Mentoring

A learning partnership where one person offers insight, guidance and knowledge to another...

The process of the development of one individual with the assistance of another, through regular meetings, guiding and nurturing the mentee towards their goals.

"A mentor is someone who allows you to see the hope inside yourself."

Oprah Winfrey
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MENTORING STATISTICS

75% of executives point to mentoring as playing a key role in their career. (ASTD)
59% of people who received development support were now, in turn, supporting
others compared to 47% of those who hadn’t received this type of support.
(Catalyst)
Sun Microsystems compared the career progress of approximately 1,000 employees
over a 5-year period and this is what they found:
Mentors were six times more likely to have been promoted.
Both mentors and mentees were approximately 20% more likely to get a raise
than people who did not participate in the mentoring program.
25% of mentees and 28% of mentors received a raise – versus only 5% of
managers who were not mentors.
(Source: MentorCity.com)

Objectives of the Mentoring for Members & Virtual Mentorship Programs:

To enhance HRPA York Region Chapter members’ knowledge of Human Resources
practices by partnering them with other experienced HR professionals who will:
Share practical human resources knowledge, experience and advice
Coach and encourage
Enjoy a mutual learning experience

Commitment of Participants:

Develop a learning objective/plan.
Invest a **minimum of 2 hours mentoring time monthly for 8 months** to
learn, grow and move toward your objective (e-mail, in person, phone,
Skype)
Attend as many Professional Development events and networking sessions with one another as possible.

Attend all scheduled mentoring program events – launch/mid-year/end of year.

Provide feedback with the Mentoring Committee Members as requested and share successes or discuss issues. They are there to support you and are a sounding board for any issues arising from the Mentorship Program.

Prepare for meetings. Mentees, prepare by suggesting agenda items that will help you to achieve your goals and, ask questions! (Refer to the Participant’s Workbook). Mentors prepare by suggesting topics for discussion based on the mentee’s goals.

Support the program by communicating and providing feedback to the Mentoring Committee via the post event surveys to ensure that the Programs continue to meet participant needs.

Have fun!!

**Why Be a Mentor?**

(Source: mentorcity.com)

Do you enjoy sharing your knowledge and expertise with others? Being a mentor can be a powerful experience that produces great benefits for both the mentor and mentee, tangible and intangible.

Being a mentor affords you the opportunity to give of yourself in a unique relationship that may benefit you in many unexpected ways:

- **Learn something new:** A mentor/mentee relationship adds value to both parties. You will learn from your mentee. They may have skills and knowledge that you don't possess. The mentor-mentee relationship may stir your creative juices and give you a fresh perspective on your own career.
- **Increase employee retention at your company:** 77% of companies with mentoring programs were effective in increasing retention. Source: The Center for Creative Leadership
**Improve productivity:** Managerial productivity increased by 88% when mentoring was involved verses an only 24% increase with training alone. Source: ASTD

**Personal satisfaction:** Being a mentor provides a level of personal satisfaction that is priceless. It affords you the privilege of giving back or just giving of yourself for no reason at all.

Refer to Page 24 and 25 of Participants Workbook

**Mentor Questions to Ponder Before Starting:**

"We make a living by what we get; we make a life by what we give." Winston Churchill

As you jump into the mentor role, ask yourself: What is the most important piece of advice that I gained from a mentor?

At some point in your life, there was someone who said something that helped open your eyes to other possibilities. Think about what your mentor said to you and how they said it. What did you respect about them? What characteristics and traits did they have? Were they a good sounding board? Did they provide you with encouragement?

Now think about yourself and the type of mentor you would like to be. What value can you add to your mentee?

What does it take to be a good Mentor?

What do Mentees often want/expect from a Mentor?

What are my Mentee’s mentoring objective(s) and goals?

Based on this information, do I think that I would be a good Mentor for this person?

How can I help my Mentee to achieve his/her goals?

What personal challenges might I face as a Mentor?
Why Do I Need a Mentor? (source: mentorcity.com)

In today's competitive landscape a mentoring relationship can give you an edge that differentiates you from your peers and/or your competition. You may be ready to make a career change or advance in your present career, but something is holding you back. Wouldn't you benefit from a relationship with someone who may provide knowledge, insight, support, guidance, and open doors for you? It may surprise you that some of the world's most rich and famous had mentoring relationships to help them in their quest for excellence.

Here are just a few famous mentoring relationships:

- Brian Mulroney (former Prime Minister of Canada) mentor to Karl Péladeau (Quebecor CEO)
- Marc Andreessen (multi-millionaire founder of Mosaic and Netscape) mentor to Mark Zuckerberg (billionaire founder of Facebook)
- Warren Buffet (billionaire financier) mentor to Donald Graham (publisher, Washington Post) and Michael Lee-Chin (CEO, AIC)
- Bobby Orr (Hall of Fame hockey player) mentor to Dr. Robert Thirsk (astronaut, physician, engineer, scientist)
- Ingmar Bergman mentor to Woody Allen
- Joe Weider mentor Arnold Schwarzenegger
- Richard Burton mentor to Sir Anthony Hopkins

Having a mentor can provide you with many ages.

"Mentoring is a brain to pick, an ear to listen, and a push in the right direction." (Source: John Crosby)

A mentor can help to shorten your learning curve, open your mind to new ideas and possibilities identify opportunities and advise on how to promote yourself. If you select a mentor who works at the same company as you do, they can provide invaluable insider information on how to navigate the company politics and achieve your goals. Mentoring is not just a great idea, it is a proven concept:

- Employees who received mentoring were promoted FIVE times more often than people who didn't have mentors. (Source: Sun Microsystems)
- 75% of executives point to mentoring as playing key roles in their careers. (Source: ASTD)
- 95% of mentoring participants said the experience motivated them to do their very best. (Source: The War for Talent)
- 96% of executives say mentoring is an important development tool. (Source: Account Temps)
Think About It!!!
Career Related Resolution for This Year?
DON’T FORGET TO DISCUSS THIS WITH EACH OTHER

44% of CEOs list mentoring programs as one of the three most effective strategies to enhance women’s advancement to senior management. (Source: Dr. Belle Ragins for Catalyst)

**Mentee Questions to Ponder Before Starting:**

It is likely that at some point in your life, there was someone who had a positive influence on you and you felt trust and respect for. Think about how that person influenced you and how you responded. What was it about your exchanges that provided you with encouragement? How did you help to build rapport and respect with this person?

Now think about yourself and the type of mentee you would like to be. How can you add value the relationship with your mentor?

- What does it take to be a good Mentee?
- What do Mentees often want/expect from a Mentor?
- What questions do I need to ask my mentor to help me meet my mentoring objectives?
- What skills and experience do I want to draw upon from my mentor based on his/her experience?
- What do I want to learn from my mentor?
- What value and strengths do I bring to this mentoring partnership?
- What personal challenges might I face as a mentee?

“A lot of people have gone farther than they thought they could because someone else thought they could.” - Unknown
# Stages of Mentoring Relationships

**Stage 1** - Building Relationships

**Stage 2** - Exchanging information and Goal setting

**Stage 3** - Working towards the goal/strengthening the relationships

**Stage 4** - Ending the relationship

*Adapted from Centre for Health & Leadership practice Philip-Jones (2001) And From CCC/The mentoring Groups mentor training materials*

## HRPA York Region Mentoring Program Guidelines

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
<th>Outcome</th>
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<tbody>
<tr>
<td><strong>Stage 1</strong> Building the Relationship</td>
<td>Set up initial meeting via MentorCity and target to attend HRPA York Region launch event. Meet at the HRPA York Region Launch event Agree on date and mode (in person/ by phone) for next meeting</td>
<td>Getting to know each other Building trust</td>
</tr>
<tr>
<td><strong>Stage 2</strong> Exchanging Information and Goal Setting</td>
<td>Spend time communicating and exploring goals Complete learning/expectation agreement</td>
<td>Agreement on Goals Complete document to capture goals</td>
</tr>
<tr>
<td><strong>Stage 3</strong> Working Towards the Goal/ Strengthening the Relationship</td>
<td>Discuss, coach, advise, share practical knowledge, counsel, encourage...have fun! Meet Regularly – 2 hours per month, by phone, e-mail, skype or in-person.</td>
<td>Learning Progress towards achievement of goals Professional relationship</td>
</tr>
<tr>
<td><strong>Stage 4</strong> Ending of formal commitment</td>
<td>Complete an evaluation Share it with your Mentor/Mentee and the Mentoring Committee</td>
<td>Feedback will be used for future programs</td>
</tr>
</tbody>
</table>

**After the program** | It's up to you! | Informal relationship |

If you wish to continue your current mentoring relationship, register again for next year’s session.
Stage 1 - Building relationships

Create a welcoming environment
- Create a tone of partnership from the very beginning
- Avoid interruptions by phone calls or other intrusions.
- Mutually agree on how you will connect (e-mail, text, through social media, Skype and/or face-to-face meetings) and a meeting schedule
- Strive to meet your commitments. If you do need to change, suggest a new time and date in the same communication.

Get to know each other
- Ask your Mentoring partner to tell you about him/herself, to discuss their skills, experience, and key challenges
- Tell your Mentoring partner about yourself
- If appropriate, share information about previous mentoring relationships (what worked and what didn’t)
- Discuss preliminary goals and potential for expansion
- Discuss what you would like to learn from this experience
- Be respectful of one another’s investment of time.

ADVICE FOR MENTORS
- Help your mentee gain better perspective
- Assist your in finding resource such as books, articles, tools etc.
- Provide encouragement and celebrate successes throughout your mentorship journey
- Guide your mentee through participant’s workbook (Pg. 4, 7 and 12)
- Reflect on what kind of mentor you would like to be

ADVICE FOR MENTEES
- Ask questions. Create a list of questions to help you structure the conversations and feel prepared.
- At the end of each meeting let your mentor know what you’ve learned, discuss any action items. Set up next steps.
- Be respectful of your mentor’s time and express gratitude.
- Review your expectations of your mentor
Competencies Related to Stage 1

Building Trust
The mentoring relationship must be built in a short time frame - the meetings are only two hours per month. Listening skills (paraphrasing, asking questions, summarizing, nodding, smiling) and effective communications (verbal and non-verbal) skills and the ability to give and receive feedback are key to your credibility.

Agree on ground rules in terms of communications, responsiveness, expectations, openness, confidentiality, etc.
- Get agreement regarding confidentiality
- Agree to be candid

Although trust is built over time, you can increase trust from the beginning by being honest about your expectations and how you give and receive feedback.

<table>
<thead>
<tr>
<th>ADVICE FOR MENTORS</th>
<th>ADVICE FOR MENTEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listen intently and answer your mentees questions to the best of your ability</td>
<td>• Ask questions and listen intently to your mentor’s feedback and answers</td>
</tr>
<tr>
<td>• Stay focused on your mentee and be open to any questions</td>
<td>• Follow up regularly</td>
</tr>
<tr>
<td>• Be prepared to learn from Mentees knowledge and experience</td>
<td>• Feel free to share your knowledge and experience</td>
</tr>
<tr>
<td>• Provide honest feedback to your mentee</td>
<td>• Be honest if things are not working well. Open communication is very important for a successful mentoring relationship</td>
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<tr>
<td>• Be honest, it is okay not to know everything</td>
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</table>
Inspiring and Encouraging
Research indicates that giving encouragement is the mentoring skill most valued by Mentees.

Here are some helpful tips for mentees: Active Listening
By focusing on active listening, you will better understand and be better able to apply what your Mentor has shared with you. Your Mentor will feel appreciated.

Adapting/Learning Quickly
Using or adapting information that you have received from your Mentor acknowledges her/his efforts and encourages your Mentor to continue to provide more.

Conversation Starters

<table>
<thead>
<tr>
<th>Mentors</th>
<th>Mentees</th>
</tr>
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<tbody>
<tr>
<td>Why did you feel it was important to become part of a mentoring partnership?</td>
<td>What do you enjoy about being a mentor?</td>
</tr>
<tr>
<td>What would make this mentoring partnership a rewarding experience for you?</td>
<td>To what do you attribute your success?</td>
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<tr>
<td>What are some of the challenges that you experience in your current role?</td>
<td>What was the turning point in your career?</td>
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<tr>
<td>What talents or achievements are you the proudest of?</td>
<td>Who was your mentor or role model?</td>
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<tr>
<td>What was the best working situation you have ever had?</td>
<td>What did you gain from your mentor?</td>
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<tr>
<td>What do you like the most about your present position? Least?</td>
<td>Who has been an inspiration in your life?</td>
</tr>
<tr>
<td>Where do you want to be in 2-3 years? 5-10?</td>
<td>What strategies do you use to stay focused on your goals?</td>
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<tr>
<td>If you had the opportunity to start over, what would you change?</td>
<td>Do you have any advice for me about......?</td>
</tr>
<tr>
<td></td>
<td>How has your career progressed?</td>
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<td>What attributes do you feel it takes to succeed?</td>
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<td></td>
<td>What is the best way to bring an idea forward within my company?</td>
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<td></td>
<td>What courses or reading do you think will help me in meeting my goals?</td>
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</tbody>
</table>

Stage 2 - Exchanging information and goal setting

Although most Mentees may already have goals in mind at the start of the relationship, initial discussions may deepen certain aspects of the goal or strengthen their formation.
The HRPA York Region Learning/Expectations Agreement is a tool to help clarify and capture mentoring goals so that they may be revisited on a periodic basis. (Refer to participants workbook page 34 and 35)

ADVICE FOR MENTORS

• “Tweak” goals with your Mentee, remembering not to suggest rewording outside of your Mentee’s comfort zone.
• Be aware of your assumptions. What has worked for you may not work for your Mentee. Try statements like “my experience was…. what do you think will work for you?”

ADVICE FOR MENTEES

• Affirm with your mentor that the information you are receiving is adding value or let them know if a modification to a suggestion would add more value for you.
• Be aware of your assumptions and expectations. Your Mentor is a volunteer and while she or he is a more experienced HR Practitioner, this may be his or her first experience as a Mentor. Seek to learn together.

“If you want to go somewhere, it is best to find someone who has already been there.”
Robert Kiyosaki
DEVELOPMENT PROCESS
The THREE A’s

Assess
The goal is to assess where you are in relation to where you want to be. It is important to know your overall goal. The best way to ensure compatibility and balance in your life and career is to consider all aspects of your life from the beginning of your plan. Think about where you would like to be at the end of your career and set your plan to get there.

Once you have a sense of what you are trying to accomplish overall, it is important for you to establish your status. A personal inventory can reveal your abilities interests and attitudes and define your strengths and weaknesses.

Looking for a match between your strengths and the work you are doing or considering is the most important step before making any decisions. When you are clear on these things, you will be able to make better choices about the direction you want your career to take!

“The best part of learning is sharing what you know.”
V. K Lauer
**Acquire**
This is accomplished through Development Action Planning.
- Start with easy to develop areas to build confidence
- Leverage learning opportunities that address more than one need at the same time
- Use a combination of learning methods
- Identify potential barriers and support needed
- Define measures of success
- Create **S.M.A.R.T.** goals (i.e., goals that are **S**pecific, **M**easurable, **A**ttainable, **R**ealistic and **T**imely)

**Apply**
- Ensure that application occurs as soon as possible after learning
- Be open to unexpected application opportunities
- Practice makes perfect!

**Competencies Related to Stage 2:**

**Managing the Relationship**
HRPA York Region Mentoring for Members, like all effective mentoring programs, is Mentor driven. Expect your Mentee’s goals and initiative to determine the focus of the meetings and hold your Mentee accountable to take charge of his/her learning and development.

**Planning and Goal Setting**
Help your Mentee gain a broader perspective of their areas for development. You may want to share your own personal goals. Your Mentee may be curious as to how you have set your own goals and developed your career.

**Questioning**
Be willing to engage and ask thought provoking questions and listen fully to one another; these are powerful learning support behaviours. Mentors may also assist Mentees by referencing available resources (Participant’s Workbook, MentorCity).

**Stage 3 - Working toward the goal/strengthening the relationship**
This is the longest stage of the relationship - while you work towards your goals. Reflect regularly during this stage to make your meetings more meaningful and to take advantage of insights you may have gained.
Competencies Related to Stage 3:

Questioning
Probing questions open the door to effective paths of dialogue, taking the discussion closer to the heart of an issue and possible solutions. Meaningful questions help reveal underlying causes and suggest possible remedies.

What kinds of adjustments or changes are needed in your goals or the relationship?

Reflection
Thoughtful reflection on experiences is one of the most powerful tools we have for learning. Disciplining ourselves to allocate time for reflection is one of the biggest challenges of busy work lives.

<table>
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<tr>
<th>Reflection Questions</th>
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<tbody>
<tr>
<td>What seems to be working/not working?</td>
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<tr>
<td>Mentors: How do you believe you are helping your Mentee achieve his/her goals?</td>
</tr>
<tr>
<td>What are the benefits of the relationship?</td>
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<tr>
<td>What changes do you see in yourself and the way you approach work because of the relationship?</td>
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<tr>
<td>What are you learning?</td>
</tr>
</tbody>
</table>

Take the Mentor Quiz (Page 28) and Mentee Quiz (Page 30) of Participant Workbook

Stage 4 - Ending the Formal Mentoring Commitment

 Ending the formal relationship brings closure to the mentoring journey. In your final meeting, you might choose to reflect on:

- Accomplishments, challenges and progression toward goals.
- What will you remember most about the relationship?
- What challenges lie ahead?
- Explore what support your Mentee may need going forward. Discuss whether you will continue your mentorship journey in some way now that the formal program has ended.
- Discuss “lessons learned” and celebrate successes!

Assess and discuss the strengths of your relationship
## Mentoring Best Practices

<table>
<thead>
<tr>
<th>Mentor Best Practices</th>
<th>Mentee Best Practices</th>
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</thead>
<tbody>
<tr>
<td>Have a clear understanding of your motivation for becoming a mentor.</td>
<td>Have a clear understanding of your motivation for wanting to be mentored.</td>
</tr>
<tr>
<td>Think of yourself as a “Learning Facilitator” rather than someone who is the expert and has all the answers?</td>
<td>Think of your Mentor as a “Learning Facilitator” rather than someone who is the expert and has all the answers?</td>
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<tr>
<td>Focus on learning rather than giving advice. Help your Mentee to think more deeply and find solutions that best fit.</td>
<td>Look for your Mentor to help you think more deeply and find your own best fit solutions, as opposed to relying heavily on your Mentor for answers.</td>
</tr>
<tr>
<td>Remember that growth is the Mentee’s responsibility. Be sure to probe to ensure they are getting what they need from the relationship. Ask them to guide their own needs and hold them accountable for doing so.</td>
<td>Remember your growth is your responsibility. Be sure you are getting what you need from the relationship. Be sure you are contributing to the relationship, as well.</td>
</tr>
<tr>
<td>Provide constructive feedback. Confirm that the Mentee is comfortable with the way they are receiving this type of information.</td>
<td>Ask for and be receptive to constructive feedback.</td>
</tr>
<tr>
<td>Share and discuss success stories.</td>
<td>Ask your Mentor to share her/his success stories.</td>
</tr>
<tr>
<td>Provide interesting articles, tips and resources that will help your mentee to reach her/his goals.</td>
<td>Follow-up on resources and examples provided by your mentor; do your homework.</td>
</tr>
<tr>
<td>Be open to alternative interpretations of a situation. See how your Mentee comes to different conclusions than your own.</td>
<td>Be open to alternative interpretations of a situation. Notice how your Mentor comes to different conclusions than your own.</td>
</tr>
<tr>
<td>Be reliable.</td>
<td>Be reliable.</td>
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<tr>
<td>Be spontaneous. Beyond the planned conversations, you might also call or send a message to your Mentee offering an encouraging word or a piece of new information.</td>
<td>Plan for spontaneity. Ask your mentor if it’s okay to reach out between planned meetings to ask for “just in time” advice.</td>
</tr>
<tr>
<td>Provide feedback to the Mentorship Committee as requested and when you wish to discuss best practices or issues that may arise.</td>
<td></td>
</tr>
<tr>
<td>Encourage, inspire and challenge your Mentee to achieve their goals.</td>
<td>Keep your mentor informed about how you are progressing towards your goals.</td>
</tr>
<tr>
<td>Resist the temptation to control or steer the relationship.</td>
<td>Oversee your own destiny. Let your mentor know what your needs are.</td>
</tr>
<tr>
<td>Enjoy the privilege of Mentoring. Know that your efforts will likely have a significant impact on one another’s development.</td>
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**Tips for Mentors**
The following few tips are based on the experience of Rey Carr, who has engaged in many informal and formal mentoring relationships.

**Prepare**

Prepare for your first meeting: Make a list of things that you would have wanted to know when you were in the position of the person who you will be mentoring. Your list might include information about you (as the Mentor) about your organization or position, about what it was like to be starting out, or about expectations concerning your relationship.

**Be clear about purpose and boundaries**

Gift-giving, acting as an advocate for career advancement, loaning money, or becoming involved in dispute resolution are all out-of-bounds for most Mentors in mentoring relationships. As a Mentor, however, you may feel comfortable talking about ethical or moral issues. You will want to be clear about ground rules.

**Plan for the next meeting**

A helpful practice at the end of a meeting is to ask what you and your Mentee might be able to do (or stop doing) next time to make the next meeting as good or better.

**Experiment with process**

Over a period of several meetings, you might use coaching, role plays, simulations, role rehearsals, experiential learning activities, brainstorming, mind-mapping and other techniques that feel perfectly natural to you. Or, you might also just “be”. Going for a walk together; sitting on a bench sharing lunch, or in some cases, attending a special event all have meaning for relationship building.

**Focus on wisdom**

Effective Mentors see themselves as a resource, catalyst, facilitator, idea generator, networker, and problem-solver, but not as a person with answers. Mentors do have experience and most think they have learned from those experiences, but the Mentor role is not one in which the Mentor "tells" another person what to do or how to do it. Mentors freely share what they have done (or have learned), as examples of something from which they gained some wisdom.

**Maintain and respect privacy, honesty, and integrity**

If we have had experience participating in events where these key values have been jeopardized, we know, first hand, the disastrous consequences that can accompany violating these values. Effective Mentors do the best they can to ensure that "what is said in this room stays in this room”.

Remember to have Fun!
Tips for Mentees
(Adapted in part from AIRS mentoring)

Drive the agenda
Take the lead in the relationship... ask for help...regularly reassess your goals and needs. It’s important that your needs are met.

Plan and prepare for meetings
Plan your meetings to contribute to maximizing their usefulness. Provide your mentor with agenda items that you’d like to cover.

Meet commitments
Follow-through on commitments that you make. Do your homework and follow-up on any outstanding items from the last meeting.

Seek feedback
Commit to the relationship. Utilize your mentor’s knowledge and experience and actively seek feedback that will assist you in achieving your mentoring and career goals. Focus on learning and look for new opportunities to learn.

Share
Give back to your Mentor by sharing your knowledge, experience and perspective. Most of the mentor’s report that they learn a lot from their mentees.

Maintain confidentiality
Be sure to maintain complete confidentiality. As your relationship and trust grows, your mentor will share personal and work experiences that will assist you in your journey. Part of a trusting relationship is the knowledge that what is shared stays between the two of you. The same is expected by your Mentor.

Be mindful
Have realistic expectations of your Mentor ...having a Mentor will not “make” your career, nor is it your Mentor’s job to find you a job or promotion.

Consider all the information your Mentor shares with you. You do not have to follow the advice, but it may be worth consideration, or it may trigger a new idea for you.

Be considerate of your mentor’s workload and other needs... your Mentor is volunteering her/his time. Remember your other resources; it is unrealistic to expect your Mentor to know everything.

Be mindful of the way your Mentor “mentors”. This is also part of your learning and you may want to share the experience you gain. Perhaps you will be willing to be a Mentor in a future program!
Remember to have Fun!

Dealing with Problems

**Advice for Mentors and Mentees**

The clear majority of York Region mentoring relationships have been very positive and partners report positive outcomes. From time to time, though, there can be challenges. Your Mentor Program Committee member is available to listen, advise and assist with any problems.

<table>
<thead>
<tr>
<th>Advice for Mentors</th>
<th>Advice for Mentees</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unrealistic Expectations</strong></td>
<td><strong>Your Mentor is not responsible for your career and will not have all the answers. Mentors are partners in learning and a source for advice and feedback, counsel and encouragement. Consider your Mentor to be a facilitator of learning.</strong></td>
</tr>
</tbody>
</table>

- Mentors sometimes expect that a Mentee accepts all advice given. If you feel this is happening, your responsibility is to manage your expectations. Remind yourself that you do not have all the answers and not all the advice may be right for your Mentee.

- Your Mentor is not responsible for your career and will not have all the answers. Mentors are partners in learning and a source for advice and feedback, counsel and encouragement. Consider your Mentor to be a facilitator of learning.

- Your Mentee may have unreasonable expectations regarding your responsibility for his/her career. Remind your Mentee that Mentors are partners in learning and a source for advice and feedback, counsel and encouragement. Consider yourself to be a facilitator of learning.

- Mentors sometimes expect that a Mentee accepts and employs all advice given. If you feel this is happening, your responsibility as Mentee is to help your Mentor manage her/his expectations. Remind your Mentor that while you appreciate the advice, you do not expect him or her to have all the answers and not all the advice may be right for you.

**Differences**

- You and your Mentee are people who happen to be members of the same chapter of your professional association. You have come together on a volunteer basis to participate in this professional development relationship. You may find that you and your Mentee are very different people, and that may feel challenging.

- You and your Mentor are people who happen to be members of the same chapter of your professional association. You have come together on a volunteer basis to participate in this professional development relationship. You may find that you and your Mentor are very different people, and that may feel challenging.
| Focus first on what you can learn, and allow the relationship to build as you both engage and share in the learning journey. | Focus first on what you can learn, and allow the relationship to build as you both engage and share in the learning journey. |
| Work to identify your differences and find in those differences the strengths that may be leveraged as part of the relationship. | Work to identify your differences and find in those differences the strengths that may have contributed to your Mentor being where they are today. |

*Stephen Covey in Seven Habits of Highly Effective People reminds us, “seek first to understand”.*

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**Frequently Asked Questions**

**What is Mentoring?**
Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experience and to grow and develop in the process.

**What is the purpose of the HRPA York Region Mentorship Programs?**
Our programs are meant to enhance HRPA York Regions members' knowledge
of Human Resources practices by partnering them with experienced Human Resources professionals from the York Region Chapter of the HRPA. Mentors will share expert knowledge and advice, coach, counsel and encourage Mentees in a manner consistent with the stage and level of their HR career or their development with respect to areas of HR expertise.

**How many mentorship programs does York Region Chapter have?**
The York Region Chapter currently facilitates 2 programs during the year.

*Mentoring for Members (M4M)* runs October through June. This program is dedicated to paring mentees who range from recent graduates to those looking to transition into very senior HR roles, and everything in between. Our well-established program includes multiple opportunities for networking and partnering with your mentor/mentee and other pairs to help promote great networking pipelines.

*The Graduate Mentoring Program* runs April through August in partnership with area Colleges and Universities. It is open to College and University Students who are graduating or have recently graduated from a HR program and hold a bachelor’s degree. This program was designed to meet the specific needs of new graduates, who are entering the workforce in their chosen field.

CKE coaching program runs through April to June. This program is designed to help the exam writers through their study period. Through a self-selected matching system, exam writer chooses an available coach to connect with over a space of two months while they prepare for the exam. In conjunction with self study, a CKE coach will help you maneuver through questions and challenges of studying. CKE Coaching program is aligned with the HRPA exam offering.

**Who is eligible to be a mentor?**

- Active HRPA York Region member in good standing
- Must have at least 5 years of direct HR experience
- CHRP or CHRL designation preferred
- Able to commit a minimum of 2 hours per month to meet in person or (virtually) with their Mentee
- Prepared to commit to attend future York Region meetings and events
- Prepared to commit to completing a Mentorship Program Agreement
- Must complete a Mentor City profile

**Who is eligible to be a mentee?**

- Active HRPA York Region member in good standing
- Will have identified development area(s) in which a Mentor could help
- Able to commit a minimum of 2 hours per month to meet in person or
(virtually) with their Mentor
Prepared to commit to attend future York Region meetings and events
Prepared to commit to completing a Mentorship Program Agreement
Must complete a Mentor City profile
Commit to attend York Region Events
Commit to complete Mentorship Program Agreement

Can I apply to be both a Mentor and a Mentee?
Yes. If you wish to participate as both a Mentor and a Mentee, or, as a Mentor in both the M4M You are also welcome to participate as a Mentor in the Graduate Program (Mentees in the Graduate Program must be students).

How does the York Region Chapter Mentorship Program work?
Following the registration period for your program, the mentorship committee will be establishing matches between mentors and mentees based on mentors’ areas of expertise and mentee’s desired areas for development, as well as their professional industry and other information provided in Mentor City. The committee will communicate these matches directly to participants in advance of the program launch. All mentors and mentees will be invited to attend a kick-off event, where they will be provided with information and resources to support a productive and enjoyable mentorship.

What is the time commitment required to be a mentor/mentee?
We ask for a minimum of 2 hours per month to dedicate to your mentoring relationship.
Many partners may do more by email, calls, skype, etc.
The goals you both sets, and your availability will drive the time spent.
A written learning plan is established at the beginning of the relationship and the issue of confidentiality must be discussed between the partners.
Over the course of the program, partners provide feedback to their Committee Representative to share how they are doing and complete a Closing Survey at the end of the program providing their feedback.
Mentors and Mentees are encouraged to commit to attend future HRPA York Region meetings and events.

What do I need to do to be a good mentor/mentee?
Share knowledge and life experiences
Provide advice
Listen, ask questions, inspire, coach, support
Be genuinely interested in both partner’s questions and concerns
Be open and honest
Explore different career paths
Discuss goal setting  
Advise on professional development  
Identify resources  
Help develop leadership skills  
Provide insight into corporate culture  
Provide exposure and visibility within an organization  
Advise on networking, networking opportunities and make introductions  
Review resume and provide interview tips  

What are the benefits of participating in mentoring?  
The satisfaction of making a difference  
Personal development for both partners  
Sharpen your coaching skills  
Taps into the knowledge and experience of both partners  
Accrue points towards your CHRP/CHRL/CHRE (re) certification  
Gain exposure to different perspectives  
Build new and lasting professional relationships
What is Mentor City and how can it help?
Mentor City is a web platform provided by HRPA to help the Mentoring Committee match Mentors with Mentees. All participants must have a completed profile on this platform. There are three screens to complete: Basic Information, Employment, and Competencies. Once you have completed all three screens, you will be prompted to click on “Save and Wait for the Administrator to Match you to a Mentor/Mentee”. Click on the link to set up your profile: http://mentorcity.com

Am I guaranteed to be matched?
Due to the large volume of applicants, it is possible that not all applicants will be matched. Every effort will be made to match every mentor and mentee, if appropriate, location matched or through self-selected matching system for CKE program. It is very important to apply during the registration timeline and prior to closing date. Applicants are accepted on ‘first come first serve’ basis and we cannot guarantee a match or participation for late applications.

What do I do if something goes wrong or I need help?
Please e-mail the committee at: mentoring@hrpayork.ca

I have a question that are not on this list – who can I speak with?
Please e-mail the committee at: mentoring@hrpayork.ca
We monitor this inbox and will respond to your questions as soon as possible.

For additional information, please visit the HRPA York Region Mentoring Page.