

MENTOR TRAINING



**FUTURE
LEADERS
MENTORING
PROGRAM**

Attribution

The Future Leaders Mentoring Program Mentor Training is provided to ACC Australia members in support of their professional development as leaders in the in-house legal profession.

The materials herein were sourced, written and developed by Dr Karina Butera of Karina Butera Consulting Pty Ltd, who has since taken on the full-time Head of Programs role at ACC Australia. Karina has been facilitating and developing the ACC Mentoring Program since 2015.

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Finally, we thank all mentors over the thirteen-year history of the mentoring program, for their feedback, contribution and efforts to positively impact the lives and careers of aspiring in-house lawyers.

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A welcome note from your Program Facilitator

The fact that you are embarking on this training is a demonstration of the importance you place on your contribution to the ACC Australia Future Leaders Mentoring Program, your passion for helping others and your own commitment to personal growth. I have no doubt you're reading this because you have the mindset "if I'm going to mentor, I'm going to be the best mentor I possibly can be." And I highly commend and thank you for this. Without you and others like you, the program would not be possible.

I want you to enter this training knowing that, simply by taking on this training and by seeing yourself as someone who has more learning and growing to do, you already have all it takes to be a fantastic mentor. You are humble, you are curious, and you are committed to doing the best you can to help another on their professional journey.

Although there are lots of "wrong" ways to mentor, there is no strictly "right" way to mentor. Every mentor has their own style and strengths. This training is designed to provide you with a range of theories, techniques, ideas and guidelines to help you develop and feel confidence in what makes *you* unique as a mentor.

I've designed this training to be self-paced and set out in a way that you can dip in and out of as feels right for you. Some of this material will be easy to skim, and other material you may wish to explore in a deeper way. In the appendices, I've included suggestions for further reading and viewing on areas you might like to delve into more comprehensively.

I recommend you print this out and use it as a workbook. You might like to bookmark certain sections that may not seem relevant right now but could be useful to return to at a later date. As you read through the materials provided, make notes in the margins and spaces provided to help you understand more about *your* unique mentoring style.

Please note, although you are a lawyer and used to reading legal documents, this is a training manual. As such, I have used conversational language and tone. I trust the informal nature of this workbook is a welcomed break from the more precise conventions you usually observe.



Enjoy the process of learning more about mentoring and yourself as a mentor, and please feel free to contact me if you'd like to discuss any of the content in greater detail.

Karina

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Training Overview

Module One | [MENTORING: FROM THEN TILL NOW](#)

In this module you will gain insight into the history, meaning and importance of mentoring, both in general and within the culture of the legal profession and ACC Australia.

Module Two | [THE ROLE OF THE MENTOR](#)

In this module you will develop a clear understanding of the role of a mentor, how mentoring differs to other forms of professional development methods and the various roles a mentor can play in the mentee's life.

Module Three | [MENTORING STYLES AND METHODS](#)

In this module you will gain a greater understanding of a range of different styles of mentoring and identify which styles and mentoring methods to use to bring out the best in the mentee.

Module Four | [THE MENTORING RELATIONSHIP](#)

This module outlines the developmental stages of a mentoring relationship from initial contact to program close, and provides tips on how to develop a strong, trusting and effective mentoring relationship.

Module Five | [MENTORING FRAMEWORKS AND RECORD-KEEPING](#)

This module provides a variety of frameworks which can be used to give structure and build accountability into your mentoring relationship. Appropriate record keeping and eligibility for CPD credits are also discussed in this module.

Module Six | [DEALING WITH DIFFICULTIES](#)

This module dives into more advanced mentoring techniques required for dealing with the complexities and challenges that can commonly occur in mentoring relationships.

Appendices | [TOOLS, FORMS AND TEMPLATES](#)

Included in this training manual are all the record keeping forms, handy questionnaires and templates that you can choose to use to ensure your mentoring program is structured and recorded to maximum effect.



MENTORING
PROGRAM



By in-house counsel | For in-house counsel*

MODULE ONE

**MENTORING:
FROM THEN
UNTIL NOW**



Learning Objectives

In this module, you will first learn the fundamentals of mentoring, including the history, definition, benefits and core characteristics of a mentoring relationship. Following that, you will consider why mentoring is so important to the development of an in-house lawyer, and learn the history, objectives and expectations of the ACC Australia Mentoring Program.

The History of Mentoring

Mentoring was a term first used in ancient Greece. It was born out of Homer's "Odyssey" (written 800BC). When he set out on his journey, Odysseus left his infant son, Telemachus, in the care of a companion named Mentor. Mentor was a role model to Telemachus, guiding him as he grew.

Since that time, the term 'mentoring' has been used to describe the relationship between an older person who guides and counsels a younger person.

Although it was traditionally used to define guidance given to *youth* (such as a student/teacher relationship), mentors have become common place to individuals at all stages of their personal and professional development life. Indeed, many mentors have their own mentors who in turn have mentors of their own. In fact, mentors tend to develop mentors who add to and pass on knowledge and wisdom across the generations.

In the past, mentoring was an informal process where the youngster was 'taken under wing' by the elder. However, in recent history it has become a more structured and formal relationship, usually with some form of overarching goal attached.

What is Mentoring?

We have all had mentors in our lives. These are the people who have positively influenced us, contributing to our growth and success, sometimes without even knowing it – often our parents, perhaps a teacher, a boss or a special family friend from whom we learned important life skills and tapped into a greater sense of our personal strengths and potential.

Mentoring is a teaching and development method, that is a cost-effective way of passing knowledge from one generation to another. Although, traditionally, mentoring was a benevolent act of goodwill from an elder or more experienced practitioner in contributing to the development of an aspirant. In more recent times mentoring has been recognised as a mutually beneficial relationship.

Mentoring is a confidential relationship between a more *senior* professional (mentor) and an *aspiring* professional (mentee or 'aspirant') based on mutual openness and trust. It is a *two-way* relationship where both parties derive satisfaction from the sharing of goals, challenges and knowledge. The mentor is a supportive and encouraging influence for the mentee, helping them build confidence as they become more familiar with the application of their new knowledge.

Mentoring is a form of applied learning, providing the mentee with a secondary support to primary learning. This support enables the mentee to put formal learning into real-life practice. The mentor shares their own experience as necessary to provide practical examples of how they have encountered similar problems and tackled them in their own career.

Mentoring is a mindset that comes from the desire to help another succeed without taking personal credit

Essentially mentoring is an avenue of confidence building, not only for the mentee. The mentor also builds a greater sense of surety of their own knowledge and skill set. Mentoring is a positive and inspiring relationship whereby both parties are engaged and rewarded throughout the process.

Mentoring is a relationship enabling:

- Real issues to be investigated in a confidential and exploratory way.
- Both mentee and mentor to discover blind-spots and be challenged to think differently.
- Sharing of ideas, resources and methods of practice.
- Introductions into new professional networks.
- Confidence building in the existing knowledge of both mentor and mentee.
- Career pathways to be discovered.
- Knowledge sharing, collaborative thinking and brainstorming.
- The mentee to have a partner to keep them accountable to their commitments.
- A cycle of strategy development, testing, evaluating and improvement over time.

In addition, the mentor may also:

- Make networking introductions to other professionals who may be relevant to the mentee's professional development or career path.
- Recommend educational materials or courses that will help the mentee to improve their skills and achieve greater results.
- Review and provide feedback on the mentee's own materials, such as their CV, a presentation or proposal.
- Invite the mentee to attend meetings or events at the mentor's workplace as an observer and/or attend meetings or events at the mentee's workplace as an observer or support person.

The benefits of being a mentor

Although mentoring is an act of altruism, it has the power to be one of the most rewarding acts of kindness and intellectual generosity. Through “in”vesting time to help another grow, we become “vested” in their wellbeing and success. Observing the growth in a mentee, garners immense pride and builds on the confidence of the mentor.

It often surprises people that mentoring is not all about giving. Mentors can find professional and personal benefits.



Mentoring benefits for the mentor include the opportunity to:

- Develop interpersonal and leadership skills.
- Undertake self-reflection to help form goals and recognise the journey undertaken
- Improve own self-awareness.
- See the world through different eyes and gain new perspectives.
- Give back to the profession and in doing so help in-house counsel benefit from your learnings.
- Review their own career path and gain confidence in their own knowledge and skills.

The Mentoring Partnership

The mentoring partnership is a relationship based on mutual respect, trust, and openness. Both parties need to build rapport that is based on the sharing of values and the willingness to be truthful – this includes discussing weaknesses, vulnerabilities, and failures.

It is important that the mentoring partnership is treated as a professional relationship. It is more than coaching because the mentor has specific experience in the area the mentee aspires to move into. It is not a counselling - the mentor is not there to assist with personal problems. It is a professional arrangement where the mentor shares insights from past learnings and the mentee is accountable for the actions they take.

Although often the goal of a mentee is to progress their career, the role of the mentor is not to be a recruitment consultant. Under no circumstances should the mentee ask the mentor to pass on information about upcoming employment opportunities in the mentor’s workplace.

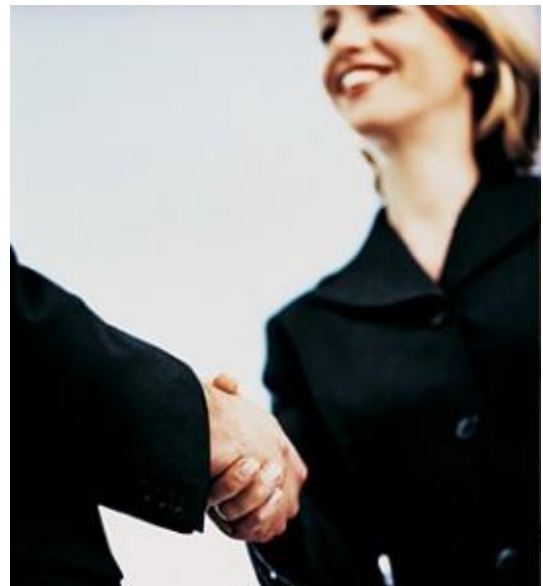
Should the mentor see opportunities to make introductions they feel would be advantageous for the mentee's network, this is entirely acceptable. However, these introductions are at the discretion of the mentor and should not put any party in a compromising position.

Together, the mentee and mentor should take time to get to know one another, align values and set clear expectations, communicate openly, deliver what is committed, share fears and failures, look for moments of truth, and recognise when things have run their course.

Mentors are responsible for reinforcing the standards, norms, and values of being an in-house counsel. They offer support and challenge the mentee. They can give guidance but cannot take on the responsibilities of the mentee.

Mentees are responsible for their own development. They must be proactive, motivated, and open to ideas. The mentee can admire the mentor's success or approach, but ultimately the mentee is responsible for finding their own path.

In a structured program such as this, the mentoring relationship is a finite relationship. We have found that nine-months is the right amount of time to allow for rapport and build trust. Over the monthly sessions, the mentee is likely to have set short and long-term goals and career plans, adjusted their professional style and working habits, and learned valuable lessons to take forward into their career.



Eventually the mentee will have achieved some smaller goals and exhausted their topics of exploration with the mentor, and this usually happens after approximately six to eight sessions. By the end of the nine-month program, it will feel right for the mentor and mentee to end their formal mentoring relationship and step into a post-mentoring relationship as colleagues or friends. There is no reason why the mentor and mentee cannot continue to catch up after the program, and in many cases remain in contact for years, sometimes decades, after the formal relationship.

Formal Mentoring Programs

Mentoring can be naturally occurring, momentary, long-lasting or a structured process. While we all have been mentored and have mentored to various degrees through in-formal mentoring relationships, formal mentoring is an overt partnership with agreed goals and outcomes associated.

A formal mentoring relationship is characterised by:

- A *timeframe* with a clear commencement and conclusion date. The timeframe is based on the overall goals of the mentee, and most mentoring relationships run for no longer than a year.
- Measurable *learning objectives* and the achievement of a specific outcome based on the objectives of the mentee.
- Meeting *regularly*, either in person or in a virtual manner, over the period of the formal relationship.
- Meetings having a mentee-driven *agenda* and agreed *action items* which the mentor holds the mentee accountable to complete.
- An agreed *structure, boundaries* and *code of ethics*.

Student Peer Mentoring Programs

Formal Mentoring Programs have been a feature used in schools and universities globally since the early 1980s to retain students, assist in their introduction to the education facility and improve on academic success rates.¹ In primary and high school programs the mentoring is more closely related to a “buddy” system, and established to ensure smooth transitioning for new entrants and create a culture of peer support and leadership across the student population.

In the higher education setting mentoring programs are more sophisticated, with students receiving mentor training and formal expectations regarding meeting with their mentees regularly. Mentoring is seen as an important aspect of orientation programs for students transitioning from high school to university life. In some cases, mentors work with mentee groups rather than individuals. Many universities have a range of specialist mentoring programs, such as:

- Post-graduate mentoring programs
- Diversity programs

¹ Rodger & Tremblay, 2003, “The effects of a peer mentoring program on academic success among first year university students.” *The Canadian Journal of Higher Education*, Vol 33, No 3.

- International students programs
- Corporate-partnership programs
- Programs within specific disciplines/schools (ie: Faculty of Law – Future Lawyers Program)

Company (Internal) Mentoring Programs

Many companies run internal mentoring programs where members of the executive and senior management teams are partnered with high-potential employees or those in graduate programs. Internal mentoring programs tend to be managed within the People and Culture (or HR) department of the company. In most cases, these programs are not optional or available for all members of staff. Rather, they are discretionary programs where mentees are selected based on their perceived potential as a retention initiative and mentors are “tapped on the shoulder” based on their own leadership profile within the business. Many large companies and organisations have mentoring programs provided for a specific subset of employees based on their diversity goals (for example, women in leadership programs) or induction needs (for example, graduate programs).

There are many benefits to internal mentoring programs, such as:

- They are a low-cost way of providing applied learning and training to employees.
- Mentoring meetings are easily set up and held in the offices or a near-by café, making regular catchups more likely to take place.
- They are a highly effective way for passing down the unwritten but taken-for-granted norms and rules within the company culture.
- Those in senior positions can learn from those “at the front line” about the daily challenges the company faces and potential solutions that they don’t learn from high level reports.
- They set the company apart as “employer of choice” for high-potential candidates.
- Where mentors and mentees are partnered across business units, mentoring can have positive outcomes in gaining greater understanding and breaking down silos across the organisation.
- They provide a useful tool for executives to gain feedback on how the middle management layer of the organisation is functioning.

Although there are many benefits to internal programs, there can also be disadvantages and challenges to overcome. These include:

- The openness and trust that is crucial to the mentoring relationship can be very hard to establish due to mentee concerns that to admit to a weakness could work against them and sow seeds of doubt about their potential progress in the organisation.

- Likewise, the mentor may be reluctant to let down their guard and share the challenges they have had to overcome for fear of appearing unprofessional or disloyal to the company or certain business units or members of the executive team.
- A mentee may be matched with a mentor who has an adversarial relationship with the mentee's own manager which could result in difficulties in building rapport due to preconceived ideas held by the mentee; the mentor may give guidance that contradicts the advice of the mentee's manager and the mentee's manager could object to supporting the mentoring partnership.
- Dysfunctional or negative cultural norms can be passed down and replicated from one generation of employees to the next.

External Mentoring Programs

External mentoring programs aim to provide support for mentees through connecting them with a more senior peer from another company within their industry or profession. Member-based associations most commonly run these programs as a member benefit and to positively impact the overall effectiveness and status of the industry.

Externally managed mentoring programs are usually mentee-driven and run for a duration of between eight months to a year. The benefits of external mentoring programs as opposed to company mentoring programs are:

- The mentor is not part of the mentee's organisation, and therefore can be counted on for neutral guidance (rather than there being a vested interest in reinforcing cultural norms and retaining the employee in the organisation).
- The mentee (and mentor) can be exposed to ideas coming from a different company or industry culture.
- Trust and rapport building can happen very quickly once it has been established that neither party knows others within their partner's organisation.
- The networks of the mentor and mentee have the potential to expand due to the cross-introductions that can be made.
- External mentoring programs tend to have larger participation numbers, meaning there is a greater pool of mentors to select a strong match from.
- Mentees who are curious about other industries can often access mentors who have experience in their area of interest.

External programs are not without their challenges, some of which include:

- Some mentees may view the mentoring program as a way to get introduced into the company of the mentor, which can put the mentor in an awkward position.
- When mentors and mentees are from competitive companies within the same industry, some important conversations may need to be avoided to mitigate potential conflict of interest.
- It may take longer to gain momentum based on the time it takes to familiarise each other with specifics regarding company culture, historical background, and industry-specific jargon.
- External programs tend to be significantly larger than internal programs, and the program facilitator is unlikely to personally know program participants, which makes matching a more complex process.

The Importance of Mentoring to Professional Development for In-house Lawyers

It is widely recognised today that mentoring is an important career training and development tool that not only assists an individual's career, but also results in raising standards of their relevant profession. For in-house counsel, mentoring is extremely important. The skills required to excel in-house are not taught at law school, are not gained in private practice, and cannot be learned from a book. Most in-house counsel have learned through trial, error, and success.

Particularly for those who hold sole in-house positions or working in small legal teams, being the legal representative within the business can be a lonely role to play. Being involved in high stakes negotiations and being involved in mitigating risk to the organisation, can be politically challenging. To be able to seek guidance from a neutral, more senior member of the profession who "speaks the language" can be a huge relief for the in-house counsel who can feel like a fish out of water in their own company.

In-house legal work is serious business that involves dealing with conflict on a regular basis. Moreover, being a corporate function, in-house legal teams are often under-resourced and stretched. Meeting the demands of the business can be a constant challenge, and therefore effective stress management strategies are a crucial need for in-house lawyers. Having a confidante to share experiences with can be an excellent way of releasing the pressure and finding ways to deal with what can feel like an overwhelming workload.

Career advancement within one's own organisation can be difficult for in-house counsel, particularly those in senior in-house roles, whose next goal is to break into a General Counsel (GC) position. Often there can be several others in the team with their eye on the boss's office.

A

good mentor can help their mentee find ways to stand out as GC potential and explore options for identifying skillset gaps and opportunity for further learning to be ready for that next career step.

Sharing this knowledge across the in-house community means that practical information and tested approaches spread through the profession. The result is that as a profession, in-house counsel continue to lift the stature and status of the role of in-house counsel, helping the broader impression to shift from lawyer to trusted adviser.

The ACC Australia Mentoring Program

Originally the Australian Corporate Lawyers Association (ACLA), the Association of Corporate Counsel (ACC) Australia was set up by in-house counsel, for in-house counsel – to be a member-based and driven association that values peer-to-peer learning and provides educational, professional development and networking opportunities tailored specifically for corporate lawyers.

The Future Leaders Mentoring Program was developed to help members connect with broader networks, develop a new level of thinking, and learn and share ideas, challenges and experiences with someone hungry to explore and develop.

**Mentoring ...
by in-house counsel
for in-house counsel**

History

The legal profession has a history of collegiate support and mentoring as a way of nurturing emerging legal professionals and protect the high status of the profession. Associations such as the state law societies and bar associations have a long history of providing mentoring support for members.

Wishing to provide specialised in-house mentoring support to members, ACC Australia has a proud history of providing opportunities for more junior members to build individual relationships of support and knowledge-sharing with more senior members of the in-house legal profession. Likewise, the mentoring program offers opportunities for more senior members to give back, keep their knowledge fresh and build confidence in their leadership skills within the profession. Therefore, the mentoring program was identified an ideal avenue to realise the association's vision and mission.

The first ACLA mentoring program was piloted in Victoria in 2006 with a handful of mentoring pairs. The program was received so well, the following year it was offered in all states. Since then, it has grown in quality, resources, and participation numbers.



View the video *Mentoring for In-house Counsel, by In-house Counsel* now to hear from current and program participants about their experience in the Mentoring Program.²

CTRL/CLICK HERE
To view ACC Australia video
**MENTORING FOR IN-HOUSE
COUNSEL, BY IN-HOUSE**

Program Features

The ACC Australia Future Leaders Mentoring Program offers:

- A program that meets world class quality standards as prescribed by the International Standards for Mentoring and Coaching Programs ([ISMCP](#)) including a code of conduct to ensure a safe and confidential environment for professional development.
- An annual ten-month program from the start of February to the end of November.
- A program with a dedicated facilitator who oversees all aspects of program management, matching, participant liaison, training, awards, and events.
- Formal mentor training made available to all participants with CPD credit eligibility.
- An extensive resource library including a comprehensive program handbook, and many resource documents such as articles, videos, and templates.
- A program well supported by a national sponsor, enabling the ability to hold face-to-face events in larger regions and provide quality webinars for participants unable to make events or are in smaller regions.
- Mentor and Mentee of the Year awards at the ACC Australia Annual In-house Lawyer Awards.

TOP FIVE REASONS MENTEES JOIN THE ACC MENTORING PROGRAM

1. Career pathway guidance
2. Develop stronger networks
3. Confidence building
4. Develop management skills
5. Improving influencing skills

Over the years of program evolution and under the guidance of the ACC Australia Mentoring Advisory Committee, processes and practices of the program have been refined to enable the best possible level of recruitment, matching, participant support and training.

² If link in red text box does not work, go to:

https://www.youtube.com/watch?time_continue=15&v=10FYRtvwxAY

Partnership Matching

Matches are made on an individual basis by the program facilitator based on:

1. An ideal gap in *experience* – based on best-practice standards that defines the ideal mentor to be approximately 7-10 years or two levels of hierarchical progression ahead of the mentee.
2. Geographic *location* – with the aim to match mentors and mentees in locations that would enable meeting in person where possible.
3. Areas of *specialisation* – where areas of practice are matched as closely as possible.
4. *Professional development* needs – where the areas of growth the mentee seeks is an area of strength in the professional toolkit of the mentor.
5. Other *special requests*, such as experience in a specific industry, relating to the specific learning objectives of the mentee.
6. Matches are able to be made *virtually* (between states) to ensure the best possible fit is achieved.

Program Commitment

To ensure the program provides maximum value to both the mentor and mentee, it is expected that all program participants will commit to the following activities:

- Attendance of the program introduction event, either in person or through the webinar provided.
- Engaging in a minimum of six 45 to 75-minute mentoring meetings throughout the program (preferably meeting for an hour each month, although in virtual relationships, it may be more appropriate to have shorter meetings more frequently).
- Providing feedback and completing surveys as required by the program facilitator.
- Responding promptly to communications from their mentoring partner and keeping commitments as best as possible to meeting times.
- Notifying the program facilitator in a timely manner should difficulties of any kind occur during the program.

Code of Practice

Both mentors and mentees are expected to abide by the conditions of the ACC Australia Mentoring Code of Practice as outlined below.

Mutual respect

Both parties must treat the other with respect. The mentor will respond to the mentee's needs and agenda, not their own and the mentee will respect the boundaries of the relationship and the time given by the mentor. Neither party will intrude on matters the other wishes to keep private.

Honesty and openness

Both parties should be authentic and truthful to the other about themselves and the mentoring relationship to get the most from the program.

Confidentiality

Both parties must respect the confidential nature of the relationship. Business and personal information that is shared cannot be used for personal gain and all confidential material of a party must be returned or deleted immediately if conflict arises or the party otherwise requires.

Ownership

The mentee must take ownership of the process and the outcomes and the mentor should empower the mentee to do so.

Commitment

When you become a mentor or a mentee you make a large commitment to another person. Not all pairings will be right and ultimately either party can dissolve the relationship. However, before doing so both parties should try to make it work and seek advice.

Authenticity

Mentors and mentees need to be aware that everyone has limits to their knowledge and experiences. Not all issues will have answers and mentors need to feel comfortable to express their limits, and help the mentee find places to look for the answer.

Non-exploitative

Neither party should use the program to seek commercial information, employment or any personal advantage from the other party outside of the mentoring relationship.

Saying goodbye

Both parties should consider the length and closing point of the relationship. The program runs for nine months, but pairs may choose to continue the relationship for a longer or shorter period based on needs and mutual agreement.

Quality Measures

Program success is measured by the following key performance indicators:

1. Mentor match satisfaction of at least 85% of program participants within the first two months of the program.
2. Program completion by a minimum of 90% of program participants.
3. Participant satisfaction levels of "satisfied" or "highly satisfied" with the program by a minimum of 85% of program participants.
4. Overall mentor pool growth of 15% per annum.
5. Repeat mentor rate of at least 30% annually.
6. Overall positive feedback and growth in program awareness across the membership base.

The following methods are used to track program progress:

1. At matching, partnerships identified as potentially challenging are noted and followed closely by the Program Facilitator who offers additional support where required.
2. Program Facilitator tracks first meeting and satisfaction levels for each matched pair.
3. Mid-program survey and review webinar conducted to check on mentee progress.
4. Regular correspondence is sent to participants throughout the program, encouraging them to contact the Program Facilitator with any concerns.
5. End of program survey assesses the overall success and satisfaction rate of participants.
6. A Mentor Master List is maintained to ensure mentors are kept abreast of new program opportunities and growth to the mentor pool can be measured.



MENTORING
PROGRAM



By in-house counsel | For in-house counsel®

MODULE TWO

THE ROLE OF THE MENTOR



Learning Objectives

This module will help you articulate exactly what your role is as a mentor. You will explore how the role of a mentor differs from other professional development roles, such as coaches, teachers, and counsellors. Importantly, you will identify what is *not* part of your role as a mentor. By understanding these distinctions, you will be able recognise the boundaries and self-discipline needed to consistently meet the expectations of your mentee by staying in role throughout the program.

The role of mentor defined

You will find many definitions of “mentor”.

A mentor has a defined role to play in the professional development of the mentee, which includes:

- Being committed to the personal and professional development of the mentee
- Sharing insights gained from the successes and disappointments of their career
- Listening actively and allowing the mentee to set the pace and agenda
- Providing the mentee with encouragement and guidance
- Acting as a sounding board and encouraging the exploration of alternatives
- Giving feedback to assist the mentee’s development in areas within the mentee’s scope to improve

Mentoring as Opposed to Other Growth-Oriented Relationships

There are many other professional development roles aimed at providing support, education, and growth to another person. While there can be blurring, and the mentor does need to have a level of emotional intelligence and life experience to take a wholistic approach to conversations, it’s important to know the distinction between mentoring and other growth-oriented relationships.

- Mentoring is not to be mistaken for *professional or life coaching*. A mentor has already achieved to various degrees what the mentee aspires to achieve and shares their experience of the path travelled. A coach, however, may never have worked in the same profession or industry, but poses questions to encourage the coachee to explore their growth potential and achieve their best. A coach should also have had intensive training in helping others to achieve their goals, and in most cases makes a living from this. Therefore, although it is not necessarily always the case, a coach has a larger battery of skills and experience to draw on in working with others.

- Mentoring is not *personal counselling*. The focus of the mentoring discussion is specifically on career and professional development. At times personality and conflict may be the topic for exploration; however, strictly speaking a mentor will not provide therapeutic support regarding problems occurring in the mentee's personal life.
- Mentoring is not *teaching*. Although there are learning outcomes for the mentee, the mentor does not set the agenda, lecture, or examine. Rather, the mentor listens and guides the mentee to voice their own dilemmas and options. Responding to the mentees questions as required.
- Mentoring is not *recruitment consulting*. While it is commonplace for a mentor to review a mentee's curriculum vitae and provide guidance on possible career paths, it is not the role of a mentor to find a mentee a job. In fact, it could be seen as conflict of interest and also set unrealistic precedents should a mentor recruit a mentee into a position within their own company.
- Mentoring is not *friendship*. Most successful mentor/mentee relationships develop a strong sense of trust and openness, and depending on personalities and specific issues, a sense of respect and humour will be part of the relationship. However, it would be inappropriate for a mentee to intrude on a mentor's personal or social life. Often, by the time the mentee 'graduates' from the mentoring partnership a connection and warmth may have developed, and friendships of collegiate support and social mutual interest may continue well beyond the mentoring relationship.

Mentors are friendly professionals, not professional friends

What makes a good mentor?

The role of mentor can feel counterintuitive. When asked for guidance, it seems right to instruct based on your experience. However, research shows that taking a "coaching" approach as opposed to a "telling" approach gets better individualised results for the mentee. It also opens the pathway to learning for the mentor.

The qualities of a good mentor include:

- Being approachable, friendly and creating a light and enjoyable environment for discussions (having a sense of humour is an excellent ice-breaking tool).
- Doing 80% of the listening and 20% of the talking.
- Encouraging the mentee to consider the values and objectives of the business the mentee works for.
- Being reliable and responsive.

- Providing a confidential sounding board, being a safe haven and building a trusting relationship.
- Being open and comfortable in sharing failures and associated lessons.
- Drawing on parallel experiences and explain learnings from that perspective.
- Being a positive reinforcer.
- Facilitating the broadening of the mentee's network.
- Communicating as a peer and avoiding power imbalances.
- Appropriately challenging assumptions and encouraging broader thinking.
- Facilitating discussion, interaction and the exchange of information and ideas.
- Recognising and encouraging excellence in others.
- Researching issues together, discussing ways to find answers and building confident independence in the mentee.
- Being supportive, patient, and enthusiastic.
- Ensuring ethical standards and decisions are discussed and encouraged.
- Providing structure enabling thorough exploration of issues.
- Providing appropriate feedback.



View the video, *Qualities of a Good Professional Mentor*, to hear what other ACC Australia members believe make a mentor most effective.³

CTRL/CLICK HERE
To view ACC Australia video
**QUALITIES OF A GOOD
PROFESSIONAL MENTOR**

³ If clicking on the link in the red box does not work, you can view the video by going to the following URL: https://www.youtube.com/watch?time_continue=39&v=yew7zxkzZ58

What a Mentor does NOT do

It is important not to create a negative or even destructive experience for the mentee. A mentor should NOT:

- Be unreliable, breaking meeting times or running late.
- Set the agenda or advise based on their own ideals.
- Take phone calls or accommodate unnecessary interruptions during meetings.
- Be overly familiar, discuss irrelevant or inappropriate topics or cross professional boundaries.
- Rush the mentee in their discussion and decision-making.
- Self-aggrandise, making mentoring sessions 'all about him/herself', reliving their own careers, telling long-winded stories that are not relevant to the mentee.
- Be dismissive of the mentee's issues or ideas.
- Make disparaging comments about industry figureheads or associates.
- Tell the mentee what to do or make assumptions on what they need.
- Be argumentative, inflexible or closed-minded.
- Discredit an idea or option without providing clear logic behind this and providing suggested alternatives.
- Pursue their mentee as a prospective employee.
- Take on responsibilities for the mentee - a mentor does not do the work for a mentee.
- Attempt to have all the answers, taking away the opportunity for the mentee to find their own ideal solutions.
- Give up on the mentee after just one or two sessions.
- Make comments that are insensitive or belittling.

TOP FIVE COMPLAINTS MADE ABOUT MENTORS

1. Unresponsive to contact
2. Unreliable – cancels meetings at last minute
3. Imposes own agenda / program structure
4. Poor listener
5. Disinterested and aloof



MENTORING
PROGRAM



By in-house counsel | For in-house counsel*

MODULE THREE

MENTORING STYLES AND METHODS



Learning Objectives

This module is all about *you* as a mentor.

You will learn the specific skills mentors rely on to have engaging and productive mentoring conversations. Every mentor brings something unique to the mentoring partnership, and in this module you are encouraged to identify which of the mentoring skills are personal strengths for you and which are areas for you to draw awareness to, practice and modify.

To help you assess your mentoring skills and identify what makes your style unique, self-assessment tools are included for your use.

The Foundations of Effective Mentoring

Before pressing ahead into discussions of models, skills and styles, let's look at the foundation underlaying all skills and styles associated with mentoring, namely your levels of self-awareness, emotional intelligence and authenticity.

Self-Awareness

To be an effective mentor you need a sound level of self-awareness. This means having a strong sense of:

- Your personality traits
- Your behavioural preferences
- Your general mood and temperament
- How you are perceived by others
- Your personal biases and triggers
- Your strengths and weaknesses

Self-awareness gives you the capacity to learn from your mistakes as well as your successes. It enables you to keep growing.

Lawrence Bossidy

Understanding who you are and how you are perceived by others will:

- Help you identify and describe to the mentoring program facilitator the best type of mentee for you to assist.
- Understand how you are perceived and modify your approach as required.
- Recognise, avoid, and manage situations where you know you may be triggered emotionally.
- Help you communicate more effectively with a range of others (not just people like you).

Emotional Intelligence

Self-awareness is the starting point for strong emotional intelligence. To have strong emotional intelligence (EQ or EI) means you are able to:

- Recognise, understand, and manage your own emotions
- Recognise, understand, and influence the emotions of others
-

Goleman,⁴ identifies five components of emotional intelligence:

- Self-awareness
- Self-regulation
- Motivation
- Empathy
- Social skill

According to Salavoy and Mayer, who originally coined the term, emotional intelligence is required in:

If your emotional abilities aren't in hand, if you don't have self-awareness, if you are not able to manage your emotions, if you can't have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far.

Daniel Goleman

- Giving and receiving feedback
- Managing schedules and meeting tight deadlines
- Dealing with challenging relationships
- Not having enough resources
- Dealing with change
- Dealing with setbacks and failure

Any, or all, of the above situations may be required in a mentoring conversation, and therefore it is crucial any mentoring techniques are used with a good measure of emotional intelligence. In every conversation it will be your responsibility as a mentor to manage your own emotional state, observe through words, tone, and body language your mentee's emotional state. Utilising your emotional intelligence will mean you:

- Recognise the appropriate way to put your mentee at ease.
- Establish trust and build rapport.
- Communicate at the right level.
- Keep pace with your mentee without overwhelming them.

⁴ Goleman, D., 1996, Emotional Intelligence, Bloomsbury Publishing

- Identify incongruency in their messaging (words/tone/body language) and interpret deeper meaning accordingly.
- Know when to pause and allow your mentee space to think/reflect.
- Identify and recover quickly if you uncover sensitivities or triggers.
- Know when and how to challenge appropriately.
- Know when and how to provide encouragement and genuine praise.

If you are unsure of your level of emotional intelligence or wish to build on it, there are a number of ways you can improve it, including:

- Engaging a professional coach or mentor to assist you.
- Reading up on emotional intelligence (see appendices for list of suggested resources).
- Learning more about yourself through online assessments. Professor Martin Seligman, the author of *Learned Optimism* and founder of Positive Psychology, has more than 20 free reliable questionnaires regarding your values, empathy, happiness, well-being, relationships, resilience (and many more) at <https://www.authentic happiness.sas.upenn.edu/testcenter>.

Authenticity

Finally, one of the most important foundations for being a highly effective mentor is authenticity. Authenticity is about having the courage, vulnerability, and integrity to drop pretences and be your full and true self. Brene Brown, defines authenticity as a "collection of choices that we have to make each day. It's about the choice to show up and be real. The choice to be honest. The choice to let our true selves be seen."⁵

When you show up being your real, imperfect, authentic self; you create a comfortable space for others to do the same. Walk boldly in your truth.

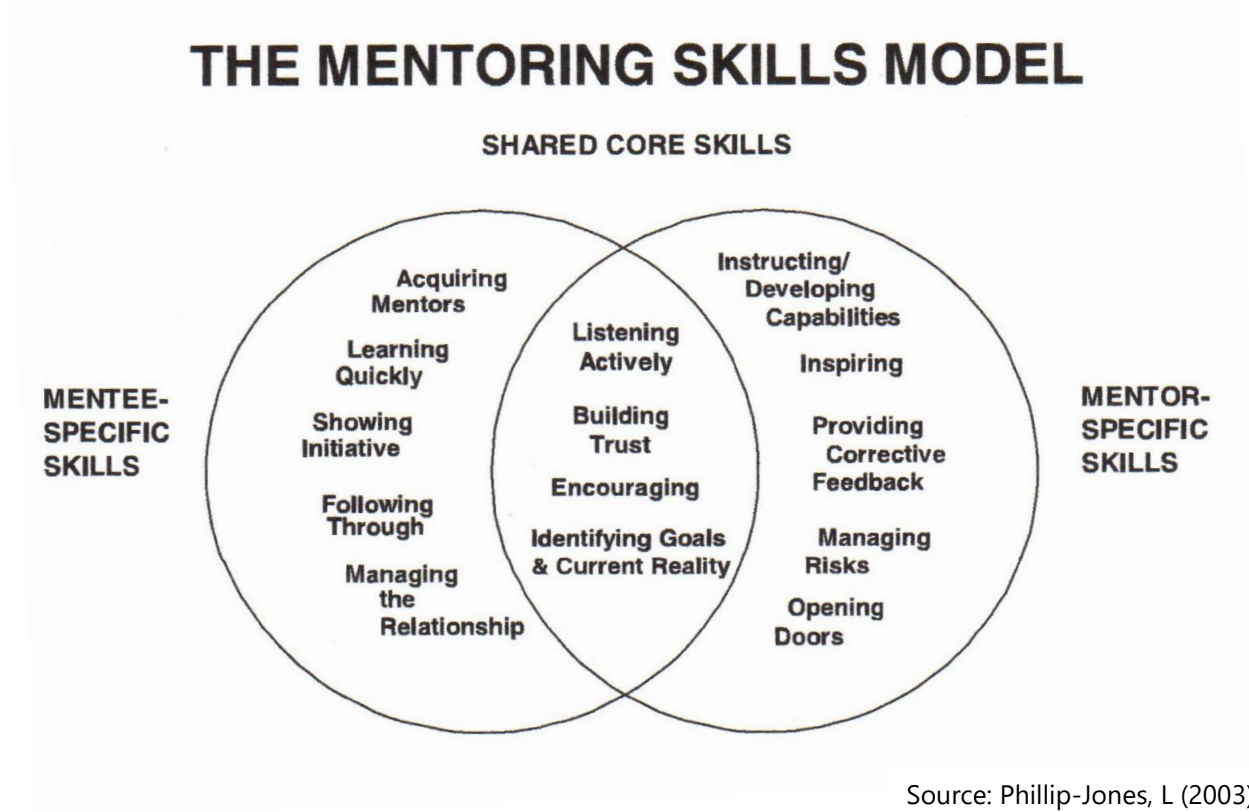
Katie Maslin

As a mentor, authenticity enables the mentee to sense you are genuine in your interest in them and your efforts to help. It enables rapid development of trust and openness. Being relaxed in who you are holds transformative power for the mentee. By showing your whole self, warts and all, you allow the mentee to let go of anxiety around having to appear, at all times, perfect, accomplished and knowledgeable. This frees them to show their own vulnerability, share their hopes, dreams, worries and perceived obstacles and fast-tracks you to getting them to the next level of their journey.

⁵ www.brenebrown.com

The Mentoring Skills Model

Mentoring expert, and author of *The New Mentors and Proteges*, Linda Phillips-Jones provides a useful working model of the core skills required for a successful mentoring relationship. The model lists a range of core skills, some required by mentors, some by mentees and some by both mentors and mentees.



The model defines the core skills required by the *mentee* as the ability to:

1. Find and engage the right mentor.
2. Learn quickly.
3. Show initiative and be proactive.
4. Follow through on commitments.
5. Manage the relationship.

The core skills required by the *mentor* are listed as being able to:

1. Instruct and develop the capabilities of the mentee.
2. Inspire and motivate the mentee.
3. Provide constructive feedback in a diplomatic manner.
4. Pre-empt and help manage potential risks that may lay ahead of the mentee.
5. Make introductions and help the mentee find the right opportunities.

Where this model is unique to many other definitions of mentoring skills is point four, which requires a mentor to manage risk. In the legal profession, risk management is a daily concern, so let's explore what Phillip-Jones meant by this. She states that an effective mentor will be willing and able to "protect their mentees from *unnecessary* mistakes as they learn to take *appropriate* risks." This involves:

- Helping them recognise risks involved in actions and projects, including sharing your own mistakes to help them avoid similar downfalls.
- Suggesting ways to help them avoid major mistakes (business, career, financial, personal and other) in action or judgement.
- Helping them to make prudent, well researched, decisions.
- In difficult situations, advocating on behalf of your mentee with others.

The above expectations may be relevant to an internal mentor, but certainly are not required from external mentors. The most any mentor in the ACC Australia Future Leaders Mentoring Program would be expected to do is to have the ability to identify areas of potential risk in mentoring conversations and share concerns, using examples from your own history and encouraging the mentee to explore other alternatives. It is well outside of the scope of your role in this program to advocate for your mentee in difficult circumstances. Mentees are expected to take full responsibility for all decisions and actions they take as part of this program.

There are overlapping core skills required by *both mentor and mentee*, which Phillip-Jones defines as the ability to:

1. Listen actively.
2. Develop a trusting relationship.
3. Encourage each other and recognise accomplishments.
4. Identify goals and keep abreast of current reality.

TOP FIVE MENTOR ABILITIES

1. Suspending all else and holding the space for the mentee with full focus on them
2. Listening to understand
3. Asking insight-generating questions
4. Challenging assumptions
5. Affirming prudent thinking, raising mentee's self-awareness and acknowledging progress

Mentor Skills Toolbox

Above we've discussed broader core skills required for a successful mentoring relationship, however, there are many skills, some essential and others required in some instances, that a mentor will need to develop to be highly effective. There are no hard and fast rules regarding when, how often and in which order to draw on these tools. With emotional intelligence you will make your own judgements on how you apply the following skillset.

Holding Space

To hold space for someone is to allow them centre stage, be there only for them. Holding space for another person is one of the greatest gifts you can give. Think about a time when you were in the presence of another (perhaps a mentor or professional coach) whose entire attention and interest was you. It's sad that in this day and age, where everyone is in such a hurry, that this feels like an indulgence. However, the reality is that doing our own strategic thinking and problem solving takes time and cannot be rushed. A mentoring conversation provides the space one needs to think at a deeper level.

A good practice to bring on the right mindset for holding space, or being fully present, for your mentee is to arrive at the appointment five minutes prior to the mentee. Jot down notes of anything that is currently on your mind and then let them go, as you know you will review your notes and attend to those matters later. Take a few deep breaths and let go of any "stuff" related to you. Then bring your mentee into your mind, affirm to yourself that the next hour is all about them. Review your notes from your last session and look forward to finding out the latest developments in your mentee's world.

Story-telling

While not the most important skill of a mentor, story-telling is especially important in the early stages of rapport building. Remembering that, to your mentee, you are someone looked up to, and there is likely to be a level of awe, uncertainty and intimidation present in the first few meetings. Sharing pieces of your own life, not only career-wise but in your personal experience will give your mentee an insight into you as a human, thereby breaking down some of the power imbalances and allowing a sense of connection and trust to grow. Story-telling can be far more effective than providing instruction or guidelines, as it enables the mentee to see how you applied the theories and rules to real life situations.

THE MENTOR SKILLS TOOLBOX

Holding space
Story-telling
Focusing
Listening
Understanding
Questioning
Clarifying
Sharing
Reflecting
Rephrasing
Reframing
Challenging
Suggesting
Guiding
Expanding
Confirming
Affirming
Encouraging
Summarising
Checking in

Story-telling should allow your vulnerability to show and relate to the feelings and experiences of your mentee. For example, if your mentee is starting a new role, reflect on when you were starting a new role similar to the one your mentee is starting. By sharing in your own feelings of nervousness at the time and a humorous story associated with that period in your career, you will build a sense of empathy and connection with the mentee.

Always be mindful though that the mentoring session is not about you, it's about your mentee, and story-telling should only be a minor aspect of any mentoring conversation. If you find yourself relaying stories of all your amazing achievements, and you see your mentee's face drop in awe, the effects may be good for your ego, however, your mentee is likely to be thinking "I could never do that" and the story-telling could have detrimental rather than positive impact on the self-esteem of your mentee.

Focusing

Mentoring sessions are most effective when the mentor helps the mentee maintain focus on the exact problem or outcome they are trying to achieve. It is common for there to be constant distractions around us, and it's easy to allow all the issues surrounding us to become overwhelming. By helping the mentee set aside ("park") all else and focus on one matter at a time, clarity can be gained, options explored, decisions made and plans agreed to, enabling the next step to be actioned without doubt or hesitation.

One way of ensuring focus is to identify the most important purpose of the meeting up front, writing it down, along with any other issues, and then returning to it throughout the session to make sure you are not diverting. A good starting question in a mentoring session is: "what do you want to leave here today with?" And then check in throughout the session, e.g. "are we getting close?"

Listening

Being a good listener is a crucial mentoring skill. In mentoring conversations, the 80/20 rule suggests the mentor should do 80% of the listening and 20% of the talking. While listening is arguably the most important element of the mentor skillset, it can be the hardest to learn and maintain.

If there was a continuum between passive listening (such as the listening you might do during a speech at a formal occasion regarding a matter not important to you) and active listening (being fully engaged in what the speaker is sharing), with passive rating a "1" and active rating "10", while mentoring, your listening engagement needs to be no lower than a "9". Stephen Covey refers to the importance of listening with the intent to understand rather than with the intent to reply.⁶

⁶ Covey, Stephen, 1989, *The Seven Habits of Highly Effective People*

Understanding

One of the challenges for in-house lawyers is that the legal language and focus is different to the norm within the broader company or organisation in which they work. Simply being able to share frustrations or ethical dilemmas with someone who understands the complexities and speaks their language is a huge relief particularly for in-house lawyers working in sole in-house counsel roles. Sometimes being understood is all that is required to help someone deal with the stresses of their role.

Questioning

One of the most important skills a mentor requires is the ability to ask questions. Coming from a position of curiosity and the intention to understand means asking questions. There are a range of different types of questions you can use depending on the needs of the conversation.

Open-ended questions are those that illicit broader responses and information. They usually start with the words how, who, what, where, when and why. They can also start with 'So tell me more about ...' These questions are crucial for getting the big picture unique to your mentee. To ask, 'did your presentation go well?' limits them to saying 'yes' or 'no' – and if they did not have a good day or a bad day, it puts them in an awkward moment of not quite knowing how to respond. However, asking 'how did your presentation go?' provides an opportunity for a broader answer and elicits more accurate description.

Closed-ended questions elicit a one-word answer, usually yes or no. These are not 'bad' questions; however, they service a particular purpose. They are useful when you need quick clarification or to check in on your understanding.

TIPS TO IMPROVE YOUR LISTENING SKILLS

1. **Remove distractions (phone off!) and focus entirely on your mentee.**
2. **Listen in pace with the mentee, do not interrupt or rush ahead.**
3. **When your mentee stops speaking, count to 5 in your mind before commenting, there may be more coming from your mentee and the stop was a thinking pause.**
4. **Listen with your eyes as well as your ears – notice body-language that is incongruent with words.**
5. **Avoid mental rehearsing of your next question or statement – stay in the moment (make notes if need be to refer back to).**
6. **Avoid connecting to your own stories and assumptions, your mentee's issue may have similarities, but is unique to them.**
7. **Listen for what's NOT being said.**
8. **Listen for repeated words, phrases or belief systems.**
9. **If you have a tendency to drift off in conversations, wear a rubber band on your wrist and flick it (or pinch yourself) each time you mentally "leave" the conversation.**

Empathy questions are those you use to gain a sense of connection with your mentee. They often start with 'Have you ever...' or 'Imagine if...' Empathy questions are useful when a mentee is only seeing a situation from their own perspective, as they can help shift awareness to how another party may be feeling or why they might have acted a certain way. 'I know you are frustrated with the way Bob has been acting lately. Has there been a time in your career when you have felt uncomfortable asking questions? What might be some of the reasons he's not coming to you with his questions?'

Laser (or focused) questions aim for very specific information or to get to the heart of an issue. They are often used in investigations or when trying to get specific detail on issues. For example, 'You say you don't like your job, exactly what sort of job can you see yourself working in?' These questions are very useful when needing to gain clarity and bring the mentee to an exact point in thinking. It's important when asking these questions that you keep your tone and body language warm, if delivered with too much neutrality or crispness, they could appear inquisitorial, judgemental or impatient, which could make the mentee feel uncomfortable or rushed.

Narrative questions are those you use to find out more about your mentee through hearing about their experiences. Narrative questions are a positive way to demonstrate to your mentee that you are genuinely interested in getting to know them and their world. A narrative question might be, 'Tell me about the most difficult conversation you've had to have?' It draws forth a deeper description and gives your mentee permission to share in a full way. It also allows you to observe feelings attached to the experience as your mentee shares their story.

Behavioural questions are used to explore past examples to help your mentee develop more effective workplace behaviours. For example, your mentee may be struggling with conflict resolution and ask you how to handle adversarial negotiations. Rather than prescribing your own approach, it would be more helpful to first clarify how the mentee currently deals with conflict by asking a question such as, 'tell me about a time that you've had to deal with a difficult negotiation and how you handled that situation?' Listening to the answer to a behavioural question can help you not only identify areas your mentee can improve, but also areas your mentee is doing well, enabling you to confirm and encourage them on their strengths, thereby building on their confidence levels.

Clarifying

To ensure you have a full understanding of the mentee's situation, you will need to clarify for context, historical/cultural factors and personalities, relationships and hierarchies involved. Clarifying helps check in on any assumptions you may be making in your interpretation of what your mentee is sharing. Clarifying not only helps you understand the complexities of what your mentee is experiencing, but also helps them gain greater insights as they talk through the variables with you.

Sharing

Part of demonstrating is the sharing of your own stories and experiences. Although jumping in with answers and ideas to help a mentee is to be avoided if your goal is to help guide them to their own best solutions, sharing situations that relate to the mentee's topic of discussion can help normalise the feelings associated with the issue. Particularly sharing of past difficulties will assist the mentee to let go of the fear of failure and be more courageous in their decisions, as they realise we all make mistakes and everything can be overcome and learnt from.

Reflecting

Commonly used in coaching and counselling, reflecting is about reflecting back the words, thoughts and feelings that you have picked up from your mentee. It shows that you are listening and also helps the mentee hear what they have just said and prompt further exploration. An example of a reflective question is, "you said that you get nervous when you have to present back to your team, so what is the fear attached to that nervousness?" Just hearing what they have said repeated back, can be hugely illuminating and can help them see patterns of behaviour such as catastrophising or perfectionism.

Rephrasing

A similar way to get "ah-huh" moments for mentees is to rephrase their statements. Rather than using the exact wording as you would do when reflecting, you repeat back what they have said with different words but essentially the same meaning. Rephrasing is a good way of checking in on your own interpretation and understanding what your mentee is experiencing, while still having the power to highlight deeper insights to the mentee. Using the above example again, to rephrase may be to ask, "so presenting back to the team makes you anxious, what do you think the fear behind that anxiety might be?" Using a different word, in this case, replacing "nervous" with "anxious" can help your mentee explore more precisely what that feeling is and where it may be coming from.

One word of warning with rephrasing is that, particularly if your mentee has a very precise way of thinking/speaking, you can risk frustrating the mentee by rephrasing rather than reflecting. They may feel they have not been properly listened to if you do not use their exact words. To avoid this happening, you can preface your rephrasing by saying "I'm putting what you said into my own words to make sure I fully understand what you're saying."

Reframing

Reframing is a powerful coaching tool stemming from the study of positive psychology. It helps shift negative connotations by changing focus. Your mentee, for example, may be focused on a performance appraisal where they received a poor rating of one out of the five KPIs. You can reframe this by drawing attention to the positive rating and strengths associated with the four KPIs that were rated well. Reframing helps release the mentee from obsessive self-criticism and gain a more balanced perspective.

Challenging

Mentees enter a mentor relationship prepared to have their thinking challenged. They know if they continue to do/think what they've always done/thought, they will remain where they are. The fact the mentee has sought mentoring shows they aspire to improve, and this will require you to challenge them to see things differently and taken on different approaches. If your mentee asks for critical feedback, you will do them no favour to hold back on your honest assessment. However, there are a range of rules and ways to give constructive criticism.



View the video *How to Provide Critical Feedback* now, to see how other ACC Australia mentors suggest providing critical feedback without crushing the spirit of your mentee.⁷

CTRL/CLICK HERE
For ACC Australia video
**HOW TO PROVIDE
CRITICAL FEEDBACK**

Allowing the mentee to self-assess before you give critical feedback is a powerful way of affirming their strengths. In most cases we are hugely self-critical, so ask the question first, "how would you assess the way you handled that situation?" Chances are the mentee will identify the same areas you have identified (and many more), so you can simply move to asking how they could have handled matters differently as a way of coaching them through rather than pointing out their faults. This also enables you to finish the discussion by pointing out what was done well.

Challenging can also take the form of questioning taken-for-granted assumptions of the mentee. Career choices can often be made because they are perceived to be the "right" or "only" way to get ahead in an in-house legal career path. Checking in with a mentee's values, the reason behind their choice of goals and whether an option will fit with other important aspects of their life, can help them realise their goals are not aligned with what will truly make them feel fulfilled and happy.

Suggesting

The "old" way of mentoring was to give advice, however, advances in our understanding of motivation and confidence building indicate that advice-giving can be detrimental for many reasons. Therefore, contemporary understanding of mentoring skills is to "suggest" rather than "advise." One of the most common questions mentees ask is "what would you do in this situation?" It takes great discipline as a mentor not to jump in with an answer, which may not be the best in this instance. Suggestions should always be given *after* you have encouraged the

⁷ If clicking on the link in the red box does not work, you can view the video by going to the following URL: <https://www.youtube.com/watch?v=f3QG2yHebFg>

mentee to talk through their own ideas. Where possible, offer more than one suggestion, enabling the mentee to make their own decision about which way to approach the matter.

Guiding

There will be times where there is a clear pathway your mentee will need to follow in order to get to their desired goal. In cases like this, where you hold knowledge that no amount of questions can help draw out of the mentee, you are encouraged to offer guidance. This is particularly relevant in matters to do with career progression, education and networking. As opposed to leading, guiding means walking alongside your mentee, keeping them to a pace that does not overwhelm and encouraging them to be proactive in the steps they take.

Expanding

Highly effective mentors help expand the horizons of their mentee. They encourage the mentee to push past thinking small, extending them beyond their comfort zone and helping them realise their abilities to excel. Expanding is a helpful tool in exploring options. There are some simple questions a mentor can ask to help their mentee think bigger, such as:

- "What else could you try?"
- "If you felt full confidence in this situation, what would you do?"
- "If there were no obstacles, which path would you take?"
- "If the sky was the limit, where would you like to go?"

Expanding isn't only teleological but can be lateral. Early-career in-house lawyers can assume the only way to the top is taking a forward step in each career move. However, there could be times where a sideways step, as in gaining experience in different areas of speciality or industries, may be a better option in the long-term for their career.

Confirming

In most cases, a mentee has already been through many rounds of thinking and planning about a topic prior to bringing it to the mentor for guidance. They have exhausted all avenues of dealing with the matter and think they have come up with the right approach. They are looking for confirmation that their approach is the best one. Many mentors are wary of "agreeing" for fear of being held responsible if the method proves unsuccessful. However, "confirming" as opposed to "approving" is a great way to help the mentee build confidence in their thinking

FIVE REASONS TO AVOID GIVING ADVICE

1. **There is greater probability of the mentee taking action when they feel the decision is uniquely theirs.**
2. **Giving advice does not help teach the mentee valuable skills in problem solving.**
3. **Giving advice does not build greater confidence in the mentee.**
4. **Being an advice giver may set up a pattern of dependency between you and your mentee.**
5. **If the advice proves to be poor once acted upon, you are the one who will get blamed.**

processes. It's important not to confirm a mentee's thinking without first checking in with the path taken. To have their mentor focus, listen, ask questions, challenge and expand is a great way to exercise good problem solving skills and enforce prudent decision making patterns. After all that has been worked through, from the mentee's perspective it is an absolute gift to have the mentor say "it seems to me that you have thought this through really well. It seems like a prudent approach to me."

Affirming

Affirming takes one step further on confirming. It is the icing on the cake of confidence building. To have the mentor confirm the thinking process behind their decision-making has a positive effect. To receive an extra word of personal affirmation will energise and build greater confidence in the mentee. Wonders in the self-esteem of your mentee can occur with a simple sentence such as "you should feel really proud of yourself regarding this, well done!"

Encouraging

According to research, "the most valued mentoring skill is giving encouragement."⁸ This includes recognising achievement and giving sincere positive feedback. As a mentor, you will be in the position to help the mentee identify positive traits and strengths, which will help them in career planning and build greater confidence in their abilities and decision-making skills. Phillips-Jones asserts that you can virtually never go overboard with the level of praise you give, and that for every critical remark at least four or five positive affirmations are recommended.

Summarising

In most cases a mentoring conversation covers a range of topics, challenges, ideas and options. This can leave the mentee with a sense of being overwhelmed by the end of the session. The mentor can ease any overload by simplifying and summarising the main points of the discussion and outlining the decisions and action steps that were agreed to in the meeting. It's important for both the mentor and mentee to write these steps down so that they can be reviewed at the next meeting.

Checking In

While it is not an expectation of the ACC Australia Future Leaders Mentoring Program for mentors to check in on mentees between sessions, this is a highly effective habit to adopt to keep your mentee on track and accountable to their action plan. A simple way of doing this is to review the action items from your notes after your meeting and diarise any milestones that may require checking in on – either prior to them happening as a way of encouragement, or after they happen to check how the event went.

⁸ Phillip-Jones, L. (2003) *Skills for Successful Mentoring*

Mentoring Skills Self-Assessment

On the chart below, rate yourself out of 10 in the column titled "Now" and make notes on areas to improve on in the next column. Return to this chart after each mentoring session and rate yourself on the skills used during the session. There could be some skills not required, in that case do not rate yourself poorly, simply place N/A in the space provided. Observe over time how you mentoring skills improve.

Mentoring Skill	Now	Notes for Improvement	Session Number					
Holding Space								
Story-telling								
Focusing								
Listening								
Understanding								
Questioning								
Clarifying								
Sharing								
Reflecting								
Rephrasing								
Reframing								
Challenging								
Suggesting								
Guiding								
Expanding								
Confirming								
Affirming								
Encouraging								
Summarising								
Checking In								

Mentoring Styles

While there are a range of skills that are utilised by a mentor, each mentor tends to have their own unique mentoring style based on their personality and values. Below are a few of the styles that you may identify with.

It is important to note, there is no right or wrong style, nor is there a best or worst style. All mentoring styles have their place. Just as there are many types of mentors, there are many types of mentees. Being able to articulate your mentoring style in a mentor application will better equip the program facilitator who is making the matches, pair you with the mentee best suited to your mentoring style.

Some of the different mentoring styles are listed in more detail below.

Sounding Board

Some mentors are most comfortable listening and being wise counsel to hear out dilemmas. These mentors are patient, deep thinking, ask lots of questions and will often wait until the very end of the mentoring session before offering any guidance.

Cheer Leader

If you have a naturally positive and encouraging personality, you may have a cheer leader mentoring style. These mentors are enthusiastic and take a strengths-based approach to mentoring, building confidence and energy in the mentee.

Accountability Partner

Some mentors are highly action-oriented and will hold the mentee accountable to their commitments. The “review” section of the mentoring session is important to these mentors and they will challenge mentees who have not acted on their action plans. These mentors are particularly effective for mentees who procrastinate or lack motivation.

People Developer

While some mentors focus on “where” you are going, “what” will you do or “how” you will do it, the people developer will help the mentee discover “who” they are. These mentors often refer to profiling and values assessment tools to help the mentee gain a firm sense of what makes them unique and how to bring their very best to their work.

Chaperone

Some mentors are very well connected and enjoy the social aspect of mentoring. Their strengths lay in making introductions and encouraging the mentee to step out of their comfort zone, and attend more events related to their career. These mentors are particularly helpful for mentees who lack confidence in social situations and want to develop better networking skills.

Challenger

Naturally risk weary, the challenger listens to the mentee with a key focus on potential pitfalls or obstacles that may occur. Many lawyers fall into this category as critical thinking and mitigating risk is a crucial aspect of their role. Challengers help their mentees make prudent decisions with often more than one contingency plan.

Problem Solver

Some mentors love a challenge and are well matched with mentees who have complex problems related to their role. Particularly in legal careers, problem solvers are highly skilled in exploring ethical and political dilemmas as they have the patience and ability to consider all aspects of a problem.

Maximiser

Some mentors are naturally innovative and curious. They challenge their mentee to expand their thinking and explore broader options. These mentors are well matched with mentees who are overly cautious or conservative, as they'll encourage bigger thinking and stepping outside their comfort zone.

Strategist

The strategist helps the mentor step out of the "here and now" and think about the future. These mentors work particularly well with mentees who work in large organisations or companies with complex cultural and political frameworks. The strategist enjoys the psychology of personalities, power and structure and helps the mentee map out long-term plans.

Relator

Some mentors are naturally relationship-oriented and have high levels of empathy. These mentors work particularly well with those needing to feel understood. Relators tend to be sensitive to nuances in conversations and can draw out critical insights in a gentle manner. These mentors work well with mentees who lack confidence.

Pragmatist

While many mentors focus mostly on the vision or goal, the pragmatist mentor's primary interest is in the practicalities of "how" the mentee will get "there". Pragmatists help mentees focus on the resources, skills and practices required to take the next step. These mentors work well with mentees who get overwhelmed by the "big picture" by keeping them focused on the next step.

Ethical Guardian

Particularly relevant to the mentoring conducted in the legal realm, some mentors are especially useful to assist the mentee on working through ethical dilemmas. Ethical guardians engage in

as somewhat of a “Socratic Dialogue” with the mentee whereby the problem is articulated, the context considered, the implications explored, relevant opinions or perspectives of others reviewed, and the balance of arguments weighed. Once this process is through, after a final check of all the facts on hand, the mentee is then equipped to make a prudent judgement call.

Sanity Checker

Some mentors have a very relaxing, calming and grounding style. They help a mentee “keep it real”. The sanity checker is a great mentor when the mentee thinks they have a good plan, done a good piece of work but just need to check in to make sure they really have done well. Sanity checkers are also well suited to mentees who tend to be overly self-critical, pedantic or fearful of change.

Reviewer

Usually highly detail oriented, the reviewer is a mentor who can be turned to with pieces of work for feedback. Reviewers are precise and thorough. These mentors often ask for an agenda or summary prior to the mentoring meeting so they can be fully prepared. These mentors can be most useful when a mentee needs to become more disciplined or develop stronger writing skills.

Theorist

Some mentors, particularly if they have spent time in academia, are strong theorists. They have a deep knowledge of the principles, concepts and theories underpinning practice. These mentors are good at enabling the mentee to explore deeper values and rationales behind their goals. They also can help mentees develop skills in using theoretical frameworks to solve problems and make sound arguments.

Mentor or Role Model?

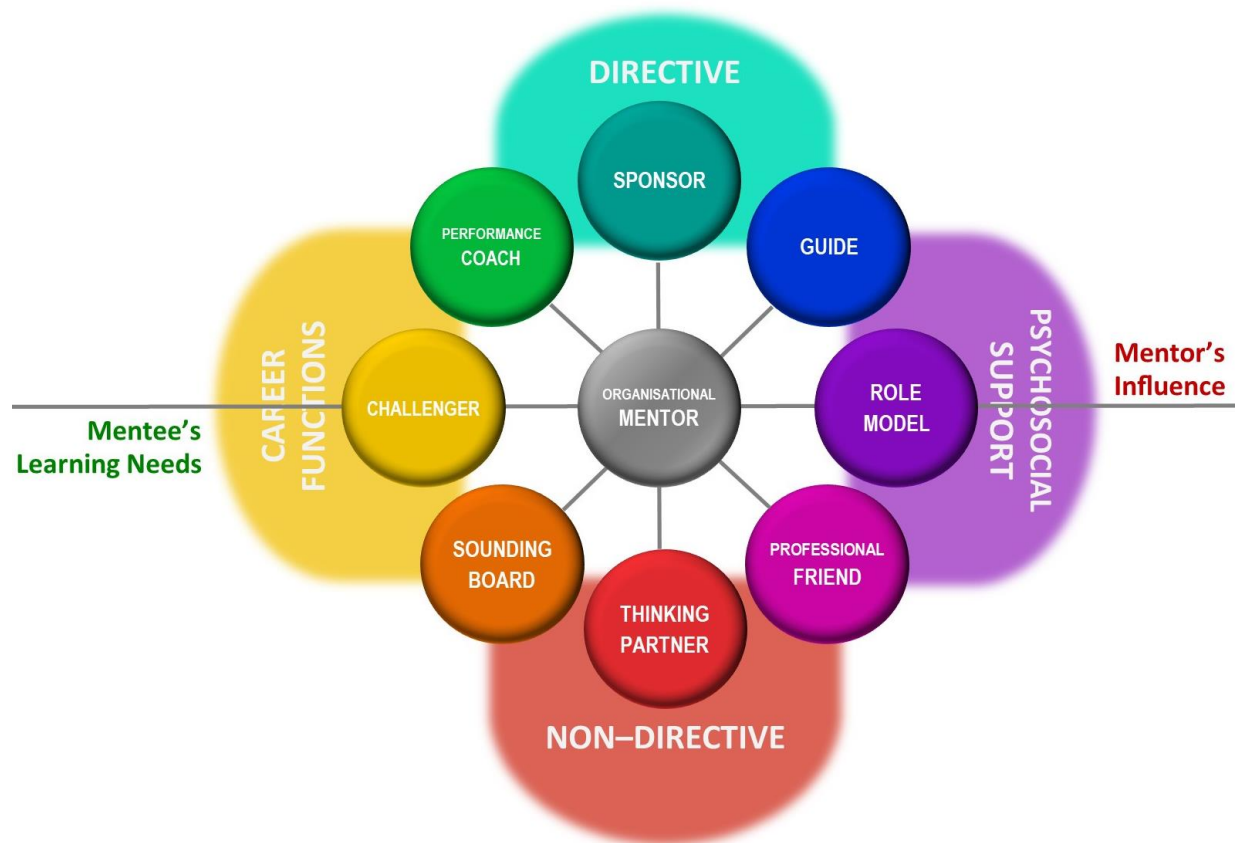
Some theoretical models, such as the one to be discussed next, pose the *role model* as a mentoring style. This is not entirely accurate. While as a mentor you will be observed and your behaviour may inspire imitation, many influencers in a person’s life may be a role model, not just a mentor. Whereas, a mentor plays a far more overt leadership role in the mentee’s life providing a sounding board for the mentee to share in deep dialogue unique to the mentee’s professional development needs.

Professor David Clutterbuck, a global thought leader in mentoring, points out that many mentees aspire to be like their mentor. However, the true purpose of a mentor is to help the mentee shape their own way, a way unique to them and the environment in which they operate.⁹

⁹ Kimmorley, S. 2017, The biggest mentoring mistakes, according to one of the world’s leading experts, Business Insider Australia, <https://www.businessinsider.com.au/the-biggest-mentoring-mistakes-according-to-one-of-the-worlds-leading-experts-2017-10#4l2eMCS8Djj7ccZd.99>

A good mentor will also share past approaches that failed to have a positive impact, therefore encouraging the mentee to learn from their mistakes and not model their behaviour on the mentor. Therefore, while you will want to set a positive example to your mentee, role modelling is not an ideal indication of success as a mentor.

The Organisational Mentor Model



Source: Coach Mentoring Ltd (2017)

The type of support a mentee on a growth path might require can be placed on two continuums:

- A *directiveness* continuum, where the support required is highly directive and instructional is on one end and non-directive, simply a confidante and brain-storming support is on the other.
- A *psychosocial-pragmatic* continuum, where psychosocial support in exploring emotional and social aspects of the mentee's developmental needs (soft skills) are on one extreme and support on practical aspects of the mentee's developmental needs such as career pathways and developing a more complex understanding of substantive law (hard skills) are at the other extreme.

As a mentor in the ACC Australia Future Leaders Mentoring Program, you may be required to step into any of the spaces along the psychosocial-pragmatic continuum, however, there is no expectation that you play a highly directive role such as that of a sponsor, which is more closely linked to an internal mentor.

Your Unique Mentor Profile

Just as we all have unique fingerprints and DNA, we all have our own individual identity as a mentor. Use the final section of this module to identify what makes you unique as a mentor.

As you read through the different mentoring styles, you would have seen your own style reflected in many of the descriptions. Use the table below to get a clear sense of your own unique mentoring style. Tick "always", "often" or "seldom" to indicate how often you fall into that category. Add any other mentor styles not mentioned above if more come to mind.

Style	Always	Often	Seldom	Notes
Sounding Board				
Cheer Leader				
Accountability Partner				
People Developer				
Chaperone				
Challenger				
Problem Solver				
Maximiser				
Strategist				
Relator				
Pragmatist				
Ethical Guardian				
Sanity Checker				
Reviewer				
Theorist				

Using the information on skills and styles, fill in the gaps to describe your unique mentoring style:

My most dominant mentoring style(s) is (are): _____

The mentoring style(s) I'm least likely to have is (are): _____

The mentoring skills I am most proficient in are: _____

The skills I want to concentrate on developing are: _____

The most important thing to me about being a mentor is: _____

Write a brief statement that gives an overview of who you are as a mentor (somewhat like your mentor "elevator pitch"):



MENTORING
PROGRAM



By in-house counsel | For in-house counsel*

MODULE FOUR

THE MENTORING RELATIONSHIP



Learning Objectives

In this module we will focus on the relationship between you and your mentee and how it develops from first introduction to final goodbye. You will gain an understanding of the different phases of the mentoring relationship, building rapport, goal setting, overcoming mid-program slump and letting go at the end of the mentoring relationship. This module also provides you with a detailed guide on preparing for and managing your first mentoring meeting.

Crucial Elements of a Mentoring Relationship

All relationships have a basic set of agreed defining rules. A mentoring relationship is no different and the crucial elements of a formal mentoring relationship are:

- A shared commitment to the success of the relationship
- Investment in furthering the goals of the mentee
- Mutual trust, openness and authenticity
- Agreed program framework and objectives
- Agreed time-frame, meeting logistics, boundaries and permissions
- Mutual positive regard, respect and encouragement

Most external mentoring programs, including the ACC Australia Future Leaders Mentoring Program, are mentee driven. This means the mentee is responsible for the scheduling and agenda-setting of meetings. It does not mean, however, that there won't be times when the mentor may need to take lead, check in with the mentee or suggest agenda items.

Stages of a Mentoring Relationship

Although some mentors and mentees remain in contact for years after the conclusion of a mentoring program, the formal mentoring relationship itself is finite, with a clear commencement and conclusion date. This is important so that momentum is maintained and both parties know when their responsibilities to each other formally end.

From start to end, a mentoring relationship will move through stages. Most literature on mentoring define either four or five stages, including: (contemplation), initiation, growth and maintenance, decline and dissolution, and redefinition. However, the stages of a mentoring relationship in a formal program such as the ACC Australia Future Leaders Mentoring Program are more accurately listed as shown in the graphic below.

STAGES OF A MENTORING RELATIONSHIP



In much literature the first stage of the mentoring relationship is referred to as the “initiation”, however, in the ACC Australia Future Leaders Mentoring Program, there are no initiations or rites of passages other than completing an application form, so we refer to the *introduction*. Once the mentee has been matched with a suitable mentor, the Mentoring Program Facilitator will introduce the pair formally by email, sharing their contact details and passing it over to the mentor and mentee to connect with each other.

Once the introduction has been made, *rapport building* is the immediate priority. It is the expectation that the mentee makes first contact with the mentor. However, considering the power imbalance, you can quickly break the ice and begin to develop rapport early by reaching out to your mentee and encouraging them to arrange the first meeting. A quick response time to the introduction will help establish good standards of responsiveness and show your mentee you are keen to get the mentoring process under way. In some cases, you may choose to have a quick telephone conversation prior to your first formal meeting. If you are in one of the larger cities which holds face-to-face launch events, you are encouraged to meet your mentee for the first time at the event. This will ease nervousness as the environment is relaxed and energising, and there are other new mentoring partnerships meeting at the same time.

Although in many cases it will not take long to build rapport, in some cases it may take two or three sessions to establish a sense of ease with your mentee. Once you feel comfortable to do so, ask the mentee how they see the relationship developing and what relationship framework, rules and boundaries you should agree on. *Agreement setting* is the important next phase of the relationship and should be done in your first meeting. This will enable you to create the framework for your entire program, it will help you avoid pitfalls and can be referred back to as required should challenges amount during the program. You will find the form “Goals and Expectations” useful during this phase (see appendices). In the next section, we will get into greater detail of how to conduct your first meeting.

The First Mentoring Session with a New Mentee

Your first mentoring meeting is your “make or break” session in many ways. If your mentee walks away from this session feeling confident, energised and with a clear sense of next steps, you have done a great job and you can expect the rest of the program will flow with ease. However, if either of you leave the meeting disappointed or confused, the motivation to continue the relationship will be low and there could be a level of doubt about the choice of partners.

As it takes time to establish rapport and discuss the ideal mentoring framework for your new mentoring relationship, it's advisable for you to allow 90-minutes for the first meeting.



View webinar video (first 10 minutes only), where Amy Iversen provides guidance on how to prepare for your first mentoring meeting, including tips on setting objectives, relationship rules and common themes of mentoring sessions.¹⁰

CTRL/CLICK HERE
For the webinar by Dr Amy Iversen
**PREPARING FOR YOUR FIRST
MENTORING MEETING**

Create an atmosphere of ease and openness

Your assigned mentee may be feeling overwhelmed and extremely intimidated, so it is important for you to take the lead with confidence, understanding and warmth. Before moving to any formalities, help the mentee feel comfortable in the immediate environment. Ensure you smile, shake hands and appear personable, calm, relaxed and comfortable. Your comfort will ensure your mentee's comfort.

One way of helping your mentee feel immediately at ease is to show you have already taken an interest in them. There may be something you were impressed by that they have done in their past that was brought to your attention when the match was made. Comment on this and ask your mentee to expand on their experience in that situation.

Another way to create an immediate sense of ease and connection is to share some information about yourself that indicates your 'humanness' and your own sense of vulnerability. Humour is always a great ice-breaker. Or you may simply pick up on some common ground, whether it was where you studied, where you have worked, similar interests or industries.

¹⁰ If link in red text box does not work, go to: <https://www.youtube.com/watch?v=1CnRHzg6VWY>

USEFUL DISCUSSION STARTERS

"What are you passionate about outside of work?"

"Who are the most important people currently in your life?"

"What was the biggest thing you learned from your upbringing?"

"What is the most challenging thing you have done this far in your life?"

"What do you believe have been your greatest achievements so far?"

"Who are the people who inspire you the most and why?"

"What do you value in working relationships?"

"When have you felt most motivated and inspired and why?"

"What areas of your job have been the most rewarding and interesting?"

"What is your greatest gripe about your job right now?"

You could talk to them briefly about your own experience and feelings when you were at the same point in your career that they currently are. Another method is to tell them why you chose to be a mentor and why you look forward to the partnership.

A range of useful questions to use to open up conversation and build rapport are provided in the panel to the left.

Most importantly, *do not act as if you are superior to your mentee*. You simply are further along in your career journey and happy to share what you have learned as is relevant to the mentee.

Objectives and Expectations

Once rapport has been built and both parties are feeling comfortable in each other's company, move to exploring what specific objectives, hopes and expectations your mentee has of the program. Utilise the "Mentoring Goals and Expectations" form provided in the Mentoring Resources section of the ACC Australia website.

In this part of your mentoring session, gain an understanding of the 'biggest' dreams of your mentee. But then ask the 'realism' question and find out how close they are to those goals and what they are willing to do to materialise their dreams. Find out what they have done so far to further themselves.

Learn what their motivation and inspiration points are. Extrapolate out 'motivation' as opposed to 'inspiration'.

Motivation is made up of those things that we are trying to *move away from* (for example, they might be wanting to move away from job insecurity, or being micromanaged, or becoming stagnant).

Inspiration is what we are *drawn towards* and aim for (for example, they might be wanting to feel empowered and able to be influential in their work, it may be wanting to be an advocate for certain causes or successful in a particular field).

During this part of the session, ensure you outline your own expectations of the mentee's commitment to the learning process and putting time and energy into the action items that arrive out of each session.

At this point you may want to ask if they wish to claim CPD points for the mentoring, and if so, discuss your own expectations of the outcomes of the mentoring for you to be willing to sign off on their CPD activity.

Setting the Ground Rules

In your first session you need to discuss what the rules of your mentoring relationship are. Issues to cover in this part of the session are:

- Mentoring structure – formal, informal or somewhere in between.
- Confidentiality issues.
- Potential conflicts of interest.
- Commitment to full openness and honesty.
- Commitment to hearing each other's perspective in an open and non-judgmental way.
- Role clarity.
- Professional boundaries.
- Expected common courtesies (i.e. mobile phones off during sessions, commitment to being on time and calling if you are running more than 5 minutes late).
- Whether documentation reviews are within scope, and if so, what minimum period of review time is required.
- What preparation is required before each meeting.

USEFUL QUESTIONS TO HELP DEFINE OBJECTIVES

"What do you hope to achieve from this program?"

"How do you hope I will help you?"

"What particular practical skills do you hope to develop?"

"How often do you 'second-guess' yourself right now and what needs to happen to make you feel more confident within yourself?"

"If you were in the perfect job in 18-24 months' time, what would it be and what do you believe you'll need to do to get there?"

"What are the specific challenges you are dealing with right now that you'd like to overcome?"

"Have you had 360° feedback, and if so, what developmental points does that point out for you?"

"If you were feeling 100% challenged and fulfilled in your work, what would that look/feel like for you?"

"What does 'success' look like to you?"

"What are your fears around success?"

"How certain are you of what it is that you really want out of your career?"

"What other learning and development activity are you undertaking right now?"

"If I could give you exactly the right sort of advice and information that you are looking for, what would that be?"

"What sort of mentoring relationship are you looking for with me?"

Logistics and Practical Considerations

Once you have your ground rules established you will need to discuss the practicalities of your mentoring relationship. This will include:

- Where to meet
- Best times to meet
- What length of time to allow for sessions
- How often to meet
- What form of communication works best between sessions (i.e. video calls, email, phone calls, or SMS)

Action Plan

By the time you have built rapport, agreed on goals, expectations, ground rules and the practicalities, it will be time to wrap up your session. Before you do so, ensure you agree on any particular action items or next steps for you prior to parting ways.

As part of this, you will need to set up your next session together, if not, dates for your entire program. You are strongly advised to always know when your next session is at the completion of any mentoring meeting. Leaving it to later planning can lead to your next session not being prioritised, and before you know it the year will have flown by and you will have only met a few times.

Ending your first session

Before ending your first session, summarise all key points and ensure that you both have full agreement on the outcomes of the session.

Review and sign the *Mentoring Partnership Agreement* form. It is the mentee's role to retain the original version of this form and give a copy to you should you require it for your own records. Although the agreement is not a legally binding document, it serves as an official marker of the commitment you are both making to each other and sets the intentions of the program.

Ensure you leave the session on a positive note. In concluding the session, tell your mentee why you look forward to guiding them over the next 12 months. Make sure they know you are by their side and happy to be a significant part of their career journey.

Goal Setting

You will note that goal setting is an overarching phase that can run the entire course of the relationship. Usually your mentee will have a vague idea of what they want to achieve through the mentoring program, but they will expect you to help them define a concrete goal and action plan to achieving it. Often goal posts can shift throughout the course of a mentoring program, so it is important to continually check in on your mentee throughout the program to review and revise goals as new options and obstacles present.

In some cases, your mentee will have entered the program with no strong sense of a goal but just the idea they want to get ahead in some way. These mentee conversations can be particularly challenging and will require in-depth questioning from you to help them discover what direction they truly want to follow.



View the video *How to Set Goals and Help Someone Find Direction* to see how other ACC Australia mentors help mentees who are unclear of their goals.¹¹

CTRL/CLICK HERE
To review ACC Australia video
**HOW TO SET GOALS AND HELP
SOMEONE FIND DIRECTION**

There are various debates around which goal setting model works best. The accepted model is the SMART (or SMARTER) goal model, where goals need to be:

- **S**pecific
- **M**easured
- **A**chievable (Agreed)
- **R**elevant (Realistic)
- **T**ime-bound
- **(E)**thical
- **(R)**ecorded

Make sure the goals are not too large. If need be, break big goals into smaller chunks. If the timeframe attached to a goal is more than a few months, it is too easy to lose momentum and become despondent.

¹¹ If clicking on the link in the red box does not work, you can view the video by going to the following URL: <https://www.youtube.com/watch?v=jXb9kR1-dvo>

However, research generated from the Positive Psychology movement challenges the use of this model, claiming it does not challenge a high achiever to reach their greatest potential. Many developmental coaches now prefer to work with "Everest (stretch) Goals" which extend the individual to reach higher and make a greater contribution to the world around them.¹²

Often mentees are driven to progress, but they do not know 'why' other than it is the next 'logical' step in their career path. Ask questions that will help them identify what it is that makes this goal really important to them and how they perceive it will bring them greater fulfillment.

It's easy to make goals that are not authentic, rather they are based on someone else's idea of what is right, such as a parent, partner or "society". If a goal doesn't not feel 100% genuine to your mentee, they are going to lack motivation in achieving it. The following checks can be used to make sure the goal is the "right" one for your mentee:

- What were the origins of this goal – when did you first decide you wanted to achieve it and who were influential in that decision?
- How does this goal align with your values?
- If you won \$10M tomorrow, would you still want to work towards this goal? If not, what would you do differently?
- If no one else was invested in you meeting this goal, would you still want to attain it?
- On a scale of one to ten, how invested are you in achieving this goal?

SEVEN QUESTIONS TO HELP YOUR MENTEE SET GOALS

1. "In the perfect world, where would you like to be in 2-, 5- and 10-years' time?"
2. "What is it about the law that you love, and how does that fit within your goals?"
3. "At the end of your life, how would you like to be spoken about – what goals do you need to set now to make that the reality?"
4. "What could you do that you would feel really proud about?"
5. "What is the biggest challenge you face right now? What goal needs setting to overcome that?"
6. "What do you think your true purpose in life is? (If your mentee has no answer to that question, the goal could very well be to discover their purpose) What would a goal that helps you achieve your purpose look like?"
7. "What is most important to you in life? What would a goal honouring that look like?"

¹² A fuller exploration of SMART goals versus Stretch Goals can be found in the ACC Australia Mentoring Program Resource Library article: [Goal Setting for High Performers](#), by Rachel Colla (member login required)

Once you have helped your mentee establish a goal, you can then drill down to specific targets and action plans. These do not need to be agreed to in the first goal setting exercise, rather, they are a work in progress that will continue to be added to and refined throughout the program.

Off and Running

Once the first meeting is over and you've agreed on a program framework, logistics, boundaries and confidentiality matters, you will enter the *excavation* phase of the relationship. This phase involves thoroughly digging, exploring, and plumbing the life, mind, skills, talents, aspirations, values and potential of the mentee, helping them discover more of what makes them unique and valuable in the process.

This stage is where mentoring conversations lead to new knowledge and behaviours, where skills are developed, and confidence levels strengthened. This makes up the bulk of the program and is where the real action and transformation happens. Throughout this phase of the mentoring relationship, you will help your mentee develop their goals, explore options, decide on plans and commit to actions from one meeting to the next.

The cycle of applied learning in a mentoring relationship



This is where the value of applied learning is discovered. As illustrated in the flow chart, in each mentoring session (represented in red) your mentee brings their wins and losses from the month between sessions for celebration and deeper exploration.

Through the discussion that ensues, further learning occurs, options are explored, and decisions are made about next steps. The mentee returns to the real world (represented in teal), puts their new knowledge to the test and experiences further successes and failures along the way, then reports back those wins and challenges in your next session for further exploration and refinement.



View (Optional) TEDx Talk by Patrick Boland to learn about the role you play in helping your mentee in the cycle of learning.¹³

CTRL/CLICK HERE
For the TEDx Talk by Patrick Boland
**FAILURE AND THE
IMPORTANCE OF MENTORS**

As each month passes, the cycle continues and the mentee experiences more wins, more challenges and experiences and more learning – building on their knowledge and confidence.

Early Achievements

In the mentoring relationship, usually you will look for ways to help your mentee get some quick wins under their belt. Often referred to as “picking the low hanging fruit”, help the mentee identify areas of improvement or achievement. Getting some early success in the program not only builds confidence in your own abilities, but also builds further confidence and trust in you as the mentor.

The more early achievements your mentee attains as part of the program, the more motivated they will be to stay committed to the mentoring sessions and following through on their action plans. If your mentee struggles to get early momentum, helping them identify some easy short-term goals may help give them the nudge they need to take bigger next steps. (See Module Six for dealing with mentees who fail to gain early traction).

Comfort zone

By the midway point of the program, you and your mentee should have hit a comfortable level of familiarity and pace. At this stage, your mentee would have achieved all the easy successes and may have hit a period of motivation lag, or what has been coined as mid-program “droop”. The cause for this could be either that the “big picture” goal seems too large to surmount and the mentee decides they are satisfied with the small achievements, or it could be that they have achieved the goals they had originally set for themselves and feel like they are “done”. This is a phase where mentoring relationships can peter off, missing the opportunity for fine-tuning and deeper discovery.

¹³ If link in red text box does not work, go to: <https://www.youtube.com/watch?v=-o-uGCPnHCw>

If you find your mentoring relationship starts feeling stale or void of new challenges or ideas to discuss, there are many ways you can reignite momentum, such as:

- Review and refine your mentee's original goals and objectives.
- Explore if there is enough challenge and what new goals might look like.
- With your mentee's permission, share your observation of their potential blind spots and areas for further development.
- Explore and help develop your mentee's "personal brand" – including their online presence.
- Do a 'wheel of life' exercise with them to look at all areas of their life (career, family, intimate relationship, leisure, learning, health/fitness, spirituality and community) and take a 'real' look at where current voids or conflict of time/energy exist.
- Introduce some behavioural, skills, life-balance or values assessment tools and use the results as a way of helping your mentee grow a stronger sense of self-awareness and critically examine their life (see Appendix F for a range of suggested on-line assessments).
- Introduce reverse-mentoring and encourage your mentee to help you broaden a gap in your own knowledge/skill set that they have greater experience with (this helps reinforce their own knowledge while expanding yours and increasing the confidence levels of your mentee).
- Explore ways to build practical elements into your mentoring relationship, such as inviting your mentee to attend a presentation or negotiation (if appropriate) you are handling or attending a conference or seminar together and engaging in a critical dialogue about the content at your next mentoring meeting.
- Asking your mentee to bring in an article or book they have read recently (or provide one you have read) and critically assess the content together.

On the home run

As you draw nearer to the end of the mentoring relationship, your attention will move to final areas of finessing your mentee's skills, behaviours or strategies. In the last couple of months of the program, you are encouraged to review your mentee's original goals with them, exploring what further development is required to prepare for the next phase of their career.

Letting go

By the time you get to the end of the program, you should have developed a strong bond of respect, trust and positive regard with your mentee. Letting go can be an awkward and sad experience for one or both of you. Your final session with your mentee is the time to:

- Review the progress made by the mentee.
- Reflect on the learning you both have had through the program.
- Celebrate the successes.
- Talk about next goals and potential learning opportunities for your mentee.
- Discuss the relationship and how it will now change.
- Show gratitude for the experience.

New relationship transition

It may take some time to get used to no longer having the regular contact, and if it was part of your agreed new relationship rules, there is no reason why you cannot or should not stay in touch with your mentee, sending the occasional email or catching up casually to keep abreast of each other's lives. Indeed, you are likely to see each other at future ACC Australia and other professional events, where you will enjoy catching up on the news of the other.

Once you are no longer the mentor, you will need to be mindful of some etiquette rules:

- The confidentiality of your formal relationship must be maintained. Sometimes it can be easy, after the fact, to refer back to aspects of the learning journey. Even if these are positive, you should always be mindful of what permission you have from your mentee to share any details of the development.
- In the same way as when a child becomes an adult, you need to adjust your mannerisms and expectations of that relationship, so too you need to adjust the way you interact with your mentee after the program. They are no longer snugly under your wing, and you need to allow them to fly, and in some cases, this may be higher than you expected.
- Your mentee may have a hard time letting go, in this case take the time to reaffirm how far they have come and to have faith in their own judgements. If they seem to need more attention, it may be worth encouraging them to apply again for the next program and gain the benefits and insights from a different mentor.



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MODULE FIVE

MENTORING FRAMEWORKS AND RECORD-KEEPING



Learning Objectives

In this module you will learn about the different types of mentoring frameworks, why to use them and under which circumstances to use each different style. You will consider whether mentoring meets the criteria required to acquire CPD points, and what records should be maintained in order to meeting professional development audit standards.

Mentoring Frameworks

The framework of a mentoring program is entirely up to your mentee to decide. However, it must be a something you feel comfortable working with. Frameworks are as individual as mentoring relationships, but largely fall into three categories:

- *Unstructured* frameworks are usually used with informal mentoring relationships. There are no defined rules about when or how often the mentoring pair will meet, or how the mentoring conversation will be structured. The frameworks work best for mentees who are looking for a sounding board or “thinking partner” to brainstorm as required or discuss ethical issues as they arise.
- *Semi-structured* frameworks rely on an agreed meeting timeframe (once a month, every six weeks and so forth), a clear program duration and a mentee-driven agenda for each meeting. The ACC Australia Future Leaders Mentoring Program offers a semi-structured program structure, where resources are available to be used if required, however it is not mandatory to use these, and mentees are encouraged to set discussion topics as best suit their goals and objectives.
- *Structured* frameworks are used in formal, often internal or organisational, programs as part of a broader leadership development program. A structured framework prescribes set topics for each session, assessment items and standardised forms that are expected to be completed in each program.

In a program such as this one, the semi-structured approach is recommended. While program participants can choose to use an entirely unstructured approach, research shows that these types of frameworks are rarely associated with strong success or satisfaction ratings. As the participants of this program each have differing objectives and goals, a structured framework would not be suitable, as the content would be too generic and not in the unique interests of the mentee.

Global Framework

Generally speaking, all mentoring sessions should apply some sort of framework. The most basic framework that works globally for any type of mentoring session is the AREAN approach:

- *Agenda* - Agree on the overall aim of the mentoring session and what topics are to be covered.
- *Review* – Mentee update on what has been achieved since the last session.
- *Explore* – Current dilemma or issue is explored in detail.
- *Action Plan* – Decision made on the best approach.
- *Next Steps* – Agreement made as to next steps and next meeting confirmed.

Using this simple approach provides enough structure to achieve tangible learning and development outcomes, while remaining flexible and enabling changing goals and circumstances.

Developmental Framework for Regular Mentoring Sessions

Expanding on the global framework, there are a range of different types of frameworks you can work with. There is no right or wrong framework, and you may find one works better for one meeting but not the next. Trust your own emotionally intelligent instinct on which framework is best for each mentoring session.

The following framework for your regular mentoring meetings is suggested as a basis for you to work from.

Review, revise and agree on agenda

The mentor confirms having received and accepts the agenda as set by the mentee. If no agenda has been pre-arranged a quick conversation will be required to ensure the mentor is abreast of what the mentee wants to discuss, and enough time is allocated to each agenda item.

Review progress

- Action items from previous meeting and overall program goals are reviewed.
- Recognition and celebration of those action items that have been implemented successfully.
- Discussion of learning achieved.
- Critical review of explanations of why certain action items were not achieved. New targets and timelines are set accordingly. (NB to Mentor: if the mentee regularly misses deadlines, deeper exploration regarding the inability to overcome obstacles may be required. Initial goals and strategies may need rethinking).

Identify new issues and priorities

- Mentee to share new events that have occurred between sessions and any new challenges needing addressing.
- New priorities set and agenda modified accordingly. This includes specifically addressing any urgent matters for attention.

Working through the challenges

The pair will discuss the current challenges one at a time, starting from the top priority and working down from that point. In each case you should find the "GROW" model useful to help you explore the issue.

- *Goal* – what is the specific outcome you require here?
- *Reality* – what has been done so far, what are the current obstacles and what resources do you have to work with?
- *Options* – what are all the ways this could be approached – do not limit the discussion to only the most obvious options; explore opportunities and possibilities that may actually seem unrealistic at first.
- *Way forward* – what is the most prudent approach, what will you commit to – when, where, with who, how.

It is the role of the mentor through this process to help the mentee stretch out of their comfort zone. Rather than necessarily 'giving them the answer', ask them questions to get them thinking about ways that will work uniquely for their situation.

As a side note, it is instinctual when mentoring to give advice and 'fix' the problem. The very best way a mentor can help their mentee, however, is to 'suggest' and elicit further ideas and options. Allow the final decision to be entirely the mentee's decision. There is far more likelihood of the strategies and action items identified being implemented if they have come from the mentee themselves.

Resource Requirement

Explore what resources ("what" and "who") will be required to take the next steps.

Action Plan

Once a conclusion has been drawn with the issue at hand, plot out specific action items and timeframes.

Review and Commitment

Once the meeting nears the conclusion, review the main points, insights and agreed action items. Make note of what follow up is required from mentor and mentee to keep the mentee accountable to the agreed outcomes.

Review or make a date for the next session and agree to potential agenda items for next session.

Sign off

If the mentee plans to claim Continuing Professional Development (CPD) points for the session, complete and sign the Mentoring Meeting Record (example included in appendices) before leaving the session.

Claiming CPD Points for Mentoring Activity

As peer reviewed training with clear learning objectives and assessment, completing this mentor training will earn you CPD points, which will be automatically recorded on your ACC Australia member CPD Tracker upon successfully completing your assessment.

Your mentee may be planning to claim CPD points for your mentoring sessions, and you too may be wondering whether your mentoring meetings throughout the program are eligible for CPD points, so understanding the requirements for eligibility is important.

CPD regulations and compliance guidelines differ from state to state. However, none explicitly list 'mentoring' as a CPD activity.

According to the *Legal Profession Uniform Continuing Professional Development (Solicitors) Rules 2015 (8.1.1)*, which covers New South Wales and Victoria, CPD activity may consist of:

A seminar, workshop, lecture, conference, discussion group, multimedia or web-based program, private study of audio/visual material or any other educational activity.

The *Queensland Law Society Administration Rule 2005 (v.27; 48.2)*; the *South Australia Law Society (Legal Practitioners Act 1981 (SA))*; the *ACT Law Society's CPD Guidelines* and The *Law Society of Tasmania's Continuing Professional Development Scheme (Practice Guideline No. 4; clause 2.4)* have similar (if not identical) wording.

Of all the Australian jurisdictions, Western Australia's guidelines are the most ambiguous and open to interpretation. The Legal Practice Board of Western Australia's Legal Profession Rules 2009 Part 2 & Legal Professional Amendment Rules 2015 specify that approved activity may include (but not limited to):

participation in a structured discussion group; workshops and seminars.

Although 'mentoring' is not explicitly listed in any of the definitions of CPD activities, there is a strong rationale for participation in the ACC Australia Mentoring Program as a *mentee* to be considered legitimate CPD activity. A sound case could be made that a mentoring session is a small version of a 'discussion group' – whereby the discussion is between a student and an expert. Moreover, it could be argued that the discussion may be more relevant and have

stronger tangible learning outcomes when it is a targeted discussion in the interests of a lawyer's specific development requirements as opposed to more generic seminars and readings.

However, the case for participating in the Mentoring Program as a *mentor* needs to be explored differently.

Clause 8.1.3 of the Legal Profession Uniform Continuing Professional Development (Solicitors) Rules 2015 classifies preparing for and providing CPD education as a valid CPD format:

the preparation and/or presentation by a solicitor of written or oral material to be used in a CPD activity or in other forms of education provided to solicitors and/or to other professionals and/or to other persons including those undertaking practical or supervised legal training.

Clearly, mentoring is a form of providing education to solicitors. Therefore, any formal mentoring and/or associated preparation could legitimately be classed as CPD activity.

Although providing training classifies as CPD activity, mentoring is also a reciprocal professional development relationship. The mentor broadens their own understanding and knowledge base as part of mentoring discussions.

All four of the CPD obligations can be met through mentoring.

- Ethics and Professional Responsibility
- Practice Management and Business Skills
- Professional Skills
- Substantive Law

In addition to the above points, there are further reasons why full participation in the ACC Australia Mentoring Program as a mentor would be considered eligible for CPD points.

- ACC Australia is an approved QA Provider.
- The program has a long and credible history (previously as the Australian Corporate Lawyers Association) and is a highly sought-after form of professional development for members of ACC Australia.
- The program has a formal structure; a set nine-month duration; code of practice with explicit expectations and agreements for both mentors and mentees.
- The program has a dedicated Program Facilitator who is available to provide guidance and debriefing to mentors as required.

- Participants have access to an extensive resource library, including a mentoring handbook providing guidance and assistance on mentoring and related topics.
- Mentees are expected to keep clear records of their goals, agreements and learning outcomes as they evolve over the course of the program.

Any *mentee* who *meets the expectations* of the program and fully draws on the opportunities offered through the program will experience valuable CPD. In addition, any *mentor* who can demonstrate they successfully achieve specific learning and professional growth objectives through mentoring will experience valuable continuing professional development.

To demonstrate your mentoring is legitimate CPD, your mentee and you will need to:

- Have clear learning objectives and outcomes.
- Have an open conversation with your mentee about your intention to claim CPD points for mentoring meetings and/or mentoring session preparation.
- Have documented evidence of mentoring sessions including dates and times.
- Keep a log of research or reading you undertake in preparation for mentoring.
- Have written confirmation from your mentee that your own learning outcomes have been achieved.
- Include a copy of the ACC Australia Future Leaders Mentoring Program Handbook with your records.

To assist in your record keeping, the Mentoring Section of the ACC Australia website provides the following resources:

- ACC Australia Mentoring Program Handbook
- Form: CPD Record for Mentors

The CPD Record form enables you note an overall goal (learning objective) at the commencement of the program. By listing an overarching goal, you can add your key insights after each meeting that will be building blocks to meeting your overall goal.

Some ideas for overarching goals include:

- Improve management skills
- Gain greater appreciation of diversity
- Refresh knowledge of substantive law

- Develop strong mentoring skills
- Improve communication skills
- Develop new ideas and strategies for being innovative and adding value

How many points?

Each hour of mentoring would be classed as one CPD unit (point). I would not suggest you claim your first mentoring session as a CPD unit as this is seen as a familiarisation and goal setting meeting rather than having measurable learning objectives and outcomes.

In preparing for mentoring, reading a 1000-word article is classed as one CPD unit. You can claim up to five CPD units for this type of preparation activity.

State Legislation

Every state has its own prescribed set of guidelines. Please be sure to review the legislation specific to your jurisdiction. Links to relevant information are listed below:

ACT

[ACT Law Society CPD Guidelines](#)

NSW

[Legal Profession Uniform Continuing Professional Development \(Solicitors\) Rules 2015](#)

NT

[Law Society NT Continuing Professional Development](#)

QLD

[Queensland Law Society Continuing Professional Development](#)

SA

[The Law Society of South Australia Mandatory Continuing Professional Development](#)

VIC

[Law Institute Victoria Continuing Professional Development \(CPD\) Compliance](#)

WA

[Legal Practice Board of Western Australia – Continuing Professional Development](#)



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MODULE SIX

DEALING WITH DIFFICULTIES



Learning Objectives

In this module you will learn how to deal with some of the challenges that can come up for a mentor in mentoring programs. You will also learn how to keep yourself from being the problem, along with how to address some of the common difficulties that can occur in mentoring relationships such as:

- Match incompatibility.
- Your mentee being allusive and non-responsive.
- Your mentee being unable to gain early traction.
- Repeated problems and excuses occurring in mentoring conversations.
- Your mentee being overly dependent.
- Maintaining professional boundaries.

You will gain guidelines on how to deal with disappointments and when to debrief or seek additional support from the Mentoring Program Facilitator.

Self-Awareness

As discussed in module three, the foundation of all mentoring success is a competent level of self-awareness and emotional intelligence. In any difficulties you encounter as a mentor, first check in with your own mental, emotional and physical state. There are many ways you can be a cause of the problem in your mentoring relationship.

- If you are tired or overloaded, you may have less patience than you would if you had better energy levels.
- Your own expectations or personal beliefs may be getting in the way of you being able to show empathy to a mentee in some conversations.
- Past experiences may have created bias or generalisations in your thinking that may become problematic in mentoring dialogue.
- Your communication style may need adjusting to put your mentee at ease.
- You may have strong preferences in how to conduct a certain situation which may make you appear rigid and inflexible to your mentee, or create the impression you have judged the mentee as incompetent or even stupid.

These are some examples of ways you can get in the way of a comfortable exchange of thoughts and ideas with your mentee. As a rule, whenever challenges appear, first do a self-audit to check in with how you may be contributing to the problem.

Match Incompatibility

People being people, personalities being complex, a perfect partnership is hard to predict, and we cannot guarantee that every mentee and mentor will be compatible. Be bold enough at the end of your first session to ask the mentee how comfortable they feel with you and whether they think the match will work well. Encourage them to openly discuss any concerns they may have with you.

If you sense there could be hesitation or you have a nagging doubt, check in with that gut instinct. It may be that you are from a different industry background and your mentee refers to their industry culture several times in your first meeting. When you do your final check-in, if they seem hesitant to share concerns openly, you could note their repeated comments about the nuances of their industry and ask if they feel there could be a challenge for you to connect due to your differing background. By doing this, you open up a broader discussion about the ways you can help them despite their concerns.

It may be that the concerns are simply 'perceived' incompatibilities based on misguided impressions. If so, discuss the mentee's perception of the incompatibility in a tone of empathy and curiosity. Simply being open to talk about any concerns is likely to put their mind at ease. Give their worries credence by writing them in your notes and agreeing to check in on these at the end of the next meeting.

You may have concerns of your own about your ability to meet their needs for assistance. Raise this with them openly and check-in on the achievability of goals. Honestly provide them with feedback about which areas of their objectives you can help them with and which you cannot. This authentic dialogue will lead to trust and respect, and will help manage lofty expectations. For example, you may pose your concerns this way:

"So, let me just check in on my understanding. You want to improve your network, get a promotion, get onto a board of an international charity and improve your public speaking skills, correct? That's a lot for you to achieve in nine-months and I do not want to encourage you to set yourself up for failure. In all honesty, I haven't any experience on charity boards and my own networking skills are not a strength. However, I've done a lot of work on my public speaking skills and can definitely help you develop those and help you explore what skill development and strategies you may need to get a promotion. I can also help you look into other ways to take the next step in your career. Will that be enough for you?"

This gives your mentee reassurance that you are confident in your abilities and know how to help. They will then know what sort of matters to bring to your mentoring conversations and how you will provide valuable guidance. It also means if their priority is an area you are unable to meet, that they can decide whether or not to continue objectively without fear of offending you.

Either of you may have concerns based on personal differences, such as gender, ethnicity or personality. Partnering with someone different can be uncomfortable at first. However, much research now encourages mentees to seek out someone different and being prepared to be challenged and somewhat uncomfortable, for deeper reflection, checking in on assumptions and new ways to be discovered. If someone pushes our buttons, perhaps it's because we need to be challenged in this way. Sometimes the greatest teachers and life mentors can be the ones who rub us up the wrong way the first time we meet. Openly discuss any obvious differences and explore how you might mutually challenge each other and grow from the relationship.

If the concern seems genuine and you both tend to agree on the incompatibility, speak openly about this and agree to which one of you will provide this feedback to the Program Facilitator. In most cases, it would be expected that the mentee would refer to the Program Facilitator, however, there is no hard rule on this and if you are comfortable to do so, you may wish to report the decision. In cases of choosing not to continue with the mentoring partnership, be sure to manage your mentee's expectations, reminding them that there is not likely to be a surplus of alternative mentors and you both need to be willing to be put on the waiting list for the next Program.

Mentee Illusiveness

One of the most common difficulties to overcome in a mentoring relationship is when one of the partners is challenging to lock down to a meeting. The best way to avoid this happening is to ensure you have dates in your diary from the commencement of the program and clear agreements as to the course of action should one of you have to reschedule.

However, it is not always possible to pre-book all your sessions, and there are likely to be times where unexpected work or life events make keeping to meeting commitments impossible. If your mentee is unresponsive to contact or consistently cancels meetings, the onus is on them to keep to their initial agreement and make new arrangements. This stated, there could be underlying reasons for the allusiveness, such as:

- Your mentee feels intimidated or embarrassed and avoids making contact.
- Your mentee has workload overwhelm and literally has no time for meetings or contact.
- Your mentee has time management problems and is not organised enough to fit in meetings.
- You have been difficult to track down or perhaps not returned messages, and your mentee has given up trying to reconnect.
- Your mentee is uncomfortable with you as their mentoring partner but rather than openly telling you, takes a passive approach and hopes you'll simply get the unspoken message.
- Your mentee has lost your contact details and assumes you'll follow up.

- Your mentee does not understand the value of the program and therefore doesn't make it a priority.
- Your mentee is unclear of their goals, so puts off contact until they have clarity on their objectives.
- Your mentee has a change of job and forgets to advise you.
- Your mentee feels they have already met all their goals and assumes you know.
- Your mentee knows you are very busy and doesn't want to impose on your already hectic schedule.
- Personal circumstances change your mentees ability or immediate need to continue with the program.

Regardless of the legitimacy of the reason, there really is no excuse for not advising you. If your mentee becomes illusive, it is best to attempt to make contact. Keep the following guidelines in mind:

- Do not rely on just one method of connecting in case the details you have for them have changed.
- Be consistent and persistent. Do not allow more than a few days to lapse before trying again.
- Be direct in your communication.
- Show empathy, curiosity and concern ("Hi, I know things can get hectic, but I'm really concerned that I've now tried to contact you three times and I haven't heard from you. Are you okay? Please let me know what's happening on your side of things and if there is anything I can do to help.")

When you do hear from them, be open to understanding their reason for being out of range. Often "busy-ness" is the cause of disconnection. If that's the case, encourage them to take time away from the noise of their regular working life for a mentoring session to explore how they can better manage their time. Remind them of the importance of self-reflection, goal setting, planning and focused strategic exploration to anyone's success.

If your mentee has decided not to continue with the program and you believe their reasons are warranted and do not need critical reflection, gently remind them to advise the program facilitator. If this final step of closure is not completed, you will both continue to receive unnecessary correspondence regarding the program. Also, if you would like feedback on your mentoring style and effectiveness, ask directly for this.

Mentee Unable to Gain Early Traction

Just as every mentor is unique, so too is every mentee. Some are highly driven and need very little to swing them into action. These mentees are exciting to work with and will very quickly start racking up the successes along the way.

In contrast, some mentees come to the program with hopes of progressing in their career, however, have limited drive in pushing ahead. Mentees who lack enthusiasm or motivation require extra skills in mentoring. Most importantly, you will need to approach a mentee such as this with patience and empathy, allowing your expectations to be paced with theirs.

Tips for helping your mentee gain traction include:

- Explore challenges and turn them into goals.
- Make sure your mentee sets an action plan at the end of each session, even if it is something as simple as committing to making one phone call between sessions – this will then give you something positive to review at the next meeting and help build confidence and momentum.
- Suggest your mentee contacts you between sessions to update you on their progress.
- The reason for their lack of momentum may be because they are daunted by a goal they sense is beyond them. Break the goal into small steps and keep them focused on the next step.
- They may be procrastinating because they do not have an “exact” or “perfect” plan. In that case, explore the fear behind their perfectionism, help them become comfortable with the idea of potential “failure” – reframing it to trial and refinement (rather than trial and “error”).
- Check in with the level of enthusiasm your mentee has about the goal and if so a values-alignment exercise may be useful.

A word of warning: often a mentee will enter the program expecting you to have a miraculous solution and path for them to follow. No matter how tempting it may be to prescribe a plan that you think might work for them, hold back and coach them to defining their own challenges, goals and way forward.

“Groundhog” day

In a slightly different variation to the above scenario, you may find a mentee embraces each session with enthusiasm and leaves with insights and action items to follow up on, however, upon your next session, you learn action was not taken and very little was achieved. It can take time for action to translate to success in a mentoring program, however, if your mentoring

sessions start to feel the same from one meeting to the next, with the problems recurring, this can become frustrating and could cause you to question your effectiveness as a mentor.

The first thing to remember is the adage, *you can lead a horse to water, but you cannot make him drink*. Your mentee is the only one who can learn the lessons, take the action and make progress. If you have found by half-way through the program, little advancement has been made, use a mid-program review to revisit your mentee's original goals and critically assess with them the reasons for the lack of improvement.

Often this can occur in cases of office conflict, boundary setting or having difficult conversations. In these cases, ask permission to share your observation and use behavioural questions and Socratic dialogue (using a specific incident to review, unpack and explore a range of ways of approaching the situation) to critically investigate why these circumstances continue to repeat.

When a mentee habitually backs away from challenging conversations, for example, using a "*worst case scenario*" approach might help them overcome their fear of confrontation or asserting themselves. For example, if your mentee has been avoiding asking their boss for a pay increase, you might encourage them to imagine they set a meeting with their boss and ask the question providing a reasoned business case you have helped them develop, and then ask them "what might be the worst outcome of that conversation?" Sit back and hold the space, allowing them to honestly reflect on what that might be. Perhaps it might be they might be told they are not good enough, or that they are told there is no budget, or the conversation leads to the boss putting pressure on them to perform to a higher level. Once they have tabled all possible "worst case scenarios", ask them to then reflect on the best case scenario. Help them see how their fear of the worst case occurring could be robbing them of achieving the best case scenario.

Often ground-hog day mentoring sessions can result from low levels of confidence or extreme worry with your mentee. In such cases, you can help your mentee discover any limiting beliefs that underpin their lack of confidence or their concerns. Ask your mentee for *supporting evidence* for the beliefs or worries, with questions such as:

- "When has there been a similar situation where the outcome you are worried about occurred?"
- "What makes you think this could be a possible outcome?" (Note the use of "what makes you think" as opposed to "why")
- "When have you seen this occur with a colleague in a similar situation?"

If there is a conversation your mentee is avoiding, you can *role-play* it with them several times, each time giving a different response so that your mentee becomes comfortable in the way to handle whatever outcome occurs.

When a mentee is particularly blocked, empathise and help them explore the fears relating to taking action. Remind them that old habits take time and practice to break, and simply because it may not have worked well the first time, does not mean they should not continue to try again. For example, if they have a belief they are a poor public speaker, this belief will not change based on one good presentation. They will justify the success as a “fluke” or a result of it being a “good audience” rather than admit they did well. In this case, flip the scenario and ask them if they had have given a poor presentation would it have been “fluke” or because of a “bad audience”? Help them see how their beliefs about themselves will directly shape their interpretation of events.

Finally, reinforce with your mentee that practice may not make perfect (there is no such thing as “perfect” to life learners), but it will improve performance one occasion at a time. While part of your role is to hold the space for your mentee to share their concerns and worries, your role is also to help shift limiting beliefs. So, always return your mentee’s focus to the positives and higher potential of their abilities and the situation.

Over-dependency

Sometimes a mentoring relationship can become so supportive of the mentee, that they become overly reliant on their mentor. Mentees who have extreme confidence in their mentor can be good for the mentor’s ego, however, there are many reasons you should discourage your mentee having too much faith in you as a “go-to” including it setting them up to become lazy in their own problem-solving skills and you may become the scapegoat should the decision you offer prove to be not the best course of action.

Mentoring should be an experience that leads to increased confidence for the mentee in problem solving and taking a prudent approach to handling challenges. By the end of the mentee relationship, the mentee should be ready to move forward with confidence in their own abilities.

Signs that your mentee is becoming over-dependent include:

- Bringing matters to you that they can solve on their own.
- Bringing a matter to you and asking for your advice (“if you were me, what would you do?”) before offering up their own ideas and potential solutions.
- Holding off on decisions until mentoring sessions.
- Seeking constant reassurance.
- Placing you on a “pedestal” and showing you extreme levels of deference.
- Contacting you several times between sessions for additional mentoring support.

- Showing signs of anxiety in the wind-down phases of the mentoring relationship.
- Only taking action after discussing a matter with you.

You can help avoid and overcome over-dependence by:

- Encouraging your mentee to always come to the meeting prepared not only with a problem, issue or challenge, but at least two or three possible solutions.
- Never offering advice without first exhausting all potential options from the mentee's perspective.
- Reinforcing systematic and prudent thinking patterns in the mentee.
- Encouraging your mentee to seek opinions of others who may be able to offer a different perspective.
- Telling your mentee towards the end of the mentoring relationship that you can see they are ready to move on and giving examples of how you have seen them grow.
- Encouraging your mentee to mentor those more junior to them.

Managing Professional Boundaries

The mentoring relationship within a formal mentoring program such as the ACC Australia Future Leaders Mentoring Program, is a professional one, which means there are expectations on both sides of mutual respect, keeping to agreed commitments and not over-stretching expectations.

As a mentor you are a *friendly professional*, not a professional friend. Particularly for men who mentor women, the #MeToo movement has made the necessity of maintaining clear professional boundaries paramount.¹⁴ By the time the mentoring program has completed, you may have developed a level of mutual affection or comradery that leads to a mutually rewarding friendship, but until that time, there are power differentials that make full disclosure on a personal level inadvisable and there is a level of role modelling you should maintain.

You may find yourself in a situation where your mentee starts pushing the boundaries of your professional relationship, which may include:

- Sharing information of a personal or intimate nature
- Calling you outside of agreed timeframes

¹⁴ Type "Mentoring #MeToo" in your web browser search bar and you'll find a myriad of articles on the debates surrounding men mentoring women in the #MeToo era.

- Taking liberties with additional phone calls, such as engaging in long telephone conversations.
- Seeking information about those in your network or your employer organisation to gain advantage in competition or job-hunting efforts.
- Sending personal social media (such as Facebook) friend requests.
- Asking you intrusive questions about your private life.
- Being overtly flirtatious or sexually provocative.



View the video *How to Respect Professional Boundaries in a Mentoring Relationship* to see how other ACC Australia mentors establish and maintain professional boundaries with their mentees.¹⁵

CTRL/CLICK HERE
To view ACC Australia video
**HOW TO RESPECT PROFESSIONAL
BOUNDARIES IN A MENTORING
RELATIONSHIP**

The most important rule to observe in this area is to openly discuss and establish your boundaries at the commencement of your mentoring relationship. Use your self-awareness to identify any of your own personality traits that could potentially cause issues. For example, you may have a habit of slapping someone playfully on the arm when making a joke, or you may be a “hugger” rather than a hand-shaker. Either curtail any physical touch in your mentoring relationship or openly discuss what is acceptable to your mentoring partner in the first session.

If you feel your professional boundaries are being pushed by your mentee, you would be wise to:

- Bring this up directly and openly at the next available opportunity.
- Speak about this face-to-face rather than by email/SMS or over the phone to ensure full interpretation of communicated messaging can happen on both sides.
- Refer to your original mentoring agreement and point to the areas that are being encroached upon.

¹⁵ If clicking on the link in the red box does not work, you can view the video by going to the following URL: <https://www.youtube.com/watch?v=KGVZ4yp02A>

- Use explicit examples rather than feelings (ie: rather than saying "I feel as if you are crossing boundaries and relying on me too much", try "In the last three weeks, you have called me four times and each call has taken over half an hour. This is not what I understood when we agreed to only contacting each other between sessions for short, focused discussions that are too important to wait till our next session. Could we discuss what constitutes short and important?")
- Explain why the boundary-crossing disadvantages both parties, for example, in the above case, remind your mentee that neither of you have the luxury of a lot of free time and both need to be disciplined to keep ahead of time commitments in general.
- Keep written records of any boundary management conversation.

Always seek immediate guidance from the program facilitator if you believe you could be potentially out of your depth or require assistance.

Mental Illness Awareness

Health and wellbeing are crucial to leading a high-functioning life. While physical health is expected to fail us from time to time and to speak of physical illness is not seen as embarrassing or shameful, mental illness is a hidden and stigmatised epidemic in advanced societies. The increasing pace of contemporary life and demands for instant communication and access, leaves the average professional under pressure to be constantly "switched on". This puts added strain on our physical, mental and emotional health.

While the general population statistics noted to the right show the prevalence of mental illness in Australia, statistics of those holding legal roles are alarming by comparison. Research shows that professionals have higher average depression levels than the general population and that those working in law firms have the highest rates of depressive symptoms.

BASIC FACTS ABOUT MENTAL HEALTH IN AUSTRALIA

One in seven Australians will experience depression in their lifetime.

One quarter of Australians will experience an anxiety condition in their lifetime.

One in 16 Australians is currently experiencing depression.

One in seven Australians is currently experiencing an anxiety disorder.

Right now in Australia, 3.2 million people are experiencing either depression or anxiety or both.

One in nine Australians is currently experiencing high or very high psychological distress.

While more people are seeking support for mental disorders (increase from 37% in 2006-7 to 46% in 2009-10), less than half of the estimated population currently experiencing mental problems seek help.

Source: Beyond Blue (2019)

Specifically:

- Depression affects one-third of solicitors.
- 11% of lawyers contemplate suicide each month.
- Solicitors report experiencing high levels of distress two and a half times more than the general population and very high distress levels twice as much as the general population.
- The few studies related to lawyers and addiction highlight that self-medicating with alcohol, prescription drugs, marijuana and opiates are far more commonplace for members of the legal profession than other occupations, while biographical accounts refer to rehab centres and 12-step programs being "half-full" of lawyers.¹⁶

While these statistics do not single out in-house lawyers, recent research conducted by ACC Australia noted that life-balance is not an easy reach of in-house lawyers with two-thirds of the sample of 398 respondents reporting working more than 40 hours per week and 29% working more than 50 hours per week.¹⁷ With the nature of legal work being focused on mitigating and handling conflict, with most in-house legal teams being under-resourced and with the growing complexity of legal matters handled by in-house teams, in-house lawyers are vulnerable to emotional, mental illness and nervous break-down.

There may be times you suspect your mentee is experiencing levels of distress that go beyond normal expectations. Signs that a mentee may be experiencing mental health problems could include:

- Inability to focus and distractedness.
- Difficulty explaining challenges without showing signs of extreme emotion, such as tears welling up, tightening of jaw, fist clenching or shortness of breath.
- Signs of anxiety such as shaking, face touching and fidgeting.
- Difficulty staying on topic, poor listening ability and memory recall.
- Constantly missing deadlines.
- Catastrophising minor issues.
- Repeatedly experiencing conflict with others.
- Speaking in a manner that assumes others find work/life easier and have better talents/luck and less obstacles than them.
- Last minute change of appointments with vague reasons.
- Referring to excessive sick-days or running late.

¹⁶ Zimmerman, E., 2017, The Lawyer, the Addict, *The New York Times*, 15 June 2017
<<https://www.nytimes.com/2017/07/15/business/lawyers-addiction-mental-health.html>>

¹⁷ 2018 In-house Counsel Trends Report, ACC Australia

- Working long hours but apparently achieving less than expectations.
- Needing constant affirmation and reassurance.
- Referring to having no support mechanisms (at work or at home).
- Physical changes such as weight-loss/-gain, skin problems or hair loss.
- Changes to usual grooming practices.
- Struggling with fatigue and prolonged minor health issues such as colds/flu/headaches.
- Overly positive communication style which seems ingenuine.
- Mentioning difficulties in sleeping and lack of exercise.
- Lack of reaction to humorous comments/situations.
- Self-degradation, sarcasm and pessimism.
- Extended periods of non-communication.
- Excessive paranoia and worry.
- Avoidance of and sensitivity to certain topics.
- Inability to take responsibility for their (in)actions, defensiveness and blaming others for negative outcomes.

As a mentor, you may be the best person to open a conversation with your mentee regarding their current state of mental health, because of the agreed level of confidentiality within your relationship. You should not feel any level of awkwardness regarding asking about your mentee's mental or emotional health, as it relates directly to their potential for achievement and success.

There are many ways you can raise your concerns. If your mentee has been experiencing extreme challenges or stressful circumstances in their work, you could observe that this could well be impacting their mental/emotional wellbeing and ask them how they are coping with the additional difficulties.

If your mentee is having difficulty in problem solving, procrastinating, or not following through with their committed action items, you could ask questions about how their physical and mental health could be hampering their ability to focus and achieve.

You may be aware of life circumstances that are occurring in your mentee's life which are known to cause stress, such as divorce, a close family member's death or illness, difficulties with children and dealing with physical illness. In this case, you could simply note that they are travelling through a challenging period in their life and ask them how they have been coping with this – more specifically, ask about how they have been sleeping and keeping emotionally resilient.

Providing your observation of their general energy levels and any noticeable symptoms of anxiety can also open a conversation. For example, you could simply say “you’ve seemed quite shaky and distracted today, is everything okay?”

If your mentee denies having any difficulties with stress, depression, or anxiety, accept this response without further prying. Although they may not open up to you, your question may have been enough of a prompt for them to speak to someone else or take some other form of action to address their symptoms.

In many cases, asking the question could be exactly the cue your mentee needs to share their worries with you. Opening the discussion creates the opportunity to help them explore options for gaining the additional support they need.

To follow are some very important pointers about discussing mental health issues with your mentee:

- First and foremost, reflect critically on your own experiences of and opinions on mental illness. This includes critically examining any unconscious bias you may hold.¹⁸ If you hold judgments about those experiencing mental health challenges, seeing them as flawed or weak in character, you should educate yourself on the subject or simply avoid the discussion as you will have difficulty empathising and add to any sense of shame they may have about their symptoms.
- Be direct and natural, if you show any awkwardness about the conversation, your mentee is likely to feel uncomfortable (treat the conversation the same way as you would asking about their physical health).
- Show understanding, empathy, and non-judgment.
- Briefly share your own experience of mental illness either personally or as a support person to demonstrate understanding.
- Do not dwell on your own experiences or offer advice on remedies.
- Explain that as a mentor you are not able to offer psychological counselling, but you can help them work out a strategy for finding the right support.
- Assess the level of severity of your mentees symptoms by asking them to rank how bad on a scale of 1 to 10 they are now compared to at a time when they were experience good mental health.
- Reassure your mentee that most mental health conditions are treatable and that this is a temporary set-back they can overcome.

¹⁸ You can complete an online self-assessment of your hidden thoughts on mental health topics at [Mental Health Project Implicit](#) (Harvard University)

- Ask what steps your mentee has already taken to address the illness.
- Recommend your mentee visits their GP to discuss their general and mental health.
- Review the list of support services provided in the righthand panel and ensure your mentee writes down any numbers or website addresses that would be helpful.
- Check in with your mentee about their support network and make sure there is someone they can speak with to help them through this challenging period.
- It may also be advisable to encourage them to confide in their direct manager so that any unmet work commitments will be considered in light of their mental health issues and workloads can be adjusted until their wellbeing is stabilised.
- Remind them that the knowledge of their illness is confidential and will remain strictly between the two of you unless otherwise agreed.

If your mentee confides in you that they have a diagnosed mental illness or personality disorder, make a note of the diagnosis and seek to understand what (if any) medications are currently being used. If you are not well versed in the condition, when you return to your office, look up the condition and medication so that you have a better understanding of your mentee's experience. If you have any concerns

MENTAL HEALTH WEBSITES AND HELPLINES

Ctrl/Click on agency title to visit website

Lifeline – 13 11 14 (general)

Minds Count Foundation (previously Tristan Jepson Memorial Foundation – resources for legal community)

Wellbeing & the Law (WATL) (resources for health/wellbeing for those in the legal profession)

Beyond Blue – 1300 224 636 (general)

MindSpot Clinic – 1800 614 434 (online assessment /treatment anxiety/depression)

Blackdog Institute (Workplace Mental Health/Wellbeing Toolkit and resources)

Mensline Australia – 1300 789 978 (men)

PANDA – 1300 726 306 (perinatal anxiety and depression support)

Suicide Call Back Service – 1300 659 467 (for those considering or effected by suicide)

Headspace – 1800 650 890 (teens/families)

QLife – 1800 184527 (LGBTQIA)

SANE Australia – 1800 187 263 (Supporting those with complex mental illness)

1800RESPECT – 1800 737 732 (Sexual assault/domestic violence counselling)

Blue Knot Foundation Helpline – 1300 657 380 (adult survivors of childhood trauma)

Butterfly Foundation – 1800 334 673 (sufferers of eating/body image disorders)

Salvos Careline – 1300 363 622 (general)

Open Arms (Veterans & Families Counselling Service) – 1800 011 046 (for those with war/service related conditions)

after reading up on the condition, follow up immediately with your mentee. However, otherwise, simply make a note to ask what progress has been made in the next mentoring session.

If you find yourself in the unlikely situation where a mentee is highly agitated, distressed, effected by medication or alcohol, disoriented or acting erratic, you should not leave them without first ensuring their safety. One way of doing this is to ask your mentee to call a support person and speak directly to that person, arranging for them to come and collect your mentee or exempt you from any responsibility for their wellbeing.

In addition, if you believe your mentee could in any way be in danger or a danger to others, first ensure your own safety and then report your concerns to the appropriate authorities. Any incident that occurs during a mentoring session should be reported immediately to ACC Australia.

Dealing with Disappointing Experiences

No matter how good you are as a mentor, you won't always experience success with your mentee. Statistically, program success by any standards will never be perfect. There will always be some mentees who are unable to be helped and there may be some mentoring relationships you find very rewarding, yet due to circumstances outside of your or your mentor's control, they will need to end prematurely (due to changing industries/locations, family issues that take precedence – good ones like the birth of a baby and not so good ones, such as a marriage breakdown or death in the family).

I recall in the late 1990s, I was doing volunteer work at a domestic abuse crisis shelter. I felt a deep sense of connection with those I supported there. There was one woman, Joy,¹⁹ who I had a particular "soft spot" for. She had been through incredible adversity and literally torturous violence at the hand of her husband. I was in awe of the courage she had shown to plan and execute her escape, with her two small children in the middle of the night with nothing more than a backpack. In group coaching sessions, she was encouraging to the other women, building them up and affirming they had the strength not to return to their abuser.

One evening I arrived at the shelter and something felt wrong the moment I arrived. Not only did I not hear her jovial voice and laughter, but the usual welcome of her kids flying across the room to wrap their arms around my legs didn't occur. There was an eerie silence in the building, and I knew immediately something was not right. My fears were confirmed when the advocate on duty, Faith, advised that Sue had checked out of the shelter the day prior and returned to her husband. The hurdles she'd had to face with finding a job had been too much for her and she'd gone back to where she knew her finances would be met.

I sat opposite Faith sobbing. I pictured Joy back in her home facing the cycle of abuse to keep her children fed. I was devastated and felt a mix of frustration, anger at the system and self-

¹⁹ All names used in relaying this experience have been changed to protect the privacy of the women described.

recrimination for not having resourced her well enough to keep to her planned path. I felt like I had failed her completely. Fortunately, Faith had many years of experience and helped me understand the situation. She reminded me that (in the town we were living) statistically a woman would return to her abuser an average of thirteen times before finally ending the relationship and moving on with her life. Her words that followed were:

"Joy may have returned to the perpetrator, but she will take with her what she learned while she was here. You showed her she was courageous, you reminded her that she is worthy of living a safe life. We have given her a range of strategies that she can choose from in the future. Perhaps she will have returned home to start getting educated in a business skill that means the next time she leaves, she will have better chances of finding employment. Karina, never forget this, in this line of work you will never get anyone from A to Z, but if you're doing your job well, you might get them from D to E. And I believe in this situation you got Joy from D to F! So, lighten up on yourself. You did good."

I share this story with you because at that point in my own journey I could have branded myself a "bad coach" and given up on trying to help anyone again. If I had done that, there would have been literally hundreds of people who would have missed that little D to E step I was able to help them achieve over the past twenty years.

There might come a time when you feel you have failed as a mentor, but remember, *pain and reflection lead to growth*. From each disappointing experience you will learn new ways to approach matters and you will grow. If you do not continue sharing the unique gifts you have to share, no one else can do it just like you, and your ripple effects will stop at that point.

Debriefing and Facilitator Support

Finally, you may be a mentor, but you need not have all the answers, all the time. There is always someone you can turn to for your own guidance and support. In this program you will always have a program facilitator to turn to when you are doubting your ability, need some tips on next steps, need to share your disappointment or just confirm your thinking.

To ensure the program facilitator has the time and head-space available to give full attention to your situation, it is best to email first to give a high-level explanation for the contact and arrange a time to speak. Your program facilitator's contact details in this program are:

Karina Butera

Email: Mentoring_ACC_Australia@karinabutera.com | Phone: 0413 041458

If you are unable to connect with Karina, or your concern is about Karina's conduct, you should contact ACC Australia's Executive Director:

Ingrid Segota

Email: i.segota@accglobal.com | Phone: 03 9248 5511

Conclusion

Congratulations!

You have now completed your Mentor Training. By now, you should feel confident in:

- What mentoring is and how it differs from other forms of professional development.
- Why mentoring is particularly important within the in-house legal profession.
- The skills required to be an effective mentor and what makes you unique as a mentor.
- The stages of a mentoring relationship and how to get your mentoring program off to a solid start with a new mentee.
- How to set appropriate boundaries, set goals and keep your mentee on track to meeting their goals.
- How to handle difficult situations and where/when to seek additional assistance.

I trust this has been a rewarding and enjoyable learning exercise for you and thank you for your dedication to the ACC Australia Future Leaders Mentoring Program through completing this course.

Assessment

You are now able to complete your final assessment when you are ready. There are twenty questions, one of which has 10 categories. The assessment should take no more than 5-10 minutes to complete. To help you prepare, the questions are listed in Appendix G.



Complete your training assessment.²⁰

CTRL/CLICK HERE
to go to
**MENTOR TRAINING
ASSESSMENT**

Please notify the program facilitator when you have completed your assessment. A score of 95% will be deemed as successful completion and two CPD points will be awarded to your professional development record.

²⁰ If clicking on the link in the red box does not work, you can complete the assessment by going to:
<https://www.surveymonkey.com/r/HJWDJ3Y>



MENTORING
PROGRAM



By in-house counsel | For in-house counsel®

APPENDICES

TOOLS, TEMPLATES & FURTHER RESOURCES



APPENDIX A: Mentoring Program Partnership Agreement

Mentor: _____ Mentee: _____ (the Parties)

Program commencement: _____ Program Completion: _____

Objectives of the Mentor/Mentee Partnership

Mentoring is a relationship-based form of personalised professional learning and development. Its purpose is to empower individuals by helping them capitalise on their personal and professional strengths; to provide support and guidance based on previous experience; to encourage making wise decisions and taking educated risks; and to enable the development of an appropriate and rewarding career path.

Role of the Mentor

- Be committed to the personal and professional development of the mentee.
- Support the mentee in setting agendas and program structure that works best for them.
- Share the lessons learned from the successes and disappointments of their career.
- Listen actively providing the mentee with encouragement and guidance.
- Support the mentee in developing a career path, strategies and action plans that work uniquely for the mentee rather than imposing their own methods and models on the mentee.
- Act as a sounding board and encourage the exploration of alternatives.
- Give feedback to assist the mentee's development in areas within the mentee's scope to improve.
- Where appropriate, suggest useful resources or make introductions as aligned with the mentee's learning and development needs.

Role of the Mentee

- Undertake full planning of Mentoring Meetings including setting meeting times and other administrative responsibilities as required.
- Being prepared for each session with an idea of topics for discussion.
- Take full responsibility for their own personal and professional development.
- Actively engage with their mentor, practising openness and honesty to develop trust.
- Be receptive to feedback and open to alternative perspectives.
- Be prepared to be challenged and to challenge, seeking always to understand.
- Willing to prepare and carry out action plans aimed at their own development.

- To recognise the benevolent commitment of the mentor and show appropriate respect and gratitude for the contribution of the mentor to their personal growth and success.

Role of ACC Australia

ACC Australia is making the Mentoring Program (Program) available as a service to its members nationally. ACC Australia has chosen its list of Mentors carefully and has arranged the matching of the available Mentors and Mentees based on the information provided by participants about their development needs and capabilities.

ACC Australia provides training, guidelines and resource materials to ensure mentors and mentees are fully equipped to enjoy program success. However, ACC Australia has no control over the extent to which these resources are utilised by program participants. Mentors and mentees are encouraged to make whatever inquiries of their mentoring partner to ensure their readiness to proceed in the program.

ACC Australia will seek feedback from participants about the Program for the purposes of process improvement. This feedback will be summarised, and individual responses will not be provided to any persons other than the administrators of the Program.

While ACC Australia makes every effort to match and support Program participants, it holds no guarantee or responsibility for the effectiveness of the mentoring partnership.

Confidentiality and Privacy

All discussions between a Mentor and Mentee are strictly confidential and any content of those discussions shall not be disclosed to any other party without the consent of the Mentor and Mentee or unless required by Australian law.

Personal information exchanged between the parties may only be used for the purposes of the Program and shall not be used or disclosed for any other purpose without the consent of the Mentor and Mentee or unless required by Australian law.

Program Commitment

The Parties agree to enter into a mentoring relationship as part of the ACC Australia Mentoring Program for a period of nine-months as outlined above. It is acknowledged that the relationship is designed to support the Mentee to develop professional confidence and to take increasing initiative for their professional development under the guidance of the ACC Australia Mentor.

The Parties agree to meet in-person on at least six occasions over the nine-month period. Should either Party be unable to attend a scheduled meeting, the Parties will notify one another in advance to organise an alternative meeting time.

Should either party no longer be willing or able to continue to meet their program obligations, they will immediately and respectfully notify the other party and formally suspend or end the

mentoring relationship. Should either party prematurely end the mentoring relationship, they agree to notifying ACC Australia to ensure records are maintained appropriately, and a replacement mentor or mentee is able to be found if appropriate.

Additional agreements and conditions specific to our mentoring partnership:

We have discussed and agree to all conditions of our mentoring partnership as outlined above.

Mentor's Signature: _____ Date: _____

Mentee's Signature: _____ Date: _____

The signed original should be retained by the Mentee and a copy provided to the Mentor. ACC Australia does not require a copy of the signed agreement.

APPENDIX B: Mentoring Goals and Expectations Form

Mentee Goals and Learning Objectives

My career goals are:

My skill development goals are:

Current plan to attain my goals:

How I plan to hold myself accountable to meeting my goals and learning objectives:

How my mentor can be of best assistance throughout the program:

The ideal **program style** for me is: highly structured / structured / semi-structured / informal

Mentor Commitment

I will support my mentee by:

I expect my mentee to:

Confidentiality

List any potential areas of conflict of interest within your mentoring relationship and note any specific confidentiality agreements expected.

Practicalities

We will meet at _____ (geographical location)

at least once every ____ weeks.

Proposed diary dates:

Session 1:		Session 6:	
Session 2:		Session 7:	
Session 3:		Session 8:	
Session 4:		Session 9:	
Session 5:		Session 10:	

(Please note, it is a program expectation that you meet at least six times, however, it is up to you to decide how many sessions over and above that would be mutually suitable).

The best form of communication for the **mentor** between sessions is:

email / phone – work / phone – mobile / text message

Details: _____

The best form of communication for the **mentee** between sessions is:

email / phone – work / phone – mobile / text message

Details: _____

CPD Points

I plan to claim each hour of mentoring as one CPD unit.

YES / NO

If you have answered YES to the above, you will need to ensure you keep the following records for auditing purposes:

- ✓ Copy of Mentoring Agreement
- ✓ Completed Mentoring Goals and Expectations Form
- ✓ Completed Mentoring Meeting Record for each mentoring session

For further information regarding claiming CPD points for mentoring sessions, please see Mentoring Program Resource document: *Claiming CPD Points*.

Action Plan

List any 'next steps' that were agreed to in your session.

First Mentoring Session Checklist

We have...	✓
... gotten to know each other and feel ready to commence the mentoring partnership	
... discussed the overall goals of the mentee	
... discussed the expectations the mentor has of the mentee	
... discussed the expectations the mentee has of the mentor	
... discussed confidentiality issues and agreed to professional boundaries	
... agreed what style of mentoring is preferred (level of structure/formality)	
... agreed to when and where we will hold our meetings	
... an understanding of what method of communication works best for us	
... agreed to whether or not the program we plan is eligible for CPD points	
... agreed to an action plan and have a mutual understanding of next steps	
... signed our Mentoring Partnership Agreement	

If you have any reservations regarding the suitability of your matched partnership after your first session, please discuss this openly and refer to the Program Facilitator for next steps.

APPENDIX C: Mentoring Meeting Record Sheet

Mentee		Session No		Date	
Mentor		Start time		Finish time	

Progress since last session	New Learning & Development Objectives
Key Insights	Action Items

Next meeting date:

Proposed topic/meeting purpose:

.....

.....

APPENDIX D: Mentoring CPD Activity Record Sheet

Mentor		Program Duration	
Professional Goal(s)			

Meeting Date/Time	Preparation Required	Prep Time	Personal Outcomes	Learning	CPD units

Endorsement

I confirm that this is a true and accurate record of continuing professional development activity.

.....
Signature (Mentor) Date

.....
Signature (Mentee) Date

APPENDIX E: Core Skills Model Self-Assessment

Source: Phillip-Jones, L (2003)

MY MENTORING SKILLS

Directions: Assess your potential to be a successful mentor and mentee by rating yourself on the following mentoring skills. For each skill, circle the appropriate number. Total the numbers for each part (I, II, and III), and read the interpretations.

Mentoring Skill		Quality of Skill			
		Excellent	Very Good	Adequate	Poor
Part I. Shared Core Skills					
1.	Listening Actively	5	3	1	0
2.	Building Trust	5	3	1	0
3.	Encouraging	5	3	1	0
4.	Identifying Goals and Current Reality	5	3	1	0
					Subtotal Core Skills
<hr/>					
16-20	Excellent core skills; you could coach others; concentrate improvement efforts on fine-tuning your style				
11-15	Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor or mentee				
6-10	Adequate core skills; work on your less-developed skills in order to have better relationships				
5 or under	You'll benefit from coaching and practice on core skills; acquire training or coaching, and observe others who have strong skills				
Part II. Mentor-Specific Skills					
1.	Instructing/Developing Capabilities	5	3	1	0
2.	Inspiring	5	3	1	0
3.	Providing Corrective Feedback	5	3	1	0
4.	Managing Risks	5	3	1	0
5.	Opening Doors	5	3	1	0
					Subtotal Mentor Skills
<hr/>					
20-25	Excellent mentor skills; you could coach others; concentrate improvement efforts on fine-tuning your style with particular mentees				
15-19	Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentor				
10-14	Adequate mentor skills; work on your less-developed skills in order to acquire strong mentees and have better relationships with them				
9 or under	You'll benefit from coaching and practice on mentor skills; acquire training or coaching, and observe others who have strong skills				
Part III. Mentee-Specific Skills					
1.	Acquiring Mentors	5	3	1	0
2.	Learning Quickly	5	3	1	0
3.	Showing Initiative	5	3	1	0
4.	Following Through	5	3	1	0
5.	Managing the Relationship	5	3	1	0
					Subtotal Mentee Skills
<hr/>					
20-25	Excellent mentee skills; you could coach other mentees; concentrate any improvement efforts on fine-tuning your style with particular mentors				
15-19	Very good skills; continue to polish those skills that will make you even more effective and desirable as a mentee				
10-14	Adequate mentee skills; work on your less-developed skills in order to acquire strong mentors and have better relationships with them				
9 or under	You'll benefit from coaching and practice on mentee skills; get training or coaching, and observe others who have strong skills				

APPENDIX F: Further Resources

Books

A Critical Introduction to Coaching and Mentoring: Debates, dialogues and discourses

By David E. Gray, Bob Garvey & David A. Lane (2016)

A Handbook for Women Mentors: Transcending barriers of stereotype, race and ethnicity

By Carole A. Rayburn, Florence L. Denmark, Mary E. Reuder & Asuncion Miteria Austria (2010)

Coaching and Mentoring: How to develop top talent and achieve stronger performance

By Harvard Business School (2004)

Emotional Intelligence: Why it can matter more than IQ

By Daniel Goleman (1996)

Techniques for Coaching and Mentoring

By David Clutterbuck & David Megginson (2005)

The Mentor's Guide: Facilitating Effective Learning Relationships (2nd Edn)

By Lois J. Zachary (2011)

The New Mentors and Proteges: How to succeed with the new mentoring relationships

By Lois Phillips-Jones (2001 – revision)

The Psychology of Coaching, Mentoring and Learning (2nd Edn)

By Ho Law (2013)

Articles

Emotional Intelligence and Leadership Effectiveness + 69 Exercises

By Courtney Ackerman (2019)

<https://positivepsychologyprogram.com/emotional-intelligence-leadership-effectiveness/>

How to Become a Better Listener: Seven steps to gaining understanding and respect

By Marty Nemko (2014)

<https://www.psychologytoday.com/intl/blog/how-do-life/201405/how-become-better-listener>

How to Increase Your Emotional Intelligence – 6 Essentials

By Preston Ni (2014)

<https://www.psychologytoday.com/au/blog/communication-success/201410/how-increase-your-emotional-intelligence-6-essentials>

Mentors, Be Socratic

By Feld, Brad (2014)

<https://unreasonable.is/mentors-be-socratic/>

Seven Key Qualities of an Effective Mentor

By Jayson DeMers (2014)

<https://www.inc.com/jayson-demers/7-key-qualities-of-an-effective-mentor.html>

Seven Qualities of Truly Authentic People

By Stephen Joseph (2016)

<https://www.psychologytoday.com/au/blog/what-doesnt-kill-us/201608/7-qualities-truly-authentic-people>

Skills for Successful Mentoring: Competencies of Outstanding Mentors

By Linda Phillips-Jones (2003)

<https://my.lerner.udel.edu/wp-content/uploads/Skills for Successful Mentoring.pdf>

What is Emotional Intelligence? +18 Ways to Improve it

By Courtney Ackerman (2019)

<https://positivepsychologyprogram.com/emotional-intelligence-eq/>

Videos

Daniel Goleman Introduces Emotional Intelligence

By Big Think, featuring Daniel Goleman

<https://www.youtube.com/watch?v=Y7m9eNoB3NU>

Embracing Vulnerability

By Brené Brown

https://www.youtube.com/watch?v=AO6n9HmG0qM&list=PLr3XIBco3u_O3RZGLEWaFPyZ6WhL8v86D&index=2&t=0s

Failure and the Importance of Mentoring, TEDx

Patrick Bolard

<https://www.youtube.com/watch?v=-o-uGCPnHCw>

From Coach to Mentor with David Clutterbuck

Interview by Coacharya (2018)

<https://www.youtube.com/watch?v=tY7ckc9e9h0>

How to be an Amazing Mentor

By Shaun Humphries

<https://www.youtube.com/watch?v=x4FxD99RZJw>

Modern Mentoring: The good, the bad and the better, TEDx

By Karen Russell

<https://www.youtube.com/watch?v=SSZRtx8m3Z8>

Science of Mentorship, TEDx

By Shawn Blanchard

<https://www.youtube.com/watch?v=hh46IVSKWHc>

The Power of Mentoring, TEDx

By Lori Hunt

<https://www.youtube.com/watch?v=Atme26C0I5E>

The Power of Mentoring as a Transformational Process, TEDx

By Stacy Blake Beard

<https://www.youtube.com/watch?v=fUIJmtfdVMM>

The Power of Vulnerability, TEDx

By Brené Brown

https://www.youtube.com/watch?v=iCvmsMzIF7o&list=PLr3XIBco3u_O3RZGLeWaFPyZ6WhL8v86D&index=2

Three Tips to Become a Better Mentor

By Nathan Lucas

<https://www.youtube.com/watch?v=qXh67Dtqylo>

Free Online Assessments

University of Pennsylvania's, Authentic Happiness (Positive Psychology) Questionnaires

<https://www.authentichappiness.sas.upenn.edu/testcenter>

Recommended Questionnaires:

- To measure personal strengths: VIA Character Strengths Survey
- To measure overall work satisfaction: Workplace PERMA Profiler
- To measure levels of perseverance: Grit Survey
- To measure overall wellbeing in life: Well-Being Survey

Skills You Need

Interpersonal skills assessment, covering: listening, verbal communication, emotional intelligence and working in groups/teams skills.

<https://www.skillsyouneed.com/ls/index.php/343479/lang/en/newtest/Y>

16 Personalities

This is essentially a free MBTI (Myers-Briggs) test – it gives a very detailed assessment which includes descriptions of: strengths/weaknesses, romantic relationships, friendships, parenthood, career paths, workplace habits.

<https://www.16personalities.com/free-personality-test>

DISC / Archetypes

For a behaviour profile. Requires signing-in and providing basic information.

<https://app.crystalknows.com/personality-test>

TestQ

For career guidance / working traits (uses Myer-Briggs methodology).

<http://www.testq.com/career/quizzes/126-career-personality-test>

Project Implicit

You can test your implicit associations (unconscious bias) here, including social attitudes about race, gender, sexual orientation, mental health and lifestyle choices.

<https://implicit.harvard.edu/implicit/>

APPENDIX G: Final Assessment

Once you are ready to complete your training, go to [click here](#) to complete your assessment questions. To help you prepare, the questions you will be asked in your assessment are listed here.

Question 1

What is the 80/20 rule in mentoring conversations?

- a. If the mentee is 80% sure of an action plan, they should commit to it.
- b. The mentor should do 80% of the listening in a mentoring conversation and 20% of the talking.
- c. The mentee should do 80% of the listening in the mentoring conversation and 20% of the talking.
- d. The mentor requires 80% of the facts before being able to give advice to the mentee.

Question 2

Why is trust and rapport easier to establish in external mentoring programs?

- a. Because meetings are normally held in cafes rather than company internal meeting rooms.
- b. Because matching processes are usually easier for external mentoring program facilitators than internal mentoring program managers.
- c. Because the mentor and mentee are free from the fear of opening up due to complexities of internal company politics, existing relationships and preconceptions.
- d. Because HR departments make promotion recommendations based on the feedback from mentors in company mentoring programs.

Question 3

What is NOT a crucial element of a mentoring relationship?

- a. An agreed regular meeting place.
- b. A shared commitment to the success of the relationship.
- c. Agreed program framework and objectives.
- d. Mutual positive regard, respect and encouragement.

Question 4

Which of these conditions are NOT part of the mentor's program commitment:

- a. Attendance of program introduction event
- b. Engaging in a minimum of six 45-75 minute mentoring sessions throughout the program.
- c. Making introductions within your own organisation to assist your mentee find new job opportunities.
- d. Providing feedback to the program facilitator as requested throughout the program.

Question 5

In the ACC Mentoring Program Code of Conduct, participants are required to be “non-exploitative”. What does this mean?

- a. Neither party should use the program to seek commercial information, employment or any non-mentoring personal advantage from the other party.
- b. The mentee should not be asked to take on pieces of work from the mentor without fair payment.
- c. The mentor should not expect the mentee to pay for drinks/dining expenses at meetings.
- d. Neither party should pass off work that may be jointly contributed to during the course of the program as their own without permission and fair attribution to the other party.

Question 6

In the video: *How to provide critical feedback*, which model does Rachel Colla suggest using with mentees?

- a. Keep-stop-start.
- b. Feedback sandwich.
- c. End goal review and recalibration.
- d. Intention vs outcomes evaluation.

Question 7

Are each of the mentor behaviours/practices listed below recommended or discouraged:

(Choice of answers: Recommended / Discouraged)

1. Encouraging their mentee to set the meeting agenda.
2. Pursuing their mentee as a prospective employee.
3. Being approachable, friendly and creating a light and enjoyable environment for discussions.
4. Providing positive reinforcement.
5. Waiting for the mentee to make contact.
6. Making disparaging comments about industry figureheads or associates.
7. Openly sharing past failures and associated lessons.
8. Asking permission before providing critical feedback.
9. Steering conversations to topics the mentor is most comfortable with.
10. Giving immediate answers and solutions.

Question 8

Which mentoring style is most effective?

- a. People developer.
- b. Challenger.
- c. Strategist.
- d. No style is more effective than another, all mentoring styles have their place on the mentee needs spectrum.

Question 9

Why is understanding your own mentoring style important?

- a. It helps you know what your mentoring weaknesses are and avoid delving into those areas with your mentee.
- b. Because you sometimes need to mentor yourself.
- c. So you can articulate your style clearly when applying for a mentoring program and be matched with the most appropriate mentee to your mentoring style.
- d. So you know what you need to change about your mentoring style.

Question 10

When your mentee repeatedly brings the same problems to your mentoring discussions ("groundhog day"), which of the following is the *wrong* response:

- a. To feel personally responsible or ineffective as a mentor, and suggest you dissolve the mentoring relationship so your mentee can find a better mentor.
- b. Highlight the pattern or habit you've observed and help your mentee explore the fear or limiting belief that underpins it.
- c. Show understanding and empathy while your mentee shares their concerns but then helping them reframe their beliefs and focus on the potential positives of changing their behaviour/approach.
- d. Encourage your mentee to embrace "failure" as a learning opportunity, to keep practicing, giving examples from your own experience where you made mistakes, were lacking confidence but with persistence became more proficient in that area.

Question 11

Which of the following is NOT one of the five components of emotional intelligence (as defined by Goleman, 1996)?

- a. Self-awareness.
- b. Confidence.
- c. Empathy.
- d. Social skill.

Question 12

What is NOT one of the three aspects of communication you need to observe to fully understand your mentee?

- a. Their words.
- b. Their tone.
- c. Their body language.
- d. Their references.

Question 13

What are the three aspects of the Mentoring Skills Model (Philip-Jones, 2003)?

- a. Mentee-specific skills, mentor-specific skills and shared core skills.
- b. Listening skills, speaking skills and interpreting skills.
- c. Learning skills, teaching skills and application skills.
- d. Initiating skills, momentum building skills and closure skills.

Question 14

There is never a good time to use a closed question. True / False

Question 15

Which is NOT one of the top five complaints mentees make about mentors?

- a. Unresponsiveness to contact.
- b. Unreliable – cancels meetings at the last minute.
- c. Pursuing mentee as a prospective employee.
- d. Imposes own agenda.

Question 16

Which is NOT a recommended way of building greater emotional intelligence?

- a. Engaging a professional coach or mentor to assist you.
- b. Asking your friends for advice.
- c. Reading up on emotional intelligence.
- d. Learn more about yourself through online assessments/profiling.

Question 17

The most important ability a mentor can have is to suspend all else and hold the space for the mentee with full focus on them. True / False

Question 18

Which of the following statements about listening skills is INCORRECT?

- a. Listening for congruent messaging means noticing body-language and tone that conflicts with the mentee's words.
- b. Listening skills are innate and impossible for adults to learn post their formative years of cognitive development.
- c. A good mentor avoids connecting their own stories and assumptions when listening to their mentee.
- d. Active listening means being fully present and not mentally preparing your next question/statement while the other person talks.

Question 19

Why should a mentor give advice to their mentee?

- a. Because there is a greater probability of the mentee following through on the mentor's advice than on their own ideas.
- b. Because giving advice builds greater confidence levels in the mentee.
- c. Because giving advice helps the mentee develop prudent decision-making techniques.
- d. None of the above, it's best to avoid giving advice.

Question 20

What is NOT a recommended way to keep your mentee from becoming over-dependent on you?

- a. Encourage your mentee to come to meetings with at least a couple of possible solutions to their dilemma.
- b. Give advice whenever the mentee asks for it.
- c. Encourage your mentee to seek opinions of others who can offer a different perspective.
- d. Reinforce systematic and prudent decision-making patterns in the mentee.