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**Is My Mentee Ready?**

Your Mentee is ready if she:

• Has ambitions to advance and increase her contribution to the organization

• Is interested in being mentored

• Actively seeks constructive feedback and acts on it

• Is able to commit time and effort to professional growth

• Is willing to explore new behaviors and skills

The best mentoring relationship results come when the Mentee “owns” the process and drives activity toward the results. If your Mentee is not able to clearly articulate a goal for the relationship or has trouble creating the meeting plan, have her prepare accordingly before you start into formal mentoring.

**What Are the “Dos” of Mentoring?**

These tips are designed to help you think about what mentoring is and is not.

Do: Be clear on where the line is drawn between your responsibilities and those of the coordinator.

Do: Agree on goals for the mentoring relationship from the outset, and put them in writing. (A Set the Stage template is provided for this purpose.) Frequently go back to your goals to measure progress.

Do: Act as a colleague first, an expert second. A know-it-all approach to mentoring is intimidating and will limit your successes. Strike an open and warm tone so your Mentee will feel she can ask you difficult questions and take risks. Listen as much as you speak so her questions and aspirations are always the central focus.

Do: Set realistic expectations. You can provide your Mentee access to resources and people, but make it clear you do not wield your influence over others. You may be a Peer Mentor but that does not mean you fix problems for the Mentee – you coach as you can but the Mentee does the heavy lifting.

Do: Keep a time limit as part of the goal, and evaluate your progress periodically. Every mentoring relationship has phases – including the end to formal mentoring. This doesn’t necessarily mean the end of your relationship, but a change in how you interact and how often.

Do: Remember that mentoring is a process with a goal. Have a fun relationship but don’t get off track and lose sight of goals.

Do: Expect high performance from the Mentee and accelerate her learning. Research suggests that the most beneficial mentoring is based on mutual learning, active engagement, and striving to push the leadership capabilities of Mentee.

Do: Listen, listen, and then listen some more. Hear the concerns of your Mentee before offering advice and guidance. Establish trust and openness in communication from the start.

Do: Strive to protect the Mentee from what you see as major professional errors or missteps, but also leave room for her to learn from her own experience and mistakes. Remember that a successful mentoring relationship is one where the Mentee eventually advances and no longer needs your support. Make sure the Mentee is not overly dependent on your advice.

Do: Recognize that the Mentee’s goals are her own and that she may have career goals that differ from the path you chose. Your role as a Peer Mentor is to guide; it’s up to the Mentee to decide what to implement in her career.

Do: Recognize that women and other minorities within the organization face additional barriers to advancement. Educate yourself about the issues. If you experience difficulty, ask the UCF Office of Diversity for resources and support.

Do: Keep an open mind. If you are a man mentoring a woman, or if a Mentee is from a different ethnic group, be aware and respect her experiences, ideas, and goals. Cross-gender and cross-cultural mentoring relationships can be very enriching and successful but it requires open dialogue about the ways gender and culture influence your Mentee’s work in the organization and the mentoring relationship itself.

Do: Teach your Mentee how to become a mentor herself – by example and by encouragement.

Adapted by: Anita Borg Institute for Women in Technology • anitaborg.org Mentor’s GuideNational Center for Women & Information Technology • ncwit.org