



APEGGA

The Association of
Professional Engineers, Geologists
and Geophysicists of Alberta

Mentoring: A Guideline for Members-in-Training and Professional Members

*"To be both a speaker of words
and a doer of deeds."*

(Homer: The Iliad, bk. IX, l 443)

Mentoring

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PREFACE

APEGGA recognizes the benefit to society of mentoring, and how it supports the goals of the Association. The transfer of skills and knowledge from experienced professionals to less experienced members of the Association provides continuity, successional management, and continued learning for all involved. Mentoring empowers less experienced members with skills they may traditionally have acquired through trial and error.

All members of the Association are encouraged to be actively involved in mentoring activities, either as mentors or protégés. To that end, the Association is committed to assisting its members by facilitating the formation of effective mentoring relationships. This document is designed to provide Association members with an introductory guide to mentorship. It should not be used as the only resource. There is an accompanying orientation seminar, and APEGGA encourages you to consult the print and electronic references listed in Appendix 1.

Current business magazines and journals such as *Fast Company*, *Fortune*, *Business Week*, and *Entrepreneur* frequently include material on mentoring. There are also 'technical' publications for human resource professionals such as *Performance Improvement* and *Training and Development*. Colleagues in other professional associations and provinces are also excellent sources of background and current material on mentoring.

All members are reminded to conduct themselves at the highest professional levels when dealing with other APEGGA members, as well as non-members. Everyone should be aware that the mentoring program outlined here focuses on non-technical aspects of professional practice/life, and that the confidence of employers remains foremost. All persons involved with mentoring activities outside their own employment situations should notify their employer, and establish and document their employer's approval. Each individual is bound to protect the proprietary information of their respective businesses.

INTRODUCTION

Mentoring has a long and reputable history. Through time, mentoring has included trade and craft guilds, apprenticeship systems, and similar learning styles. In the late twentieth century, mentoring has returned to popularity under a variety of names and styles, again mainly as a method by which a less experienced individual can learn from a more experienced one. It has embraced a number of innovations, one of them being facilitated mentoring, wherein an organization, usually the employer, establishes a specific methodology and expectations and places individuals into relationships. The aims of 'modern' style mentoring include:

- assisting new graduates with the transition from school to professional practice,
- orienting protégés to corporate culture and organizational norms,
- introducing professional expectations,
- assisting with three non-technical areas of the member-in-training program: communication skills, management skills, and understanding the societal impact of practicing the professions,
- energizing senior members of the Association with the challenge of assisting members-in-training,
- managing succession in industry, technical and professional societies,
- retaining members, especially during down-turns in industry,
- promoting the profession and the aims of the Association to members-in-training and non-member protégés,
- assisting members-in-training achieve professional status,
- assisting less advantaged members-in-training and younger professionals,
- providing career guidance from a impartial, but non-threatening advisor,
- increasing the level of expertise of both the mentor and protégé,
- increasing awareness of activities and duties at different levels of organization(s).

Mentoring is an effective training tool for enhancing the performance of APEGGA members-in-training as they progress through the initial stages of their careers. In today's workplace, two general types of mentoring relationships are generally recognized - informal and facilitated. The APEGGA Mentoring Program is a hybrid of these two mentoring styles. In general, mentor/protégé relationships will receive some initial facilitation through APEGGA-sponsored workshops and written support material. The mentor and protégé are then responsible for establishing goals and timelines for their individual mentoring relationships, working towards them, and evaluating their efforts.

**WHAT THE
MENTORING
PROGRAM IS,
WHAT IT IS NOT**

Mentoring Is:

- a means of providing 'career assistance' to junior or less experienced members of the Association,
- a learning opportunity for both parties,
- a method of establishing a relationship between a member-in-training and a referee in support of the member-in-training's application for professional membership.

Mentoring Is Not:

- a replacement or supplement for the APEGGA Board of Examiners,
- a fast track or crutch,
- a replacement or alternative to developing effective and professional relationships with supervisors,
- a replacement for formal learning tools,
- a substitute for technical training,
- a platform for formal performance evaluation.

**BENEFITS OF A
MENTOR/PROTÉGÉ
RELATIONSHIP**

The benefits to the Protégé include:

- Increased confidence
- Improved interview skills
- Effective work styles
- Efficiency: making the most of the time available
- Motivation
- Opportunities to practice
- Protected feedback: no risk reviews
- Networking – access to other professionals
- Access to information

The benefits to the Mentor include:

- Enhanced career
- Increased pride and satisfaction
- Valuable information
- Increased competency and confidence
- Enhanced challenges and interest
- Developing management skills
- Developing coaching and feedback skills
- Learning new approaches and ideas
- Rejuvenating your career
- Keeping connected with developments at lower levels in the organization

**THE MENTORING
RELATIONSHIP**

A positive and effective mentoring relationship is similar to any valued human relationship. Both partners enter the mentoring relationship with a desire to develop a defined skill or competency. There must be respect for the values and expectations of the other person. Mentoring relationships are evolutionary. They change as the protégé (and mentor) acquire new knowledge, skills, and standards of professional competence.

TERMS AND DEFINITIONS

Mentoring

"Mentoring is a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies." (*Beyond the Myths and Magic of Mentoring*, Margot Murray)

Mentor

This word has its origin in myth. The goddess Athena, disguised as an old wise man named Mentor, was the teacher and guardian of Telemachus, the son of Odysseus (the hero of Homer's Iliad) while Odysseus was away fighting in the Trojan War. In modern use, mentor may include some or all of these roles: advisor, coach, counselor, experienced leader, advocate, patron, role model, trainer, or guide.

To avoid misinterpretation in this document, the term mentor refers to an individual with whom another less experienced person has established a formal relationship with clearly defined goals. The protégé (see below) and mentor are two individuals who will engage in a structured relationship with specific objectives. The mentor will share with the protégé the responsibility of achieving the goals rather than bear sole responsibility. Functions performed by the mentor could include being:

- an information source,
- an objective critic,
- a confidant.

Further functions and the attributes of an effective mentor are described later.

Protégé

A dictionary definition of the term includes "a person under the patronage or protection of another." This is not, however, how the word is used in most mentoring guides. Rather, the protégé is the 'student' who will learn from the mentor. Other terms used for protégé include mentee, apprentice, candidate and trainee. The mentor and protégé are two individuals who will engage in a structured relationship with specific objectives. The protégé will share the responsibility of achieving the goals rather than bear sole responsibility.

Further attributes of an effective protégé are described later.

MENTORING STYLES

Mentoring, as defined earlier, can take on a number of forms.

Casual

Casual mentoring is what some individuals are referring to when they, for example, give public recognition to their mentor. They may be referring to someone who has served as a role model or example. The mentor may not be aware that the protégé is using their behaviours as an example to follow. Everyone engages in this type of mentoring, but it has no formal structure or defined objectives – it involves simply learning from the good habits and behaviours demonstrated by others. This is not to suggest that casual mentoring be without value, since much can be learned from others, even in passing interactions.

Informal

Informal mentoring relationships are unconscious mentoring relationships. Informal mentoring relationships grow out of a chance connection between two people, and are further built into a relationship where there is transference of skills and knowledge. There is no contract and no list of goals. The relationship may transcend from professional to personal, and may last a lifetime. These mentoring relationships are unquestionably valuable, but ‘just happen’ as opposed to being actively developed.

Informal mentoring can be enhanced if the participants in the relationship take the time to formally discuss and establish specific goals for the transference of certain skills and knowledge in set time periods.

Non-facilitated

Non-facilitated mentoring relationships are those with structure, such as a mentoring contract, but they have no coordinated assignment of mentor-protégé pairs. The individuals make a connection with help or direction. The individuals will have supporting material such as written guidelines or seminars, and will be cognizant of their individual and paired expectations. They will undertake a mentoring contract, and will consult their respective employers if necessary. They may have access to resource persons for help. The APEGGA mentoring program is a non-facilitated program. However, APEGGA branches are being encouraged to facilitate the matching of mentors and protégés. Non-facilitated mentoring may include multiple or group mentoring as described below.

Facilitated Mentoring

Facilitated mentoring is "a structure and series of processes designed to create effective mentoring relationships, guide the desired behaviour change of those involved, and evaluate the results for the apprentices, the mentors, and the organization." (*Beyond the Myths and Magic of Mentoring*, Margot Murray) It involves an autonomous body assigning individuals together based on character, skills, need, and other criteria. Some large corporations have facilitated mentoring programs as part of their company orientation practices, or as succession management strategies. The matching process is time consuming and requires considerable human and capital resources. Other drawbacks of facilitated mentoring include the lack of choice and potential problems due to lack of flexibility.

Group Mentoring

This is relatively new idea, or renewed idea, as it was a practice hundreds of years ago under various names. Group mentoring occurs when a number of mentors serve together as a resource for a defined group of protégés with similar expectations. The mentors bring a variety of skills to the protégés, and share responsibility for the protégés' growth. The group may meet at regular intervals, and unlike a one-on-one pairing, if one or two mentors are unavailable, the protégés will still have a contact person. The protégé group also benefits from the varying backgrounds and skill sets of their peers, and may not need the mentor(s) presence at each meeting. All involved benefit from the network of colleagues which naturally ensues.

Multiple Mentoring

A protégé may wish to consider having a number of mentors, each of whom offers different skills and experiences. Because the relationship must benefit both parties, the protégé should not use the mentors only as skill improvement stations, but the protégé should also offer something to the mentor in return.

**ATTRIBUTES,
SKILLS AND
FUNCTIONS OF AN
EFFECTIVE
MENTOR**

Not everyone is suited to the role of mentor, and anyone considering offering such support, or thinking about a request for support should carefully consider these issues.

Interest/A Willing Volunteer

A successful mentor must have a genuine interest in helping another person with his/her career and professional development. A mentor should be willing to put forth the effort without consideration of personal benefit. Personal benefits are often intangible, but they do exist, and will materialize over time.

Time

Mentoring is not effortless, nor is it an instantaneous event. Time will be spent in active discourse with the protégé, and time will be required to adequately prepare for meetings. A good mentor will be easily accessible to their protégé. The mentor must be generous with time throughout the relationship, not just at the beginning. You must be an active participant in the relationship, seeking out the protégé rather than waiting for the protégé to make contact. It is recommended that the mentor be prepared to commit to a minimum of two hours every other week for mentoring activities, including preparation and review.

Accessibility

Your protégé must be able to contact you easily. Mentors must respond in a timely fashion. Your protégé may need a few moments of your time on short notice. However, an important component of professionalism is the respect for the time of others. Hence, it is up to you as the mentor to define reasonable limits and to identify demands that are excessive or unreasonable.

Balance/Objectivity

Favouritism is a risk in any professional relationship. A mentor with a supervisory role over a protégé, who is also an employee, must take particular care to be aware of and avoid favouring that person. (It is recommended that mentor/protégé pairs not be established in these situations.) A mentor must reflect on and evaluate his/her own effort in the relationship.

Willingness to Learn

A successful mentor must have a desire and willingness to learn from his/her protégé. A mentoring relationship is interactive and requires the mentor to be committed to setting goals and working towards specific learning objectives.

Modesty/Humility/Patience

Mentors are not perfect. Remember how you learned the ropes, and how many mistakes you have made along the way. Then consider that your protégé may also make those same mistakes.

Sensitivity

You must be sensitive to cultural and gender differences. One of the goals of this guideline is the acclimatization of a great variety of individuals into the professional and technical culture of Alberta and Canada. This does not preclude the privileges of individuals to their gender or culture, however different from your own. Some of the most effective protégé/mentor matches involve very different individuals.

Confidentiality

Your protégé will expect, and the Association demands, that all details and particulars that you discuss with your protégé be kept in confidence. Your protégé will come to you to discuss their difficulties with others, and as a professional, gossiping about those difficulties with any other person is highly inappropriate and may be considered unprofessional conduct. However, any situation involving a risk to the public would override this expectation of confidentiality.

What Skills Do You Have To Offer?

Effective mentors must have certain 'soft skills' to both work with, and teach their protégés. (A good mentor will also recognize his/her own limitations, and will take active steps towards improvement.) The essential skills include:

Communication Skills

A significant portion of a professional's time is spent in communication activities. As such, developing skills in this area is essential for career success. An effective mentor should be able to provide a good example and provide active guidance to the protégé in the following areas of effective communication:

- Written - paper and electronic,
- Verbal - one to one,
- Verbal - presentations to small groups,
- Verbal - presentations to large groups,
- Listening - risk free analysis,
- Seeking feedback and learning from constructive criticism,
- Team work and negotiating skills,
- Participation at, and leadership during meetings.

Knowledge

An effective mentor can further a protégé's understanding and skills in the following areas of professionalism:

- The APEGGA Code of Ethics,
- The Engineering, Geological and Geophysical Professions Act,
- Other legislation and regulations governing engineering, geology and geophysics activities in Alberta and Canada,
- Societal and legal implications of professional practice,
- Industry practices and corporate culture.

Creativity

To be an effective mentor, it is essential that you be able to break from your normal experiences and methods when required. Are you prepared to deal with a totally new situation? Where will you turn for assistance?

Objectivity

Your protégé will come to you for advice. As a mentor you need to be able to separate yourself from the situation, to be able to view both sides, and to provide your protégé with meaningful direction that is not slanted towards your personal biases.

An Information Source

Your protégé will come to you for information on anything, often seeking both professional and personal advice. In your role as mentor, you can provide your protégé with both the professional and personal information they are seeking. How do you manage your personal life around work (or perhaps your career around your personal life? - Do you live to work, or work to live?) Are you involved with organizations outside your employer -- technical societies, your professional association, or community groups?

A Confidant

Are you prepared to listen and respond to your protégé in matters relating to office politics questions or problems? Do you have your own conflict resolution skills? Do you understand how individuals respond to situations of stress and uncertainty?

Mentor Checklist

Before proceeding with any mentoring relationship, you should consider the following points. It is appropriate to visit this list during a mentoring contract to review your commitment.

- ✓ I am committed to drawing on my own experience (successes and failures), and learning to provide insights that I believe could assist the protégé.
- ✓ I am committed to improving upon my skills as a mentor.
- ✓ I am committed to being available to my protégé for the time/frequency agreed upon in the mentoring plan.
- ✓ I am open to learning and receiving feedback from my protégé.
- ✓ I am interested in learning from someone whose background and experiences are different from my own.

Additional Mentor Roles

Sponsor - A mentor should be in a position where he/she has the power and ability to help the protégé gain visibility and exposure, secure invitations to key meetings, gain membership to important task groups, or be recommended for new projects and learning opportunities.

Teacher - A mentor is able to help a protégé learn new skills by allowing him/her to observe the mentor in action and emulate the skills and behaviours demonstrated. Providing constructive feedback is also invaluable.

Information Source - A mentor can provide his/her protégé with both one-time and ongoing information.

Nurturer - A mentor can assist his/her protégé by listening to his/her frustrations, and by offering support and encouragement. You can serve as a sounding board, providing additional insights and clarification on issues.

Adviser - Based on personal experiences, a mentor can provide his/her protégé with advice, sincere opinions, and unique insights.

Connector - As a mentor, you are in a position to offer a wealth of introductions to your protégé, connecting him/her with other professionals, and opening up new avenues and opportunities for their learning and growth.

**ATTRIBUTES OF A
RECEPTIVE
PROTÉGÉ**

Being involved in a mentoring relationship is not effortless. Anyone considering looking to improve their skills through the aid of a mentor should consider these issues.

Willingness to Learn

A successful protégé must have a desire and willingness to learn from their chosen mentor. A mentoring relationship is interactive and requires that you be committed to setting and working towards specific learning objectives.

Willingness and Ability to Self Evaluate

The protégé needs to be able to assess his/her relative skills objectively and evaluate potential opportunities for self-development. This self-evaluation is required for the protégé to identify potential mentors and set objectives within the mentoring relationship.

Learning Style

Different people learn new ideas and concepts differently. For example, some people learn through verbalization, others through reflection. Since mentoring is a tool for learning, it is important to understand how you learn so you can evaluate whether mentoring is an effective learning tool for you.

Time

Building a mentoring relationship takes time. A good protégé recognizes that a mentor's time is valuable, and ensures that he/she adequately prepares for each face-to-face meeting. It is recommended that the protégé be prepared to commit a minimum of two hours every other week for mentoring activities, including preparation and review.

Commitment

You must be committed to achieving the objectives of a mentoring relationship. This will require commitment and persistence.

Self Confidence

Much of the onus for initiating a mentoring relationship is, and should be, on the protégé. A protégé needs to have the self-confidence to approach potential mentors and effectively present the merits of potential mentoring relationships.

Confidentiality

Your mentor will expect, and the Association demands, that the details and particulars you discuss with your mentor be kept in confidence. However, any situation involving a risk to the public would override this expectation.

Assessing Whether You Need a Mentor

Much is demanded of the protégé in the mentoring relationship. A protégé must realize that before approaching a potential mentor, he/she must:

- have clearly defined skill requirements,
- have well defined goals and expectations for the mentoring relationship,
- be committed to working towards achieving the goals and expectations established with the mentor,
- be prepared to provide open, timely feedback to the mentor.

Protégé Checklist

- ✓ I have completed a skills/competencies assessment and clearly identified the skill/competency for which I require mentoring.
- ✓ I have discussed my mentoring need with my employer.
- ✓ I am committed to working towards establishing goals and timelines with my mentor.
- ✓ I am committed to being available to my mentor for the time/frequency agreed upon in the mentoring contract.

Finding/Approaching a Mentor

First and foremost: discuss your plans with your supervisor!

Mentoring is a tool that can be used to complement your career development process. You should already have established a coaching relationship with your direct supervisor. A mentor can help you develop skills and competencies that your supervisor may not be expert in, or may not have time for.

Although you own your continuous learning objectives and career development plan, it is appropriate to share your mentoring needs with your supervisor. He/she may be able to help you identify a potential mentor.

Attributes to consider when choosing a mentor

- How interested is your potential mentor in developing his/her mentoring skills?
- How much time does your potential mentor have available? Is the person already involved in other mentoring relationships?
- How similar is the potential mentor's personal style to your own?
- Does the potential mentor have a similar professional or academic background to yours? Has your potential mentor had a career path (or even life path) that you would like to learn from?

Approaching a potential mentor

Approach your potential mentor with a well-developed plan for the mentoring relationship. The mentor needs to be able to assess if he/she will be able to help you acquire the skills or competencies that you want to develop.

Realize that your potential mentor may not feel he/she is an appropriate mentor for you. He/she may already be involved in other mentoring relationships and may not have the time to commit to another protégé.

What to look for in a mentor

- Time
- Seniority
- Different roles or responsibilities
- Someone willing to share special projects and credit
- Active in technical and professional societies (has a network of associates)
- Diversity: it is important not to go looking for someone exactly like yourself. Try to learn new approaches and develop your creativity by seeking out people with different learning, problem solving, and people management skills.

THE MENTORING CONTRACT

Establishing Expectations in your Mentoring Relationship

Development Planning Process

First and foremost, the protégé must have a general understanding of the goals and objectives that he/she wishes to gain from the mentoring relationship. Once these have been well defined by the protégé, the mentor and the protégé must review the goals and objectives and determine an action plan for attaining them. Definitions of goals, objectives, and the action plan are outlined below.

Goals

The goal is a long-term result or outcome. The goal needs to be well defined so that results can be clearly measured. Finally, why the protégé wishes to develop the competency must be articulated.

Objectives

Objectives are short-term, single outcomes that take you along the path towards the goal. They are measurable in terms of results, or some degree of change.

Action Plan/Negotiated Agreement

The action plan, or negotiated agreement, should include both short and long-term actions that both parties will take. For example, times and dates for meetings, resources needed, and dates for completion of short and long term tasks should be included.

The Mentoring Contract

Establishing Parameters for the Mentoring Relationship

The following points should be considered when the mentor and protégé are putting together their negotiated agreement.

- Determine time and frequency of meetings.
- Define the expectations and goals for the protégé's development and the relationship.
- Agree that a certain level of confidentiality is required and expected.
- What does success of the relationship look like?
- What you will celebrate and how?
- How will the two communicate (i.e. by telephone, in person, via email, etc.)?
- What will you not do?
- What points will feedback be given on (for both the mentor and protégé) and when will they occur?
- Agree upon the duration of the mentoring relationship. Will it be six months? A

year?

- 'Off-ramp' provisions - that is, how the relationship will be ended if the pair feel it is no longer adding value?
- Will you include a no-fault, automatic expiration through inaction by both parties?
- Potential conflicts?

Important Issues

The open, trusting nature of a good mentoring relationship brings with it a number of important issues. Simply being aware of these issues is often sufficient to ensure that they do not evolve into problems. Some of the most common mentor – protégé issues are summarized here.

Intimacy

A good mentoring relationship promotes trust and open, honest, meaningful communication. The danger is that this relationship may be interpreted as a more intimate one by either of the participants or an outside observer. This can lead to spousal jealousy, office gossip or hurt feelings. It is important to be aware of these possible pitfalls and guard against them.

Gender

Mentoring relationships between men and women can be subject to some unique complications. Men tend to value hierarchical relationships, where as women tend to emphasize co-operative efforts. Men and women often communicate with different speech patterns that can be an impediment to mentor – protégé communication. Either of the participants may be unsure of what is appropriate behaviour with the opposite sex, and there is always the possibility of office gossip. All of these issues are manageable if addressed early in the mentoring relationship.

Differences in Culture

While this often refers to differences in personal culture, it can also be applied to differences in professional or corporate culture. The mentor and protégé must both be aware of these differences and respect them. Differences in corporate culture are especially important when the mentor and protégé do not work for the same employer. In that situation, the mentor must be sure to take into account those differences when dispensing advice.

Confidentiality

In order for a mentoring relationship to succeed, it must be completely confidential. This is especially important when the participants work for different organizations. Any information that either the mentor or protégé receives about the other organization must be kept confidential, and not relayed to their co-workers or exploited for personal gain. Before a cross-organizational mentoring relationship is established, both participants should fully disclose their intentions to their respective employers. It is important to remember that a mentoring relationship does not exist for technical reasons. Its purpose is to aid the protégé in developing other soft skills such as communication skills, management skills and an understanding of the societal impact of practicing the professions. Any technical content should be at the most, a very minor component of the relationship.

Favouritism

When a mentoring relationship exists in the same organization or same department of a larger organization, the potential for favoritism exists. For this reason, mentoring relationships inside the same organizational unit are not recommended. If a mentoring relationship is established inside the same organizational unit, the mentor must guard against inequity. This inequity could either favour or disfavour their protégé.

Cloning

The purpose of a mentoring relationship is for the mentor to facilitate the protégé's development by means of the mentor's greater experience. It is not for the mentor to mold their protégé into a duplicate of themselves. Each protégé must be allowed to develop in his/her own way. A mentor can make suggestions on what might best be accomplished but the final decision must be left to the protégé.

Terminating the Relationship

This important issue needs to be discussed early in a mentoring relationship. How will the participants know when the relationship has reached its conclusion and should be ended? How will the relationship be ended? Clear, early definition of this issue will ensure that there are no guilty or hurt feelings on either part when the relationship does end.

APPENDICES

1. Sources
2. Topics for Discussion
3. A Mentoring Contract

APPENDIX 1 SOURCES

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Fenman

<http://www.fenman.co.uk/index.htm>

“Fenman produces flexible resources which support learning at work.
Starting in 1988, Fenman has grown into a world class publisher of learning materials.”

US & UK Business Mentoring & Coaching Sites

<http://www.ibmpcug.co.uk/ppp/mentor/>

This site provides information for organizations and individuals on business mentoring and coaching.”

Management Mentors

<http://www.management-mentors.com/>

“Creating and customizing corporate mentoring programs tied to strategic business objectives whereby employees are matched with internal mentors to provide opportunities for professional development within a multicultural workforce.”

The National Mentoring Partnership

<http://www.mentoring.org/>

The Mentoring Institute

<http://www.mentoring-resources.com/>

The Mentoring Leadership & Resource Network

<http://www.mentors.net/>

APPENDIX 2 TOPICS FOR DISCUSSION

Mentor/Protégé Activities

1. APEGGA's supporting role
2. APEGGA as the regulator of engineering, geology & geophysics in Alberta
3. The Member-in-Training Program
4. The Code of Ethics
5. The EGGP Act
6. Career paths and planning
7. Technical society participation
8. Managing stress and stressful situations
9. Industry trends and future promise or peril
10. Financial planning
11. Working to live: finding balance
12. Communications
 - writing
 - electronic
 - preparing presentations
 - giving presentations
 - listening
 - reading
13. Societal implications of engineering, geological & geophysical work
14. Management skills
15. Time management and personal effectiveness
16. Project management
17. Cultural sensitivity
 - working in Canada
 - working outside Canada
18. Gender and lifestyle sensitivity
19. Interpersonal skills
 - conflict avoidance
 - conflict resolution
20. Networking
 - know-how
 - practical skills
21. Résumé preparation
22. Hiring and interviewing (both sides)
23. Marketing and sales
24. Contract employment and consulting practices
25. Organizational behaviour
 - teams and individuals
 - meetings: when, why, how
26. Rewards and compensation strategies
27. The Professional Practice Exam
28. Continuing professional development
29. Appropriate social and recreational activities (networking opportunities)
30. Business and professional etiquette
31. Changing nature of work in an ambiguous community
32. Dealing with uncertainty

APPENDIX 3 A MENTORING CONTRACT

A Mentoring Contract between

Protégé	Mentor
Name	Name
Address	Address

I/we have both read the APEGGA Mentoring Guideline and/or other mentoring guides, and have a good understanding of the strengths and limitations of any mentoring relationship.

We will respect each others' confidence and those of our employers, as required by the Code of Ethics. We will be open and forthright with each other.

We will work towards these specific objectives: (attach list as required)

with the following goals (as appropriate)

We will meet every _____ (eg. second Friday) on the following schedule (noon, Sept – June, etc.)
_____ for {period of weeks/months/years}.

We will review our progress _____

In the event that our personal or employment circumstances change, we will review this contract firstly to investigate its continuation.

In the event one of us remains out of contact without explanation, for longer than _____ weeks, the relationship is voided and this contract will expire.

We have discussed this relationship with our supervisors and our families, and have their support and approval.

Dated: _____

Protege's Signature

Mentor's Signature