

## **AFP Vancouver Island Mentorship Participant Handbook**

### **Purpose of the Mentorship Program:**

AFP Vancouver Island is committed to developing the fundraising sector and supporting the novice fundraiser in their professional growth. The purpose of the AFP Mentorship Program is to offer a relationship-based opportunity for a relatively new fundraiser to be matched with an experienced fundraiser to offer advice and provide one-to-one mentoring.

### **Objectives:**

- Create a supportive partnership for learning and growth of new fundraisers.
- Develop a more connected chapter of members through mentorship.
- Provide Vancouver Island charities with the fundraising talent they need to fulfill their mission.

### **Participants:**

#### **Mentor**

- A senior professional with a minimum of 6 years of fundraising experience.
- A member in good standing with the AFP Vancouver Island Chapter.

#### **Mentee**

- A fundraising professional with three years or less experience.
- A member in good standing with the AFP Vancouver Island Chapter.

### **AFP Mentorship Committee**

The role of the committee is to oversee the Mentorship Program, recruit mentors and mentees, review applications, make the matches, facilitate Mentorship Program events/meetings, and monitor success of matches.

### **Mentorship Program Guidelines**

The AFP VI Mentorship Program will be a one-year commitment on behalf of both the mentor and the mentee. The purpose of the relationship is to share knowledge, answer questions and be an encouraging and supportive partner in the professional development of the mentee.

The mentor is to provide the mentee with advice and information. The advice will be limited to career and/or specific fundraising advice to be used to enhance their fundraising program of the charitable organization with which the mentee is currently associated. The relationship is

meant to be career specific and is not to be used or construed in any way as a consulting relationship. We recommend that both partners advise their employer if they intend to participate in this program.

### **Time Commitment:**

The partnership will last for one-year between the mentor and the mentee. Within that year, the time involvement is dependent on each partnership, but should be a minimum connection of one hour per month either face-to –face, by phone, or email.

### **Matching Process**

The AFP VI Mentorship Committee will be facilitating the match between mentor and mentee based on the information collected on the Mentorship Program Application Form. Key criteria for matching partners will be based on the areas of expertise the mentor has, and the area of greatest learning identified by the mentee.

### **Mentorship Program Outline**

- January - application forms available on the AFP VI website.
- Applications for mentors and mentees are due by the end of February.
- Mentorship Committee reviews applications and makes matches.
- Mentors and mentees are contacted and advised of their match.
- Mid-March – an Orientation meeting is hosted by Mentorship Committee.
- June check-in with program participants.
- September mid-way event with program participants.
- January wrap up and celebration event.

### **Desired Characteristics of Mentors and Mentees: \***

#### **A successful mentor should be...**

- **People Oriented** – one who is genuinely interested in people and has a desire to help others develop and grow
- **Good Motivator** – needs to be able to motivate a *mentee* through encouraging feedback and challenging assignments
- **Effective Teacher** – must understand skills required by the *mentee's* position and assist with setting goals to achieve these when needed
- **Secure in Position** – must be confident in own career so pride for the *mentee's* accomplishments can be genuinely expressed and enjoys being part of *mentee's* success

- **Respects Others** – one who shows respect for another's well-being and differences in opinions, values, and interests

**An ideal mentee should be...**

- **Eager to Learn** – one who has a strong desire to learn new skills and strives to elevate own level of expertise
- **Able to Work as Team Player** – must be a team player and willing to contribute as much as possible to the mentoring relationship
- **Patient** – must be willing to put in the time and effort and understand that career advancement doesn't happen overnight
- **Risk Taker** – must be willing to move beyond tasks mastered and accept new and more challenging experiences
- **Positive Attitude** – should be hopeful and enthusiastic about learning

\* BC Human Resources Management Association Mentorship Resource Guide

### **Roles and Responsibilities:**

The relationship consists of one *mentor* and one *mentee*. Both parties are equally responsible for actively participating in the Mentoring Relationship and committing to the following:

- Commit for the period of **March 2018 – January 2019**
- Participate in at least **1-2 hours per month** of interaction with your partner
- Set goals and create a specific plan for learning and development.
- Continue to be an AFP VI member in good standing
- Complete an evaluation at the completion of the program

#### **Mentee Responsibilities**

- Take initiative and be proactive in and responsible for your career development
- Play an active role in setting personal goals and communicate those to your *mentor*
- Initiate discussions and activities and seek feedback
- Follow through on your commitments and the timeline you and your *mentor* have set
- Allow flexibility with regard to meeting times and places
- Be willing to be coached and ask for and receive feedback in a non-defensive manner

#### **Mentor Responsibilities**

- Take initiative to make the first contact and be willing, able and available

- Play an active role in supporting the mentee's goals and define strategies for success
- Help the *mentee* develop an appropriate learning plan
- Give sound, constructive, tactful and honest review of the *mentee's* progress
- Accept the *mentee* as a colleague with potential for high performance
- Provide help and serve as sounding board for issues relating to your *mentee's* goals

## **Expectations for Mentees and Mentors:**

The key to any successful mentoring relationship is to be clear about role expectations and keep the lines of communication open. Here are some tips to help navigate this new relationship:

### **Unreasonable Expectations Regarding Mentors**

It's easy for a *mentee* to assume that the *mentor* will be more actively involved than the *mentor* is able. As a general guideline, the *mentor* should **not** be expected to:

- Drive the relationship or do the work for the mentee
- Be an expert in every imaginable development area
- Provide the *mentee* with personal introductions to other people unless they are comfortable and have offered to do so
- Spend more time on the relationship than he or she is willing or able to give
- Take the lead in the relationship, setting up all meetings and driving the *mentee's* career development
- Develop a friendship with the mentee outside of the boundaries of the relationship

### **Specific Tips for Mentees**

- Remember that you own your development, not your *mentor*. It's up to you to identify objectives as well as keep the relationship focused and moving forward.
- Be prepared to ask for specific advice on your skill set, ideas, plans, and goals. The more specific you are the easier it is for your *mentor* to respond in a meaningful way.
- Be complete yet succinct in your comments and explanations
- If you get corrective feedback, don't try to defend yourself but rather ask specific questions such as "What don't you like about \_\_\_\_\_?" or "What would you do in a similar circumstance?"

## **Process and Tips for Successful Mentoring:**

A poorly planned and unstructured mentoring relationship can be a waste of time. By following a more systematic approach it is our hope that *mentees* and *mentors* can be more effective and productive in their relationship.

## **Process**

### **Step 1: Building the relationship**

Focus on getting to know each other and establish a foundation of trust. Begin to explore the experiences and goals of the *mentee* and *mentor*. Relax and recognize that becoming acquainted is a critical first step that will ultimately lead to more positive results.

### **Step 2: Define the terms of your agreement**

After you have become acquainted, you're ready to define the terms of how your time will be spent together- a set of 'ground rules' for your mentoring relationship. For example, you will want to determine your schedule for meetings and any other logistics. This is also the time to review and agree on roles and responsibilities of your role, whether *mentee* or *mentor*. It is best to clarify any limitations or preferences you may have at this time. Negotiating clear expectations will help the relationship run smoothly.

### **Step 3: Develop the mentee's goals and strategies to achieve**

Developing the *mentee*'s goals and strategies to achieve those goals is the longest step in the process as this is when the work is undertaken. This step comprises most of your mentoring efforts.

For the *mentee*, having some idea of personal goals coming into the program will help to move the process along to the point of defining the more specific objectives and strategies to achieve them. Following the principles of SMART goals – Specific, Measureable, Achievable, Realistic, Time Sensitive – as an example, will help to get things on track.

### **Step 4: End the relationship**

Planning a formal ending is an important aspect of the mentoring relationship. A formal ending will prevent the relationship from dwindling without focus or worse, disintegrating from inactivity. It also gives each mentoring partner a needed sense of closure, the opportunity to celebrate accomplishments, and possibly a transition into a less formal partnership or new mentoring arrangement. It is an excellent time to evaluate your work together, finish your last objectives, and plan for future options.

PMP Wrap Up events are scheduled in most regions.

**Questions to ask your Mentee in the first meeting:**

- Why do you feel mentoring is what you need right now?
- What do you hope to have at the end of our mentoring relationship?
- What is important for me to know about you and your learning style?
- How will you let me know what you need?
- How will we know we have been successful in this partnership?

**Questions to ask your Mentor in the first meeting:**

- Why did you volunteer to become a mentor?
- What is important for me to know about your mentoring approach?
- What expectations do you have for this mentoring relationship?
- How can I make it easy for you to mentor me?
- How will I know this is working for you? How will I know if this isn't working for you?

**Mentee Goals**

A successful mentorship framework will clearly define the learning objectives of the mentee. In the first couple of months of the mentorship program, identify what your key learning objectives are for the time you are working with your mentor. Write them out and send them to your mentor so that they are clear on what you are working on and they can be more effective as your mentor or help you find other resources to support your learning and professional growth.

**Mentee**

Key Learning Goal #1

Key Learning Goal #2

## Key Learning Goal #3

### **Time Commitment**

2 – 3 hours per month either face to face, email, telephone or attending an event together.

### **What to do if you are no longer able to participate in the program?**

If you are unable to fulfill your commitment as a mentor or mentee, please contact [beth.cairns@viha.ca](mailto:beth.cairns@viha.ca) or [cgeater@pearsoncollege.ca](mailto:cgeater@pearsoncollege.ca) and advise us of the situation. We will do our best to reassign the active partner in the event of a departure from the program.