



Insights to Better Mentoring

Facilitator's Guide

Includes Program Handouts

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FOREWORD: LEARNING BY EXAMPLE

There is nothing new about mentoring. This is not a trend or an innovation. It would be foolish for someone to try to copyright the term. Claiming ownership to mentoring would be like telling people you had discovered learning or caring or sharing. Mentoring was a foundation for personal growth long before the Greek poet Homer first named a trusted counselor “Mentor” in his epic poem *The Odyssey* almost 3000 years ago.

Mentoring is not new to organizational development either. It would be difficult to find a leader in business, government, education, medicine, science or any other sphere that is unable to point to a person or people who guided his or her path by their counsel, example, support and encouragement.

That said there are new conditions facing organizations that make mentoring all the more important to their growth – and perhaps even to their survival.

We face a generational ‘changing of the guard’ as baby boomers move into retirement and must prepare their successors for leadership. We have seen unprecedented organizational transformations driven by new technologies and the resulting flow of employees into and out of our workplaces that threaten the loss of institutional memories so important to our long-term organizational health. Reengineering and increased efficiency has meant fewer people do more work so the need to share experiences and best practices becomes critical. In an economy where knowledge is the currency of success, we can’t afford to lose what we have spent so much time and money learning. Mentoring is one of the best ways to invest that currency in the future of our organizations.

Mentoring comes in a variety of styles, shapes and colors. Some organizations have structured programs that pair mentors and mentees and set out an agenda for them. Others have less formal approaches, facilitating and supporting mentoring relationships but not defining them. Regardless of the way mentoring is structured, there are certain fundamentals that will make these relationships more effective.

That is what we seek to explore in this program. “*Insights to Better Mentoring*” profiles four diverse mentoring relationships. Each has been very successful. We want to find out why and share those insights with you.

Thank you for selecting this resource as part of your mentoring support program. We hope it will prove to be a valuable asset to the mentors and mentees in your organization.



Robert Rosell
President
QMR – The Respectful Workplace Company

HOW TO USE THIS GUIDEBOOK

This Facilitator's Guide is designed to help you adapt *Insights to Better Mentoring* to the needs of your organization. Its modular design offers flexibility to help you configure the learning process.

The Program's Goal

Insights to Better Mentoring presents a documentary-style exploration of four successful mentoring relationships in very diverse organizations. We do not intend this program as a map to help you structure your mentoring program. There are other excellent resources available to help you with that task. Rather, we will explore the fundamental qualities of a mentoring relationship of any kind, anywhere, that will make it successful. This is a "best practices" program that seeks to improve the quality and benefits of mentoring for both the mentor and the mentee.

Preparation

View the video program to see the "big picture" of how it is structured and how the content is presented. Determine the timeframe for the training you wish to deliver. Read this guide to understand the resources available to you. Select a training approach and activities that will best meet your organization's needs. There are Pre-Screening Questions you can discuss before showing the video. You can choose to show the video in its entirety without interruption, or show it a segment at a time with a discussion after each topic. Choose the approach that will work best with your group.

The **discussion questions** for participants are in **handouts** in the back of the guide. They are also available as PowerPoint slides. For facilitators these questions are accompanied, in a second column, by **notes** that may be helpful in leading the discussions. A suggested amount of time to allocate for each section of the training (with recommendations for a "Long Version" and "Short Version") is listed in the Table of Contents.

Ground Rules

1. Encourage participants to provide most of the insights when leading discussions or answering questions. The facilitator is primarily there to encourage discussion, not to provide answers.
2. In order to encourage participants to be candid in their discussions, the facilitator should ask participants to respect each other by not interrupting someone who is contributing to the dialogue and by not demeaning what other participants say.
3. The facilitator should model this approach by letting participants speak without interruption and attempting to summarize their contributions faithfully on the white board or flip chart. The facilitator should also seek to get input from as many participants as possible.

What you will need:

- Video or DVD player (stand alone or computer) and projector/screen or monitor
- Your organization's policies, guidelines or program descriptions as they apply to mentoring. Please prepare these as handouts for participants in the training program.
- White board or flip chart and appropriate pens.
- Copies of Handouts from this guidebook. You may also use the PowerPoint slide versions of these handouts, which are provided with the program.

INSIGHTS TO BETTER MENTORING

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Before Screening the Video

PRE-SCREENING ACTIVITY: WHAT IS MENTORING?

SEE HANDOUT A

Discussion Questions	Facilitator Notes (suggested contributions)
<p>1. What is the role of a mentor?</p>	<p>Ask participants for their thoughts. Depending on the situation and the needs of the person being mentored, a mentor can be a guide, confidante, ally, coach, teacher, advocate, model, sounding board, counselor, friend, patron, advisor, and more.</p>
<p>2. Who can be a mentor?</p>	<p>Any person who has had the experiences, contacts and skills another person needs and wants can serve as a mentor. Usually a person with greater seniority in an organization is better able to serve as a mentor, but that is not always the case.</p>
<p>3. What personal qualities make a person a “good” mentor?</p>	<p>Find out what participants think and record their answers. These might include patience, curiosity, humility, good listening skills, openness, a sense of humor...</p>
<p>4. What personal qualities make a person a “good” mentee?</p>	<p>As in question 3, find out what participants think and record their answers. These might include openness to new ideas, willingness to learn, humility, ability to actively listen, comfort with sharing fears and aspirations, good time management...</p>
<p>5. What do you think is the key to successful mentoring relationships?</p>	<p>There could be a broad range of answers to this. Encourage as many participants as possible to come up with a response.</p>

PRE-SCREENING ACTIVITY: PAST EXPERIENCES

SEE HANDOUT B

Discussion Questions	Facilitator Notes
<p>1. Think of mentoring relationships you’ve had in your life. Select one that has been especially important to you and explain how you were impacted by this relationship.</p>	<p>Encourage participants to share personal stories of experiences they’ve had as mentors or mentees in the past. Try to get as many of these stories as time will allow. Focus on the impacts of the relationship.</p>
<p>2. Consider a time in your career when you would have benefited from having a mentor but didn’t. What kept you from finding a mentor at that time?</p>	<p>Here again, personal experiences are what you are after. The more stories the group is able to share, the better. Record the obstacles that people faced in finding a mentor on a white board or flip chart.</p>
<p>3. What are the main benefits you have received from mentoring someone else? This can be a work relationship or some other mentoring experience.</p>	<p>This is a valuable exercise for both mentors and mentees. Try to get to the core benefit from each experience that is shared. For example – expanded my network of contacts at work, made a friend, learned how to accept obstacles as challenges, etc. Record the benefits individuals mention on a flip chart or white board.</p>
<p>4. What were the “rules” in your past mentoring relationships? Who initiated contact, what topics were acceptable, what behaviors expected?</p>	<p>Here we want to get a sense of how participants’ earlier mentoring relationships worked. Note rules of those relationships on a flip chart or white board.</p>

Screen the Video “Insights to Better Mentoring” – 26 min.

THE MENTORS

SEE HANDOUT C

Discussion Questions	Facilitator Notes
<p>1. Why did Lockheed Martin Space Systems VP and CIO Linda Brisnehan feel she “owed something” to mentoring? What do you feel you “owe” to your past mentors?</p>	<p>A mentor put her name in for the position of CIO.</p>
<p>2. What experience did fire chief Robert Oliver describe as motivating him to want to “give back” to his colleagues in the fire service? How can we best repay the time, insights and other benefits we have received from past mentors?</p>	<p>Chief Oliver described being trapped in a fire and saved by an anonymous firefighter. Since he never found out who saved him, he felt an obligation to “give back” to all firefighters.</p>
<p>3. What did Costco Senior VP Jeff Lyons see as a primary reason people need mentors within organizations? What has been your primary motivation in seeking mentors in your career?</p>	<p>Jeff Lyons mentioned seeking a confidante with insights and answers to your questions as a primary reason people need mentors at work.</p>
<p>4. What did Judge Mary Yu find particularly exciting about mentoring others? What have you found most gratifying in your past experiences as a mentor?</p>	<p>Judge Yu enjoyed encouraging people to discover their potential.</p>

THE MENTEES

SEE HANDOUT D

Discussion Questions	Facilitator Notes
<p>1. Why did Kelly Condon at Lockheed Martin seek out a mentor?</p>	<p>Kelly was involved in a leadership development program at Lockheed Martin and they required that she have a mentor as part of that program.</p>
<p>2. What was it about Chief Bob Oliver’s experience in the fire service that Ken Weisenbach wanted to be exposed to and learn from?</p>	<p>Chief Oliver had broken new ground in the fire service as an African American firefighter and fire chief. Ken hoped to learn from Bob’s experiences.</p>
<p>3. What did Dorothy Burdge at Costco hope to gain from finding a mentor in the company?</p>	<p>Dorothy wanted to advance her leadership capabilities and her understanding of the company.</p>
<p>4. What motivated Steven González to find a judge to serve as his mentor?</p>	<p>Steven wanted to explore becoming a judge himself and needed someone with experience in what it takes to go through the selection and election process.</p>

THE SELECTION PROCESS

SEE HANDOUT E

Discussion Questions	Facilitator Notes
<p>1. Assume that you are looking for a mentor and your organization does not have a formal structure to help you make a selection. How would you go about identifying an appropriate person within your organization to play that role?</p>	<p>You can explore this question as a discussion topic or have the participants fill in Handout E as a written exercise.</p>
<p>2. Assume you have been approached by someone within your organization who wants you to be their mentor. How would you determine if this is likely to be a good “fit”? What steps would you take before making the commitment?</p>	<p>You can explore these questions as discussion topics or have the participants fill in Handout E as a written exercise.</p>

FIRST STEPS

SEE HANDOUT F

Discussion Questions	Facilitator Notes
<p>1. What is the principal purpose of the first meeting between a mentor and mentee?</p>	<p>It's a time to get to know each other and begin to develop some rapport and a relationship. This is also a good opportunity for both the mentor and mentee to disclose what their expectations are for the relationship and review any ground rules.</p>
<p>2. What would you consider as appropriate "ground rules" for a mentoring relationship?</p>	<p>These can vary greatly and should cover how and when you will meet, who will initiate and schedule meetings, what topics you will address, confidentiality, how you will know when to end the formal mentoring relationship, and anything else both partners want to establish as guidelines for the relationship.</p>
<p>3. Jeff Lyons sent Dorothy Burdge a list of questions he wanted to discuss in their first meeting. If you were to send such a list of questions to a new mentee – what would be on it?</p>	<p>List questions on a flip chart or white board. Answers could range from personal questions about the mentee's background to career goals and expectations of the mentoring relationship.</p>
<p>4. All the participants emphasized the importance of respect and trust. What measures could you take to ensure the mentoring relationship is built on a solid foundation of trust?</p>	<p>Respect confidentiality, never use information you learn through the mentoring relationship in a way that could harm or embarrass your partner, always try to be candid and open in your discussions, in short – be trustworthy.</p>

THE FOUR PILLARS OF MENTORING

SEE HANDOUT G

Inquire - Share - Encourage - Care



Hand out the graphic for the *Four Pillars of Mentoring* (Handout G). Participants may use this as a reference as they explore each of the Pillars in the following 4 handouts.

Active Listening:

To be successful in a mentoring relationship, both the mentor and the mentee need to listen to what their partner is saying.

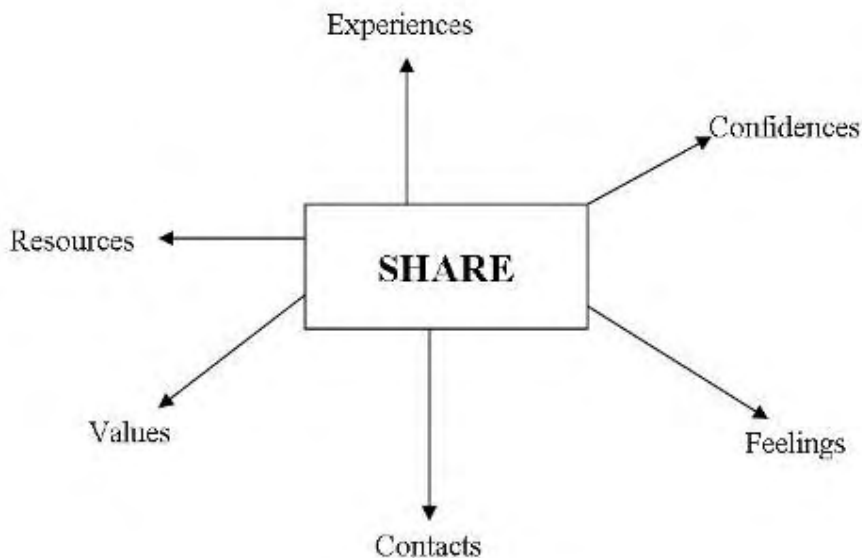
For the mentor – it is important to remember that this relationship is about supporting the mentee. The focus is on what the mentee needs, not on what the mentor knows or has experienced. The mentor does not play the role of sage dispensing wisdom, but rather uses knowledge and experience to respond compassionately and appropriately to the questions and needs of the mentee. Therefore a primary task for the mentor will be guiding the mentee to discover insights and answers for him or herself by asking probing, open-ended questions and actively listening to the responses. The mentor will also honestly and candidly respond to inquiries from the mentee and share experiences and insights that may be helpful.

For the mentee – time spent with your mentor is valuable for both of you and should not be wasted. Don't hesitate to ask questions, including personal questions that will help you learn what you need to know. Listen to the answers and seek additional clarification in areas where you need more information. Your job as a mentee is not to impress your mentor. Your priority is to learn.

Discussion Questions	Facilitator Notes
<p>1. Inquiry in a mentoring relationship can mean many things. List the ways that inquiry is central to successful mentoring.</p>	<p>Ask questions, get to know each other, be clear on what your partner wants out of the relationship and the “rules” that will guide you, check in to see how the mentee is doing, actively listen to the mentee to be sure you understand her/him and ask clarifying questions.</p>
<p>2. Kelly Condon says mentoring relationships are opportunities for both the mentor and mentee to learn. Chief Bob Oliver suggests you get outside your own “pool of knowledge” and seek new information and insights. How is mentoring an opportunity for learning by both parties?</p>	<p>The mentees are partnered with someone who has had experiences and developed insights that can help them grow and learn. At the same time, they can share their knowledge and provide new information and insights to their mentors. Both parties can learn from each other and from the dynamics of the mentoring relationship itself.</p>

SHARE

SEE HANDOUT I



Discussion Questions	Facilitator Notes
<p>1. Use the “Share” diagram to suggest some of the ways in which sharing is critical to effective mentoring.</p>	<p>The Share diagram above suggest some of the ways in which sharing is critical to effective mentoring. Use Handout I to have participants create their own web diagram on sharing in mentoring relationships. Use this diagram as a basis for a discussion. You may want to expand the diagram to add specific examples of each aspect of sharing.</p>
<p>2. Several participants in the program mention that the sharing of confidences, experiences that may be sensitive or embarrassing, is important in mentoring. Why?</p>	<p>The mentor needs to know what’s going on in the mentee’s career and life in order to help the mentee learn and grow – including issues that may be sensitive. Also, the mentor may want to share his or her own experiences that were embarrassing or painful as part of exposing the mentee to the full spectrum of what she/he needs to learn. These disclosures require, and help to establish, a high level of trust.</p>

ENCOURAGE

SEE HANDOUT J

Discussion Questions	Facilitator Notes
<p>1. Judge Steven González indicates he needed Judge Yu’s encouragement and support when he was running in his first election. Why is it so important for mentors to offer encouragement when their mentees try something new and difficult?</p>	<p>One of the values of mentoring relationships is the confidence mentors can inspire in their mentees. If mentees don’t take chances, risking failure, they can’t learn, grow and reach their potential.</p>
<p>2. Chief Oliver disclosed mistakes he had made to his mentee, Ken Weisenbach. How does the sharing of this kind of information encourage and help a mentee?</p>	<p>Sharing mistakes shows that it’s okay to make them, and that they are part of your growth and development. You can fall but still get up and continue on. They also show that successful people aren’t perfect – that it’s okay to make mistakes if you learn from them and you can still end up reaching your goals.</p>
<p>3. Linda Brisnehan set up a book club as a way to encourage Kelly Condon to expand her network of contacts and explore different career paths. List some other ways mentors can encourage their mentees to meet new people who may be helpful to their careers.</p>	<p>The group may come up with a range of approaches that they have used in the past or might consider appropriate in the future. These might include scheduling lunch with people the mentor thinks the mentee should meet, bringing the mentee along to meetings the mentor will be attending, setting up networking opportunities with other mentors and their mentees, etc.</p>

CARE

SEE HANDOUT K

Discussion Questions	Facilitator Notes
<p>1. It is clear that the successful mentors and mentees profiled in this program care about each other. How do you think “caring” improves mentoring relationships?</p>	<p>If you don’t believe someone cares about you, you are less likely to trust them and believe they have your best interests at heart. Caring takes the mentoring relationship to a level where there is a sense of mutual responsibility that is essential if you want to encourage disclosure and vulnerability.</p>
<p>2. We learned that in the fire service there is a buddy system and that when you go into a dangerous situation with someone, you make sure that person comes out with you as well. How might this be seen as a metaphor for mentoring?</p>	<p>You have to be able to trust that your partner will be there for you in a mentoring relationship. A mentee is likely to face obstacles and needs the reassurance that her/his mentor will be there to offer support. The mentor doesn’t necessarily go through the challenges with the mentee; however the mentee needs the confidence of knowing she/he has “backup”.</p>
<p>3. What does a mentor do that demonstrates caring?</p>	<p>Allocating time to the relationship, being available when needed, honoring confidentiality, disclosing information, empathizing with challenges the mentee faces, sharing resources and contacts, keeping commitments made.</p>
<p>4. What does a mentee do that demonstrates caring?</p>	<p>Allocating time to the relationship, being available when needed, honoring confidentiality, disclosing information, listening with respect, helping the mentor when asked or needed, keeping commitments made.</p>

GETTING CREATIVE

SEE HANDOUT L

Discussion Questions	Facilitator Notes
<p>1. Linda Brisnehan organized mentoring “walks” at Lockheed Martin Space Systems. What might some of the benefits of this kind of creative mentoring activity be?</p>	<p>The walks can promote mentoring to other Lockheed leaders and employees, give mentors and mentees a different venue in which to meet, provide networking opportunities between mentors and mentees at the company, and can show all employees that the company takes mentoring seriously. They also give employees a chance to get some exercise.</p>
<p>2. At Costco, mentors and mentees meet in “splinter groups” of 7 or 8 pairs. How might these small groups add value to the mentoring experience?</p>	<p>Mentors and mentees are exposed to information and insights from a broader group of leaders and employees within the organization, improving their understanding of how the company operates. There is also an opportunity to expand your network of contacts within the organization.</p>
<p>3. Discuss ways you could get creative in your mentoring relationships. Try to come up with 2 or 3 innovative approaches that would work for you and your organization.</p>	<p>This can be done in pairs or small groups, or as a discussion with the group as a whole. Try doing some brainstorming to open up people’s thinking.</p>

ENDING THE FORMAL RELATIONSHIP

SEE HANDOUT M

Discussion Questions	Facilitator Notes
<p>1. Several participants expected their formal mentoring relationship to end, but the informal relationship to continue. What do you see as the difference between a formal mentoring relationship and an informal one?</p>	<p>The formal relationship is more structured with planned meetings and other events. An informal mentoring relationship is closer to a friendship where the partners communicate with each other for support and information as needed.</p>
<p>2. If a mentoring relationship doesn't have a formal end point, it can become awkward for one of the parties to bring it to a close. How would you handle a situation where you are a mentor and think it is time to end the formal mentoring relationship with your mentee? How would you handle a similar situation if you are the mentee and want to bring the relationship to a close?</p>	<p>Allow participants to explore this in a group discussion. You might ask a few people to role-play the conversation they would have in this situation. Emphasize the importance of presenting the ending of a mentoring relationship as a positive event where both parties are able to acknowledge what they have learned and accept that it is time to move on. Mentors may also use this conversation as an opportunity to encourage their mentees to enter new mentoring relationships with people who can help them move forward in their careers.</p>
<p>3. Describe a mentoring relationship that you have had in the past that came to an end. Share how you and your partner ended the relationship.</p>	<p>This conversation will vary widely depending on the experiences of the participants. Try to focus on the positive elements in these experiences and what the participants learned from them.</p>
<p>4. Describe a mentoring relationship that you have had in the past that continues today. How has the relationship changed over time?</p>	<p>Once again, these experiences will vary widely. Try to draw lessons from the stories participants share that will be useful to the group.</p>

Handout A

Pre-screening Activity: What is Mentoring?

1. What is the role of a mentor?
2. Who can be a mentor?
3. What personal qualities make a person a “good” mentor?
4. What personal qualities make a person a “good” mentee?
5. What do you think are the keys to successful mentoring relationships?

Handout B

Pre-screening Activity: Past Experiences

1. Think of mentoring relationships you've had in your life. Select one that has been especially important to you and explain how you were impacted by this relationship.

2. Consider a time in your career when you would have benefited from having a mentor but didn't have one. What kept you from having a mentor at that time?

3. What are the main benefits you have received from mentoring someone else? This can be a work relationship or some other mentoring experience.

4. What were the "rules" in your past mentoring relationships? Who initiated contact, what topics were acceptable, what behaviors expected?

Handout C

The Mentors

1. Why did Lockheed Martin Space Systems VP and CIO Linda Brisnehan feel she “owed something” to mentoring? What do you feel you “owe” to your past mentors?
2. What experience did fire chief Robert Oliver describe as motivating him to want to “give back” to his colleagues in the fire service? How can we best repay the time, insights and other benefits we have received from past mentors?
3. What did Costco Senior VP Jeff Lyons see as a primary reason people need mentors within organizations? What has been your primary motivation in seeking mentors in your career?
4. What did Judge Mary Yu find particularly exciting about mentoring others?

Handout D

The Mentees

1. Why did Kelly Condon at Lockheed Martin seek out a mentor?
2. What was it about Chief Bob Oliver's experience in the fire service that Ken Weisenbach wanted to be exposed to and learn from?
3. What did Dorothy Burdge at Costco hope to gain from finding a mentor in the company?
4. What motivated Steven González to find a judge to serve as his mentor?

Handout E

The Selection Process

1. Assume that you are looking for a mentor and your organization does not have a formal structure to help you make a selection. How would you go about identifying an appropriate person within your organization to play that role?

2. Assume you have been approached by someone within your organization who wants you to be her/his mentor. How would you determine if this is likely to be a good “fit”? What steps would you take before making the commitment?

Handout F

First Steps

1. What is the principal purpose of the first meeting between a mentor and mentee?

2. What would you consider as appropriate “ground rules” for a mentoring relationship?

3. Jeff Lyons sent Dorothy Burdge a list of questions he wanted to discuss in their first meeting. If you were to send such a list of questions to a new mentee – what would be on it?

4. All the participants emphasized the importance of respect and trust. What measures could you take to ensure the mentoring relationship is built on a solid foundation of trust?

Handout G

The 4 Pillars of Mentoring

Inquire - Share - Encourage - Care



Handout H

Inquire

Active Listening:

To be successful in a mentoring relationship, both the mentor and the mentee need to listen to what their partner is saying.

For the mentor – it is important to remember that this relationship is about supporting the mentee. The focus is on what the mentee needs, not on what the mentor knows or has experienced. The mentors do not play the role of sage dispensing wisdom, but rather use their knowledge and experience to respond compassionately and appropriately to the questions and needs of their mentees. Therefore a primary task for the mentor will be guiding the mentee to discover insights and answers for him or herself by asking probing, open-ended questions and actively listening to the responses. The mentor will also honestly and candidly respond to inquiries from the mentee and share experiences and insights that may be helpful.

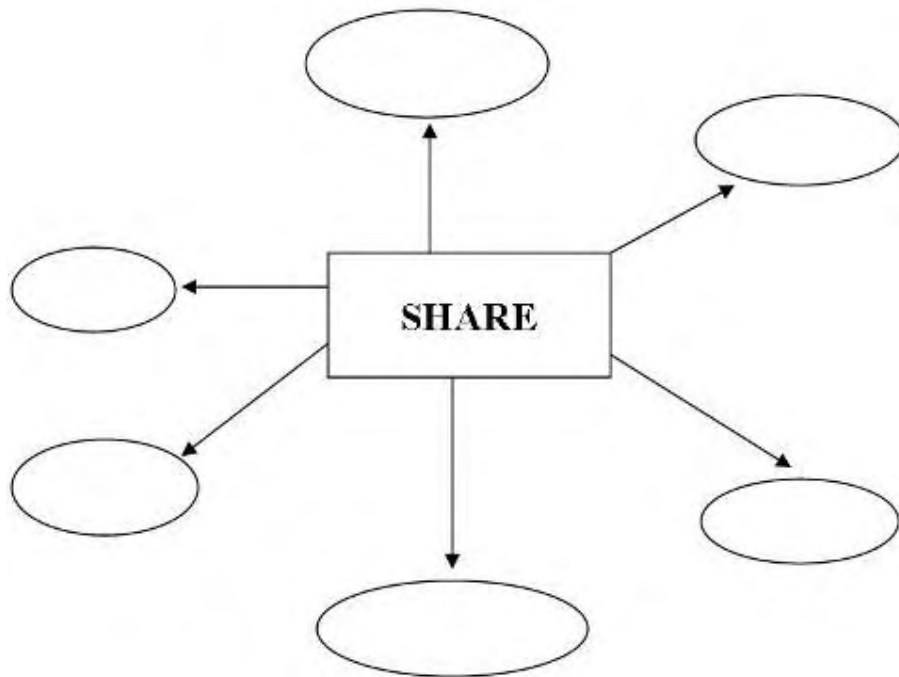
For the mentee – time spent with your mentor is valuable for both of you and should not be wasted. Don't hesitate to ask questions, including personal questions, that will help you learn what you need to know. Listen to the answers and seek additional clarification in areas where you need more information. Your job as a mentee is not to impress your mentor. Your priority is to learn.

1. Inquiry in a mentoring relationship can mean many things. List some ways that inquiry is central to successful mentoring.

2. Kelly Condon says mentoring relationships are opportunities for both the mentor and mentee to learn. Chief Bob Oliver suggests you get outside your own “pool of knowledge” and seek new information and insights. How is mentoring an opportunity for learning by both parties?

Handout I

Share



1. Use the “Share” diagram to suggest some of the ways in which sharing is critical to effective mentoring. Discuss the different aspects of “sharing” and how they apply to mentoring.
2. Several participants in the program mention that the sharing of confidences, experiences that may be sensitive or embarrassing, is important in mentoring. Why?

Handout J

Encourage

1. Judge Steven González indicates he needed Judge Yu's encouragement and support when he was running in his first election. Why is it so important for mentors to offer encouragement when their mentees try something new and difficult?
2. Chief Oliver disclosed mistakes he had made to his mentee, Ken Weisenbach. How does the sharing of this kind of information encourage and help a mentee?
3. Linda Brisnehan set up a book club as a way to encourage Kelly Condon to expand her network of contacts and explore different career paths. List some other ways mentors can encourage their mentees to meet new people who may be helpful to their careers.

Handout K

Care

1. It is clear that the successful mentors and mentees profiled in this program care about each other. How do you think “caring” improves mentoring relationships?

2. We learned that in the fire service there is a buddy system and that when you go into a dangerous situation with someone, you make sure that person comes out with you as well. How might this be seen as a metaphor for mentoring?

3. What does a mentor do that demonstrates caring?

4. What does a mentee do that demonstrates caring?

Handout L

Getting Creative

1. Linda Brisnehan organized mentoring “walks” at Lockheed Martin Space Systems. What might some of the benefits of this kind of creative mentoring activity be?

2. At Costco, mentors and mentees meet in “splinter groups” of 7 or 8 pairs. How might these small groups add value to the mentoring experience?

3. Discuss ways you could get creative in your mentoring relationships. Try to come up with 2 or 3 innovative approaches that would work for you and your organization.

Handout M

Ending the Formal Relationship

1. Several participants expected their formal mentoring relationship to end, but the informal relationship to continue. What do you see as the difference between a formal mentoring relationship and an informal one?

2. If a mentoring relationship doesn't have a formal end point, it can become awkward for one of the parties to bring it to a close. How would you handle a situation where you are a mentor and think it is time to end the formal mentoring relationship with your mentee? How would you handle a similar situation if you are the mentee and want to bring the relationship to a close?

3. Describe a mentoring relationship that you have had in the past that came to an end. Share how you and your partner ended the relationship.

4. Describe a mentoring relationship that you have had in the past that continues today. How has the relationship changed over time?

INSIGHTS TO BETTER MENTORING – RECOMMENDED RESOURCES

Recommended Reading on Mentoring

Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process by Margo Murray. Jossey-Bass. 2001

Creating a Mentoring Culture: The Organization's Guide by Lois J. Zachary. Jossey-Bass. 2005

Guiding Lights – The People Who Lead Us Toward Our Purpose in Life by Eric Liu. Random House. 2004

Mentor Manager / Mentor Parent by Linda Culp Dowling & Cecile Culp Mielenz. ComCon Books. 2002

Mentoring – The Promise of Relational Leadership by Walter C. Wright. Paternoster Press. 2004

Power Mentoring – How Successful Mentors and Protégés get the Most out of Their Relationships by Ellen Ensher & Susan Murphy. Jossey-Bass. 2005

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The Heart of Mentoring: Ten Proven Principles for Developing People to Their Fullest Potential by David A. Stoddard & Robert J. Tamasy. Navpress Publishing Group. 2003

The Mentee's Guide to Mentoring by Norman H. Cohen. HRD Press. 1999

The Mentor's Guide: Facilitating Effective Learning Relationships by Lois J. Zachary. Jossey-Bass 2000

Websites of Interest:

<http://www.mentornet.net/> - MentorNet is a nonprofit e-mentoring network that addresses the retention and success of those in engineering, science and mathematics, particularly but not exclusively women and other underrepresented groups.

<http://www.mentoringgroup.com/> - THE MENTORING GROUP provides consulting/technical assistance, skill-based training, skill assessment, research/evaluation, and publications related to mentoring.

<http://www.paamentoring.com/> - Perrone-Ambrose Associates is a consulting business that provides training and support in setting up and operating mentoring programs.

WHO'S WHO IN "INSIGHTS TO BETTER MENTORING"

CITY OF REDMOND FIRE DEPARTMENT

ROBERT OLIVER

Robert Oliver is Deputy Chief of the Redmond Fire Department in Redmond, Washington. He served with the Phoenix Fire Department for 33 years and was promoted through the ranks to the position of Deputy Fire Chief and District Commander.

Chief Oliver is a 1972 graduate of Arizona State University with a B.A. in Sociology. He completed an internship in the National Urban Fellowship Public Administration Program in 1973, followed by the completion of the Fire Service Curriculum at Phoenix College and the Command and Staff Officer's Program at the National Fire Academy. In 1989 he successfully completed the University of Southern California Leadership Studies Program. He is also an ordained Minister.

In addition to his work with the fire service, Robert Oliver is the Senior Consultant in the Oliver Consultant Group through which he develops and facilitates Human Relations trainings and designs and implements service-performance programs and rewards and accountability systems.

Robert Oliver is also a public speaker and trainer on the local and national circuit on various Human Relations topics.

Bob can be reached via e-mail at: BOLIVER@redmond.gov

KEN WEISENBACH

Ken Weisenbach became a professional firefighter in June of 1990 after completing an extensive (and exhaustive) six week training process at the Washington State Fire Academy in North Bend. Ken was promoted to the rank of Driver/Operator in December of 1993.

Ken has been active in the International Association of Fire Fighters Local 2829. He was appointed to the position of President of his local and has served in that capacity for six years, representing a workforce of nearly 135 members. Ken was also elected Employee of the Year for the Redmond Fire Department in 2002 and 2003 by a vote of his co-workers.

Ken is the proud father of two lovely young daughters, Nicole and Camille.

Ken can be reached via e-mail at: KWEISENBACH@redmond.gov

COSTCO WHOLESALE

JEFF LYONS

Jeff Lyons is the Senior Vice President of Fresh Foods for Costco Wholesale. Jeff began his career with Costco in 1990 as a buyer with an extensive background in the meat industry. He was promoted to Vice President while serving in the Corporate Food and Sundries area and was placed in charge of Fresh Foods in early 2000.

Jeff has a Masters Degree in Management and has completed the Executive Leadership Program at Seattle University. Jeff also served with the Combat Engineers in the U.S. Army where he received the ARCOMM Award, Army commendation medal.

Jeff can be reached via e-mail at: jlyons@costco.com

DOROTHY BURDGE

Dorothy Burdge joined Costco Wholesale in 1986 as a marketing supervisor and has held a number of positions within the company. She has been the Frozen Foods buyer for the Northwest Region since 2003. Dorothy has worked in the food industry in Washington and California since 1978.

Dorothy graduated from the Costco University Leadership Program in 2002. She was honored by the national publication "Retail Merchandiser" as one of the Top Buyers of 2004.

In addition to her work with Costco, Dorothy enjoys spending time with her family. She is an avid skier (water and snow) and enjoys traveling – especially to spend time with her new grandson.

Dorothy can be reached via e-mail at: dburdge@costco.com

LOCKHEED MARTIN SPACE SYSTEMS COMPANY

LINDA A. BRISNEHAN

Linda Brisnehan is the Vice President of Information Technology and Chief Information Officer for Lockheed Martin Space Systems Company.

Linda joined Lockheed Martin in 1986 as a communication software engineer. In 1992, she led the Software Engineering Process Group for the Lockheed Martin Computer Technology Center. She joined Special Programs in 1994 as the Mission Planning Concurrent Engineering Team Lead and took on roles of increasing responsibility, including Software Development Manager and Ground System Deputy. In 2002, she became the Software Systems Architecture Director for Ground Systems on Special Programs.

Linda earned a bachelor's degree in Business Information Systems and a master's degree in Business Administration, both from the University of Colorado at Denver. She is a member of the Women's Vision Foundation and serves on their Wise Women Council. Linda is a member of the Women's Leadership Advisory Council and Tocqueville member of Mile High United Way. She serves on the Board of Advisors for the Colorado Coalition on Gender and IT and chairs the Corporate and Foundation Relations Committee for the Development Council for Colorado State University. Linda also serves on other community boards and committees. She has received several honors including an Operational Achievement Award in 1990 and Technical Achievement Awards in 1993 and 2002. The Denver Business Journal named her 2006 Outstanding Woman in Business in the High Tech and Telecom category.

Linda can be reached via e-mail at: Linda.a.brisnehan@lmco.com

KELLY M. CONDON

Kelly Condon is the Director of Equal Opportunity & Diversity Programs for Lockheed Martin Space Systems Company. She manages all equal opportunity, affirmative action, and diversity programs for the company and oversees Office of Federal Contract Compliance Programs compliance reviews. She manages relations with state and federal human rights agencies and leads a corporate-wide team recommending best practices for persons with disabilities at Lockheed Martin.

Kelly joined Lockheed in 2001 after a successful career as a trial attorney specializing in employment law and human resources issues. She was a senior associate with Holme Roberts & Owen LLP in Denver, Colorado where she was involved in management training and legal counseling in addition to litigation. She was also co-editor of the Civil Evidence column of the Colorado Lawyer.

Kelly earned a BA from Beloit College in Beloit, Wisconsin and attended the International Studies Program at Universite d'Haute Bretagne in Rennes, France. She earned her Juris Doctorate from the University of Wisconsin at Madison where she also served as an editor of the Wisconsin Law Review. Kelly is active in community organizations including The Women's Foundation of Colorado, Minoru Yasui Community Volunteer Award Committee, Girls Incorporated, United Way and other groups.

Kelly can be reached via e-mail at: Kelly.m.condon@lmco.com

SUPERIOR COURT

MARY ISABEL YU

Mary I. Yu is a sitting judge in the State of Washington. She was appointed judge by Governor Locke in April 2000. Prior to her appointment, she served as Deputy Chief of Staff to King County Prosecutor Norm Maleng. Judge Yu earned a B.A. degree in Theology from Dominican University in River Forest, Illinois, a M.A. degree in Religious Studies from Mundelein of Loyola University in Chicago and her J.D. degree from the University of Notre Dame.

A frequent speaker for legal education seminars, Judge Yu is also active in a variety of community and professional activities which include service on the Board of Directors of the Asian Bar Association of WA; Board of Directors of FareStart, an organization devoted to assisting homeless individuals develop job skills in the culinary industry; the Future of the Law Institute, King County Bar Association, an organized effort to mentor young people from diverse backgrounds to consider the legal profession as a career; President of the Seattle Chapter of the Judge Dwyer Inn of Court.

Mary Yu was recognized as the 2005 “Judge of the Year” by the American Board of Trial Advocates, Washington Chapter and she recently received the 2006 “Model of Excellence” Award by the Latina/o Bar Association of Washington.

Mary can be reached via e-mail at: Mary.Yu@metrokc.gov

STEVEN GONZÁLEZ

Steven González is a Superior Court Judge in the State of Washington and was the Washington State Hispanic Bar Association's 2001 Outstanding Lawyer of the Year. Judge González was elected to King County Superior Court in 2002.

Before his elevation to the bench, Judge González served as an Assistant U.S. Attorney, winning the Department of Justice's Superior Performance Award, and the Attorney General's Award for Distinguished Service for his work on hate crime prosecution and terrorism investigations.

Steven González also served the City of Seattle as a prosecutor and spent several years practicing in major law firms in Seattle. He earned his law degree from U.C. Berkeley (Boalt Hall) and his BA in East Asian Studies from Pitzer College. He has lived and studied overseas and speaks four languages.

Steven can be reached via e-mail at: Steven.González@metrokc.gov

ROBERT ROSELL

Writer/Director

Robert Rosell has worked as a high school teacher, a theater and video director, a university instructor, a writer, and has served as president of 3 media production companies. Since Robert and his wife Patricia founded QMR in 1992 the company has produced over 40 workplace-related training programs. These have won numerous national and international awards and have been used by over 15,000 major public and private sector organizations in 15 countries. Robert has served as president of the Board of Directors of the Training Media Association (TMA), the Digital Learning Organization (DLO) and the International Youth Hall of Fame, and has served on the Board of the Instructional Systems Association (ISA).

Robert can be reached via e-mail at: robert@qmr.com.

Insights to Better Mentoring