

EXECUTIVE MENTORING PROGRAM HANDBOOK



UCIrvine | THE PAUL MERAGE
SCHOOL OF BUSINESS
Center for Leadership Development

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OUR MISSION

Guided by **Vision, Integrity** and **Social Responsibility**, the Center for Leadership Development works to develop the leadership abilities of UCI students, affiliates and members of the community.

We provide experiential trainings, events and projects focused on three areas of development: **the Individual, the Team and the Community**. Our programs encourage the personal and professional growth needed for our participants to be successful leaders and masters of change.

CURRENT PROGRAMS

Executive Mentoring Program

The Paul Merage School of Business' Executive Mentoring Program pairs current MBA students with executives in the business community. These relationships enable students to develop an understanding of career progression and the skills and abilities required for successful leadership. Students also gain valuable individual feedback and observe companies and their leaders at work.

Distinguished Speaker Series

The Distinguished Speaker Series brings to campus key business leaders who address current business issues, leadership, ethics, and other relevant topics. The goal is to enhance learning by exposing students to speakers who share their experiences and insights.

Challenge Course

The Challenge Course program provides a six-hour experiential, team-building training at the Team Up! Challenge Course located on the UC Irvine campus. The Challenge Course programs designed by the Center for Leadership Development address the teamwork skills needed for success in today's rapidly changing business environment.

Social Responsibility Initiative (SRI)

The Social Responsibility Initiative (SRI) pairs MBA student teams with local nonprofit organizations for project-based consulting in association with graduate school classes. SRI gives students opportunities that promote experiential learning, cultivate leadership skills, and emphasize the importance of corporate and personal responsibility in the community.

Leadership Skills Development Workshops

The Center works with students, faculty and executives to identify professional and personal skills that MBA students need and want to sharpen. Our portfolio of workshops complements other parts of the MBA education as our students work toward becoming the best and most informed managers and leaders they can be.

For additional information:
www.merage.uci.edu/cld

Executive Mentoring Program Overview

What Is Mentoring?

History gives many examples of the value of mentoring. Perhaps Homer in the *Odyssey* chronicled the most famous instance. Homer tells us that around 1200 BC, the adventurer Odysseus made ready to leave for the siege of Troy. Before sailing, he appointed a guardian to his household. For the next ten years, this guardian acted faithfully as teacher, advisor, friend, and surrogate father to Telemachus, son of Odysseus. The mythical guardian's name was Mentor.

Homer's story reflects one of the oldest attempts by a society to facilitate mentoring. It was customary in ancient Greece for young male citizens to be paired with older males in the hope that each boy would learn and emulate the values of his mentor, usually a friend of the boy's father or a relative.

The Greeks based these relationships on a basic principle of human survival: humans learn skills, culture, and values directly from other humans to whom they look up or admire.

Murray, M. (1991). Beyond the Myths and Magic of Mentoring

Mentoring at the Paul Merage School of Business

The Executive Mentoring Program is a cornerstone of the Center for Leadership Development's goal of developing the skills of *the individual*. We began the Center in 1998 and the Executive Mentoring Program was the first program we instituted.

Mentors' involvement with the Paul Merage School of Business enables our students to distinguish themselves as they pursue their education and prepare to re-enter the world of work. Specifically, we are looking to the Mentors to help guide MBA students as they map out areas for their personal and professional development, request information about careers and industries, and seek feedback about issues of concern. More generally, we are requesting that Mentors actively help our students "polish" themselves so that they stand out and excel.

Mentor Roles and Responsibilities

Role

A Mentor is someone who makes a difference in another person's life. In your role as a Mentor, you will have the opportunity to do this with the Paul Merage School of Business MBA students.

The partnership between a Mentor and Mentee is built upon trust, respect, and professionalism. Specifically, as a Mentor your role will be one of Coach, Guide, Motivator, Advisor, and Role Model. You will have the opportunity to:

- Provide constructive feedback about your Mentee's personal and business skills.
- Share your knowledge about specific jobs, career paths, organizational cultures, and industries.
- Give guidance about how to conduct oneself in business settings.
- Facilitate networking.
- Coach and guide your Mentee toward achieving a specific developmental goal.

Responsibilities

- Communicate clearly the developmental goals that you will agree to work on with your Mentee.
- Set realistic expectations regarding method and frequency of communication between you and your Mentee.
- Be available and maintain consistent contact.
- Listen to the student.
- Provide the Mentee with information about opportunities he/she should explore.
- Give constructive feedback.

Mentee Roles and Responsibilities

Role

A Mentee is a Paul Merage School of Business MBA student who is motivated to assume responsibility for her/his own professional and personal growth and development.

The partnership between a Mentor and Mentee is built upon a foundation of trust, respect, and professionalism. As a Mentee, you will have the opportunity to:

- Learn about specific jobs, career paths, organizational cultures, and industries.
- Receive constructive feedback about personal and business skills.
- Obtain guidance about conducting yourself in business settings.
- Create a focused development plan with your Mentor and work towards achieving the stated goals.

Responsibilities

- Initiate contact.
- Communicate your interests/needs/problems clearly.
- Accept Mentor advice and feedback without becoming defensive.
- Set realistic expectations of the Mentor.
- Use the ***Mentee Learning and Development Plan*** (Pg. 17) to set the agenda for meetings.
- Appreciate the mutual respect, trust, and openness between student and Mentor (including confidentiality).

Do's and Don'ts

MENTOR

DO:

- Make efforts to keep your appointments with the Mentee.
- Actively listen to questions and concerns.
- Encourage discussion.
- Approach discussions with an open mind.
- Maintain a high level of trust and professionalism.
- Respect confidentiality.
- Contact the Center for Leadership Development if you are having trouble connecting with your Mentee or if business pressures prevent you from fulfilling your commitment.

DON'T:

- Don't hesitate to provide your Mentee with constructive feedback about areas for personal and professional development.
- Don't hesitate to contact your Mentee if you have not heard from her/him for a while.

MENTEE

DO:

- Initiate the contact with your Mentor.
- Plan an agenda for each meeting - be focused.
- Keep appointments with your Mentor and be punctual.
- Approach discussions with an open mind.
- Maintain a high level of trust and professionalism.
- Respect confidentiality.
- Accept constructive feedback from your Mentor.
- Thank the Mentor for her/his time.
- Maintain consistent contact with your Mentor, even when you do not have a pressing issue to discuss.
- Contact the Center for Leadership Development if you are having trouble connecting with your Mentor.

DON'T:

- Do not ask for or expect a job or internship from your Mentor!
- Do not neglect contacting your Mentor to set up meetings.

Leadership Skills and Traits

The lists below offer you the opportunity to benchmark against the observations and experiences of 90+ senior business executives. The lists are ones that the Paul Merage School of Business Executive Advisory Group members came up with on the topic of personal leadership skills and traits that they felt were most important for successful business careers. We encourage you to take this opportunity to look closely at your strengths as well as areas for your conscious and systematic development.

Personal Skills

(These personal skills are not listed in priority order)

Ability to connect and network
Team building and team participation
Motivating, consensus building, and influencing
Flexibility and listening
Written communication
Verbal communication/presentation skills
People and team development (mentoring/coaching/teaching)
Discovering, shaping, and communicating vision
Problem solving and problem prevention
Negotiation
Organizational savvy
Interpersonal skills
Recognizing and staying focused on the key issues
Giving and responding to feedback
Managing and bringing about change
Learning
Predictability and reasonableness in behavior

Traits

(These traits are not listed in priority order)

Initiative and resourcefulness
Creativity
Empathy, awareness, and interest in others
Hard work, personal drive, and persistence
Positive and constructive attitude (neither a whiner nor arrogant)
Strategic and global thinking
Integrity and ethical values
Commitment to continuous learning
Personal openness and flexibility
Respect for diversity
Courage and risk taking
Credibility and trustworthiness
Personal accountability
Sense of humor and perspective
Awareness of self
A sense of passion about work and life
Leading by example
Fairness

16 Laws of Mentoring

1. The Law of Positive Environment

Create a positive environment where potential and motivation are released and options discussed.

2. The Law of Developing Character

Nurture a positive character by helping to develop not just talent, but a wealth of mental and ethical traits.

3. The Law of Independence

Promote autonomy; make the protégé independent of you, not dependent on you.

4. The Law of Limited Responsibility

Be responsible to them, not for them.

5. The Law of Shared Mistakes

Share your failures as well as your successes.

6. The Law of Planned Objectives

Prepare specific goals for your relationship.

7. The Law of Inspection

Monitor, review, critique, and discuss potential actions. Do not expect performance without inspection.

8. The Law of Tough Love

The participants acknowledge the need to encourage independence in the protégé.

9. The Law of Small Successes

Use a stepping-stone process to build on accomplishment and achieve great success.

10. The Law of Direction

It is important to teach by giving options as well as direction.

16 Laws of Mentoring, continued...

11. The Laws of Risk

A mentor should be aware that a protégé's failure might reflect back upon him. A protégé should realize that a mentor's advice might not always work.

12. The Law of Mutual Protection

Commit to cover each other's backs. Maintain privacy. Protect the integrity, character, and the pearls of wisdom you have shared with one another.

13. The Law of Communication

The mentor and the protégé must balance listening with delivering information.

14. The Law of Extended Commitment

The mentoring relationship extends beyond the typical 9-to-5 business day and/or traditional workplace role or position.

15. The Law of Life Transition

As a mentor, when you help a protégé enter the next stage of his life or career, you will enter the next stage of yours.

16. The Law of Fun

Make mentoring a wonderful experience - laugh, smile, and enjoy the process.

Wickman, F. & Sjodin, T. (1997). Mentoring: The Most Obvious Yet Overlooked Key to Achieving More in Life Than You Ever Dreamed Possible.

Required and Suggested Activities

Required and Suggested Activities

The completion of these three activities is **mandatory**. They help lay the foundation of the mentoring partnership.

- INFORMAL BREAKFAST OR LUNCH** – The Center for Leadership Development facilitates this with the Executive Mentoring Program Kick-Off Breakfast each fall. Learn about each other’s backgrounds and interests. Focus on the ***Mentee Learning and Development Plan (Pg. 17)*** and discuss specific goals.
- MONTHLY MEETINGS** – Review career plans, selection of classes and electives, personal goals, and participation in skills workshops to facilitate preparation for the industry or function of interest. Review Mentee’s résumé.
- PROGRESS REVIEW MEETING** – Mid-way through the year, meet at the Mentor’s office or get together for breakfast or lunch to discuss and review progress on the ***Mentee Learning and Development Plan (Pg. 17)***

Please complete **at least four** of the suggested activities listed below to make the most of the mentoring experience. Use your creativity and add your own desired experiences to the list.

- ON-SITE MEETING** – Meet the Mentor at her/his office or place of work to attend a staff meeting, tour the Mentor’s company, and meet the Mentor’s colleagues. At this point, Mentee may want to get involved in a project.
- SHADOWING** – Shadow the Mentor and/or one of the Mentor’s team members to gain firsthand understanding of a “typical day in the life of...” It is helpful to have the Mentee observe when a specific project or strategy is being formulated.
- DISTINGUISHED SPEAKER SERIES** – Invite your Mentor to UC Irvine to attend the quarterly Distinguished Speaker Series lecture.
- INDUSTRY INNOVATOR BREAKFAST SERIES** – Invite your Mentor to UC Irvine to attend the quarterly Industry Innovator Breakfast Series.
- BUSINESS FUNCTION** – Attend a business function such as a conference, seminar or professional association meeting with your Mentor. This opportunity can enable the Mentee to interact with professionals in a specific industry.
- NETWORKING OPPORTUNITY** – Arrange a networking opportunity to meet the Mentor’s colleagues and other business professionals.
- INFORMAL OUTING** – Participate in an informal fun outing (i.e. UC Irvine sporting event, sailing, holiday party, golf, family events, etc.)

Mentors

- Action Plan
- Wrap-Up Discussion

Mentor Action Plan

1. Obtain Mentee Information:

Name:

E-mail:

Phone:

Program goals:

2. Set clear expectations of preferred methods of communication and response time.
3. Discuss Mentee's expectations and goals. Review and discuss the *Mentee Learning and Development Plan* (Pg. 17) with the student.
4. Make an effort to meet once a month to keep the partnership on track. Complete the three required activities and at least four of the suggested activities (Pg. 11).

October – Mentoring Program Kick-Off Breakfast

November –

December –

January – Midpoint Mixer

February –

March –

April –

May – Mentoring Program Wrap-up Breakfast

5. January – Complete the Midpoint Evaluation Form – sent electronically by the Center for Leadership Development.
6. May – Conduct a Wrap-Up Discussion with your Mentee (Pg. 14).
7. May – Complete the End-of-Year Evaluation Form – sent electronically by the Center for Leadership Development.
8. Contact the Center for Leadership Development with any changes to your contact information (position, company, addresses, e-mail).

Wrap-Up Discussion

Name of Mentee: _____

Date: _____

Please conduct a wrap-up discussion with your Mentee and give feedback about her/his:

Strengths:

Capabilities:

Areas that may need additional development:

Provide your Mentee with a suggested “Action Plan” for continued professional development (i.e. join a particular association, take more electives in a given field of study, take a presentation skills workshop).

Do not return this form to the Center for Leadership Development. This form is for the Mentee to keep and use for continued professional development.

Mentees

- **Action Plan**
- **Learning and Development Plan**

Mentee Action Plan

1. Complete your ***Mentee Learning and Development Plan (Pg. 17)*** prior to meeting your Mentor. You will want to discuss it during your meetings.
2. First thing, find out from your Mentor her/his preferred methods of communication and response time. Schedule a monthly meeting time in advance.
3. Review the ***Mentee Learning and Development Plan (Pg. 17)*** with your Mentor and identify goals you want to work on during the Mentoring Program.
4. Complete the three required activities (Kick-off, Mixer, Wrap-Up) and at least four of the suggested activities (**Pg. 11**).
5. Meet in person once a month to stay on track. Use e-mail and events to supplement your development beyond the monthly meeting.

October – Mentoring Program Kick-Off Breakfast

November –

December –

January – Midpoint Mixer Networking Event

February –

March –

April –

May – Mentoring Program Wrap-up Breakfast

6. **January** – Complete the Midpoint Evaluation Form – sent electronically by the Center for Leadership Development.
7. **May** – Have a Wrap-Up Discussion with your Mentor (**Pg. 14**).
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Executive Mentoring Program Mentee Learning & Development Plan

My strengths are:

- 1.
- 2.
- 3.
- 4.

My areas for development are:

- 1.
- 2.
- 3.
- 4.

My goals for the Mentoring Program are:

- 1.
- 2.
- 3.
- 4.

Ways in which my Mentor can assist me:

- 1.
- 2.
- 3.
- 4.

Further Reading

Bell, Chip (1996). **Managers as Mentors**

Cohen, Norman (1999). **The Manager's Pocket Guide to Effective Mentoring**

Hendricks, William (1996). **Coaching, Mentoring and Managing**

Johnson, Harold (1997). **Mentoring: For Exceptional Performance**

Lacey, Kathy (2000). **Making Mentoring Happen**

Murray, Margo (1991). **Beyond the Myths and Magic of Mentoring**

Peddy, Shirley (1998). **The Art of Mentoring: Lead, Follow and Get Out of the Way**

Peterson, D. & Hicks, M. (1996). **Leader as Coach: Strategies for Coaching and Developing Others**

Shea, Gordon (1994). **Mentoring: Helping Employees Reach Their Full Potential**

Wickman, F. & Sjodin, T. (1997). **Mentoring: The Most Obvious Yet Overlooked Key to Achieving More in Life Than You Ever Dreamed Possible**