

# A Guide for Mentoring at Lenovo



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## Overview

At some point in every person's career, you need help and assistance to grow your skills. Company sponsored training will give you a strong foundation, but at times you need to enhance this knowledge with additional assistance from a skilled expert. This is what a mentoring program is all about – allowing you to seek assistance to grow and increase your skills and knowledge in order to develop your potential to be a leader in the future of the company.

Every organization -- and Lenovo is no exception -- must not only develop its people to effectively run the business -- it must also be fostering the next generation of talent. This is critical to the survival of the business.

Mentoring is a critical initiative in Lenovo for the development of all employees. In addition to the role it plays in corporate survival, mentoring has good things to offer the participants. For the mentee, it can be central to career development. The mentor gets a chance to hone coaching and leadership skills in a "hands-on" way.

This Guide answers the following questions:

- What is mentoring?
- Why is mentoring essential in today's Lenovo?
- What are the responsibilities of the mentor?
- What are the responsibilities of the mentee?
- What's in it for everyone?

## What is mentoring?

Good question! Mentoring joins two people together to achieve specific objectives for skills growth and development. Simply put, the mentor has the skills, knowledge and experience that the mentee needs.

The mentor agrees to share this know-how and act as a role model. The mentee agrees to make a conscientious effort to acquire the development offered by this program. In some instances, the mentor may have more than one mentee, and a mentee may have more than one mentor.

## Why is mentoring so important in today's Lenovo?

Mentoring is not a new concept in business. Throughout history, we have looked to various leaders -- religious, secular, even athletes -- as role models. We expect people in these positions to "set a good example" so that we may learn from them.

Life in Lenovo is no exception. At every level of the organization, different knowledge, skills and understanding of the infrastructure are needed to make an impact. We are probably wasting a lot of time if we ignore the experiences of others in Lenovo who have "been there, done that" in areas that are new to us. Utilizing their knowledge and experience will help to shorten the time required to "learn" new skills. A good mentoring program connects the experienced and the newcomer so that "business smarts" can be passed on.

Competition and changing technologies are putting pressure on businesses to make improvements in cost, quality, speed and service at rates never required before. Organizations are realizing that they must become "learning organizations" and deploy the skills and knowledge they have quickly throughout the business to respond to these pressures. Mentoring is an important tool in the development of the learning organization.

## What are the characteristics of good mentors and mentees?

Both mentor and mentee have to have certain characteristics.

The **mentee** must be:

- goal oriented
- motivated to take responsibility for self-directed growth
- active in seeking development opportunities
- receptive to feedback and coaching

In other words, the mentee must have ambitions beyond his or her current role in Lenovo. The ambitions must mesh with the goals which Lenovo has set for itself. Finally, the mentee must be "coachable" -- willing to accept and consider constructive criticism that may not always be positive.

The **mentor** needs to:

- have the experience, skills and knowledge needed by the mentee
- be able to listen and provide feedback and coaching
- be willing to take responsibility for the mentoring relationship
- be regarded as successful
- have strong interpersonal skills

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- recognize the value of a diverse workforce

First and foremost, if the mentor doesn't have the skills and knowledge which the mentee needs, there is no point in developing the relationship. The most credible mentors are also seen as successful at their jobs and comfortable with ambiguity and diversity. Finally, if you are a manager, you may be either a mentor or mentee -- perhaps **both** simultaneously! Keep that in mind as you study the two roles in this Guide.

## What are the responsibilities of the mentor?

The **mentor**:

- Assists in developing the mentee and shares ownership of the relationship
- Is able to role model, support and interact with the mentee
- Provides open, honest feedback necessary for growth
- Helps provide/ seeks opportunities for the mentee's development
- Encourages excellence and gives direction to the mentee

## What are the responsibilities of the mentee?

The **mentee**:

- Initiates and directs the mentoring process
- Accepts open, honest, direct feedback in a non-defensive manner
- Helps to set realistic expectations and actively works towards them
- Accepts responsibility for own growth and development

The [Tools](#) section of this Guide will give you examples of a Mentoring Agreement and Action Plan, a mentoring readiness assessment and an after-the-fact evaluation. It is recommended that both the mentor and mentee complete these documents to ensure a successful mentoring relationship.

## What's in it for everyone?

A mentoring program has distinct benefits for everyone: the mentor, the mentee, and Lenovo.

For the Mentor it...	For the Mentee it...	For Lenovo it...
Builds a network	Develops network	Provides a disciplined approach to managing and developing valuable skill assets
Enhances Leadership and Coaching Skills	Introduces the organization's culture and develops professional skills	Leverages the leadership skills of mentors
Promotes the learning of new perspectives Provides satisfaction from aiding in development	Allows for opportunities to receive career guidance Increases visibility	Supports rapid, targeted skills development Extends across organizations and geographies

## Mentoring at Lenovo

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Lenovo's success depends on the expertise we bring to market. No matter what job we do, we all need to continuously improve our skills in order to win in the marketplace, execute with speed, and team effectively throughout the company.

## Mentoring: How do we go about it?

Want to get started? Lenovo's approach to mentoring is largely informal and self-directed. Mentees select their own mentors, and the mentors agree to perform this service. However, you may need assistance in selecting a mentor who can help you meet your objectives in the relationship. Start by looking at your current working relationships and existing network for potential mentors. If you need further assistance, you can discuss this with your manager or peers.

The following steps will guide you through an informal program.

## Types of Mentoring Relationships

There are different types of mentoring relationships. These are:

- **Skills** – To grow proficiency through experience-based learning
- **New Employee** – Guiding a person to learn about the Lenovo culture and processes
- **Diversity (Culture)** – Understanding and accommodating human and cultural differences to maximize potential/contribution of all segments of the population
- **Certification (Re-Certification)** – Gaining guidance and knowledge to prepare for certification or re-certification

Usually, a mentoring relationship will only be based on one of these types. When looking for a mentor, look for someone who exhibits strengths in the type of mentoring you are seeking.

It is possible that you will be involved in several mentoring relationships at the same time. It is also possible that you could be a mentee in one of these types and at the same time be a mentor in another. A mentor can have more than one mentee and a mentee can have more than one mentor. Each partnership has a separate Mentoring Agreement.

## Getting Ready

Whether you are involved in this process as a mentor or mentee, getting ready starts with identifying your goals. Before the first meeting, you should complete either the **Mentee Readiness Checklist** or the **Mentor Readiness Checklist**, as appropriate. Both of these are in the [Tools](#) section of this Guide.

As a general rule, the mentor selected should be outside the mentee's management reporting structure. A mentor is typically not the mentee's immediate manager, nor in the direct or indirect line of supervision. If the mentee has difficulty in selecting a mentor, the manager and / or colleagues could be consulted.

The mentee should consider one other question: Would his or her mentoring goals be helped by working with a mentor of a different gender or race?

## Getting Started

After the mentee has established goals and selected a mentor who has agreed to this role, what now? As soon as practical, the two should get together to discuss critical items that will get both off to a good start. Early in the process, they need to establish:

- The expectations for the mentoring process
- A Mentoring Agreement and Action Plan (see the [Tools](#) section) that puts your expectations in writing and provides detail on specific actions to be taken

While the arrangement is being settled, mentee and mentor will want to get to know one another better. Some points of discussion:

- What motivated the mentee to enter the mentoring process?
- Why did the mentee select this particular mentor?
- Why has the mentor agreed to act in this role?

You will no doubt come up with many more of your own as you work to establish a meaningful partnership.

## Working Together Effectively

The success of the mentor-mentee partnership requires an open, trusting relationship. It will help the mentor and mentee understand each other's learning, communication and behavior styles. Here is a useful guide:

Style	Mentor	Mentee
<p><b>Are you social and extroverted, or reserved and questioning?</b></p> <p><b>Do you like details and specifics, or big pictures and concepts?</b></p> <p><b>Are you methodical and systematic, or spontaneous and instinctive?</b></p> <p><b>What do you find stressful and how do you react to stress?</b></p> <p><b>How do you use and manage time?</b></p> <p><b>How do you respond to conflict?</b></p> <p><b>What should I know about you so that we can avoid surprises?</b></p>		

Mentor and mentee should cover and explore these questions as they begin their relationship. Honest and open discussion can uncover and defuse what may be areas of potential conflict.



## Giving and Receiving Feedback

Giving honest, direct, and unfiltered feedback to one another is a critical aspect of a successful mentoring relationship.

### Here are some key feedback principles to keep in mind:

- Stay relevant. Refer to the Mentoring Agreement you originally developed and ensure that your feedback is directly related to the objectives that the other party is trying to reach.
- Be sure your intent is to be helpful. Don't criticize without also offering suggestions for doing things differently.
- Focus on behavior, not on personal characteristics. Instead of saying someone is a poor presenter, suggest: "You will appear more confident when presenting if you project your voice or use a microphone."
- Offer feedback about behavior that can be changed and express the feedback in a positive way. Instead of saying: "You are too defensive," suggest: "Try not to take feedback personally, but see it in a work context."
- Offer observations, rather than inferences. Avoid statements like: "You seemed confused during the presentation. Focus on what you saw: "I saw you shaking your head, so I thought you were confused."
- Give descriptive, not judgmental feedback. Try: "You hesitate when asked about that subject." Instead of, "You don't have a grasp on this subject."
- Deal with specific behaviors, not generalities. Saying, "You're never on time," or "You never listen," is destined to meet with resistance. Be specific: "You were late for our last three meetings" or "You interrupted several times without letting me finish my statements."
- Focus feedback on alternatives, not on fixed solutions. Instead of saying: "You should do Z," it is better to say: "Perhaps we should explore X or Y, and determine the best alternative."
- Appeal to the person's self-interest. Make sure your comments are directly related to the skills that the person is trying to acquire.
- Talk about the effect the behavior has on others. You can say: "When you interrupt, it makes me think you don't value my contribution."
- Make sure the person understands your intent. Ask the recipient to "clarify and confirm" they have understood.

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### Also consider these tips for Active Listening:

- Concentrate. Make an effort to listen. Eliminate distractions. Do not allow papers, phones, or other interruptions to distract you.
- Create an easy, relaxed atmosphere. Sit around a table. Get out from behind the desk.
- Hear concerns. Clarify issues. Listen for themes. Listen with your ears and your eyes. Watch body language. Pay attention to the feelings being transmitted. More than 60% of the message is transferred through body language and less than 10% by actual words.
- Respond. Summarize. Paraphrase. Restate. Share perceptions. Confront inconsistencies. Do a reality check.
- Maintain eye contact. Nod to indicate understanding. Use phrases such as: "uh-uh," "I see," "Yes," and "OK."
- Listen "between the words". What is the person really trying to say?

- Avoid comments such as:
  - If I were you... My advice is... You should...
  - You had better... If you don't... Be sure you don't...
  - Here's where you're wrong... Yes, but you haven't considered...

## Planning for Success

Many mentoring arrangements fail because of lack of a clear action plan. The Mentoring Agreement and the Mentoring Action Plan (in the [Tools](#) section of this Guide) are the roadmaps that guide the mentor and mentee through a successful and rewarding relationship. This process should not be rushed. If the objectives are not meaningful and the goals are not accurate to begin with, there will be little learning or growth as a result of the mentoring arrangement. If you are the manager for either party, be sure to offer your support during this critical stage. You may also want your own copies of the plans when completed.

During the relationship, the partners should periodically assess the progress they are making toward the agreed-upon goals and objectives.

## Concluding and Assessing

As with any project, it is always good to step back now and then and ask a few pertinent questions. "How is this arrangement going?" "Are there some things we should be doing differently?" "Are there some things we shouldn't be doing at all?" This is an important step in a mentoring relationship.

If the relationship is sailing along smoothly -- wonderful! If it is floundering and rescue attempts haven't worked, the partners should call it quits. Remember that old saying familiar to all good negotiators: "No agreement is better than a *bad* agreement."

For any number of reasons -- personality clashes, work conflicts, career course changes -- the arrangement may not be working. This does not mean that the mentor and mentee cannot go on to have success in other agreements with other partners. If you are a manager, be prepared to listen, counsel and support an employee who finds himself or herself in this situation.

Something we probably need to do more of is to take a hard look at completed projects and find out what went right -- or wrong. We are often in too much of a hurry (especially if the experience was not a good one) to wrap things up and move to the next challenge. When the mentoring relationship has ended, it is important to do a "post mortem" on it. The Evaluation form in the [Tools](#) section can be used to record the results -- good or bad -- of the relationship. This document is the result of the mentoring experience, which can help both mentor and mentee make the most of future partnerships.

# Mentoring: Ten Easy Steps

You're considering Mentoring as a vehicle to further grow your skills. You've already taken the first step!

- 2. Decide on Focus Area of Development -->** Decide what skills you wish to develop.
- 3. Find a Mentor -->** Start by looking at your current working relationships and existing network for potential mentors who exhibit strengths in the type of mentoring you are seeking. If you need further assistance, discuss with your manager or peers.
- 4. Complete the Mentee / Mentor Readiness Checklist -->** Depending on whether you are Mentoring someone or wanting to be mentored, the Mentor Readiness Checklist (see [Tools](#) section) is an excellent vehicle that should be completed prior to the first mentoring session and will help in establishing your goals.
- 5. Schedule an Introductory Meeting with your Mentor**
- 6. Complete the Mentoring Agreement & Action Plan form -->** This form will help you set structure around your mentoring relationship. (see [Tools](#) section)
- 7. Mentoring Resource -->** Refer to the Mentoring Resource section for further courses, simulations and reference books to help you with your mentoring relationship.
- 8. Mentoring Tips and Traps -->** Refer to the Mentoring Tips and Traps section for some hints on interpersonal skills as well as to learn more about how to influence and persuade.
- 9. FAQs -->** Refer to the FAQs section to answer any questions you might have regarding mentoring.
- 10. Mentoring Evaluation Form -->** Take a few moments to close out your mentoring relationship by completing this evaluation. (see [Tools](#) section)

# Mentoring FAQs

## Frequently Asked Questions

- [Q1. I'm interested in becoming a Mentor – what is the process to become a Mentor?](#)
- [Q2. What is mentoring not?](#)
- [Q3. What are the benefits of participating as a mentor or mentee?](#)
- [Q4. What role should managers play in the program?](#)
- [Q5. Can a mentor have more than one mentee, and vice-versa?](#)
- [Q6. Can my manager be my mentor?](#)
- [Q7. How do I go about finding a mentor?](#)
- [Q8. Is there a "standard" mentoring agreement form that I can use?](#)
- [Q9. How much information should the mentor and mentee share about the relationship?](#)
- [Q10. Why should the mentor be someone \*outside\* the mentee's direct reporting structure?](#)
- [Q11. How can we maximize the chances for successful pairing?](#)
- [Q12. How often should mentor and mentee meet?](#)
- [Q13. How much time should mentors and mentees devote to the relationship?](#)
- [Q14. What should the mentor/ mentee meeting cover?](#)
- [Q15. What happens if my mentor doesn't fulfill the agreement we have made?](#)
- [Q16. Will my mentor provide feedback to my P3 \(Priorities, Performance & Pay\) evaluation?](#)
- [Q17. Will I be given special consideration in achieving my performance goals if I participate?](#)

**Q1. I'm interested in becoming a Mentor – what is the process to become a Mentor?**

A1. Mentors typically display three characteristics:

1. Knowledge of their field;
2. Demonstrated skills in their field;
3. Earned respect of colleagues.

If you feel you display these characteristics, speak to your manager and also inform peers that you are interesting in developing a mentoring relationship.

**Q2. What is mentoring not?**

A2.

1. Mentoring is not a substitute for other training. Mentoring is just another tool in your skills development toolbox. Mentoring is not intended to take the place of formal training and development.
2. Mentoring is not a substitute for management. If you have performance issues or concerns in your current roles, you should be speaking with your manager.
3. Mentoring is not an entitlement. Mentoring is about development at all levels in the organization and should be explored as a possible solution for your development.

**Q3. What are the benefits of participating as a mentor or mentee?**

A3. The benefits to the mentee include learning, gaining new experiences, establishing a network, and access to a sounding board. The benefits to the mentor are just as rewarding: personal satisfaction in helping others realize their potential, being acknowledged for one's experience and expertise, and enhancing one's coaching, feedback, and leadership skills.

**Q4. What role should managers play in the program?**

A4. Managers should be **involved** throughout the process from the start. Managers should:

- **Confirm:** identify mentees and help establish valid objectives
- **Approve:** help to recruit mentors and make the connection between them and mentees
- **Support:** be prepared to support the relationship with appropriate resources as it moves forward. Encourage the employee to document their current mentoring relationship within their (People Enrichment Program) [PEP Plan](#) as a development activity.

**Q5. Can a mentor have more than one mentee, and vice-versa?**

A5. Yes. Depending on the circumstances, a mentor may have several mentees at one time, and likewise, a mentee can have several mentors to address different objectives. Time and commitment will determine the practical number of mentors to mentee.

**Q6. Can my manager be my mentor?**

A6. In some instances, your immediate manager might be the appropriate person to serve as your mentor. In most cases, however, your mentor will be a different person; chosen for reasons that make your manager an inappropriate choice.

**Q7. How do I go about finding a mentor?**

A7. Mentees select their own mentors, and the mentors agree to perform this service. Start by looking at your current working relationships and existing network for potential mentors. If you need further assistance, you can discuss this with your manager or peers.

When looking for a mentor, look for someone who exhibits strengths in the type of mentoring you are seeking.

**Q8. Is there a "standard" mentoring agreement form that I can use?**

A8. Yes, go to the ["Tools"](#) section of this Guide and check it out.

**Q9. How much information should mentor and mentee share about the relationship?**

A9. The key is to maintain an arrangement that is non-threatening. The relationship should not be evaluated in the sense that a periodic review is conducted and the mentee is given a "grade" on performance. Keep your [PEP Plan](#) updated with development gained from the mentoring sessions.

**Q10. Why should the mentor be someone outside the mentee's direct reporting structure?**

A10. This isn't absolutely necessary, but if you are a manager, you assign certain tasks to employees who have the requisite skills and experience and expect certain levels of competence in their execution. Periodically, you are going to evaluate their performance and perhaps make adjustments in pay, assignments – even career directions -- based on this evaluation. As a mentor, you will often be guiding mentees in situations and activities where they may be largely untested and where the results of their actions may be uneven. You aren't expected to grade their performance. With no ulterior motives, a perfectly sincere manager can set up the mentee for failure by blurring the distinction between assigned tasks and mentored activities -- perhaps in ways the manager is not even aware. It can be difficult to fill both roles.

**Q11. How can we maximize the chances for successful pairing?**

A11. Using the [Mentee Readiness Checklist](#) and [Mentor Readiness Checklist](#) in the [Tools](#) section will help to ensure that the role of each participant is appropriate and meets the expectations. The [Mentoring Agreement form](#) is a beneficial tool that will assist to form a plan both parties agree to accomplish.

**Q12. How often should mentor and mentee meet?**

A12. As determined by the needs of the relationship. The mentee should be the owner of the relationship, i.e. setting up meetings with the mentor and establishing the framework for the relationship. The mentor and mentee should both agree on the frequency of meetings and what the contents of the Mentoring Agreement should be.

**Q13. How much time should mentors and mentees devote to the relationship?**

A13. This will vary over time with each relationship. It is recommended that all participants - - the mentor, the mentee, and the manager - - discuss a feasible and effective commitment at the outset and adjust it as required.

**Q14. What should the mentor/ mentee meeting cover?**

A14. See above -- but it makes sense to do a periodic review of items on the Mentoring Agreement to see what kind of progress the mentee is making on specific assignments.

**Q15. What happens if my mentor doesn't fulfill the agreement we have made?**

A15. The first step is to speak to the mentor about it. Perhaps unexpected work given is conflicting with the commitments made to you. If so, you should then let your manager know of the difficulties. Finally, if no resolution is possible -- end the relationship. Every Mentoring Agreement should have a "no fault clause" that lets either party terminate the arrangement if circumstances make it impractical to continue.

**Q16. Will my mentor provide feedback to my P3 (Priorities, Performance & Pay) evaluation?**

A16. In most cases, no.

**Q17. Will I be given special consideration in achieving my performance goals if I participate?**

A17. No. Participants should set realistic goals and plan accordingly throughout the year to achieve the goals. You may find that through mentoring you can actually achieve your goals with less difficulty.

## Mentoring Resources

Lenovo offers many resources that can help you whether you are a mentor or mentee. Most of these can be accessed through [Learning@Lenovo](#) the company's learning portal.

Here you can log into [PEP School](#) to find courses, simulations and reference books to help you with your mentoring relationship. Once you are in the PEP School site, please click on "Catalog" at the top of your screen. This will bring up a list of course folders under "Course Information". Please select "Lenovo Training Programs" and then "Mentoring at Lenovo". Resources have been sorted for both mentors and mentees.



# Mentoring Tips and Traps

## TIPS

### **Mentor / Manager Relationship:**

Typically, a mentor is not the mentee's immediate manager, nor perhaps in the direct line of supervision. This may result in a relationship that is awkward at times. Without the authority to demand that the mentee "Do as I say," the mentor's effectiveness is largely dependent on his or her interpersonal skills to influence and persuade. This can be a great opportunity to hone these skills.

### **Fostering open communication:**

When listening, always follow this order:

1. Hear
  2. Understand
  3. Interpret
  4. Respond
- Be aware of the messages you send non-verbally, likewise, pay attention to non-verbal cues when listening.
  - Avoid interrupting people. Wait until they have finished talking.
  - If you disagree with something that someone has said, wait until the person has finished speaking then restate the point to make sure you have understood correctly.
  - Point out where you agree and also where you disagree with the point and explain why.
  - Ask open-ended questions to draw out a person's thoughts and feelings.
  - Clarify and confirm what you have understood: summarize and paraphrase.
  - Attend to the feelings, as well as the content, of the message.
  - Use short declarative statements that reflect your understanding of the speaker's feelings or emotions.
  - Think through your own ideas before speaking and state them clearly and concisely.
  - Ask others what kinds of information they are most interested in receiving from you.

### **Improving interpersonal skills:**

- Refrain from immediately judging or criticizing others' ideas.
- Consider how you use wit and humor and, more important, sarcasm.
- Keep your sense of humor at all times.
- Accept people as they are, not as you would like them to be.

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- Treat co-workers as you would treat customers, clients, or even strangers.
- Ask a trusted co-worker for advice if you think your behavior might be viewed as insensitive or if feedback indicates that some consider you to be unapproachable.
- Keep defensive reactions to feedback to a minimum:
  - Thank a person for feedback.
  - Say what you think or feel about the feedback.
  - Come to an agreement as to what you will do.

### **How good a listener are you?**

Have you ever been guilty of these poor listening habits? Score yourself using this scale:

- Frequently = 10
- Sometimes = 6
- Rarely = 2

### **How often do you:**

1. Become uninterested in what the person is saying.
2. Let your eyes wander and not look at the speaker.
3. Listen more for facts and information than for feelings.
4. Try to keep the conversation going by talking.
5. Fake attention while actually thinking of other things.
6. Doodle while the person is speaking.
7. Assume you have already gotten the point before the speaker is finished.
8. Wish the speaker would "hurry up" and get to the point.
9. Interrupt the speaker.
10. Mentally disagree while the person is still talking.

### **Add the points and check your listening score:**

- 20 - 28 Good listener
- 30 - 60 Average listener
- 60 - 80 Poor listener
- 80 - 100 Very poor listener

## TRAPS

- Don't assume that mentoring is necessarily a substitute for other types of training that you may need.
- Don't assume that you can minimize your own managerial direction and guidance to a mentored employee.
- Mentors, certainly, should practice the highest professional standards during the relationship. After all, they are supposed to be "modeling the way!" -- and nothing will undermine the mentoring process quicker than a breach of trust. Mentor and mentee should discuss and agree on the levels of information and confidentiality they will share, and stick to that agreement. Tales of mentee goofs and business *faux pas* should not become water cooler or e-mail topics.

## Mentoring Tools

This Tools section contains the forms and documents referenced in other sections of this Guide.

Select from the list below and print out as needed.

[1. Mentee and Mentor Readiness Checklists](#)

[2. Mentoring Agreement & Action Plan](#)

[3. Mentoring Evaluation Form](#)

## Mentoring Tools

# Readiness Checklist

### Mentee Readiness Checklist

If you can respond "yes" to each of the following statements, you are ready to become a mentee and meet the challenges of a mentoring relationship.

1. I understand the mentoring process.
2. I understand the roles and responsibilities of a mentee, and I am ready to perform the tasks assigned and can give and receive feedback as defined in this program.
3. I will take responsibility for setting agendas and meetings with my mentor.
4. My manager and I agreed that I can commit the time needed to the program and that being a mentee supports my career goals and may be documented in my [PEP Plan](#).

**If you answered “no” to any item, go back into the Guide and review that section ‘What is mentoring?’.**

### Mentor Readiness Checklist

If you can respond "yes" to each of the following statements, you are ready to meet the challenges of a mentoring relationship.

1. I understand the mentoring process and can offer coaching and guidance.
2. I understand the roles and responsibilities of a mentor, and I am ready to perform the tasks assigned and can give and receive feedback as defined in this program.
3. I am able to provide coaching and the opportunities that transfer experience, skills, and knowledge.
4. My manager and I have agreed that I can commit the time needed to the program and that being a mentor supports my career goals and may be documented in my [PEP Plan](#).

**If you answered “no” to any item, go back into the Guide and review that section ‘What is mentoring?’.**

**Mentoring Tools**

**Mentoring Agreement & Action Plan**

The following Agreement outlines the mentoring partnership between:

\_\_\_\_\_ (Mentee)

\_\_\_\_\_ (Mentor)

This agreement will begin from \_\_\_\_\_

Estimated completion date \_\_\_\_\_

**Mentoring Type**

Instructions: There are five different types of mentoring relationships -- Skills, New Employee, Diversity (Culture) and Certification (Re-Certification). You can choose one or more mentoring type of relationship that both of you agree to and list below:

\_\_\_\_\_  
\_\_\_\_\_

**General Objective**

Instructions: Indicate the key objectives to be achieved during the mentorship period.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Mentoring Action Plan**

Instructions: Indicate the specific skill or area of expertise that will be the focus of improvement during the relationship. **It's suggested to list the Top 5 goals as priority.** For each goal, list what the mentee and mentor need to do to help the mentee accomplish that goal. Decide how you will measure success.

Bear in mind that a sound Plan will incorporate goals and objectives that are **SMART**:

**Specific:** "Pitch 3Q results to Division Director and staff" -- NOT "Get experience in presenting to senior management."

**Measurable:** What yardsticks can you use to measure your increased competencies?

**Actionable:** Goals are represented by activities; not abstractions such as "better work attitude."

**Realistic:** Don't set yourself up for failure. Be realistic about what you can get done.

**Timeline:** Specify a time for completion of your objectives.

Skills Definition and / or Improvement Areas-	Current Skill Level	Desired or Required Level (1 – Low – 5 High)	Mentee Actions	Mentor Actions	How to Measure
1.					
2.					
3.					
4.					
5.					

**Roles and Responsibilities**

A. Describe the primary role of the mentor:

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B. Describe the primary role of the mentee:

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**Measuring Success**

Instructions: Indicate how and when progress will be reviewed and evaluated.

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## Mentoring at Lenovo

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### Meetings

Instructions: Indicate the frequency, nature, location, and duration of the meetings, as well as the responsibility for setting the agenda, scheduling, and following up.

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### Confidentiality

Instructions: Outline the understanding you reach about the confidentiality of information shared. (Reference Mentoring: Tips/Traps section – [‘Traps’](#))

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### Relationship

A. Indicate the values and principles that will guide this relationship.

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B. Indicate how you will build and maintain an open, trusting relationship.

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C. Indicate what guidelines you will use to determine if the relationship is "off track" and the steps you will take to get it back.

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I agree to abide by the terms of this relationship.

Mentor's Signature/date \_\_\_\_\_

Mentee's Signature/date \_\_\_\_\_



**Mentoring Tools**

# Mentoring Evaluation Form

Take a few moments to close out your mentoring relationship by completing this evaluation. It assesses the value of the mentoring process and identifies area for improvement.

**This information should be kept confidential.**

1. The agreement between you and your mentoring partner defined goals for developing experience, skills, and knowledge through mentoring. To what extent did you achieve these goals?

1 low	2	3	4	5 high
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Comments:

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2. Estimate the number of hours you spent implementing your Mentoring Action Plan:

\_\_\_\_\_ hours/ week

3. Is your mentoring relationship being ended before the agreed-upon completion date?

Yes / No

4. Would you recommend mentoring to others?

Yes/ No

5. What would you change to improve the process?

Comments:

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