



Australia Council for the Arts Guide to Mentoring

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Sources: AltusQ Mentoring Guidebook, Dr Mary Ann Hunter, *Getting Connected: Making Your Mentorship Work*, conversations with arts mentees and mentors, and the Australia Council for the Arts.

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FOREWORD

The Australia Council for the Arts, the Australian Government's arts funding and advisory body, has a unique leadership role in building an artistically vibrant arts sector and promoting the role of the arts in the lives of Australians. The Australia Council is committed to identifying opportunities to support and develop all areas of the arts sector and industry. An important project component of the Australia Council strategic and corporate goals is to continue to build the capacity of the sector through its Leadership Program.

The Leadership Program offers a dynamic suite of development opportunities for arts leaders at all stages of their careers. The Guide to Mentoring has been designed to support mentoring in the arts, and is a key resource of the Australia Council Leadership Program. The Australia Council also supports mentoring through other channels, such as sector forums and the grants program.

The Guide to Mentoring aims to increase the capacity of the sector and to contribute to the cultural ambitions of arts leaders in innovation, collaboration and development of original work.

My sincere thanks to the artists, arts administrators and mentoring experts who contributed their time, experience and insights to the development of this guide.



Tony Grybowski
CEO
Australia Council for the Arts

PURPOSE OF THIS GUIDE

The Guide to Mentoring is intended as a resource for:

- ✓ Artists interested in being mentored or becoming a mentor
- ✓ Arts administrators interested in being mentored or becoming a mentor
- ✓ Arts organisations reflecting on existing mentorship programs or establishing new programs

The Guide was prepared using the following material:

- Interviews with mentees and mentors in the arts sector
- AltusQ Mentoring Guidebook
- Mary Ann Hunter. *Getting Connected: Making your Mentorship Work*. Australia Council for the Arts

The quotations appearing in the guide are taken directly from interviews with mentoring program coordinators, mentees and mentors in the arts, unless stated otherwise.

INTRODUCTION

Mentoring has its roots in Greek mythology: Ulysses trusted his son Telemachus to the care and direction of his old friend, Mentor, before setting out to fight in the Trojan War.

Since then, the mentoring relationship has not changed much. The essence of mentoring remains the same: a partnership between a more experienced person (the mentor) and someone less experienced (the mentee), to foster personal and professional growth.¹

In Australia, most Australian arts practitioners see mentoring as both a career-oriented industry induction (the ‘how to’ and ‘where to’ of surviving in the arts sector) and opportunities to experience personal growth through being accepted and validated as a serious arts professional.

Structured vs informal mentoring²

Mentoring can be structured or informal. Informal mentoring relationships arise frequently in the arts. A more experienced person might ‘take someone under their wing’: this could mean introducing them to influential decision-makers, offering their advice, and generally taking an interest in the other person’s needs.

Structured mentoring involves a relationship which is established between a mentee and mentor for a pre-determined period. For example, an arts organisation may offer mentoring programs to emerging artists. The organisation pays the mentor for their time and provides a structure for the mentoring relationship, such as a set number of meetings, guidelines for topics and workshops. In other types of mentoring partnerships, an arts organisation might offer a mentee financial or in-kind support, such as workspace or access to resources.

¹ AltusQ. (2014). *Mentoring Guidebook*. Sydney: AltusQ, 9.

² Mary Ann Hunter. (2002). *Getting Connected: Making Your Mentorship Work*. Sydney: Australia Council for the Arts, 8.

WHAT MENTORING IS NOT³:

- Mentoring is not training, coaching or teaching
- Mentoring is not a mechanism for providing technical training
- Mentoring is not offered for a personal agenda
- Mentoring is not outsourcing specialist expertise or advice
- Mentoring is not performance management
- Mentoring is not rescuing
- Mentoring is not counselling

³ AltusQ. (2014). *Mentoring Guidebook*, 10.

Differences between mentoring, training, coaching and apprenticeships⁴

Sometimes, mentoring may resemble a training relationship or apprenticeship. This is especially the case for artists and arts workers in regional or remote settings where training opportunities are limited. In these situations mentoring and training may overlap, although mentoring should not replace skills-based training.

The main difference between mentoring and training or apprenticeships is that mentees aim to discover how to 'do the right things' to progress along their particular professional pathway, whereas a trainee seeks solely to 'do things right' as directed by a set curriculum or other person.

Coaching is a training relationship with some aspects of mentoring. A coach will help a person to solve specific problems, and may set specific tasks or homework for the person to do between sessions. There is generally less 'sharing' by the coach of personal experiences; the relationship is not as peer-based and is more focused on particular issues rather than overall personal development.

MENTORING PARTNERSHIPS	TRAINING RELATIONSHIPS
Create a relationship that supports career development	Create a relationship that supports job performance
Are based on mutually beneficial exchange	Are concerned only with a one-way skills transfer
Place attention on the 'big picture' perspective	Focus on the specific job or role perspective
Enhance personal and professional growth	Focus on performance indicators related to the job or skill

‘Sometimes mentoring is about straight knowledge transfer, but mostly it’s about seeing opportunities for that particular person and making them aware of those opportunities.’

– Mentor, independent artist

⁴ Mary Ann Hunter. (2002). *Getting Connected*, 2.

BENEFITS OF MENTORING⁵

‘The mentor–mentee relationship is a transformative one that can change the course of one’s life.’

-Mentorship program coordinator, arts organisation

‘Mentoring instilled in me a belief in what I was doing.’

- Mentee

The mentoring relationship has benefits for mentees, mentors and organisations running mentorship programs or supporting a mentee.

MENTEES	MENTORS	MENTORING ORGANISATIONS
Access to an established artist or arts worker who has ‘been there before’ Gaining confidence in abilities Public recognition Networking opportunities Knowledge of the business/arts sector	Sense of satisfaction Feel that they are giving back Increase in self-esteem Exchange of ideas Broaden networks with emerging practitioners Improvement in own practice as a result of mentoring others	Development pathway for staff Staff become more confident and motivated Improved communication and critical dialogue Flow-on effect of attracting artists, arts workers or retaining them

‘I am not a teacher, but an awakener.’

- Robert Frost

⁵ Mary Ann Hunter. (2002). *Getting Connected*, 4.

EFFECTIVE MENTORING⁶

Choosing the model that suits you

There are a number of mentoring models, and different options might suit you at different points in your career.

One mentor or many mentors?

In one example, a regional arts worker felt she needed to develop in three key areas, so she chose three mentors - one for strategy, one for artistic leadership and the third for arts management. She met with each mentor independently and each relationship was different, based on the personalities and dynamic between mentor and mentee. According to the mentee, it was the best experience of her life.

Hub mentoring

This involves one mentor working with a number of mentees at the same time. This model is used by residential program providers like Varuna: The Writers House, where there may be a number of writers in residence at once, working with the same mentor. This also allows mentees to network with each other, allowing for peer mentoring.

‘The group process can be very useful as it often uncovers common issues. It can be a surprise to participants to learn that an individually unique problem is actually shared by others.’

- Mentoring program coordinator, arts organisation

Formal or informal mentoring?

Mentoring does not have to be formalised through an organisation to be effective. Arts practitioners and workers have almost all been mentored or mentored informally, throughout their careers. The advantage of making a mentorship more formal, e.g. through an agreement, is that the partnership becomes more focused and clearly defined, leading to more decisive outcomes. Applying for a formal program can help you articulate your focus and goals.

Organisational mentoring

When applying for formal mentoring with an arts organisation, it is important to choose an organisation whose goals and practices are relevant to your own. To be most effective, the organisation draws the mentee into the whole working environment – s/he becomes part of the team, recognised with the same status as others in the workplace.

⁶ Mary Ann Hunter. (2002). *Getting Connected*, 7-9.

Guidelines for the mentoring relationship⁷

There are a few protocols that both mentor and mentee should observe to ensure that the experience is as productive as possible.

GUIDELINES FOR THE MENTORING RELATIONSHIP

- Mentoring should be voluntary
- Both mentor and mentee should share information in confidence
- The mentor is at no stage legally responsible for the actions of the mentee
- Both mentor and mentee must respect professional, artistic and commercial ethics and not take advantage of the relationship

‘It’s absolutely essential that the mentee and mentor meet and establish a rapport before commencing the formal relationship. When you have two passionate people who are going to share their passion, it’s really important to sit down with the mentee and work out what they want and what you can give.’

– Mentor, arts organisation

⁷ Mary Ann Hunter. (2002). *Getting Connected*, 10.

THE ROLE OF THE MENTOR⁸

The mentor helps the mentee to see the big picture. As part of this process, the mentor helps the mentee to identify themes and patterns in their past behavior, and potentially limiting or unproductive beliefs.

‘I was second-guessing myself. But then she [my mentor] would say, “Yes, I would do that,” or, “You’ll never be 100% happy with it,” or, “I don’t know why you’d do that, it undermines your role as a leader” She was honest and generous at the same time.’

- Mentee

‘My mentor didn’t tell me what I should or shouldn’t do, but somehow elicited it from me.’

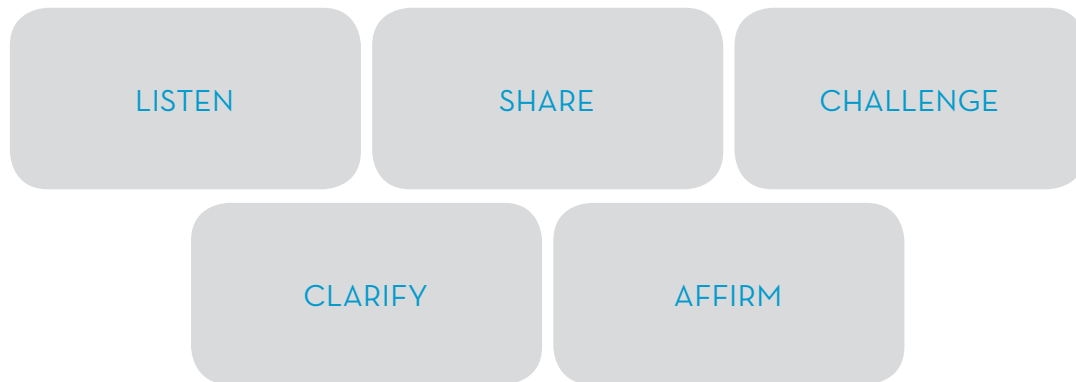
- Mentee

‘Mentors were generous with advice and guidance and challenged participants to be prepared to think laterally and not too preciously about their work.’

- Mentorship program coordinator, arts organisation

⁸ AltusQ. (2014). *Mentoring Guidebook*, 13

FIGURE 1: The role of the mentor



The mentor does this by listening deeply, sharing their experience, asking hard questions, encouraging the mentee to be clear and affirming the mentee.

LISTEN	Listen attentively and provide structure, feedback and direction, including holding the mentee accountable.
SHARE	Share own real life experiences which are relevant to the mentee situation or goals.
CHALLENGE	Question the mentee preconceptions of self and approach to situations; provoke towards highest standards and ambitions.
CLARIFY	Encourage the mentee to be clear about their rationale for decisions and their philosophy underpinning their practice or career goals.
AFFIRM	Value and validate the mentee.

Characteristics of an effective mentor

The most effective mentors are honest and generous with their experience, especially real life examples of what they did and how they managed situations.

- ‘ She [my mentor] brought a level of generosity to it. It was like, “Anything I have done, you can have.” She was so open: she gave me real time examples of what she was experiencing.’

- Mentee

- ‘ It’s the pragmatic, open book sharing. Lots of stuff in the arts seems to happen behind dark doors. A good mentor shares with you what happened to them in the trenches.’

- Mentor

- ‘ You can see how someone operated and decide to do it or not to do it that way. You open up your process to someone.’

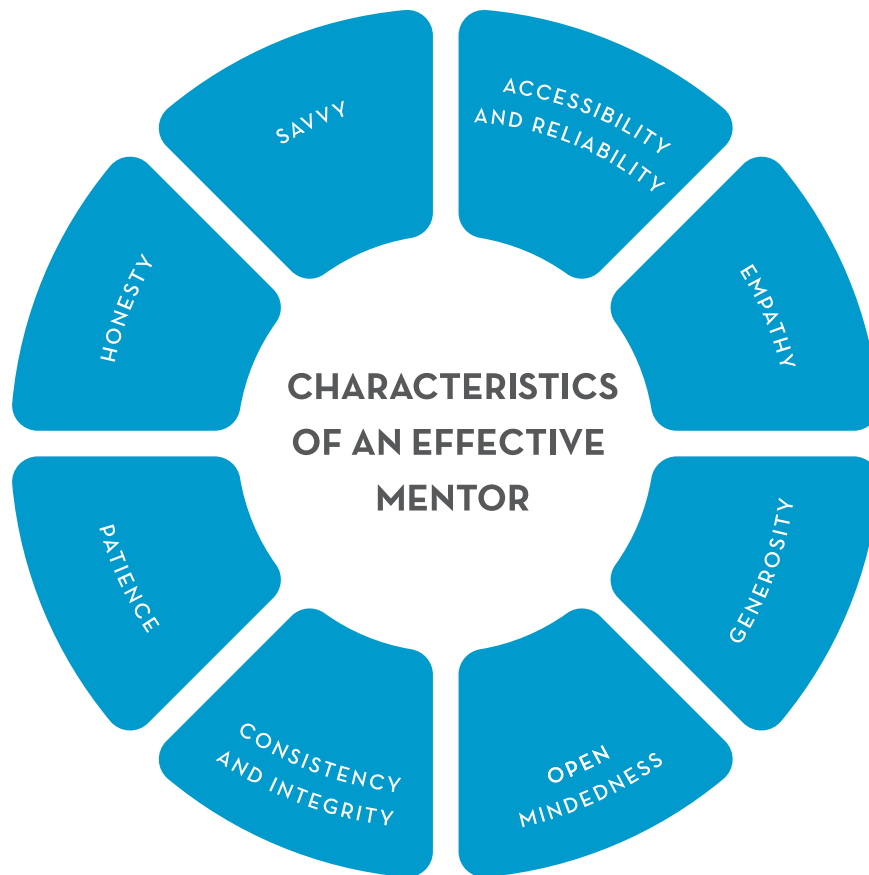
- Mentee

Effective mentors also ask the ‘right’ questions, challenging a mentee or probing to help the mentee become aware of their own decision-making processes.

- ‘ She [my mentor] would tell me, “This is what I’ve done; this is what someone I know has done.” She had a practical approach, which was what I needed, and she asked me the right questions.’

- Mentee

FIGURE 2: Characteristics of an effective mentor⁹



Accessibility
and reliability

Mentors are approachable and stick to meeting times.

Generosity

Mentors are generous with their experience and knowledge.

Empathy

Mentors have personal insights which are relevant to the mentee, whilst also respecting their differences.

Open
mindedness

Mentors respect the mentee's individuality, leadership style, background and goals.

Consistency
and Integrity

Mentors are principled and ethical in their work.

Patience

Mentors are good listeners.

Honesty

Mentors provide honest feedback, delivered sensitively and constructively.

Savvy

Mentors understand the context of working in a competitive arts sector.

⁹ AltusQ. (2014). *Mentoring Guidebook*, 13.

In the arts, mentors might also share their sphere of influence and make introductions for a mentee.

‘She [my mentor] thought of me – opportunities, people I should meet. [As a mentor] you bring your sphere of influence and contacts – this is one of the most valuable things a mentor [in the arts] can do.’

– Mentee

What do mentees commonly expect from mentoring?

Mentees want mentors who are good communicators and role models. They seek mentors who will treat the mentees with respect, commit to the mentoring process and guide the mentee from immediate issues to developing leadership.

FIGURE 3: What mentees look for in a mentor¹⁰

Respect	This is the foundation of the relationship. Active listening contributes to respect, and involves treating each other as equals without reference to status.
Communication	Communication is the key to an environment of trust.
Mentoring style	Good mentors can put their mentees at ease through a mix between the comfortable and personal on the one hand, and the professional / business on the other hand.
Role model	Mentees see their mentors as exemplars.
Availability	Mentees want time from their mentors, and for mentors to respect both their own and their mentees' time.
Unanticipated	Frequently, mentees and mentors report unplanned benefits from the relationship which comes from a positive cycle of learning.
Belief	A mentor's belief in their mentee has a significant motivating effect.
Hard and soft focus	It is common for mentees to want to talk about operational or business issues at the outset. This commonly shifts to the bigger picture as the relationship progresses, moving towards changes in outlook, awareness, ways of being and doing.

¹⁰ AltusQ. (2014). *Mentoring Guidebook*, 11.

‘ My top advice to a mentor would be: ask questions about where the mentee wants to be. Have your war stories ready. Be ready to say, “ You remind me of me or my mate, five or ten years ago, and here’s what I wish I knew then.” Or be ready to ask, “Why are you doing that? Why are you making that decision?”’

– Mentee

Mentees' common fears and concerns¹¹

Mentees commonly enter the mentorship relationship with some or all of the following concerns. Mentors can help mentees manage these fears from the outset.

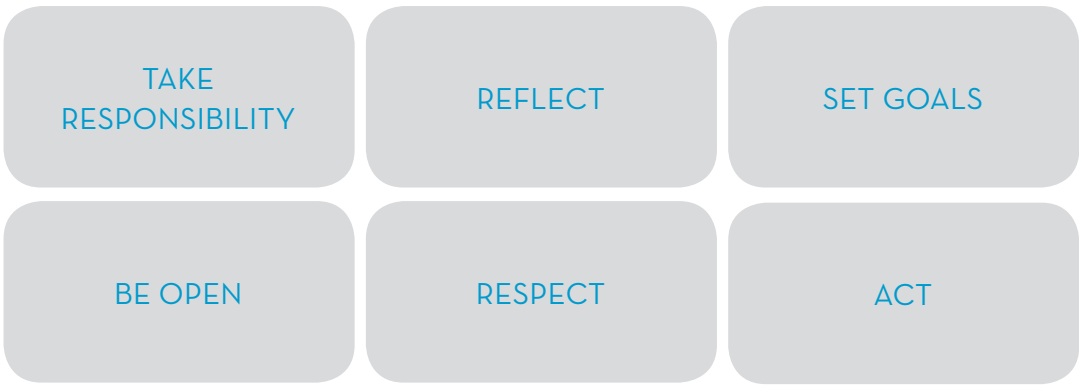
Fear of the unknown	Mentees might be a little anxious at the outset, particularly if they are ‘in awe’ of the mentor.
Fear of judgment	It’s important that mentees do not feel judged by their mentor, so they can develop the trust needed to explore deeper issues and develop leadership.
Fear of failure	Mentees might worry that they will not meet their mentor's expectations. Mentors can anticipate this and check in with the mentee.
Fear of the relationship	Most mentees worry about how the relationship will work out. This concern recedes once the ice is broken and the mentor and mentee start to establish trust and common ground.

¹¹ AltusQ. (2014). *Mentoring Guidebook*, 11.

THE ROLE OF THE MENTEE¹²

It is up to the mentee to make the most of the mentorship. This means driving the success of the relationship – scheduling meetings and speaking up if it is not working. It also means being open to change and being challenged, reflecting regularly on the process and taking action.

FIGURE 4: The role of the mentee



Take responsibility	Drive the success of the mentorship – speak up if anything is not working.
Reflect	Regularly reflect on what you are learning and what you want to explore next.
Set goals	Develop clear short, medium and long term goals.
Be open	Be open to change, being challenged and learning.
Respect	Respect the views, experience and insights of the mentor.
Act	Follow through on agreed actions.

How to make the most of the mentorship

A mentee needs to be ready for the mentorship to make the most of it. Being ‘ready’ for a mentorship means being at a point in your career where you are in transition or change; knowing what you want to get out of a mentorship, and what knowledge you want to acquire. This will also inform whom you choose as your mentor.

¹² AltusQ. (2014). *Mentoring Guidebook*, 12.

‘I probably needed to know the next thing I wanted to know about – my next ambition.’

– Mentee

‘Readiness is critical. The mentor is looking for an engaging relationship too – someone or something they can believe in. It’s hard to help someone who isn’t thinking about their practice in a way you can assist. If they’re not asking questions, or articulating what they think they want to get, or knowing that might change.’

– Mentor

Be ready	Before you embark on a mentorship, check that you are ready. Do you know which aspect of your leadership style you want to develop?
Be organised	Plan ahead and undertake any agreed tasks between meetings.
Manage the process	Take the lead on scheduling meetings and talking about anything that’s not working.
Keep a journal	Record topics and action items from each meeting, and use them to reflect periodically on the process.
Be proactive	Remember that you are responsible for your own actions and decisions, and you do not have to do things how your mentor would. You should be able to articulate why you are doing things in a particular way.
Ask useful questions	Ask considered and thoughtful questions.
Have respect	Stay focused and keep appointments.
Be open	Be open to critical feedback.
Show appreciation	Say thank you.
Reciprocate	Give as well as take – mentors want to learn from you too.

Common mentor concerns

Mentors might enter the mentorship with the following concerns. Mentees can help manage these concerns from the outset.

Confidentiality	Effective mentoring involves sharing real life experiences. To establish the trust necessary for this to happen, mentors need to know that the information they share will be treated as confidential. Mentees and mentors may choose to sign a confidentiality agreement at the outset.
Time	Mentees can reassure mentors that they will keep appointments and generally not take advantage of mentors' goodwill.
Not being knowledgeable	Mentors might worry that they don't know 'everything.' The mentor's role is not to answer every question, but to create space for the mentee's self-inquiry.
Raising difficult topics	The core of transformational mentoring is engaging mentees at their 'learning edge.' This is almost always uncomfortable. Asking challenging questions with good intent are crucial, and mentors can do this by creating a safe space inside the mentorship relationship to raise these questions.

THE MENTORING RELATIONSHIP LIFECYCLE¹³

The mentoring relationship goes through the following five phases:

1. ESTABLISHING THE RELATIONSHIP: BUILDING RAPPORT AND TRUST
2. SETTING DIRECTION
3. PROGRESSION: GETTING STUCK INTO IT
4. WINDING UP
5. MOVING ON

Mentors must invest time in the first two phases for the mentoring relationship to succeed. A relationship which is based on trust and sound direction is the foundation of progress. Skimping on these two essential phases can significantly reduce the value of later phases.

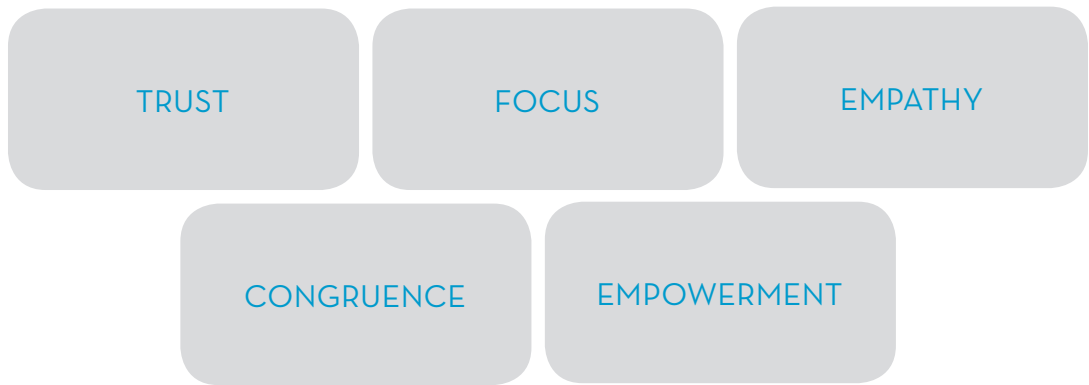
1. ESTABLISHING THE RELATIONSHIP

When mentors and mentees first start their mentorship relationship, it is important not to try to 'dive in' to the issues at once. First, mentors and mentees should establish rapport, for example by sharing common ground and stories. This involves showing a certain amount of vulnerability in opening up to get to know each other on a deeper level.

¹³ AltusQ. (2014). *Mentoring Guidebook*, 17-33.

Share some professional and personal background, personal interest and stories. Discuss overall intent and purpose at a high level for getting involved in the mentoring program.

FIGURE 5: The five ingredients of an effective mentoring relationship¹⁴



Trust	The mentor and mentee are confident that the other will keep promises, maintain confidentiality and meet expectations.
Focus	The mentor and mentee bring their full attention to the meeting. They actively listen in an open, non-judgmental way. Mobile phones are off, and they meet somewhere quiet enough to talk and not be disturbed.
Empathy	Both parties try to understand and respect each other’s point of view and way of doing things.
Congruence	The mentor and mentee share a sense of purpose and the confidence to talk about hard things – fears, mistakes and weaknesses of both individuals.
Empowerment	Both mentor and mentee need to feel that they can express themselves honestly, take risks and challenge each other.

Rapport is the first step towards trust. Trust comes from the mentor and mentee being clear about their needs and expectations, and keeping the promises they make to each other.

¹⁴ AltusQ. (2014). *Mentoring Guidebook*, 20.

Be clear about your needs and expectations and articulate them clearly and frequently.
Keep your promises.

At the outset of the relationship, ask:

- What is expected from the mentoring relationship by both parties?
- How, when and where will meetings occur?
- How will we communicate between meetings if at all?
- What are the boundaries of the relationship?
- How will we measure or review progress?
- How will we end the relationship?
- How will we identify if the relationship is not working?
- How will we acknowledge when it is working?

2. SETTING DIRECTION

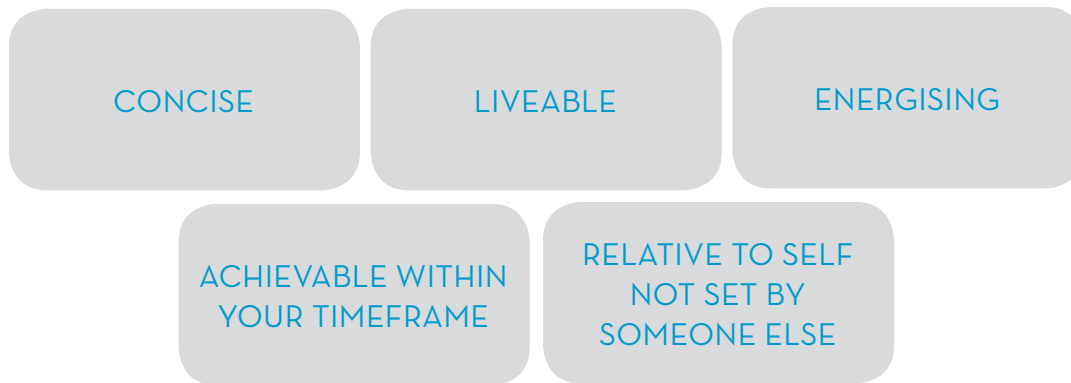
At the start of the relationship, it is common for the mentee to find it hard to define their goals. Sometimes a mentee might even come up with false goals to please or impress the mentor.

Mentors can:

- Encourage the mentee to think big, dream and be unrealistic, whilst also defining a closer range of more tangible goals.
 - Recommend that the mentee choose a maximum of three goals at any one time.
 - Be prepared for goals to be unearthed well into the mentoring relationship as well as at the start, and for goals to evolve.
-

The mentor can test the mentee's goals against the CLEAR criteria.

FIGURE 6: The CLEAR criteria for mentee goals¹⁵



Concise	Can you sum up your goal in a way that is easy to explain?
Liveable	Is this goal supportive of all areas of your life–personal and professional?
Energising	Do you get excited when you picture your goal?
Achievable within your timeframe	Can you see yourself achieving this goal in the timeframe?
Relative to self - not set by someone else	Is this goal authentic to you, or are you trying to achieve a goal which comes from other people’s expectations?

‘Now our relationship is more general – it’s more about leadership in a regional setting. She brings a broader picture for me. It is more isolating in the regions – you feel isolated from what’s happening. But with my mentor, I can plug myself back in every now and then.’

- Mentee

15 AltusQ. (2014). *Mentoring Guidebook*, 26-27.

Express your goals positively, rather than as things you don't want. Break goals down into small, achievable tasks. Prioritise goals.

IN PERSON OR VIA SKYPE?

Mentees in the arts overwhelmingly feel that mentoring works best if it is face-to-face. Some mentees in regional and remote locations drive for more than 10 hours to see their mentors to make this happen.

'You and the mentor have to be present in the moment, otherwise it's just about sharing information rather than listening. To get those real insights, the deep sort of listening: you only really get that when you're physically with that other person. You've got their full attention.'

- Mentee

'I maybe saw my mentor every 3 or 6 months but always in person. It might be dinner, or going to an event; having lunch. It was a one-to-one experience.'

- Mentee

3. PROGRESSION

Now you are in the guts of the relationship. You have established the foundation of trust to delve into issues and challenge assumptions and ways of doing things.

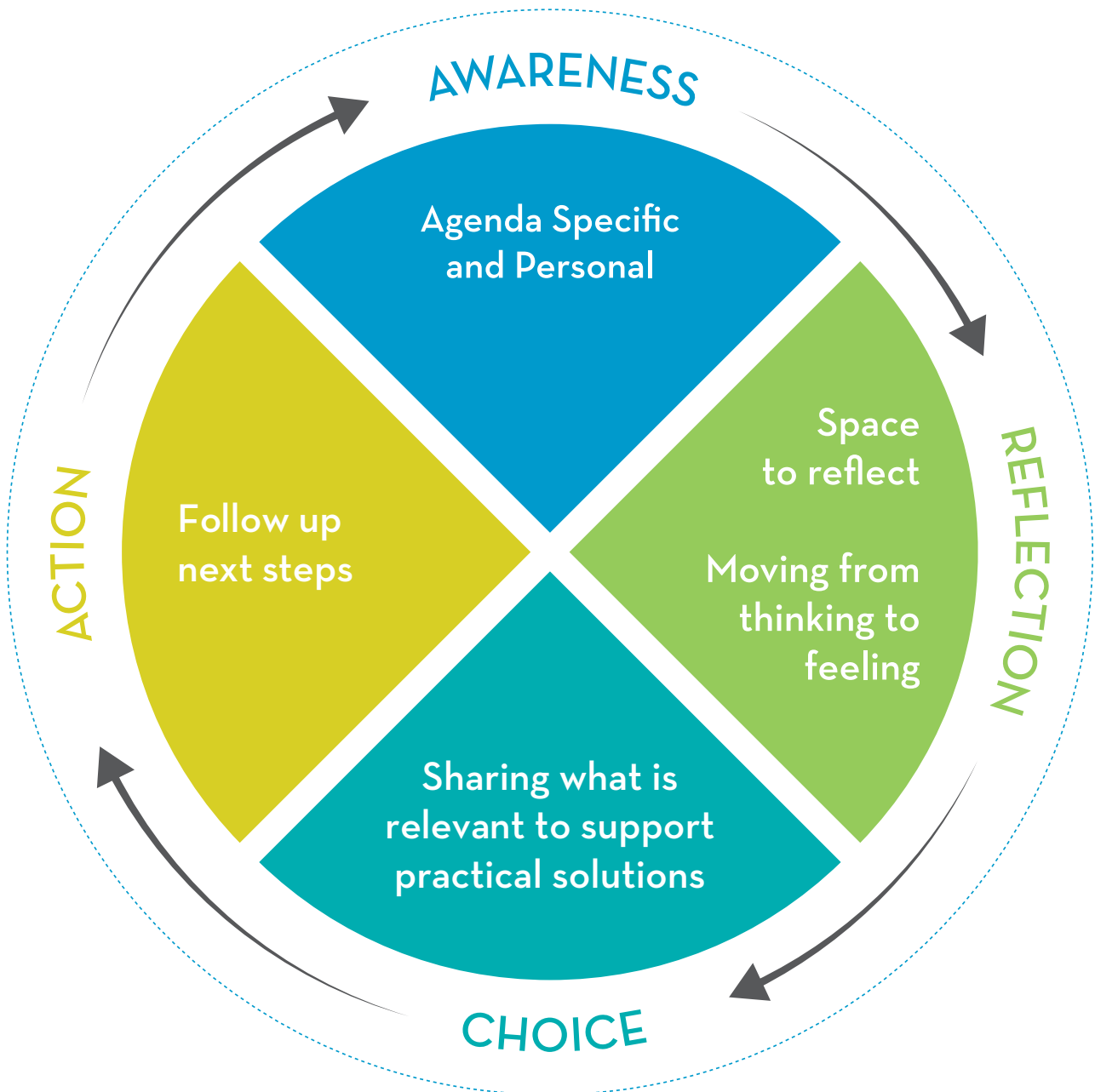
Mentors and mentees identify themes, patterns, blocks, limiting beliefs and options. You reflect regularly on how the mentoring process is going, identifying deeper goals and adjusting plans accordingly.

Mentors can offer constructive feedback. This is feedback which comes from an ego-free place of genuinely wanting to help the mentee. Constructive feedback helps the mentee to see their actions in a new light which can help them to grow and achieve their goals.

If you want to make sure that the mentee is ready for constructive feedback, ask. For example, 'Would you like my impressions / some feedback about that?'

A structure for mentoring conversations¹⁶

AltusQ recommend the ARCA Conversation Framework for mentoring conversations.



¹⁶ AltusQ. (2014). *Mentoring Guidebook*, 33.

TIPS FOR MENTORS IN THE REFLECTION STAGE¹⁷

- Be fully present
- Give full and undivided attention
- Listen beyond the words to hear the underlying meaning and feelings
- Be aware of your own personal opinions and feelings
- Ask clarification questions, moving from data questions to deeper questions of feelings, meaning and intention
- Restate what the person has said using their language and make explicit the emotional content of what was said
- Restrain the impulse to dive into problem solving until the mentee is ready
- Stay in this stage a little longer than may feel comfortable – don't shift to problem solving too quickly. Otherwise the mentee might commit to actions that they are not 100% committed to

¹⁷ AltusQ. (2014). Mentoring Guidebook, 35.

1. Awareness

Some mentees might be very clear on their big picture goal, but not very clear about their specific agenda - the personal milestones that build towards the big goal. Mentors need to spend time with the mentee drilling down to the specific agenda, otherwise unproductive and circular conversations can occur.

2. Reflection

In this stage, the mentee deeply reflects on the area being discussed and how they feel about it. The mentor listens attentively and asks probing questions which give the mentee the space to reflect and deepen their understanding of the situation. The mentor listens for the mentee's personal motivators, drivers and beliefs.

3. Choice

The mentor can now offer their relevant experience and challenge the mentee to identify new approaches and apply their insights from the reflection stage.

The choice should be relatively easy to make if the reflection stage has been managed well: the choice will be a gut or intuitive response from the mentee, based on the internally processed information in the reflective stage.

4. Action

The mentee sets out specific tasks to support the choice. Action should feel almost irresistible as it flows logically from the choice which the mentee has made.

TABLE 1: Stages in the ARCA Framework¹⁸

STAGE	OBJECTIVE	ACTIVITIES	TYPICAL CONVERSATION FLOW
AWARENESS	<p>What are the mentee's high level goals for the mentorship?</p> <p>What is the specific agenda for each meeting?</p>	<p>Review actions from the previous session, issues since the last meeting, anything which has come up which the mentee wants to address.</p>	<p>70% mentee</p> <p>30% mentor</p>
REFLECTION	<p>How does the mentee feel about the issue?</p> <p>What does the discussion reveal about the mentee's real personal motivators, drivers and beliefs?</p>	<p>Listen attentively.</p> <p>Ask probing questions before attempting any kind of problem solving.</p> <p>Identify the underlying motivators and unspoken issues.</p>	<p>90% mentee</p> <p>10% mentor</p>
CHOICE	<p>What course of action does the mentee choose to take?</p>	<p>Share relevant experience and information.</p> <p>Challenge the mentee so that they identify new approaches and apply their insights from the reflection stage.</p>	<p>60% mentee</p> <p>40% mentor</p>
ACTION	<p>What are the specific and detailed actions to support the mentee's choice?</p>	<p>Outline specific tasks, completion dates, next steps.</p>	<p>60% mentee</p> <p>40% mentor</p>

¹⁸ AltusQ. (2014). *Mentoring Guidebook*, 34 - 35

4. WINDING UP

It is time to wind up the mentorship once it has achieved its goals, the relationship has grown stale, the mentee has outgrown the mentor, or the timeframe for the mentorship is over.

There can be ‘natural’ times for the mentoring relationship to finish, which may happen earlier than the set timeframe.

The mentor and mentee must handle this stage sensitively, in case one party does not realise that there is limited further value in the relationship. Frequently reviewing progress can help to plan a positive ending.

5. MOVING ON

Moving on can mean different things to different people. Mentors and mentees may decide to meet less frequently or not meet at all but maintain a professional friendship.

TABLE 2: How to end well¹⁹

DO	DON'T
<ul style="list-style-type: none">○ Prepare for the transition to end ahead of time○ Frequently review the relationship○ Emphasise the mutual learning○ Be open and honest about your feelings○ Celebrate the successes○ Help the mentee plan how to manage their development on their own○ Agree how/when/if you will keep in touch	<ul style="list-style-type: none">○ Allow things to drift away○ Make the break abrupt○ Allow friendship to obscure the practical purpose of the relationship○ Make the mentee feel guilty about their independence○ Try to keep the relationship going beyond its natural course

¹⁹ AltusQ. (2014). *Mentoring Guidebook*, 40.

CHECKLIST FOR MENTORS

- ✓ Am I investing enough time and effort in building rapport, trust and setting direction?
 - ✓ Am I diving into solving problems or the guts of the issues too soon?
 - ✓ Am I sharing my own experiences and being generous with my knowledge?
 - ✓ Am I open to mutual exchange and learning?
 - ✓ Is the mentee making progress?
 - ✓ Am I spending too much time talking, and not enough time listening?
 - ✓ Am I helping the mentee become aware of their leadership choices, or am I telling the mentee how to do things?
-

CHECKLIST FOR MENTEES

- ✓ Am I ready for a mentorship at this point in my career?
 - ✓ Am I open to being challenged?
 - ✓ Am I ready to think about new ways I could approach things?
 - ✓ Am I looking for a mentor, or a coach, trainer or teacher?
 - ✓ What do I want from a mentorship?
 - ✓ What are my goals for a mentorship?
-

QUICK GUIDE TO A MENTORING PARTNERSHIP AGREEMENT

- ✓ Note the ground rules for the relationship – e.g. confidentiality, respect, keeping appointments.
- ✓ Spell out the ‘what-ifs’ – what to do if the time available becomes an issue, or if the parties are not compatible.
- ✓ Agree on the goals of the mentorship.
- ✓ Agree on ‘what success looks like’.
- ✓ Agree on the end date of the relationship and a process for winding down the relationship.

