

Mentoring in a Nutshell

Lasting change happens from the inside out.

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ISBN 978-09810188-1-2

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Why Use Mentoring?

Mentoring is a process that allows organizations to prosper in ways that are not possible through any other form of training or educational system. Mentoring combines the knowledge and wisdom of your best people, your mentors, and passes it on to others in a way that ensures that real learning takes place.

In mentoring we define real learning as:

“A change in knowledge, skills and attitude that is lasting in nature”

A properly run mentoring program improves: what people know and can remember, what they can do on a consistent basis with attention to detail, speed and quality and how they manage their interactions with each other and their clients in a way that is consistent with their organizational culture, mission statement and goals.

Mentoring saves the loss of “Deep Knowledge”, which is the wisdom and skills gained by your senior staff that can never be replaced by any amount of learning in a classroom, college or university. Unique to your organization, it is all the essential skills, procedures, attitudes and special knowledge, obtainable only by real experience, which makes your organization run smoothly. As the baby boomers retire and economic issues cause experienced people to leave, the loss of deep knowledge will seriously drain the resources, productivity and morale of any organizations that do not use mentoring to retain it in their culture.

Studies have shown these benefits of using a mentoring program in organizations to train and retain staff:

Improved Staff Retention	Improved Productivity
Increased Quality Control	Increased Job Satisfaction
Reduced Job Stress	Increased Employee Commitment
Increased Moral and Trust	Greater Customer Satisfaction

What makes mentoring such a powerful force for improvement in so many areas?

Mentoring combines the most powerful educational and training methods into one system of learning.

The most effective method of active learning is doing the real thing in the real environment. No amount of role playing or simulations can match the learning potential of real world practice under the guidance of a trained experienced mentor.

We learn best by doing and we retain that learning best when we teach another person what we have learned. Every time a mentor teaches, they become better at what they do. A mentor has the wisdom and experience to challenge their protégée to safely teach them back what they have learned. When this happens, the quality of the learning process reaches new levels unobtainable in any classrooms in colleges or universities.

Mentors have multiple levels of influence available to them to motivate and encourage learning. A mentors experience and position has the influential power of authority and credibility. Their subject expertise allows them to influence through logical persuasion. The necessary aspects in mentoring of building trust and a personal rapport provides the mentor with an emotional level of influence which can be the most powerful level of all to encourage learning and performance from the protégée.

Mentoring seeks to empower the protégée by allowing them the freedom to grow under the experienced guidance of a learning relationship. The protégée is motivated to perform by the mentoring relationship which serves their career and personal and professional aspirations.

**Mentors empower their protégées to feel capable.
People can forget what you say, and what you do,
but they never forget how you made them feel.**

A Successful Program

To have a successful mentoring program you have to have these essentials in place. Nothing less , nothing more.....

Organizational Buy In: A mentoring program must be linked to your organizational objectives and integrated into your core strategies. Mentoring must be recognized as more than a human resources strategy and the expectations and benefits of the program need to be spelled out in concrete examples so that the success of the program can be measured. You need to determine what problems your organization has and how mentoring will help. Is employee retention an issue? , Do you have employee morale problems? (mentoring supplies a support system proven to increase employee retention and morale) Are you facing a skills and deep knowledge deficit in a few years by retiring mature workers? (mentoring allows a way to transfer knowledge and skills). Mentoring is a high quality, cost effective method of training and retaining: people, knowledge and skills. Done properly, it will always give a concrete high quality return on investment.

Build it Right: A mentoring program requires both structure and support to be sustainable and effective. A structured mentoring program is called a Formal Mentoring process. A formal mentoring process follows a set of written guidelines which includes such things as: the expectations of the mentor and protégée, a system of reporting progress and meetings, a set of ground rules, what to do if problems arise and the expected goals of the process. How formal a mentoring program is, can be explained on a continuum and extremes at either end adversely affect the success of the program. A supported mentoring program is called a Facilitated Mentoring process. When a mentoring program is facilitated the organization supports the ongoing program by allotting time, resources and recognition. Facilitation begins by utilizing expertise to develop a mentoring program. Once a program is designed a mentoring coordinator is selected and trained. Mentors are screened and trained, an orientation program for protégées is run and a matching system for mentor-protégée pairs is established. (Example the: MPMI Mentor Protégée Matching Inventory)

The next phase of facilitating the mentoring program is allotting the funds for resources (example: mentor and protégée journals or the Pocket Guide to Mentoring) and allowing the time for mentoring meetings to take place. The recognition of the mentor and protégée by the organization while in the program and the celebration of their success is also an important part of facilitation. The recognition need not be costly, a graduation lunch and certificate, for example, can go a long way to promote the success of the program. Once a mentoring program is started, it must be facilitated to the extent that it is allowed to function as it was designed to. Organizations cannot lose sight that their mentoring program has tangible rewards that must be considered a return on an investment situation.

Feedback, Evaluation and Follow Up: If required, the mentoring coordinator deals with the day to day process of the mentoring program and also keeps managers and leaders advised of the progress towards the defined goals of the program. Evaluation of the process is done by both on going (formative) and final (summative) evaluations. The formative evaluations allow for midcourse corrections and refinement of methods, goals and outcomes and the end result summative evaluation looks at the final destinations and the immediate return on investment. The benefits of a mentoring program extend far beyond the end of the individual mentor - protégée relationships so a long term view needs to be always taken.

Mentoring happens anyway, every new or current employee who asks for help from a fellow employee gets some form of Informal Mentoring. The question is, would you rather pick the employees who you want to be mentors or just leave it up to chance?

The Mentor

The successful selection of good mentors is the key to any mentoring programs success. After 30 years experience of being a protégée and mentor, supervising mentoring programs in two organizations and teaching mentoring for a Canadian community college and two Canadian Universities, some simple truths have become self evident.

The most important trait of master mentors is that they care. They care about the quality of their work and the organizations goals. They care about other peoples well being and they care about themselves. Consequently these mentors will care about the goals of both the protégée and the mentoring program. This ability to care about and work with two goal sets is what separates master mentors from functional ones. Mentors who care about and have pride in their work will encourage their protégée to develop the knowledge, skills and attitudes necessary for them to grow within the organization and accomplish the goals of the mentoring program.

The character of a great mentor is one of a person who they say can “walk the talk”. This means they are a role model in what they do and say. They don’t have to think about saying something first and then backing it up later with action, because they are an authentic person. They speak their truth with a calm demeanor confident in their work ethic and honesty. They demonstrate integrity in their actions and commitments. When their word is given it is solid and if something changes that, it is for a reason that keeps their integrity intact. Their credibility is evident in their actions and speech and they are a person that people can easily develop trust in. They are able to trust their mentor – protégée team and give the protégée the proper amount of responsibility and freedom when they need it to learn. They are a good communicator and have the ability to actively listen for meaning and understanding rather than just for agreement.

Mentors share their experiences skills and trade secrets freely because they do not have a scarcity mentality. People with a scarcity mentality feel that the more they give away and the more other people acquire, the less there is for them. Mentors must never have a scarcity mentality because they will end up in competition with their protégées and the learning process is stunted. A good mentor has ownership and belief in the mission statement and vision of their organization. A mentor who cares for their protégée can help them honestly reflect on how the organizational mission statement fits in with their personal goals.

The mentor is the key to the whole mentoring process in any mentoring program. A mentoring program needs both structure and support to work well, but the lack of these factors this can be over ridden by a truly great mentor who becomes the “Wild Card” that keeps the process together and functioning well.

Mentor Training Programs

From a manager's point of view, a great mentor might be a person who is highly competent at their job and someone whose skills and attitude they want to replicate in others. Depending on how well the manager knows this person, they may or may not be able to effectively pass on those skills and attitudes. A person with a strong work ethic can usually be trained to be a functional mentor, able to pass on some skills and knowledge in a formalized and facilitated mentoring program. The effectiveness in which this occurs will depend greatly on the mentorship training program.

All mentors require training and orientation to a mentoring program before they mentor. The amount of mentorship training required depends on the scope of what they are expected to teach and pass on. The time investment in training need not be great if you have organizational buy in, carefully select your mentors, and have in place sufficient formal structures and facilitation support.

For a highly formalized very structured on the job mentoring program, with documentation involving the recording of over 80 skill sets, the mentorship training program I designed and delivered was 18 hours of instruction combined with 12 hours of practical hands on role play evaluation and feedback exercises. All the formal structures (mentoring journals, skill set documents etc..) were already in place and were familiar to the mentors before their mentorship course. The management of the organization and the cooperating Community College had 100% buy in and both facilitated the process through consistent support for mentors and protégées. These candidates were experts in their field and had been carefully screened for their personal and professional abilities to mentor prior to the course. They mentored their protégées on the job for 18 weeks after which they were granted a diploma from the community college.

A less formal peer to peer mentorship training course that I conducted for a community college was designed to assist new employees entering the college. The goals of this mentoring program were not detailed skill sets and included the following:

To provide an ongoing support link for the promotion of personal and professional growth of new employees through the identification of professional development opportunities. To provide technical support and assistance. To develop positive relationships between staff, clients and stakeholders. To improve staff retention. The progress of these goals were recorded at Mentor-protégée meetings in formal log books and submitted to the mentoring coordinator for review of the program success. This peer to peer style program had less structure (less formal) but it was strongly facilitated. The mentors were selected and screened and a mentor protégée matching process was used before pairs were assigned. The mentorship training program consisted of two three hour sessions followed by a mid program update meeting that was a paid lunch for the mentor – protégée pairs and a graduation meal where certificates of appreciation were given by the college president. This program had a “no fault clause” that allowed the mentor or protégée to end the relationship without any explanation. In the four years that I was involved in the program that clause was never used.

Even master mentors require a training program to learn the structure and goals of the mentoring program they will work in. Organizations often make the mistake of thinking that good employees will always make good mentors and will not require any training other than a brief orientation. This is a tragic, but very common, mistake. The old adages of “you reap what you sow” and “one bad apple can spoil the whole bunch” should be warning signs to developing any mentorship training. You need to carefully select your mentors, train them, supply enough of a formal process that they can do what you ask and as an organization facilitate the process.

A boss creates fear, a mentor creates confidence. A boss knows all; a mentor asks questions about goals. A boss makes work drudgery, a mentor makes it a personal goal. A boss is interested in him or herself, a mentor is interested in the team.

Mentoring and Alignment

The type of organization a mentoring program occurs in effects the goals set out for the mentors and protégées. The essential skills of mentoring are always the same, because real mentoring is a process with a consistent flow, not just a series of programs and activities. In organizational mentoring there are always three sets of goals: the mentors, the protégées and the organizational goals. Organizational goals are reflected in the mission statement and vision of the organization and / or in the professional occupation. One of the selection criteria for a master mentor is that their personal mission statement and goals are in a healthy alignment with their profession and organization ones. A successful mentoring program seeks to allow the protégée to self reflect on their goals, vision and personal mission statement and evaluate how they are in alignment with the organizational ones. A strong tenet in mentoring is that all real change comes from the inside out. Master mentors guide the mentoring process so that it allows the necessary tie in to occur between the protégées personal goals and any change or personal growth they decide to make.

Goals should be made up of short, mid and long term objectives that a person or organization strives to arrive at. A goal statement is a destination not a description of the process to get there. A mission statement explains how the goals are obtained. A vision statement is a clear concise short statement that focuses people back onto their goals by way of their mission statement. A vision statement of a public school example is “We don’t give up on kids”. A public service vision statement example is “We endeavor to serve others first” or “Protect and serve”, a company example is “Quality comes first.” True vision statements are not just sayings or a form of branding. They are profound statements of focus that employees have had a part in developing and new employees are encouraged to take ownership of also.

When a problem arises in an organization and people begin the problem solving process the vision statement can be used to start things off in the right direction. When a question comes up about the mission statement, repeating the vision statement should help people focus on the right direction to take to accomplish their goals.

When a mistake happens spend your effort and energy to fix the problem not the blame. Blame never solves or fixes anything, action does.

The Protégée

There are specific expectations about the protégée that need to be examined before they join your mentoring program. To fully evaluate these expectations you need to first ensure that the protégée has a basic understanding of what mentoring is as a learning tool and what your mentoring program involves. This can be done as part of a new employee orientation program available for all new employees or for current employees who move into new positions. (example: first time managers). The orientation process must allow the aspiring protégée the opportunity to gain enough knowledge so they can make an informed decision about participating in the mentoring program.

This is crucial because the most important expectation about protégées entering a mentoring program is that: they want to be mentored. Some employees don't want to be mentored and to find this out you need to have a well designed orientation for them done first.. Being a protégée is like any other assignment in an organization and before beginning it is crucial that the expectations are defined clearly.

Universal expectations of a Protégée in a mentoring program:

Reliability: they follow the instructions of their mentor and attend meetings and learning activities on time and with the necessary preparation work done.

Responsible: they take responsibility for their own learning, growth and advancement under the guidance of their mentor.

Respect: that they treat their mentor and others with respect.

They commit to the mentoring relationship and to the expectations and guidelines for protégées while they are in the mentoring program.

There are other expectations that will be designated by the organization conducting the mentoring program. As mentioned before “Mentoring is a Learning Relationship” and the commitment of the mentor to guide and teach needs to be matched by the Protégées willingness to be mentored and desire to improve.

One of the attributes of a master mentor is the ability to mentor virtually any protégée personality type or learning style as long as the protégée has the desire to be mentored. This can sometimes be stressful when the mentor and protégée have opposite learning styles and personalities and the mentor isn't informed ahead of time.

There are many ways to match mentors and protégées to maximize the mentoring process. Detailed testing instruments are not necessary and some agencies I worked with used a simple questionnaire to gather information to match mentors and protégées. I use the MPMI, the Mentor Protégée Matching Inventory because it is simple to complete and mark and it gives you a range of matching based on four quadrants: personality type, learning style, social style and mentoring aptitude. Once completed the MPMI allows you to match up the best mentor – protégée pairs based on the population surveyed. The mentor readiness and protégée readiness scale (mentoring aptitude) is considered the “wild card” scale that can out weigh mismatches in other quadrants.

Instruments like the MPMI that measure learning and personality styles allows you to match protégées with mentors with complimentary teaching and learning styles. A matching process can also filter out pairings that research has shown can often develop into dysfunctional mentoring relationships.

Feed back loop: Ask the protégée “What went well ” ,then ask “What areas do you think you could improve on here?, then ask “What do you think are some of the best practices for this process?”

Protégée Learning Styles

People have preferences about the form of information they learn best with.

Some people are visual learners, and prefer information presented to them in pictures and images.

Auditory learners prefer information be presented to them by sounds or speech.

Kinesic learners learn best by touch and hands on learning where they can physically manipulate things.

The important aspect of training protégées, when their learning styles is not known, is to use all three channels when possible and offer ways of experiencing information that fits their preference. An example would be: tell the protégée the instructions, let them read it also and then walk them through the process. Protégées will more readily adapt and learn if what they are asked to learn is clearly shown to tie in to their goals. Linking new information to the personal and professional goals of the protégée is more important than the format of the information presented in the learning experience.

Mentoring to Different Learning Personalities

This is a crucial skill for mentors because it makes the mentoring process run effectively and allows the protégées learning to take place with much more efficiency. Even with a mentor – protégée matching process your mentors may have to teach in a way, that they themselves would not prefer. The ability to do this well is part of the master mentors skill set. If a protégées learning personality is not know before they are mentored, the learning process could be less effective until the mentor identifies the style and adjusts accordingly.

Regardless of the protégées learning style or learning personality always :

Tell them exactly what you want them to do or learn.

Tell them how to exactly complete their task or learn the material they need to retain, making sure you break it down into steps appropriate to their level of expertise.

Tell them why they need to know or do something and link the why to the protégées personal goals.

Tell them who they need to contact, interact or network with in order to accomplish their learning tasks.

Tell them when they need to have their tasks completed and make sure they have sufficient time to complete them.

Tell them where to go and accomplish their task or learn the material. Also where to meet afterwards for a debrief if you are not with them during the learning experience.

Mentoring is a learning relationship between a trained mentor and a protégée. It is a relationship that changes over time as each grows, learns, and gains experiences in the relationship

Why and What Learners

The "Why" Learner Protégée.

They want to know why they are learning or doing something, why they have to do it now and why are they doing step A before step B. In a nutshell they are really thinking in their head "Why should I care about learning this?" while you are instructing them. At each new learning experience they first use their brain to answer the whys. In some cases if you are explaining four steps to these learners, their brain is still stuck on the why question "Why are we doing step one" when you have moved on to step 3 or 4.

Mentoring the "Why" Learner Protégée

Mentoring the "Why" Learner Protégée

These learners can often miss the first part of what you are teaching them, if you don't start off by giving them the "Whys" first. Start off any and instructional process with "why" something is important, why it links to other things and why it is necessary to have a certain skill level at doing it. A great mentor can turbo charge the learning experience of a "why learner" by relating the "whys" of the learning task to their personal and professional goals. This is an example of how the learner's goal's supplies the energy to drive the learning process in mentoring.

The "What" Learner Protégée.

They want to know the facts in the cleanest language possible without any extra fluff. They need documentation or, at least an outline or some type of agenda. They really like a step-by-step process and are not comfortable with instructions that are not focused and factual. In a nutshell they are really thinking in their head, "Just tell me what I need to know to do this!" while you are instructing them. At each new learning experience they first use their brain to see the orderly steps that they need to follow. In some cases if you are explaining the history or background of something, the "what learner" may tune you out if it has nothing to do with what to do. "What learners" like to read documentation and facts first and then work with them, so they often do well in school. They also think others should read documentation also.

Mentoring the "What" Learner Protégé

These learners function best when provided with written plans, lists, documentation and specific standards. As a Mentor it is a good practice prior to a learning experience, to offer some documentation regarding the experience to the protégé ahead of time. If they accepted it with a smile and come back later quoting specific parts, then you probably have a "what learner." Because "what learners" have a tendency to read whatever they can about a subject, a great mentor will take the initiative to carefully guide and focus their reading. This guidance is important because the "what learner" may read the wrong information, information that is out of date or information that may actually hinder the learning plan as set out in the mentoring program. By linking into the protégé's personal goal regarding being knowledgeable by reading and researching a subject, the Mentor uses the learner's goal's to supply the energy to drive the learning process.

Mentoring is leadership based. A master mentor walks beside their protégée and sets the example by role modeling. The vision of the organization is kept in sight during this journey in which the mentor gives direction and meaning to the values and purpose of the mission statement of the organization.

How Does It Work & What If Learners

The "How Does It Work" Learner Protégé.

They want to see the relationships between what they are learning and the bigger picture. They need to see the connections between the new information you're presenting and the ideas and skills they already understand. They tend to ask questions which deal with comparisons or opposites and other issues that help them link any new knowledge with their current knowledge. In a nutshell they are really thinking in their head, "How is this related to the concepts, persons, places or things that I already know?" At each new learning experience they first use their brain to see the context of where the new information fits in.

Mentoring the "How Does It Work" Learner Protégé.

These learners function best when provided with different information about the learning experience that allows them to fit it into the bigger picture in their mind. As a Mentor it is a good practice to ensure that the relationship you have with your protégé allows them the comfort level to ask these contextual questions. Because the "How Does It Work" learners have a tendency to ask questions that appear to be all over the place to other learning personalities, they may hold back on questioning because they were snubbed in the past. A great mentor will take the initiative to encourage their protégé to ask any questions that they feel are important before, during and after the learning experience. The need to ask these types of questions to gain understanding and mastery is a goal of the protégée. By the Mentor providing the proper encouragement in a non judgmental environment, the "How Does It Work" learners can make the connections with questions so that their learning is effective.

The "What If" Learner Protégé.

It is likely that the "what if" learner is the most misunderstood of all the learning personalities. They often seem to want to learn by testing your ideas, facts or concepts while you are in the process of teaching something. They need to poke around and to try to find a better way by exploring other options. They tend to ask questions which explore alternatives, sometimes in ways that seem to be "off track" if you don't understand their learning personality. In a nutshell they are really thinking in their head, "I need to question things, so that I can understand the boundaries and the options that were involved in shaping the information being presented to me" . If you have ever been annoyed by a "What If" learner you should read that last statement again. At each new learning experience they first use their brain to take what is given and explore off on a tangent.

Mentoring the "What If" Learner Protégé.

These learners function best when they are allowed to ask the questions they need to. As a Mentor it is a good practice to discuss with them their learning personality and how it will work in the mentoring program and the organizational culture. A great mentor will take the initiative to set up a format that allows time at the beginning and end of a learning experience to ask questions and a procedure for questions in the middle. With "What If" learners it is best to have an agenda format or stages for the learning experience. If they ask a question that will be answered in a future stage, first acknowledge the worth of the question and then specifically state when it will be covered. Tell them to remind you and give them permission to ask the question again when you get to the relevant topic. A great mentor realizes that these types of learners can excel at problem solving and outside the box thinking. To maximize their learning and problem solving potential together, put them on challenging projects as learning activities and ask them to improve something or solve a problem. In this way the learners desire to work through the "what if" process and be creative forms the goal that drives the learning process.

Mentoring: Coming alongside someone who has not been where you have been, to help show them the way.

Parting Nut Shells

A Mentoring Program Outline in a Nutshell.

Get expert help if you need it.

Buy in and organizational commitment established.

Funds allotted for facilitation.

Assign a Mentoring Coordinator

Set up the formal process.

- Document how and when evaluations will be done.

 - (program and participants / summative and formative)

- Log books or record keeping systems supplied.

- Mentors screened and trained.

- Program policies distributed.

- Program orientation held for new staff and staff in new jobs

- Protégées approached to volunteer to be mentored

- Mentor / Protégée Matching Process conducted.

- Mentor Protégée group meeting to launch process (optional)

Facilitation of the Process

- Time and funds allotted for first contact.

- Time and funds allotted for ongoing meetings

- Mentor recognition milestones

- Protégée recognition milestones

- Mentoring teams dissolve

- Follow up evaluate at 3 , 6 and 12 months.

Mentoring Is:

Dedicated to excellence in performance, and standing committed to providing life-long learning opportunities that support learner, industry and community development.

A mentor's focus on protégée achievement, success in learning and preparation for the workforce through a one-to-one relationship that is non-threatening and non-judgmental to both parties.

A program to provide support to new employees and current employees moving into new jobs that encourages mentoring relationships with experienced employees. We foster a learning-centered environment for all staff and students that facilitates professional and personal development.

A Mentor defined generally as an individual with advanced experience and knowledge who is committed to giving support and career advice to a less experienced person.

A definition of a mentoring program and mission statement go together. This is an example of alignment.

The SMART Accomplishment of Mentoring Program Goals.
Specific, Measurable, Achievable, Relevant (to your organizational goals) and Timed (evaluated with summative and formative methods and with expectations of completion time)

What is most important is that your organization defines the goals and processes in your mentoring program in a way that it is in alignment with who you are in your profession and society.

On Reflection

Performance always precedes reflection, otherwise what are you reflecting on?

Monitoring performance.

It is crucial that a protégée understand completely the desired results of any activity or process they are expected to complete. A master mentor spends the required time on explanation and uses paraphrasing and reframing to ensure understanding. The protégée must understand the level of initiative they are expected to use. What things require permission or assistance and what things are 100% their own initiative to act on, with what they know. When and how often do they have to report to someone and what are the checks and balances in the process that they need to be aware of. Without this understanding protégée can not show initiative because they don't understand that they are expected to, so they play it safe. Guidance precedes performance followed by self reflection.

The powerful tool of self reflection is one that master mentors use and encourage their protégée to develop and use. Self reflection serves the mentoring process in four important areas:

It allows people to step back after a learning experience and reflect back on what happened, what they learned, and didn't learn and why. This helps future learning activities to be fine tuned and more efficient.

Self reflection causes repetitions and associations to occur in the brain regarding the learning process. This is actually how the brain builds neural nets that retain knowledge, skills and attitudes in the learning process.

Repeated self reflection causes the process of formative evaluation to take place which allows the protégée to track their own progress and readjust their short, mid and maybe even long term goals.

Self reflection can serve as a self evaluation process using both the defined goals and expectations of the mentoring program and the personal standards the protégée has set for themselves (an optimal evaluation). Either process can serve as a vehicle for self motivated change and growth.

Quality is seen as an inside out approach and the mentor encourages the protégée to reflect on what part they play in the quality of service to clients, stakeholders and the community organization produces.

Lasting change happens from the inside out.

Mentoring is a learning relationship.

With two people in a relation ship.

It works from the inside out.

Like coming out of a nutshell.

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training and education.....**



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A MINI BOOK FOR MAXI RESULTS

MENTORING IN A NUTSHELL

Lasting Change Happens from the Inside out



A veteran of over 30 years in mentoring, Reginald Dane was the training and mentoring coordinator for the Moncton Police Force in New Brunswick Canada. He completed his BA in psychology and his MEd in Adult Education from the University of Prince Edward Island after a four year thesis study on mentoring. As a

Professor at Holland College he designed and instructed mentoring course for police mentors and was instrumental in setting up the Peer to Peer Mentoring program for the college in 2004. After teaching Mentoring for Holland College he taught ED4061 Advising and Mentoring Adult Learners for the University of New Brunswick as a sessional professor and he currently teaches as a sessional Professor for the University of Prince Edward Island teaching ED 375 Mentoring Adult Learners. He currently works in adult education in Nova Scotia where he writes and runs the consulting firm HelpingU.ca when he is not golfing in his kilt.

The Ability to Care, the number one skill required of mentors.

In this mini book which was a prelude to his paperback “Making Master Mentors” , Dane reduces mentoring to the essentials that explain why it the most powerful learning and skill building tool on the planet today. Only mentoring can blend emotion and commitment with goals and organizational values.



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\$7.95 US / Canadian.
ISBN 978-09810188-1-2