

Inspiring Others to Achieve

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# Mentoring Handbook

ULI Alberta- Young Leaders Committee

***"Mentors are guides. They lead us along the journey of our lives. We trust them because they have been there before, they embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers and point out unexpected delights along the way." - Laurent Daloz***

## **The Purpose of a Mentorship Program**

The purpose of the ULI Mentorship Program is to foster an exchange of professional ideas, friendship, and expertise among young professionals and industry veterans in order to enhance the growth curve and experience of both parties. It is understood by both parties that it is not a means to generate business for the mentor / and or the mentee. This program matches young professionals (mentees) with experienced professionals (mentors) for guidance and support, while offering mentors an opportunity to strengthen ties with the young future leaders of the local real estate community and the Urban Land Institute.

## **The Mentor Program Guidelines**

The following guidelines have been established to provide all participants the most satisfactory experience. The Mentoring Program is self-policing and will be up to the participants to fulfill the commitments outlined below.

- Attend Mentor Program Events.
- Establish communication with your mentee/mentor within the first week of the program.
- Meet with your mentee/mentor either in person or virtually at least once a month.
- Confidentiality is absolute. Breach of confidentiality will result in resignation from the program.
- Fill out and return both review survey and a program completion evaluation form.

## **The Mentoring Relationship**

The Mentor Program affords both young and experienced professionals the opportunity to develop a dynamic relationship from which both mentors and mentees benefit. The ideal mentoring relationship is one that exceeds fact-finding and delves into personal knowledge and experience. In many cases, young professionals have certain career goals, but do not have the firsthand experience or insight on what to expect or how to achieve their goals. Mentors are invaluable resources in helping guide and advise the mentees based upon their experiences.

A partnership between mentor and mentee must be developed in order to promote a good mentor relationship; the more committed the relationship, the more satisfaction is gained by all participants. Building professional and social relationships with each other is accomplished through attending ULI events and individual meetings set up by the participants.

## **Roles and Responsibilities of a Mentor**

A mentor serves as a positive role model; an advisor who has experience and a solid reputation; someone that others can trust. It is important that mentors are committed to the process and can communicate effectively and confidentially.

### **Requirements:**

Edmonton - Minimum 1- School year commitment to the process.

Calgary – Minimum 1- School year commitment to the process

### **Responsibilities:**

- Demonstrate leadership capabilities.
- High personal moral and ethical standards.
- Respected by management and peers.
- Positive contributor to the reputation of the company.
- Be positive, honest and approachable by developing a positive counselling relationship and a climate of open communication.
- Get to know the person you are mentoring on both a personal and professional level.
- Provide guidance on career development.
- Be respectful and supportive of your mentee.
- Be available.
- Be sincere, praise efforts as well as accomplishments.
- Ask questions (e.g. views on career, difficulties on current assignments, etc.).
- Help mentees identify problems and solutions.
- Be aware of mentees progress.
- Provide feedback and advice.
- Offer constructive criticism in a supportive way.
- Be aware of the mentee's strengths and areas of development.
- Share stories, including mistakes.
- Refer mentees to other business associates.
- Be helpful in expanding your mentee's relationship base.
- Respect confidentiality.
- Remember that you are not the mentee's manager.
- Avoid gossip regarding others.

## **Roles and Responsibilities of a Mentee**

The mentee's role is to commit to being a continuous and reflective learner. It is important to be involved and become the key driver of the process. The mentee should be proactive by organizing meetings, setting goals, taking action on those goals, and tracking their progress.

### **Requirements:**

Edmonton- Minimum 1- School year commitment to the process.

Calgary – Minimum 3 - 1 hour sessions within a school year

#### Responsibilities:

- Be proactive and sincere
- Willing to participate in two-way communication.
- Be positive, honest and open.
- Help shape the overall agenda for the relationship.
- Be accepting of feedback and advice.
- Be responsible for managing your career.
- Ask questions, explain why you are asking and the options you've explored.
- Be respectful of your mentor, the mentoring agreement and timelines.
- Identify personal developmental goals.
- Respect confidentiality of the discussions.
- Be dependable and responsible for achieving your results.
- Communicate, share perspectives as well as listen to the mentor's perspective.
- Be responsible for initiating and maintaining contact with your mentor.

#### **Benefits of Being a Mentor**

As a mentor, your role is to teach new skills and explain, or build awareness on different viewpoints. You will serve as the link between career goals and the realities of the business world. Mentoring is about giving others a new perspective, broader outlook, and helping them understand that there is more than one element to consider in any one situation. Mentoring also helps develop confidence and competence and contributes to a successful career. As a mentor, you will discover the personal and professional benefits of making a difference in a young professional's career development.

- Make a difference in the lives of young professionals interested in your area of expertise.
- Help strengthen leadership abilities, develop critical thinking and questioning skills.
- Receive personal and professional satisfaction by contributing to the success and growth of your mentee.
- Increase the value of the local real estate community by personally investing in future young professionals today.
- Create valuable networking and recruiting opportunities.
- Strengthen your ties with Urban Land Institute's Young Leaders Group.
- Gain a fresh perspective and additional experience as an advisor, supporter, tutor and coach.

#### **Benefits of Being a Mentee**

As a mentee, you will benefit from personal interactions with an experienced real estate professional. You will be given an opportunity to create and foster a relationship that you may keep for years past your involvement in the program. Please review this list to assess whether you are prepared to be a mentee:

- I know the kind of mentoring I want.
- I'm willing to accept a mentor's help.
- I'm a good listener. I hear what the other person is saying.
- I can be counted on to carry out commitments.

- I'm good about thanking and otherwise showing appreciation to people who help me.
- I believe I can offer the mentor something. The relationship should be mutually beneficial.

## How to achieve a Successful Relationship

- Identify roles the mentor can play to help the mentee achieve goals.
- Develop an action plan to achieve agreed upon goals.
- Determine the level of structure in the relationship.
- Communication on a regular basis.
- Set the agenda for each meeting.
- Schedule formal meetings and cancel only when absolutely necessary.
- Establish guidelines for telephone calls, means of contact.

## Making Your Meetings Successful

### The Importance of Effective Feedback

Feedback is important as it gives people the opportunity to communicate directly with each other. Feedback should be given on an ongoing and consistent basis. Positive and constructive feedback gives people the motivation to strive for excellence. Both positive and constructive feedback are crucial to the program's success.

In the role of a mentor you will often be required to give feedback. Your communication skills will determine how well this feedback is received. As a mentee you will be receiving feedback on a regular basis. You will also require excellent communication skills to ensure feedback is received accurately.

### Positive Feedback

When we are giving positive feedback we are affirming, accepting or approving someone's behaviour or actions. Positive feedback usually results in improved relationships. It will increase the likelihood of the behaviour being repeated.

There are two types of positive feedback:

- Prior to a situation or experience, in the form of *encouragement* or *advice*.
- After the situation or experience, in the form of *appreciation* and *support*.

### When can/should you give positive feedback?

You can give feedback as encouragement prior to a situation or as appreciation after a situation has occurred. When it's "after" the situation, you should not wait too long to give the feedback, however, waiting until your next mentoring meeting is usually fine. To remember details/specifics you will want to record what you know so that your mentee gets accurate feedback from you.

Here are some specific examples of when you might provide positive feedback:

- A goal is met.
- The mentee accomplished something you knew was difficult.
- The mentor gave you good advice and saved you time.

## Constructive Feedback

Constructive feedback should be viewed as an opportunity to learn. Both giving it and receiving it may feel uncomfortable. However, you should look at it as giving or sharing information that will impact your mentee's behaviours in a positive way. Constructive feedback is one way of effectively solving problems. If we change our way of thinking so that it is viewed as an opportunity for growth, your mentee will see very good results.

There are two types of constructive feedback:

- Advice given prior to a situation or experience to help the mentee *improve* and *grow*.
- Feedback given following the situation or experience to *teach* and *help improve* or *change behaviours*.

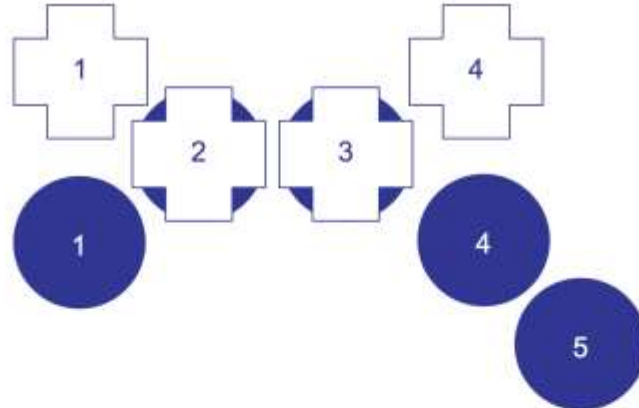
It is crucial when giving constructive feedback to maintain mutual respect and to never give "personal" or "critical" feedback. As a mentor it is very important to be honest when giving feedback but also to keep in mind that your feedback is not performance based but instead learning based. Your job as a mentor is to help your mentee learn and grow.

Here are some specific examples of when you might provide constructive feedback:

- Mentee or Mentor does not keep commitments
- Mentee is not listening/following through
- Mentor is showing emotions and not giving thoughtful advice

## The Feedback Model

Below you will find a feedback model that will assist you with the process of giving both positive and constructive feedback. As you review it, you will notice that there are four steps to giving positive feedback and five steps for constructive feedback.



#### Giving Positive Feedback

- 1 Start with the positive
- 2 Give specifics
- 3 Describe the impact
- 4 Close with a positive statement

#### Giving Constructive Feedback

- 1 Describe typical and acceptable actions
- 2 Give specifics
- 3 Describe the impact
- 4 Ask, "How are 'we' going to change the behaviour?"
- 5 Follow up

## How to Have an Effective First Meeting

There's a lot to cover in the first meeting between the mentor and the mentee. Both must understand that this meeting is set up to establish a process, ground rules, and objectives for the relationship. An agenda and timing for the meeting should be set up in advance. Here are some other things that you will likely want to cover in a first meeting.

Mentee and mentor to give an overview of their experience, strengths, weaknesses, etc. Clarify expectations from both mentor and mentee and agree upon what can/cannot be done. Agree upon the objectives of the relationship, for example:

- Where is help needed?
- What does the mentee hope to achieve?
- What does the mentee want to happen?

Determine the process for the future:

- Frequency of meetings
- Location of meetings

- Preparation by both parties for future meetings
- Methods of communication between meetings (e-mail, phone, etc.)