Mentoring Leadership Development Toolkit

Experiential project prepared by Nancy Hodnefield – November 2013
“If you don’t know where you are going, you’ll end up someplace else.”
- Yogi Berra
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Overview

This toolkit provides resources and tools to support the effective leadership development of protégés participating in a formal mentoring program. Included are the following components required to make this happen:

- **Key Interdependencies** (describes the key roles and responsibilities required to enable successful leadership development via a mentoring program)
- **Elements of an Effective Development Experience Model** (describes the three elements that must be present for leadership development to occur, combined with the two functions that each of them serve)
- **Self-regulation Questions for Protégé** (questions that should be integrated into a person’s development process to ensure learning transfer)
- **Integration of the Elements of an Effective Development Model and Self-regulation Questions for the Protégé** (outlines recommended steps the protégé should follow, in partnership with their mentor, to ensure their successful leadership development)
- **Tools/Resources** (contains copies of each tool and resource mentioned)
Payoff

Mentoring programs provide many benefits to the organization and its participants as outlined below:

<table>
<thead>
<tr>
<th>Protégé</th>
<th>Mentor</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Increased self-efficacy and feeling of belongingness</td>
<td>✓ Leadership skill development and practice</td>
<td>✓ Increased morale/motivation</td>
</tr>
<tr>
<td>✓ Increased job satisfaction</td>
<td>✓ Fulfillment of psychosocial needs</td>
<td>✓ Increased employee retention</td>
</tr>
<tr>
<td>✓ Alignment of beliefs and greater organizational commitment</td>
<td>✓ Increased self-awareness</td>
<td>✓ Improved succession planning</td>
</tr>
<tr>
<td>✓ Enhanced knowledge, skills and abilities</td>
<td>✓ Increased leader-efficacy</td>
<td>✓ Increased organizational commitment</td>
</tr>
<tr>
<td>✓ Increased visibility and likelihood of promotion</td>
<td>✓ Greater job fulfillment/rejuvenation</td>
<td>✓ Career/leadership development</td>
</tr>
<tr>
<td>✓ Increased social/career network</td>
<td></td>
<td>✓ Knowledge transfer and retention</td>
</tr>
<tr>
<td>✓ Increased ability to manage stress and conflict</td>
<td></td>
<td>✓ Organizational development and cultural transformation</td>
</tr>
</tbody>
</table>

Source: Mentoring as a Leadership Development Intervention
Key Interdependencies
The partnership established between the protégé and mentor plays a key role in the success of the mentoring program and the potential for leadership development to occur. Other roles impact this success too, as captured below.

- **Protégé**: Takes ownership of personal development. Actively participates in process of identifying and implementing goals, development actions and self-regulation activities to effectively develop.
- **Mentor**: Provides ongoing encouragement, direction and support to Protégé.
- **Protégé’s Manager**: Provides support and encouragement to employee (Protégé), enabling them to actively participate in program and develop their leadership.
- **Organization**: Provides culture that encourages and supports effective learning and development.
- **Mentoring Program Project Team**: Provides program structure and support.
Elements of an Effective Developmental Experience Model

The following model describes the three elements that must be present for leadership development to occur, combined with the two functions that each of them serve.

- **Assessment**
  - **Motivation:** Desire to close gap between current self and ideal self
  - **Resource:** Provides clarity about needed changes; clues about how gap can be closed

- **Challenge**
  - **Motivation:** Need to master the challenge
  - **Resource:** Experimentation and practice; exposure to different perspectives

- **Support**
  - **Motivation:** Confidence in ability to learn and grow; positive value placed on change
  - **Resource:** Confirmation and clarification of lessons learned

Performance Phase (Challenge):
- Do I have a clear understanding of what I am doing?
- Does the task make sense?
- Am I reaching my goals?
- Do I need to make changes?
- Do I need to modify my thoughts / emotions?
- Do I need to modify the environment?

Achievement of Goal(s)

Self-reflection Phase (Support):
- Have I reached my goal?
- What worked?
- What didn’t work?
- Would I do things differently next time?
- What is the impact on my motivation?

Forethought Phase (Assessment):
- What is the nature of the task?
- What is my goal?
- What kind of information and strategies do I need?
- How much time and resources will I need?
- What is my motivation?
- Do I need to modify the environment?

Self-regulation Questions for Protégé
The following questions enhance learning transfer when integrated into the leadership development process.

Source: Self-regulation theory: Applications to medical education: AMEE Guide No. 58
Integrating the Elements of an Effective Developmental Experience Model and Self-regulation Questions to Ensure Leadership Development

Instructions for Protégés:
Complete the following steps to identify and implement effective developmental actions in order to achieve your leadership development goals.

Steps

1. Establish a vision of where you want to be professionally in 3 – 5 years. What type/level of position do you want to be in? Do you want to manage others, or be an individual contributor? What type of experience and/or skills/knowledge would you need in order to be ready for this position?

2. Review performance feedback received during the last year from your manager and/or business customers. What was identified as your strength? What was identified as your development opportunity? What might you leverage and/or need to address in order to prepare yourself for your ideal position?

3. Consider what additional information about yourself would be helpful to assess, in order to identify development gaps that could be relevant to achieving your professional vision. Examples include, but are not limited to: leadership competencies, personality type, values, behavioral tendencies, etc. (Refer to Assessment Options chart located in the Tools section for more information.)

4. Based on results from completing steps #1-3 above, determine which 2–3 areas to focus on for development during your mentoring program. Refer to the SMART Goals section of the Action Plan form to prepare these development goals. (See form in Tools section.)

Source: "The Center for Creative Leadership Handbook of Leadership Development, 2nd ed."
5. For each development goal, identify specific action steps required to achieve it. Keep in mind that the best learning occurs when doing a variety of challenges. Also consider the following sources of challenge that are most effective in maximizing your learning:
   - **Novelty** (involves learning something new and different – may require you to step outside your comfort zone)
   - **Difficult** (may require you to work harder or differently)
   - **Situations characterized by conflict** (with someone else or within yourself)
   - **Situations that involve dealing with loss, failure and disappointment**

6. During the process of identifying development action steps, consider the following self-regulation questions**:
   - What is the nature of the task?
   - What is my goal?
   - What kind of information and strategies do I need?
   - How much time and resources will I need?
   - What is my motivation?
   - Do I need to modify the environment?

7. Finalize and document your development actions, etc. on the Action Plan form (found in Tools section).

8. Discuss your learning with your Mentor (use Mentoring Meeting Preparation form found in Tools section). Be receptive to their feedback and support.

Sources: *The Center for Creative Leadership Handbook of Leadership Development, 2nd ed.*
** Self-regulation theory: Applications to medical education: AMEE Guide No. 58
### Steps Continued


10. During the process of implementing your development actions, take time to consider the following self-regulation questions**:

   - Do I have a clear understanding of what I am doing?
   - Does the task make sense?
   - Am I reaching my goals?
   - Do I need to make changes?
   - Do I need to modify my thoughts / emotions?
   - Do I need to modify the environment?

11. Discuss your learning with your Mentor (use Mentoring Meeting Preparation form found in Tools section). Be receptive to their feedback and support.

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**Sources:**
- **Self-regulation theory: Applications to medical education: AMEE Guide No. 58*
**Steps Continued**

12. Upon completing all actions identified for each goal, take time to consider the following self-regulation questions**:

   - Have I reached my goal?
   - What worked?
   - What didn’t work?
   - Would I do things differently next time?
   - What is the impact on my motivation?

13. Discuss your learning with your Mentor (use Mentoring Meeting Preparation form found in Tools section). Be receptive to their feedback and support.

Sources: *The Center for Creative Leadership Handbook of Leadership Development, 2nd ed.**
** Self-regulation theory: Applications to medical education: AMEE Guide No. 58
Tools/Resources

- Assessment Options
- Action Plan form (3 pages)
- Example of SMART Development Goal
- Mentoring Meeting Preparation form
Assessment Options
Examples of assessment options available in order to identify development needs/gaps.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Where to find assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Values Assessment</td>
<td>Assessment to prioritize your personal values. This is important to know since an individual's values shapes their behavior.</td>
<td><a href="http://www.valuescentre.com">www.valuescentre.com</a></td>
</tr>
<tr>
<td>Leadership Competency Assessment</td>
<td>Leadership competency assessment developed by the Central Michigan University to aid in the development of leaders.</td>
<td><a href="http://www.chsbs.cmich.edu/leader_model/assess.htm">http://www.chsbs.cmich.edu/leader_model/assess.htm</a></td>
</tr>
<tr>
<td>DiSC</td>
<td>Assessment that identifies one’s behavioral style and how it affects their relationships with others.</td>
<td><a href="http://www.everythingdisc.com/workplace/">http://www.everythingdisc.com/workplace/</a></td>
</tr>
<tr>
<td>Myers Briggs Type Indicator</td>
<td>Instrument that indicates individual personality preferences and reflects what comes naturally to a person. Upon identifying personality type, one can learn about how to be more effective and motivate personality types different from oneself.</td>
<td><a href="http://www.mbtireferralnetwork.org/">http://www.mbtireferralnetwork.org/</a></td>
</tr>
<tr>
<td>BASIS-A</td>
<td>The purpose of the BASIS-A is to help understand how an individual's beliefs developed in early childhood contribute to one's effectiveness in social, work, and intimate relationships.</td>
<td><a href="http://www.mindspring.com/~trtbasis/">http://www.mindspring.com/~trtbasis/</a></td>
</tr>
<tr>
<td>Thomas-Kilmann Conflict Mode...</td>
<td>Assessment for understanding how different conflict-handling styles affect interpersonal and group dynamics.</td>
<td><a href="https://www.cpp.com/products/tki/index.aspx">https://www.cpp.com/products/tki/index.aspx</a></td>
</tr>
</tbody>
</table>
### Action Plan form

<table>
<thead>
<tr>
<th>Protégé’s Name:</th>
<th>Current Position:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Vision</strong> -- Where do you want to be professionally in 3 – 5 years?</td>
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</tbody>
</table>

### Personal Strengths and Development Opportunities

Consider feedback received from your boss, customers, etc. Also consider results obtained from other sources (e.g., MBTI, DiSC, Personal Values Assessment, etc.). What are the common themes in terms of your **strengths** (things you excel at) / **development opportunities** (areas that might derail you if not addressed)? How do these align with your vision of where you want to be in 3 – 5 years? Given this, which strengths and/or development opportunities do you want to leverage/address in your development plan this next year?

**Strengths:**

**Development Opportunities:**

### Create 1 –2 development goals that are SMART*. For each one, ensure they are:

- **Specific** – What will the goal accomplish? How and why will it be accomplished?
- **Measurable** -- How will you measure whether or not the goal has been reached?
- **Achievable** -- Is it possible? Have others done it successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?
- **Results-focused** -- What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal?
- **Time-bound** -- What is the established completion date and does that completion date create a practical sense of urgency?

Source: *http://www.hr.virginia.edu/uploads/documents/media/Writing_SMART_Goals.pdf*
## Action Plan form (Cont.)

**Development Goal 1:**

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources/Assistance</th>
<th>Constraints</th>
<th>Target Date</th>
<th>Success Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific actions or activities will help you achieve this goal?</td>
<td>What resources and/or support, such as management approval, funding, time away from work, will you need to complete each step?</td>
<td>What constraints do you anticipate encountering when pursuing each development action?</td>
<td>What is the deadline for each development action?</td>
<td>What will you use to measure the success of this activity?</td>
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</table>
## Development Goal 2:

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Resources/Assistance</th>
<th>Constraints</th>
<th>Target Date</th>
<th>Success Measures</th>
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<tr>
<td>What specific actions or activities will help you achieve this goal?</td>
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Example of SMART Development Goal

**By October 30, 2014,** demonstrate at least a Very Effective level of competency for Lead and Develop the Organization by completing development actions identified on action plan in order to prepare self for Director role.
Mentor Meeting Prep form

In preparation for your monthly meetings with your mentor, consider the following questions:

1. What developmental actions have you completed since having your last meeting with your mentor?

2. What worked, and why?

3. What didn’t work, and why?

4. What additional assistance is needed in order to reach your development goal(s)?

5. What have you learned about yourself as a result of completing your self-regulation questions?

6. What will be your focus this next month?