective**
 - Avoid the temptation to assist your mentee by assuming an intermediary role
 - Assist your mentee with developing problem solving and relationship skills
 - Celebrate successes and reinforce the use of new approaches, skills, etc.
 - From time to time ask your mentee questions that demonstrate your support:
 - “How can I help?”
 - “What suggestions do you have for me?”
 - “What should we be doing more of or differently?”
 - Encourage your mentee to establish a personal board of directors to share ideas, review career plans, etc. The board of directors typically includes external individuals with whom the mentee has already established a relationship:
 - Local business and/or community leader
 - Trusted friend
 - Spouse/partner
 - Former colleague/classmate

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

TIPS FOR BEING A GOOD MENTOR

It's a common misconception that mentoring programs are focused solely on the mentee. It's true that the mentee is essential in driving the mentorship relationship. However, the mentor leads the mentee down the path to success. Without that guidance no goals can be met. That makes the mentor a vital component in whether or not the relationship is successful.

The mentor takes on a significant amount of responsibility. That means they need to put in just as much work as the mentee to ensure that they both succeed. They also need mentor training to help them be successful. Through mentor training, they are able to learn the tips and tricks to help them be successful in their role.

HERE ARE 7 TIPS FOR BEING A GOOD MENTOR...

1. Set Initial Expectations with the Mentee

Setting expectations is one of the most crucial steps for anyone in a mentorship relationship. The mentor and mentee must clearly outline their expectations for each other and the relationship. They must also agree on these expectations. This will help avoid role confusion and give the mentorship great potential for success. A good mentor must take initiative to ensure the expectations are set at the beginning of the relationship. This can be achieved through creating a mentorship agreement. This agreement can be monitored and managed by participants and the program.

2. Take a Genuine Interest in the Mentee

While it's important to understand a mentee's role and career goals, it's hard to form a successful relationship with someone that you don't actually know. That is why mentors should spend time at the beginning of the relationship getting to know more about their mentee. Learning more about the mentee decreases the challenge of making assumptions throughout the relationship. Instead, the mentors and mentees can ask detailed questions and better understand the answers. This will promote effective communication between the mentor and mentee.

3. Guide the Mentee's Development

It's important to understand how to point the mentee in the right direction and when to wait before giving advice. The mentee needs to take responsibility for their own learning. They also need to be autonomous when it comes to doing their part in the relationship. The mentor is there as a guide, but the mentee must do the work themselves. A good practice for this is to ask guiding questions to the mentee to help

them discover the answer. Suggestions can be made, but it's important to avoid telling the mentee exactly what to do.

4. Share Previous Mistakes

It's important for people to learn from their own mistakes. However, mentors are in the unique position to share previous experiences with their mentee. This includes their own mistakes. There is a good chance that the mentee will face the same challenges that the mentor has already overcome. By knowing about the mentor's experience, the mentee will have invaluable knowledge to take on the challenge before a mistake is made.

5. Celebrate Their Milestones

Along with setting expectations, the mentee should also set quantifiable goals. These goals will make it possible to track their improvement as a mentoring program participant. A good mentor takes the time to track the mentee's progress and adjusts goals as need be. Celebrating the progress is just as important as tracking it. When a mentor takes the initiative to celebrate a mentee's milestones, they are able to strengthen the overall relationship.

6. Give More Than the Mentee Asks For

Effective mentorship takes effort from both parties, so it's important to lead by example. A good mentor gives everything they ask the mentee to give, and then some. Mentors should dedicate time, effort, and thought to the mentorship program. This will allow them to effectively communicate with the mentee and push them to also give 100%. This is arguably the most important tip as it shows the mentee that they are not the only one invested in the relationship.

7. Solve for the Long-Term

A formal mentoring relationship may last for less than a year, but what the mentee learns will be with them throughout their entire career. Mentors should always keep this in mind. Both parties should have their thoughts on the long-term and the goals should reflect that. Also, a good mentor should make themselves available past the mentorship. Keep the relationship even when the program is over, and don't hesitate to help out the former mentee.

Source: <https://www.insala.com/Articles/7-tips-for-being-a-good-mentor.asp>

SETTING BOUNDARIES IN MENTORSHIP RELATIONSHIPS

While it may feel strange to do at the beginning, it is important to discuss and agree on the appropriate boundaries of the mentorship relationship between you and your partner early on. When boundaries are too loose, they may be misinterpreted, and when they are too rigid, they can also incapacitate the relationship.

If you haven't already, or have experienced misunderstanding or confusion on this issue, please take the time to cover these bases with each other in your next session.

Everyone has different boundaries, from the degree to which one is comfortable with physical proximity, to talking about personal and confidential issues, to the amount of time one wants to spend time with a mentor or mentee. As for time, DSF mentors of the DSF Mentorship Program are required to spend one hour per month with a mentee to discuss growth and development one-on-one. We also recommend spending some time attending a lecture or training together, participating in a shadowing activity, or other activities.

Do take the time to talk frankly about what each of you expect to give and take in terms of time, as it will vary from relationship to relationship. Also, make sure that you are on the same page about how you prefer to interact. Questions below can help guide you.

Both

- Talk about your responsibilities, what you can and can't do.
- Agree on frequency, duration and intervals of meetings/communications and how this will occur.
- Beyond agreeing to confidentiality, discuss what confidentiality actually means to each of you in various scenarios.

Mentors

- What kind of access does the mentee have to you? What is the limit?
- Does communicating require an appointment?
- Personal problems can crop up; only discuss those issues you are comfortable with and refer to the appropriate program staff.

Mentees

- Avoid unhealthy dependence. For example, mentors are not expected to have definitive answers or be available 24/7.
- Consider "what would I do if..." in assessing your own boundaries.
- Prioritize how you wish to best utilize your mentor's time and expertise.

Source:

<https://hr.nih.gov/sites/default/files/public/documents/training-center/programs/pdf/mentor-mentee-boundaries.pdf>

BUILDING A PRODUCTIVE RELATIONSHIP

The Four Pillars

A productive mentoring relationship is supported by four pillars: trust, confidentiality, communication and courage.

Trust

- **How to Build**
 - Use plain-speaking, straight talk
 - Be honest and open
 - Demonstrate respect in all interactions
 - Practice accountability; do not blame others when something does not happen as discussed
 - Be transparent and consistent; “what you see is what you get”
 - Be flexible and accessible
 - Keep commitments, as commitments build hope; delivering on hope builds trust
 - Base feedback on first-hand observation, whenever possible
- **Specific Actions You Can Take**
 - Be open to discussing the following with your mentor at the onset of the relationship:
 - Personal and professional background
 - Thoughts about the mentorship initiative
 - Confirm expectations/measures of success
 - Collaboratively develop the mentorship agreement
 - Use self-disclosure; share your personal thoughts:
 - “I personally feel...”
 - “What I don’t like ...”

Confidentiality

- **How to Build**
 - Agree on boundaries and do not cross them
 - Before agreeing to be in a mentorship relationship, be candid about confidentiality principles and boundaries
 - Clarify program expectations about topics that should be reported
 - Be open to sharing and discussion that isn't directly tied to your goals
 - Demonstrate your belief in confidentiality by acting with integrity with all information that is confidential, regardless of the relationship
- **Specific Actions You Can Take**
 - Demonstrate your understanding of what is confidential by clarifying what "is on and is off the record" at the conclusion of mentorship sessions

- Seek your mentor's approval to share information with others
- Immediately share if confidentiality has been inadvertently broken
- Clarify when a topic seems to be headed in a direction where confidentiality may not be able to be protected
- During conversations, ask for permission before taking notes

Communication

● How to Build

- Be present and attentive to your mentor/mentee
- Be timely with your questions, thoughts, and opinions
- Look for the unspoken message
- Use non-verbal signals to invite dialogue and demonstrate that you are listening and understand (e.g., sitting forward, eye contact, nodding head)
- Provide thoughtful responses to your mentor's questions; avoid "yes/no" responses that close the door

● Specific Actions You Can Take

- Prepare for one-on-one meetings:
 - Identify two to three key discussion topics
 - Review agreements from prior meetings
- Apply active listening skills:
 - Repeat back (paraphrase) what you heard
 - Ask follow-up questions
 - Share your point of view
 - Ask for clarification/confirmation
- Empathize with your mentor/mentee:
 - Listen to understand versus protecting your position/opinion
 - Express appreciation for meeting with you

Courage

● How to Build

- Mentees ask clarifying questions to understand your mentor's advice, suggestions, etc.
- Seek permission to provide feedback, remember that feedback is a gift and your mentor seeks development from this relationship too
- Provide specific, actionable feedback to your mentor/mentee around the relationship, your needs, etc.

● Specific Actions You Can Take

- When faced with tough issues or challenges, ask yourself the following questions to ensure you face the situations with courage:
 - "What could be a great outcome?"
 - "What results do I hope to achieve?"
 - "What is likely to happen if I do not address this issue?"
 - "What makes this a difficult issue for me to address?"
 - "Is the value of change greater than the pain to remain the same?"

- “What would the most courageous leader do to resolve this issue?”
- Learn the **STOP-START-CONTINUE** framework as a way to share observations and facts with your mentor/mentee or others in a non-threatening manner.
 - **STOP-START-CONTINUE:** Identify the area in which you want to provide feedback and then clearly state your thoughts:
 - “I would like you to do less _____ because it _____.”
 - “I would like you to do more _____ because it _____.”
 - “I would like you to keep doing _____ because it _____.”

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

DELIVERING FEEDBACK

Being Heard:

Feedback is less about what is said and more about what is heard. Mentorship is not a one-way street. Delivering feedback goes both ways. Your feedback will only be heard if you have built adequate trust with your mentor/mentee over time and if you find the right developmental moment. See *'Building a Productive Relationship'* on page 10 for more tips on building trust. Information around developmental moments is discussed below.

Testing for developmental moments:

- Ask your mentor/mentee what they think or thought about a situation, conversation, etc.
- Ask directly: "Do you mind if I share with you some feedback?"

Signs that it is probably not a developmental moment:

- Defensive body language (e.g., arms folded, no eye contact)
- Expressions of anger, disgust or exasperation
- Preoccupation with some other activity
- Indications of impatience or a need to move on to some activity (i.e., getting on the phone, preparing to leave)

The Feedback Framework[©]

Delivering effective feedback messages is a learned skill that takes time and practice to perfect. Use the four-step feedback framework to structure your feedback messages with your mentor, regardless of whether you are delivering a positive or constructive message.

Expectations: Expected results and required behaviors

- Explain what performance should "look like"
- Identify the expected results and required behaviors of an individual's performance
- Can be explicit or implicit:
 - Explicit expectations are stated goals, competencies, performance standards, etc.
 - Implicit expectations are the "assumed" expectations (e.g., you will show up to meetings)

Observations: Neutral facts or occurrences

- Based on what you have seen someone do or have heard other people describe that they have done
- Should be similar for everyone viewing the situation—the plain facts, unfiltered by personal experience or assessment
- Should be specific and fact-based, not generalities

Assessments: Personal interpretations or evaluations of a set of observations

- Personal judgments about an individual's observed performance
- Not the "truth" (observable facts), but are always shaped by personal background and expectations —personal perspective
- Focus on the individual's performance (the "what" and the "how") - not on who they are or their worth as an individual

Consequences: Known or possible effects of continued performance

- Known or possible effects of continuing to perform with no change in behavior or outcomes
- Can be positive or negative and should focus on the impact on the program and on others

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

COMMON MENTORSHIP PITFALLS

It is natural and expected for mentorship relationships to experience set-backs from time to time. Do your best to avoid or minimize these setbacks by being aware of the common mentorship pitfalls.

Having unrealistic expectations for the relationship and focusing on too much, too soon. Be realistic about what the relationship can accomplish in seven months. Make sure that you clarify goals and expectations at the onset of the relationship and capture your thinking in the mentorship agreement.

Getting sidetracked by personal stuff. The primary focus of your mentorship relationship is for you to develop your professional self. With that said, discussing personal information is not completely off limits. Asking your mentor/mentee about their weekend or a recent vacation or sharing similar information about yourself can be an effective step towards building rapport. Use your judgment – if you think that your conversations are veering down the wrong track, quickly refocus the conversation back to development areas.

Expecting a mentor to provide you with all of the answers. Good mentors ask the right questions to help their mentee’s uncover solutions and approaches that work for them.

Being too nice or patient to the point that you are not saying what needs to be said. One of the four pillars to productive mentoring relationships is the ability to act with courage when necessary. Failing to act with courage and deliver needed feedback to your mentor/mentee has the potential to damage your relationship. Remember, mentoring is a two-way street; each mentor has agreed to participate in this program because they are looking for development, too. Review the *'Feedback Framework®'* on page 13 to help you organize your thoughts and summon your courage to deliver necessary feedback messages.

Wanting to move too quickly through trust building. Trust is one of the four “pillars” to building an effective and productive mentoring relationship. Don’t let the pressure to move quickly into tackling development areas cause you to bypass this critical step. See *'Building a Productive Relationship'* on page 10 for steps you can take to build a trusting relationship with one another.

Allowing yourself to get overly frustrated over the lack of progress made. Mentorship is an on-going development process for both the mentee and mentor. There will be periods of significant progress and periods where development

stalls. Avoid feelings of frustration by scheduling regular “check-ins”: Let one another know how the relationship is going. Seek feedback about how the relationship is going. Refer back to the mentorship agreement and make changes, as needed.

Being friends with your mentor/mentee at the expense of true development. The strongest mentoring relationships occur when two people have a rapport and respect for one another. From this rapport and respect, friendships develop and mentoring relationships grow stronger. Be careful not to let the friendship get in the way of your ability to appreciate one another’s objective and direct developmental feedback and advice.

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

THE FIRST MEETING: TIPS FOR MENTORS

Conversation Topics

The first meeting with your mentee is your chance to build their excitement around the possibilities of the relationship and your willingness to explore them. Consider using some of the questions below to help guide your conversation.

Learn about your mentee and their mindset

- I was very pleased to hear that we would be working together. Would you please tell me a bit more about yourself? – in turn, you should share a bit about yourself.
- What is your short-term Qualcomm aspiration? Long-term aspiration?
- What are two to three things you want to accomplish this year?
- What do you hope to get out of our mentorship relationship?

Gauge their self-awareness and development needs

- Are you comfortable sharing feedback themes you have received over the last year?
- Do you agree with this feedback?
- Do you view the mentorship program as a potential way to close some of these gaps?
- What's working and what's not working with respect to your...My Style, My Career, My Life, My Craft, and My World (on next page)?

Offer yourself as an ally in their development

- As a mentor, how can I make the greatest possible impact for you?
- How will we know that mentorship is providing value?

Pay attention to the quality of the communication and use your judgment to pace the conversation. Your goal in the first meeting is to connect and start building trust and rapport, not to “power through” all of the questions.

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

THE FIVE “MYS”

One-on-one mentoring focuses on helping mentees manage the five aspects or “MYS” of their professional and personal lives: “My Style”, “My Career”, “My Craft”, “My Life”, “My World.”

“MY STYLE”

- Assessing personal presentation
- Communicating effectively
- Influencing others

“MY CAREER”

- Planning career growth
- Navigating goals and strategies
- Honing career savviness

“MY CRAFT”

- Developing functional/technical skills
- Innovating and achieving excellence

“MY LIFE”

- Maintaining work/life balance
- Managing life changes
- Dealing with competing demands

“MY WORLD”

- Developing awareness
- Getting involved
- Sustaining commitment

Source:

<https://www.qualcomm.com/media/documents/files/mentorship-program-guidelines-for-nominations.pdf>

SETTING SMART GOALS

SMART goals are: Specific, Measurable, Action-Oriented, Realistic and Time-bound.

How to create a SMART goal:

Ask questions to really understand your mentee's desired outcome.

The best way to create SMART mentorship goals is through conversation. Together with your mentee, take a look at the starter goal you created. Make sure you are clear on what success looks like. Be as specific as possible, and drill down until you come up with a way to measure success. Ask: "How will we know if you achieved it?" "What will success look like?" "What will be different when you achieve this goal?"

Encourage action rather than contemplation. Mentors help mentees create action-focused goals by reminding them that clarity comes from engagement, not thought. Too often we see mentees set goals that start with "I will think about" or "I will explore" or "I will learn." SMART goals have action words and should answer the question: "What will you DO?"

Provide a reality check. SMART goals are realistic. Help your mentees set realistic milestones that link to a larger goal. That will keep them motivated and create enthusiasm for further progress. Ask "What are the obstacles to your success?" and "On a scale of 1 to 10, how confident are you that you can overcome those obstacles?" For anything less than an 8, work with your mentee to identify and anticipate obstacles. If obstacles can be overcome, create learning around that. If they cannot, create a more realistic goal.

Set a deadline. Too often, development goals languish because they feel important but not urgent. Having time-bound goals helps measure progress, create a sense of urgency, generate momentum and provide natural check-in points along the way. Set a date by which the goal should be achieved, and continually track progress towards that date. It's perfectly appropriate — even, at times, encouraged — for a mentee to choose a lofty goal that will really propel them forward. But unless that goal is broken down into smaller steps, your mentee may get fatigued or burned out. Set timelines for milestones along the way.

SMART GOAL TEMPLATE

A SMART goal meets the criteria of the terms of the acronym SMART: Specific, Measurable, Attainable, Relevant, and Time Bound.

ACRONYM	DESCRIPTION	DEVELOPING SMART GOALS
S	Specific	<p>Goals are clear, detailed and unambiguous. A specific goal will usually answer the five "W" questions:</p> <ul style="list-style-type: none"> • What: What do I want to accomplish? • Why: Specific reasons, purpose or benefits of accomplishing the goal. • Who: Who is involved? • Where: Identify a location. • Which: Identify requirements and constraints.
M	Measurable	<p>This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made. A measurable goal will usually answer questions such as:</p> <ul style="list-style-type: none"> • How much? • How many? • How will I know when it is accomplished?
A	Attainable	<p>This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter in order to achieve it, the goal is not extreme. An attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to the achievement of their goals. An attainable goal will usually answer the question:</p> <ul style="list-style-type: none"> • How: How can the goal be accomplished?
R	Relevant	<p>A relevant goal must represent an objective that the goal-setter is willing and able to work towards. A relevant goal will usually answer the question:</p> <ul style="list-style-type: none"> • Does this seem worthwhile?

<p style="text-align: center; color: orange; font-size: 2em;">T</p>	<p style="text-align: center;">Time Bound</p>	<p>The fifth term stresses the importance of giving goals a target date. A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. Timeliness is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization. A timely goal will usually answer the question:</p> <ul style="list-style-type: none"> ● When? ● What can I do 6 months from now? ● What can I do 6 weeks from now? ● What can I do today?
<p style="text-align: center; color: orange; font-size: 2em;">R</p>	<p style="text-align: center;">Reevaluate Reward</p>	<p>As goals are being developed and phases of different goals are being accomplished, reevaluate each goal to make sure they are still relevant and attainable. Once goals have been accomplished, celebrate their accomplishments and start developing new SMART goals.</p>

Source: UTHealth The University of Texas Health Science Center at Houston

Writing SMART Goals -- Template

The following template will help in the writing of a **SMART Goal**:

(I or accountable party) **will** (action word/s) (object of the goal) **by** (time) **for the purpose of** (relevance/results).

Examples of a SMART Goal Using the Template Format

I will complete two Skillsoft courses on Communication by February 1, 2013, in order to develop my skills for my conference presentation in March, 2013.

My department will submit a FY2014 projected budget outlining the needs of the department by March 31, 2013, in order to have it approved by June 31, 2013.

My team will develop a new process to decrease customer service dissatisfaction and increase customer satisfaction by October 31 in order to support the department's mission of great customer service.

Source: <https://www.centerformentoring.com/your-mentoring-year-tip-6-setting-smart-goals>

FACILITATING MENTEE-DRIVEN GOAL SETTING

By skillfully assisting with the goal-setting process, mentors can help mentees set their own goals and take ownership of their career development.

Setting SMART—specific, measurable, action-oriented, realistic, and timely—learning goals is one of the most daunting challenges mentors and mentees face. Although both mentor and mentee must play active roles in the goal-setting process, the responsibility for facilitating it lies with the mentor. Goal setting should be driven by the mentee.

WHY IT WORKS

To achieve optimal results, mentors must be SMART in what they do and how they go about facilitating the process of formulating mentee-driven SMART goals. When the mentee sits back and waits for a mentor to drive the goal-setting process, the mentee develops little ownership of the goals, and even the energy for achieving them dissipates. Thus, the mentor ends up providing the relationship's energy and momentum, and pushing the mentee uphill in the goal-setting process. Before long, the mentor's energy is also depleted.

The goal is to create a reciprocal learning relationship in which the mentor and mentee work collaboratively to achieve the mentee's goals. The mentor doesn't drive the process but facilitates it. There is a huge difference in the behaviors required to do this effectively.

GUIDELINES

Mentors always can get quick results by employing familiar managerial behaviors: telling, giving information, being the expert, providing solutions, and generally showing how smart they are and demonstrating why they are in a senior position. However, by drawing on a different set of facilitating behaviors, mentors can advance a mentee's growth and development in a way that leaves the ultimate responsibility for that growth and development where it belongs, with the mentee. There are five such behaviors.

Supporting. Listen for clues about what it is like to walk in the mentee's shoes so you can understand how the learning goal relates to their context. Affirm the mentee's strengths, contributions, and talents. Create a safe space for the mentee to identify areas of challenges and vulnerability.

Facilitating questions:

- What is going on right now in your academic journey?
- What are some of the challenges you are facing?
- What is your strongest attribute?

- Where do you see your challenges?
- What has been holding you back?

Motivating. Focus on the mentee's future possibilities by sharing your personal experiences and stories of successful people. Model the way; it will set a high standard for achievement. To build the mentee's confidence, express positive expectations. Offer a roadmap for the future.

Facilitating questions:

- Where do you see yourself in five years?
- What do you believe you need to do or learn to get there?
- What skills and talents are you underusing?

Aligning. Help the mentee align learning goals with their personal values. Make sure that the goal really matters to them by focusing more on the why than how. Leverage goals with the work the mentee is doing in the present.

Facilitating questions:

- Why is this goal important to your future development?
- How is this goal going to contribute to your development?

Reframing. Suggest alternative ways of looking at problems, possibilities, and situations. Ask thought-provoking, deep questions. Set up dichotomies. Sharpen the focus.

Facilitating questions:

- What would it be like to step out of your comfort zone?
- What else might you try?
- What is the most important goal you want to achieve this year?

Taking time to talk about time. Determine what goals can be accomplished within the timeframe of the relationship. Make sure the goal is a worthy investment of your time and your mentee's time.

Facilitating questions:

- Are we on the right path?
- Is this the goal we ought to be working on right now?
- Is the timeframe we've set realistic for accomplishing the goal?
- What process can we put in place that would help us stay on track?

Source: <https://www.td.org/magazines/td-magazine/facilitating-mentee-driven-goal-setting>

ADDITIONAL RESOURCES

Title: Active Listening - Improve Your Ability to Listen and Lead

Author: Michael Hoppe

Category: Communication

Title: Now, Discover Your Strengths

Author: Marcus Buckingham

Category: Five "MYS"

Title: Emotional Intelligence 2.0

Author: Travis Bradbury & Jean Greaves

Category: Emotional Intelligence

PROGRAM CONTACT INFORMATION



Stephanie López

Denver Scholarship Foundation

College Success Program Manager

303.640.6566

slopez@denverscholarship.org