



Mentoring @  
**AmCham**  
FRANCE



# THE MENTORING @ AMCHAM TOOLKIT: A USER'S GUIDE

Welcome to the Mentoring @ AmCham Toolkit, a comprehensive user's guide designed to facilitate and support AmCham's mentorship program, Mentoring @ AmCham, launched in 2016. On the pages that follow, you will learn what it means to be a mentor and mentee at AmCham and how to conduct a productive and rewarding mentoring partnership.

This multi-purpose toolkit has been designed to support mentoring relationships across various professional fields and user populations. It includes all the necessary guidance and tools to support a structured, mutually beneficial mentor-mentee relationship – from determining personal readiness and conducting the first meeting, to setting objectives, monitoring progress and concluding on a positive note. We have also included case studies and user-friendly worksheets.

Before deciding to become an AmCham mentor or mentee, we suggest you first read through this booklet in its entirety. Doing so will give you a fuller understanding of the nature of this commitment and assess whether this program suits your current goals. We trust you will find it useful.

Thank you for your interest in Mentoring @ AmCham!

## ABOUT THE AMERICAN CHAMBER OF COMMERCE IN FRANCE (AMCHAM)

AmCham is the oldest American business organization in the world – a driving force in transatlantic economic relations, promoting bilateral investment and trade since its inception in 1894. AmCham's more than 400 members include over 100 CAC 40 and Fortune 500 companies, as well as non-profits, SMEs, and startups.

AmCham's activities and operations are completely funded by dues and contributions from its members.

AmCham is a member-led and member-driven organization. Through its strong network of committees, AmCham builds its thought leadership program with a focus on transatlantic relations and business.

# ABOUT THE AMCHAM WOMEN COMMITTEE

AmCham Women brings together professional women from all career paths. It looks at business issues of relevance for the broader business community in France.

The Committee hosts speakers - including, among others, successful women executives, well known newsmakers, and authors – and regularly meets to exchange best practices.

In March 2015, in partnership with Citibank, the Committee launched “AmCham Women’s Week” – an annual two week program around International Women’s Day to raise awareness about gender diversity in business.

In 2016, the theme is elevating young women in their careers. As part of this effort, the Mentoring Taskforce of AmCham Women has developed this toolkit as a critical first step before launching the mentoring program: Mentoring @ AmCham

## MENTORING @ AMCHAM: WHO WILL THE PROGRAM SERVE?

Among AmCham’s membership are thousands of potential mentors and mentees from all professional fields – from global financial institutions and Fortune 500 giants to non-profit organizations serving local needs in France.

Mentoring @ AmCham will be offered to all members within all membership categories, who will be invited to participate either as mentors or mentees.

In keeping with the mission of AmCham Women, the focus of Mentoring @ AmCham is on increasing professional opportunities for young and mid-career women.

The active involvement of both men and women, however, is encouraged and expected.

# WHAT IS MENTORING? IS IT DIFFERENT FROM COACHING?

Mentorship is a voluntary partnership between two people (mentor and mentee) generally working in similar fields or sharing similar experiences.

It is a two-way, mutually beneficial relationship focused on supporting the mentee to fulfil a set of defined objectives.

Mentoring is focused on supporting mentees to:

- 1) define career and personal development objectives;
- 2) provide guidance, confront challenges and monitor progress;
- 3) move toward the realization of established goals.

Mentors have the opportunity to “give back” while benefitting from the informative perspective of younger professionals.

Mentoring and coaching are distinctly different. Simply put, coaching is task- and performance-oriented and based on achieving a specific, defined outcome. It can be short-term and the coach is often – although not always – a paid expert.

Mentoring, by contrast, is relationship-oriented and development driven. It is generally longer term, ideally lasting ten months, depending on the wishes of both parties.

## MENTORING @ AMCHAM: IS IT RIGHT FOR YOU?

Mentoring @ AmCham requires a ten month commitment and will follow the academic calendar, with the active mentoring period from September through June. When assessing your interest and readiness to participate, your availability within this time frame is the first consideration. Within this ten-month window, each mentor-mentee pair will have latitude to set the frequency of their meetings and contact, keeping in mind the structures recommended here.

If you’ve determined that this time commitment is feasible, you may wish to measure yourself against the following criteria:

## **WHY BE AN AMCHAM MENTOR?**

- > You are interested in assisting a younger or mid-career professional in your field.
- > You have time and energy to devote to a rewarding volunteer project.
- > You understand the unique challenges of international assignments and would like to share your experience.
- > You are interested in learning more about the perspectives of early-career professionals.
- > You personally were mentored by someone in your field whose influence had a great impact.

## **WHY BE AN AMCHAM MENTEE?**

- > You are a young man or woman interested in charting a long-term career plan.
- > You are a recent graduate considering various options and trying to define a career path.
- > You are a junior or mid-career professional seeking a career transition to a new field. You would like guidance for this transition.
- > You have recently relocated to France and would like support working in an international environment.
- > You lack the traditional French network and would like assistance building your professional contacts.
- > You are an entrepreneur launching a business.

# ROLES & EXPECTATIONS FOR THE MENTOR/MENTEE

Mentoring @ AmCham is designed primarily to support the mentee in developing skills for professional and career management, communication, networking, with a transatlantic focus.

The relationship must be based on understanding and trust.

As with all human relationships, mentoring can be subjective. It is therefore critical to set realistic expectations from the outset as to what the mentee hopes to achieve and what the mentor can provide. Lack of clarity at the outset can result in frustration, poor results and even the unnecessary dissolution of the mentoring relationship. Up-front communication is key.

## EXPECTATIONS FOR THE MENTOR:

She should be experienced, ready to serve as a mentor and consider herself sufficiently mature to dialogue with the mentee and assist in the mentee's development.

In terms of characteristics, a good mentor is generally a good active listener, trustworthy, non-judgmental and reliable.

Here are some specific areas of scope that the mentor should assess when considering what she can offer a mentee:

- > Extent of professional network
- > Expertise regarding career paths or specific sector career options
- > Technical expertise
- > Understanding of people and willingness to dialogue, and to provide advice and feedback
- > Personal fulfilment by investing in others

## Role of the Mentor

- > Help build the capability of the individual mentee over the period of the program, responding to their needs in ways that enable the mentee to find their own solutions.
- > Create an environment for open communication with the mentee in such a way that the mentee feels comfortable opening up about her needs and experiences. The mentor provides an ideal sounding-board for the mentee's propositions and ideas.
- > Keep out of the action but encourage and advise.  
The mentor offers guidance, advice and a sounding board for many subjects. Here are some of the most common:
  - > Organizational experience – understanding how to adapt to the culture, processes and values of an organization.
  - > People skills – experience of working with people at different levels of the organization or at different levels vis à vis the mentee.
  - > Help with networking and knowledge of particular networks.  
This can be quite simply at the AmCham level or beyond into industry networking or cross-industry networking. The mentor introduces her mentee to her network as needed/appropriate.
  - > Knowledge/advice regarding career options – understanding of career paths and how certain career choices are likely to develop in the future.
  - > Technical expertise – Job-related expertise. This can frequently be managerial or leadership expertise, but can also be technological expertise within a particular branch or industry.
- > (Sometimes) Life Experience or Professional life choice advice.



# EXPECTATIONS FOR THE MENTEE:

An effective mentee is open-minded and curious, willing to step out of her comfort zone and accept feedback of all kinds, and will persevere to obtain outcomes.

Here are ways in which a mentee should be prepared for successful mentoring:

- be mature and have a clear idea of her development needs;
- be ready to set out measurable objectives for the mentoring;
- prepare to drive her own development, using advice provided;
- ask questions, devote time, receive feedback and work with that guidance; and
- be willing to challenge herself and try new approaches to work and career management.

## Role of the Mentee

The mentee assumes responsibility for driving the relationship. It is her responsibility to establish goals and to manage the process and review it regularly.

- > Analyze and prepare needs and expectations for the mentoring program. Identify key objectives and desired outcomes (specific – what should those desired outcomes look like).
- > Take initiative for the first mentoring meeting, and agree on a timetable.
- > Be prepared to discuss the objectives and expectations defined above in the first meeting(s) with mentor.
- > Bring real life situations, experiences, development needs and challenges to table for discussion with mentor. Be prepared, take notes, and be willing to receive honest feedback.
- > Implement agreed actions and update mentor on outcomes, progress and challenges in this process.

# GETTING STARTED & WORKING TOGETHER

Mentoring as a process requires maintaining a careful and delicate balance between trust-building – the creation of a comfortable, personal rapport on the one hand – and the necessity for the mentor to maintain an “outsider” objective position on the other.

The selection of a suitable mentor is therefore crucial. While a certain degree of informality is essential to “break the ice,” the relationship also requires careful organization.

For the success of the program, a clear timetable and schedule for frequency of meetings must be agreed upon from the beginning, with reciprocal goals and obligations clearly defined for both sides. The goals and objectives must be reviewed after each meeting, and new action steps subsequently established.

## PREPARING FOR MENTORING

Seeking a mentor implies that the prospective mentee has an idea (no matter how vague) about her specific needs and the way a mentor can assist her in achieving her goals.

This reflection is critical to the selection of the mentor. A preliminary meeting to discuss the mentoring relationship will be organized, during which both mentee and mentor will complete a Mentoring Agreement (see Appendix I).

It will define the expectations and clarify the desired goals and outcomes of the process within the recommended timeframe (ten months). The overall success will depend on the ability of both mentor and mentee to respect the Mentoring Agreement.

## BUILDING A RELATIONSHIP

Mentors and mentees alike look forward to a productive and rewarding mentoring experience.

Building an open relationship of mutual respect will be the first step to achieving this goal, which will depend on the capacity/qualifications of the mentor to respond to the mentee’s needs and objectives.

The ability to create and maintain a relationship will be a significant part of the program’s success, and it is therefore crucial to clarify these at the initial stage of the relationship.

## Effective mentor-mentee relationships include the following elements:

- Clear communication
- An appreciation for the other's qualities
- Commitment to shared goals
- Sharing of feelings, values and beliefs

Successful mentoring is a conversation – sharing knowledge, information and experiences, learning from each other, opening doors, providing inspiration, validating another's experience, enabling an experienced professional to transfer their knowledge and experience so that a mentee can achieve success in a new situation – while staying focused on achieving set objectives.

## Effective mentor-mentee relationships include the following elements:

The following points require special emphasis in the early stages of the relationship:

- > Take time to get to know each other and to establish trust
- > Share experience and background
- > Openly discuss challenges
- > Establish personal boundaries and respect them

What about Confidentiality? In the initial stage of the mentoring relationship, basic rules about confidentiality must be discussed. (see Appendix II) This will ensure that both sides share a mutual understanding, and can avoid potential pitfalls and damage to the trust in the relationship. Once the contents of the confidentiality agreement are clarified, mentor and mentee can share information in confidence.

Stay positive! A positive state of mind is also essential for the overall success of the process. The mentee takes responsibility for personal emotions and attitudes: the mentor is not a miracle-worker; her goal is to guide the mentee through the process of clarifying goals and intentions. It is crucial for the mentee to assume positive intentions and to discuss them with the mentor who may thus understand the mentee's challenges and issues.

Both the mentor and the mentee have a role to play in managing the ongoing business mentoring relationship. It is important to anticipate all that may eventually side-track, distract or slow down the process.

## Setting Up for Success: Time Commitment & Meetings

Mentoring @ AmCham is designed as a ten-month program. Ideally, it will consist of three to four one-hour meetings per month.

At the initial meeting, jointly review, discuss and sign the Mentoring Agreement and Mentoring Agreement Checklist. This is also the time to define how the relationship will be structured, including discussion of time commitments and meeting schedules.

Consider the following: Will you meet in person? When and where? Are Skype or phone meetings acceptable to both parties? In the event one party has to reschedule, what parameters (such as advance notice) will be set for doing so?

Planned activities are essential in order to allow mentors and mentees to communicate on a regular basis. Time commitment is a joint responsibility of mentors and mentees.

### **The following checklist can assist with defining clear expectations and corresponding time commitments:**

- > determine the frequency of your meetings;
- > set an agenda for the meetings;
- > ensure that meetings take place regularly;
- > organize where to meet, and for how long;
- > define learning goals for each meetings;
- > initiate reviews of progress; and
- > set ground rules.

Meeting regularly will help both sides to grow the relationship and facilitate the trust-building needed to feel secure in reaching out and/or discussing sensitive issues.

It may be challenging, but keeping to the established schedule is crucial for success!

The mentor and mentee mutually determine the time commitment.

The mentee should determine what level of commitment is needed from the mentor in order to meet their goals for a mentoring partnership. The mentee can then search for a mentor who is able to meet that time commitment.

Many mentor/mentee pairs spend several minutes each week exchanging an email or two, while others take time for weekly or monthly calls. Find what works for you.

E-mentoring is also an option, a form of mentoring that has developed rapidly over the past years. It is more information-oriented, and stresses the “objective external viewer” principle of mentoring. It can remedy problems of time, distance and availability that can arise during the mentoring process.

Besides, e-mentoring can also provide an opportunity for persons who are ordinarily shy or introverted.

## Establishing Goals + Action Steps

The mentee will benefit most from mentoring if she can clarify her specific, written goals (the desired outcome(s)) for her mentor prior to the first meeting. Both mentor and mentee can then discuss the appropriate objectives and action steps during the first couple of meetings.

They both set a service goal and hold themselves accountable.

It is the duty of the mentee to actively set the agenda for each mentoring meeting.

This often involves preparing questions she hopes to have addressed.

- > Professional background
- > Career goals and aspirations
- > Challenges and barriers to success

During the subsequent meetings, initial goals and expectations can be further clarified, refined and perhaps redefined. This stage will be revisited as the relationship develops, trust is confirmed and the mentee feels free to set further goals.

## The mentor is committed to honor the terms of the Mentoring Agreement, which includes the following:

- > achieving agreed objectives and reviewing outcomes;
- > attending the agreed meetings and, unless where unavoidable, not rescheduling;
- > following through on any actions agreed;
- > respecting confidentiality;
- > listening and giving feedback as the mentee and the relationship progress; and
- > remaining flexible and willing to adapt to changing circumstances and challenges.

## The mentee's responsibilities are to:

- > be proactive;
- > ensure that the mentor and the mentee comply with the terms of the Mentoring Agreement; and
- > prepare adequately for scheduled meetings and ensure that objectives jointly agreed at the first meeting are being worked on.

Below are some suggestions for the most effective way to rank issues and priorities of the process. Goal-setting must be approached seriously and carefully.

- > Agree on the purpose
- > Clarify the issues
- > Stimulate exploration and analysis with probing questions
- > Broaden the context of the issue, think round the issue, bring in a different perspective
- > Challenge any underlying assumptions
- > Explore options
- > Assess any development gaps

- > Define indicators for measuring progress
- > Uncover barriers to performance
- > Define the desired outcome

Meeting discussions must address pressing problems and challenges, with a “reality check” for each discussed proposal: how realistic are they in terms of time, resources, priority and motivation? At the end of the meeting, review the agreed actions and set an agenda for the following meeting. And remember, it is essential to define a deadline for any agreed action step.

## **At the close of each meeting, review the meeting’s effectiveness:**

- > How did the session advance toward stated goals for the relationship?
- > Have we confirming and committed to necessary follow up?
- > Agreed on a next meeting date and location?

## **After the end of the meeting, both mentor and mentee review the following questions:**

- > What was the positive input of this meeting?
- > What are my required actions in the light of our exchange?
- > What is the specific topic of the next meeting and how will I prepare?
- > What are the concrete results expected by the mentor for the next meeting?

## **Measuring Progress & Incorporating Feedback**

Many mentoring relationships fail because of lack of follow-up and feedback on part of the mentor or mentee. Feedback measures the mentee’s progress, and should be provided at every meeting. Overall feedback must be provided at the end of the program. While a mentor should be supportive, she should also be objective and provide honest feedback in the most positive sense. A mentee must, of course, be prepared to accept feedback. Both mentor and mentee may provide feedback to one another in areas where they think the relationship can be better leveraged (frequency and format of the meetings, evaluation, etc.).

## **Effective feedback must include the following elements:**

- > an overview and evaluation of the mentee’s actions;
- > an evaluation of consequences and outcomes of the mentee’s decisions and actions; and
- > the possibilities for improvement: what would you do differently next time?

# Concluding the Mentoring Relationship

While the closure of the mentoring relationship may sometimes be difficult, separation is also an opportunity for a reflection upon the achievements of the mentoring process. Normally, the format of the last meeting will be discussed in the very beginning of the relationship. An objective review of the work accomplished will be welcomed by both mentor and mentee. Of course, the end of formal mentoring does not necessarily mean the end of the relationship with the mentor!

The closure of the mentoring relationship must be an ordered process, conducted in a professional manner. The last meeting will be an opportunity to recall together the most memorable and noteworthy moments and milestones of the relationship. Future plans can be addressed at this stage. Both sides will complete a Mentor/Mentee Final Feedback form after the meeting. (See Appendix). The primary purpose of this evaluation is to stimulate a reflection about the experience of a ten-month-long path trodden together. It is an opportunity to acknowledge each person's unique contribution.

It is recommended that mentor and mentee address the following points during their final meeting:

- > how mentoring stimulated personal/professional growth;
- > goals established and the causes of successes/failures;
- > the most challenging moments/aspects of the relationship;
- > the best/worst moment of working together; and
- > the most unexpected event/aspect that occurred during those ten months.

# TIPS & BEST PRACTICES

## Tips for mentors

1. Communicate regularly and openly with mentee
2. Listen carefully, ask questions
3. Make mentee feel comfortable
4. Be positive, enthusiastic and non-judgmental
5. Be committed to your mentee and reach out to her
6. Understand you may not be able to answer all mentee's questions
7. Offer guidance and advice
8. If necessary, guide your mentee toward other resources and outside support
9. Set clear expectations and boundaries
10. Recognize mentee's strengths and uniqueness; help develop them
11. Encourage self-confidence and growth
12. Be aware of environment/cultural differences, be intuitive and problem sensitive
13. Remain flexible; try to see situations and people from different perspectives
14. In giving feedback, refer to your own experience but remain objective as you work through issues. Your mentee isn't you
15. Recognize that you also may need support; seek guidance from others if needed
16. Respect confidentiality

## Tips for mentees

1. Be proactive; take the initiative for the first meeting and the timing of subsequent meetings; reschedule if needed
2. Be ready to challenge yourself
3. Be open-minded and willing to try new approaches or consider new ideas
4. Set out measurable objectives
5. Come prepared to the meetings
6. Be open with your mentor; share your views on the relationship; discuss issues openly
7. Look at yourself in a positive way
8. Always remain curious
9. Be an independent thinker; examine beliefs and ideals to try and establish a personal "vision"
10. Trust your mentor
11. Participate actively in your development; don't be a spectator
12. Be willing to take risks
13. Be flexible and adaptable with regard to actions
14. Be ready to receive feedback
15. Be reasonable in your expectations vis-à-vis your mentor
16. Discuss how you want to end the relationship when the time comes



# BEST PRACTICES / STRATEGIES FOR EFFECTIVE MENTORING

- > Establish rules for meetings (face to face, telephone) and schedule regular meetings (if a meeting is cancelled, reschedule asap)
- > Take the time to know each other and establish trust early
- > Arrive at the meetings prepared
- > Communicate clearly about next steps and timeframe
- > Agree together on expectations and then be committed to shares goals
- > Share feelings, values and beliefs
- > Follow-up on actions items that were defined at the meeting
- > Respect boundaries and confidentiality
- > Openly address issues and challenges when they arise
- > Prioritize requests and topics to meet the goals of the mentoring
- > Have a positive attitude: provide and receive feedback in a positive way, appreciate each other's views
- > Be creative in problem solving
- > Don't become too personally or emotionally involved
- > Stay focused on reaching objectives
- > Review and evaluate progress regularly (at the end of each meeting and at the end of the relationship)

## MENTORING GUIDELINES

These guidelines are a critical part of your first discussion. The process of writing, clarification and agreement on expectation has proven to be one of the most valuable and powerful tools for helping the relationship to be mutually satisfying.

The Process:

- > Mentor and mentee both complete the form before the first meeting.
- > Jointly review and discuss each other's answers and reach agreement.
- > Print a new copy of the form and have mentee write in the agreed answer.
- > Both mentor and mentee sign and date the form.
- > Mentee keeps the form in her journal and reviews/updates it as needed.
- > One month after the first meeting, mentor and mentee jointly review the answers on which they agreed and give the mentoring relationship a check-up.

They will discuss and agree to any necessary changes.

A successful mentoring relationship requires a commitment by both partners. Each person should understand that she may withdraw from the relationship at any time by so informing the other person. Each person should keep a copy of the mentoring agreement and make every effort to meet her obligations under the agreement.

Mentor \_\_\_\_\_ Contact Number \_\_\_\_\_

Mentee \_\_\_\_\_ Contact Number \_\_\_\_\_

Jointly agree on the purpose of the relationship.

What are the objectives for the mentoring relationship?

What areas should be addressed?

Set the criteria for evaluation.

What will a successful outcome look like? How will you know the objectives have been accomplished?

Determine the regularity of interaction. (Should be at least twice a month, but will depend on the mentee's need and the mentor's availability)

Determine accountability parameters. (Honesty, vulnerability, accountability and whatever else is required by the Mentor and agreed upon by the Mentee.)

Establish the means of communication. (Email, phone, face-to-face, Skype, etc. —whichever is the most convenient. At least one face-to-face meeting is required per month in addition to second or additional meetings by phone and/or email.)

Clarify the level of confidentiality. (What is shared on a personal level must remain confidential unless agreed otherwise.)

Set the life cycle of the relationship. (The mentor and the mentee should both assess the relationship at the end of a preliminary timeframe, on which they should agree. If they agree to continue, they should set an end date.)

Assess the relationship from time to time.  
(An assessment every two to three months is recommended.)

Modify expectations to fit the real-life mentoring situation.

(If an issue or concern arises that needs more focused attention, the mentor and mentee should decide whether the mentoring parameters should be changed).

Bring the mentoring relationship to a close.

(Celebrate the completion of the program. The mentee should write about the experience and what was accomplished).

# MENTORING AGREEMENT CHECKLIST

At the start of a mentoring partnership, it is essential to discuss mutual expectations and establish a set of ground rules as to how the relationship will be managed.

This will ensure that the relationship develops effectively and that the mentee’s needs are met. Although it isn’t essential that the agreement be in writing, it should at least be discussed and agreed on verbally. It is not set in stone, and should be reviewed regularly and amended when necessary to ensure that you are both still on track.

Use this checklist to ensure that you have agreed on the most important aspects of the mentoring agreement.

ITEM TO BE AGREED	COMPLETE
Expectations (of each other, of the relationship, of what both parties will learn)	
Confidentiality (should any third parties be informed? If so, what can be discussed with them about the relationship and the discussions?)	
Duration of relationship	
Meetings (frequency, duration, location)	
Broad purpose and goals (what the mentee hopes to achieve)	
Review and feedback (re: relationship, mentor/mentee, and mentee’s progress)	
Roles and responsibilities (preparing for meetings, setting the agenda, ensuring the meetings take place, setting goals)	
How feedback will be handled (trust and openness)	
How to end the relationship (celebration, disengaging)	

# MENTORING AGREEMENT

Given that a successful mentoring relationship requires a commitment by both partners, the mentor and the mentee agree to make every effort to comply with the terms of the agreement.

Either party may, however, withdraw from the relationship at any time by so informing the other party.

Mentor expects mentee to:

Mentee expects mentor to:

Mentor and mentee will meet every \_\_\_ days/weeks/months for \_\_\_ minutes/hours at \_\_\_\_\_.

Mentor/mentee will be responsible for scheduling meetings.

Mentor and mentee agree that the ground rules for their discussions shall include: \_\_\_\_\_ (e.g., confidentiality, openness, candor, truthfulness, etc.)

If any problems or concerns arise that require discussion or resolution, mentor and mentee will:

Mentor and mentee will know that the mentoring relationship has served its purpose and should be terminated when:

The initial meetings will focus on these three topics:

- 1.
- 2.
- 3.

Additional area/issues to discuss and agree to include:

# Liability

Mentee shall not at any time be obliged to act on any information, suggestion, advice or guidance given by mentor as part of the mentoring program, but if and to the extent that she does so, she shall do so at her own risk.

Mentee hereby unconditionally and irrevocably waives any rights of action she may have as against mentor in relation to any such information, suggestions, advice or guidance.

Mentee acknowledges that any services provided by mentor pursuant to this agreement are provided free of charge and in good faith. Mentor will not be liable to mentee or to any third party for any loss, damage, costs or liabilities suffered as a result of this agreement, the existence of the relationships between the parties or the services provided.

Nothing in this clause shall limit or exclude any liability for death or personal injury, or which results from fraud.

AmCham is not (and mentee and mentor acknowledge that AmCham is not) liable for the services provided by mentor or for any acts or omissions of mentor.

## Confidentiality

The parties will keep in strict confidence any and all information of a confidential nature that it obtains about the other party as a result of the arrangements contemplated by this agreement. This clause shall not apply in relation to any information that is already available in the public domain other than as a result of a breach of this clause by either party.

## Miscellaneous

Nothing in this agreement is intended to, or shall be deemed to, constitute a partnership or joint venture of any kind between any of the parties, nor constitute any party the agent of another party for any purpose.

A person who is not a party to this agreement shall not have any rights under or in connection with it.

This agreement shall be governed by, and construed in accordance with, French law, and the parties irrevocably submit to the exclusive jurisdiction of the courts of Paris.

SIGNED by [mentee]      SIGNED by [mentor]

Date: Date:

# MENTEE FINAL FEEDBACK

Mentee

Mentor

Mentor title

Mentor phone

Number of contacts with mentor

Type of contact

Overall, how would you rate the mentoring experience?

5 - Excellent

4 – Good

3 - Satisfactory

2 - Fair

1 - Poor

Comments:

RATE THE FOLLOWING STATEMENTS ON A SCALE OF 1 - 5.				
5 - Strongly agree	4 – Agree	3 - Disagree	2 - Strongly Disagree	1 - Don't Know
I have reached all or some of my personal growth goals.				
I feel more self-confident since completing the mentoring program.				
I will continue my training and education.				
The training I received had a positive effect on my career success.				
My mentor and I plan to continue our relationship.				Yes___ No___ Don't know
I feel better about my potential for career and personal growth since completing the mentoring program.				
My mentor played an important part in my growth and development.				
I will continue to work on reaching my current and future career goals.				
I would recommend this program to others.				
I would like to serve as a mentor in the future.				Yes___ No___ Don't know

# MENTOR FINAL FEEDBACK

Mentor

Mentee

Mentor title

Mentee phone

Number of contacts with mentee

Type of contact

Overall, how would you rate the mentoring experience?

5 - Excellent

4 – Good

3 - Satisfactory

2 - Fair

1 - Poor

Comments:

RATE THE FOLLOWING STATEMENTS ON A SCALE OF 1 - 5.				
5 - Strongly agree	4 – Agree	3 - Disagree	2 - Strongly Disagree	1 - Don't Know
I feel that mentee reached all or some of her personal growth goals.				
I feel that mentee has more self-confidence since we began the mentoring relationship.				
I think mentee will become a long-term productive employee.				
I would encourage others to serve as mentors.				
I found the mentor role to be too demanding.				
I feel better about my potential for career and personal growth since completing the mentoring program.				
I feel I played an important part in mentee's career and personal development.				
I have gained from the mentoring relationship.				
I would like to mentor others in the future.				
Mentee and I plan to continue our relationship.				Yes___ No___ Don't know

# MENTORING CASE STUDIES

The cases studies below offer “real life” examples of mentoring as an interactive process. They’re designed to be used during the initial phase of mentoring as you develop an understanding of the process, its objectives and outcomes. Read and discuss the cases together, using the accompanying questions as a guideline.

## Case Study One: Classic Mentoring

Lilian and Devin are both part of the Young Talent mentoring program in Sodexo. Lilian joined the firm’s Marketing Department three years ago, after graduating from an MBA program. Having shown ability and a promising potential, she has been recommended by her boss as a mentee to the mentoring program, where she was assigned Sodexo’s Marketing Director Devin as her mentor.

At their first meeting, Lilian and Devin set the objectives, the timeframe and selected the dates, time and place for their mentoring meetings.

Lilian’s primary objective was to grow in Sodexo and to rise to a first-level management position within the next year. Devin, an accomplished Sodexo executive, agreed to mentor Lilian through professional advice, performance feedback and network sharing. They decided to meet face-to-face every two weeks to review Lilian’s performance and networking objectives and to exchange on further steps.

After three months however, Devin was promoted to a VP for business development in the US and transferred to NY. This required some logistical changes to their mentoring arrangement, as Devin was no longer available for face-to-face meetings and was removed from the day-to-day operations of Sodexo's Marketing Department in Paris. Nevertheless, the two decided to keep their mentoring relationship, changing the bi-weekly communications format to Skype and transferring their 1 hour long meeting time to 7 pm NY time (1 pm Paris time) to accommodate time zones differences.

After Devin left Paris, the local office decided to revamp their marketing strategy, resulting in a merger of the Marketing and Commerce Departments and the change of strategy and management in both. Thus, Devin’s former insight into Sodexo’s marketing and her personal network were becoming quickly outdated, which threatened to undermine the original objectives of the mentoring relationship. At the same time, Devin was getting quickly up to speed with her new business development responsibilities, on which she exchanged with Lilian, catching her mentee’s interest.

For Lilian, the internal company reorganization in the marketing field meant that fewer entry-level management positions were available, as cost-cutting and resource optimization were part of the revamp plan.

Growing more and more interested in the company’s business development and having a better understanding of Sodexo’s operations abroad and its development strategy thanks to her mentor, Lilian proposed to Devin to change the original objectives of the mentoring relationship: from Lilian’s vertical growth in the marketing field to horizontal growth in the company, where business development presented the target opportunity.



Five months after the mentoring objective change and 11 months after the mentoring started, Lilian was able to develop a functioning network of contacts in Sodexo's business development and secure two interviews for jobs in Latin America.

The review of objectives due to the external circumstances fostered the relationship between Lilian and Devin, helping Lilian to gain larger insight into company's activities beyond marketing and beyond the Paris office, and to expand her professional network leading to new opportunities.

1. Was Lilian able to define clearly her career objectives in the initial phase?
2. How would you describe their relationship in the initial phase before Devin's transfer to New York?
3. What strategies did Devin and Lilian implement to cope with the new difficulties that affected the mentor/mentee relationship?
4. In your view, who was more effective in fulfilling their obligations as mentor/mentee?

## Case Study II: Reverse Mentoring

Susan is Communications Director in an international investment bank, which decides to educate its senior management on how to use social networks for professional purposes via a reverse mentoring program. The idea of the program is to do one-on-one mentoring of senior managers on professional use of social networks by promising young employees. Susan is charged with the program coordination and is responsible for its success. Before launching the exercise, Susan decides to run a pilot mentoring project, where she is a mentee and Emma, a 25 year old investment analyst, at ease with and active in social networks, is her mentor.

They first meet over a working lunch and set an objective for Susan to be able to make weekly posts on Facebook, Linked-In and Twitter within 3 months. To this end, Susan and Emma develop a weekly meeting schedule with step-by-step objectives.

When Susan is out of town on business, they conduct their meetings over Skype or on the phone. They start each meeting with a review of Susan's accomplishments, followed by Emma's feedback on possible improvements. They end their meetings with goal setting for next week.

Emma also advises Susan on how to best organize and integrate social communication in Susan's busy weekly schedule and what relevant communication threads and groups to follow relative to the industry.

By the end of three months, Emma writes an overall evaluation of Susan's performance and Susan writes an evaluation of Emma as a mentor, which goes into the latter's company file and counts toward Emma's end-of-the-year performance evaluation by her boss.

They exchange and discuss their evaluations over the end-of-mentoring lunch, where they both congratulate each other on mutual progress.

The pilot project fulfilled Susan's expectations: she made the use of social networks routine, both for internal and external communication, as well as a source of information on the industry. The mentoring experience also proved positive for Emma: allowing her a regular access to a senior manager in her company and enabling her to discover the field of communications, previously unfamiliar to her. When Emma planned the next move in her career within the bank, she turned to Susan for advice on how to switch from the analytics to communications, which prompted Susan to act as a mentor on Emma's professional progress.

After the project, Susan has launched the reverse mentoring program for senior managers in the bank. However, she expanded its original scope to include «two-way street mentoring”: on the use of social networks for managers by young employees, and on career strategy for junior staff by their executive senior counterparts.

1. To what extent was organization of the mentoring process crucial for Susan and Emma? How did it enable them to build a successful mentor/mentee relationship?
2. What was the single most important factor that resulted in the success of this reverse mentoring initiative?
3. How did Susan handle the potential problems of reverse mentoring (age, hierarchy, education, etc.)?



