

INDEX

A

Accommodating learner, 35
Accountability: areas of, 63, 65–70; benefits of, 121; feedback and, 121; in formal versus informal mentoring relationships, 79; for meetings, 82; of mentor, 121; for mentoring relationship, 63, 65–70, 83
Active learning, 2
Active Listening: Improve Your Ability to Listen and Lead (Hoppe), 138
Advice. *See* Feedback
Agenda, meeting, 81
Agreements, establishing. *See* Establishing agreements stage, of mentoring process
Albom, M., 131
Albrecht, K., 134
Apgar, D., 135
Art of Possibility: Transforming Professional and Personal Life (Zander and Zander), 134
Assessment: of goal attainment, 60, 63, 64, 87; of potential mentors, 123, 124
Assigned mentor, 48
Assimilating learner, 34
Assumption, mentoring, 52
Attitude, toward feedback, 93, 94
Authenticity, 90–91
Awakening the Leader Within (Cashman), 132
Awkward conversation, 90–91, 105

B

Baldwin, D., 132
Barnett, B. G., 18
“Be” goal, 59–60
Becoming a More Versatile Learner (Dalton), 133
Bias, 128
Blame, 102
Body language, 90
Boundary setting, 67, 69, 70
Brookfield, S. D., 138
Buckingham, M., 132

C

Career Navigation Handbook (Hunt and Scanlon), 135
Caring, 96
Cartwright, T., 132
Cascade approach to learning, 84

D

Cashman, K., 132
Celebration, 105–107
Challenging task, 89
Clifton, D. O., 132
Closure: benefits of, 99; challenges of, 100; communication during, 102–108, 109; lack of, 100–101; planning for, 102; questions for potential mentors about, 127; time for, 100, 108–112
Collaboration: description of, 3; learning styles and, 35, 37; in self-directed learning, 29, 31
Collins, J., 16
Commitment, 84, 86
Communicating Your Vision (Cartwright and Baldwin), 132
Communication: about mentoring stumbling blocks, 71; after crossing boundaries, 67, 69, 70; during closure, 102–108, 109; common mistakes in, 126; confidentiality in, 65–67; during feedback, 92–97; importance of, 17, 31; for maintaining mentoring relationships, 89–97; mentee’s skill in, 31; mentor’s skill in, 123; with new mentor, 49–53; on path to mentoring, 125; with potential mentors, 46–47; of specific goals, 57–59. *See also* Listening
Competency. *See* Skills competency
Complacency, 100
Concentration, while listening, 117
Confidence, 93, 94
Confidentiality: in mentoring relationship, 65–67, 68, 89; for SMART communication, 90–91
Convenience, choices based on, 48
Converging learner, 34–35
Conversation. *See* Communication
Covey, S. 135–136
Craig, N., 133
Creativity, 33
Criteria-based decision-making model, 39–46
Criticism. *See* Feedback
Crucial Conversations—Tools for Talking When Stakes Are High (Patterson, Grenny, McMillan, and Switzer), 137
Dalton, M., 133
Decision-making model, 39–46
Defensiveness, 69
DeLong, T. J., 46

Developing Adult Learners: Strategies for Teachers and Trainers (Taylor, Marienau, and Fiddler), 139

Development. *See* Mentee development

Distractions, 81

Diverging learner, 33

Diversity, valuing, 32

“Do” goal, 59–60

E

Edelman, M. W., 106

Educational experiences, 20

Effective listening. *See* Listening

Emerson, R. E., 129

Emotion, 100

Emotional Intelligence at Work (Weisinger), 134

Enabling. *See* Implementation stage, of mentoring process

Establishing agreements stage, of mentoring process:

accountability during, 63–65; agreement template for use in, 71–73; boundary crossing in, 67, 69, 70; confidentiality discussions in, 65–67, 68; description of, 7, 55, 79; function of, 55; goal measurement during, 63, 64; goal setting during, 55–59; hot button issues and, 69; importance of, 55; questions for potential mentors about, 127; sample agreement for, 72; SMART goals in, 59–62, 64; success criteria for, 60, 63, 64

Expectations, of mentoring, 51

F

Facilitation, 114, 117

Facilitator's Guide to Learning (Kolb), 138

Fear, during closure, 110

Feedback: accountability and, 121; acting on, 95–96, 121; comfort with, 93; giving, 96–97, 120; importance of, 92–93; as mentee skill, 29; mentor's skill in giving, 120–121, 122; receiving and accepting, 95, 97, 120–121; seeking, 93–95; on vision statement, 23

Fiddler, M., 139

Finding Your True North—A Personal Guide (George, McLean, and Craig), 153

The First 90 Days (Watkins), 73, 136

Fischler, L., ix, xii–xiii, 8, 10–12

Fischman, D., 131

Folkman, J., 136

Follow-through, 32

Fordham, D., 138

Formal mentoring relationship: accountability in, 79; description of, 8; versus informal mentoring relationships, 10

The 4 Disciplines of Execution: The Secret to Getting Things Done, on Time, with Excellence (Covey and McChesney), 135–136

Friendship, with mentor, 107–108

G

Gabarro, J. J., 46

Gap analysis, 25–27

George, B., 133

Getting ready phase. *See* Preparation stage, of mentoring process

Gift, thank-you, 111–112

Giovagnoli, M., 135

Goal: advice for new mentors about, 128; audit of, 88; broad versus specific, 56–57; celebrating achievement of, 105–107; conversations with new mentor about, 51; importance of, 4; in mentor selection, 41; objectives for, 76; versus SMART goal, 57; time for closure and, 108, 109; in vision creation, 21–28. *See also* SMART goal

Goal setting, 31

Good to Great (Collins), 16

Gratitude, 100, 106, 107, 111–112

Greek myth, 1

Grenny, J., 137

Ground rules: definition of, 63; examples of, 65; function of, 65; when planning for closure, 102

Group mentoring, 9

H

Hoggett, S., 138

Homer (*The Odyssey*), 1

Honesty, 120

Hoppe, M., 138

Hot button issue, 69

Humor, 91

Hunt, C., 135

I

Implementation stage, of mentoring process:

accountability during, 63–65; addressing stumbling blocks in, 71; agreement template for use in, 71–73; boundary crossing in, 67, 69, 70; confidentiality discussions in, 65–67, 68; description of, 7–8, 55, 79; function of, 55; goal measurement during, 63, 64; goal setting during, 55–59; hot button issues and, 69; importance of, 55; questions for potential mentors about, 127; sample agreement for, 72; SMART goals in, 59–62, 64; success criteria for, 60, 63, 64

Informal mentoring relationship: accountability in, 79; description of, 8; versus formal mentoring relationships, 30; time for closure to, 108

Initiative, 32

Integration and moving forward stage of mentoring: challenges of, 99–100; communication during, 102–108, 109; description of, 8; function of, 99; lack of, 100–101; planning for, 102; questions for potential mentors about, 127; time for, 100, 108–112

Inventory, mentee skills, 30

J

Jenkins, W., 132

Job shadowing, 89

Journaling, 84, 86, 103

Judgmental mentor, 128

K

Kirkland, K., 137

Klein, K., 46

Knowles, M., 133

Kolb, D. A., 32–33, 133, 138

Kolb Learning Style Inventory (Kolb), 133

Kroeger, O., 133

L

Lanterns: A Memoir of Mentors (Edelman), 106
 Leaders, vision statements of, 22
 Leadership Development Services, xii–xiii, 4, 32
 Learning: in balanced relationship, 80; conclusion of, 103–104; definition of, 2; of facilitators, 114, 117; integration of, 105; keeping focused on, 82–87; mentor support during, 87, 89; readiness assessment of, 12–13; as requisite for mentoring, 1–2
 Learning fit, 125
 Learning goal. *See* Goal
 Learning style: collaboration and, 35, 37; description of, 32–33; experimenting with, 82, 84; importance of, 32; types of, 33–35, 36
 Lees, R. J., 46
 Lencioni, P., 136
Let Your Life Speak: Listening for the Voice of Vocation (Palmer), 134
 Limitations, personal, 72
 Listening: to feedback, 95; mentee's skill in, 32; as mentor support, 87; mentor's skill in, 117–120; SMART goal category of, 59–60. *See also* Communication
 Long-term goal, 59
Lost Art of Listening (Nichols), 135

M

Make Your Connections Count! The Six-Step System to Build Your MegaNetwork (Giovagnoli), 135
 Manoogian, S., 137
 Marienau, C., 139
 Martineau, J. W., 137
 Matthews, R. J., 17–18
 McMillan, R., 137
 McCauley, C. D., 137
 McLean, A., 133
 Meeting: confidentiality in, 65–67; for goal setting, 58–59; lack of time for, 80, 81, 90; staying on track during, 81, 82
 Mentee development: description of, 4; learning focus of, 82; using feedback for, 95–96
 Mentor: benefits of mentoring to, 22, 113; common mistakes of, 126–128; communication with new, 49–53; definition of, 1; experience of, 17; friendship with, 107–108; importance of, 4; influence of, 4–6; learning style of, 35, 37; mentees' reasons for seeking, 4–6; role of, 113–123; selection of, 39–49; tasks of, 12, 87, 89
Mentor: The Kid and the CEO (Pace and Jenkins), 132
 Mentor, transition to: benefits of, 113; considering mentor's role before, 113–123; cycle of mentoring in, 126, 127; envisioning future during, 128–129; paths for, 123–126; readiness assessment before, 123, 124
 Mentoring: analyzing previous experiences with, 28–32; benefits of, 2; components of, 1–4; conversations with mentor about, 51; cycle of, 126, 127; definition of, ix; new versus old model of, 1–2; power of, 4–6; process of, 6–8, 126, 127; readiness assessment for, 13; setting for, 10–12; types of, 8–10
 Mentoring agreement. *See* Establishing agreements stage, of mentoring process
 Mentoring board of directors model, 10

Mentoring partnership, 3
 Mentoring relationship: accountability in, 63, 65–70, 79, 83; assessing previous experiences in, 28–32; balance between learning and the relationship in, 80; boundaries in, 67, 69; common stumbling blocks in, 71; in different types of mentoring, 8–10; goal setting for, 56–57; importance of, 3; keys to success of, 79; maintenance of, 89–97; mentoring work plan in, 73–76; new versus old model of, 3; reflecting on, 114, 116; steps for building a, 49–53; trust in, 65–67; uniqueness of, 79. *See also* specific types
 Mentoring relationship, closure to. *See* Closure
 MentorNet News, 46
The Mentor's Guide (Zachary), 2, 7, 139
 Merrill, D. W., 137
 Motivation to mentor, 114, 115
 Muller, C. B., x
 Mutual accountability. *See* Accountability
 Myers-Briggs personality type, 53

N

Negotiating. *See* Establishing agreements stage, of mentoring process
 Nichols, M. P., 135
 No-fault rule, 102
Now, Discover Your Strengths (Buckingham and Clifton), 132

O

Objective, of work plan, 76
Odyssey (Homer), 1
 O'Mahony, F. R., 17–18
 One-on-one mentoring, 8–9
Ongoing Feedback: How to Get It, How to Use It (Kirkland and Manoogian), 137
 Opportunity, for learning, 82, 84–86
 Organized meeting, 81

P

Pace, T., 132
 Palmer, P. J., 134
 Paraphrasing, 90
 Patience, 128
 Patterson, K., 137
 Personal Reflection Exercise (PRE), 18–21
Personal Styles and Effective Performance: Make Your Style Work for You (Merrill and Reid), 137
 Personal vision. *See* Vision
 Personality trait: conversation with new mentor about, 52–53; in mentor selection, 41–44, 46, 49
The Power of Feedback (Folkman), 136
 Preparation stage, of mentoring process: for assigned versus chosen mentors, 53; considering previous experiences with mentoring during, 28–32; conversations with new mentor during, 49–53; creating a vision during, 21–28; description of, 7; determining learning style during, 32–37; example of, 15–17; importance of, 37; mentor selection during, 39–49; questions for potential mentors about, 127; reflection exercises during, 17–21, 28–32

Privacy. *See* Confidentiality
 Problem solving, 33–35
 Proctor, W., 137
 Proffoff, I., 86

Q

Questioning, in goal setting process, 78–79

R

Ranking potential mentors, 42–43, 44
Reaching Your Development Goals (McCauley and Martineau), 137
 Reciprocity, 2
 Reflection: benefits of, 2; during closure, 103–104; definition of, 17–18; for journaling, 86; as mentee skill, 32; on previous mentoring experiences, 28–29, 114, 116; in role of mentor, 114; self-assessment of, 18–21; for vision creation, 21, 22
Reflective Practice: The Cornerstone for School Improvement (Barnett, Mahoney, and Mathews), 18
 Reid, R. H., 137
 Relationship building, 31, 49–53
Relevance: Hitting Your Goals by Knowing What Matters (Apgar), 135
 Respect, 91–92
 Reverse mentoring, 10
 Robertson, A. K., 137

S

Sarcasm, 91
 Scanlon, S., 135
 Scheduled writing time, 84
Secret of the Seven Seeds (Fischman), 131
 Self-assessment: of gaps in skills, 25–27; of mentee skills, 29–32; for mentoring readiness, 12–13; of potential mentors, 123, 124; of previous mentoring experiences, 28–32; of reflection experiences, 18–21
 Self-directed learning, 29, 31
Self-Directed Learning: A Guide for Learners and Teachers (Knowles), 133
 Senior employee, as mentor, 48, 110
 Shadowing, 89
 Shared meaning, 90
 Shielded feedback, 120
 Short-term goal, 59
 Skills competency: effect of, on mentoring experience, 29; importance of feedback to, 92–93; of mentors, 113–123; types of, 29, 31–32; vision creation and, 25, 26–27. *See also specific skills*
 Skills, mentee. *See* Skills competency
 SMART communication, 89–92
 SMART goal: to achieve learning, 87; assessment of, 87; categories of, 59–60; clarity of, 56; criteria of, 57; definition of, 56; examples of, 57–58; versus goal, 57; process for setting, 57–59; revision of, 87, 88; sample draft of, 60. *See also* Goal
Social Intelligence: The New Science of Success (Albrecht), 134

Starter goal, 57
 Success: celebration of, 106–107; keys to, 79; measurement of, 60, 63, 64
 Summarizing, 90
 Supervisor, as mentor, 48, 110
 Support, from mentor, 87
 Switzer, A., 137

T

Taylor, K., 139
 Technology, 128
 Thank-you gift, 111–112
 Thank-you letter, 107
The 3 Big Questions for a Frantic Family (Lencioni), 136
 Thuesen, J. M., 133
 Time, for closure, 100, 108–112
 Time line, of work, 103
 Time management: challenges of, 80–81; to ensure communication, 89–90; for journaling, 84; strategies for, 81–82; tool for, 81
 Timely goal, 57, 76
 Transition to mentor. *See* Mentor, transition to
 Trust: importance of, 3, 92, 123; in mentoring relationship, 65–67, 89; tips for maintaining, 92
Tuesdays with Morrie (Albom), 131
Type Talk, The 15 Personality Types That Determine How We Live, Love, and Work (Kroeger and Thuesen), 133

U

Understanding and Facilitating Adult Learning (Brookfield), 138

V

Vision: creation of, 21–48; importance of, 21; learning styles and, 33, 34; mentor's support for, 89
 Vision statement: creation of, 22–28; definition of, 21–22; example of, 23; feedback on, 23
 Voice intonation, 90
 Volunteer mentor, 123

W

Wasting time, 81–82
 Watkins, M., 73, 136
 Weisinger, H., 134
 Wharton School of the University of Pennsylvania, 46
Words to Say Thank You (Hoggett and Fordham), 138
Work a 4-Hour Day—Achieving Business Efficiency on Your Own Terms (Roberson and Proctor), 137
 Work history: in mentor selection, 41–44; reflecting on, 40
 Work plan, mentoring, 73–76
 Workplace culture, 4–6, 33–35

Z

Zachary, L. J., ix, xi–xii, 2, 6, 139
 Zander, B., 134
 Zander, R. S., 134

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>

<http://www.pbookshop.com>