

Creating a Successful Mentoring Relationship: Training, Tips, & Tricks

Appendix

Note: these are the same resources that are in the " Creating a Successful Mentoring Relationship: Training, Tips, & Tricks" eBook. We made these resources available as a PDF so that you can print them out.

"You take people as far as they will go, not as far as you would like them to go." (Jeannette Rankin-US suffragist, politician)

MENTORING AGREEMENT

This agreement will cover from _____ to _____ and
is between the mentor _____ and the
mentoree_____.

Background Information on the Mentoree:

Name_____

Title_____

Department_____

Phone_____Ext._____

Supervisor_____

Phone_____Ext._____

Educational Background:

Work History:

Mentoree's Long Term Career Development Aspirations:

Background Information on the Mentor:

Name_____

Title_____

Department_____

Phone_____Ext._____

Educational Background:

Work History:

List below the developmental objectives established between the mentoree and his/her Manager:

List below the mentoree's own objectives based upon the program content listed in the program descriptor:

Objective

Taking each objective individually, using a separate objective form for each, discuss with your mentoree how both of you will work together on achieving this objective.

Objective is:

List below the specific assistance the mentor will provide to achieve this objective:

What will the mentoree be expected to do in this area in order to achieve this objective?

What other resources may be available to assist the mentoree in this area? (Training programs, resource materials, other individuals)

What is the timeframe for accomplishing this objective?

How will both of you measure the mentoree's success in achieving this objective?

Other Points to Negotiate

- The program requires face-to-face meetings

every week every other week every third week once a month

for:

one hour one and one half hours two hour(s).

- How will meetings be determined and scheduled?

- Beyond face-to-face meetings, specify in what other ways you will communicate and how often.

- Specify any limits or constraints that will affect your interaction (time constraints, travel, new boss, etc.) and how will these be handled?

- Confidentiality and trust are key points. Discuss your agreement for confidentiality. For example, will everything discussed in the relationship be considered confidential or only things specified at the time of the discussion?

- When a problem arises in your relationship, share and negotiate how you would like each of you to proceed in dealing with the problem together.

This Mentoring Agreement sets forth the objectives which the pairs commit themselves to working on together. Both partners agree to follow the guidelines of the program for the period specified and to make a good faith effort to resolve any issues that may arise between them during this contract.

Mentor's Signature/Date

Mentoree's Signature/Date

cc: Mentoring Program Manager

Meeting Log

Meeting date: _____ Time: _____
Location: _____

What did the meeting focus on?

Assistance provided:

What was accomplished at this meeting?

Follow-up steps:

- Mentoree's:

- Mentor's:

- Comments:

Next meeting date: _____ Time: _____
Location: _____

GOAL SETTING EXERCISE FOR MENTOREES

Setting goal objectives is a critical element in effectively utilizing the assistance of you mentor. This exercise is meant to provide you with the important components of good objectives.

At this point, based upon the program guidelines, you have some thoughts about what you hope to learn from your mentor. List below three objectives that you have identified. If you haven't identified any at this point, take a few minutes to review the goals listed in the Program Guidelines Section of this workbook and create three objectives. Use the **SMART** Model in creating your objectives.

Learning Objective # 1:

Learning Objective # 2:

Learning Objective # 3:

HOW WOULD YOU HANDLE? - MENTOR FORM

Directions: The scenarios below represent examples of what can happen between a mentor and his/her mentoree. You are asked as a member of a group to share how you, as a MENTOR, would resolve the issues involved in each of the scenarios.

Scenario A:

You have been working with your mentoree for about four months in developing his/her skills in two specific areas: **(1)** increasing his/her expertise in managing a team in the area of quality control and, **(2)** negotiating more effectively with peers in gaining better cooperation. In your meetings, you have provided concrete suggestions/ideas, some of which have been utilized and others have been disregarded. You are meeting with your mentoree today and as you begin your session, s/he says, *"I have something difficult to talk about with you. I don't know how to express this but I think that perhaps this relationship is not working, at least not for me. I've already discussed this with the Program Manager and she has advised me to discuss it with you."*

- What is your first reaction?
- What are you going to do?
- What if your strategy doesn't work?
- What could you have done to prevent this from happening?

Scenario B:

You have just been assigned a mentoree who has a different ethnic background from you. You find yourself somewhat uncomfortable and sense that your mentoree is feeling the same. Since this is a sensitive subject, you believe that the best approach is to share your own experiences and advice on how s/he should proceed in developing the skills you have both identified. It's what worked for you and it's how you feel you can be most helpful. Over the course of time, you find that your mentoree appears to be polite but not fully engaged in the process.

- What do you think is really happening here?
- Will you address the issue or let it go?
- What are the consequences?
- Is there anything you could have done early on to avoid this situation?
- What is the biggest concern you have in mentoring someone from a different ethnic background?

Scenario C:

You and your mentoree have been communicating frequently and enjoying the naturalness of the relationship and the chemistry between you feels great. You have agreed to meet during the workday

but as the day wears on, you've had to postpone the meeting and now have agreed to meet after hours at a local restaurant. Your conversation goes well, as always, and the atmosphere is relaxed. At some point in the conversation, as you ask your mentoree for feedback on how the relationship is going. The mentoree responds that s/he is quite happy and goes on to share that s/he feels very comfortable with you and is beginning to develop "feelings" for you and would like to explore the possibility of pursuing a more intimate relationship.

- What are you going to do?
- How will this affect your relationship from this point onward?
- How would you handle this if both of you were single?
- How would you react if your mentoree revealed that s/he is gay/lesbian?
- Are there circumstances when you feel that a mentor and mentoree can pursue a more intimate relationship without it affecting the mentoring relationship?

HOW WOULD YOU HANDLE?—MENTOREE FORM

Directions: The scenarios below represent examples of what can happen between a mentor and his/her mentoree. You are asked as a member of a group to share how you, as a MENTOREE, would resolve the issues involved in each of the scenarios.

Scenario A:

You recently completed your Mentoring Agreement with your mentor who proved very helpful in this area. You have now been meeting for approximately 4 months and find your mentor very domineering. S/he is direct and seems to expect you to follow his/her advice. At a previous meeting, you did attempt to bring this issue up but your mentor's response was, *"I feel that there is still a lot that you need to learn and the best way for me to help you is to give you specific information and expect you to follow through so that I can judge how well you're doing."*

- What's your first reaction?
- What do you think is happening here?
- How can you resolve this issue satisfactorily?
- What happens if nothing changes?
- Would the situation be different if the mentor was female?

Scenario B:

You have been assigned to a mentor who is of a race different from you. You find yourself uncomfortable and sense that your mentor is also feeling awkward. Your mentor does share his/her experiences and strategies on how to approach issues so that you do feel you are gaining something from this relationship. However, you frequently disagree with some of his/her suggested approaches and you find yourself increasingly frustrated. You believe the issue to be that your

mentor has a problem with talking about your ethnic/racial background.

- Will you address the issue or let it go? If you let it go, what will you do instead?
- Is there anything you could have done early on to avoid this situation?
- What concerns do you have about being mentored by someone of a different Race/culture or gender?
- Are the concerns the same for each one of you?

Scenario C:

You and your mentor have been communicating frequently and enjoying the naturalness of the relationship and you both have great chemistry together. You have agreed to meet during the day but early on your mentor calls and informs you that s/he is unable to meet as scheduled but suggests meeting after work at a local restaurant. You meet and your conversation goes well, as usual and the atmosphere is relaxed. At some point in the conversation, your mentor talks about how much s/he enjoys this relationship but s/he does so in a way that

leads you to think that his/her interest in you is becoming more personal than professional.

- What are you going to do?
- How will this affect your relationship from this point?
- How will you handle this if both of you are single?
- How would you react if the mentor reveals that s/he is gay/lesbian?
- Are there circumstances when you feel that a mentor and mentoree can pursue a more intimate relationship without it affecting their mentoring?

Do You Recognize Yourself?

1. Do you only listen for facts and miss the feelings, attitudes, perceptions being expressed?
2. Do you interrupt the person speaking?
3. Do you fake attention rather than really listen?
4. Are you easily distracted by noise, temperature, etc., and do you distract with gestures and mannerisms?

5. Do you hear only what you want to hear rather than what is being said?
6. Do you agree that you understood what was said even when you really don't?
7. Are you planning your response while the other person is still speaking?
8. Do you do something else while the person is speaking and, therefore, fail to really pay attention?
9. Do you have a need to be right rather than to have a dialogue which is of mutual benefit?
10. Do you belabor a point by going on and on?
11. Do you frequently jump to conclusions?
12. Do you make eye contact when you're involved in a conversation?

SAMPLE WORKSHEET FOR OBSERVATION TECHNIQUE

Use this sheet to assess various dimensions you are observing in your mentor/mentoree during an actual situation.

<u>Trait/Skill</u>	<u>Observation</u>	<u>Comment</u>
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A. Surroundings:

Room environment

Seating arrangements

Activity level/number of people present

B. Body Language:

Relationship between mentoree/mentor and other party

Quality of eye contact from mentor/mentoree

Mentor's/mentoree's speaking mannerisms and reactions

C. Presentation:

How prepared was your mentor/mentoree?

Was your mentor/mentoree understood?

Did s/he listen to others and understand?

Trait/Skill
Comment

Observation

D. Results of Event:

Was the outcome in keeping with expectations?

Did the meeting end on a note of success?

What things were most effective and which were least effective on the part of the presenter?

E. Other General Comments:

CHALLENGING MOMENTS

The following situations can occur in any mentoring relationship. Review each situation and circle the specific action you would take.

- 1.** Mentoree fails to show up for a scheduled meeting and has not called to cancel.
 - a. Call immediately and inquire as to what happened.
 - b. Wait to hear from the mentoree before going any further.
 - c. Address the issue at next meeting.

- 2.** Mentor indicates that s/he feels that goals agreed upon have been accomplished and indicates that the relationship should end at this point even though there are 3 months left in the program.
 - a. Respect your mentor's opinion and discuss how to end the relationship.
 - b. Discuss whether or not you agree and why.
 - c. Indicate that you don't feel the same and would like your mentor to continue with the program as originally agreed.

- 3.** Mentoree appears to be "going through the motions" and not investing a great deal in the relationship.
 - a. Review original goals agreed upon to determine what is most relevant to the mentoree at this point.
 - b. Confront the mentoree about this at your next meeting.
 - c. Speak to the Mentoring Program Manager prior to taking any action.

- 4.** Mentor frequently tells mentoree what to do and provides a lot of resources but mentoree feels that s/he is being treated more like a student rather than a mentoree.
 - a. Mentoree discusses these feelings with mentor to see what happens.
 - b. Mentoree follows along and gains what s/he can, even though it may not be as full a relationship as s/he might have wanted.
 - c. Mentoree discusses the possibility of being assigned to a different mentor with the Mentoring Program Manager.

5. Mentor, you have been assigned a mentoree who is a disabled person. What are you going to do?
 - a. Ignore the fact that your mentoree is a disabled person.
 - b. Focus on what the mentoree can do.
 - c. Seek outside guidance.

6. As mentoree leaves to attend the mentoring meeting, colleagues express their resentment about not being involved in such a relationship themselves.
 - a. Mentoree suggests they speak to the Mentoring Program Manager.
 - b. Mentoree discusses this issue with mentor.
 - c. Mentoree discusses this issue with supervisor.

7. Mentoree observes mentor having a discussion with mentoree's supervisor. Generally, the mentor and mentoree supervisor do not have contact with each other in the normal course of business.
 - a. Mentoree discusses his/her concerns with mentor at the next meeting.
 - b. Mentoree does nothing.
 - c. Mentoree approaches supervisor to inquire about the conversation.

8. Mentoree meets with mentor and says: *"I have something to share with you but you have to agree not to do anything about it and to keep it confidential."*
 - a. Mentor agrees and proceeds to the discussion.
 - b. Mentor does not agree and the pair move on to another topic.
 - c. Mentor indicates that s/he will abide by such an agreement provided it does not involve a legal matter requiring action on the part of mentor.

9. Mentoree indicates that his/her current supervisor is an obstacle to his/her career advancement.

- a. Mentor refuses to discuss this issue as s/he deems it as inappropriate.
 - b. Mentor discusses the issue and suggests strategies on how to more effectively work with the supervisor.
 - c. Mentor recommends that mentoree seek a new position in the organization.
- 10.** Mentoree indicates to mentor that s/he feels there are no further career possibilities in the organization and is seeking employment elsewhere.
- a. Mentor discusses this with the Mentoring Program Manager.
 - b. Mentor assists the mentoree in finding employment elsewhere by providing leads in other companies.
 - c. Mentor contacts the Personnel Department on a confidential basis to inquire about a possible opportunity for the mentoree.
- 11.** Mentor and mentoree have met fairly regularly in the last six months but recently, both have had to cancel several appointments and have not met in the last 8 weeks.
- a. Mentor calls mentoree and emphasizes the importance of meeting and getting the relationship back on track.
 - b. Mentoree calls mentor and expresses his/her concern about their infrequency of meetings and insists that they meet as soon as practicable.
 - c. Mentor and/or mentoree contact the Mentoring Program Manager to inform him/her that the relationship is not working.
- 12.** Mentoree is aware that mentor has recently had some major changes in his/her job responsibilities as well as some personal problems.

- a. Mentoree states his/her awareness and inquires as to whether the mentor feels s/he can continue to commit to the relationship.
- b. Mentoree says and does nothing.
- c. Mentoree meets with mentor and states that in light of recent events, s/he would be willing to find another mentor.

13. Mentoree is assigned a mentor who is a disabled person. What are you going to do?

- a. Ignore the fact that your mentor is a disabled person.
- b. Focus on what your mentor has to offer.
- c. Seek outside guidance.

14. Mentor and mentoree don't seem to connect in any significant way as they begin their relationship. The mentor expects the mentoree to be more proactive and the mentoree expects the mentor to be proactive.

- a. Mentor or mentoree talks to the Mentoring Program Manager to discuss his/her dissatisfaction.
- b. Mentor or mentoree confronts the other about this issue.
- c. Mentor or mentoree decides to continue in the hope that, in time, a greater understanding will occur and the relationship will work much better.

15. Mentor and mentoree have been paired from two different geographical areas. They agreed to communicate a lot via email as this seemed to meet the needs of the busy mentor. Now three months into the relationship, the mentoree feels the relationship is not "personal" enough and would like to have more phone contact.

- a. Mentoree discusses with the Mentoring Program Manager that due to this lack of "personal" touch, s/he would like to explore having another mentor.
- b. Mentor or mentoree discusses this with one another and how they wish to proceed together.

- c. Mentoree does nothing and accepts that this is how it is.
- 16.** In a mentoring discussion surrounding obstacles faced by a person of color within the organization, the mentor states that s/he is not expert enough to comment and, besides, s/he feels that Race/ethnicity is irrelevant to being successful in the organization.
- a. Mentoree states his/her disagreement and states why it is important to discuss this issue.
 - b. Mentoree states that this issue is important to the mentoree and if it makes the mentor uncomfortable s/he would be willing to explore with the mentor why this is the case.
 - c. Mentoree suggests that since this is important to the mentoree but not as important to the mentor the mentoree should talk to the Mentoring Program Manager about being assigned to a different mentor.
- 17.** The mentoree has been paired with a highly visible and powerful mentor within the organization. This mentor perceives him/herself as a great mentor and is not open to criticism that might contradict that image. The mentoree has been involved in this relationship for several months and, although there is some learning going on, it is clearly not the kind of mentoring relationship s/he had envisioned.
- a. The mentoree does nothing because to do so might mean political suicide.
 - b. The mentoree should share with the mentor ways that would be more helpful in assisting the mentoree.
 - c. The mentoree speaks to the Mentoring Program Manager for help.

***Completing the
Mentoring Program***

Mentor's Module

COMPLETING THE MENTORING PROGRAM

OVERVIEW

Introduction

Completing the Mentoring Program involves giving adequate attention to ending the mentoring relationship with your Mentoree. As a result of having worked closely with your Mentoree over the last year, you both have developed a relationship that is about to end, at least in its present form.

As a Mentor, it is your role to assist your Mentoree in this ending process.

Goal of this module

The goal of this module is to help you and your Mentoree module process the ending of your relationship together. To do this, you will:

Share your thoughts with your Mentoree about what it was like to work together

Complete any unfinished work

Discuss the option of continuing the relationship and, if so, what will change

This module covers the following topics:

Topics

1. Ending the Mentoring Relationship
2. Deciding Whether or not to Maintain Contact
3. Preparing for the Last Mentoring Session
4. Evaluating the Mentoring Experience

ENDING THE FORMAL MENTORING RELATIONSHIP

Background on ending the mentoring relationship

Ending the mentoring relationship, as you have known it, represents a loss to both you and your Mentoree. Each will most likely respond to and deal with this loss in his/her own way. Some of the issues that may arise will depend on how close you felt to each other as a result of working together.

If a closeness did not develop, it does not mean that your relationship "didn't work". You served as a resource and a help to your Mentoree. This involvement will now come to a formal end, regardless of whether you both felt close to each other.

Common responses to ending

Ending a long-term relationship is often difficult to do. Some people avoid saying good-bye by never meeting for their last session. They may say that they are too busy or wait until it is too late to schedule a final meeting. Some people may postpone the last meeting because other needs become more "pressing".

Role of the Mentor in the ending process

Regardless of the feelings you may have about ending the mentoring relationship, it is the Mentor's responsibility to give your Mentoree and yourself enough time to end. This may require more than one conversation or meeting. Talk with your Mentoree and try to determine what will work best for both of you.

DECIDING WHETHER OR NOT TO MAINTAIN CONTACT

Introduction

In most mentoring situations, Mentors and Mentorees maintain some contact after the formal relationship is completed. However, you are not obligated to do so after the program ends, and this should occur only if it is beneficial to both of you.

Decision to end the mentoring relationship

It is perfectly acceptable for you to tell your Mentoree that you prefer to end the mentoring relationship when the program is over. Your Mentoring may ask why and you are free to answer or not, depending on your own comfort level. Likewise, your Mentoree may choose not to continue the mentoring relationship and opt not to provide a reason.

For some Mentorees, being able to end the relationship is a way of affirming their increased confidence and independence. This means you've done a great job as a Mentor.

Mentorees may desire less contact over time

It is not uncommon for a Mentoring to initially want an ongoing relationship and then desire less contact over time. For some Mentorees, this is the way they prefer to end the relationship. Try to remember that their decision to end in this manner is not a reflection on you as a Mentor.

Decision to continue the mentoring relationship

You and your Mentoree may choose to continue the mentoring relationship and have many options for doing so. Both of you may decide to maintain a formal mentoring relationship and continue meeting on a regular basis as you had during the formal program.

Or, you may both prefer to maintain an informal relationship and define ongoing contact as an occasional call or visit. Your Mentoree may want to maintain contact with you because of the important role you have played in his/her career thus far. How you maintain contact is up to both of you. What's important, however, is to discuss your

expectations and to make sure you both agree on how the relationship will work.

PREPARING FOR THE LAST MENTORING SESSION

Introduction

It is important to prepare for the last session with your Mentoree. There may be specific issues you want to discuss and feedback you want to give. If you do not identify these points in advance, it is easy to forget what you want to say or run out of time.

Topics to discuss

The items below identify topics to discuss with your Mentoree during your remaining mentoring sessions. Feel free to use those that make sense and come up with your own.

Topics for Discussion

In what areas have you seen your Mentoree grow during the time you have spent together?

What have you enjoyed about working with your Mentoree?

What seemed to be the most difficult session together and why?

What seemed to be the most satisfying session together and why?

In what ways do you feel you have been the most helpful?

What have you gained from working with your Mentoree?

What feedback would you like from your Mentoree about his/her experience in working with you?

What are your hopes for your Mentoree at this point in time?

In retrospect, where could you have been more helpful? Check this out with your Mentoree to see if s/he agrees with you.

Would you like to continue a mentoring relationship with your Mentoree after ending this program? If yes, what would be the nature of this relationship? How does your Mentoree feel about this?

CONDUCTING THE LAST MENTORING SESSION

Focus of last mentoring session

1. Sharing feedback about the mentoring experience.
2. Negotiating ongoing contact, if this has been determined.

Your role is to help facilitate the session so that ample time is given to address these issues adequately.

Sharing feedback

Use the last session to share feedback with your Mentoree about his/her progress and how the mentoring experience was for you. Refer to the notes you made for raising specific points.

Do not underestimate the impact you have had on your Mentoree and how difficult it may be for him/her to end the mentoring relationship. Provide as much opportunity as possible for your Mentoree to express his/her thoughts and feelings about the mentoring experience. He/she has also been given a similar outline of points to discuss. Encourage your Mentoree to refer to it if s/he needs to do so.

Negotiating the terms for ongoing

If you and your Mentoree have agreed to maintain an ongoing relationship, this is the time to negotiate the terms of your contact with each other. Some of the things you will need to discuss and identify are:

Who will initiate contact?

What type of contact will you have: telephone, meetings, etc.?

How often will you have contact?

What will be the focus of your sessions?

Closing the last session

Before ending the session, ask your Mentoree if s/he has anything else s/he would like to bring up or discuss. If you have both chosen to continue to meet on a regular basis, clarify the date, time and location of your next meeting. Lastly, share any final thoughts or closing remarks with your Mentoree.

EVALUATING THE MENTORING EXPERIENCE

Introduction

Soon after your last formal session with your Mentoree, take approximately 15 minutes to evaluate how the mentoring experience was for you. Provided below are some guidelines for this evaluation as well as space for you to respond.

What feelings did you and your Mentoree have in common about working together?

What surprised you about the feedback you received from your Mentoree?

What satisfied you about the feedback you received from your Mentoree?

Would you repeat this experience as a Mentor again? Why or why not?

Provide an overall summary of how you would describe your mentoring experience to someone thinking of becoming a Mentor?

***Completing the
Mentoring Program***

Mentoree's Module

COMPLETING THE MENTORING PROGRAM

OVERVIEW

Introduction

Over the last few months, you have worked with your mentor to develop your skills and career. You are now in the process of completing the Mentoring Program and ending a formal relationship with your Mentor. Completing the Mentoring Program involves giving adequate attention to this ending process.

Goal of this module

The goal of this module is to give you an opportunity to reflect on your experience in the Mentoring Program and share these thoughts with your Mentor. Your Mentor has also been asked to share his/her thoughts about this experience with you.

To help you and your Mentor process the ending of your formal relationship together, you will:

Share your thoughts with your Mentor about what it was like to work together

Complete any unfinished work

Discuss the option of continuing the relationship and, if so, what will change

This module covers the following topics:

Topics

1. Ending the Mentoring Relationship
2. Deciding Whether or not to Maintain Contact
3. Preparing for the Last Mentoring Session
4. Evaluating the Mentoring Experience

ENDING THE FORMAL MENTORING RELATIONSHIP

Background on ending the mentoring relationship

The work you have done with your Mentor on a formal basis is about to come to an end. Although you and your Mentor may choose to continue contact, it is important to process the ending of your formal relationship within this Program.

Ending the mentoring relationship, as you have known it, represents a loss to both you and your Mentor. Each will most likely respond to and deal with this loss in his/her own way. Some of the issues that may arise will depend on how close you felt to each other as a result of working together.

If a closeness did not develop, it does not mean that your relationship "didn't work". In all likelihood, you have grown and increased your personal and professional skills. You have also developed a relationship with a valuable resource-your Mentor. It is also important to remember that ending a mentoring relationship can also be an important step for you in assuming greater independence and self-confidence.

Common responses to ending

Ending a long-term relationship is often difficult to do. Sometimes pairs have difficulty ending the Mentoring Program because they enjoy the time they spend together and want to continue the relationship. Luckily, you and your partner can opt to continue and the process outlined here will assist you to do so.

It is also common for one person to be more ready than the other to end the formal relationship. Some people avoid saying "good-bye" by never meeting for their last session. They may say that they are too busy and wait until it is too late to schedule a final meeting. Some people may postpone the last meeting because other needs become more "pressing".

Taking the time to end properly

Regardless of the feelings you may have about ending the mentoring relationship, it is important that you and your Mentor meet and take enough time to end properly. Ending may require more than one conversation or meeting. Talk with your Mentor and determine what will work best for both of you.

DECIDING WHETHER OR NOT TO MAINTAIN CONTACT

Introduction

In most mentoring situations, Mentors and Mentorees maintain some contact after the formal relationship is completed. However, you are not obligated to do so after the program ends, and this should occur only if it is beneficial to both of you.

Decision to end the mentoring relationship

It is perfectly acceptable for you or our Mentor to decide not to continue the mentoring relationship when the Program is over.

If your Mentor does not feel it is appropriate to continue, you need to respect his/her wishes. There may be a variety of reasons for the decision, such as:

- Mentor has other commitments
- Mentor does not want to become too attached
- Mentor wants you to spread your wings independently

On the other hand, you may be the one to decide against continuing the relationship. You may feel that you would like to maintain infrequent contact so that you can work more independently.

Decision to continue the mentoring relationship

You and your Mentoree may choose to continue the mentoring relationship and have many options for doing so. Both of you may decide to maintain a formal mentoring relationship and continue meeting on a regular basis as you had during the formal program.

Or, you may both prefer to maintain an informal relationship and define ongoing contact as an occasional call or visit. How you maintain contact is up to both of you. What's important, however, is to discuss your expectations and to make sure you both agree on how the relationship will work.

PREPARING FOR THE LAST MENTORING SESSION

Introduction

It is important to prepare for the last session with your Mentor. There may be specific issues you want to discuss and feedback you want to give. If you do not identify these points in advance, it is easy to forget what you want to say or run out of time.

Topics to discuss

The items below identify topics to discuss with your Mentor during your remaining mentoring sessions. Feel free to use those that make sense and come up with your own.

Topics for Discussion

In what areas have you grown as a result of your involvement in this Mentoring Program?

What specific things did your Mentor do or say that helped you to grow in these areas?

What seemed to be the most difficult session together and why?

What seemed to be the most satisfying session together and why?

What do you feel you have given your mentor as a result of his/her relationship with you?

What feedback would you like from your Mentor about his/her experience in working with you?

Would you like to continue a mentoring relationship with your Mentor after ending this program? If yes, how would you like to structure this relationship: phone calls, meetings, etc.?

THE LAST MENTORING SESSION

Focus of last mentoring session

1. Sharing feedback about the mentoring experience.
2. Negotiating ongoing contact, if this has been determined.

You may also want to thank your Mentor for taking the time and energy to be a resource to you.

Sharing feedback

Use the last session to share feedback with your Mentor about your mentoring experience. Refer to the notes you made for specific points.

Do not underestimate the impact your Mentor may have had on you and how difficult it may be to end the mentoring relationship. Respect your feelings and take as much time as you need to talk with your Mentor during this last session(s).

Negotiating the terms for ongoing

If you and your Mentor have agreed to maintain an ongoing relationship, this is the time to negotiate the terms of your contact with each other. Some of the things you will need to discuss and identify are:

Who will initiate contact?

What type of contact will you have: telephone, meetings, etc.?

How often will you have contact?

What will be the focus of your sessions?

Closing the last session

Before ending the session, pause to consider if there's anything else you would like to discuss with your Mentor.

If you have both chosen to continue to meet on a regular basis, clarify the date, time and location of your next meeting. Lastly, share any final thoughts or closing remarks with your Mentor.

EVALUATING THE MENTORING EXPERIENCE

Introduction

Soon after your last formal session with your Mentor, take approximately 15 minutes to evaluate how the mentoring experience was for you. Provided below are some guidelines for this evaluation as well as space for you to respond.

What feelings did you and your Mentor have in common about working together?

What surprised you about the feedback you received from your Mentor?

What satisfied you about the feedback you received from your Mentor?

Does there seem to be any unfinished business between you and your Mentor, aside from possibly continuing to meet?

Briefly, give an overall description of your experience in this mentoring relationship.

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