



10 Week Mentor Curriculum



10 Week Agenda

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Week 1

Prepare for Your Role

7 guiding principles

1. Start where your mentee is (not where you think they should be)

Listen to their current position and aspirations and hold off on opinions of what you think they should want. For now, their agenda is your agenda. You will be more trusted, and the mentoring process will be more satisfying for both parties.

2. Create a conversational safety space.

This is where the mentees will feel free to express themselves without judgment. The mentee will be heard. All discussions are confidential, so mentees will share things they do not normally share. As the mentor, this requires self-awareness and discipline to not make assumptions and judge. Without safety, mentees will share what they think that you want them to hear, and not how they think/feel, putting a scar on the relationship.

3. Cultivate a positive and resilient relationship.

Transparency, acceptance, and mutual respect are required for this step. You and your mentee must embrace differences in views and ideas so the relationship can grow.

Embracing differences can invite new ideas and creativity.

4. Be flexibly goal-oriented

It is crucial to set thoughtful goals early in the mentoring process. Without setting goals, the mentoring process is merely conversational. Check-in on goals periodically without hounding for results. Be flexible to exploration. If the mentee takes a different route that no longer aligns with your previous goals, adjust them accordingly.

5. Drive risk-taking for new mindsets and behaviors.

Encourage new ideas and unfamiliar actions to cultivate change. The growth will be little if new approaches are only in theory. Have your mentee take action and try them on for size. This is a risk, but one that is necessary. Revise mishaps and perfect them for your next approach. You are the wings, so your mentee does not fall flat.

6. Explore the internal world as a driver for external actions

When you have an environmental safety space, thought-provoking questions help find the motives of behavior. With this new understanding of the drivers for action, you can better understand the purpose of your mentee's goals. Questions that explore the internal world help create meaningful interactions that validate external action.

7. Bring your best self.

Mentors are influential role models. Your actions, attitudes, professionalism, and more are studied by your mentee. Be prepared and present for each meeting while you develop yourself in the meantime. Consider what it means to be inspirational, and you will be an effective mentor.

Week 2

Establish the Relationship

The How's of your first meeting

- Consider how you will present yourself in your first meeting.

- Consider the mindset of the mentee, either eager to prove or having anxiety about not meeting the expectations of their mentor, first impressions with mentors can be fragile.

- How do you acknowledge these two biases?

1. Preferred mentee profile: Mentors can look for attributes in a desired mentee. It is the mentor's job that whether they meet their profile standards or not, there will be no judgment towards the mentee.

2. Summed up before I met you: When mentors do their homework on the mentee by reviewing their resume, LinkedIn, and overall track record, mentors can form an idea of who the mentee is before their meeting. They can also hear positive and negative things from others. Consider what assumptions you have made and how they will play into your first meeting.

The What's of your first meeting

TOOL 2-2

SEVEN TOPICS TO DISCUSS ABOUT WORKING TOGETHER

Topics About Working Together	Consider These Questions
1. Overall objectives	What is the purpose of this mentoring? What will constitute success for each of us?
2. Use of a mentee development plan	How will we use the mentee development plan to target specific goals, guide our forward progress, and periodically check on progress against the goals?
3. Preferred ways to communicate	What is the preferred way to communicate in between meetings (e.g., emails, phone call at office or on mobile, video calls, texts)?
4. Meetings and scheduling	How often, when, and where will we be meeting? What will be the length of our meetings? How will we handle the need to reschedule? What will be the length of this working relationship (e.g., a set five months or open ended and to be revisited regularly after the six-month marker?)
5. Scope of discussion content	What will be our primary subject matter (e.g., work related successes and challenges, developing specific skills, career opportunities)? What is off the table (e.g., life choices, purchasing a home, finances)?
6. Safety and confidentiality	How will we handle sensitive topics? What does "confidential" mean for each of us?
7. Providing feedback	How can we ensure regular check-ins with each other on how it is going? How will we discuss the aspects of mentoring that are not working well? What might get in the way, and how do we want to address those obstacles?

Week 3

Set the Direction

S.S.S.

Start: Draft it for a first-round- Listen to your mentee's main goals and draft the goals of the mentor experience. Assess the skills, knowledge, and behaviors to make this draft.

Shape: Adapt to learning opportunities- Tailor goals based on the mentee's circumstances. The initial goal may not be possible during the mentoring process, so it is important to evaluate circumstances and create a goal that gets them closer to the initial goal.

Sharpen: Define Ranges and Measurements- Look at the timeframe of your mentor-mentee experience and look at the goals set. Find the exact scoreable goals that help your mentee develop the skills needed for the main goal. A goal too broad in scope can be frustrating to achieve and too many narrow goals can distract from the purpose. Find the balance.

Establish expectations of momentum between meetings:

The mentee must have a learning mindset each day in between meetings. Schedule experiences, interactions, and reflections that help the mentee get closer to the goal. This is better than just having them read articles. Let momentum be hands-on.

Week 4

Utilize Experience for Development

4 E's of leveraging experience for development

Examine the possibilities- research possibilities and programs in the mentee's environment for them to grow.

Experiment with new approaches- In their new experiences, explore new behaviors and ways of thinking through different perspectives.

Enlist others for insight and feedback- resources in the mentee's current environment that will give feedback and assess their progress. You should not be your mentee's only thinking partner.

Extract Learning- Use the tool below.

TOOL 4-2

SAMPLE DEVELOPMENT POSSIBILITIES IN THE CURRENT WORK ENVIRONMENT

- Take the lead on elements of a team project.
- Increase scope of your work.
- Be a resource to someone who is struggling in an area you know well.
- Work in a support role for someone else's assignment.
- Increase the level of communications to your department's stakeholders.
- Manage the interface with vendors or partners.
- Resolve a long-standing customer response issue.
- Step up your leadership or innovation on a team project.
- Lean into challenges that arise in your department.
- Increase the strategic perspective of complex decisions.
- Serve on a project team from another department.
- Manage a project in your area of expertise, from identifying team members, to setting strategy, executing actions, and tracking results.

Week 5

Expand Growth

5 components of expanding growth using everyday psychology:

- *Know your interior process*
Evaluate your Psyche and Neuroscience through tools 5-1
- *Know yourself:*
- Seeking feedback from multiple sources
- Pausing in action to reflect on what's going on
- Debriefing crucial incidents with trusted colleagues
- Participating in behavioral assessments
- Using coaches
- Participating in leadership development
- *Know your mentee*
- Identify strengths and underscores that will serve them well.
- Know how to create safety:
 - Trust is in place
 - Mutual respect
- Open ears, mind, and heart.
 - Present in the moment
- Know how to help raise self-awareness

TOOL 5-1

OUR INTERIOR PROCESS AND IMPLICATIONS FOR THE MENTOR

Interior Process: Psyche

What's Involved	Implications for the Mentor
<ul style="list-style-type: none">• A lifetime of thoughts and feelings are deeply embedded in our brains.• Much of the content is outside our awareness; it may be unconscious.• Content that is in our awareness serves us well in our thinking and interactions with others.• More of the content can be brought into our awareness.	<ul style="list-style-type: none">• Patterns you see by observing your mentee's behaviors may not be accessible to your mentee.• Tread lightly when identifying a pattern. Separate out your own point of view about these behaviors. Observe more, rather than jump in quickly.• Ask open-ended questions. Invite mentee to explore and make own observations; later, discuss the implications.

Interior Process: Neuroscience

What's Involved	Implications for the Mentor
<ul style="list-style-type: none">• Different parts of the brain activate varying functions; for example, the primitive brain is associated with "fight or flight" and the prefrontal cortex is associated with reasoning and co-learning.• For optimal solutions, less cortisol and more oxytocin are needed.• Chemicals are released in the brain during interactions and conversations and can guide a person to trust or distrust.	<ul style="list-style-type: none">• Identify when your mentee is in fight-or-flight mode, or, alternatively, ready for broad thinking and creative partnering.• Allow space for your mentee to experience and work through an upset. Provide safety, trust, and understanding of the circumstance.• Use tone of voice, words, and open-ended questions to shift your mentee to more open thinking, a clearer view of the challenge, and possibilities.

Week 6

Ask Powerful Questions

Powerful Questions Guide

- Questions that promote clarity- lay out facts or observations that put assumptions in check.
- Questions that illuminate perspective
- Questions that help the mentee see their situations/work from another's perspective
- Questions that deepen self-awareness
- How their mindset and emotional state affected outcomes.
- Questions that bridge action to impact- Forward-thinking questions that help the mentee reach requirements for their goals.

TOOL 6-2

FOUR ACTIONS FOR LAYERING QUESTIONS FOR BIGGER OUTCOMES

Action	Mentors Focus On
Focus on their stated needs	<ul style="list-style-type: none">• Being mindful of all the possible directions a conversation can take, and concentrating on questions that raise insights and information related to their mentees' objectives• Ensuring questions are productive in moving both of you toward accomplishing the goals• Using questions to refocus the conversation toward goals when it goes off on a tangent
Add depth	<ul style="list-style-type: none">• Knowing that while one thoughtful gem of a question can open up a meaningful conversation, adding probes invites a more thorough exploration• Varying the focus of questions to help find the best possible avenue to resolve a concern or increase awareness• Layering added questions masterfully so the mentee feels engaged and supported rather than drilled or grilled
Prepare ahead	<ul style="list-style-type: none">• Stepping back and analyzing what will be most effective in your next conversation• Preplanning and jotting down some questions for your upcoming meeting that help to create consistency from one meeting to the next• Taking advantage of the ongoing nature of your conversations, saving questions for the next meeting when they cannot immediately be discussed
Know when you've asked enough	<ul style="list-style-type: none">• Recognizing that not every part of your conversation will be in the form of you asking a question• Reading the unspoken signals or asking, "Do you feel we've covered enough of this for now?" If they want more, they will tell you• Judiciously providing some of your own insights, after you have sufficiently explored the subject

Week 7

Diversify Methods

Four standards for selecting development option

1. Optimizes the main goal
2. Appeals to your mentee
3. Adds personal meaning
4. Imprints a memory

Examples of diverse development

Journaling

Coach others

Reverse mentoring

Interview Experts

Site Visit

Create Visuals

Role Play

Expert Video

Pair up with a peer

Volunteer work

Week 8

Promote Influence Skills

Use Tool 8-2 to increase your mentee's influence

TOOL 8-2

UNDERSTANDING YOUR MENTEE'S INFLUENCE SKILLS

Your paragraph text

Influence Capabilities	Ask Your Mentee: In What Ways Do You ...
1. Ensure relationships are steeped in trust and credibility.	<ul style="list-style-type: none">• Communicate openly, honestly, and freely• Build credibility by consistently taking actions that get good results• Make your expertise visible
2. Respond to others' needs and interests.	<ul style="list-style-type: none">• Know what is important to those you are working with• Help others with no strings attached• Demonstrate openness to being influenced by others
3. Expand network of advocates.	<ul style="list-style-type: none">• Build a diverse set of advocates• Prepare for first-time meetings with potential advocates• Make connections with potential advocates meaningful and recurring
4. Communicate requests with clarity and enthusiasm.	<ul style="list-style-type: none">• Communicate objectives and needs clearly and succinctly• Appeal to others' intellect and reasoning• Engage others on an emotional level

Week 9

Address Challenges

Utilize tool 9-2 to manage mentee challenges

TOOL 9-2

MASTERFULLY WORKING WITH MENTEES WHO ARE CHALLENGING

The Challenge	Perspective About Mentee	Suggested Mentor Approach
Lack of honesty	<ul style="list-style-type: none">• May believe the truth will be unacceptable to others• Wants to be viewed in a positive light	<ul style="list-style-type: none">• Assess the level of trust and safety the mentee is experiencing with you and take action to increase these as needed.• Move to topics where they will feel supported by you rather than judged.• When it appears the mentee feels open or safe (in that meeting or another conversation), explore the impact of dishonesty, without any accusation.
Rude or arrogant	<ul style="list-style-type: none">• May believe is smarter than others and impatient to deal with someone "not at their level"• May be single-minded and unaware of, or unconcerned about, impact on others	<ul style="list-style-type: none">• Increase mentee's awareness of impact on others and the overall effect on their interactions.• Help mentee understand that positive results are not garnered by smarts alone; a variety of skills are needed.• Encourage mentee to tune inward regarding these interactions (i.e., what they are feeling just prior to encounter) so they are aware when it occurs and can correct their own behavior.
Low ethics	<ul style="list-style-type: none">• Believes they can do better bypassing rules; stretches the boundaries of the rules• Is joining others' indiscretions, which seems to make it OK• May have a more deep-seated, selfish approach where personal gains justify behaviors	<ul style="list-style-type: none">• Help mentee view their behaviors in the larger perspective of the organization and with a longer-term view.• Ask questions to raise personal insight, reach beyond asking about rationales for behavior. Instead move to questions about how they believe others might view them.• Help mentee identify why ethics matters in general and for their career. Have mentee report on incidences where they took the high road with positive results.
Defensive	<ul style="list-style-type: none">• Is protecting self from feelings of shame or insecurity• Feels threatened, wants to avoid being seen as having done something wrong	<ul style="list-style-type: none">• Assess the level of trust and safety the mentee is experiencing with you and assure them you are on their side and value them.• Encourage mentee to tune into incidences that trigger them, learn to calm themselves (e.g., through self-talk), remain open to the other party, and explore the content of their discussion.• Ask them to log incidences when they were successful and unsuccessful during such interactions, and observe with them the trend of their improved responses over time.

Week 10

Learn through Closure

Closure

1. Anticipate Closure: Keep wrap-up in view
2. Individually prepare for the conversation
3. Conduct wrap-up conversation
4. Consolidate learning from your experience

Wrap-Up Conversation

- Introduction/Agenda
- Review the mentee's accomplishments
- Review mentoring process: lessons learned and review of mentoring approach.
 - Next Steps for Mentee
 - Closing remarks

Use Took 10-5 to consolidate learning.

TOOL 10-5

QUESTIONS TO CONSOLIDATE YOUR LEARNING FROM THE MENTORING EXPERIENCE

- What were my top achievements in this mentoring relationship?
- In what ways did I accomplish my personal goals for this mentoring?
- What were the results of some new approaches I used?
- What surprises did I experience? What does that tell me about my expectations?
- How did my mentoring skills stack up? What were my strengths? What were areas for improvement?
- What was most memorable about the experience?
- How do I see myself differently as a result of this experience?
- What would I look for in my next mentoring experience?
- What are ways, other than mentoring, I can use what I learned through this mentoring relationship?