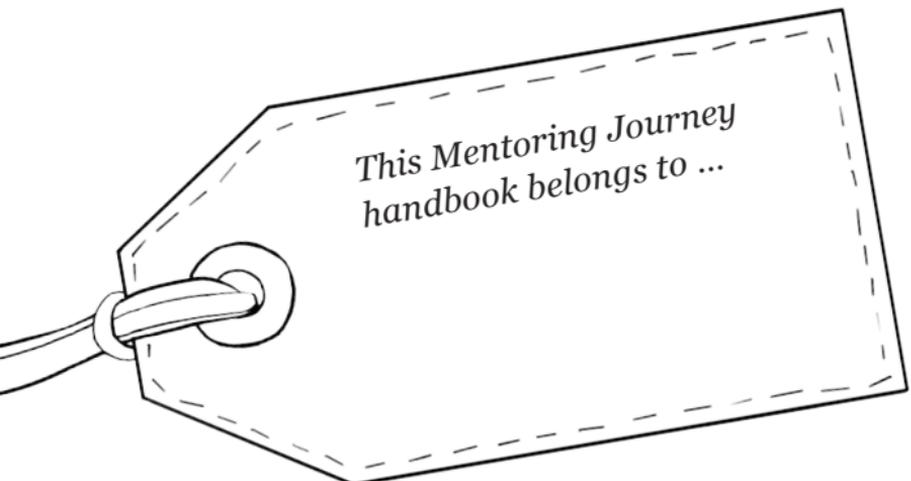


ARHUS
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THE
MENTORING
JOURNEY

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**THE
MENTORING
JOURNEY**



*This Mentoring Journey
handbook belongs to ...*

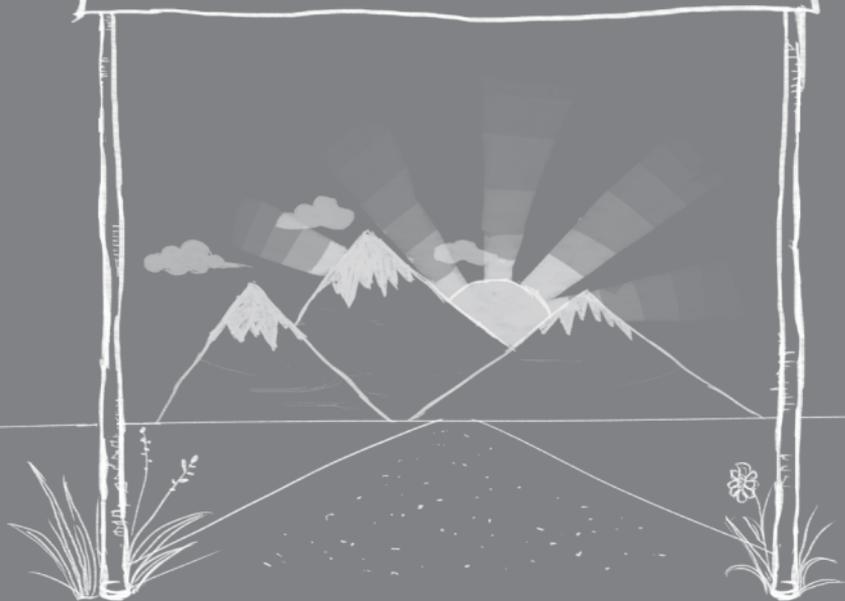
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CHAPTER 1

PRE-FLIGHT

INFO

START



PRE-FLIGHT INFO

Welcome to *The Mentoring Journey*, a small handbook loaded with big ideas for helping you develop both personally and professionally during your mentoring relationship. You've decided to embark on a fully fledged mentoring journey. This book will make that journey smooth, fun and insightful. It's packed with all the practical advice you need on everything from creating rapport to deciding how often to meet, what to discuss and how to evaluate your meetings. Whether you are a mentor or a mentee, it will give you the confidence and the tools you need to engage in a successful relationship where both mentor and mentee will be open and committed to learn from one another — a relationship that will be successful and fruitful for both of you. *Enjoy the flight!*

WHO'S THIS BOOK FOR?

This book is for everyone entering into a mentoring relationship. It's written to support mentors and mentees engaged in mentoring programmes at Aarhus University, whether *students, researchers, employees, managers, company owners, or those ready to retire*. Generally speaking, the ideas, examples and mindset proposed in this book benefit virtually everyone engaged in a mentoring relationship. We envision this book becoming an indispensable companion on your mentoring journey.

Generally speaking, the ideas, examples and mindset proposed in this book benefit virtually everyone engaged in a mentoring relationship.

HOW TO USE THIS BOOK

This book is small enough to take with you anywhere in your bag or laptop case. The sections are color-coded for quick reference. Use the hands-on tools and write directly in the book — and in general use the book as your own mini encyclopedia with *tips*, *tricks* and *tools* for a safe flight. The last section is for your notes, so you can record your reflections and comments on your journey.

MEET YOUR CREW

A whole team contributed to making this book as high-quality and as user-friendly as it can be. The main author is Susanne Søes Hejlsvig, who has run Aarhus University's largest mentor programme since 2008. Special Ambassador, European Mentoring and Coaching Council, Professor David Clutterbuck has also contributed, as have programme managers and mentors with a rich resource of experience.

CHAPTER 2

PREPARING FOR TAKEOFF



PREPARING FOR TAKEOFF

Before you start your mentoring journey, let us share with you our ground rules for travelling with us. You have chosen to embark on a journey of personal development. We ask you therefore to be open-minded and curious, and not to be judgmental. There may be some turbulence along the way, but know that with this book in your hand and your crew (your programme manager) within reach for help and advice, your journey will be fun, insightful and safe. In this section you can read about what to expect when you sign up to be a mentor or a mentee.

WHAT IS MENTORING?

Mentoring is a reciprocal relationship with the focus on *giving* and *receiving*. A mentoring discussion is a dialogue between two equals, to discuss various topics, where both parties are mentally present and open to dialogue. You can discuss a whole range of issues both professional and personal—see the suggested topics list on page 44.

Mentoring is **not** a one-sided process in which the mentor provides advice and dictates which item is on the agenda. Nor is it a place where a mentor tells about all their achievements—though of course the mentor can relate their own stories and experiences to the situation at hand. It's *listening* that is the key to a successful mentoring relationship. When the mentor listens, he or she will be able to ask important questions of the mentee. Listening gives both parties the opportunity to learn something about themselves, about one another, and about the subject they've decided to discuss.

WHAT IS A MENTOR?

A mentor has a fundamental interest in wanting to do something for others, as well as allowing space for personal development. The mentor's experience gives him or her good reason to *listen, observe, ask, confront, and wonder*.

A mentor is able to place himself or herself in the mentee's position, and can then help to support them in the most appropriate manner.

A mentor can contribute with knowledge from their own education or career path. Though the mentor may be more experienced, mentor and mentee should be seen as two *equal partners* who can learn from one another. The mentor should not be seen as an oracle who tells the mentee what to do.

Though the mentor may be more experienced, mentor and mentee should be seen as two equal partners who can learn from one another.

WHAT IS A MENTEE?

A mentee is someone who, for various reasons, chooses to enter into a relationship with a mentor. It may be because the mentee lacks knowledge or input on a specific field, or because they feel uncertain and need a neutral learning space as well as advice from someone outside their circle of family, teachers, friends, colleagues etc.

A mentee can draw on a mentor's experience and inspiration — both personally and professionally.

A mentee is someone who takes his or her future seriously and is interested and willing to develop and learn. A mentee is also someone who is prepared to share his or her learning with the mentor.

WHAT DO YOU GET OUT OF BEING A MENTOR?

What most mentors emphasize as the highlight of the relationship is the opportunity to support another person, and through the mentor relationship to make a difference for the mentee in their studies, career and personal life. Other main benefits are:

- Personal development (learning from being in the mentor role)
- A broader understanding of different business areas or other cultures
- Expanded professional and personal networks
- Getting connected to new talents and to Aarhus University
- The chance to follow your mentee's development over time
- Challenges to your own assumptions

It has been a really great experience to have a person, who barely knows you, to take the time to help you get closer to your goals. Incredible that someone cares so much about your career!

— MENTEE STATEMENT

WHAT DO YOU GET OUT OF HAVING A MENTOR?

The most important thing you can get out of the mentoring relationship is the chance to discuss issues with an independent ‘third party.’ You can talk to your mentor about topics that may be difficult, awkward or impossible to discuss with friends, family, colleagues, your boss or your partner/husband/wife. Having an external, ‘neutral’ person to discuss certain issues with can be easier, because they are not personally involved. Other main benefits are:

- Personal development
- An opportunity to be challenged and to receive feedback
- Encouragement and support in what you do
- The chance to use your mentor's experience to gain insight into a particular industry, position or professional qualification
- Expanded professional and personal networks

HOW LONG DOES A MENTOR RELATIONSHIP LAST?

Most of the mentoring programmes at Aarhus University have suggested timeframes, but it's up to the mentor and mentee together to decide how long they wish the relationship to last. You can choose to meet once over a cup of coffee, and from there you can agree to enter into a longer mentoring agreement. Some people choose to meet three times and then evaluate the mentoring agreement. Others know in advance, before they meet for the first time, that they would like to enter into a long-term relationship. Some mentoring agreements last eight to 12 months. Mentors and mentees have often extended the official mentoring period. Subsequently they may meet only once or twice a year, but they continue to stay in contact.

WHAT DO YOU TALK ABOUT?

You can discuss various topics during your mentoring conversations. Topics could relate

to *study life, career paths, job opportunities, applications, jobs, networking, collaborative relationships, work–life balance, jobs abroad, efficiency, project management, further education* — the list is endless. Check the list of suggested topics on page 44.

WHAT DON'T YOU TALK ABOUT?

There may be issues and areas that neither mentor nor mentee want to discuss during the mentoring conversations. A mentoring relationship is a professional relationship, which means that you need to match your expectations and clearly make a distinction between what you talk about and what you don't talk about. There are three zones of focus: private, personal and professional. The private zone is related to deep thoughts and feelings, which you will normally only share with your closest network. The personal zone is related to your personality and e.g. how you deal with changes. The professional zone is more action-oriented and focuses on your

performance and which action steps to take. Setting some predefined limits on what personal boundaries you each have is very important to your relationship. The framework often loosens up the better you get to know each other.

WHERE DO YOU MEET?

There are a lot of possible meeting places. You might choose the university, mentor's workplace, a café, a museum or another public place. We recommend that you choose a relatively neutral place. Both parties must feel comfortable in order to open up. If you choose to engage in a longer-term mentorship, then you will meet several times and figure out for yourself what works best. Some topics are well suited to public places, while others can benefit from taking place in a more 'closed' environment. 'Walk & Talk' is also a very useful meeting form. When you walk side by side, you're always moving and

can communicate in a different way — for some it feels more comfortable, because you're not just sitting and looking directly at one another. You can also let yourself be inspired by the surroundings, because they are constantly changing.

HOW OFTEN DO YOU MEET?

It's up to the mentor and mentee to find out when and how often to meet. If you have just agreed on a single cup of coffee, then it goes without saying that you only meet once. If you have agreed to meet several times, it's the responsibility of the mentee to estimate the time needed and then organize it with the mentor. A general rule is that there shouldn't be too much time between meetings. You might agree to meet once a month, but on the other hand you must have something relevant to discuss. There may also be holiday periods with no opportunity to meet when the break between meetings is longer.

I have been impressed by my mentee's dedication to fulfill her dreams, and how well she adapted in completely new environment and the culture.

— MENTOR STATEMENT

WHAT CAN YOU EXPECT FROM EACH OTHER?

Entering into a mentoring relationship — either as a mentor or a mentee — is a signal that you choose to prioritize time with the other person. This means that you can expect the other party to answer any inquiries, and that any cancellations are justified, with a new time being proposed for a meeting. You can expect the other person to do their best to be available and that they will always take the relationship seriously. You can also expect the other person to be honest and sincere and to be involved in the cooperation with an open mind.

WHO TAKES THE INITIATIVE FOR THE MEETINGS?

To ensure the mentee's ownership of the relationship, we recommend that the mentee takes the initiative to organize the meetings. We suggest you agree on a date for the next meeting

during the current meeting. It can be very beneficial for the mentee to make an agenda for the meeting, so that the time is used most constructively. The agenda should be sent to the mentor prior to the meeting, as this helps both parties prepare what to talk about.

WHO FOLLOWS UP ON MEETINGS?

Again we recommend the mentee to follow up on the meetings, perhaps by sending a status email to the mentor to share how things are going with the set goals and objectives. The mentor is more than welcome to get involved by writing to the mentee to hear how things are going, and this is usually welcomed as it shows genuine interest in the mentee's progress. If one of you feels, though, that the relationship is deteriorating, please contact the other person to follow up. Poor communication, or the lack thereof, can cause a mentoring relationship to end without either party actually agreeing to finish. There

may be good reasons why the other person does not communicate. It's better to give them the benefit of the doubt, and contact them once too often, if you are unsure.

WHAT IF THE MENTORING RELATIONSHIP DOESN'T WORK?

It's hard to know in advance whether a mentoring relationship is a good match. It's therefore important that you talk about it at the first meeting, and essential that you match your expectations. Both parties have the right to terminate the relationship after the first meeting, but it has been shown many times that it's only after the second or third session that it's really possible to assess whether the match is right. If you have had a couple of meetings and still feel it's not working, then review the relationship together and focus on the purpose of the relationship. It's important to emphasize that what might in the beginning seem like a bad match

sometimes ends up being the best match. There are numerous examples of initial 'bad' matches that have turned into the 'best' matches. When you are very different there is a potential for learning even more about yourselves. If it still does not work, please contact your programme manager and remember that both parties can always end the relationship.

It's important to emphasize that what might in the beginning seem like a bad match sometimes ends up being the best match.

REASONS WHY A MENTOR RELATIONSHIP FAILS TO WORK

- If the chemistry or rapport is missing
- If the mentor feels inadequate to contribute with what the mentee needs (e.g. knowledge of a specific field, topic or industry)
- If the parties are unable to prioritize time for it
- If there has been a breach of confidentiality
- If the focus was on short-term goals and once these are reached the relationship seems to fade

! *Shifting to more long-term goals could enrich the relationship and make the discussions deeper and more reflective.*

*My mentor
was a great
inspiration,
asking the
right questions
and by this
leading me to
the answers.*

— MENTEE STATEMENT

IS THERE A DUTY OF CONFIDENTIALITY?

Yes. Both parties have a duty of confidentiality. As a mentor, you have a moral obligation to your mentee. So if you talk to others about your mentee, then do so anonymously. However, there may be occasions when you agree that a specific topic discussed during a meeting may be discussed with others. The meeting should always be considered a sacred place, where you can be sure that the other party does not share the discussions with others. This duty of confidentiality gives peace of mind, allowing both mentor and mentee to be completely open, and ensuring that you get the most out of the relationship. If as mentor you discover that the mentee has some more urgent personal issues that require more professional help, please contact your programme manager.

CHAPTER 3

TAKEOFF



TAKEOFF

We're ready. Please buckle up, and be ready for takeoff. This first stage of the journey is about getting to know each other — and very importantly, matching your expectations. Make sure you make the most out of your time together, because before you know it you will be landing. Do that by sharing expectations and preparing well for your meetings.

This first stage of the journey is about getting to know each other — and very importantly, matching your expectations.

PREPARING FOR THE FIRST MEETING¹

Preparation is essential for effective and fruitful meetings. Spend some time prior to the meeting reflecting on your own role and what you can do to make this time well spent.

For mentors

- How do I best encourage an open and trusting relationship?
- How can I best support and help my mentee? For instance, how can I create a learning space and best support my mentee in his or her decisions?
- What are my experiences with helping other people in developmental conversations?
- How can I make sure that my mentee does most of the talking?
- How can I make sure not to impose my beliefs and viewpoints on my mentee?

¹ Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

For mentees

- What issue(s) do I wish to discuss with my mentor?
- How do I present it/them to my mentor?
- What are my medium and long-term goals?
- What's important to me? What do I value most?
- What do I already know about this issue?
What do I believe I know but not **really** know?
What knowledge or understanding might help me become more aware and clear in my own mind?
- How can I help my mentor understand this issue? Do I have some practical examples I can share?
- What am I looking forward to in this conversation, and what am I a little concerned about?
- How honest am I prepared to be with my mentor when I share those concerns?
- How do I envision this meeting? How can I ensure that I am mentally prepared for the meeting?

GETTING STARTED — CREATING RAPPORT ²

Creating rapport (or a connection) is important in a learning relationship between mentor and mentee. It determines how successful the relationship will be. In creating rapport, mentor and mentee will learn to trust and respect one another, which will enable a deeper, richer relationship. Both parties will build a framework and ground rules for their cooperation.

In creating rapport, mentor and mentee will learn to trust and respect one another, which will enable a deeper, richer relationship.

² Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

Here is what to consider when building rapport with your mentor/mentee:

- Be open-minded
- Push any prejudice and stereotyping away
- Share values— for example, share what drives you, what is important to your life, what you enjoy and also what frustrates you (make sure these are not limited to study, work, family and leisure activities)
- Share expectations— for example, how to ensure that you are honest with one another and respect each other's time, what makes you feel valued and heard (consider filling out a mentor contract)
- Agree to challenge one another and state your boundaries
- Commit to evaluating the relationship at intervals



CLARIFYING YOUR SENSE OF PURPOSE AND DIRECTION

Having a *sense of purpose*—in contrast to having a very specific *goal* that can be achieved rather quickly and so can decrease commitment to the mentor relationship if the mentee has achieved their goal after only a very few meetings—means having a *wider direction* and an *overall purpose* for the meetings. When this is the case, the relationship can provide a longer-term perspective and can result in deeper reflections in the conversations.

SETTING YOUR EXPECTATIONS — 'MENTOR CONTRACT'

Setting your expectations from the very beginning is probably the most important success factor in a mentoring relationship. Mentor relationships can fall apart if there are unclear — and very different — expectations of the relationship of either mentor or mentee. This cannot be emphasized enough, so please take some time during the first meeting — and maybe in following meetings — to exchange expectations and agree on what you would like to achieve with this relationship. Make sure you agree on boundaries and on ground rules. Dig in to these questions, agree on your own mentor contract and ensure you get off a good start: **[turn page]**

- ! *You can later refer to this contract if you feel the meetings do not live up to your agreed expectations. After a number of meetings you may want to refine the contract.*

Contract

1. What is the purpose of the mentor relationship?

2. What do we expect from one another?

3. What topics will we discuss?

4. How often should we meet?

5. Where should we meet?

6. How long are our meetings?

7. Who organizes the meetings?

8. Do we have an agenda for the meetings?
Who prepares it?

9. Do we take minutes/notes from the meetings? Who writes them?

10. What should we decide with regard to openness and honesty?

11. What do we decide about confidentiality?

12. How do we give and receive feedback between us?

13. How do we measure progress?



SUGGESTED TOPICS TO DISCUSS

There's an abundance of topics that you can discuss as mentor and mentee. Here are some topics discussed by previous mentors and mentees to get you started:

Study life

- Study techniques e.g. structuring, group work
- Internships
- Project work, thesis etc.
- Prioritization of time (study and job)
- Dealing with stress/conflicts (dealing with high ambitions/expectations)
- Presentation techniques

Career: First job/change in job

- Personal development
- Personal SWOT analysis
- Career paths
- Networking
- Competencies
- Competency development
- Project management

- Reputation management
- Job search, CV, applications, interview and salary negotiation
- Staff development interviews
- Personal appearance
- Presentation techniques

Work-life balance

- Prioritization of time/tasks
- Efficiency
- Children and career
- Dealing with stress
- Dealing with conflicts
- Personal appearance
- Coming back after maternity/
paternity leave

Career in Denmark as a foreigner

- Job search, CV, application, interviews and salary negotiation
- Career path
- Networking
- Danish culture
- Integration

Career abroad

- Job search, CV, application, interviews and salary negotiation
- Career path
- Networking
- Culture

Self-management/Self-assessment

- Personal SWOT analysis
- Prioritization of time/tasks
- Career path

- Staff development interviews
- Personal appearance
- Presentation techniques
- Efficiency
- Dealing with stress
- Project management
- Dealing with conflicts
- Decision-making competency

Starting your own business (entrepreneurship)

- Personal SWOT analysis
- Personal appearance
- Presentation techniques
- Networking
- Efficiency
- Competencies

- Prioritization of time/tasks
- Dealing with stress
- Sales

Committee/board work

- Networking
- Competency development
- Decision-making competency

Continuing and further education

- Learning styles
- Competency development
- Dealing with stress

Retirement

- Re-discover yourself
- The Third Age
- Networking

CHAPTER 4

IN THE AIR



IN THE AIR

Congratulations!

You are airborne. The contract is drawn up and you have exchanged expectations and maybe even begun to discuss your goals and dreams with each other. Now it's time to fly even higher, to reach for the stars. You want to make sure that you are making the most out of your time together — so reflect and evaluate your relationship.

Now it's time to fly even higher, to reach for the stars.

SUMMARIZING³

At the end of a meeting, you can benefit from summarizing your conversation. This will give both of you time to reflect on what you are taking home from the meeting. To ensure that commitment and ownership is with the mentee, the mentor asks the questions and the mentee answers. Try this framework, the four 'Is':

- **Issues**
(what did we discuss?)
- **Ideas**
(what creative thinking occurred?)
- **Insights**
(what shifted in how you see the issue?)
- **Intentions**
(what are you going to do differently as a result?)

3 Source: D. Clutterbuck,
Making the Most of Developmental Mentoring, 2013

EVALUATING THE MEETING

One way to evaluate the meetings is by looking at who talked the most. As a rule of thumb, the mentee should be doing 80% of the talking – this ensures that it's the mentee who has ownership and commitment. After the meeting, do yourself the favour of reflecting on who did the most talking.

- What percentage of the conversation did the mentor/mentee talk for?
- Who asked the questions?
- Who came up with the answers?
- Who produced the creative thoughts?
- Who was in control?

WHAT HAPPENS BETWEEN MEETINGS? ⁴

It's typically between meetings that the biggest change occurs. You've discussed a topic with your mentor, been motivated to act or been given new input to reflect upon. The new knowledge or topic of reflection needs time to sink in. It might be something the mentor has said that needs to be processed, and time is needed to investigate something or to deal with it personally. The notes section at the back of this book can be used to write down personal thoughts and reflections before and after the meetings. This will help you remember things that need to be done, examined or considered. For most people, change and reflection occurs as soon as something is written down.

4 Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

Consider these questions when you write down your notes before and after a meeting:

What has worked well?

What has not worked well?

What has motivated me?

What has demotivated me?

When was I on top of things?

When did I not feel on top of things?

When have I been in integrity?

When have I not been in integrity?



PREPARING FOR THE NEXT MEETING

As it was from the beginning, preparation is essential in order to have an *effective* and *fruitful* meeting. You have already met and agreed on your ground rules, which means moving quicker into the planned topic for your meeting. If you agreed to have an agenda for each meeting, then go over the agenda before you meet.

For mentors

- Is there anything we still need to discuss from last time?
- Have I done everything I promised I would as a mentor?
- What kind of help do I think the mentee needs today?
- In which way can I be most helpful?
- What have I experienced that could be helpful to include in the discussion?
- What topics does the mentee want to discuss?
- What or who can help?

[...] preparation is essential in order to have an effective and fruitful meeting.

*My mentor
shed light upon
my very busy
day, and gave
me insight into
how to handle
the increasing
pressure from
both school and
workplace.*

— MENTEE STATEMENT

For mentees

- Have I made an agenda and sent it to the mentor?
- Status—how's it going?
- Is there anything we still need to discuss from last time?
- Have I done everything we agreed I would do?
- What has been my biggest challenge since our last meeting?
- What has been my biggest success since our last meeting?
- What topics do I want to discuss today?
- What do I need from my mentor?
- How can I best explain my issue to my mentor? Anything I need to bring?

TAKING STOCK OF THE RELATIONSHIP⁵

To get the most out of the relationship, take some time to reflect on how it's working. This can be done at the end of a meeting, or between meetings by emailing your answers to one another. Both mentor and mentee can take the initiative to evaluate the relationship, but generally it's the mentee's responsibility.

After the first couple of meetings, consider:

- Is the frequency of our meetings satisfactory?
- Is the time we provide for the meetings sufficient?
- Are both of us sticking to the commitments we made in the contract?
- How is the rapport between us? Is it strong enough?

⁵ Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

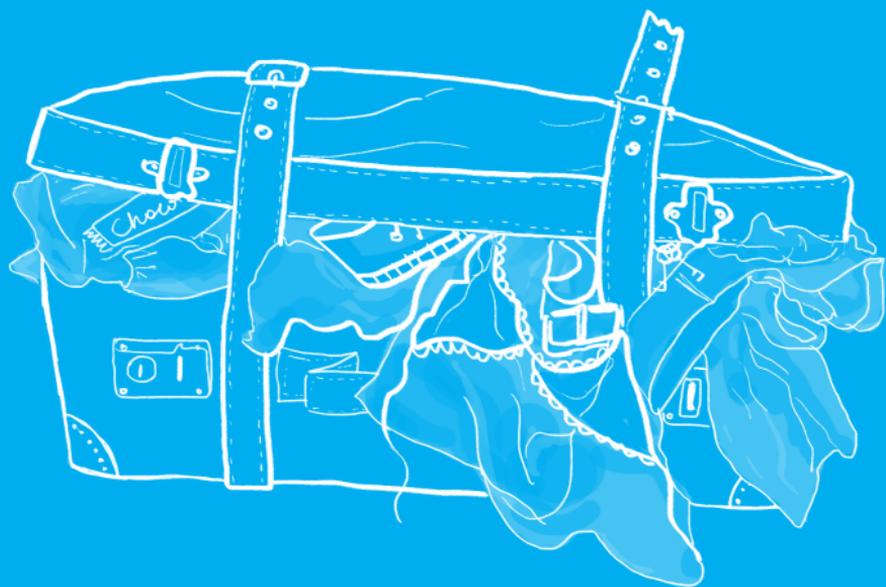
- What can we change to make the meetings more effective? E.g. the structure of the meetings, the agenda, or the preparation?
- Do we both believe that our goals are obtainable?

After the next couple of meetings

- Are we making sufficient progress?
- How have the mentor meetings helped us so far?
- Are we well enough prepared for the meetings?
- Do we take enough time to reflect after the meetings?
- Are we creating the right amount of trust, openness and honesty?
- Are we challenging one another?
- Are we going deep enough (and not too deep) in our discussions?
- How well are we managing the boundaries?

CHAPTER 5

THE TRAVEL KIT



THE TRAVEL KIT

It's time for an inflight snack. Here are some tools and exercises for you to try out on-board. You may discover your favourite, and some may not be to your taste. What the two of you decide to do with them is up to you – either one may suggest trying one out. All the tools and exercises have a described purpose and design to make it easier to make your choice. *Enjoy!*

It's time for an inflight snack. Here are some tools and exercises for you to try out on-board.

PRIORITIZING

A Should be doing Doing	B Shouldn't be doing Doing
C Should be doing Not doing	D Shouldn't be doing Not doing

SHOULD BE DOING VS. DOING ⁶

Purpose

To reflect on whether you are doing what matters the most to you and your goal.

⁶ Source: P. H. Bjerring & A. Lindén, *Anerkendende Procesøvelser*, 2008 (in Danish)

Design

Have your goal in mind and think about action steps and tasks, and let your mentor ask you the four questions below. Fill in your answers in the blank table together with your mentor.

- A** What am I doing today that I should keep doing?

- B** What am I doing today that I really shouldn't do?

- C** What should I be doing that I am actually not doing today?

- D** What am I not doing today that I should (still) not be doing?



CHANGE BALLOON ⁷

Purpose

To help you become better at prioritizing the important and deliberately de-selecting the less important.

⁷ Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

Design

As mentee, consider one of your desired goals—it could be passing a difficult exam or landing your dream job. Let's use dream job as an example: list all the desired characteristics you want from this job. E.g. international environment? Variation? That it should be performance oriented? Visualize each 'want' as a sandbag hanging outside a hot air balloon. Use the following pages to write down what you want. Then the mentor points out that the balloon is leaking. A sandbag has to be thrown overboard and your mentor asks: *Which sandbag will have to go?* The leak gets worse, and more sandbags have to be thrown overboard.

As mentee, cross out the wants that have to be dropped. When there are only two left, the mentor asks: "Intuitively, do these feel the highest priorities for you?" If your answer is Yes, then you know which of your wishes cannot be compromised when making a decision about a specific situation.

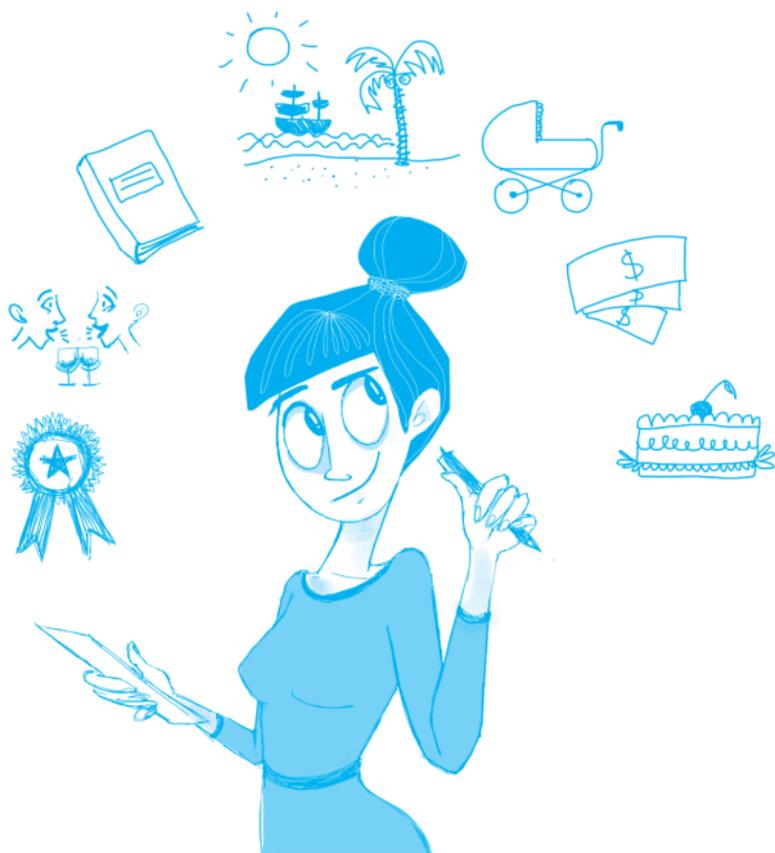
My wants





My highest priorities





PRIORITIZE YOUR VALUES ⁸

Purpose

To make it clear what matters the most to you.

Design

Assign ten points (whole numbers only) between the following priorities:

- Money/financial security
- Status/recognition
- Job satisfaction
- A good life outside of your job

How do you see your score now?

And in ten years?

⁸ Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

GOALS AND COMMITMENT



LETTER FROM ME TO ME ⁹

Purpose

To set measurable goals, targets and/or a direction for the mentoring relationship.

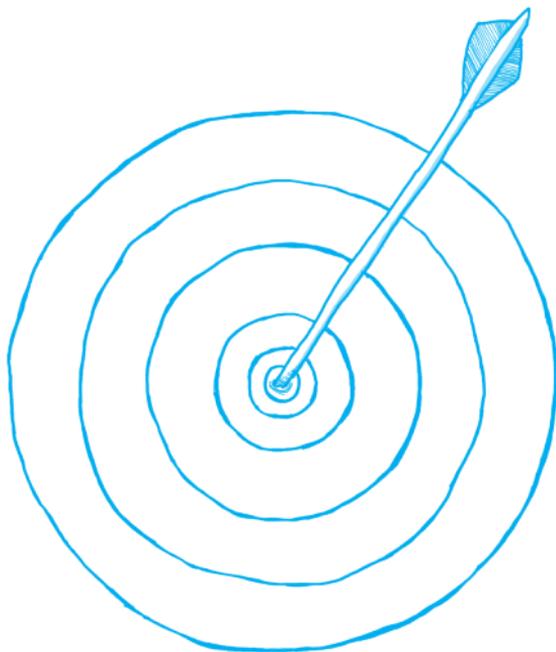
⁹ Source: P. H. Bjerring & A. Lindén, *Anerkendende Procesøvelser*, 2008 (in Danish)

Design

Mentee and mentor both take an envelope and a blank piece of paper. Write down your goals and expectations for the mentorship. Use these questions to get you started:

1. What am I hoping to learn from this relationship?
2. What am I willing to commit to— for myself and for my mentor/mentee?
3. How do I know that it has been a success?

Once both of you have written this down, read it through and together agree either to read it out loud or not. If you choose not to read your answers out now, put your letter in an envelope, seal your envelope and save it. Maybe you decide one of you will keep both of the sealed envelopes. Bring the letters to your last meeting and read them together.



GOAL SETTING – REFLECTIVE QUESTIONS FOR SETTING GOALS

Purpose

Setting goals is important for a mentor relationship. Do, however, bear in mind that if the goals and topics set out for the mentor meetings are too narrow, specific and short-term oriented,

then there is a risk of not going deep enough — and there is a risk of the relationship ending after only a few meetings. That said, setting goals for, e.g., your studies or your career requires a great deal of thought — and the right questions.

Design

Have your mentor ask you these or similar questions:

- Who would you like to be?
- What do you want? (**not** what you don't want)
- Why do you want that?
- How will you know that you have reached your goal?
- What's your first step towards the goal?
- What's the next step?
- When would you like to reach your goal?
- Who and what do you need to support you?
- How will you celebrate reaching your goal?

*It was
motivating to
turn things over
with someone
who is not your
friend, study
group or family.*

— MENTEE STATEMENT

QUANTIFY GOALS AND MOTIVATION

Purpose

To quantify and to make clear—both for the mentee and for the mentor—how important and motivating a goal is.

Design

Here are some questions you can use:

1. On a scale from 1 to 10 (10 being the highest), how motivated are you to achieve this goal?
2. How important is this to you?
3. Where are you on the scale in pursuing your goal?
4. What do you want to raise it to on the scale?
5. What would it take to raise it to 5? 6? 7? 8? 9? 10?

FEEDBACK



POST CARD FEEDBACK ¹⁰

Purpose

For feedback. It can be used at the end of a mentor meeting or at the very end of the mentor relationship. Its purpose is to provide one another with constructive feedback.

¹⁰ Source: P. H. Bjerring & A. Lindén, *Anerkendende Procesøvelser*, 2008 (in Danish)

Design

Use a post card (or Post-it note). Start by writing your mentor's/mentee's name on it. Make sure to be very concrete, constructive and appreciative towards the other person. Answer the following three questions:

1. I think it's good when you

It makes me

2. I think you could be better at

It makes me

3. Your biggest strength as a mentor is

because the effect it has on me is

Hand it to your mentor/mentee and let them read it. Discuss and elaborate if necessary.

PERSONAL & PROFESSIONAL ASSESSMENT



COMPETENCE SPOTTING ¹¹

Purpose

To create awareness about your personal and professional competences. The fun part is that your mentor spots your competences and shares them with you, with constructive feedback.

¹¹ Source: P. H. Bjerring & A. Lindén, *Anerkendende Procesøvelser*, 2008 (in Danish)

Design

You need a pen and some Post-it notes, and then you follow the five steps:

- Think of the three-five most important experiences/situations that you are proud of—in relation to education, job experience or spare time.
- Choose your favourite story and share it with your mentor.
- Your mentor listens and writes down on Post-it notes the competences he or she pulls from your story.
- Your mentor shares with you what has been written down. Be open and make sure not to interrupt your mentor when giving the feedback—no matter if you agree or not. This will make sure you pay attention and let the feedback sink in. When your mentor has finished he or she gives you the Post-it notes.
- Once your mentor has completely finished, then feel free to share your thoughts on the feedback, you've received.



YOUR VERY OWN SWOT ANALYSIS

SWOT analysis is a useful technique to understand your *Strengths* and *Weaknesses*, and to identify both the *Opportunities* open to you and the *Threats* you face. In a business context, the SWOT analysis is used to create your own sustainable niche in your market. In a personal context, you can use it as a career development tool to create a clearer picture of your *abilities*, *competencies* and *opportunities*.

Strengths

What are you really good at? What can you do better than anyone else? What do other people see as your strengths? What is your *Unique Selling Proposition* (USP)?

Weaknesses

What should you improve? What skills do you lack? What do other people see as your weaknesses? What do you prefer not to do?

Opportunities

What possible opportunities can you see? What future adventitious changes do you spot—e.g. changes in the labor market, lifestyle changes, political changes or organizational changes? Any coming networking events?

Threats

What barriers do you face now? What barriers do you see yourself facing in the future? What are other people (competitors) doing that you are not?



MOCK INTERVIEW

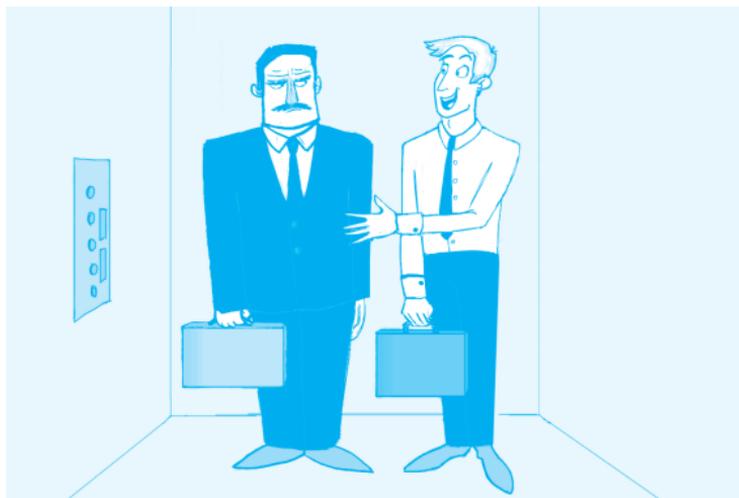
Purpose

Preparing for job interview with your mentor.

Design

Have your mentor act as your potential new employer by asking you the following questions:

- Can you please tell me a little bit about yourself?
- Why did you apply for this job?
- Why should we hire you?
- What are your three primary strengths and weaknesses?
- How do you work in a team?
- How do you deal with pressure and high workload?
- What is your work experience?
- Where are you in five years from now?
- What do you know about the company?
- Do you have any questions for us?
- What is your biggest success?
- What is your biggest mistake/failure?
How did you deal with it?



ELEVATOR PITCH

Purpose

The elevator pitch is a short, precise description used to characterize e.g. a person or an idea. The name ‘elevator pitch’ refers to the idea that you should be able to convince the receiver of how you or your idea can add value to them — all done in the time span of an elevator ride—around 30 seconds. Imagine meeting the CEO of your dream company in the elevator. If that happens, you want to be prepared to sell yourself or your idea in less than one minute. Being prepared increases your chances of connecting

with the CEO and continuing the conversation after the elevator ride—preferably exchanging contact details and scheduling a meeting.

Design

Prepare your elevator pitch and practice with your mentor. Here are a few hints on how you can prepare:

- Be clear on your added value. How are you different from your competition?
- Focus on your results. What have you created? Give examples.
- Work on your bragging muscle—learn how to brag and be comfortable doing it.
- Speak loud and clear and avoid complicated language.
- Time it and boil it down. Start with two minutes, practice, and boil it down to 30 seconds.
- Be open to a dialogue.
- Look for opportunities to share your elevator pitch. There are opportunities everywhere.



REFLECTIONS FOR THE MENTOR

LEVELS OF LISTENING

One of your most important assets as a mentor is your ears. Listening is an essential skill in mentoring, but listening can take many forms. It's possible to listen in several different ways. How do you normally listen?

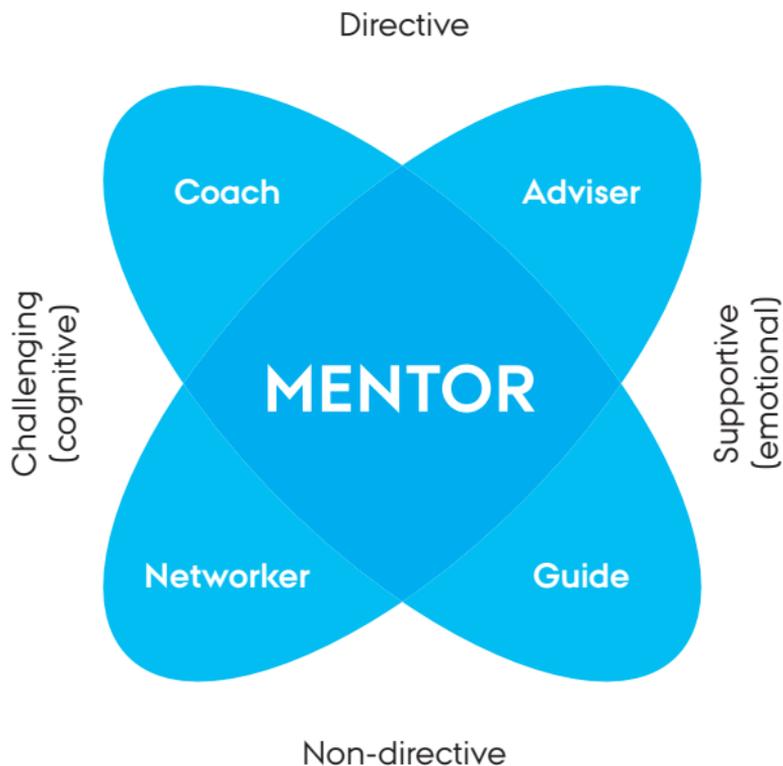
1. Listening while waiting to talk.
2. Listening to disagree.
3. Listening to understand.
4. Listening to help understand the mentee.
5. Listening openly and without an agenda.

 *A good mentor uses primarily types 3 through 5.*

THE MENTOR ROLE MATRIX

The mentor role matrix can be used to increase your awareness of which type of mentoring is needed (*supportive/non-supportive* or *directive/non-directive*). In this context, you can think about your role in relation to the mentee, whether the role is that of a counsellor or adviser, making introductions as a networker or whether a coaching style is needed. Most mentor meetings take the form of guidance, but many mentors are tempted to take on the role of adviser. This is a role which is not of much use to the mentee — unless the mentee has become gridlocked in a situation and cannot see a way out of it. It can be useful to ask the mentee what they need the most — a need that can change between and during your mentor meetings.

The mentor role matrix can be used to increase your awareness of which type of mentoring is needed.





GIVING ADVICE ¹²

Advising in the mentoring conversation gives the mentee the opportunity to tap into the mentor's experience. It can deliver quick help for the mentee. It does, though, often lower commitment and motivation, because the mentee does not feel that he or she has ownership of the decision

¹² Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

or action. So be reluctant to use it. If you choose to use it, here are some useful ground rules for giving advice:

- Encourage the mentee to listen to their inner voice first
- Consider why you want to advise. Is your intention to help the mentee find a solution because you believe you know the answer, or because you feel they need your experience and judgment?
- Seek permission to advise
- Pay close attention to your own advice
- Keep it short and to the point and be precise (distinguish between a specific and a more general recommendation)
- Make it clear that your advice is provided as a vehicle to initiate a deeper dialogue (rather than to close down the conversation)
- After you give advice, help the mentee reflect on how they will adapt it to their life



BLOODY DIFFICULT QUESTIONS

A good mentor challenges the mentee by asking tough questions. One of the roles a mentor can take is that of a critical friend. Someone who you trust enough, who is objective enough and who cares enough to tell you the things (or ask you the questions) that nobody else will. Because the mentor has no vested interest in you or your work, you can have conversations that you cannot have with friends, colleagues or family. Here is an abstract of David Clutterbuck's list of 'bloody difficult questions' to get you inspired for your mentor conversations.

- What's the biggest lie you have told yourself recently?
- What's the biggest lie you have told someone else recently?
- What are the risks of success?
- What would other people feel least comfortable telling you?
- What's the question you would least like to be asked right now?
- Who are you trying to avoid being like?
- What decisions did you avoid this week?
- What questions should you ask yourself before our next meeting to make good use of our next mentoring session?
- What would you like to believe about yourself?
- What is your general sense of direction? Are you moving towards what you want to achieve, or are you being blown off course? If the latter, what by?
- If our roles were reversed, what would you be asking me right now?
- What makes you get out of bed in the morning? What makes you think you'd rather stay there?

CHAPTER 6

LANDING



The Right Direction

LANDING

Your journey is almost accomplished. We hope you have had a pleasant flight, and ask you once again to fasten your seatbelt. This last stage is worth spending on evaluating the journey and closing the relationship in the best possible way.

This last stage is worth spending on evaluating the journey and closing the relationship in the best possible way.

I've gained a lot personally from being a mentor. I've learned different tools and approaches, which can be used for further personal development.

— MENTOR STATEMENT

EVALUATING THE RELATIONSHIP

Consider these questions:

- Have we made sufficient progress?
- How have the mentor meetings helped us?
- Have we been well enough prepared for the meetings?
- Have we taken enough time to reflect after the meetings?
- Did we create the right amount of trust, openness and honesty?
- Did we challenge one another?
- Did we go deep enough (and not too deep) into our discussions?
- How well did we manage the boundaries?

HOW DO YOU BRING A MENTOR RELATIONSHIP TO A CLOSE? ¹³

(Read also ‘What if the mentoring relationship doesn’t work?’ on page 27)

Some mentoring relationships have a natural end – for instance if the mentee gets a new job. At other times the situation is more fluid and it becomes important to match your expectations with one another. If as a mentee you no longer need to meet with your mentor, be honest and say so. It’s natural that your needs change, and your mentor deserves your honesty.

If as a mentee you no longer need to meet with your mentor, be honest and say so.

¹³ Source: D. Clutterbuck, *Making the Most of Developmental Mentoring*, 2013

A good way to end a mentoring relationship is to meet and celebrate the relationship and thank each other for what was learned. You may choose to go out for dinner and to use this occasion to share and appreciate the time spent together by drawing some conclusions about what was achieved during the mentorship. Consider discussing these questions:

- What have we learned?
- What are our achievements together?
- What do we wish to thank one another for?
- How do we celebrate?
- Do we agree to meet again?
If yes, why and how often?
- Will someone else need to fill the space as mentor?

CHAPTER 7

MORE INFO

MENTORING AT AARHUS UNIVERSITY

Aarhus University has approximately 44,500 students and 10,000 faculty and staff. We feel a great social responsibility to support our students, PhD students, faculty and former students to succeed with their studies and their career. By having various mentoring programmes we reach out to different target groups at the university, and support the strategic priority of the university to develop talented and motivated students. Here are some examples of some of the existing programmes:

- **AU Mentor100**
(for master students at BSS)
- **AU MentorDATING**
(for students and alumni)
- **AU Mentor ST, AU Mentor Arts,
AU Mentor Health & AU Mentor BSS**
(for PhD students)
- **AU Mentor iNANO**
(for PhD students)

- **Mentorordning for HA(jur.)/cand.merc.(jur.)/
Mentor programme for business law students**
(for bachelor & master students at BSS)
- **Mentor-ordningen for BA jur. / Mentor
programme for law students**
(for first year bachelor students)
- **‘Students helping students’—Mentor pro-
grammes at the Department of Political
Science and the Department of Business
Communication**
(for bachelor students)
- **‘Styrk Talentet!’—mentorprogram for
videnskabelige medarbejdere ved
AU / ‘Empower Talent!’**
(for post docs, lecturers and researchers)



AARHUS
UNIVERSITY

Link to AU website: www.au.dk/mentor

We can both give each other something. I give her feedback and input on the challenges, she meets. She gives me new knowledge and inspiration. Our discussions take me out of my habitual way of thinking.

— MENTOR STATEMENT

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THE
MENTORING
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NOTES PAGES

THE MENTORING JOURNEY

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