



COMPASS Handbook

Creating Opportunities for Mentoring
and Partnerships to Achieve Strategic Success

Developed: Spring 2021

The RMSHRM Mentor Program (COMPASS) is an exciting new program where mentors and mentees will have an opportunity to establish a mutually beneficial relationship. Mentors have a chance to share their strengths, abilities and networks while the mentees can seek advice from seasoned professionals and benefit from their experience.

Both participants have equal responsibility to establish this relationship.

Mentors can provide the following:

- Share your expertise on challenges that are new to your mentee
- Act as a sounding board on day-to-day issues found on the job
- Provide career advice
- Provide and share a network of resources
- Challenge the mentee to move out of their comfort zone
- Offer encouragement
- Teach by example

Responsibilities of the Mentor:

- Help build self-awareness
- Offer challenging ideas
- Help build self-confidence
- Encourage professional behavior
- Candidly confront negative behaviors and attitudes
- Listen to problems/issues and be supportive
- Establish trust
- Encourage Mentees to take risks

Responsibilities of the Mentee:

- Be dedicated to the Mentoring relationship by investing your time and energy
- Assess your own developmental needs and be willing to have an open discussion
- Take the initiative in your own career development and skill progression plan
- Actively participate in the Mentoring relationship – don't just look for advice
- Take full advantage of the training or assistance offered
- Be willing to accept and follow through on the Mentor's advice
- Employ the rules of confidentiality
- Develop and utilize the skills of professionalism
- Have realistic expectations regarding a Mentor's time and influence
- Be honest and share specific work frustrations, needs and goals

A Mentee should:

- Be receptive to advice and new experiences
- Be interested in education and advancement
- Take an active role in their own career advancement
- Be willing to receive critical feedback in areas such as communication, interpersonal relationships, leadership skills, etc.
- Have an interest in gaining new networks.

Benefits for the Mentor and Mentee:

- Broaden your skills and knowledge through teaching
- Gain satisfaction by sharing your experiences with others
- Energize your own career
- Increase personal and professional networks
- Watch others develop from your experience(s)

- Gain an ally in promoting your organization's well-being
- Learn more about other areas within your organization
- Receive a new dimension or perspective to your current job/role
- Gain an understanding of how to communicate with and motivate the next generation

Frequently Asked Questions:

What does a mentor do?

Mentors provide advice and guidance to their mentees. They can be valuable resources to the individual's personal and professional development throughout the program, and perhaps beyond.

What kinds of information does a mentor share?

Mentors can give specific career related advice, as well as other personal development guidance. Guidance includes tips on interviewing for a first job or next job, critiquing a resume, or offering to make an introduction. Mentors have often performed tasks that are new to Mentees many times, so they can help guide you to the correct path while avoiding costly mistakes. Mentors can also provide a real world perspective on how your boss may be looking at things in order to help you communicate with them better.

How much time is expected from the program?

We ask that both mentees and mentors commit for one year and expect to spend about 1-2 hours a month interacting. The mode of communication is determined by the pair depending on availability and schedules of both parties. We do encourage a face to face meeting at the beginning of the relationship at a very minimum.

You may continue the relationship much longer than this one year program, and we encourage you to do so! We also encourage mentees who are interested in participating in the program for more than one year to consider choosing a second mentor so they can have multiple perspectives and an even larger network.

Please also keep the following in mind to make your mentorship relationship successful:

Time Commitment:

- Be accountable for scheduling meetings
- Be respectful of time and schedule
- Commit the time and energy for a successful mentoring relationship
- Follow up on action items identified during development conversations

Core Performance Expectations:

- Be willing to discuss failure and successes
- Demonstrate a genuine interest in the relationship
- Demonstrate application of learning obtained through learning from each other
- The mentee should exhibit a desire to improve in certain areas or learn a new skills
- Identify professional development opportunities, priorities and career interests with your mentor.
- Both should actively participate and listen to each other
- Provide honest feedback

Introductory Meeting

In order to build a strong foundation for a mentoring relationship, it is critical to build trust and clearly establish expectations at the beginning of the experience. Please allow 90 minutes for the initial meeting. The following meetings should last approximately one hour. On the next page you will find an outline to help you have a successful start.

Guidelines for Successful Meetings

Topic Items	Timeline	Notes
Identify expectations of mentoring relationship	Prior to first meeting	
Define objectives and goals of mentoring and goals	Prior to first meeting	
Share resumes as an introduction	Prior to first meeting	
Learn your reasons for wanting to participate in the program and think about how you can help each other achieve his or her goals	First Meeting	
Clarify roles and responsibilities	First Meeting	
Share each of your objectives, goals and expectations of the mentoring relationship.	First Meeting	
Discuss action items to complete before next meeting	First Meeting	

Establish Goals and Expectations

Below are suggested questions to help you guide your discussions. Review this list prior to your first meeting so that you can be prepared. These are good questions for both parties, the mentee and the mentor. They are designed to get to know each other and establish common goals and expectations.

Suggested Questions

Where do you see yourself in five years?

What do you hope to gain from this relationship?

What role do you expect to play in this experience?

Are there any ground rules you would like to establish? (ex. Confidentiality, openness, etc.)

- What are your greatest strengths?
- What are your greatest weaknesses?
- How would you like to go about achieving your learning goals?
- What items would you like to discuss at the meetings?
- Are there any topics of urgent interest?
- Are any topics off limits?
- What do you think will be challenging about this relationship?
- What would you like the meeting schedule to look like?
- What criteria would you like to use to evaluate the success of the relationship?

Creating Objectives

Together you should create an action plan to achieve the long term development goals. Your mentor should be able to help you determine where to focus and how best to accomplish your development goals.

Sample Template

Objective	Who will support?	What are the risks?	How is success measured?	Target completion date
Objective 1				
Objective 2				

When you create the action plan, remember the 70/20/10 learning approach. Good development plans take every aspect into consideration: on-the-job experiences (jobs, projects, task forces, etc.) blended with interactions and relationships with people, supported by formal instruction and/or learning resources.

70-20-10 APPROACH TO LEARNING



Mentees don't...

- ❖ Depend on your Mentor to identify your development objectives or to solely lead the relationship
- ❖ Avoid difficult or touchy topics
- ❖ Prolong the mentoring relationship indefinitely
- ❖ Take your Mentor for granted
- ❖ Immediately defend or explain yourself when receiving feedback or constructive criticism
- ❖ Breach your Mentor's confidence

Mentors don't...

- ❖ Give advice when your mentee sees you only as the "answer person" who has the golden piece of information.
- ❖ You both may get very used to the idea of him or her asking and you answering, which goes against the grain of Empowerment. At times, however, advice-if handled well-can be your most appropriate mentoring action.

How to give feedback as a mentor?

It is important to provide feedback that your mentee can act upon. There are two types of feedback: positive and constructive. While positive feedback lets your mentees know what they're doing well; constructive feedback indicates that your mentees could be doing things better. Note that it is just as important to give positive feedback as it is to give constructive feedback. Always praise when you can.

Regardless of whether feedback is positive or constructive, there are some basic guidelines that apply to giving feedback effectively.

Feedback needs to be:

- Planned: Take time to think about what to say and how to say it to ensure that it will be helpful.
- Specific: Be descriptive by painting a picture of the action, without including unnecessary ideas or judgments. For example, instead of saying, "You were ineffective during the meeting," focus on the facts. Say, "You stopped taking notes, kept looking at the clock, and didn't say a word. Why?"
- Timely: Give feedback as soon as possible after the "event."
- Focused on the behaviour, not the person.

1. Effective vs. Ineffective Mentoring

Effective Mentor Behaviors	Ineffective Mentor Behaviors
Acts as a sounding board and facilitator Maintains privacy/confidentiality	Fixes problems Assumes responsibility for mentee
Gives structure and direction Provides guidance based on observations during interactions with mentee Empowers mentee to handle his/her problems independently	Dictates, controls learning Looks for quick-fixes Provides general criticism or judgment Tells mentee what to do
Identifies skill or competency gaps through a “third party” lens Identifies and facilitates development opportunities	Allows for personal biases Abdicates; does not follow up
Positively promotes & motivates toward highest standards Helps mentee explore potential career opportunities	Pushes too far, too soon Discounts mentee’s thoughts and opinions
Gives needed support, enhances self-esteem Exhibits empathy and understanding	Gives too much feedback Discounts mentee’s feelings or concerns

Mentor – Mentee Relationship Agreement

We are voluntarily entering into a mentoring partnership for a 12 month time period which we expect to benefit both of us. We want this to be a rich, rewarding experience and understand that setting some ground rules will help.

How often will we meet?

For what length of time?

Where or how will we meet?

Provide all necessary contact information?

What are specific areas of focus for this relationship? _____

Mentee/Date

Mentor/Date

Mentoring Meeting Planning Guide

Use this guide to help plan and organize your meetings with your Mentor. You should determine the objectives and topics for each meeting in advance of the meeting, and complete the "Outcomes" section at the end of each meeting.

Mentee Name: _____ Mentor Name: _____

Date/Time/Place	Meeting	Objectives/Topics
Outcomes/Learnings		

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