



Mentor Program

GOAL:

To enhance the overall effectiveness of the Canadian Broadcast industry by aiding in the development and training of its talented, motivated professionals eager for guidance and strategic career advice through the pairing with seasoned successful industry executives.

*“We make a living by what we get;
we make a life by what we give.”
- Winston Churchill*

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This manual is written for those who wish to be mentored, and to be mentors. It will serve as a guide as the mentee and mentor work through the mentoring relationship.

*“Success is not a destination, it is a journey.
In other words, none of us is the person we
Are going to be for the rest of our lives.
We are all works-in-progress. We are always
In the process of becoming.”
- Thomas Dortch Jr.*

The rewards of being mentored are great and we hope the information contained in this guide will help to identify the practical aspects of assessing, developing and maintaining a positive relationship.

I. Mentoring

1.1.: WHAT IS MENTORING?

Mentoring has been described as a process of forming, cultivating, and maintaining a mutually beneficial, developmental relationship between a mentor and a mentee. A mentor helps his/her mentee set goals and standards and to develop the skills necessary to succeed. In an increasingly complex and high-tech environment, we all experience the need for special insight, understanding, and information often not readily accessible within the established organizational channels or learning infrastructure. Ideally, the mentor serves as a “trusted guide” who works with the mentee to help him/her learn things more quickly or sooner, or to learn what may otherwise remain unlearned. A mentor is an advisor, teacher, and coach who engages in deliberate actions aimed at promoting knowledge and strategic career decision-making.

The effective mentoring relationship has been described as having five attributes:

- 1) Focused on acquiring knowledge
- 2) Involving support, direct assistance, and role modeling
- 3) Having reciprocal benefits
- 4) Personal in nature
- 5) A mentor who possesses greater experience, influence, and achievement

*“A single conversation with a wise man
is better than ten years of study.”
- Chinese Proverb*

An effective mentor can be described as practical, generous, direct, and honest, possessing clarity of ideas, energy, passion, high expectations, and a vision for the mentee’s future. The mentor facilitates qualitative changes in the mentee’s approach to problem solving by calling upon insight, judgment, understanding, and knowledge accumulated over the years.

A. The Story of Mentor

The story of Mentor comes from Homer’s *Odyssey*. When Odysseus, King of Ithaca, went to fight in the Trojan War, he entrusted the care of his household to Mentor, who served as teacher and overseer of Odysseus’s son, Telemachus. But Mentor was more than a teacher. Mentor was half-god and half-man, half-male and half-female, “believable and yet unreachable.” Mentor was the union of goal and path, wisdom personified.

Eventually, father and son were reunited and together they cast down would-be usurpers of Odysseus’s throne and of Telemachus’s birthright. History offers many examples of helpful mentoring relationships: Socrates and Plato, Hayden and Beethoven, and Freud

and Jung, to name but a few. Today Mentor’s name – with a lower-case “m” – has passed into our language as a shorthand term for wise and trusted counselor and teacher.

Mentoring in organizations is now seen as a process wherein mentor and mentee work together to discover and develop the mentee’s potential. The goal is the empowerment of the mentee through enhanced skills and insights, thereby enabling more strategic management of the career journey.

B. The Mentoring Life Cycle

Most mentoring relationships pass through four distinct phases (see below). As a mentee, you should be familiar with the stages of the mentoring relationship. This will help you benefit from the synergy that exists among the phases and also enhance the opportunity to capture the relationship’s full potential. An understanding of the evolution of the relationship will also alleviate the sense of randomness and allow you to anticipate the natural movement inherent in the relationship.

PHASE 1	During PHASE 1, there is usually TRUST BUILDING and a sharing of reciprocal feelings and values. Mentors usually serve as role models for mentees to look up to and admire for their behaviour, values, professionalism, and competence.
PHASE 2	PHASE 2 is where mentor and mentee EXPLORE POSSIBILITIES, clarify expectations and build consensus regarding how the relationship is to be managed.
PHASE 3	PHASE 3 of the mentoring relationship provides an opportunity to NEGOTIATE ROUGH SPOTS, with the very real possibility of the relationship proceeding on an even stronger footing. In most relationships, regardless of their nature, there will come a time of reassessment, reclarification, and recommitment.
PHASE 4	PHASE 4 is the time when mentor and mentee ASSESS THE ACCOMPLISHMENTS of the mentoring cycle, craft a strategy for the mentee to move his/her professional objectives to the next level, and determine the viability of continuing the relationship informally beyond the established 9-month program guidelines.

THE MENTORING LIFE CYCLE

Phase One – Building Trust

- Learning to communicate
- Bridging differences
- Planning initial meetings

Phase Two – Exploring Possibilities

- Setting goals
- Choosing activities
- Celebrating accomplishments

Phase Three – Negotiating rough Spots

- Knowing your limits
- Remaining committed
- Seeking outside support

Phase Four – Assessing the Accomplishments

- Reaping the rewards
- Expanding the movement
- Beginning again

At the end of the formal nine-month mentoring relationship (although many relationships continue informally) outcomes can be measured against the original goals. It is useful for both you and your mentor to review:

- What did we expect to achieve?
- What did we actually achieve?
- What else did we learn?
- How will we use what we have learned in future developmental relationships?

C. The Mentoring Partnership

Mentoring is often perceived as a one-way street, with the mentor giving and the mentee receiving. Traditionally, this top-down, parent-to-child relationship was based on the assumption that the mentee was not in a position to do much in return except be a dutiful and appreciative recipient.

At its most effective, however, mentoring is a partnership, with both you and your mentor freely contributing to the exchange in an atmosphere of mutual respect and confidentiality. A stronger degree of identification may exist between a mentor and mentee than in any other work relationship. The degree of emotional involvement also makes mentoring relationships unique.

The mentoring relationship can be briefly characterized as a series of mentor-mentee dialogues for:

- Collaborative critical thinking and planning
- Mutual participation in specific goal setting and decision-making
- Shared evaluation regarding the results of actions
- Joint reflection on the merits of areas identified for progress

In addition, mentors enable mentees to:

- Take appropriate risks
- Deal better with the stress and uncertainty that accompany risk-taking
- Develop greater self-confidence
- Make informed decisions that increase the attainment of current and future objectives

These are some other benefits to be gained from your mentoring relationship:

- Enhanced self esteem
- Opportunity to develop interpersonal communications skills
- Insight into the culture of the organization and the industry – particularly, the “unwritten rules” for success
- Increased motivation
- Exposure to upper levels of leadership
- Expanded horizons and network of contacts
- Access that was previously either denied or limited

D. The Mentor’s Role

In his Principles of Adult Mentoring, Dr. Norman H. Cohen describes the primary mentor behaviours in the following manner:

- 1) The mentor conveys a genuine understanding and acceptance of the mentee’s feelings through active, empathetic listening.
- 2) The mentor directly requests detailed facts from the mentee regarding current plans and progress in achieving career goals and offers specific comments regarding the relevance of sources and usefulness of information.
- 3) The mentor guides the mentee through a reasonably in-depth review and exploration of interest, abilities, ideas, and beliefs relevant to the workplace.
- 4) The mentor respectfully challenges the mentee’s explanations for avoidance of decisions and actions relevant to career development.
- 5) The mentor shares appropriate life experiences, attitudes, and emotions as a “role model” to the mentee in order to personalize and enrich the relationship.
- 6) The mentor stimulates critical thinking about careers in the future, and reflects on mentee’s plans for developing his/her own professional and personal potential.

1.2.: PROGRAM ESSENTIALS:

Time Commitment: Mentors will be asked to provide up to 2 hours per month of counseling and guidance to mentees.

Confidentiality: Mentoring relationships are built on a voluntary, trust-based foundation, with mentor and mentee sharing personal, private information with each other. To protect the special nature of the relationship, it is essential that mentor and mentee agree to keep all information discussed **strictly confidential**.

Guarantees of Advancement: Both parties agree that there should be no expectation of guaranteed career advancement with either the mentor's company or that of the mentee during the formal mentorship cycle.

1.3.: SEVEN PILLARS OF WISDOM FOR YOUR MENTORING RELATIONSHIP

The mentoring relationship should be one of growth, introspection, and discovery. Like any opportunity, though, your rewards will be a function of how much of yourself you invest and the extent to which you are willing to be sincere, take risks, and sometimes even to allow your vulnerability to show. Remember that the relationship you have with your mentor is one of the very few you will encounter in your professional life that will provide you with the safe haven to truly be yourself. Here are some suggestions for how you can make the most of it.

1. Get Ready To Be An Effective Mentee

- a. As a mentee, it's important for you to understand that asking for advice, support, and encouragement doesn't mean that you are not a competent professional! On the contrary, it will help you be more successful and more confident sooner and for a longer duration. To ensure your relationship with your mentor will meet your needs, ask yourself a few questions in advance. Be prepared to tell your mentor about yourself and what you'd like to gain through the relationship. Think about how having a mentor will be helpful. Acknowledge how it will be a relationship that is different from your other professional relationships.

2. Explore And Cultivate Your Professional Expectations

- a. Think about your career. What have you accomplished so far? Identify gaps between where you thought you'd be by now and the reality of where you are. Prepare questions for your mentor about how to narrow this gap. Make a checklist to monitor your attitudes and activities to reach your objectives.

3. Embrace Your Ability To Communicate

- a. It's important to remember that open communication should always occur within a context. Although it is important to "own" your feelings and talk candidly with your mentor about your frustrations, your ability to describe issues and concerns objectively will facilitate more effective problem solving and communication skill development. Your mentor's role will be to help you understand your own role and responsibilities, learn to find solutions effectively, and expand your array of skills required to handle various situations that you will encounter throughout your career. In conversations with your mentor, be willing to share your point of view, even if it differs from that of your mentor, and take the time to explore the differences. Be prepared, ask good questions, and hold high expectations that your work together will be an enriching experience.

4. Share Information And Knowledge

- a. Don't underestimate your professional knowledge. You may find that you are more familiar with cutting-edge technology and other industry-related advancements than your mentor, and your enthusiasm is a valued return for the support you receive.

5. Engage In Collaborative Problem Solving

- a. Solve, Resolve, and Evolve. When conflict arises, confront problems professionally. Consult with your mentor and talk about your feelings and concerns. Be honest in your self-assessment. Generate solutions and make a list of advantages and disadvantages of each. Then determine which solutions will produce the best resolutions. Make your best decision and evolve or advance toward making a difficult situation better. Remember to be open-minded to other points of view and be willing to collaborate, cooperate, and compromise.

6. Strengthen Your Interpersonal Communication Skills

- a. Create a repertoire of effective communication skills. Define your issues and prepare well thought-out questions for your mentor. The more you prepare, the better your mentor can assist you.

7. Strive For Balance In Your Mentoring Relationship

- a. Monitor how you adjust to your new relationship. Strive to have a reciprocal relationship with your mentor. Share your enthusiasm, new ideas, and appreciation for your mentor's support. Create and maintain a balance between healthy optimism and effective problem solving, between depending on your mentor and being independent and proactive, and between being optimistic and realistic about professional challenges you face.

"We need not cling anxiously to our own sensitivity, will, and desire; instead we can place our trust in the beings around us who demonstrate many alternative ways to be a contributing, outstanding individual."

- Thomas Moore

1.4.: CROSS-CULTURAL MENTORING RELATIONSHIPS

As helpful as mentoring is meant to be, mentoring relationships can present difficult and complex challenges for everyone involved in the relationship. You may be paired with a mentor who comes from a different cultural background than yours. Any professional relationships formed with cultural differences as part of the equation – whether related to race, gender, socioeconomic status, religion, sexual orientation, professional sphere, etc. – often have added layers of subtlety and complexity. In mentoring, cultural differences can lend added depth to the relationship when it is properly understood, honoured, and valued. However, when these differences result in stereotyping by either you or your mentor, this can seriously limit the development of your mentoring relationship and decrease the likelihood that you will accomplish your stated goals.

Our cultural uniqueness – the lens through which we perceive the world around us – shapes our experiences, our expectations, our notions of power and authority, our sense of what we must do to succeed in our professional environments, and the recognition that others can be an intrinsically valuable part of the learning experience.

Here are some tips for making the most out of your cross-cultural mentoring relationship:

- Be mindful of differences in communication styles
- Demonstrate willingness to communicate and connect on an individual level
- Understand that unclear behaviour may be rooted in culture
- Examine your own biases and avoid stereotyping
- Check your assumptions

II. CTAM Mentoring Program

2.1.: OVERVIEW OF THE PROCESS:

- Industry professionals are recruited to serve as mentors and are paired with qualified individual mentees.
- CTAM Canada chapter members can apply to participate in the program by completing a screening process for which the Education Committee is responsible.
- This helps assess interests, expectations, and needs of the prospective mentee in order to match him/her with the appropriate mentor.
- Mentee and mentor enter into a ‘contract’ that CTAM Canada will monitor throughout the duration of the formal nine months mentoring cycle. This will assist in ensuring the relationship successfully accomplishes all the goals of the mentoring relationship.

CTAM Canada’s role in the mentoring relationship is as follows:

1. Conduct the initial discussion with potential mentees.
2. Identify and select appropriate mentors and match them with mentees.
3. Disseminate all program materials.
4. Train, coach and advise mentors and mentees.
5. Monitor the relationship to lend support where needed.
6. Track program success through periodic surveys.

If either the mentor or the mentee is uncomfortable with the match for any reason, that individual should contact the CTAM Canada Education Committee as soon as possible to have the issue appropriately addressed.

*“Who finds a mentor, finds a treasure!”
- S.L. Kapur*

2.2.: Exercise 1: Goal Setting

Make use of the following guidelines to establish meaningful goals for your mentoring relationship. Make sure that each goal you set follows the **SMART PRINCIPLE**: Specific; Measurable; Attainable; Realistic; Tangible.

SPECIFIC

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you should first consider the “W” questions:

WHO	Who is involved?
WHAT	What do you want to accomplish?
WHERE	Identify a location
WHEN	Establish a time frame
WHICH	Identify requirements and constraints
WHY	Specific reasons, purpose or benefits of accomplishing the goal

MEASURABLE

Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

ATTAINABLE

When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring

yourself closer to the achievement of your goals. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

REALISTIC

To be realistic, a goal must represent an objective toward which you are both willing and able to work. Your goal is probably realistic if you truly believe that it can be accomplished. Determine if you have accomplished anything similar in the past and also ask yourself what conditions would have to exist to accomplish this goal.

TANGIBLE

A goal is tangible when you can experience it with one of the senses – that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

MENTEE PURPOSE STATEMENT

5. Once you have taken time to consider what you want out of your mentoring relationship, create a Purpose Statement. Your purpose statement will act as a road map for your relationship. It is a compass that will guide you along your pathway towards achieving your goals.

BACKGROUND QUESTIONS;

1. What is your current role?

2. How long have you been in that role, and with your present company?

3. What is your Career Ambition?

4. How do you learn best? Think of a recent successful learning experience. Why do you think it was successful for you?

5. Whether a boss, a teacher, a coach, a parent, who would you consider to have been your best mentor so far? Why?

6. Can you describe the profile (level of experience, specific competencies, availability, etc.) of your ideal mentor?

2.4: – MENTOR APPLICATION: PREPARING FOR THE MENTORING EXPERIENCE

*** To be completed by all Mentor applicants**

1. From the list below, prioritize the top five things you hope to focus on with your mentee. S/he will be completing a similar list and will compare it with yours early in the mentoring relationship. This list also supports the matching of mentors and mentees.

“More than anything else, I expect to...”

- 1. Set high performance expectations for my mentee
- 2. Offer challenging ideas to my mentee
- 3. Help build my mentee’s self-confidence
- 4. Encourage professional behaviour in my mentee
- 5. Offer friendship to my mentee
- 6. Confront any negative behaviours and attitudes in my mentee
- 7. Listen to my mentee’s personal problems
- 8. Teach by example
- 9. Provide growth experiences
- 10. Explain political situations
- 11. Support my mentee in difficult situations
- 12. Offer best advice based on my personal experience
- 13. Encouraging winning behaviour
- 14. Trigger self-awareness
- 15. Inspire my mentee
- 16. Share critical knowledge
- 17. Assist my mentee with strategic career advice
- 18. Sponsor my mentee for career advancement

2. Why are you interested in becoming a mentor?

3. Have you had important mentors yourself? If so, what have been the key learnings?

III. Support for your Mentoring Experience

3.1: THE FIRST MEETING

During your first meeting you should fill out your Mentoring Agreement. The Agreement establishes the protocol for your partnership. As mentee, it's up to you to contact your mentor to schedule your first meeting. Eventually, you both will need to decide the following:

- 1) When you should meet and how long
- 2) How reminders will be given (faxes, voicemail, email)
- 3) The best way and time to contact each other (e.g. If you are not immediately available, what is the next best method of contact?)
- 4) How to work together (e.g. Will there be written communication? Will the mentee submit materials to the mentor? How will "problems" be resolved?)

Protocol for Beginning Your Mentoring Relationship

a. Get Acquainted

To get your relationship started on the right foot, you and your mentor will want to exchange information about yourselves. It's important to connect on a personal level before getting down to work. You may want to even consider sending your mentor a token "ice-breaker" – a card; a book; a box of cookies; anything that you think might bring a smile to his/her face.

Here are some questions you may want to ask your mentor during your first conversation:

- What is the greatest difficulty or challenge you face in your career/current position?
- What is the most rewarding thing about your career/job?
- What would you do differently if you had to start over?
- What is the best career decision you ever made?
- What do you do when you're not working?
- What is your assistant's name? (In order for you to avoid any problems being connected or confusion about messages, you may wish to confirm that your mentor's assistant knows about the mentoring relationship.)

b. Review Your Mentoring Expectations

You may want to send your mentor the list you have worked on in advance of this meeting.

c. Discuss Your Reasons For Participating

A mutual understanding of why each of you is involved in the mentoring program is critical to success.

d. Share Any Concerns You May Have About The Mentoring Relationship

It's important to develop the habit early on of being candid with your mentor by discussing any concerns and agreeing on strategies to address those concerns. The key to moving beyond these obstacles is open, frank, non-judgmental discussion. Initially, as with any relationship, your mentoring relationship may involve a test period and some tensions.

Common problems that sometimes arise are:

- Feelings of confusion exist regarding the new relationship
- Your mentor doesn't keep to the terms of the relationship
- You and your mentor don't see eye to eye on certain issues
- Time and scheduling challenges
- Poor communication

e. Set Your Next Meeting Time

It's better to set a time during your conversation if at all possible, rather than waiting until later. Otherwise, it tends to be put off and calendars fill up quickly.

3.2.: MENTORING AGREEMENT

Mentee: _____

Mentor: _____

Start Date: _____

End Date: _____ (9 months from Start Date)

Mentee Purpose Statement:

Mentee Expectations: (5)

1. _____
2. _____
3. _____
4. _____
5. _____

Mentor Expectations: (5)

1. _____
2. _____
3. _____
4. _____
5. _____

Protocol;

Meetings to be arranged by Mentee.

Duration of meetings: _____

Frequency of meetings: _____

Mentee's Signature: _____ **Date:** _____

Mentor's Signature: _____ **Date:** _____

*** Copy to be sent to CTAM Education Committee/Mentoring**

3.3.: GETTING CLOSURE

The nine months will go by quickly, and before you know it the end of the formal mentoring cycle will be at hand. Endings are often beginnings, though. Making time for closure is an essential aspect of the mentorship cycle, permitting you and your mentor to reflect upon what has been learned, share your appreciation for the relationship, and celebrate your achievements. For many, this can be a very difficult stage because of the close personal ties that often develop during the mentoring relationship. Closure, though, is an inevitable part of the mentoring relationship, and comes at a time when you have been successful, hopefully, in reaching all or most of your developmental objectives and learning goals.

Still, the end of the mentoring relationship may be accompanied by some of the same feelings of apprehension, fear, sadness, frustration, and loss that we encounter at the end of other important long-term relationships. There are, however, a couple of things that you and your mentor can do to ease some of the difficulty of this phase of your mentoring relationship:

Recognize The Need For Closure

It is only by clearly marking the conclusion of your formal relationship with your mentor that you can look back over the months spent together, the work done, and the things accomplished.

Plan For Closure

Planning for closure should actually be a topic in your early strategizing with your mentor. As you discuss your expectations of the mentoring relationship, touch on where you hope to be at the end of the formal mentoring relationship and how you would like to transition to more career independence and a different kind of relationship with your mentor.

Celebrate Your Accomplishments

Reflect on and celebrate what you've accomplished and the excitement of incorporating what you've gained from the mentoring experience into your independent strategic career planning. Talk about your initial goals, including those you may not have fulfilled at the end of the mentoring relationship. These will be important markers for continued growth and personal development.

IV. Conclusion

4.1.: SOME FINAL THOUGHTS

Mentoring connections can be incredibly important, powerful relationships throughout a career. There will always be those who have blazed the trail that we now follow, and those for whom we are the trailblazers. Whether in an informal relationship of friend to friend or colleague to colleague, or as part of a formal, structured developmental relationship like the one you have with your mentor. The support and guidance of a caring, sharing individual can mean a great deal to each one of us, no matter where we are in our professional and personal lives. The rewards are great, and we hope that this guide will help you to identify the practical aspects of assessing, developing, and maintaining a dynamic mentoring relationship.

“Sometimes our light goes out but is blown into flame by another human being. Each of us owes deepest thanks to those who have rekindled this light.”

- Albert Schweitzer

4.2.: SUGGESTED READING

The Person Who Changed My Life: Prominent People Recall Their Mentors

- Matilda Raffa Cuomo, Editor

Because You Believed In Me: Mentors and Protégés Who Shaped Our World

- Marcia McMullen and Patricia Miller

Brand Yourself: How To Create An Identity For A Brilliant Career

- David Andrusia and Rick Haskins

How To Win Friends And Influence People

- Dale Carnegie

Lanterns: A Memoir Of Mentors

- Marian Wright Edelman

Market Yourself And Your Career

- Jeff Davidson

The Personal Touch

- Terrie Williams

The Seven Habits Of Highly Effective People

- Stephen R. Covey

Now Discover Your Strengths

- Marcus Buckingham