

Mentoring Template Month 6

Instructions: ****Seek SMART next steps from them:** Specific, Measurable, Achievable, Related, Time-Bound. The goal is to help the mentee pick up responsibility for something they can see when they've done it.

- 1. Express appreciation.** * Notice whether they receive it. (one-way)
- 2.** Recall your organizational **purpose** and share why it matters to you, the mentor. Next, ask mentee, What is 1 **NEW** baby ****SMART** step you will take to intentionally *cause the purpose*. Who will you cause it for? When? How? Consider who would benefit most from the purpose. You?
- 3.** NEXT, read the **core values**. What's 1 **NEW different** baby step (****SMART**) you will take to use core values to *cause your purpose*? Who? When? How? Again, who would benefit most from the purpose?
- 4.** Ask the mentee to share **their purpose** and how they *cause* it.
- 5. How do you** (personally) **like to be recognized?** (This should be about the person, not their team or niceties like "thank you", "please")
- 6. Are you satisfied with the amount of recognition you receive?** If the answer is no, what's one small new baby ****SMART** step you can take to receive the amount you'd like?
- 7. Ask the following questions:**
 - a. Trustworthiness is crucial to a healthy culture. When people are trustworthy, they are honest, straightforward, disclosing, and receptive. They show respect, give recognition, seek excellence and follow-through on commitments. Which of these do you struggle with most? What's one next ****SMART** step to improve it?
 - b. Social interest is when we focus on *consequences our behavior causes others*. Do you have strong social interest? Whether yes or no, how do you know? What's one ****SMART** step to take to increase this even if you already do it?
 - c. The 4 healthy guidelines when speaking include being honest, caring, speaking to create harmony, and making sure what you say is *useful*. *Useful* is ensuring the other person is open and receptive. Do you pay attention to whether others want to hear you? If not, how can you improve on this?
 - d. The difference between encouragement and praise is that *praise* is bestowed from above and is about how the person praising feels and judges. *Encouragement* is observational and focuses on the internal thoughts and feelings of the person receiving it. Praise focuses on me. Encouragement focuses on the other person and what matters to them, their internal motivation. Give one example of shifting a praise statement to encouragement.
 - e. What did you learn about yourself from doing the empathy exercise in your workbook?
 - f. Review the thermometer exercise ***see in notes** Show them how you can use it with online or with paper and pen. Do it with them by asking them to try to influence you in a real scenario for just a few minutes.
 - g. The 4 reasons we communicate are to persuade, inform, self-express, and please. How does knowing which of these are your intent, help you and others when you ask for a meeting or conversation?
 - h. The 5 listening styles are appreciative (you listen to enjoy), empathetic (you listen to emotionally support), comprehensive (you listen for patterns), discerning (you listen for details) and evaluative (you listen to decide if something is right or wrong, good or bad). Does this help you to become a flexible listener? Either way, how?
- 8.** End with **appreciation**. Make sure the mentee receives it (this is one-way)

Notes

*Thermometer Exercise

1. Draw a 6-7" line. Write C for cooperation is on one end and R for Resistance is on the other end.
2. Mentor identify the center as N for neutral, and place cursor or pen on neutral.
3. Have the mentee share briefly on how they want cooperation from someone.
4. Let the mentee know you will not speak but rather, you will move the pen or cursor forward, backward or stay in the same place.
5. Mentee tries different tactics to gain cooperation. At each step, no matter the result, ask, "How did you get that result?"

Remember: The goal when using the thermometer is to recognize the influence the mentee is having so he or she can take responsibility for outcomes rather than trying once or twice, then quitting.

Note: Make time to fill out the **mentoring data form** before and after this session. This helps you remember mentee's colors, concerns, solutions, and your observations, including actions for follow-up.