



**FIG Young Surveyors Network**

# Mentoring Toolkit



# Presentation Outline

1. Background
2. How we developed the Toolkit
3. How to use the Toolkit (Overview)
4. Section 1: Mentoring
5. Section 2: The 5 Steps in Mentoring
6. Section 3: Resources
7. Feedback and Q+A
8. Activity!



# Background Information

## FIG YSN 2015 - 2018 Workplan

The FIG Young Surveyors Workplan 2015 -2018 highlights a mission statement of: Explore, encourage, enhance, collaborate, foster, support and facilitate.

Each mission statement will be achieved by five working groups, each developing a toolkit to facilitate resilience in our profession through collecting ideas and suggestions. The working groups are:



### Working Group 3: Mentoring

The following goals were established for the Mentoring Working Group:

- **Identify** mentors and mentees at international, regional, national and FIG Commission level.
- **Organise** mentor sessions during FIG YSN events
- **Develop** a toolkit for the benefit of those involved

# Development of Mentoring Program

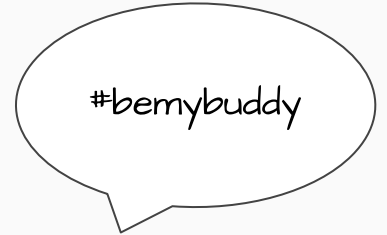
Two workshops were held :

## **2016 FIG Working Week in Christchurch, New Zealand – “The future of our network”**

- Established the concept and foundation for mentoring within FIG.
- Identified more work and collaboration required.

## **2017 FIG Working Week in Helsinki, Finland – “Who mentors you?”**

- Facilitated working groups, involving the YSN and members of FIG, to resolve the issues and questions associated with the components above in a collaborative way.



# Development of Mentoring Program Cont.

Components that were considered in the development of this mentoring program and toolkit:

**Leadership and Structure**

**Coordination**

**Selection of Mentors**

**Selection of Mentees**

**The Mentoring Relationship**

**Review and Evaluation**

Overall, these two workshops, and the participants involved, have provided the foundation for this Mentoring Toolkit.

#bemymbuddy

Link

communicate

#staymybuddy



5 Stages

Respect

Goals

Review

Empathy

# How to use this Toolkit

This toolkit has been compiled to provide guidelines and supporting documentation to assist with mentoring for the mentor and mentee.

## 5 Steps in Mentoring



**Section 1** covers mentoring in its various forms and the attributes of both mentors and mentees to ensure a successful mentoring relationship.

**Section 2** provides a five step guide to establishing a mentoring relationship.

**Section 3** provides a number of resources to support the mentoring relationship. The resources have been developed initiate both formal and informal mentoring relationships, and to support mentors and mentees throughout the mentoring lifecycle

**Section 1:**

# Mentoring



# Introduction

## What is mentoring?

Mentoring is a relationship between two individuals based on a mutual desire for development towards career goals and objectives.

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"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves"

- Anonymous

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# Introduction

## **Do I need a mentor?**

If your development need requires a personalised approach in addition to support provided by your manager/academic supervisor, you must decide whether mentoring is appropriate for you.

Find a Mentor when you want to discuss broad career issues, seek general guidance, or need to clarify development goals, plan your future direction, make decisions or solve problems that are specific to a particular field.

Mentoring is useful at major transitions in one's career, for example:

- Preparing to step up to a new role
- Support for the first year as an Academic Head
- Making a transition from individual contributor to a team leader

Mentoring is also useful during:

- Graduate programmes
- Succession planning
- Addressing equity and diversity issues



# Introduction

## Who can be an FIG Mentor or Mentee?

Anyone can participate in this program. The table below provides examples of who could be a mentor or mentee:

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... Mentee	... Mentor
<ul style="list-style-type: none"><li>• Students;</li><li>• New professionals in their first or second job, or considering entering a graduate program;</li><li>• Recent graduates entering the professional workforce for the first time;</li><li>• A professional making a career move or career change;</li><li>• Individuals who have a passion for learning;</li><li>• Willing to give time and effort to the mentoring partnership (a minimum for four hours per month is suggested)</li><li>• Willing to identify and clarify their development goals</li><li>• Interested in learning from another professional.</li></ul>	<ul style="list-style-type: none"><li>• Willing to give time and effort to the mentoring partnership (a minimum for four hours per month is suggested)</li><li>• Able to communicate effectively with others</li><li>• Willing to share some career successes and failures</li><li>• Individuals who may be or have been executives, consultants, in middle or upper management, or in research;</li><li>• Individuals who may have or have been educators, or self employed;</li><li>• Individuals who have been proven leaders offering inspiration and insight.</li></ul>

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# Roles of a Mentor

## What are the roles of a Mentor?

Various roles and approaches to mentoring.

Range from:  
Directive  
Non-directive  
Stretching  
Nurturing

An effective mentor will use all of these skills as appropriate, and will adjust their approach to meet the needs of the mentee at any point in the relationship.



# Mentoring Structure

There are a number of different ways to approach mentoring. Here is an overview of the options that will be provided by the FIG Young Surveyors Network.

## Peer to Peer Mentoring

Support others in their professional development and growth, to facilitate mutual learning and to build a sense of community.

Already happens informally within FIG and the FIG YSN through the existing FIG Commission Structure and Networks.

## One to One Mentoring

Relationship between two people with one person having more experience in areas relevant to the other person's development needs.

## Reverse Mentoring

A younger, less experienced person mentors a more senior person (in terms of age, experience or position) in a specific skill.

# Benefits of Mentoring

What are the benefits of Mentoring?

There are a number of positive outcomes associated with mentoring. These relate to not only the mentor and mentee, but also the organisation to which they both belong. The benefits for each component described are outlined below.

## *5 Benefits for Mentees*

- Increasing professional self-confidence and self-awareness
- New insights into own behaviour and practices
- Expanding networks and increased visibility
- Career enhancement and development opportunities
- Development of skills and knowledge

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*"This was a great chance to reveal some weaknesses and get advice from someone 'in the know' but independent from my workplace"*

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”

# Characteristics of Effective Mentoring

The following characteristics of effective mentoring were identified by FIG Members as part of the “Who Mentors You” Workshop. Critical Components include:

Trust and Respect

Open communication

Setting standards and expectations

## Effective Mentors

The role of the mentor will generally be determined by the goals of the mentee. Some common characteristics of effective mentors are:

### Personal/Professional Awareness

- Committed to their own learning and development
- Seek to understand and are respectful of the beliefs, personal attitudes and values of others.
- Have a genuine interest in mentee’s growth and development
- Objective, supportive and honest
- Recognise the limits of their own expertise and experience and clearly communicate that, and refers the mentee to others when appropriate.

### Time Management

- Willing to commit to and make time for the mentoring relationship
- Is on time for meetings with the mentee and gives adequate notice if the meeting is to be postponed. Also ensures uninterrupted time.

### Relevant professional and technical Skills

- Prepared to share knowledge and own experience (including lessons learned and mistakes made where relevant).
- Good interpersonal skills
- Effective communication skills

### Key Skills:

1. Builds rapport
2. Listening
3. Constructive Feedback
4. Encouraging
5. Reliable

# Characteristics of Effective Mentoring

## Effective Mentees

The mentoring relationship focuses on the needs of the mentee, and the mentee should take responsibility for driving the relationship. An effective mentee should set goals, arrange meetings and make the effort to achieve their goals. Characteristics of an effective mentee include:

### Motivation and Commitment

- Committed to the mentoring relationship and focused on attaining their goals.
- Prepared to be challenged, try new approaches and take risks.
- Shows initiative

### Respect

- Maintains confidentiality throughout and following the mentoring relationship
- Respects the beliefs, personal attitudes and values of others - even if different
- Respectful of the mentor's time and resources
- Respectfully gives feedback to their mentor on what is working well or not so well in their mentoring relationship

### Communication

- Aware of own strengths and weaknesses and willing to discuss failures and successes
- Discusses with the mentor what they want to get from the relationship and the type of guidance and support that would be helpful
- Receptive to feedback

### Time Management

- Is on time for meetings with the mentor and gives adequate notice if the meeting is to be postponed
- Follows through on agreed tasks.

### Key Skills:

1. Listening actively
2. Questioning
3. Reflecting
4. Reframing
5. Focus on learning and commitment to own development.

## Section 2

# 5 Step Guide





# Summary

## The Mentoring Cycle

A clear understanding of the cycle, stages and what is involved at each stage of the mentoring relationship is vital to obtaining the maximum benefit from having a mentor.



5 Steps in Mentoring

## Step 1: Set Goals

“ Setting goals is the first step in turning the invisible into the visible ”  
-Tony Robbins

Before finding a mentor it is very important to think about your development needs.

Questions to ask:

- What do you want to achieve through the mentoring relationship?
- Career development?
- Development of specific skills?
- Research?
- Teaching?
- Expanding networks?
- Enhancing work life integration?
- Understanding organisational culture?
- Increasing work and personal satisfaction?
- Other?



## Step 2: Find a Mentor

*Find a great mentor who believes in you and your life will change forever...*

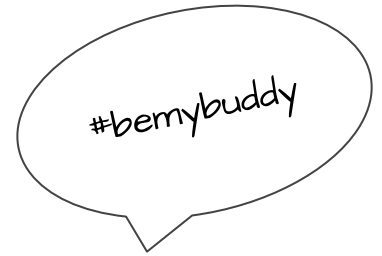
### Potential Mentors

Once you have worked out what you would like to achieve from the mentoring relationship you will be ready to consider potential mentors.

Keep in mind that mentoring is not a “one-size-fits-all” solution and you may have multiple mentor relationships to address your various development needs.

A great mentor does not necessarily have an impressive title. Be aware that those who are in senior positions are often in high demand as mentors for people on formal leadership programmes.

A great mentor will be someone who has the time, commitment and expertise to support you with the goals you have identified.



## Step 2: Find a Mentor

### Mentor Matching

There are a variety of ways mentees can be matched with mentors ranging from mentees identifying and approaching their own mentor from their own knowledge base to a co-ordinated matching process.

It is essential to consider the needs of both parties and in the case of a formal mentoring scheme the overall aims of the scheme need to be factored in. Skills and experience, development needs of the mentee, geography, availability, and potential personality match are other factors.

**Formal – When the YSN Helps you!**

**Informal – When you approach someone...**



# FIG YSN Mentoring Form

You can sign up [here](#)!



## Become a mentor for FIG Young Surveyors

Since our start in 2006 we work in close cooperation with passionate surveyors. They help us to establish the network of today. To continue tomorrow we would like to strengthen the bridge between the professionals and the 'rookies' of the profession.

Mentoring is one way to ensure that knowledge is passed on to the next generation of Surveyors. There is one sustainable way in inspiring young people through remembering what we are passionate about in our profession as well as showing opportunities and giving them responsibilities. Challenges everybody has to face in a career can be guided through the help of a colleague, good friend and mentor.

Therefore the aim is to create a database of people who would like to be a mentor. How the mentoring succeeds is the responsibility of yourself and the Young Surveyor her/himself but the FIG Young Surveyors Network can help and support the first step.

\* Required

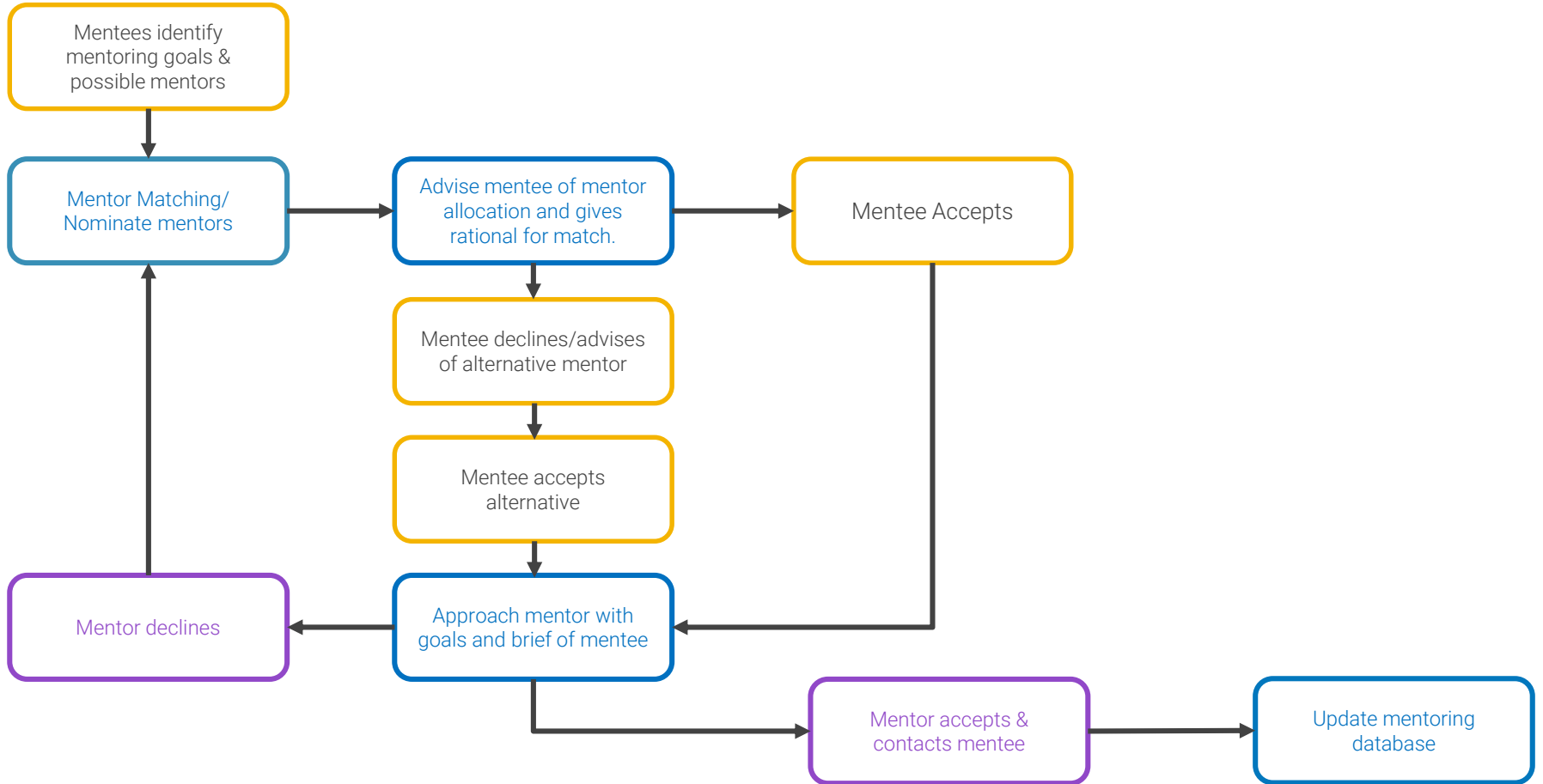
### Let's get started! Now!

Family Name \*

First Name \*

E-mail address \*

# Formal Mentor Matching - FIG Young Surveyors Network



## Step 3: First Meeting

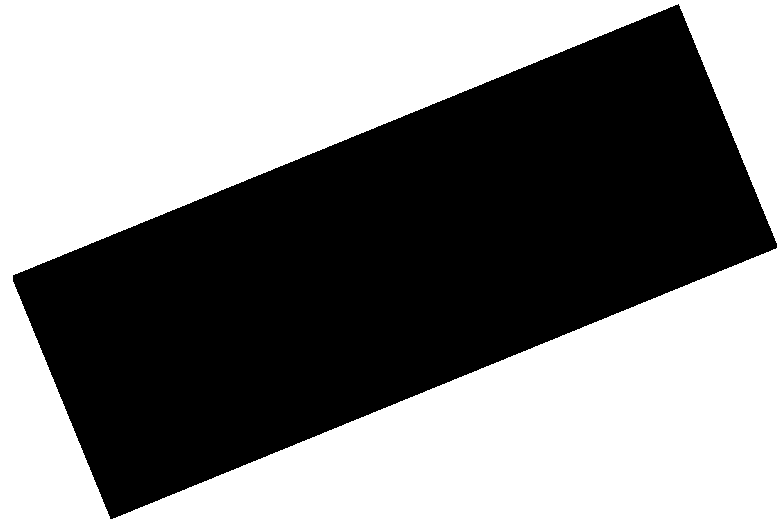
*Every journey needs a first step...*

First meeting/Session

The first meeting is an introductory one where you meet to share background information, values and needs.

It provides an opportunity to decide if the relationship is likely to be rewarding and productive for both of you.

Sign a mentoring agreement, an optional component, which provides a template for completion at the end of the meeting. It allows the expectations and boundaries to be agreed and goals to be set and recorded.



## Step 4: Develop and Maintain the Relationship

**#staymybuddy**

### **Build and maintain an effective mentoring relationship.**

To achieve this it is important to:

- Commit to the mentoring ground rules you established at your first meeting
- Listen and communicate in a way that shows you respect your mentoring partner and that you value their time and ideas
- Take action, follow through on what you say you will do
- Ask for and be open to receiving feedback
- Respect the confidentiality of the mentoring relationship.

### **Ongoing Meetings and Mentoring Sessions**

Preparation is the key to success! Prior to each meeting the mentee should clarify what they would like to focus on and email this through, together with a brief report of progress since last meeting if appropriate. This can help the mentor prepare and enables the most productive use of meeting time.





## Step 4: Develop and Maintain the Relationship Cont.

### Issues to consider in mentoring relationships

Like any good relationship a mentoring pair should have:

- Good communication
- Respect and Trust
- Commitment
- Clear objectives
- Structure



*Communication is essential in maintaining a healthy relationship*

#### Time/Workloads

This is often the most common difficulty experienced by mentors and mentees and includes:

- Finding common times for meetings
- Not allowing enough time to prepare and meet
- Not following through with agreed actions
- Underestimation of the time involvement.

#### Differences in:

- Communication styles
- Problem solving styles
- Task orientation
- Ambition levels
- Priorities
- Expectations of the relationship
- Diversity; gender, age, ethnic or cultural.

## Step 5: Evaluation

*Evaluate your goals, because what gets measured gets produced!*

It is important to constantly evaluate your mentoring goals. When goals have been achieved, new goals can be set, and this could lead to the end of the mentoring relationship.

*Every end is a new beginning*

Aside from achieving the goals of the mentoring relationship, other separation may occur. Examples of this include:

- Pre-determined date has been reached
- Mentee or Mentor have a change in career or circumstance
- It is agreed that it would be beneficial for the mentee to work with a new mentor or within a peer mentoring relationship on aspects that are outside of the existing mentor's area of expertise.



5 Steps in Mentoring



*"Alone we can do so little; together we can do so much"*

*- Helen Keller*



## Section 3

# Tools/Resources



# Expectations

Mentees Expectations
The reasons I want a mentor are to:
How can a mentor help me with my professional development?
How do I learn best?
I want my mentor and I to:
What skills, qualities and attributes am I looking for in a mentor?
What criteria would be useful in the evaluation of the mentoring relationship?

Mentees Expectations
The reasons I want to be a mentor are to:
How can mentoring help me with my professional development?
I want my mentee and I to:
What interests do I currently have (think time, availability etc.)
What knowledge, skills and experience do I have?
What other characteristics do I have that may be helpful?

# Tools

1. Progress Plan
2. Conversation Starters
3. Diary Sheet

## Mentoring Progress Plan

Name:

Mentor:

Development Goals:

Objective	Strategies/Actions	Resources Required	Measures	Target Date

## Conversation Starters

Below are some suggested questions to help you have productive mentoring/coaching conversations.

### Getting Acquainted

- How long have you worked/ studied at \_\_\_\_\_?
- What projects are you currently working on?
- What do you enjoy most about your current positions?

### General

- What actions have you taken since we last met?
- What do you want to achieve from this meeting?
- How useful has this meeting been? Has it met your needs?
- Would it be helpful to talk about this issue again at our next meeting?
- Where do we go from here?

### Career Goals

- Which areas would you like to develop in and why?
- What goals do you have for the future?
- What are you doing now or need to do in order to achieve these goals?
- How can I help you?

### Skills and Knowledge

- What do you see as your strongest areas of capability?
- What additional skills and knowledge would assist you to meet the expectations of your role?
- What strategies do you implement to manage competing priorities in your role?

### Problem Solving

- What issues/problems are you facing at the moment?
- What have you done so far to address this issue?
- What results have you achieved?
- What obstacles have you encountered?
- What do you see as your options?
- Do you want input or suggestions from me?

## Mentoring Diary Sheet

Diary
Date of meeting
Topics discussed
Comments/Reflections
Where to next? Actions, Resources, People?

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Questions?





## Activity: Who am I?

- My name is...
- My most important role in life is as a...
- At work I...
- My favorite way to spend my free time is...
- One thing about me that is important for people to know is...
- Some of the strengths that I will bring to a mentoring relationship are...
- One of my worries about being a mentor is...
- One thing I hope to gain from being a mentor is...
- The most important thing I hope my mentee will gain is...



## Activity: Who am I?

- How did it feel to reveal things about themselves to a stranger
- Did their partner say anything to help them open up? If so, what?
- What did they try to do to help the partner feel more comfortable?
- What would they do differently if they did this exercise again?

