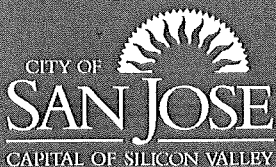




Spring 2012

Citywide

Mentoring Program



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

Welcome to your Mentoring Experience!

What's Inside?

1. Mentoring Overview: Your introduction to the program
2. Program Information: Understanding the value of mentoring
3. Meeting Tools: To help you organize the structure of your one on one meetings
4. Mentee Tools and Tips: Useful forms and information for Mentees
5. Mentor Tools and Tips: Tools to help Mentors be successful in their role
6. Smart Goals: Setting Personal Goals

What should you do next?

1. Read through the entire handbook after the mentoring orientation. You will get a solid understanding of the process from start to finish and you'll feel more grounded and prepared
2. Schedule an appointment to meet with your mentoring partner
3. Complete and submit the Mentoring Agreement and give to each other
4. Establish key objectives, roles, expectations, and establish ground rules for your partnership by your second meeting (Program Development Plan)
5. Use the meeting form to prepare for your meetings
6. Schedule subsequent meetings – build the schedule that will allow you to meet your key objectives
7. Build special activities, experiences, and events into the mentoring schedule
8. Have fun! Don't take yourself so seriously, there is no right or wrong way to do mentoring
9. Evaluate your experience
10. Acknowledge your mentoring partner at the end of the program. Recognize what you have completed vs. what you didn't finish. Attend the Mentoring Celebration.



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

Mentoring Program Information

Important Dates:

Orientation:

Monday, February 6, 2012

8:00 am – 11:00 am

San Jose City Hall – 200 East Santa Clara Street, Wing Conference Rooms 118/119/120

(408) 535-8149

Mentoring Program Completion Event:

TBD

Contact Information:

Mentoring Coordinator:

Jennifer Hade- jennifer.hade@sanjoseca.gov: 408-535-8149

Website: <http://www.sjcity.net/hr/trainingdev/mentoring/empmentorprog.asp>

Mentor/Mentee Contact Info:

Name: _____

e-mail: _____

Office: _____

Cell: _____

**Mentoring Program Information
- Continued -**

Introduction

The purpose of the Employee Mentoring Program is to train and develop a diverse and highly talented employee group ready to take on higher levels of responsibility and leadership within the City organization. It provides leadership opportunities for staff and opportunities to make a difference. A mentoring program also enhances job satisfaction, organizational development and provides a structured process to help fulfill a variety of needs for the organization & employees.

The Employee Mentoring Program is built on four key values:

- Mentoring is a learning partnership
- Mentoring benefits the mentee, mentor, and the organization
- Mentoring provides growth for the mentor as well as the mentee
- Trust, Respect, Integrity and Commitment are key to having effective mentoring partnerships

The Outcomes of the Program

- Prepare the next generation of leaders and build leadership capacity by providing coaching and resources
- Create successful learning experiences for individuals and the organization
- Build an organized effort to retain and optimize internal talent
- Increase employee job satisfaction
- Create a formal network structure to support and recognize participation
- Align management and leadership practices to City's vision, mission and values
- Enable diversity within City staff

Benefits of Mentoring

For the Mentor

- Helps to renew, inspire, and motivate
- Provides opportunities to reflect on skills and practices
- Helps clarify a mentor's own learning needs
- Allows an opportunity to make a difference
- Provides opportunity for a learning experience
- Enhances self-esteem
- Provides a stimulating, rewarding, and enjoyable experience
- Helps create new meaning and purpose for the employee
- Provides opportunity to network with other mentors and learn new skills
- Opportunity to learn new motivational coaching tools
- Allows for growth

For the Mentee

- Provides career advice/direction through greater self knowledge
- Increases job satisfaction
- Increases self esteem and motivation
- Provides accessible role models
- Increase the feeling of being valued as an employee
- Enhances knowledge on city policies and structures
- Grows and develops competences in dealing with challenges
- Enhances communication and risk-taking skills
- Allows a safe place for advice, coaching, and training

For the Organization

- Decreases costly turnover
- Provides support during change and challenging times
- Contributes to effective succession planning efforts
- Provides extended and diverse opportunities for leadership
- Aligns management and leadership practices to the City's vision, mission and values
- Builds an organized effort to retain and optimize internal talent
- Provides a retention, employee and leadership development tool
- Creates a pool of internal candidates for management career opportunities

Program Scope

The Mentoring Program is a formal organizational program that seeks to provide participation and opportunities to employees. The following outlines the scope of the program:

- The Program is open to all employees.
- There is no defined distinction of levels; mentors may be below or above the grade of the mentee.
- The Program is voluntary and participants shall submit an interest form to participate.
- All mentoring pairs must attend an orientation in January and a celebration/completion event in June to participate in the program. You are required to attend the sessions **with your mentoring partner and will get paid – but you must have approval from your supervisor to participate in the mentoring program.**
- The Mentoring Coordinator will check in periodically with mentors and mentees to find out what is working and what challenges are occurring to enhance the program and the relationships.
- All mentoring pairs will mutually create and agree upon an action/goal setting.
- The mentoring relationship is built upon trust and confidentiality. The discussion in the sessions will not be mentioned to anyone unless mutually agreed upon by both the mentor and mentee. However, if there is mention of any sexual or physical abuse, criminal activity, or hostile work environment, the appropriate reporting actions need to be taken immediately.
- Participants will take a program feedback survey to determine the satisfaction/effectiveness of the Employee Mentoring Program.

A Formal Mentoring Program

The City of San Jose has had informal mentor/mentee relationships for many years. Many of these relationships have made a huge difference for both the mentor and mentee. The purpose of a structured mentoring program is:

- To provide support for participation
- To encourage additional mentor/mentee relationships to thrive
- To provide resources, coaching tools, and training to support the mentor and mentee
- To provide structure and guidelines to enhance the benefits of the mentor/mentee relationship
- To measure the success of mentoring relationships

While the program is considered formal, once the relationships are established participants have the flexibility to create their own development plan. Pairs are responsible for establishing time frames and determining their mentoring activities. Part of the process is to establish effective two-way communication and learning whereas partners discuss and agree upon goals and relationship parameters. This type of program encourages the development of relationships and provides the necessary resources to support the mentor and mentee.

THE MENTORING COMMITTEE

The Mentoring Committee consists of Mentoring Program Liaisons from the participating departments. A wide variety of expertise and commitment will help enhance the program.

The committee will have the following responsibilities:

- Providing guidance and advice on the program scope and design
- Help match pairs originating from their department
- Provide acknowledgement and recognition of mentor/mentee relationships
- Occasionally participate in the program through serving as instructors/trainers
- Serve as a link between their department and the Mentoring Coordinator

ROLE OF DEPARTMENT SENIOR STAFF

- Recognize need for mentors and motivate staff to participate
- Support time commitment and training
- Support mentors and mentees in their efforts to participate in this training and development opportunity
- Give department recognition for mentors and mentees
- Lead by example and take on mentor positions
- Determine Department Mentoring Program Liaison (Liaisons will assist in finding mentors, matching people and act as “eyes and ears” in the department)
- Allow participants to attend up to two, one hour mentoring meetings (city time) per month along with the required trainings.

MENTORING PROGRAM COORDINATOR

The Mentoring Program Coordinator will be responsible for the following:

- Develops, implements and administers program
- Maintains program manual and mentoring forms
- Helps match mentors/mentees
- Plans and implements orientation and celebration meetings
- Interfaces with Mentor Committee to maximize effectiveness
- Evaluates and analyzes evaluation results
- Supports mentors/mentees throughout program
- Promotes and markets program

MENTOR CHARACTERISTICS

- Be open to coaching for their personal/professional growth
- Have a desire to learn and to improve
- Risk taker and exhibits proactive behavior
- Open and honest
- Committed to the mentoring partnership
- Believe in the process
- Self starter/self aware

MENTOR RESPONSIBILITIES

- Set aside time for the mentoring process and keep appointments
- Learn about mentees interests, strengths, etc.
- Develop a contract and goals with mentee detailing role of each member
- Meet at least once a month with the mentee to discuss development progress and goals
- Serve as a confidant/advisor to facilitate the development of a mentee through teaching, coaching, counseling and championing
- Attend the required mentoring program training and completion event
- Maintain confidentiality
- Communicate honestly with mentee if they have any concerns.
- Be able to distinguish between the role of the mentor and their immediate supervisor

A mentor DOES NOT criticize, solve the mentee's problems, complain about their own problems, undermine the mentee's supervisor, or take on the responsibility for the mentee's goals. IMPORTANT: A mentor does not discipline or document performance issues.

MENTEE CHARACTERISTICS

- Be open to coaching for their personal/professional growth
- Have a desire to learn and to improve
- Risk taker and exhibits proactive behavior
- Open and honest
- Committed to the mentoring partnership
- Believe in the process
- Self starter/self aware

MENTEE RESPONSIBILITIES

- Set aside time for the mentoring process and keep appointments
- Works with mentor to develop a contract with five-month goal plan
- Schedule and initiates meetings with mentor to discuss development progress and goals
- Bring mentoring program meeting objective form and development plan to each meeting
- Be proactive vs. reactive to help resolve one's problems or concerns
- Complete agreed upon action item commitments that support their goals
- Attend the required mentoring program orientation and completion event.
- Maintain confidentiality
- Communicate honestly to mentor if they have any requests or concerns
- Ask mentor for coaching when needed

A mentee does not rely on their mentor to give or seek answers to all of their questions/requests, complain about other people in an unprofessional manner, or commit to obligations that they can't keep.

Criteria For Mentor and Mentee Participation

Mentor/mentee relationships are successful when rapport between the two individuals is established after careful thought and consideration. Thus, the Mentoring Program encourages that employees first initiate a mentor/mentee relationship. This will make employees responsible for seeking out mentors or mentees that best match their own leadership characteristics. If an employee is new or unable to identify a mentor or mentee, the Program Coordinator will have a list of potential mentors/mentees. She will help choose the mentor or mentee based on the matching information in the application.

Mentoring Program Orientation Training

The initial orientation training will cover the purpose of the program, roles and expectations, pitfalls to watch out for, program scope, and suggested activities/coaching tools. This training will provide the guidelines and structure for the mentoring partnership and give the necessary tools and forms for the program

Initial Meeting with Mentor and Mentee

At the first mentor/mentee meeting, the pair will be responsible for creating a development plan that sets forth the parameters and commitments of the partnership. The development plan will identify the purpose of the relationship, participant goals, the frequency of meetings between the partners, the specific activities of each participant, etc. The Development Plan is one of the most important first steps of the mentoring partnership. Creating this plan provides a framework for the relationship and

helps with clarity and meaning. The plan is created through dialogue between the mentor and mentee and must be mutually agreeable. The plan is used by the pair to facilitate the relationship and potential activities. The Mentoring Program Coordinator is there to support the mentoring relationship as needed.

The mentee should come prepared to the meeting by having a list of meeting objectives written out before the start of the meeting. There is a **meeting objective form** in the mentoring program binder. Discuss objectives with your mentor to see if they can be met and change if needed. It is **highly recommended** that the mentee also bring the **mentoring development plan to each meeting**. The meeting objectives will be easier to prepare for with the mentees goals as a reminder. Both of these forms will provide an important structure and information to help achieve agreed upon goals.

Changes to Relationships

There are sometimes emergencies or other situations that come up that would not allow the mentoring partnership to continue. If this occurs, the mentor or mentee need to inform each other first and then contact Jennifer Hade by email or phone at (408) 535-8149.

No-fault rule: At anytime during the program, either party has the option of discontinuing the relationship, **and he or she will discuss this decision with the Mentoring Program Coordinator before terminating the relationship.** There is a feedback survey to fill out by both the mentor and mentee at the close of the mentoring partnership. The feedback is **ONLY** used to enhance the mentoring program and not to judge a mentor or mentee's progress or put any fault on the relationship completing.

Program Feedback Forms

At the end of the program, the mentors and mentees will fill out a feedback form to determine the level of change or satisfaction. This feedback will be used for the overall program to determine effectiveness and process improvement.

Confidentiality

The conversation between the mentor and mentee is kept confidential. If there are questions or support needed, they may contact the Mentoring Program Coordinator. Both the mentor and mentee must agree upon any information that will be discussed outside the mentoring partnership. Exceptions made are with the Mandatory Reporting Rules.

MEANINGFUL MENTORING MEETINGS

KEY POINTS

- Plan in advance to meet with a purpose and plan of action.
- The first few minutes may be less structured as you build rapport and trust.
- Then a more structured meeting plan will help you move forward and realize progress to the goals you have established.

MEETING DISCIPLINES

- Come prepared with an agenda with objectives you want to accomplish.
- Review action items from last week.
- Discuss anything that is not supporting the mentoring agreement (being late, etc).
- Stay focused on your objectives for the meeting. It is easy to get sidetracked and the time is suddenly over.
- Summarize action items and commitments with deadlines.
- Debrief results. Did I achieve what I came here to do? If not, do you have a request of your mentor? (i.e. follow up email or call)
- Check in regularly with an email or voicemail to your mentor. Update them on progress or ask for support if needed.

TIMELINE EXAMPLES FOR MEETINGS:

Build rapport.	5 minutes
Review actions items from last meeting. Ask for coaching on any areas you feel stuck.	15 minutes
Review development plan goals/activities to see if you are on track.	5 minutes
Share new objectives for this meeting and ask for coaching.	20 minutes
New action items for the next 2 weeks.	10 minutes
Close meeting- acknowledge progress, thank you's & schedule next meeting.	5 minutes



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

MENTORING PROGRAM DEVELOPMENT PLAN

Meetings: (up to two, one hour meetings per month)

When (day and time): _____ **Where:** _____
 Phone numbers, email addresses, & best times to call if needed _____

Write two-three specific and measurable goals.

Goal #1:	Begin Date	Projected Ending Date
Activities:		

Goal #2:	Begin Date	Projected Ending Date
Activities:		

Goal #3:	Begin Date	Projected Ending Date
Activities:		

Ground Rules (agreed upon)

- _____
- _____
- _____

Confidentiality- I agree to keep our conversations confidential unless both parties agree to do otherwise (unless there is a mandatory reporting issue).

I agree to keep my assigned appointments, attend required orientation and the completion event and finish the five month program (unless an emergency occurs).

Mentor _____ Date _____

Mentee _____ Date _____

SUGGESTED TOPICS FOR MENTORING MEETINGS

- Discuss mentee interests and expectations.
- Explore mentee career interests and goals.
- Explore jobs, functions, and roles that mentees might enjoy.
- Explore mentee consideration for balance among personal, family, community and organization success.
- Explore and discuss expectations, constraints, and challenges.
- Develop a working agreement.
- Schedule the next meeting and identify next meeting agenda.
- Explore job assignments, skills, job functions, achievements, successes, concerns, failures, and obstacles.
- Explore challenges in the development toward career interests and goals.
- Explore the possibility of career direction, functions, and paths.
- Explore and discuss topics around workplace diversity and inclusive work environments including the Mentor/Mentees' background and experiences as relevant.
- Explore and discuss possible plan of action for career paths.
- Counsel Mentee on supportive training and education programs.
- Counsel Mentee on job assignment and experience that enhance the desired requirements for the chosen path.
- Counsel mentee on the organizational culture, political framework and expected behaviors.
- Counsel Mentee on the essentials of networking.
- Explore and discuss current issues, ideas and experience.
- Mutual evaluation and review of the mentor-mentee relationship thus far. Mutually develop/review future course of direction and plan of action.
- Provide each other with feedback on the mentor-mentee relationship and progress thus far.
- Provide mentee with support, information, and guidance on business and personal issues/concern created by the changing environment.
- Provide mentee with opportunities for exposure and challenge.
- Meet with other mentors and mentees to share ideas and insights about the program.
- Call or email Jennifer Hade at (408) 535-8149 to ask for further suggestions.



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

MENTORING PROGRAM MEETING PREPARATION FORM

Date:
Time:
Location:

Meeting Objectives: (Fill out at beginning of each meeting)	Met?

(If objectives are not all met, you can put them on the next meeting agenda.)

Action Items: (To do by next meeting)	Complete?

Review these items at the beginning of every meeting to see if items are complete or if support is needed to complete an action item.

Meeting objectives and action items should support the mentee's goals. Please review mentee's program development plan on a regular basis.

Notes:

Next Meeting Date, Time, and Location:

MENTEE CHEAT SHEET

The Mentor will help guide the meeting and ask you a lot of questions. You are the person who will be doing the work; the mentor is your guide and coach. Do not expect your mentor to solve your problems for you. They will make suggestions and help you to determine solutions as well as offer support, but it still up to you to resolve issues and complete action items.

- 1. Bring your program development plan and meeting preparation forms to each meeting.** New meeting agenda items should be written prior to the meeting.
- 2. Build rapport and thank your mentor** for meeting with you.
- 3. Discuss action items** from the **previous meeting**. Share about action items completed and successes. **Discuss any roadblocks** with any actions items not completed. Forgive yourself and make a new commitment.
- 4. Establish new objectives** with your mentor (your intended results for the meeting) using a **new meeting preparation form**. These outcomes are aligned with the goals you previously wrote on your **mentoring program development plan**. Sometimes the outcomes will be about other issues that have come up. Once these issues are resolved, return to the original goals that you set for yourself. If you are no longer committed to a particular goal, share this with your mentor and explain why.
- 5. Ask for coaching** from your mentor with any of your projects or action items.
- 6. Establish actions** with **your mentor** that you will take in the next two weeks that will forward you in achieving your goals.
- 7. Closure of meeting- Thank your mentor for their time. Acknowledge your mentor for the difference he/she is making with you. Set up a date for the next meeting.**

OTHER WAYS YOU CAN SPEND TIME WITH YOUR MENTOR:

- Go to a networking opportunity with your mentor.
- Job shadowing.
- Watch your mentor lead a meeting.
- Discuss your personal SWOT analysis with your mentor.
- Ask your mentor to watch you lead a meeting or training.
- Ask your mentor to train you for an hour (use this as your meeting time) on an area that you want training (i.e., budget, teambuilding, policies, communication skills, etc).

THE RULES OF THE ROAD

SOME DO'S AND DON'TS

When mentoring, it is important to realize that certain “rules” can help the process and build the mentoring relationship. You can also avoid some negative mentoring experiences by learning from the mistakes of other mentors and mentees. Before beginning the mentoring process, consider the following:

MENTEE:

- Do be at ease with your mentor.
- Do take the lead and initiate agendas.
- Do not neglect your job. Your job responsibilities need to come first.
- Do ask your mentor to help arrange other developmental activities.
- Don't pit your mentor against your boss. The boss does not want to hear, “My mentor thinks you are wrong.”
- Don't criticize your boss. Discuss your differences with an eye toward resolving them.
- Don't go to your mentor as a sounding board for personal problems and concerns. It's okay to share what is going on for you, remember your Mentor is not a counselor.
- Don't follow your mentor's advice if you think he is wrong.
- Don't expect your mentor to solve your problems for you. Solve them yourself with the help of your mentor.
- Don't put your mentor on the line regarding your next promotion.
- Do consider which, if any, personal problems you should discuss with your mentor.
- Don't flaunt your mentoring relationship to your peers.



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

Tips for Mentees

1. Meet regularly, with purpose
2. Communicate to your mentoring partner if something doesn't work for you. Make a request. If you need extra support in dealing with challenges, please contact Jennifer Hade, the Mentoring Coordinator
3. In addition to regular meetings, schedule activities or attend an event together
4. Expect to make a considerable time investment
5. Have realistic expectations of the relationship
6. Learn together. Select a great business book to read and discuss
7. Attend a meeting led by the Mentor
8. Be authentic. Both mentors and mentees should feel comfortable sharing challenges as well as successes
9. Keep the lines of communication open with your respective supervisors so they do not feel excluded or undermined in the mentoring process
10. Leverage internal and external resources – look outside of the organization for people, experiences, and learning opportunities
11. Document your experience so we can learn from it

Notes:

MENTOR CHEAT SHEET

As the mentor, you will guide the meeting and ask questions. Remember, you are NOT here to solve the MENTEES issues or do the work for them. You are a coach and guide for them. They are doing the work.

- 1. Bring a copy of the mentee's development plan, and previous meeting preparation form.** It is the mentee's responsibility to come prepared with these forms, but keep a copy in case the mentee does not have a copy ready.
- 2. Greet, build rapport**
- 3. Discuss action items from the previous meeting with the meeting preparation form.** Do not judge mentee if he/she does not complete all action items. Discuss the roadblocks in completing the items and give support. New commitments for action items can be set.
- 4. Establish new objectives for each meeting.** These objectives are aligned with the goals established on the original **mentoring program development plan**. Sometimes the outcomes will be about other issues that have come up. Once issues are resolved, the mentor can bring the mentee back to the original goals set and how to accomplish them.
- 5. Explore the set objectives. Ask questions, share, and coach.** The mentor will ask the mentee what actions need to be taken to achieve their goals. This is a great time to ask questions so the mentee can get find their own answers. After the mentee explores ideas, the mentor will suggest ideas and shares experiences.
- 6. Discuss plan for possible roadblocks.** This will allow the mentee to realize when the roadblocks occur and how to effectively deal with them.
- 7. Mentor will establish new action items with mentee.** These action items will forward the mentee to achieving his/her goals. It is suggested that the mentor first asks the mentee what actions will they take to forward their goal. After the mentee comes up with a few items, it is ok for the mentor to suggest items as well.
- 8. Closure of meeting.** Express confidence in mentee and acknowledge the progress so far. **Set up a date for the next meeting.**

THE RULES OF THE ROAD

SOME DO'S AND DON'TS

When mentoring, it is important to realize that certain “rules” can help the process and build the mentoring relationship. You can also avoid some negative mentoring experiences by learning from the mistakes of other mentors and mentees. Before beginning the mentoring process, consider the following:

MENTOR:

- Do put your mentee at ease. Especially at first, your role is to help your mentee feel comfortable with you.
- Don't forget that your position may be threatening.
- Do take the lead to initiate the agendas for the first few meetings if you mentee is stuck.
- Do encourage other developmental activities for your mentee.
- Don't supervise the mentee.
- Don't undermine the mentee's boss. Instead, help the mentee build a better relationship or build coping skills.
- Do encourage the mentee to involve his manager.
- Do not make demands on the mentee's time unless her boss has agreed.
- Do allow your mentee to fail.
- Do not intervene in a situation involving your mentee unless the mentee has agreed that you should intervene.
- Do not mislead your mentee regarding promotions.
- Do not give advice on personal issues. If appropriate, refer to an expert.
- Do be more concerned about meeting places with mentees of the opposite sex.
- Do take time to learn from your mentee.

POWERFUL QUESTIONS FOR MENTORS TO ASK MENTEES

GETTING STARTED

1. What do you hope to accomplish through our mentoring relationship?
2. What characteristics are you seeking in a mentor?
3. How might I mentor or coach you? Do you like me to be really honest and to the point, or is there another way that works for you?
4. What principles should we develop to manage confidentiality?
5. What are your expectations regarding this mentoring relationship?
6. What questions do you have about our mentoring relationship?
7. What should we do if we find we are not compatible?

VALUES AND VISIONS

1. What have been the greatest achievements on your life journey and how did you attain them?
2. What turns have you taken on your journey that you did not expect to take?
3. What are your life dreams?
4. In what way have your dreams turned into plans?
5. What would you like your life to be like in five years time?
6. When you think about yourself ten years ago and compare yourself with who you are today, how would you describe the differences and similarities?
7. How does your vision match the vision or mission of your organization?
8. How can you ensure that your work life is meaningful and relevant to you personally and professionally?
9. What five values – in order - are most important to you?
10. When are you most naturally, comfortably and fully yourself?
11. What is your greatest talent?
12. How can you get paid for doing what you love?
13. Who are your most inspiring role models and what values do they have?
14. How can you best be of service to others?
15. To what degree do you believe you are living up to your potential??
16. What legacy would you like to leave?
17. What is one thing you could stop doing, or start doing, or do differently, starting today that would most improve the quality of your life?

GOALS AND ACTIONS

1. What important goal in your life would you like to give more attention to?
2. What is it that makes that goal important to you?
3. What do you need to achieve your life goals?
4. What challenges are you facing right now at work?
5. What are your current work goals?
6. How do you measure your goals?
7. What is the most difficult goal for you to accomplish at work?
8. What are you currently doing to overcome this difficulty?
9. If all the problems at work magically disappeared overnight, what would you notice that was different when you walked into the office tomorrow?
10. What would you attempt to do, if you knew you could not fail?
11. What is the worst thing that could happen if you attempted that thing – and failed?
12. If you had to change one thing about the way you work, what would it be?
13. What work goals would you like to achieve in the next three to six months?
14. What is attractive about these goals?
15. How realistic are the goals?
16. What resources are needed to help you achieve your goals?
17. What kind of time line needs to be established to help with your goals?

LIFE AND LEARNING

1. What worries you the most at work?
2. How do you behave when you get worried or anxious at work?
3. What are ways that you cope with stress and deadlines?
4. In what areas would you describe yourself as highly flexible?
5. What ethical principles govern your decision-making?
6. In what areas would you describe yourself as highly inflexible?
7. What sustains you when everything and everyone around you seems to be in chaos or against you?
8. When has your attitude to a difficult situation helped you achieve something important and how did that happen?
9. When have you failed at something that was important to you and what was the experience like?
10. What have you learned from your own mistakes, failures or disappointments?
11. How do you manage the balance between your work life and your personal life?
12. How can you become more creative or innovative in your work?
13. When have you taken risks at work and what happened?
14. What role does learning play in your life?

15. What has been the most difficult lesson you have had to learn?
16. When you are trying to learn something new, how do you typically go about it and how does that work for you?
17. What do you typically do to help another person learn something?
18. What factors affected your success in helping another person learn?
19. What metaphor would you use to describe yourself as a teacher?

RELATIONSHIPS AND CHANGE

1. What are five rules you have – or would like to have - for relating with your colleagues?
2. When you are in conflict with another person, how do you typically go about resolving it and how successful are you in fully resolving it?
3. When you consider confronting another person, what metaphor would you use to describe yourself?
4. What experience have you had standing up for someone even though you didn't agree with him or her?
5. What are your most important work relationships and how can you improve them?
6. If you were communicating the best that you could, what would they be doing differently?
7. What can you do in your organization to remove, reduce, or eliminate negative or toxic forces?
8. What metaphor would you use to describe how you respond to change?
9. What is your most satisfying experience of being involved in a change process?
10. How do you go about managing resistance to changes you are trying to implement?
11. What would be your five principles for effective change?

COACHING EVALUATION

1. To what extent are you meeting your goals through the mentoring process?
2. How would you assess the quality of our mentoring relationship?
3. In what ways can we strengthen our mentoring relationship?
4. What are three strategies that could improve our mentoring work and how can we put those strategies into practice?
5. When you consider our mentoring, what would you like us to do less or more or ?
6. What insights have you gained from mentoring?
7. What things/skills/attitudes/knowledge have you gained from mentoring that will be useful to you in the future?

Tips for Mentors

1. Meet regularly, with purpose
2. Communicate to your mentoring partner if something doesn't work for you. Make a request. If you need extra support in dealing with challenges, please contact Jennifer Hade, the Mentoring Coordinator
3. In addition to regular meetings, schedule activities or attend an event together
4. Expect to make a considerable time investment
5. Have realistic expectations of the relationship
6. Learn together. Select a great business book to read and discuss
7. Be authentic. Both mentors and mentees should feel comfortable sharing challenges as well as successes
8. Keep the lines of communication open with your respective supervisors so they do not feel excluded or undermined in the mentoring process
9. Leverage internal and external resources – look outside of the organization for people, experiences, and learning opportunities
10. Document your experience so we can learn from it

Notes:



Make a Difference, Be a Mentor - Create your Future, Be a Mentee

SETTING PERSONAL GOALS

2012 Employee Mentoring Program

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SETTING PERSONAL GOALS

WHAT IS A GOAL?

A **goal** is a “personal or organizational desired end point; the end toward which effort is directed.”

We dream about where we want to go, but we may not have a map to get there. Written goal statements are that roadmap.

A goal is created **three times**:

1. First as a mental picture;
2. Second, when written down to add clarity and dimension;
3. Third, when you take action towards its achievement.

WHY SET GOALS?

Personal goals set a clear direction and focus for the person’s efforts, and provide a way to measure success. Writing down your goals creates the roadmap to your success. The more focused you are on your goals the more likely you are to accomplish them.

WHAT ARE SOME AREAS WORTH CONSIDERING WHEN DECIDING ON YOUR GOALS?

- Personal development (gaining knowledge, improving a skill)
- Improving physical health (rest, nourishment, exercise, stress reduction)
- Involvement with the Community (commitment to serving or helping others)
- Excellence in your work (developing a reputation for excellence)
- Career changes (finding a new career path or reaching the next step in your current one)

Write a goal that you would like to achieve with your mentor/mentee for this Mentoring Program:

RECOGNIZING FUZZY GOALS

Large, difficult or complex goals can be both overwhelming and discouraging if progress does not come quickly. It is also difficult to know when you have achieved them. The solution is to break the big goal into smaller goals, and creating a separate statement for these smaller pieces.

Break large, difficult goals into smaller, manageable goals.

- For example, “**Reduce stress in my life**” is a broad general statement that might be able to be broken down into smaller pieces, such as:
 - Lower my blood pressure by 10 points.
 - Reduce the negative encounters I have with my boss or coworkers.
 - Start using time management tools that help me to avoid procrastination and missed deadlines.

EXAMPLES OF FUZZY GOALS

- Get healthier.
- Be a better supervisor.
- Get a better job.
- Get along better with my boss.
- Be successful.

Work with your partner, and choose one of the statements above. Break it down into 3 more specific goal statements.

FUZZY GOAL:

MORE SPECIFIC:

1.

2.

3.

FIGURING OUT YOUR GOAL SET

Some people have a clear idea of the things they want to accomplish, and others may not even know where to start. If you are not really sure what your goals are, it might help to start by asking yourself some of these questions:

1. What is it that you really want in every part of your life (career, family, health, spirituality, relationships, friends, home, etc.)?
2. If your life were perfect in every respect, what would it look like?
3. If you had everything that you could possibly want, what would you have?
4. If you could design your ideal lifestyle, what would it look like?
5. If you could design your ideal career, what would it be?
6. What is your personal definition of success?
7. What makes you happy and fills you with peace?
8. What would you no longer be doing if your life were perfect in every respect?
9. What habits must you surrender in order to achieve greater success?
10. What are the things in your life right now that aren't working the way you'd like them to?
11. What are the things in your life you'd like to eliminate or change?

GUIDELINES FOR EFFECTIVE GOALS

- Understandable
- Relevant to success, performance improvement, skill development or behavior modification
- Challenging yet attainable
- Begin with an action verb to provide direction, action, and accomplishment
- Specific and measurable (or at least observable)
- Include a target date or time frame for completion

SMART MODEL

Specific: Your goal is right to the point

- What is the outcome or result? What is the action word?

Measurable: You will know when you have reached your goal. Your goals should be measurable and specific enough for you to know unambiguously whether or not they have been completed.

- How will you know that you have been successful in achieving your goal?

Achievable: Do you have the necessary:

- Skills, abilities and resources?

You must believe that it is possible for you to achieve the goal or you will not be motivated to try. Limit the number of goals or tasks coming due at any one time to avoid becoming overwhelmed or frustrated. The easy goals build good habits of follow-through and reward you with quick gratification. The challenging goals force you to grow.

What if you have goals that depend on other people or involve things that are not in your control?

If you choose to set a goal in which the outcome is dependent on the actions of somebody else, acknowledge now that, through no fault of your own, you may not reach that goal.

If you pursue one or more goals like this, be sure to set and pursue several other goals in which you are more in control of the outcome.

Relevant: *Important and possible*

- The more fully you understand *why* you want something, the more motivated you will be to keep working at it until you have accomplished it. Before taking action on anything it is imperative that you ask yourself this key question: "Why do I want to achieve this goal?" Honest evaluation of why you want to achieve the goal can lead to insights and personal discovery.

Time-Bound: *Set a timeframe for completion; should not be open-ended*

- When to start and end
- Checkpoints to monitor, update, revise

The broad or "fuzzy" goal statements can be "on-going" - sustained over time, managed and tracked, but by design, never-ending. *EX: "Keep myself in excellent physical condition." or "Be an honest and trustworthy person."* These goals can usually be broken down into several smaller goals. This is a good way to build confidence, momentum, and establish a track record of accomplishment.

CREATING A SMART GOAL

Apply the SMART Model to the goal you wrote on Page 25:

- Is it specific? Do you know what you are trying to accomplish?
- How will you know when you've achieved it?
- Is it possible?
- Why are you doing it? Is it an important thing to focus on?
- Does it have a time frame associated with it?

Apply the SMART Model to rewrite or refine your goal:

Write what each letter stands for:	CURRENT TARGET
<u>S</u>	What do you specifically want to do?
<u>M</u>	How will you know that you've achieved it?
<u>A</u>	Is it possible to achieve this given the structure of the mentoring program?
<u>R</u>	Why is it important?
<u>T</u>	What time-frame have you set for achieving it?

NEW GOAL STATEMENT:

ACHIEVING YOUR GOALS

Here are some tips for success:

- Break big pieces of the goal down into small steps.
- Be sure you've identified all the relevant obstacles and the tasks needed to overcome them.
- Assign dates realistically. Adjust them as necessary.
- Think of your goal statements as dynamic, intended to be changed as necessary. Assess the circumstances and modify your goals —*and actions*—as necessary.
- Don't stop, even if you get side-tracked or discouraged. Just get back on track and keep plodding forward. The accumulation of many small steps equals significant progress and the further you go, the easier it gets.
- Recognize partial accomplishment. Partial accomplishment is still accomplishment.
- Expect unexpected obstacles to come up. When they do, create a list of tasks to overcome that obstacle. Part of the skill in achieving goals is learning to deal with adversity, setbacks, and surprises. Be flexible and take them in stride.
- Be willing to change your plan or change your timeline. Just don't abandon your goal if it's something you truly want. Avoid feeling overwhelmed or discouraged.

GOALS WORKSHEET

My Goal is:

My target date or time-frame is:

To reach my Goal, I will do these things:

1)

2)

3)

Obstacles I may encounter:

How I will overcome them:

How I will know I've reached my goal: