

Getting the most out of
mentoring and being
'mentorable'

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Why focus on the mentee?

- In her TED Talk “[No one is talking to mentees](#)” Victoria Black describes her research study which examined mentoring program websites across 187 post-secondary institutions. She found that only 19% addressed ‘mentorability’ by defining mentee characteristics and expectations, compared to 37% which defined mentor characteristics and expectations. Her conclusion? That, on the whole, mentoring programs do a pretty poor job of preparing participants, especially mentees, for the mentoring engagement.

Reflection Point

- In all likelihood, you will have experienced some form of mentoring in the past, although you may not have identified it as that specifically.
- This Reflection Point is designed to encourage you to look back to 'identify' previous mentors and consider their characteristics/behaviours and reflect on how and why this particular mentor was so important to you.

Spend some time thinking about a couple of people who have been important to you...this may be, for example, a friend, family member, colleague, supervisor...

Ask yourself

“Who has had a distinctive and important impact on my life?”

Then...

“If I had not met X, would I have learned Y?”

- How did ‘X’ help you?
- What characteristics/behaviours of ‘X’ do you think helped you to develop?
- What did YOU do to get the most out of the relationship?

Overview of session

- This session seeks to explore participants' experiences of mentoring and identify the benefits of mentoring for the mentee, mentor and the organisation itself.
- The session will consider practical strategies for forging efficacious mentor-mentee relationships.
- Participants will be invited to reflect on the benefits of mentoring for their own professional development, and determine their own needs.

What is mentoring... what is it not?

Mentoring is....	Mentoring is not...

The benefits of mentoring

For the mentee....	For the mentor...	For the organisation

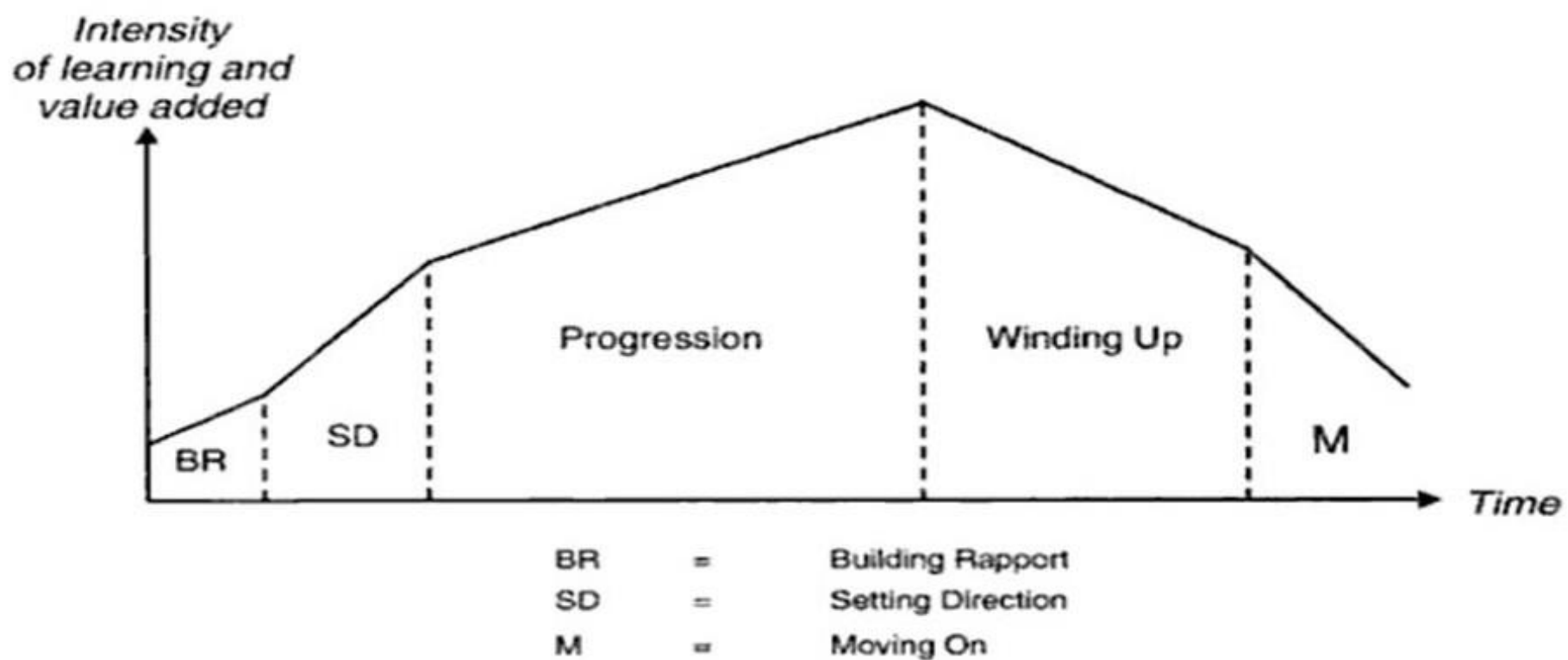
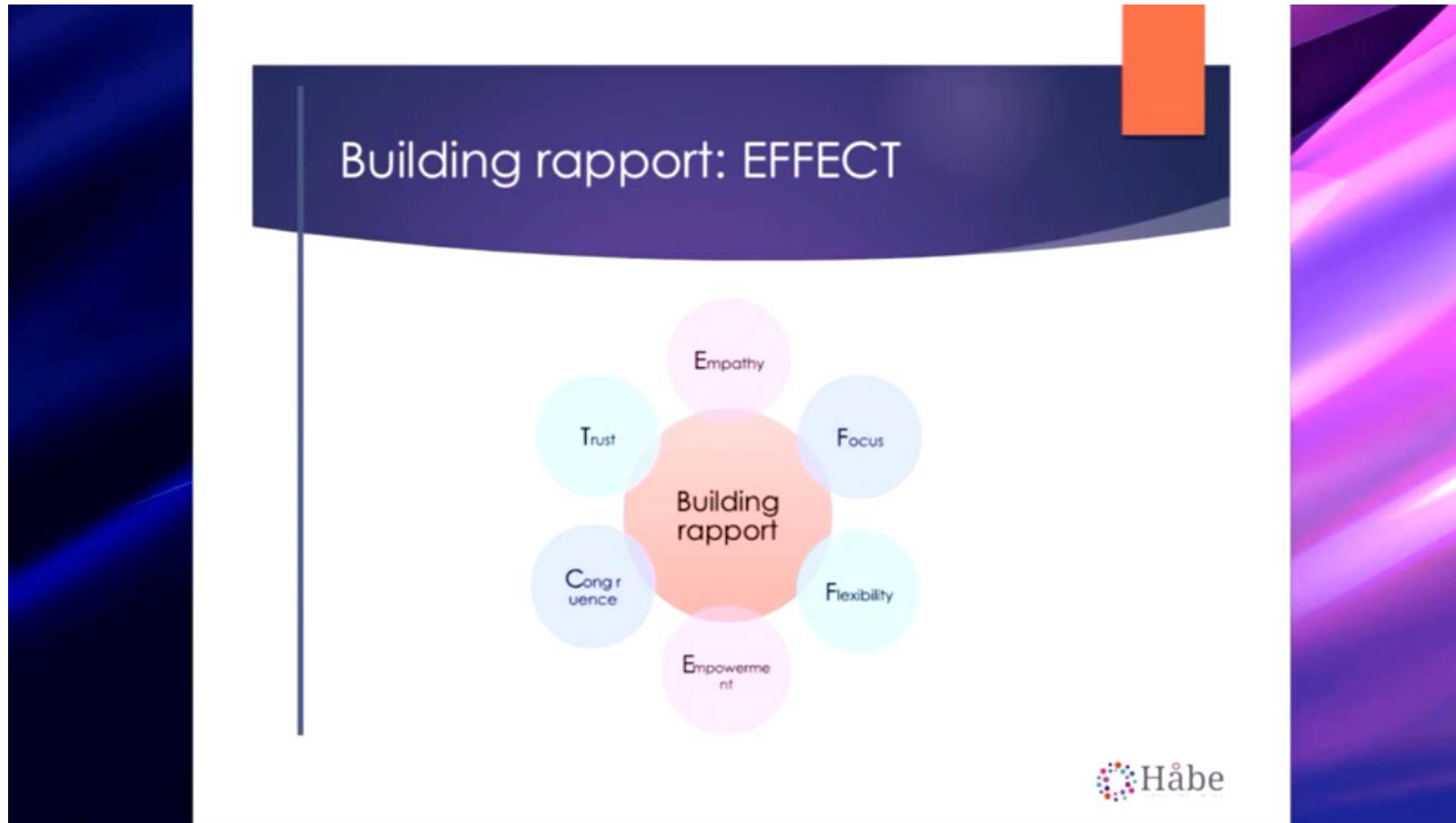


Figure 4.1 Phases of the mentoring relationship

The first Stage of the mentor-mentee relationship is about **Building Rapport- ie Getting to know each other.**



The Second Stage of the mentoring cycle is 'Getting Started'

	Mentor's Role What could the mentor do/say?	Mentee's Role What could the mentee do/say?
Be Prepared		
A Shared understanding of the importance of mentoring		
Understanding the mentee's needs		
Seeking mutual agreement on goals and expectations		
Seeking agreement on responsibilities		
Agreeing on meeting times, types of communication		
The need for confidentiality		

Stage 3 Progression Take Away 1

Strengths:

What professional skills do I have?
What am I good at?
What do others see as my strengths?
What can I offer that others can't?

Weaknesses:

What am I bad at?
What do I need to improve?
What can others offer that I can't?
What do others see as my weaknesses?

Opportunities:

What opportunities are open to me?
Are any initiatives available?
Who can help and support me?
How can I turn strengths in to opportunities?

Threats:

What obstacles are in my way to success?
What threats do my weaknesses expose?

Take Away 2

- Reflect on the following statements.
- Tick those which apply to you – feel free to add some of your own
- I want to:
- Learn from another person's, experience
- Gain a better understanding of aspects of my work/work place
- Obtain career advice and support
- Develop my skills
- Explore how I can contribute to the University
- Build my self-confidence.
- Have a 'sounding board' for ideas and thought
- Become more comfortable in my organisation
- Be helped to identify and achieve career goals
- Be helped to identify any gaps in my skills and knowledge
- Others...