

Future Leadership Mentoring Framework

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RCSC: Future Leaders Mentoring Programme

Overview

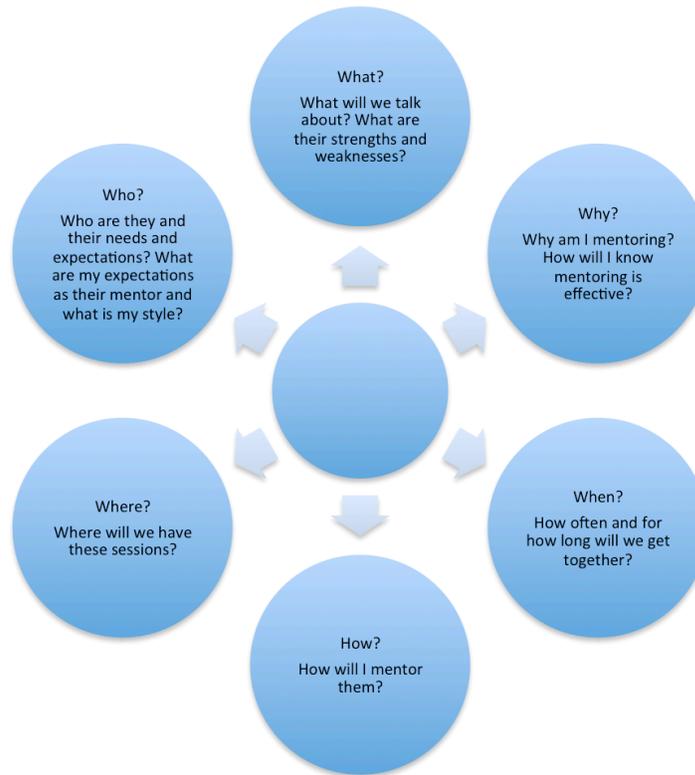
Mentoring plays a key role in developing one's career. The mentoring partnership is an agreement between two people sharing experiences and expertise to help with personal and professional growth. A mentor is someone of substantial experience, talent or professional standing who nurtures the career of a mentee (e. g., apprentice, intern or understudy). The key to successful mentoring is to recognize and respect each other's strengths and differences, clarify expectations and roles, establish clear goals and a mentoring action plan, and to manage the mentoring process to ensure required meetings take place.

What is the Purpose of Mentoring?

The purpose of the Future Leaders Mentoring Programme (FLMP) is to guide the development of young civil servants early in their career – the first one to two years – so that they receive the necessary guidance to help develop their full potential.

To start with, the pilot target group will be the PGDPA. Based on the experience, it will be expanded to include all the other groups if found to be desirable.

Six Questions to Guide Mentoring Relationship



The objective of the program is to develop a community of prospective future leaders who will go on to play key roles in the civil service and thereby the realization of the country's vision.

What is a Mentor?

A mentor is an experienced individual that serves as a trusted counselor, loyal adviser and coach who helps and guides another individual's development. The mentor is a confidant who provides perspective, helps the candidate reflect on the competencies they are developing, and provides open, candid feedback. Mentors have a unique opportunity to serve as a "sounding board" for the candidate on issues and challenges they may not share with individuals within their own organization. Mentors are people who are interested in and willing to help others.

To begin with, the RCSC will be availing the services of retired Executives – Government Secretaries etc. Each Mentor will be assigned 8 mentees.

Mentor Characteristics

- **People Oriented:**
One who is genuinely interested in people and has a desire to help others develop and grow. A successful mentor is one who provides sufficient time with the mentee, possesses good people skills and knows how to effectively communicate and actively listen. Active listening is a skill that includes paying attention to the body language and other sensory cues of the mentee. A mentor must also be able to resolve conflicts and give appropriate feedback.
- **Good Motivator:**
A mentor needs to be able to motivate a mentee through encouraging feedback and constant challenging to improve. A mentor will expand a mentee's experiences.
- **Effective Teacher:**
A mentor must understand the skills and knowledge required by the mentee's position and goals, and is able to effectively teach these skills to the mentee.
- **Technical excellence:**
A successful mentor is usually one who has been successful in their field of expertise and possesses the educational background and experience needed for achievement. A skilled mentor possesses and maintains current, up-to-date technological knowledge and /or skills. A mentor attempts to inspire a mentee with the same drive for achievement.
- **CS Values and Work:**
A mentor takes pride in the civil service values. A mentor is respected by his or her peers and management and serves as a role model. A mentee may look to his or her mentor for guidance on interpreting policies and procedures. In order to provide this guidance, a mentor needs to know and understand this information.
- **Respects Others:**
A mentor is one who shows respect for another's wellbeing. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee's weaknesses and minor flaws, just as the mentee must learn to accept the weaknesses and flaws of the mentor. Mentors can, in fact, help a mentee explore his or her vulnerabilities and imperfections. Without passing judgment, a mentor must also recognize that differences in opinions, values, and interests will exist. By accepting such differences, a mentor projects openness to others.
- **Confidentiality:**

Good mentors are experienced individuals that have a good reputation for helping others develop their skills. Maintaining the confidentiality of the mentor/mentee relationship is also crucial for success.

What Makes a Good Mentor?

Open and trusting relationship

A safe haven

Shares failures

Positive reinforcer

80/20 listener/
talker

High reliability

Draws on parallel
experience

Network
facilitator

What is a Mentee?

A mentee is a self-motivated individual seeking to continuously promote personal development. A mentee recognizes personal strengths and weaknesses and actively seeks methods for personal growth.

Mentee Characteristics

A successful mentoring relationship not only depends on the characteristics of the mentor, but also on the characteristics of the mentee. The following are characteristics of the "ideal" mentee.

Eager to Learn:

- A mentee has a strong desire to learn new skills and abilities, or a desire to develop existing skills and abilities. A mentee seeks educational and/or training opportunities whenever possible to broaden his or her capabilities. A mentee strives to elevate his or her level of technical skills and professional expertise to gain a greater mastery of the job.

Team Player:

- A mentee usually must interact with many others as a part of the requirement of his or her position. It is important the mentee cooperate and communicate with others. A mentee must be a team player and contribute as much as possible to the mentoring relationship. To do this, a mentee should:
 - Initiate and participate in discussions
 - Seek information and opinions
 - Suggest a plan for reaching goals
 - Clarify or elaborate on ideas
 - Resolve differences
 - Be fair with praise and criticism
 - Accept praise and criticism.

Patient:

- A mentee must be willing to put time and effort into the mentoring relationship. A mentee must persevere through the difficulties that arise during the learning process. A mentee should be realistic enough to know that career advancement/performance improvement, doesn't happen overnight.

Risk Taker:

- A mentee must move beyond tasks that he or she has mastered and accept new and more challenging experiences. Task changes are never easy. A mentee must realize that to grow professionally, it is necessary to assess oneself, to acquire

needed skills, to develop new skills, and to make contact with others. A mentee must be willing to take chances.

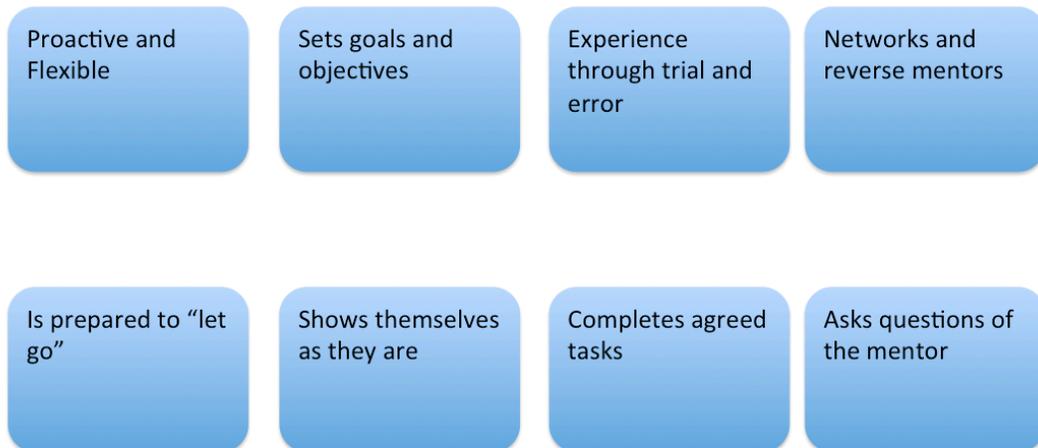
Positive Attitude:

- This is the most important trait for a mentee to possess because it is a bright and hopeful attitude that can help a mentee succeed. An optimistic mentee is more likely to tackle difficulties and to stay on course. A mentee should not be afraid to fail. Just as a mentor is more than a teacher, a mentee is more than a student. A mentee, as a bright and motivated individual, is the future of an organization; the insurance that a well-trained, high-quality workforce will exist to meet long-term employment needs.

Other Aspects:

- A mentee should take the lead in the relationship evaluating his/her own strengths and weaknesses and in setting goals, initiating discussions, and maintaining communication. Mentees should also be appreciative of their mentor's time, follow through on commitments, and seek to maintain communication with their mentor after the formalized relationship is over.

What Makes a **Good Mentee**?



Mentoring Roles and Responsibilities

Mentor

The roles and responsibilities of the mentor are to:

- Demonstrate a willingness to commit to the mentoring process.
- Develop a mentoring contract/agreement clarifying the expectations of the mentoring partnership.
- Assist in developing and monitoring the mentee's Individual Work Plan (IWP).
- Provide inroads and opportunities for developmental experiences for the mentee.
- Meet (or connect) with the mentee at least 4 times a year and plan to spend an average of 1-2 hours every meeting.
- Assume four main coaching roles:
 - **Teacher:** Assisting mentee in setting developmental goals and plans to achieve them.
 - **Counselor:** Discussing work-related concerns impeding performance or career growth.
 - **Guide:** Sharing organizational knowledge gained from personal experience.
 - **Challenger:** Providing objective and honest feedback.
- Act as a sounding board for the mentee.
- Assist the mentee in setting developmental goals.
- Provide developmental feedback to the mentee.
- Provide feedback on the effectiveness of the mentoring partnership at the mid-point and the end of program.

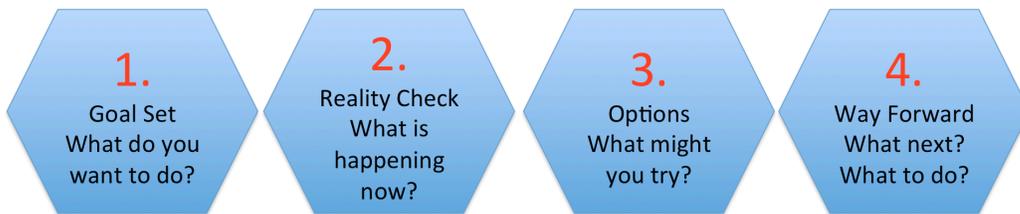
Mentee

The roles and responsibilities of mentees are to:

- Take initiative and be proactive in his/her own career development.
- Develop a mentoring contract/agreement that clarifies the expectations of the mentoring partnership.
- Keep the supervisor informed of mentoring progress and schedule to ensure that it does not conflict with assignments and priorities.
- Participate in open and honest discussions with the mentor.
- Discuss IWP with feedback from mentors and supervisors.
- Meet with the mentor at least 4 times a year for approximately 1-2 hours every meeting. Keep in touch as required.

- Provide feedback to RCSC on the effectiveness of the mentoring partnership.

The **GROW** Model



Supervisor

The supervisor plays a critical role in the success of the mentoring partnership. He/she can reinforce the learning by providing timely feedback and opportunities to practice new skills. The roles and responsibilities of the supervisor are to:

- Meet or coordinate with the subordinate and his/her mentor to discuss the IWP.
- Support the employee in the developmental process to assist in the successful completion of his/her IWP.

RCSC Civil Service Wellbeing Divisions Role

The role of the RCSC will be to assign mentors and facilitate the implementation of the mentoring framework. At the end of the first year, the RCSC will obtain feedback on whether the mentoring relationship is found to be useful from the perspective of both mentor and mentees as per annex 1. If found to be useful, it will be continued for another year. It will conclude with a formal self-assessment of the mentoring relationship and feedback by both the mentor and the mentee. The focal for the RCSC Future Leaders Mentoring Program is Tshering Choden. Please contact her for anything related to this program.

Closure of the Mentoring Relationship

The mentoring relationship will be concluded either when the relationship is not working to the satisfaction of both the mentor and mentee or at the end of two years. Signs of problems in the mentoring relationship could be signalled by thoughts such as:

- "I am bored and uninterested when meeting with my partner."
- "My mentee requires a lot of attention and work. It's a chore whenever we meet!"
- "I have run out of things to discuss with my mentor—I guess it's time to end the relationship?"
- "We meet and have a good discussion but there is little follow through on the part of my partner."
- "My mentor does most of the talking and I just listen. I thought I was the person we're supposed to focus on."

If the people involved experience such thoughts, it's time to end the relationship. Whether you are a mentor or a mentee, we don't want to waste your time on an ineffective relationship. Ofcourse, on the other hand, this could be an opportunity to change the relationship significantly so that both the parties are getting what they need from the relationship. This means having a conversation about expectations. Some ways to change the above statements into more positive and exploratory statements are:

- "I wonder if we can explore other topics to discuss as I'm not as excited about the areas we've been covering. What do you think?"
- "You know mentee, I feel like I've been too involved in managing our conversations, I really would like to discuss ways that you could be more in control during our sessions."
- "I feel like I'm running out of areas to discuss. I'm not sure if that means we have come to the end of our relationship or whether it means we should explore other areas we haven't discussed. What are your thoughts about this?"
- "Mentor, you've been sharing a lot of useful information but I'd like to switch gears a little. The next time we meet I'd like to discuss X and begin by presenting you with my thoughts and proposed solutions and get your feedback. This will help me to be more proactive in our discussions."

Basically, if someone is willing to be a mentor, there's always something to discuss. Therefore, as a mentee, if you find yourself feeling like it is time to end the mentoring relationship, ask yourself if it's really an opportunity to have a more meaningful relationship rather than put an end to it.

Future Leaders Mentoring Programme M&E

Mentoring brings value to everyone involved in its practice: mentees, mentors, supervisors and the organization(s) for which they work. Mentees have an opportunity to gain wisdom from someone who has traveled the path before them. Mentors have an opportunity to invest themselves in someone who seeks what they can offer. The organization has the opportunity to share and spread its acquired learning and know-how. In addition to those who are directly involved in its practice, mentoring also helps the community at large because it fosters an environment in which people work together and assist one another in their drive to become better skilled, more intelligent individuals. The RCSC will continuously monitor this programme to ensure that it achieves its objective of grooming, nurturing and fulfilling civil servants potential.

Annex 1: FLMP Feedback Form

Mentee Session Feedback Form - for the RCSC Mentoring Program

(To be completed by Mentee)

Mentee's Name: _____

Date: _____

Mentor's Name: _____

Date of next session: _____

Instructions: Please respond to the following statements using the scale provided below. Any additional qualitative comments can be provided at the end of the form. Please provide concrete examples to support your answers to these questions.

My mentor runs effective sessions, beginning the sessions on time and setting and adhering to an agenda.

Never | 1 | 2 | 3 | 4 | 5 | Always

My mentor provides appropriate feedback in a constructive manner

Never | 1 | 2 | 3 | 4 | 5 | Always

My mentor is aware of available development offerings and can identify valuable opportunities to improve my competency

Never | 1 | 2 | 3 | 4 | 5 | Always

Overall satisfaction with session

Ineffective | 1 | 2 | 3 | 4 | 5 | Effective

Additional Comments:

Is there any assistance you need from the Mentorship Program Coordinator in the RCSC?
