

My Initial Mentoring Conversation

To Do List	Strategies for Conversation
1. Take time to get to know each other.	Show interest in the person, their context, and their experiences.
<i>My notes:</i>	
2. Talk about mentoring.	Share your previous mentoring experiences with your mentoring partner (e.g. from your mentoring constellation exercise).
<i>My notes:</i>	
3. Discuss your personal, communication and learning styles.	Discuss how each other's styles may affect your mentoring relationship. You may have data from tools such as MBTI, StrengthsFinder, or a learning style inventory.
<i>My notes:</i>	

4. Articulate your learning and development goals.	Articulate broad learning goals and the reasons why they are important (e.g. from your translation consultant growth plan, if you have one).
<u>My notes:</u>	
5. Determine relationship needs and expectations.	Ask your mentoring partner what he or she wants, needs, and expects out of the relationship. Ask your mentee why he or she chose you as a mentor.
<u>My notes:</u>	
6. Share your personal assumptions and limitations.	Ask your mentoring partner about his or her assumptions and limitations regarding mentoring roles. Discuss implications for your relationship.
<u>My notes:</u>	

My Mentoring Conversation: Phase 2

Make sure you'll talk with your mentoring partner about the following issues:

To Do List	Strategies for Conversation
1. Set S.M.A.R.T.E.R. Goals with your mentoring partner	What does the mentee want to learn/accomplish as a result of this relationship? Are goals well defined and clear? What is our process for evaluating success?
<u>My notes:</u>	
2. Establish ground rules	What are the norms and guidelines we will follow in conducting the relationship? Who will be responsible for what?
<u>My notes:</u>	
3. Agree on confidentiality safeguards	What do we need to do to protect the confidentiality of this relationship?
<u>My notes:</u>	
4. Set boundaries	What are the not-to-exceed limits of this relationship? What are examples of boundary issues that we might face in our mentoring relationship? Are there any topics, issues, or discussions that are out of bounds? What is our process if boundaries are crossed? What strategies would help us prevent crossing boundaries?

<i>My notes:</i>	
5. Discuss stumbling blocks and hot buttons	What stumbling blocks might we encounter? What process should we have in place to deal with them as they occur? What hot buttons should we be aware of?
<i>My notes:</i>	
6. Put it in writing: Mentoring agreement	What do we need to include to ensure that this agreement works for us? What are the steps for achieving the goals? What are the learning opportunities?
<i>My notes:</i>	

You might also want to make it a point to schedule a check-in at regular intervals (e.g. every 3 months) to ensure you and your mentee are on track. Focus conversation on three areas: the relationship, the learning process and progress on goals. During your check-in, identify areas of satisfaction for you and your mentoring partner, and ask about your mentee's key insights to date. Share what you are learning from the relationship as well. Allocate time to review the mentee's goals, strategies and work plan. Additionally, check for their level of satisfaction. Be sure to probe for any issues that have not yet surfaced. Even if both you and your mentee are satisfied, brainstorm ways to improve the mentoring experience.

My Mentoring Conversation: Phase 3 A

Make sure you are prepared to listen actively and ask open-ended questions. You may use the “My notes” section to adapt any of the below suggestions to your personal and cultural context.

To Do List	Strategies for Conversation
Set the stage for active listening:	Remove distractions and interruptions. Don't answer calls, check email, or do other tasks while you are engaged in conversation with your mentee. Multitasking and other interruptions are a sign that your mentoring partner is not as important as your personal agenda.
<i>My notes:</i>	
Pay attention:	Give your mentoring partner's words your full attention rather than thinking about what you want to say while s/he is still talking. Show you are listening by giving nonverbal cues—nod your head in agreement, smile, make good eye contact.
<i>My notes:</i>	
Verbally reflect back what you've heard:	Restating what you heard for clarification (“So, you're saying that . . .”) reinforces listening and avoids making assumptions.
<i>My notes:</i>	

Encourage your mentee to keep talking:	Ask: “What else”? , “Can you tell me more?”
<i>My notes:</i>	
Acknowledge feelings:	Don’t be afraid to acknowledge strong feelings when you hear them (“It sounds like you were really frustrated”). This is another way to show that you are listening, and it helps you better understand what is really going on. Pay attention to hesitancy or pausing—clues that something is not being said—and probe further, if appropriate (“I’m wondering why that bothered you so much . . .”).
<i>My notes:</i>	
Ask open-ended questions:	Probing for more with open-ended questions (“What made you feel that way?”) also demonstrates that you are listening. A mentor’s ability to ask the right questions is an extremely important mentoring skill. It allows you to facilitate and deepen your mentee’s learning. Ask questions that tap into a mentee’s unique experiences and draw on the strength of the mentee’s learning style, while at the same time being sensitive to unique cultural differences. Good questions are clear, relevant, and specific. They should encourage personal reflection on past experiences and facilitate the self-discovery of answers.
<i>My notes:</i>	

Summarize	Summarizing what you heard your mentee say, communicates respect for his or her point of view. It helps to avoid misunderstandings. Say something like “These seem to be the key ideas you’ve expressed...” or “Let me review what I’ve heard you say. Please correct me if I am wrong or leave anything out.”
<u>My notes:</u>	

After your mentoring conversation, take a moment to think about how well you listened and what you can do better. Keep practicing your listening skills in a variety of settings—with family and friends, with coworkers and at meetings.

My Mentoring Conversation: Phase 3 B

Make sure you are prepared to give feedback in a way that is the most useful and culturally appropriate for your mentee. Don't forget to offer affirmation. You may use the "My notes" section to adapt any of the below suggestions to your personal and cultural context.

To Do List	Strategies for Conversation
Listen actively to your mentee to understand the context.	Practice reflective listening, open-ended questions, and summarizing.
<i>My notes:</i>	
Ask the 3 feedback questions.	<ol style="list-style-type: none"> 1. What went well? 2. Where did you get stuck? What did not work so well? 3. What would you do differently next time?
<i>My notes:</i>	
Affirm first what you agree with; then ask your mentee if s/he would like to hear your feedback.	<ul style="list-style-type: none"> ● Offer praise and affirmation for successes (what went well?) ● Give your perspective of where your mentee got stuck (what did not work so well?) ● Together explore options of what your mentee might do differently next time and decide on an action (Way Forward)
<i>My notes:</i>	

<p>Find out your mentee's preferred language of appreciation.</p>	<p>Express that you would like to encourage your mentee in the best possible way and that you would like to know his/her preferred language of appreciation. Let them know yours.</p> <ol style="list-style-type: none"> 1. Words of Affirmation 2. Quality Time 3. Acts of Service 4. Physical Touch 5. Tangible Gifts
<p><u>My notes:</u></p>	

After your mentoring conversation, take note of your mentee's or mentor's preferred language of appreciation and plan to be more intentional about using it.

My Mentoring Conversation: Phase 3 C

During Phase 3, you will need to regularly check in with your mentoring partner and talk about your relationship, the learning process and the progress made towards goals. The following conversation guide may help you focus on the most important points.

To Do List	Strategies for Conversation
<p>Talk about your mentoring relationship.</p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> ● What is the quality of our interaction? Are we communicating effectively with each other? ● Are the venues (e-mail, phone, meetings) we have selected working for us? ● Are there external factors, such as time and access, that affect our interaction in any way? ● What challenges do we face? ● In what ways might we strengthen our relationship?
<p><i>My notes:</i></p>	
<p>Talk about the learning process.</p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> ● Is the process we are using working to facilitate the learning process? ● In what ways are your learning needs being met? Not met? ● What might we do to make the process work better for you? What do we need to change or strengthen? ● What are you learning about yourself as a learner in this process?
<p><i>My notes:</i></p>	
<p>Talk about your progress toward learning goals.</p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> ● What progress are you making toward realizing your learning goals? ● What is your greatest success thus far? ● What is your biggest frustration? ● What gives you the most satisfaction about what you are learning?

<u>My notes:</u>	
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My Mentoring Conversation: Phase 4

This is the integration and moving forward phase. It entails consolidating the learning, evaluating the partnership, and celebrating successes. There may be a temptation to dismiss this phase as unimportant. However, if it isn't handled well, it can leave both the mentor and the mentee frustrated and dissatisfied.

To Do List	Strategies for Conversation
<p>Evaluate the learning.</p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> ● Do you think you have achieved the learning goals we set for our mentoring relationship? If yes, what did you learn as a result? If no, what got in the way? ● What did you learn about mentoring? About being a mentee? (Also share what you learned about being a mentor.) ● What specific insight, approach, or perspective did you gain? ● What else do you need to learn? ● What has being in this relationship taught you about yourself as a learner? ● What would you do differently in your next mentoring relationship?
<p><i>My notes:</i></p>	
<p>Address how the learning will be integrated.</p>	<p>Ask questions like:</p> <ul style="list-style-type: none"> ● How will you apply what you've learned? ● What will you do as a result of what you've learned? ● What specific action steps you will take?
<p><i>My notes:</i></p>	

Redefine the relationship.	Decide whether you want to: <ul style="list-style-type: none"> ● renegotiate your current mentoring relationship and work on additional goals or complete some goals that you haven't achieved yet. ● end your mentoring relationship as your goals have been reached. ● help your mentee to find a different mentor. ● stay in touch. If so, on what basis?
<i>My notes:</i>	
Decide how you would like to celebrate your success or the reaching of a milestone.	Remember each other's language of appreciation and decide on a meaningful way to celebrate.
<i>My notes:</i>	

If you have chosen to keep a mentoring journal, this will be a good time to review it.