



myMentor

MENTORING TOOLKIT



International
Legal Technology
Association

TABLE OF CONTENTS

Confidentiality Agreement	3
Mentoring Agreement	4
Mentee Action Plan	5
Mentoring Log	7
Mentor Benefits	8
Mentor Roles and Responsibilities	9
Effective Questioning Tips for Mentors	10
Giving Feedback: Checklist for Mentors	11
Tips for Being a Good Listener	12



ACKNOWLEDGMENT

The ILTA myMentor Committee would like to give special thanks and acknowledgment to the ILTA Women Who Lead (WWL) Advisory Group who developed these materials. The myMentor Committee have repurposed the WWL mentoring toolkit to serve a broader audience and adapted for the purpose of the myMentor Pilot Program. To learn more about the great work WWL continues to do within the legal tech community, visit www.iltanet.org/wwl2.



CONFIDENTIALITY AGREEMENT

Trust must be a verb before it is a noun. You must trust and be trustworthy to be trusted. It is one of the most, if not the most, important factor in the partnership.

Mentoring pairs will share information about one another throughout the pairing. Mentoring pairs must be very clear on the limits they want to place on the information shared. Establishing clear boundaries is a big step toward building trust.

Here are a couple of statements to start your agreement. You may accept these as they are, build upon them, or establish a complete new agreement. The important thing is that both in the pair concur with the confidentiality agreement.

- 1** What we discuss will stay between the two of us. **[USE THE SPACE BELOW TO ADD TO THIS]**

- 2** What we discuss will stay between the two of us, unless we give each other permission or ask that the information be shared with others. **[USE THE SPACE BELOW TO ADD TO THIS]**

- 3** Add other additional conditions you both mutually agree to:

MENTOR SIGNATURE

DATE

MENTEE SIGNATURE

DATE



MENTORING AGREEMENT

Mentoring is both a “Get and Give” experience with the goal of providing a rich and rewarding experience for both partners. Both partners must be respectful of each other’s time and commitments. We have created the following form to assist you in developing a schedule for your meetings.

MENTOR:

MENTEE:

MEETING TIME:

(I.E. 10:00 AM, 2:30 PM, ETC)

PREFERRED MEETING DAY:

FREQUENCY OF MEETINGS:

(I.E. ONCE A WEEK, EVERY OTHER WEEK)

WE WILL GENERALLY MEET FOR:

(I.E. DURATION OF TIME)

MENTOR CONTACT INFO:

MENTEE CONTACT INFO:

If unforeseen events arise and meeting time/day must be changed we will give our mentoring partner at least a 2 hour notice if possible.

MENTOR SIGNATURE

DATE

MENTEE SIGNATURE

DATE

MENTEE ACTION PLAN

With your mentor, set goals that are focused, realistic and tied to your competency goals. Effective goals should be SMART:

- **S**pecific
- **M**easurable
- **A**chievable
- **R**esults-oriented
- **T**ime based

Focus on competencies important to your organization. Build on your strengths as well as your weaknesses. Look for opportunities to learn by doing as well as observing and listening.

***Duplicate action plan page for as many goals as you'd like to set. Start with one goal and build from there.**

MENTORING GOAL:

COMPETENCY: What specific skill do I want to develop?	LEARNING ACTIVITY: What action will I take to develop this?	Beginning Date/ Ending Date	My Co-workers and supervisor will see the following...	I know I have achieved my goal when...

MENTORING GOAL:

COMPETENCY: What specific skill do I want to develop?	LEARNING ACTIVITY: What action will I take to develop this?	Beginning Date/ Ending Date	My Co-workers and supervisor will see the following...	I know I have achieved my goal when...

MENTORING GOAL:

COMPETENCY: What specific skill do I want to develop?	LEARNING ACTIVITY: What action will I take to develop this?	Beginning Date/ Ending Date	My Co-workers and supervisor will see the following...	I know I have achieved my goal when...



MENTORING LOG

DATE	TIME	COMPETENCY DISCUSSED	ACTION PLAN STEP	HOW AND WHEN COMPLETED



MENTOR BENEFITS

Mentoring is a cost effective valuable tool for developing the most important asset to any organization, our people.

A successful mentoring process depends on the partners sharing common goals and expectations, having a commitment to the mentoring practice, and giving and receiving trust and respect.

Both the mentor and the mentee give and grow in the mentoring process. You, the mentor, have the opportunity to review your accomplishments and challenges, as a reminder of lessons learned. In sharing your expertise you are leaving a legacy and guiding another's career path.

This also gives you an opportunity to review and re-energize your personal career goals.

You, the mentor, will get many benefits from this experience. Here are just a few additional benefits you might consider:

- Personal satisfaction in helping someone grow professionally
- Learning from the mentee
- Building new relationships
- Developing your skill as a “teacher” — helping someone clarify their career goals
- Developing your skill as a “guide” — helping someone navigate the waters of the organization
- Developing your skill as an “advisor” — helping someone find their strengths and weaknesses
- Receiving recognition
- Future pay-offs

As you reflect on being a mentor, think about who you would like as a mentee and what you would like to impart to them.

This is, after all, going to be a partnership.

- Do you want someone who seems to be following your same career path?
- Do you want someone who has skills which you have strengths in?
- Do you want someone who has different or similar skills as you?
- Do you want someone who has interest in similar skills and knowledge as you, but does not possess those competencies now?
- Do you want someone who is motivated by upward mobility?



MENTOR ROLES AND RESPONSIBILITIES

Development of your mentee depends on exploring career aspirations, strengths and weaknesses, collaborating on means to “get there”, implementing strategies and evaluating along the way. You as the mentor provide the “light” for the mentee to follow. Sharing your wisdom and past experiences is what the mentee looks for from you.

Here are a few roles and responsibilities to help you in the process:

- Support the mentee’s development of professional and interpersonal competencies through strategic questioning, goal setting and planning
- Create a supportive and trusting environment
- Agree to and schedule uninterrupted time with your mentee
- Stay accessible, committed and engaged during the length of the program
- Actively listen and question
- Give feedback to the mentee on their goals, situations, plans and ideas
- Encourage your mentee by giving them genuine positive reinforcement
- Serve as a positive role model
- Provide frank (and kind) corrective feedback if necessary
- Openly and honestly share “lessons learned” from your own experience
- Keep discussions on track
- Respect your mentee’s time and resources
- Seek assistance if questions arise that you cannot answer

EFFECTIVE QUESTIONING TIPS FOR MENTORS

As a mentor, it can be very easy to want to just jump in and solve your mentee's problems for them. However, your role is to help the mentee think for them self, and to do so, this involves you asking thought-provoking questions. Help your partner self-discover. Questions should usually be open ended questions: Questions that can't be answered with a one word answer.

We want you to be a Questioning Coach. Using questions to help your mentee reflect on their experiences and learn from yours. Being a questioning coach gives you, the mentor, an opportunity to:

- Uncover additional facts and information about your mentee
- Confirm your protégé's goals, aspirations and needs
- Explore strong feelings about situations
- Define problems and possible solutions
- Discover your mentee's commitment to their growth

Exploratory questions – to assess the real issues and gain greater understanding:

- What are the most interesting aspects of your job?
- Why did you pick this to concentrate on?
- What do you want to gain?
- What do you want to be known for?
- What do you understand the issue to be?
- What tells you that your assessment is correct? What are other people's perceptions of this issue?

- What assumptions are you making here?
- What other ideas do you have?
- How long has this been as issue?
- What did you learn from past experiences that you didn't expect to learn?
- What are the reasons behind an issue?
- Have you tried to resolve this issue before? Why or why not? If yes, what was the result?
- What choices do you have?
- What progress have you made?
- What other ideas do you have?
- How are you using the things/ideas we've spoken about?
- What results are you looking for?

Empowering questions – to assist the mentee to think for them self:

- What are the skills you want to develop?
- What strategies come to mind when looking at a situation?
- What do you see as possible solutions here?
- What outcomes are you after here? Are these outcomes reasonable given the circumstances?



GIVING FEEDBACK: CHECKLIST FOR MENTORS

Think of feedback as a teaching/counseling opportunity. Exhibit positive or neutral body language in person and via video and on the phone. When possible utilize face to face, video and call for best connecting and to pick up on non-verbals.

DO USE:

- Good eye contact – no scary stares (be aware of camera angle on video)
- Interested/neutral facial expression
- Nodding of head to show understanding or agreement
- Calm tone of voice
- Even voice volume
- Sitting slightly forward
- Relaxed arm and hand placement
- Awareness of video camera placement

DO NOT USE:

- Reduced eye contact, scowling or narrowing of eyes
- Tense or aggressive posture or tone
- Rocking, pen bouncing, hand wringing or your specific version of nervousness/defensiveness
- Arms tightly crossed across chest
- A blank expression
- Use “I” statements. Give examples from your experience.
- Don’t say, “but” or “however”.
- Avoid statements that describe someone instead of their actions.
- Ensure feedback is specific.
- Give the other person an opportunity to ask questions or share their viewpoint.
- Listen carefully not only to the words but to the feelings and body language of the speaker. Don’t become defensive.
- Don’t interrupt when the other person is responding.
- Allow time and privacy for feedback - avoid/minimize distractions, set aside an uninterrupted time for your feedback session.

HELP YOUR MENTEE PLAN FOR NEXT STEPS. ASK QUESTIONS SUCH AS:

- What is a step you can do to reach your desired outcome?
- What are some ways you can think of to resolve this challenge?
- What resources are available to you?
- What can I do to help you?



TIPS FOR BEING A GOOD LISTENER

BE AN “ACTIVE” LISTENER. THAT MEANS DOING THE FOLLOWING:

- Give the individual your undivided attention
- Stay off your phone, off your computer and avoid disruptions
- For video connections stay focused and use eye contact when possible
- Hear the person out, avoid interrupting
- Be aware of your non-verbal cues such as nodding, smiling and maintaining eye contact

TO ENSURE THAT YOU HEARD THE PERSON CORRECTLY:

- Paraphrase:
 - “As I understand . . .”
 - “So, you’re saying that . . .”
 - “Let me see if I got that . . .”
- Summarize:
 - “So, your three concerns are . . .”
 - “There seem to be a few issues . . .”
 - “So, our main goals this time are . . .”