

## **Mentoring Resources**

### **Prepared by the Emerging Leaders Council**

Studies have shown that people who are mentored perform better, have more confidence in the workplace, and are more likely to act as mentors themselves down the road. The connections and reciprocity forged out of mentoring benefit both emerging leaders and seasoned professionals alike in addition to the sector as a whole.

In the late 2009 Emerging Leaders Survey conducted by the Emerging Leaders Council and Americans for the Arts, 52 percent of respondents indicated they were very interested in a mentorship program and 34 percent indicated they were somewhat interested.

In response to these results, the Emerging Leaders Council has prepared this resource (adapted from the Arts Alliance Illinois Mentor Program Development Toolkit as well as the Arts Professional Advisers Link program of the Emerging Arts Leaders of Los Angeles). This toolkit offers an overview of mentoring as well as existing resources available to emerging leaders looking for a mentoring relationship.

This is a living document. To recommend additional resources, please contact Scarlett Swerdlow of Arts Alliance Illinois and the Emerging Leaders Council at [swerdlow@artsalliance.org](mailto:swerdlow@artsalliance.org) or Stephanie Evans of Americans for the Arts at [sevans@artsusa.org](mailto:sevans@artsusa.org).

## **Frequently Asked Questions about Mentoring**

### **What is mentoring?**

The word mentor comes from Greek mythology. Mentor was an adviser whom Odysseus put in charge of his son, Telemachus. A mentor is often someone who has “been there and done that” and who is sharing that experience and wisdom with someone who is new to the field. One who acts in this role with another less experienced person is mentoring them.

### **What is the mentor’s role?**

The mentor acts as a guide, sponsor, coach, and confidant. Creating an environment of honesty, respect, confidentiality, and trust assures the mentee that it is “safe” to explore ideas and learning opportunities that may seem risky or unfamiliar.

A mentor can help the mentee learn new skills, strengthen areas that are challenging, offer a listening and empathetic ear, and maybe even give advice. A mentor’s role is to help his or her mentee establish and achieve personal or professional goals.

## **What is the mentee's role?**

A mentee's role is to clearly state her goals and objectives for the process and to allow her mentor to help them work toward those goals. Successful mentees also solicit feedback and find ways to further develop targeted skills between meetings with their mentor. In a mentee-driven relationship, it is the mentee's responsibility to ask for the help they need, establish their own goals, and be open to the wisdom and assistance they will receive from their mentor. A mentee is also expected to create a relationship based on trust, confidentiality, and honesty.

## **What makes someone a good mentor?**

Mentors come from a variety of disciplines and backgrounds and bring a wide range of skills and experiences to their mentoring relationships. Generally, good mentors are thought to have the following qualities:

- Well-developed listening and interpersonal skills
- The ability to use non-judgmental questioning and to relate well with people who want to learn
- Caring, genuine, and empathetic with a desire to help and develop mentees
- A willingness to take the necessary time to develop a relationship with the mentee
- Holds specific and relevant knowledge
- Open-minded with a flexible attitude and the ability to recognize one's own need for support
- The ability to offer new or different perspectives
- Trustworthiness with the ability to ensure confidentiality
- Experienced with facing challenges, being helped themselves, working with others, achieving success, dealing with failure, being responsible, and dealing with stress

## **What makes someone a good mentee?**

Mentees come from a variety of backgrounds and have a variety of needs and expectations. However, it is generally true that mentees benefit from having the following qualities:

- Self-aware
- Highly motivated

- Able to articulate expectations and objectives
- Actively responsible for his own learning
- Meets commitments
- Able to accept feedback and act on it
- Well-developed listening skills
- Open-minded and with a flexible attitude
- Trustworthiness and the ability to ensure confidentiality

### **What about informal mentoring?**

In today's fluid workplace, there may be several significant people who play a role in guiding your professional growth. This idea -- dubbed a "network of mentors" by Linda Phillips-Jones in *New Mentors and Protégés* -- is an alternative to the traditional practice of having one primary mentor-mentee connection.

Before asking a colleague to serve as an informal mentor, it's important to:

- Evaluate what you need; e.g. -- learn a specific skill, gain exposure, have a confidant, etc.
- Define expectations of time, including how often you want to meet and for how long
- Consider the level of confidentiality you expect

Informal mentors may take on one or a combination of these roles:

- A communicator, someone to talk to and exchange information and experiences with
- An advisor who is interested in your professional growth and career progression
- A coach or manager, someone to help you succeed in your organization
- A broker who can help you expand your professional network
- An advocate, someone to represent you and intervene on your behalf

## Mentoring Resources

### Tools for Mentoring and Being Mentored

#### [Sample Mentoring Contract](#) (PDF)

A statement of commitment between a mentor and mentee.

#### [Sample Agenda for First Meeting between Mentor and Mentee](#) (PDF)

Suggested topics to help a mentor and mentee launch their mentoring relationship.

#### [Personal SWOT \(Strengths, Weaknesses, Opportunities, Threats\) Analysis](#) (PDF)

A tool to assist a mentee in preparing for the first meeting with his mentor.

#### [Making the Most of Your Mentoring Relationship Tip Sheet](#) (PDF)

Tips and ideas that the mentor and mentee can use to create a strong and productive relationship.

#### Goal Setting Tip Sheets [For the Mentee](#) (PDF) [For the Mentor](#) (PDF)

Step by step guidelines to assist a mentee in designing clear and articulate goals and the mentor in helping their partner in the process.

#### [Guide to Informal Mentoring: Establishing a Network of Mentors](#) (PDF)

A summary of *New Mentors and Protégés* by Linda Phillips-Jones with tips for cultivating a network of mentors and identifying the unique potential of each mentor to impact your professional growth.

### Tools for Developing a Mentoring Program

#### [Mentor Program Development Toolkit](#)

For those networks that want to develop their own mentoring program, this toolkit from Arts Alliance Illinois contains step-by-step instructions that take you through all phases of planning, implementing, and evaluating a mentoring program in your community. Includes templates, samples, and tip sheets.

#### [Arts Professional Advisors Link Resources](#)

This is another resource, this time from the Emerging Arts Leaders of Los Angeles, for networks that want to develop their own mentoring program. Included are documents that explain the format of the LA network's program, the roles network members played in the program, and an overview of results from the first year of the network's mentoring program. Notably, Arts Professional Advisors Link is a volunteer-driven initiative of the LA network with no budget.

#### [Peer Coaching Program Development Toolkit](#)

Peer coaching circles are another way to foster hands-on, supportive learning and strengthen arts leadership in your community. Peer coaching circles are small, highly focused learning groups of between 4-6 members with comparable levels of responsibility from organizations of similar sizes. They meet regularly to discuss current projects, share insights and materials, support and challenge

each other, and develop action plans. For networks that want to facilitate peer coaching circles, this toolkit from Arts Alliance Illinois helps you to better understand the philosophy and basics of peer coaching.

## Websites

### International Mentoring Association

<http://www.mentoring-association.org/>

The International Mentoring Association promotes individual and organizational development through mentoring best practices in public and private institutions, businesses, and industry. Resources from the Association's website include its monthly Mentoring Connection Newsletter and its Mentoring Glossary.

### Mentoring for Change from Mike the Mentor

<http://www.mikethementor.co.uk/index.php>

Dr. Mike Munro Turner (aka Mike the Mentor), a consultant and professional coach, offers articles, frameworks, models, and ideas about mentoring and peer coaching.

## Publications

[\*Mentoring: An Overview\*](#), Mike Munro Turner

[\*The Elements of Mentoring\*](#), W. Brad Johnson and Charles R. Ridley

[\*Mentoring, A Henley Review of Best Practice\*](#), Jane Cranwell-Ward, Patricia Bossons and Sue Gover (see especially Part IV: Taking Part in a Mentoring Relationship)

[\*New Mentors and Protégés: How to Succeed with the New Mentoring Partnerships\*](#), Linda Phillips-Jones

[\*The Art of Mentoring\*](#), Mike Pegg

[\*The Mentoring Pocketbook\*](#), Geof Alred, Bob Garvey & Richard Smith

[\*Everyone Needs a Mentor\*](#), David Clutterbuck

[\*A Mentor's Companion\*](#), Larry Ambrose

[\*Crisp: Making the Most of Being Mentored: How to Grow from a Mentoring Partnership \(Fifty-Minute Series.\)\*](#), Gordon F. Shea

[\*Making Sense of Emotional Intelligence\*](#), M. Higgs & V. Dulewicz

*Up Next: Generation Change and the Leadership of Nonprofit Organizations*, Frances Kunreuther.  
Published by the Annie E. Casey Foundation.

*Daring to Lead 2006: A National Study of Nonprofit Leadership*, Jeanne Bell, Richard Moyers and  
Timothy Wolfred. Published by CompassPoint Nonprofit Services.