

Mentorship Program

A critical component to one's performance and career success

TABLE OF CONTENTS:

Subject	Page
Introduction / Orientation	3
Goals & Objectives	4
Selection / Matching process	4 - 5
Roles & Responsibilities	5 - 7
Learning Activity Options	7
Length of time for Mentorship	8
Success Metrics / Feedback Opportunities	8
Mentor & Mentee Training (Orientation Workshops / Networking)	9 - 11
Timelines (TBD)	11
APPENDIX	12 - 16
APPENDIX 1 - Mentee Nominee Profile Sheet	12
APPENDIX 2 - Mentee and Mentor Profile ICEBREAKER	13
APPENDIX 3 - Mentee Goal Setting Worksheet	14
APPENDIX 4 - Mentor Quarterly Feedback Form	15
APPENDIX 5 - Mentee Quarterly Feedback Form	16

INTRODUCTION / ORIENTATION:

This document will provide an orientation and framework for a [COMPANY] Mentorship Program primarily focusing on allowing the opportunity for 'select' mentees to be mentored while continuing to do their current jobs. In summary, [COMPANY'S] Mentorship Program will be set up to provide specific guidance to both mentor and mentee participants.

As a starting point, [COMPANY] should consider four important points (source: *Effective Mentoring* by Dr. Norman Cohen) about mentoring which should be used as basic guidelines for the [COMPANY] model:

Planned Sessions - Mentoring sessions must be planned to ensure that an adequate number of mentor-mentee meetings are scheduled and that sufficient time is allocated for meaningful dialogue and activities.

Valuable Experience - From the mentee's point of view, mentoring should be viewed as a valuable experience which results from the interaction between the mentor and mentee over an extended timeframe. The primary influence the mentor exerts on the mentee is that of an advocate for constructive change and positive growth.

Active Participation – Instead of relying on the assumed power of the mentor as an elevated role model influencing unknown protégés from a distance, the mentoring model of active learning requires participation in direct dialogues and shared activities as a means of promoting the mentee's personal and professional development. Whenever possible, do it in person, modeling the P&V – *integrity...we're full of it.*

Ideal vs. Realistic – The ideal situation for a mentor would be the opportunity and ability to function at the highest level in all of the mentor responsibilities over time. However, even the truly committed and skilled mentor should remember that mentoring is more of an art form which usually occurs under less than ideal conditions. As a result, 'perfection' should not be seen as a realistic goal. In addition, participation as a Mentee in this program does not automatically mean a 'promotion' is forthcoming at the end of the program. The Mentorship Program is purely a developmental opportunity and it is up to the Mentee (as with all [COMPANY] colleagues) to earn the next promotion through exceptional and consistent performance.

Note: Important elements the mentee brings to the experience, such as initial interpersonal maturity, self-confidence, reaction to stress, ability to benefit from constructive feedback, and personal determination to succeed are all components that can directly impact the possibility of a successful mentoring relationship.

GOALS AND OBJECTIVES:

The **goals** of this program are as follows:

- Compliment the professional development of high performing employees, ensuring they are prepared for appropriate levels of increased responsibilities and career advancement.
- Provide practical and appropriate ‘exposure’ opportunities for the mentee with Senior leadership.
- Encourage a true learning experience between the mentor and mentee.
- Enhance engagement level and retention rate of these high performing employees,

More specifically, the **objectives** of the program are:

- To first implement a **Pilot mentorship program** by matching ~ 5 mentors and 5 mentees from various departments by [DATE].
- To include opportunities to measure the effectiveness of the pilot and adjust as needed.
- To provide feedback to the Steering Committee on progress and any necessary adjustments to ensure the program’s future success.
- Leverage the Key learnings from this pilot program as the foundation to create a companywide Mentoring Program to be implemented in the [DATE].

SELECTION / MATCHING PROCESS

The mentor-mentee selection / matching process is a tricky area to maneuver as there is no perfect science to predict success. Consideration should be given to the mentor-mentee match as a critical component of the mentoring relationship, and as a start, consider a diverse population to be an important variable. Other factors such as personal comfort level, similarity of job interests, and personality profile are also considered relevant to arranging a ‘good fit’.

Behind the more carefully worked out approach is the belief that the more familiar the participants’ backgrounds, the greater the probability for personal and professional compatibility. Regardless, it will be important for the internal partners (owners of the program) who have familiarity with the mentors and mentees to make good, calculated decisions as to who should be paired with who and just as important – who should not be paired together.

In general, some of the desired outcomes of a good match should be:

- Enthusiasm and satisfaction on the part of both parties
- Compatibility
- Real learning by the mentee
- Increase of self-awareness and confidence by mentee

In addition, the Mentorship program should be created and implemented with **realistic expectations** all starting with a workable number of mentor-mentee relationships. It's important to note that the relationships not only take a lot of effort, but the management (including monitoring and continuous improvement) require a lot of effort by the internal champions (i.e., training, leadership development, HR, etc.). As a result, the number should not be so large where that it becomes a significant internal burden but also not too small where the impact (including feedback opportunities) is deemed insignificant. For this **initial Pilot**, it's recommended to select 5 mentees and 5 mentors to match up.

The selection criteria (including personal characteristics/style) should be identified and agreed to ahead of the matching process for both the mentor and mentee.

Some of the characteristics [COMPANY] should consider when identifying potential **mentors** are as follows:

- Successful and respected in the organization - outstanding employment record
- Be a logical fit - caring and have compatible temperaments or styles
- Demonstrate strong interpersonal and development skills - good listener
- Have access to information and people who can help others in their careers
- Can provide leadership
- Committed to helping others
- Nonjudgmental
- Discreet but candid in dealings
- Tolerant / Patient – Mutual respect
- Consistently models the [COMPANY] P&Vs

When identifying potential **mentees**, [COMPANY] should consider the following criteria:

- Employees rated CE
- Consistent performer
- An individual that is career oriented vs. job oriented
- Has an appropriate level of self-awareness with respect to what must be learned
- Eager to learn
- Ambitious
- Willing to put forth an effort for self-improvement
- Listening skills
- Accountable to self-development
- Consistently models the [COMPANY] P&Vs

ROLES & RESPONSIBILITIES

The roles and responsibilities of the participants are based on a few key elements that are vital to a successful mentorship. Each mentor and mentee is expected to demonstrate a level of trust in order to openly share ideas and challenges; respect differences in opinions or experiences, and protect the confidentiality of the relationship. Although each participant is expected to exhibit these characteristics,

the process of mentoring should be driven by the mentee. The mentee is ultimately accountable for their self-development and as a result should communicate their goals and objectives to the mentor.

A mentor is defined as a trusted counselor or guide and a mentee is defined as one who is being mentored; protégé. This simple definition provides the basis for understanding the roles and responsibilities of the mentor and mentee.

Mentor Roles:

1. **Trusted advisor:** a person who can listen and understand the position of the mentee providing guidance while supporting the confidentiality of the relationship
2. **Leader:** acts as a role-model exhibiting behaviors of good judgment, work-ethic, decision making, coaching and guidance. A person that can provide straight talk (*tell it like it is...*) and encouragement to build self-esteem while challenging the status quo
3. **Linked In:** a person who can provide the mentee with a network of contacts to increase exposure and understanding of the broader organization
4. **Resource:** a person that is able to provide or direct the mentee to resources to help in the development of competencies and organizational/cultural awareness
5. **Invested:** shares in the success of the mentee as well as the disappointments. Helps with the facilitation of mentees learning by asking questions that challenges current thinking instead of providing answers
6. **Open:** receptive to new ways of decision making modeling the P&V – *we will find a way, or make one*

The ultimate **responsibility of the mentor** is to develop the competencies of the mentee by sharing advice and experiences and create organizational / cultural awareness through the network of resources and relationships for the mentee.

IMPORTANT: A pitfall to avoid is the potential conflict that can arise between the mentor and the mentee's immediate boss. Great care should be taken to clarify the role/responsibilities of the mentor in relation to the immediate supervisor. For example:

- ♦ A mentor can provide input to a mentee's development (i.e., third party review) and career discussions but should not be involved or commit to exert influence in formal evaluations and decisions. Normally, performance review data should not be shared with the mentor unless the immediate manager or the mentee believes there is particular reason to do so. If there is a need to share this information, the mentee initiates the sharing of the data modeling the P&Vs – *integrity...we are full of it* and also remembering: *we don't shoot (or torture) the messenger...*
- ♦ A pre-meeting between the immediate manager and mentor should be held to ensure their responsibilities and expectations are clear (i.e., roles, activities, and time commitments are defined).

- The mentor and the immediate manager should periodically review how things are going. These reviews, however, should not compromise the privacy (trust) of the mentoring relationship, again preserving the P&V - *integrity*. In addition, the mentee and immediate manager should periodically discuss (i.e., during reviews or as needed) the developmental progress of the mentorship without compromising any confidentiality.

Mentee Roles:

1. **Accountable:** accepts responsibility for actions and decisions
2. **Candid:** open about aspirations, challenges, strengths and improvement areas in order to maximize time with mentor to provide truthful consultation in the development of the mentees competencies (*we tell it like it is...*)
3. **Trust:** a two way street that is built upon integrity and honesty, protects the confidentiality of the relationship
4. **Open:** receptive to new ways of decision making
5. **Respect:** the mentee and mentor demonstrate a level of acceptance for each other's varied experience and appreciate the differences
6. **Administrative:** maintains regular scheduled meetings, set agendas and follows up on action items, creates developmental plans, goals and objectives

The **responsibility of the mentee** is to be fully engaged seeking to expand competencies and organizational awareness through the experiences and advice of a mentor.

LEARNING ACTIVITY OPTIONS

The following is not meant to be an exhaustive list but rather an initial guide to start the discussion around developmental opportunities specific to the initial mentor-mentee meetings for realistic goal setting.

- ✓ External courses (including university courses)
- ✓ Relevant books, articles, publications
- ✓ Structured on-the-job training
- ✓ Job shadowing or rotation (internal discussion needed)
- ✓ Task force or advisory board membership (and presentation opportunities)
- ✓ Executive challenge workshops
- ✓ Workplace meetings (appropriate exposure to senior leadership)
- ✓ Structured networking (see workshop suggestion)
- ✓ Participate in work-related organizations
- ✓ Other workshops facilitated in-house through Leadership and Development group

LENGTH OF TIME - MENTORING RELATIONSHIP

- Minimum of one year
- Renewal based on both parties agreeing to continue
- Discontinuation opportunity (three months or sooner if necessary) – to be covered in conflict resolution during workshops

SUCCESS METRICS / FEEDBACK OPPORTITIES

Further discussion will need to take place to ensure robust success metrics are in place (quantitative and qualitative) - both short- and long-term. Metrics such as performance reviews (capability improvements) and promotions can be used to measure success.

As a start, surveys will be customized for this program to monitor the success of the Pilot in an effort to make improvements where needed. For example:

- Feedback needed on the Mentorship Orientation / On-boarding workshops – both parties to provide real-time feedback on what worked well and what could be improved.
- Follow up survey will be filled out at the end of the first three months to gauge participation, buy-in and commitment of both parties.
- If one party is not pleased with the program upon completion of third month, that partnership is dissolved (without the possibility of repercussion / retaliation – safe harbor). Every effort should be made to learn from the experience to enhance the potential for greater program success.
- After the third month, surveys are to be filled out at the end of the sixth, ninth and twelfth month.
- Quarterly summary to be provided to senior leadership on what is and is not working and specific action to be taken for improvement.

TRAINING

A solid level of education and training to get people in the **right mindset** will be key to the success of the Mentorship program. The right mindset can be achieved through truly understanding the benefit derived from identifying and preparing high potential individuals to take on greater responsibilities. The right mindset is further highlighted by understanding that the true impact will result in **greater organizational performance** thus *ensuring we don't count beans, we make beans count*.

An Orientation workshop to train potential Mentors should be created and will prove to be critical to a successful mentoring program. For example:

- The mentor must **'learn to empathize'** with the individual they are about to mentor which means taking the time to get to know (personally and professionally) the individual (what questions should I ask?).
- The mentor must be skillful at creating an **atmosphere of trust** to understand the potential challenges the Mentee is facing.
- The mentor must understand (especially if the mentor is not minority or Female) that it is **different for a minority and/or female** colleague to rise up through the organization – as a result, the mentor must 'learn' or at least make an attempt to practice empathy. *Refer to Dr. David Thomas' work, Harvard Business School.*

There needs to be a strong understanding of exactly what the Mentorship **is and is not** all about (the ground rules). This is especially important in any type of an 'arranged' relationship because the commitment has been forced at one end or in some cases both. For example:

- If the mentor doesn't know how to mentor, the relationship fails (some will be great at it, more will be good at it and unfortunately some will fail).
- If the mentor doesn't understand and embrace the 'developmental functions' of their role, the relationship fails.
- If the mentee doesn't understand the law of reciprocity, and/or is not proactive, the relationship fails.
- If at some point the relationship becomes more of a chore than an opportunity for either party, the relationship fails.

Training Recommendations:

Mentor Kick-off session (1/2 day): Create workshop leveraging Dr. Cohen's Pocket Guides on Effective Mentoring (pre-reading assignment). (To be developed and facilitated in partnership with Bruce Birtwell Consultation). **IMPORTANT:** The Acorda P&Vs will be highlighted throughout the Workshop.

Suggested Outline:

- ✓ Introduction to Acorda Mentorship Program (Purpose, Goals & Objectives)
- ✓ Matching Process
- ✓ Phases of the Mentoring Relationship

- ✓ Mentoring Guidelines (rule of 4)
- ✓ Six Mentoring Dimensions (Trust – Advice – Alternatives – Challenge – Motivation – Initiative)
- ✓ Roles / Responsibilities
- ✓ Mentee Learning Opportunities (internal / external)
- ✓ Maintaining Records of Mentoring Sessions
- ✓ Preparing for the initial meeting and beyond
- ✓ Feedback opportunity

Mentee Kick-off session (1 full day): Create training element leveraging Dr. Cohen's *Mentee's Guide to Mentoring* (pre-reading assignment) to create customized workshops PPT slide deck (interactive). Pre-work reading assignment prior to training for both workshops. (To be developed and facilitated in partnership with [VENDOR]). IMPORTANT: The [COMPANY] P&Vs will be highlighted throughout the Workshop.

½ day orientation to the Mentorship program and how to be an effective Mentee

- ✓ Introduction to [COMPANY] Mentorship Program (Purpose, Goals & Objectives)
- ✓ Six Mentoring Dimensions (Trust – Advice – Alternatives – Challenge – Motivation – Initiative)
- ✓ Conflict Resolution (What if...)
- ✓ Maintaining a Mentee Journal
- ✓ Roles / Responsibilities
- ✓ Behavioral profile of an effective Mentee
- ✓ Learning Opportunities
- ✓ Phases of the Mentoring Relationship
- ✓ Preparing for the initial meeting and beyond (Goal Setting)
- ✓ Feedback Opportunity

½ day Network workshop – *Building High Performance Networks...that really work* (to be developed and facilitated in partnership with [VENDOR]). NOTE: Workshop has been successfully facilitated [VENDOR] over a dozen times – workshop has been customized for [COMPANY] needs, complete with all pre-work assignments.

- ✓ Orientation / Objectives
- ✓ Review of pre-work assignments
- ✓ Definition / Importance of a Network
- ✓ Developmental Functions of a High Performance Network (HPN)
- ✓ Characteristics of a HPN (Breadth, Depth and Leverage)
- ✓ Action steps towards building a HPN (Diagnosis, Alignment and Maintenance)
- ✓ Must Do's in building your HPN
- ✓ The VALUE Proposition – how can I put this into action?

Group Dinner with mentor-mentee teams (and other Senior Leadership to show high level support TBD) to follow training.

1 on 1 meetings the day after training between Mentors and Mentees to start the program. NOTE: May not need full ½ day, but time should be allotted the day immediately following mentee training. The suggested outline / flow of the meeting is as follows:

- Introductions (refer to ICEBREAKERS – see APPENDIX 2)
- Review the 4 Guidelines of Mentorship program (see page 3)
- Review each other’s’ roles and responsibilities
- Discuss mentee career aspirations
- Explore depth and breadth of mentee Network (refer to Network Map)
- Explore (topline categories) learning activities
- Review Goal setting process (Developmental worksheet) – Note: Goals to be set during second meeting
- Set follow-up meeting date and time (NLT 30 days)
- Mentee to follow-up with summary of meeting with follow-up items and send suggested agenda to mentor

TIMELINES

To be determined.

APPENDIX 1 - Mentee Nominee Profile Sheet

(To be filled out / approved by HR and Department Leader)

Mentee Name:	Current Position:	Supervisor:	Date joined [COMPANY]

Education

University	Location	Degree	Concentration

Work History at [COMPANY] (list most recent first)

Position	Start date	Supervisor

Work History prior to [COMPANY] (list most recent first)

Company	Position	Start – Finish dates

Performance Ratings (last 3 years)

[YEAR]*	[YEAR]	[YEAR]
<i>* Attach most recent written Performance Review and Development Plan</i>		

Succession Planning - Career Ambitions / Aspirations

Highlight next most likely position (vertical promotion) with justification supporting potential promotion and readiness level (i.e., now, 3 months, 6 months, 1 year)

APPENDIX 2 - Mentee and Mentor Profile ICEBREAKER

I Personal Information:

Name	Date joined [COMPANY]	Current Residence City & State	Birth day (month / day)

Interests / hobbies	

Name of Spouse, Partner, Significant other (if applicable)	Children names and birth dates (month/year)	Pets

II Education:

University	Location	Degree	Concentration

III Work History:

Positions held at [COMPANY]	
Position	Brief description of responsibilities

Positions held before [COMPANY]		
Company	Position	Brief description of responsibilities

Positions bumped from the Resume (Character / Humility Builders) – Just list the position(s)	

APPENDIX 3 – Mentee Goal Setting Worksheet

Mentee Name:	Mentor Name:	Date:
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Key Developmental Opportunities with Mentor’s support: <i>List the developmental (competencies) opportunities (up to three) in bold. Bullet-point the action items to be implemented over the next 12 months (list in order of priority).</i>	Purpose for taking ‘action’: <i>Answer how you and the organization will benefit from taking this action.</i>	Feedback: <i>Indicate who will provide you feedback on your progress and how often you will seek out the feedback.</i>	Timing: <i>Start - Finish</i>
Developmental Opportunity #1: Action items:			
Progress to date:			
Developmental Opportunity #2: Action items:			
Progress to date:			
Developmental Opportunity #3: Action items:			
Progress to date:			

APPENDIX 4 - Mentor Quarterly Feedback Form

Guidance: Please complete the following openly and honestly with an eye towards continuous improvement. It's important to note that the feedback requested is intended to benefit the program and its participants. It **is not** intended to evaluate individual performance.

Name:	Date:
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On a scale of 1 to 5 (5 being high, 1 being low), rate to the extent that your initial expectations have been met and explain why...

Rating:
Feedback:

On a value scale of 1 to 5 (5 being high, 1 being low), rate the value you have received from the Mentorship program to date and explain why...

Value Rating:
Feedback:

If you had the opportunity to change one element to the [COMPANY] Mentorship program, what would it be and how would you suggest going about making the change?

Feedback:

Identify one action item that you will do to make the mentor / mentee relationship even stronger over the next three months.

Action:

As a Mentor, would you recommend the [COMPANY] Mentorship Program to a peer or other colleague to get involved as a Mentor? Explain why?

Feedback:

APPENDIX 5 – Mentee Quarterly Feedback Form

Guidance: Please complete the following openly and honestly with an eye towards continuous improvement. It's important to note that the feedback requested is intended to benefit the program and its participants. It **is not** intended to evaluate individual performance.

Name:	Date:
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On a value scale of 1 to 5 (5 being high, 1 being low), rate to the extent that your initial expectations have been met and explain why...

Rating:
Feedback:

On a value scale of 1 to 5 (5 being high, 1 being low), rate the value you have received from the Mentorship program to date and Explain why...

Value Rating:
Feedback:

If you had the opportunity to change one element to the [COMPANY] Mentorship program, what would it be and how would you suggest going about making the change?

Feedback:

Identify one action item that you will do to make the mentor / mentee relationship even stronger over the next three months.

Action:

Would you recommend the [COMPANY] Mentorship Program to a colleague? Explain why?

Feedback: