

# **3 M's – Mentorees, Mentors and Mentoring**

## **Project Final Report**

**prepared for**



**Australian Government**

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Development Corporation**

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**By Jill Briggs**



**RURAL TRAINING INITIATIVES**

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## 2 Non-Technical Summary

2009/311

The 3 M's Project 2009 - 2011

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### OBJECTIVES

The primary objective of the 3 M's Project was to develop a mentoring program for the seafood industry. This was achieved by compiling a database of potential mentors and mentorees, providing them with training in successful mentoring and supporting the resultant mentoring relationships.

The five stated objectives of the 3 M's Project were: -

1. To build a database of mentors – within and beyond the seafood industry for mentorees within the seafood industry
2. To build the above database after initial information has been provided to interested individuals – information to include mentoring philosophy, mentoring processes and three-year timeline commitment document.
3. To provide 2009 NSILP participants and 2008 graduates initially with the opportunity to engage in the mentoring process for 12 months with a full evaluation 2009 – 2010.
4. To grow the mentoring process by opening up opportunities to all graduates from the program to be mentors and/or mentorees.
5. To provide guidance to enhance the mentoring relationships to encourage increased leadership roles and responsibilities at all levels of the seafood industry by 2011

### OUTCOMES ACHIEVED

This project provided around 120 people in the fishing and seafood industry with a quality mentoring program, emphasizing mentoring skills and experiential learning for success in mentoring, either as mentors or mentorees.

Practical and theoretical mentoring capability was developed through written mentoring packs, workshops and quarterly E-letters. This knowledge and skill enhancement ensured participants in the 3 M's Project were able to undertake effective mentoring relationships.

Project stakeholders were drawn from a wide range of sectors and backgrounds within the seafood industry. Mentors were also strategically selected from beyond the project database to match specific needs of the mentoree including politicians, international statespersons, other primary industry leaders and successful business women and men.

Seventy people volunteered to be on the mentor database. The level of volunteer industry involvement was a highly positive outcome as was the documented leadership advancement of 26 of the mentorees.

## **DISCUSSION**

The 3 M's project arose from the goals of the Fisheries Research and Development Corporation's (FRDC) People Development Program which states the need to develop the capabilities of the people through building capacity through an Industry Mentoring Development and Management Project.

Mentoring was one of the areas identified by a review of the People Development Program and the current program consultants for development. The key objective was an ongoing mentoring process that provides support for emerging leaders and a leadership alumni which provides community and dialogue for all seafood industry graduates of leadership programs.

A database was compiled of seventy mentors drawn from the seafood industry and beyond. Fifty mentorees were drawn predominantly from National Seafood Industry Leadership Program (NSILP) participants and other FRDC People Development projects (63%) and Australian Rural Leadership alumni.

Mentors received support via a number of opportunities including workshops, a mentoring manual with updates provided a regular intervals, phone support and E-newsletters. Mentorees received three sessions on developing and maintaining mentoring relationships.

The mentoring relationships formed ranged from highly organized, ongoing mutually beneficial relationships to a single opportunistic but useful meeting.

Twenty-six of the mentorees have publicly demonstrated leadership advancement. These advancements include job promotion within or beyond the seafood industry, changes in workplace leadership and involvement in industry activities as a direct result of the mentoring relationship. This is a highly positive outcome, which along with the high degree of voluntary participation in the program, is an indicator of the program's success.

The highly effective delivery of the 3 M's Project has directly contributed to the delivery of the FRDC's People Development Program. Opportunities exist to build on the 3 M's Project in the future within and beyond the NSILP to ensure the long term capacity of the industry to respond to change and the challenges ahead.

**KEYWORDS:** mentor, mentoree, mentorship, people development, capacity building, knowledge transfer, e-newsletter, workshops, industry database.

### **3 Acknowledgments**

Rural Training Initiatives Pty. Ltd. would like to thank the seafood industry for providing support and commitment to the 3 M's Project.

Rural Training Initiatives Pty. Ltd. would like to thank all of industry organisations and individuals within those organisations who have contributed to the 3 M's Project.

Major contributors to the project success were:

Project Funder

Australian Government through Fisheries Research and Development Corporation

Major Contributors/Participants including mentors and mentoree.

Jo-Anne Ruscoe FRDC

National Seafood Industry Leadership Program Graduates – 2008-2011

Melissa Tan

Thanks to all the project mentors – those who remain on the database, those who actively mentored and those who engaged in mentoring learning and skilling.

Finally it is with thanks that Rural Training Initiatives acknowledges the past and current members of the FRDC People Development Advisory Group for their support of the project.

Jill Briggs

Managing Director

Rural Training Initiatives

## **4 Background**

The 3 M's Project was developed in direct response to the FRDC leadership development review undertaken in 2008. The 3 M's project was strategically connected to the FRDC funded National Seafood Industry Leadership Program (NSILP) and designed with the ability to connect with the other key leadership "learning opportunities" funded by the FRDC.

In 2008 Rural Training Initiatives P/L commenced the management and delivery of the NSILP. The 2008 program coincided with a full 7-year review of the program. The changes introduced by Rural Training Initiatives, informed by the review process, ensured that strategic modifications occurred to the leadership learning opportunities funded by the FRDC only some of which could logically be absorbed into the NSILP delivery framework. What does this mean?

Mentoring was one of the areas identified by the review and the current program consultants for development. The key objective was an ongoing mentoring process that provides support for emerging leaders and a leadership alumni which provides community and dialogue for all seafood industry graduates of leadership programs.

The 3 M's project was developed through extensive consultation with Fisheries Research and Development Corporation and industry including Aquaculture Council Western Australia (AWCA), Sydney Fish Market (SFM) and Northern Territory Seafood Council (NTSC). The consultation pointed to the need to enhance the people development of the seafood industry and for a comprehensive mentoring process to be established.

The NSILP review conducted by Australian Rural Leadership Foundation and NSILP evaluations also informed the project. The formal evaluation of the 2008 NSILP graduates found many positives in mentoring but that finding a mentor can be challenging and mentors and mentorees need skills and guidance for effective mentoring.

## **5 Need**

Mentoring as a strategy for leadership capacity building was identified in the FRDC leadership development review in 2008. Mentoring was also identified as a potential enhancement to the program during the review of National Seafood Industry Leadership Program (NSILP) in 2008.

The 3 M's Project was designed to address the following goals and objectives of the FRDC People Development Program:

- enhance industry leadership within all sectors;
- build industry capacity to drive change to achieve goals

The 3 M's Project had additional drivers and was designed to specifically address: -

- The shortage of industry leaders in all sectors of the fishing industry.
- The need for skilled people within all sectors to effectively contribute to debate and policy development on significant challenges, such as access to fish resources.
- Industry skills development to directly improve business profitability and sustainability.
- The desire for increased industry uptake of formal training and apprenticeships.
- The provision of accurate information and knowledge to improve decision making in a complex industry
- The identified impediments to individuals successfully taking on representational and leadership roles at local and sector levels

## **6 Objectives**

The primary objective of the 3 M's Project is to develop a mentoring program for the seafood industry. This is achieved by compiling a database of potential mentors and mentorees, providing them with training in successful mentoring and supporting the resultant mentoring relationships.

The five stated objectives of the 3 M's Project were: -

1. To build a database of mentors – within and beyond the seafood industry for mentorees within the seafood industry
2. To build the above database after initial information has been provided to interested individuals – information to include mentoring philosophy, mentoring processes and three-year timeline commitment document.
3. To provide 2009 NSILP participants and 2008 graduates with the initial opportunity to engage in the mentoring process for 12 months with a full evaluation 2009 – 2010.
4. To grow the mentoring process by opening up opportunities to all graduates from the program to be mentors and/or mentorees.
5. To provide guidance to enhance the mentoring relationships to encourage increased leadership roles and responsibilities at all levels of the seafood industry by 2011

## **7 Methods**

### **Database development and recruitment**

The 3 M's project commenced in 2009 and ran until 2011. The database of 70 mentors was developed from the NSILP public information database which included NSILP graduates, nominators, speakers and program guests collected across the eight years of NSILP delivery. Participants gave an indication of interest during current programs or responded to a call to participate via a letter sent to database members. Other individuals and organisations registering interest were also added to the database (see Registration of Interest form Appendix 15.5). Some mentors were informally approached via mentorees to participate. All information was treated confidentially (see Appendix 15.6).

Inclusion onto the mentoring database relied on the mentor giving a twelve month commitment to the mentoree. Registering of mentors occurred twice per annum in February and July. Each year the people on the database were asked to consider their ongoing inclusion on the project database.

### **Mentoring materials**

Mentoring materials were developed from a desktop review of current primary industry mentoring projects and university and corporate mentoring programs from which the key elements were identified.

In the programs reviewed from primary industry the identified key elements were:

- Matching of mentor to mentoree – no mentor or mentoree involvement
- Mentoring learning commenced with a face-to-face workshop with mentors and mentorees attending
- Mentors supported only
- Mentors accessed from within the industry

The key elements identified from corporate business and academic mentoring programs were:

- "climbing the corporate ladder" opportunities
- how to become a partner
- managing client relationships
- understanding how to become published/printed

The literature review of mentoring programs identified the need for mentors to ask strategic questions, assist in goal setting and to avoid becoming a counselor. Many spoke of the need to begin the process with a relationship forming conversation to find out about one another but to ensure that the relationship progressed to a beneficial mentor-mentoree relationship in a short period of time.

The mentoring materials were developed (see Appendix 15.8) in response to the research undertaken during the 3 M's project and experience of the project team. Mentoring materials included a three-section comprehensive mentoring pack; eleven "How to..." guides, an abridged mentoring pack for workshop attendees and a selection of academic and other publicly available publications. Project materials were developed as compact files to ensure transference via the Internet was available for participants using dial-up or slow satellite Internet services. The materials were also divided into sections and delivered to mentors and mentorees per section in hardcopy. The sections of the materials were: -

- Beginnings – to provide understanding about the commencement process for mentors and mentorees
- Next Steps – to further develop knowledge about progressing a mentoring relationship
- Resources – to provide further information, articles and reference lists as well as templates for developing meetings and outcomes.

The materials included: - purpose, process, communication, relationship development, guidance and encouragement, redefining the mentoring relationship and exit strategies. Guidelines to both the mentor and mentoree emphasized that mentoring relationships should be initiated by the mentoree but developed with both mentor and mentoree.

The distribution of the materials was modified on feedback from participants. After year one of the project mentors and mentorees received all of the materials in a mentoring folder and ongoing information was provided through the E-newsletter and “how to guides”. In addition, the mentor and mentoree materials were initially developed to be distinct however a review of the program after the first workshop highlighted that mentors were often mentorees also so the mentoring manual was redesigned in the second year with an abridged version developed for workshop attendees.

### **Project communications**

The media releases and public communication developed are found in Appendix 15.3. These public communications were sent to a number of organisations. However one of the modified communication strategies was to develop and deliver a quarterly E-newsletter that has a greater chance of making an impact (see Appendix 15.4). The E-newsletters were developed in consultation with and feedback from industry. The E-newsletters were delivered via email to industry individuals and organisations. After three editions of the E-newsletters, a survey monkey was developed and distributed to evaluate the E-newsletter. Responses were limited but the feedback was useful and incorporated in future editions.

### **NSILP participant involvement**

In the initial stages of the project, it was envisaged that the NSILP graduates and participants would form the mentoree group and that the industry would volunteer a core group of mentors. The database would then grow with each year of NSILP participants and other industry individuals. During the three years of the project the research confirmed that the mentoree should be partially or solely responsible for choice of mentor – recruitment of a proportion of mentors therefore proceeded on this basis. The project also reinforced research that the mentoree must be well informed about mentoring for that selection to be successful, and the program design and materials supported this objective.

### **Evaluation – see Section 9**

## **8 Results and Discussion**

### **Developing Mentoring Relationships**

#### **Mentors**

The primary objective of the project was to develop a mentoring program for the seafood industry. To achieve this, a database of potential mentors and mentorees from the seafood and broader industries was compiled (see Appendix 15. 6)

The following Tables 8.1 and 8.2 show the geographical spread and occupations of the mentors. Forty per cent of the seventy mentors were women and sixty per cent were men.

Table 8.1 – Geographic Spread of Mentors

State of Residence	No. of Mentors	Percentage
New South Wales	12	17
South Australia	11	15
ACT	10	13
Queensland	10	13
Victoria	9	11
Northern Territory	9	11
Western Australia	7	9
Tasmania	6	7
International	2	2
Non-specified	1	1

The predominance of the mentors from NSW was a flow on from a highly successful Oceanwatch (NGO) 3 M's workshop which saw all of the current Oceanwatch staff take on a mentoring role and reflecting the fact that a high proportion of the Oceanwatch staff reside in NSW. In other states, take up was related to the proximity of mentors to their corresponding NSILP mentorees. This suggests that the future geographical spread of the project would be assisted by having state workshops in collaboration with particular organisations based in that location.

Table 8.2 - Mentor Vocation/Career

Vocation	No. of Mentors
Service provider – government	20
Non-Government Organisation	14
Service Provider – non-government	10
Industry Organisation	10
Wildcatch Fisher	7
Aquaculturalist	4
Unknown	3
Retail	2
Recreational	2

Organisations which value the informal exchange of information gain the most benefit from mentoring. Face to face learning was an important factor in ensuring successful uptake and should be considered essential in future mentoring activities. The project outcomes reinforced that the important groundwork for a successful mentoring program is awareness raising and skilling participants in harnessing this informal learning for capacity building within organisations.

Workshops were also delivered to the industry as “stand alone” or attached/embedded in an industry event. One of the success factors for workshop delivery was the number of people in attendance. It was determined that workshops be either a workplace workshop (OceanWatch staff) or an industry organisation workshop (Women’s Industry Network – Seafood Community). Both of these workshops were extremely successful with all participants committing to forming and developing mentoring relationships. This provided the project staff with reinforcement of the importance of face-to-face knowledge transfer.

A number of successful workshops were facilitated during the second year with industry members nominating to mentor as a direct result of attending project workshops. The workshops provided a positive experience with learning about the “confronting” aspects of mentoring such as lack of engagement and keeping motivates and finding clear goals and direction. All participants in the workshops enjoyed the “discussion/chat” structure of the workshop and peer-to-peer “solution finding” conversations.

## **Project materials**

The project provided learning materials which enhanced participant understanding of theoretical and practical aspects of mentoring. There was strong uptake of the information and solid engagement with the industry through both the communication process and the training phase. Materials included press releases, workshop fliers, a mentoring package and workshop materials (including current research and best practice) and E-newsletters on project topics and updates (See Appendix 15.7 for details).

The program materials were continually revised in line with feedback and new research. During the second year of the program the database was expanded with inclusion of peer-to-peer mentors within NSILP participants and increased industry and beyond industry mentors. This necessitated additional material on these aspects of mentoring and electronic distribution of mentoring information via an E-newsletter commenced.

E-newsletters were developed in consultation with FRDC staff and indirectly via the FRDC People Development Advisory Committee. An evaluation of the E-newsletter was undertaken during the second year of the project and consequently the content of the newsletter included more “real stories” and “real experiences” which were gathered from project participants during project evaluation and feedback. All mentors and mentorees approached to provide their stories of success did so willing, sharing both challenges and positives experiences openly.

## **Support for mentors**

The final aspect of the “developing mentoring relationship” processes for the seafood industry was the challenge of support for mentors in a time- and cost-effective manner. Mentors required varying levels of support with some dissatisfied with what was available and others happy to mentor with little support. Irrespective of the “need” of the mentor all received the same amount of support – posted hard-copy materials, emails, phone calls, E-newsletters and workshop invitations.

Mentoring learning workshops were delivered with the content of the workshops having been researched and developed in consultation with industry. Workshops were delivered in locations and attached to industry events in order to maximise accessibility for 3 M's mentors registered on the database. Whilst these workshops were strongly supported and attended by individuals from across the industry, the attendance of registered mentors at the learning activities was low, despite being specifically scheduled to capture the mentor population.

## **NSILP mentoring**

To ensure the engagement of the NSILP, participants were provided annually with three mentoring information workshops/sessions. These workshops were delivered from a mentor and mentoree perspective with the mentoring commitment confirmed at the conclusion of the workshop. Mentoring relationships were formed within the NSILP Alumni and also within and beyond the seafood industry. All NSILP graduates experienced mentoring from a mentor and mentoree perspective with a high percentage of graduates undertook mentoree relationships, as shown in Table 8.3 below.

Table 8.3 - NSILP Graduates Mentoring Information

Mentoring Relationship	Percentage
Peer-to-peer Mentoree	100%
Mentoree Relationship (industry and beyond)	78%
Mentor Relationship (peer-to-peer and industry and beyond)	100%
NSILP Graduates as 3 M's Registered Mentors	30%

To ensure that mentors of the NSILP participants were mentoring primarily about their leadership aspirations, mentors were provided with a letter of introduction regarding the program and the mentoree they were working with. Mentors were also invited to attend NSILP activities to understand the program and the expected attributes of graduates of the NSILP.

NSILP participants had a session on mentoring with a focus on finding a mentor able to provide mentoring about enhancing their leadership capacity, experiences, learning and opportunities. During the NSILP Residential #2 the participants were encouraged to think carefully and strategically when selecting the mentor.

## **9 Evaluation**

Evaluation and feedback for the 3 M's project occurred through surveys, evaluation sheets, online questionnaires and conversations. The evaluation was primarily through collection of "stories of success" which also included elements of project review sent annually to mentors and mentorees. The information was included in milestone reports and de-identified and shared with all of industry via the quarterly E-newsletter.

Participants in the project, both mentors and mentorees were encouraged to participate in an electronic evaluation tool. In the first year the evaluation tool was via email, in the second year via survey monkey and in the final year again via email. A number of participants provided evaluation feedback via email, however the response to the survey was poor.

The evaluation and feedback that is detailed below includes:

- Project Stakeholder Evaluation – participant mentors or mentorees
- Workshop Evaluation
- Mentoring Experience
- E-newsletter Feedback
- NSILP Workshop Evaluation

### **Project Stakeholder Evaluation**

A selection of mentors and mentorees were asked to consider a number of aspects of the 3 M's project, namely the mentoring relationship, materials and support. The feedback received on the mentoring relationship indicated some relationships were more successful than others, with difficulty staying in contact or maintaining the relationship due to time pressures being common.

Materials provided were generally seen as useful – responses ranged from 'comprehensive' 'food for thought' and 'provide focus' to 'not used at all' by one respondent. Evidence suggests that when the materials are read and a workshop attended then the outcomes of the relationship are potentially more enduring. However the enduring nature of the relationship is not always indicative of the level of outcomes that a mentoring relationship may produce.

Feedback on the mentoring support varied from 'good' and 'really valuable' to 'not used' or 'limited to paper provided but useful'. These responses would indicate that adequate resources for this aspect of a mentoring program are important, with some participants requiring more support and guidance than others.

### **Workshop Evaluation**

Most workshops were evaluated at the end of the workshop/session however some workshops were evaluated post-workshop. The learning experience was described as thought provoking, informative, interesting and useful. Workshop participants indicated that the most useful section of the learning experience was the opportunity to hear and discuss other's experiences and knowledge regarding success or difficulties of mentoring. This feedback was incorporated into later delivery of the mentoring materials and workshops as discussion and materials on issues and solutions.

The participants gained these insights and benefits in relation to mentoring and its role in capacity building:

- Knowledge exchange identifying the role of mentor/mentoree;
- Clear knowledge and what's required;
- Mentoring information has helped me complete the mentoring picture;
- Allowed me to identify mentoring needs;
- What can go wrong in a mentoring relationship - useful solutions;
- Peer-support to discuss difficult issues surrounding mentoring;
- Very useful to work through issues that arise when mentoring;
- Identification of roles – allowing me to think clearly about what I want from a mentor;
- Allowed me to identify my mentoring requirements;
- How to end as there is no clear process that fits all;
- I will consider mentoring;
- Continue existing mentoree relationship;
- Re-evaluate present arrangement and explore options raised and perhaps get a better suited mentor;
- Try to find a personal mentor;
- Find an older mentor and fine tune my needs;
- Consider formal mentoring opportunities; and
- Find a mentor who can assist in my new career aspirations.

The evaluation suggests that the mentoring workshops have been valuable to the success of the project, however the long-term impact of the learning experience is difficult to assess.

### **Mentoring Experience**

The mentoring experience was evaluated by collecting data from mentors and mentoree during and after the experience of mentoring. These were specifically sought as “good news” stories for the project and therefore are evidence of the relationships that appeared to be effective. The positive and enhancing nature of the mentoring relationships can be read in the success stories (see Appendix 15.7).

### **E-newsletter Feedback**

An online survey tool was developed with considerable input from the industry and the FRDC. The survey was attached to one of the E-newsletter editions and received one response. The response was detailed and provided good insight into improving the content. However the concern raised with so few survey responses from the one hundred and fifty E-newsletter recipients was “is anyone reading the E-newsletter?” However individual conversations indicated that many people read the E-newsletter. The E-newsletter has continued to be produced and a final E-newsletter will be produced after the final report for The 3 M’s Project as a conclusion to the project. It should also be noted that a newsletter for the NSILP has been suggested and therefore ongoing mentoring information could be provided to the industry if that element is adopted for the NSILP 2012 – 2014 delivery (See Appendix 15.4).

## **NSILP Workshop Evaluation**

The NSILP mentoring sessions were delivered at each of the three residential conducted each year as part of the NSILP program. General evaluation regarding the NSILP residential is consistently positive. Specifically the key mentoring workshop is delivered during the Residential #2 and the comments regarding the learning and experience included:

- The workshop topic was excellent
- The workshop topic was very good
- Information provided was very good to excellent

## **10 Benefits**

The project identifies a flow of benefits across the seafood/fishing industry specifically in the commercial, recreational and traditional sectors of the industry. Benefits of The 3 M's project also flow to individuals, organisations, businesses and associations. The benefits of "people development" or capacity building projects are often intangible and need to be measured across an extended timeframe.

Commercial, recreational and traditional fishers have all been represented either has mentors or mentorees. In each year of the project, commercial fishers were present as mentors and mentoree, recreational fishers were represented as mentors (peer-to-peer) and mentoree and in most years of the project indigenous fishers were represented as mentors and mentoree. The benefit to the industry is that all of these sectors now have mentoring knowledge and information that may be transferred further.

The impact and longevity of the mentoring relationships influences the positive change that is a direct result of the mentoring relationships. The 3 M's project suggests that the mentoring relationship should formally end after 12 months, however it is clear that a number of the relationships move beyond the formality and are redesigned by the mentor and mentoree to another form of mentoring relationship including friendship.

The refining of the mentoring process to develop a package and process to be successfully delivered to the seafood industry on an annual basis is an important and concrete outcome. Immediate benefits range from the distribution of project materials via the mentoring pack, E-newsletters and workshop training information. The strategic benefit is a process for future mentoring activities for the seafood/fishing industry such as outlined below and detailed further in the Further Developments.

Step 1 – Mentoring workshop connected to an industry event.

Step 2 – Revise the mentoring database and only allow mentors who have attended a workshop to be on the database.

Step 3 – Printing of the Mentoring Package

Step 4 – Engage NSILP Participants in peer-to-peer mentoring as mentors and mentoree

Step 5 – Engage NSILP Graduates in industry mentoring as mentoree

Step 6 – Support Mentoring Relationships for 12 months.

## **11 Further Development**

The project has had positive outcomes for the industry and therefore it is useful to consider two areas of further development for The 3 M's project. The first area is through the re-examination of the outputs and extension of the project and the second area is the ongoing delivery of the projects benefits for the industry.

The Three M's 2008 – 2011 outputs and extensions to be considered for further development are: -

### **Database of mentoring participants, annually increased and reviewed**

The 3 M's has been an invaluable activity for the seafood industry as can be seen by the calibre of mentors on the database who have gained knowledge, exchanged ideas and participated in mentoring. It would be a useful action for FRDC to provide the resources to update the mentoring database each year and ensure that mentoring remains a component of the NSILP. Resources to support industry mentors of the NSILP participants are a positive further development.

### **Learning and informing materials**

It would appear that The 3 M's Mentoring Pack is now well refined as are the workshop packages and the ongoing support materials (see Appendix 15.7). It is also important that if mentoring remains a focus for the seafood/fishing industry then the materials should remain current and a three yearly review of the packages and a literature search of current publications on mentoring globally would be a valuable activity. It is also important to continue collecting the ongoing success stories of mentoring in the industry each year. These personal stories during the 3 M's project provided mentors with increased knowledge and confidence to work successfully with their mentoree.

### **Industry information packages**

A final further development from the outputs and extension section of The 3 M's contract is to consider developing an annual mentoring workshop schedule to be delivered at key industry activities and for industry information/workshop information packages to be reviewed and presented at the workshops.

### **Future mentoring activities**

Individuals involved in 3 M's have been part of a fundamentally valuable exercise of disseminating leadership knowledge across the industry resulting in ongoing leadership enhancement. Many of the mentoring relationships have been highly successful and ongoing beyond the twelve months supported relationships. Some relationships have been less successful. A further question then must be answered: - should these opportunities remain available to the industry? A number of opportunities are available but essentially the NSILP mentoring process must remain with additional options considered as outlined above.

## **Mentoring for the Seafood Industry**

Step 1 – Mentoring workshop connected to an industry event.

To follow on from the current workshop development a day workshop on mentoring could be offered at any industry event e.g. Seafood Directions, Aquaculture Conference, Oyster Symposium. Using the current materials or adjusting the format to meet the needs of the event a mentoring activity should be delivered by a skilled and knowledgeable facilitator to either or both mentors and mentoree.

Step 2 – Revise the mentoring database and only allow mentors who have attended a workshop to be on the database.

The mentoring database should be updated annually update with the new mentors generated from the National Seafood Industry Leadership Program. Opportunities for skills enhancement should be provided to those on the database via further mentoring workshops.

Step 3 – Printing of the Mentoring Package

The mentoring package and workshop materials should be reviewed annually and be print ready for NSILP mentoring relationships and additional workshops.

Step 4 – Engage NSILP Participants in peer-to-peer mentoring as mentors and mentoree

The NSILP participants should continue to be provided with the opportunity to commence and complete a peer-to-peer mentoring relationship and an industry 12-month relationship (with appropriate funding).

Step 5 – Engage NSILP Graduates in industry mentoring as mentoree

As above engage the NSILP graduates in a 12-month supported mentoring relationship and provide a three-session/workshop mentoring learning opportunity.

Step 6 – Support Mentoring Relationships for 12 months.

In line with project feedback support be provided to mentors at three monthly intervals (as planned and attempted by project managers during The 3 M's Project). The support would commence with a highly recommended workshop for all mentors (existing and first time mentors and potentially funded) and continue quarterly via phone and/or email and/or printed. Support would also be in the form of a quarterly E-newsletter with two main purposes being provision of recent research and sharing of mentoring success stories and outcomes.

## **12 Planned Outcomes**

**Understanding and review of mentoring materials with particular focus on mentoring process to be applied to the seafood industry within 6 months of project commencement.**

This review was completed including a review of existing mentoring programs offered within and beyond primary industries and reported against in the project milestone reports. The most interesting findings from research to review the program was the information gathered regarding “non-face-to-face” mentoring processes and the success and outcomes for mentors and mentoree. Many programs commence mentoring with a face-to-face process with both mentors and mentoree in attendance. It is suggested that this concept be considered and funded in future mentoring activities for the seafood industry.

Mentoring materials were also reviewed to be accessed in a number forms – mentoring package; mentoring workshop materials; support updates; E-newsletters and research articles.

**A database of mentors and mentoree established for – NSILP participants; NSILP alumni and others within 6 months of project commencement.**

This database was developed, reaching the target numbers of mentors. When including the peer-to-peer mentoring that has occurred across the project this mentor target has been significantly exceeded. Therefore, the seafood industry now has people working within and beyond the industry who have had a mentoring experience as well as over 50 NSILP graduates who have had a leadership and a mentoring experience that will provide the industry with significantly self-aware mentors – a very useful asset to be accessed during ongoing mentoring activities.

**Development of a mentor training process with mentors “signed on” for three years of “service” within 12 months of project commencement.**

Mentors were consistently informed of their commitment: no mentors requested to be removed from the database and some mentors were diligent in assisting the project management team in keeping the database current. All mentors committed for twelve months when they took on a mentoring role. Although some mentoring relationships did not traverse the whole set time many did and the mentoree was tasked with the responsibility of concluding the mentoring relationship.

**Management and Mentoring section evaluation and enhancement throughout the second and third year of the project.**

The management and mentoring was reviewed through the evaluation, success stories, workshop feedback, conversations and research.

**80% of NSILP participants in 2009 using the mentoring database as external mentors throughout the six-month program and for 6 months after graduation.**

The target was met for 2009 only. At the commencement of the 2010 NSILP mentoring process a high proportion of mentors selected by the mentorees were from beyond the database. This was a valuable way for the database to grow and extend beyond the industry. It is suggested that in future years encouragement be provided for mentorees to access mentors beyond the seafood industry if this matches identified mentoree needs.

### **15 graduates of previous years mentored through the database.**

Fifteen graduates for every year of the NSILP 2008 – 2011 were mentored through the program. Each year there is a small percentage of NSILP participants who are unprepared or unwilling for valid reasons to become involved in a mentoring relationship therefore from the 18 participants in each year of NSILP fifteen graduates were engaged in a mentoring relationship. It must be stated (as can be seen from the small number of respondents to the evaluation survey) that not all relationships were as successful or as well managed as hoped. One of the risks of a project such as The 3 M's is that some may not have a positive experience and this is the case with this project also.

### **Up to 40% of NSILP graduates volunteering to be part of the mentoring process.**

The challenge of this planned outcome was NSILP graduates immediately prior to graduation from NSILP would volunteer willingly but when asked to become involved in the process the following year were significantly less enthusiastic. On further investigation, this was generally related directly to their increased workload and/or roles and responsibilities as a result of their enhanced leadership skills on exiting the NSILP and enhanced through their own mentoring relationship. The most frequent comment was – I have a lot on my plate due to my increased role. Success of one project impacted on the ability to deliver on this planned outcome.

### **Additional Planned Outcomes were: -**

#### **Plan and facilitate mentoring workshops timed to be adjacent to industry activities.**

Workshops were developed, managed and facilitated in connection with industry activities including Seafood Directions, NSILP Residential, Industry-related events. These workshops were modified to the needs of the client group but in all cases the outcome was to support participants to take on an initial mentoring commitment. This was a successful endpoint for the workshops and provided further mentors and mentoree into the database.

#### **Provide the industry with mentoring finding, selecting and supporting processes where required.**

This was an additional planned outcome however it was a heavy use of resources so an adjustment was to provide the interested industry individuals with a number of the "How to guides" developed during the program to help in needs assessment and sourcing a matching mentor.

#### **3 M's quarterly E-newsletter.**

The E-newsletter was developed and circulated within and beyond the seafood industry each quarter.

## **13 Conclusion**

This final report of project 2009/311 – The 3 M's Project provides information regarding the development and implementation of the three-year seafood industry mentoring project.

The 2009/311 project has delivered positive outcomes for the FRDC. Information has been generated in various formats allowing for flexible learning by industry which has been engaged across the three main sectors of commercial, recreational and traditional. All states and territories have been engaged in the project and with close to equal gender participation. These indicators suggest a well-developed concept, strong outcomes and a process to be continually included in the NSILP and provided to the whole seafood industry.

The simplest and most cost effective method for communicating of project information and research outcomes has been the E-newsletter with well over one hundred (100) email recipients. However this is no indication of the effectiveness of uptake of the knowledge. The most effective method of ensuring uptake of the information was through the NSILP workshops that were combined with close monitoring and support of the mentoring relationship. The project successes have been workshops well-managed and enthusiastically attended leading to leadership enhancement and the wide distribution of FRDC "tagged" materials within and beyond the seafood industry. Both of the successes in themselves should be considered for further funding.

With an extensive database of mentors and mentorees generated and a body of research about mentoring within and beyond primary industries, FRDC now has a useful knowledge base regarding mentoring. This knowledge delivered by the 3M's project and held by the FRDC should be considered for ongoing research and funding.

Finally the project has delivered on both the original outcomes from project inception in 2009 and the adjusted outcomes included in the project during 2010-2011. Further activity and effective use of funding should include the ongoing funding of the mentoring activity to assist the NSILP participants to continue their personal and leadership growth.

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# **15 Appendices**

## **Appendix 15.1 – Intellectual Property**

FRDC are the legal owners of the NSILP 2008 Course Booklets and materials. Reproduction of the materials should be addressed through FRDC in consultation with Rural Training Initiatives P/L

## **Appendix 15.2 - Project Staff**

Jill Briggs – Rural Training Initiatives P/L - Managing Director – Principal Investigator  
Melissa Tan – Rural Training Initiatives P/L – Administrations Officer – Administration Assistant

## The Three M's Project

- Mentors, Mentorees and Mentoring Seafood Industry Project

### SOMETHING NEW FOR THE SEAFOOD INDUSTRY

**Press Release February 2009**

Fisheries Research and Development Corporation (FRDC) is funding a new whole of seafood industry 3 M's – Mentors, Mentorees and Mentoring – Project. 3 M's is a strong endorsement from FRDC that the whole seafood industry should have an opportunity to learn across the industry through knowledge transfer. 3 M's aim is to develop an industry mentoring process to assist in the ongoing growth of industry people through building capacity and sharing knowledge.

Patrick Hone - Executive Director, Fisheries Research & Development Corporation (FRDC) mentioned that "Passion and hard work are not always enough. Through mentoring you can learn how things work from someone with experience."

The project has had solid support from industry leaders with identified needs being clearly articulated. Jill Briggs Managing Director, Rural Training Initiatives, the company managing and delivering 3 M's said, "Seafood industry people want to learn using many different processes and the project will ensure excellent learning occurs for both the mentoree and the mentor." Dr Hone also suggests that "Good mentoring creates value for both parties through sharing knowledge, networks and exploring fresh ideas."

To commence the program Rural Training Initiatives has sought interested individuals who are willing to commit to a process of self-development; sharing knowledge and providing time for others in the seafood industry. "It is essential that people involved in the program know that everyone will benefit, mentors, mentorees and industry, we look forward to working with people who are interested in learning and knowledge transfer", said Jill Briggs

A number of people volunteered when initial information was initially circulated to the industry but interested people are encouraged to contact the project manager and get involved. The profile of the current registered individuals is: willing to be mentors but just as willing to gain as much as they give. The project encourages people to be involved formally for twelve months. Those twelve months are made up of establishing mentors and mentorees, learning about roles and expectations and then the formal opportunities to transfer knowledge between participants. Jill also said "Much of the transfer will occur across the internet via the online facility developed for the project. There will, however, be opportunity to meet face-to-face throughout the project. Participants will "set their own agenda about what happens and we acknowledge that all parties will want to have progressed part of their career or business or leadership during the twelve months of contact.", concluded Jill

Initially the project will appear as a pilot – a small number (approximately twenty) leaders being mentored by current leaders. The target number of mentors on the database is thirty for year one. People wishing to be mentors will be asked to commit to a mentoree for 12 months initially. The hope is that due to the considerable support, learning and materials provided throughout the 12 months that mentors will be motivated to be part of mentoring others into the future and that a number of the mentorees will then apply to be mentors.

**For further information please contact – Jill Briggs, Rural Training Initiatives P/L 0260357284;**  
**[rti@dragnet.com.au](mailto:rti@dragnet.com.au)**

# **FREE One-Day Workshop**

## **“Learning about Mentoring”**

### **Logistics**

When: 16<sup>th</sup> April 2010

Time: 9.00am – 4.00pm

What: A workshop “Learning about Mentoring” Workshop for everyone.

Where: The Sebel Albert Park, Melbourne, Victoria

What to bring: Your experiences and knowledge

Why: To provide information and assistance about mentoring through knowledge exchange, conversation and planning.

### **Workshop Outline**

Time	Session
9.00	Welcome and Introductions
9.30am	Guest Speaker – What is Mentoring – Executive Officer – Youth Mentoring
11.00am	Mentor Experience in the Room – What has been the experience to date for mentors in the 3 M’s project.
1.30pm	Action Outcomes – role, goals, outcomes, responsibilities, conflict, endings, re-defining, network
3.00pm	Next steps – Potentials and Practicalities
4.00pm	Close

### **Further Information and RSVP**

Please register for the workshop by 9<sup>th</sup> April 2010 or enquire via  
[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) or 0260357284/0409455719

# **Free Workshop - “Learning about Mentoring”**

**When:** 24<sup>th</sup> September 2010 at 10.00am – 4.00pm

**What:** A free workshop – “Learning about Mentoring” – for all 3M’s registered mentors.

**Where:** The Brassey – Belmore Gardens & Macquarie Street, Barton, ACT

**What to bring:** Your experiences and knowledge

## **Workshop Outline**

Time	Session
10.00am	Welcome and Introductions
10.30am	Guest Speaker – What is Mentoring – Executive Officer – Youth Mentoring
12.00noon	Mentor Experience in the Room – What has been the experience to date for mentors in the 3 M’s project.
1.30pm	Action Outcomes – roles, goals, outcomes, responsibilities, conflicts, endings, networks.
3.00pm	Next steps – Potentials and Practicalities
4.00pm	Close

## **RSVP**

Please contact Jill Briggs on [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) or 0260357284 or 0409455719 by 3<sup>rd</sup> September 2010 C.O.B.



# The 3 M's Project E-letter



**April 2010**

**Funded by The Fisheries Research and Development Corporation**

## In This Issue

- Welcome Message
- Industry Mentoring
- SD 2010 Mentoring Workshop
- NSILP Mentoring commences
- Mentoring Opportunities
- Mentoring Knowledge Tips

## Contact

Jill Briggs  
3 M's Project Manager  
Managing Director – Rural Training Initiatives P/L  
[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au)  
[www.ruraltraininginitiatives.com.au](http://www.ruraltraininginitiatives.com.au)

## Welcome Message

This is the first 3 M's e-letter. The e-letter will provide people involved and interested in the project with a regular update of what is happening with The Fisheries Research and Development Corporation funded project. The development of this letter has been in direct response to the significant feedback we have received regarding the 3 M's project.

Program Introduction: The 3 M's – Mentors, Mentorees and Mentoring – is a seafood industry-based mentoring project. In the first year the program saw a strong number of twelve-month industry mentoring relationships established. Each relationship is provided with support materials and regular e-contact and printed materials.

The program is free and mentors provide their time free. The 3 M's processes recommends that the formalised mentoring relationship extends for one year and then mentor and mentoree then reassess relationship and can move beyond the 3 M's project. Another recommendation is that mentors and mentorees "meet" at least once every month for twelve months and that these meetings are scheduled and planned events.

Motivation for the 3 M's: The wealth of information within the seafood industry has been long recognised. The transfer of the industry knowledge and wisdom takes on many different modes, mentoring is one mode seen as a valid transfer process and the seafood industry recognises this as a means of developing people and sharing wisdom. From this understanding the seafood 3 M's Project was commenced with Rural Training Initiatives managing the project.

Welcome and we look forward to your involvement, feedback and interest.

Jill Briggs – 3 M's Project Manager  
Rural Training Initiatives P/L; [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au)

## Mentoring – First Hand Comments

Ian Knuckey of Fishwell Consulting recently provided a mentors perspective when he was the guest speaker at the 3 M's workshop held in conjunction with Seafood Directions 2010.

Ian Knuckey main messages are captured below:

- Mentoring is a two-way information flow – don't be fooled. For each of the mentorees I have mentored I have played a different role – information seeker; connector within the industry; guide and clarifier - but mostly it is about being the person who the

mentoree can talk to knowing that you will be listening and encouraging them to reflect on their knowledge.

- I am sure that part of the role is to ensure that broader perspectives are sort by the mentoree and I try to do this. Trust is also important , the need to feel that the that conversations are had in confidence is a really essential element.
- The most important part is to ensure ideas can be brought up and that respect for difference of opinions is reinforced.
- Finally I have to say that as a mentor I have learnt so much about myself and my own perspective on issues and concepts.

#### Industry Mentoring

To date the majority of the mentoring that has occurred under The 3 M's project has been generated by the participants in the National Seafood Industry Leadership Program (see below). The mentoring relationships have provided guidance, knowledge, networks and business information to name a few outcomes. This exchange is not a one-way transfer as both the mentor and mentoree attest – there is definitely a two-way benefit and the wider industry involvement in the program is gaining momentum during 2010.

The information and support for the mentor and mentoree is the same throughout the mentoring process however the industry-wide mentoring commences in a different manner – the mentoree independently approaches Jill Briggs directly or through FRDC. The mentoree then completes a standard registration form which provides an overview of the mentoree and the purpose for her/his involvement. The second step in the initial phase sees the project staff finding a match for the mentoree from the mentor database or by approaching individuals in the industry.

After the matching or pairing process the relationship moves along the standard process which includes an introductory phone call between mentor and mentoree where a schedule is set and objectives discussed.

#### SD 2010 Mentoring Workshop

Seventeen participants registered for The 3 M's Mentoring Workshop held on the 16<sup>th</sup> of April. The workshop attendees were drawn from across the country - Northern Territory to Tasmania, Western Australia to New South Wales.

The workshop provided time for conversation, knowledge sharing, articulation of positive mentoring experiences and a guest speaker session. Ian Knuckey – Fishwell Consulting – was the workshop guest speaker and provided a mentors overview of what mentoring provides to both mentor and mentoree. During the question time workshop participants asked Ian about the process of commencing the relationship and he reiterated the need for the mentoree to be motivated to “initiate and steer” the relationship but for the mentor to show commitment to the relationship and the outcomes identified by the mentoree.

Workshop ensured that those who attended were given an opportunity to understand the theory of mentoring roles and that a mentor usually prefers take on one type of mentoring style. This allowed the participants to understand the skills and style they tend to provide in a relationship and how to maximise these skills.

Similar workshops can be arranged for interested organisations or sectors. Please contact The 3 M's Project Manager – Jill Briggs (see contact details outlined on the side menu).

#### NSILP Mentoring Commences

The National Seafood Industry Leadership Program (NSILP) 2010 is closely linked to the 3 M's Project. The NSILP 2010 commenced on the 30<sup>th</sup> of March 2010 in Hobart. The program is funded by The Fisheries Research and Development Corporation and major sponsor is Sydney Fish Market. The Hobart NSILP three day residential attracted regional sponsorship from Tasmanian Seafood Industry Council.

During the Hobart residential the eighteen 2010 NSILP participants were introduced to the concept of mentoring. The first step in the participants mentoring knowledge building commenced with the initiation of the six-month “internal mentor” relationship in which each NSILP participant forms a mentoring relationship with another NSILP participant to assist them in their leadership growth during the program. The second stage of mentoring ensures that NSILP participants form an “external” mentor – someone from beyond the program – who will assist them as they exit the NSILP in September and aspire to new leadership levels.

#### Mentoring Opportunities

Mentor opportunities - both mentor and mentorees – are available on an ongoing basis. Please contact The 3 M's Project Manager – Jill Briggs on contact details outlined on the side menu.

#### Mentoring Knowledge Tips

##### How to be a Great Mentor

- value the industry and its work;
- care about others and treats everyone with respect;
- be tolerant, non-judgmental, and accept personal differences;
- be confident and secure with self;
- be able to establish a comfortable environment for discussions;
- enjoy watching and enable mentoree develop;
- demonstrate sensitivity to a mentorees needs and;
- trust others and be trustworthy.

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- be eager to learn and open to new ideas;
- be willing to take risks;
- have a positive attitude;
- be open to receiving feedback about skills and behaviour;
- be able to integrate feedback and act on it and;
- take the initiative and demonstrate resourcefulness.

#### Defining Great Mentoring Relationships

- Both mentor and mentoree are open to change, willing to explore possibilities, and are willing to help and learn from each other.
- Both make a commitment to advancing the professional development of the mentoree.
- The relationship is a healthy one from which both individuals gain personal and professional satisfaction.
- Both are capable of confronting and constructively resolving conflicts.
- The mentoree recognises the mentor's effect on their professional development.
- The relationship evolves and changes with time as the needs and



goals of the mentor and mentoree change and may end when that suits the need of both.

# The 3 M's Project E-



## letter

June 2010

Funded by The Fisheries Research and Development Corporation

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- Welcome Message
- Industry Mentoring
- SD 2010 Mentoring Workshop
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## The 3 M's Project E-letter



**November 2010**

**Funded by The Fisheries Research and Development Corporation**

### In This Issue

- Mentoring Workshop - Canberra
- Industry Mentoring – Learning and Outcomes
- NSILP Mentoring - Progression
- Mentoring Opportunities
- Mentoring Knowledge Tips – How to Find a Mentor

### Contact

Jill Briggs

3 M's Project Manager

Managing Director –  
Rural Training

### Mentoring Workshop - Canberra

A small diverse group of seafood industry stakeholders attended the second successful Mentoring Workshop held in Canberra in September 2010. Participants attending travelled from as far away as Queensland.

The workshop was structured to allow for information delivery, conversation and experience sharing and a guest speaker address. The structure allowed for mentoring knowledge to be increased but also for issues and concerns to be raised and solutions to be developed.

One of the participants, Chelsea Buckley from AFMA provided feedback that the workshop was extremely useful and that she now had a greater understanding of the formal processes involved in mentoring but also greater appreciation of the impact of informal mentoring.

Guest speaker Shalan Bray, provided information about her successes in the 3 M's program. Shalan outlined that communication between mentor and mentoree should be regular and focused to maximise effectiveness of learning and knowledge transfer.

The 3 M's mentoring workshop is an intensive learning opportunity which provides participants with an opportunity to understand formal and informal mentoring processes, raise self-awareness of the areas of mentoring knowledge and behaviour and how to manage and/or improve mentoring

Initiatives P/L

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[www.ruraltraininginitiatives.com.au](http://www.ruraltraininginitiatives.com.au)

relationships.

Through the Fisheries Research and Development Corporation funding Rural Training Initiatives is able to provide 3 M's mentoring learning to individuals and organisations through similar workshops. Contact Jill Briggs to develop a mentoring learning opportunity to suit your seafood industry organisation.

#### Mentoring - Learning and Outcomes

**A number of mentorees and mentors have been interviewed to surface the reality of mentoring. Below is the second of a series of personal insights into mentoring.**

**Laura Best is an Industry Development Officer for the Fisheries Resource Management Branch in Industry and Investment NSW and is a National Seafood Industry Leadership Program (NSILP).**

**The Facts – I approached my mentor over the phone and that was to be our form of communication for the duration of the relationship. During the NSILP we would speak every fortnight or on occasion once a week for an hour at a time. I would often put together an agenda and send this to my mentor a couple of days prior to our next 'meeting'. However, the conversations themselves did not always follow that agenda perfectly; we allowed discussion to flow and therefore the agenda's were flexible.**

**The Feelings – I struggled with the concept of a mentor/mentoree relationship in the beginning. I had never been involved in a formal mentoring process so I procrastinated when it came time to initiating a relationship. Once I did though, I found I benefited from the feedback and experience my mentor brought to the relationship. I also appreciated my mentor challenging my thought process and the 'follow ups' as it showed a genuine interest in the relationship.**

**The Analysis – Formal mentoring relationships take a commitment by both people in order to sustain the relationship for its duration; this requires communication and effort. Informal mentoring relationships can take many forms and can be just as important in the role they provide those who are not as comfortable with the formal process.**

**The Actions – At a grass roots level I think there needs to be the ability for fishers to take on a young and enthusiastic person and mentor them through a traineeship type of arrangement. There also needs to be mentoring for board/committee members so that industry can continue to play a role in the management of the fish resource. A formal process whereby you mentor 'on the job' and through a handing down process may be of benefit.**

#### NSILP Mentoring - Progression

**The National Seafood Industry Leadership Program (NSILP) 2010 is closely linked to the 3 M's Project. The NSILP 2010 commenced on the 30<sup>th</sup> of March 2010 in Hobart. The program is funded by The Fisheries Research and Development Corporation and major sponsor is Sydney Fish Market. The Hobart NSILP three day residential attracted regional sponsorship from Tasmanian Seafood Industry Council.**

During the Hobart residential the eighteen 2010 NSILP participants were introduced to the concept of mentoring. The first step in the participants mentoring knowledge building commenced with the initiation of the six-month “internal mentor” relationship in which each NSILP participant forms a mentoring relationship with another NSILP participant to assist them in their leadership growth during the program. The second stage of mentoring ensures that NSILP participants form an “external” mentor – someone from beyond the program – who will assist them as they exit the NSILP in September and aspire to new leadership levels.

#### Mentoring Opportunities and Feedback

As the 3 M’s project continues to deliver mentoring and knowledge transfer opportunities for the industry we seek to improve the project constantly through our evaluation and feedback processes.

We look for your feedback on two key project areas please click the link and complete the survey (approximately 5 minutes of your time).

<http://www.surveymonkey.com/s/7C9XWZB>

#### Mentoring Knowledge Tips – How to Find a Mentor

Recent research indicates that greatest successes for mentoring occur when a mentoree consolidates what they need in a mentor and establishes the mentoring relationship. Research also indicates that when an independent person “pairs” mentoring relationships then significantly lower rate of success and positive outcomes occur.

Therefore if you have registered with 3 M’s as someone who is interested in the 3 M’s project finding you a mentor we suggest instead that you follow this section of the e-letter for the next three issues.

#### HOW TO FIND A MENTOR – Section 1

The HOW TO FIND A MENTOR information has been developed to provide a resource to assist the seafood industry and community to establish formal mentoring relationships. It is designed to provide information to assist individuals to identify and establish effective mentoring relationships.

The HOW TO FIND A MENTOR includes three sections.

**SECTION 1** – Why do you need a mentor - A thinking activity to assist people identify what is needed in the mentoring relationship;

**SECTION 2** – Establishing a Mentoring Relationship - An establishing process to provide some structure for commencing the mentoring relationship and;

**SECTION 1 – Why do you need a mentor?**

PART A - A thinking activity

**Question 1** - So why do you need a mentor?

Some responses....

1. I need someone to provide me with feedback so I can learn
2. I need someone I can run my ideas past who will provide me with honest evaluation
3. I am looking for someone who understands similar businesses to mine for comparison and improvement
4. I need someone to assist me in filtering the large volumes of feedback
5. I am looking for someone who I can talk through many perspectives and view points
6. I need someone who can assist me in accessing challenging opportunities
7. I am looking for someone who can assist me in establishing my commitments and delivering on them
8. I want to form a mentoring relationship with someone I aspire to be like
9. I want someone to support me discover what is blocking me from succeeding
10. I need support from a cheerleader who will boost my self-esteem
11. I am looking for a mentor who will assist me with rewards for success
12. I am looking for a companion who will reduce me sense of professional isolation

To assist consider responding to the following questions:-

**Question 2** - Which of the previous twelve responses do you require?

**Question 3** - What other things do you require from a mentoring relationship?

PART B – A thinking activity

**Question 4** - How do you find a mentor who will meet the above identified needs?

Finding a mentor usually commences with a thinking process:-

1. Start with those you admire - These are often the people who make good mentors. You can then ask them to fulfil some or all of your requirements.
  2. OR Start with people you respect from a distance – these are also people who make excellent mentors. They will look forward to you being specific about what you need.
  3. OR Start with discussing your needs with others – then apply the “three degrees of separation” rule and find a person who knows a person who knows a person to assist you in finding contact details of the person you have chosen.
  4. OR ...there are numerous other options.
-

# The 3 M's Project E-letter



March 2011

Funded by The Fisheries Research and Development Corporation

## In This Issue

- Why Mentoring Works
- Activities of the 3 M's Project
- Workshops for 2011
- Stalemate Moves – tips to get the process moving
- A commitment does not have to be for a lifetime
- Mentoring Learning Journey

## Why Mentoring Works...

### Why it works at a personal level?

The aim of The 3 M's Project is to transfer knowledge from one person to another. It is clear that mentoring occurs at both informal and formal levels in our lives. We have people who have provided us with guidance such as parents, bosses and friends. I have a number of these and I would never want to formalise these arrangements but I recognise that the conversations are flexible by nature and often move into the realms of "what would you do?" or "this is my issue can we spend a couple of minutes talking it through". These informal mentoring opportunities have provided me with remarkable insight and new direction.

On the other hand I also have two formal mentors in my professional life who I have chosen carefully – both are very different to me and constantly provide me with "why would you? have you thought about this angle?" conversations that allow me to move beyond my standard way of thinking.

All of the above learning through conversational communication has provided me with opportunities and assisted my company grow.

I must also mention that I have often encourage participants in The 3 M's Project not to find a "mini me" but to consciously find someone who will be encouraging and challenging.

### Why mentoring works at a workplace level?

## Contact

Jill Briggs

3 M's Project Manager

Managing Director - Rural

Although 3 M's is specifically focused on cross-industry mentoring there is no doubt that the outcomes filter to all levels of life. If a mentoring relationship is managed by both the mentor and mentoree in a manner which allows for thinking, goal-setting, planning, action and reflection then the results will be seen in the workplace of individuals.

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jill@ruraltraininginitiatives.com.au

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In particular a recent story from a mentoree highlighted the impact at a workplace level. The mentoree spoke about how the relationship was built around a need for the mentoree to develop knowledge and management skills. This outcome had been achieved however the unanticipated and positive addition was that during a time of crisis the trust that had been built within the relationship allowed for the transfer of important but sensitive knowledge that ensured a crisis was avoided. This is the result of a well-managed mentoring relationship.

### **Why it works at an industry organisation level?**

Mentoring and The 3 M's Project has been effective at an industry organisation level, we can see the mentoring of others by current organisation office holders. But it is also evident that the connections go beyond the immediate relationships with mentors and mentorees making linkages across the industry. So what does this provide? Opportunity to learn, opportunity to advance and opportunity to change.

Hope you enjoy the other parts of the e-letter.

Jill

### **Activities of the 3 M's Project**

The 3 M's Project has developed a number of resources and process and we continue to offer these to the industry and welcome your inquiry

- Information Packs – which include introductory materials, stepped processes for developing a mentoring relationship and worksheets to assist you to keep on track.
- How to Guides – current research on many aspects of the mentoring process transferred into easy-to-read guides of the stages of the mentoring relationship
- Guidance to finding a mentor – a supported process to assist people with their initial thinking and initial approaches when considering asking someone to be your mentor.
- Support of mentoring relationship – a structured process during the twelve months of mentoring relationships formed through The 3 M's Project.
- Mentoring Workshops – customised workshops to provide industry organisations with a "taste" of mentoring.
- 3 M's E-letter – and the quarterly e-letter.

If you want further information regarding any of the above project areas

contact jill@ruraltraininginitiatives.com.au

### **Seafood Directions 2011 Mentoring Workshop**

The 3 M's Project will once again be offering a number of mentoring workshops to the industry.

We are currently offering:-

- a short-day workshop for people attending Seafood Directions 2011 on the Gold Coast in October
- a short-day workshop in September following the National Seafood Industry Leadership Program Graduation.

The 3 M's project has the capacity to provide your organisation with a mentoring workshop with content and timing to match your needs.

### **Stalemate Moves - Mentoring**

So you are not getting anywhere, you haven't talked for a number of months, the goals are not being ticked off... Sounds like stalemate – not checkmate.

What should you do...

#### **Issue - We haven't met at all or only once.**

Solution: It is suggested that a conversation must be had in this situation to re-establish what is supposed to be occurring. At a basic level you must show leadership and communicate a pathway forward.

#### **Issue - We have met a number of times but just chat.**

Solution: Initiate that a set of goals can be developed. Review "How to be a mentor/mentoree" sheet and set the agenda for the next meeting to discuss and finalise the goals of the mentoree and mentor.

#### **Issue - We have met but we have no structure and are not getting anywhere.**

Solution: Someone must take the lead here – set a meeting calendar for the next three months and agenda for each meeting. At the conclusion of each meeting review if the agenda has been covered.

#### **Issue - We are meeting but we have no meeting schedule.**

Solution: Look at the above and begin to put in place an agenda for each meeting. Perhaps an agenda is not being set because goals and direction

haven't been set. You may need to review "How to be a mentor/mentoree" sheet.

**Issue - Our meetings are enjoyable but our goals are vague and/or difficult to discuss.**

Solution: Review the above solution.

**Issue - I don't think this is going to work ever.**

Solution: Don't give up early...give Program Manager - Jill Briggs at Rural Training Initiatives a call on 0409455710. However if there is no way the relationship is going to work then the next step is to communicate what has happened and close the relationship professionally. Hoping it will just "disappear" will make future meetings difficult and potentially embarrassing.

**Issue – mentoree/mentor seems disengaged.**

Solution: Communicate and ask the obvious questions – "wondering what we can do to get the mentoring relationship progressing"...

**A commitment does not have to be for a lifetime**

One of the great things about mentoring formally is developing a timeline. A timeline that includes i, when to commence and ii, when to revise/complete. As a mentor or mentoree it is a responsibility of the mentoring relationship to define the relationship. The length - days/months - should be established up front as should how regularly meetings will occur and by doing this two small actions a calendar is established and therefore other actions can be managed.

**Mentoree Learning**

Following on from above one of the most effective mentoring relationships is reflected on below:-

My external mentorship never formally ended. We have kept in contact for various things and saw each other once in Canberra. I found it to be a productive and useful relationship. Mentor was gently urging me into other formal and although I was unable to commit the but the fact that he was urging me into them made me feel like I could do them when the time is right.

Although we vary rarely made formal arrangements to connect, I found that the frequency of which we did was very useful and productive. I also think that we have both benefited from our relationship and still do today.



# The 3 M's

## Project E-letter



June 2011	Funded by The Fisheries Research and Development Corporation
<b>In This Issue</b>	
<ul style="list-style-type: none"><li>· Mentoring Learning Journey</li><li>· Beyond Seafood Industry Mentoring</li><li>· Activities of The 3 M's Project</li><li>· Mentoring Workshops for 2011</li><li>· Evolving Relationships</li></ul>	<b>Mentor Learning</b>  <b>Reflections from a Mentor.</b>  The mentoree and I have meet (so far) for six (6) or more discussions. All of these meetings have been via electronic mediums and the content has been largely about a specific area about which the mentoree was requiring assistance. I feel that the mentoring relationship seems to be useful in that the advice provided by me has been put into action. I believe that the process works very well but there is a clear need for the mentoree to motivated to put in effort to implement new learnings. It is really valuable that the first conversation allowed us to work out our commitment to the process which has ensured an effective relationship.
<b>Contact</b>	<b>Beyond Seafood Industry Mentoring</b>  <b>Beyond Seafood industry Mentoring - Where else is mentoring happening?</b>  The aim of The 3 M's Project is to transfer knowledge from one person to another. It is clear that mentoring occurs at both informal and formal levels in our lives but it is also valuable to know where else mentoring is occurring and the impact it is having. A quick scan of the internet suggests that mentoring is occur across levels of our nation community. It is happening within multinational companies; e-technology and start-up businesses, within social justice organisations and throughout other primary industries at a formal and informal level.
Jill Briggs  3 M's Project Manager  Managing Director - Rural Training Initiatives P/L  <a href="mailto:jill@ruraltraininginitiatives.com.au">jill@ruraltraininginitiatives.com.au</a>	Curtin University has a mentoring program has a formalised and structured program to assist first year students – it is a structured program where mentors

[www.ruraltraininginitiatives.com.au](http://www.ruraltraininginitiatives.com.au)

[Twitter.com/#!/RTI\\_JillBriggs](https://twitter.com/#!/RTI_JillBriggs)

are paired with mentors (<http://mentoring.curtin.edu.au/>)

The Smith Family provides numerous mentoring opportunities for the clients they work with from young people questioning their future through to assisting youth transit from disadvantage to advantage  
( <http://www.thesmithfamily.com.au/site/page.cfm?u=34>)

The Australia Institute of Company Directors has a mentoring program which pairs individuals through a application and selection process with chairpeople and experienced directors of ASX 200 listed companies  
(<http://www.companydirectors.com.au/Director-Resource-Centre/Governance-and-Director-Issues/Board-Diversity/Mentoring-Programs>).

Grain Growers has a mentoring program linked directly to the annual grains leadership program. The program appears to be less formal than the above programs with support and training provided

(<http://www.graingrowers.com.au/industrydevelopment/capacity-programs/australian-future-grain-leaders-program/mentors>)

### **Beyond Seafood industry Mentoring – What are the Outcomes?**

DairySage has over 100 people completed the training and people involved have provided feedback that suggests that learning has occurred and the young people of the industry will benefit through the connection with industry leaders. It also appears to have provided people with an understanding of goals and ways to mentor – The 3 M's project provides multiple resources and numerous workshops therefore be encouraged that learning about mentoring will assist you to be a better mentor.

Curtin University quote mentors who mention connecting with someone who has a similar life experience that assists them to transition into a new place. The 3 M's asks our mentorees to select their own mentor through carefully considering their needs and future direction. These mentors through regular or occasional contact, have assisted seafood community individuals to transition into a new space.

The Graingrowers mentoring program speaks of how it has provided people with personal leadership growth through significant connections with mentors. The 3 M's program has provided this opportunity to people involved in the mentoring

activities. It must be mentioned here that all people involved in the 3 M's program talk about learning for both the mentoree and mentor.

### **Beyond Seafood industry Mentoring – How does this inform The 3 M's Project?**

This research on other mentoring activities suggests that:-

- The 3 M's Project is delivering a concept that is being delivered across many sectors of primary industries and beyond.
- Mentoring programs that are structured allow for tracing of outcomes for both mentor and mentoree
- Learning for mentorees provides opportunity for personal and professional growth
- Connecting with people who have similar experiences is useful for information gathering for the mentor
- Developing of materials is a common part of the mentoring program.

It would then appear at first glance that The 3 M's program is delivering to the seafood industry a concept that reflects similar processes adopted by other organisations.

### **Activities of The 3 M' Project**

The 3 M's Project has developed a number of resources and process and we continue to offer these to the industry and welcome your inquiry.

- Information Packs – which include introductory materials, stepped processes for developing a mentoring relationship and worksheets to assist you to keep on track.
- How to Guides – current research on many aspects of the mentoring processes transferred into easy to read guides of the stages of the mentoring relationship.
- Guidance for finding a mentor – a support process to assist people with their initial thinking and initial approaches when considering asking someone to be your mentor.
- Support of mentoring relationships – a structured process during the twelve months of mentoring relationships formed through The 3 M's Project.
- Mentoring Workshops – customised workshops to provide industry organisations with a "taste" mentoring.

- 3 M's e-letter – a quarterly e-letter to keep the seafood industry informed.
- Mentoring Research – current research papers on mentoring.

If you want further information regarding any of the above project areas contact [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au)

### **Mentoring Workshops 2011**

The 3 M's Project will once again be offering a number of mentoring workshops to the industry.

We are currently offering:-

- a short-day workshop for people attending Seafood Directions 2011 on the Gold Coast in October
- a short-day workshop in September following the National Seafood Industry Leadership Program Graduation.
- a short version to Women Industry Network – Seafood Community – currently in the planning phase.

**The 3 M's project has the capacity to provide your organisation with a mentoring workshop with content and timing to match your needs. Please contact Jill Briggs at [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) for further information and opportunities.**

### **Evolving Relationships - Mentoring**

Mentoring is about support in significant transitions. The mentor has a role to help the mentoree grasp the wider significance of whatever is happening, where at first sight it might appear trifling or insignificant. The nature of the mentoring relationship is dynamic, in the sense that it:

- will be different according to the circumstances, purpose and personalities involved and;
- evolves over time.

### **The Effect of Circumstances**

Some of the factors that influence circumstance include:

- The social environment in which the relationship occurs e.g. workplace or industry organization.
- The level of formality e.g. ad hoc or part of a structured program.
- The gap in age, influence, experience, ability and so on of the participants.
- The expected and actual duration of the relationship.
- The degree of rapport felt between the participants.
- The extent and nature of the support that the mentor provides and that the mentoree is seeking.
- The motivation of both mentor and mentee to achieve change.

All of these factors are likely to have an impact on the expectations and behaviours and interactions during the mentoring relationship.



# The 3 M's Project E-

## letter



September 2011

Funded by The Fisheries Research and Development Corporation

### In This Issue

- Making the Relationship Stronger
- Extension Time Again
- Mentoring Workshops for 2011

### Contact

Jill Briggs

3 M's Project Manager

Managing Director - Rural Training Initiatives P/L

[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au)

[www.ruraltraininginitiatives.com.au](http://www.ruraltraininginitiatives.com.au)

[Twitter.com/#!/RTI\\_JillBriggs](http://Twitter.com/#!/RTI_JillBriggs)

### Making an Ongoing Mentoring Relationship Stronger and More Productive

– Dan Pinnington

Every mentoring relationship must find its own equilibrium and path. As time passes the partners will get to know each other, and a stronger personal relationship will develop.

As the relationship progresses, there are several things that mentor and mentoree can do to make it work better. Effective communication and candid feedback are key. Both partners should try to ensure time is used as effectively and efficiently as possible. And, both mentor and mentoree should monitor the learning process and progress, to ensure that the mentoree's learning goals are going to be reached.

### The Art of Positive Feedback

One of the most important aspects of a mentoring relationship is how the mentor provides advice and feedback to the mentoree, and how the mentoree responds to that communication.

Giving feedback in a positive and constructive way is often difficult for

mentors. At the same time, receiving that feedback without getting defensive is often difficult for mentorees. To ensure it is well received, feedback should be thoughtful, specific, timely, candid, and constructive. When considering how to frame communication with a mentoree, focus on the mentor's key role: to nurture the mentoree's growth by facilitating an accepting, open and affirming learning atmosphere.

For example, when asked a question, avoid the temptation to instantly offer an answer. Instead, work at listening to the question and understanding the issue with which the mentoree is struggling.

Then challenge the mentoree to think the question through to a solution. Using open-ended questions that start with "how" or "what" often help direct the mentoree to the answer. This technique will help the mentoree develop the ability to critically think through problems and arrive at a solution on their own.

Finally, celebrate the successes, and don't shy away from talking about the failures, and what can be learned from them. This will help the learning process and build the mentee's confidence. With patience and time, the partners should develop a good rapport and become more comfortable with openly and freely conversing with each other.

### **Extension Time Again**

#### **Seafood industry Mentoring.**

The 3 M's Project has now created a considerable body of information regarding mentoring from a mentoring pack to "how to" guides and papers and articles about mentoring. This information is being extended out into the seafood industry through the formal mentoring relationships developed and supported through this program, via e-letter circulation and general resourcing of interested individuals within and beyond the seafood industry and community.

Details of this project materials:-

Mentoring Pack containing:-

- Part 1  
Mentoring Concepts; Assumptions regarding mentoring; Why mentor; The relationship; Beginnings and; Success Factor
  - Part 2  
Developing the 3 M's relationship; Managing difference of opinion and; Achieving specific outcomes.
  - Part 3  
Resources
- Nine (9) How to Guides

- How to formalise a reflection process
- How to enhance the mentoring relationship
- How to achieve mentoring excellence
- How to set goals
- How to manage a mentoring meeting
- How to maintain a mentoring relationship
- How to find a mentor
- How to be a mentor
- How to be a mentoree

Articles and Papers

- Assessing Mentoring
- Female Mentoring
- Is more truly merrier
- The we that is me
- Virtual mentoring
- Youth mentoring

Feel free to contact Jill Briggs – Project Manager to access any of these materials.**Mentoring Workshops 2011**

The 3 M's Project will once again be offering a number of mentoring workshops to the industry.

We are currently offering:-

- a short-day workshop for WINSC members attending Seafood Directions 2011 on the Gold Coast in October
- a mentoring overview and opportunity session – Oceanwatch in October 2011

**The 3 M's project has the capacity to provide your organisation with a mentoring workshop with content and timing to match your needs. Please contact Jill Briggs at [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) for further information and opportunities.**

## Appendix 15.5 Registration Form



### Mentor Registration Sheet

It is anticipated that in completing this form you understand the following:

- The mentor/mentoree relationship will be for a minimum of twelve (12) months
- The mentorees will have an opportunity to view the profile that will be developed from this sheet
- That a regular contact process is essential for the relationship to be successful – a minimum of 6 contacts over the 12 months is suggested
- That contact can be via any media that is suitable but it must be appropriate from mentor and mentoree.
- That attendance at the occasional gathering is not essential but encouraged
- That project materials will be considered and online conversations contemplated

FURTHER INFORMATION WILL BE PROVIDED WHEN THE RELATIONSHIPS HAVE FORMED.

PLEASE RETURN THIS SHEET TO:

Jill Briggs – Project Manager – 3 M's Project  
1. [jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au)

OR

2. Jill Briggs – Rural Training Initiatives  
1095 Kings Rd  
Norong, 3682, Victoria

Please complete the following:

Name:	
Postal Address:	
Email:	
Phone:	
Mob:	
Fax:	

1. Outline the reasons you have personally for wanting to participate in the 3M's program?

2. Outline the reasons you have for your business/organisation involvement in the 3M's program?

3. What outcomes would you expect from a mentoring relationship?

4. What are your career goals for the next 5 years?

5. What skills do you bring as a mentor?

6. What knowledge, within or beyond the seafood industry, do you bring as a mentor?

7. Provide BRIEF career highlights

8. What is your greatest achievement?

9. Consider the seafood industry – what are you passionate about?

How often will you be able to meet with the mentoree?

## Appendix 15.6 Confidential 3 M's Database

The 3 M's Project - Mentors, Mentorees and Mentoring Seafood Industry Project				
<b>Mentors</b>				
Name	Address		Landline	Mobile
Mr Crispian Ashby	Program Manager, Fisheries Research & Development Corporation, PO Box 222, Deakin West ACT 2600		02 6285 0400	
Dr Gavin Begg	Fisheries and Marine Science, GPO Box 858, Canberra, ACT 2601			
Mr Damien Bell	Bellbuya Seafoods, 54 Nutbush Ave, Fallon, WA 6012			
Nathan Bicknell	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Mr Simon Boag	Chief Executive Officer, South East Trawl Fishing Industry Association (SETFIA) PO Box 1125, Lakes Entrance, Vic 3909			
Ms Heather Brayford	Fisheries WA Manager – Strategic Planning and Policy, Locked Bag 39, Cloisters Square, WA 6850			
Jill Briggs	1095 Kings Rd, Norong, VIC. 3682		260357284	409455710
Dr Kate Brooks	PO Box 3287, Prahran East VIC 3181			
Chelsea Buckley	73 Northbourne Ave, Civic Canberra Australian Capital Territory 2600			0417 567 202
Chris Calogeras	38 Lake Ridge Crt Lake Macdonald Qld 4563			401692601
Jean Cannon	PO Box 4073 Norwood South 5067 SOUTH AUSTRALIA		08 8365 9513	0408 521 622
Mr Ian Cartwright	Thalassa Consulting, 13 Monaco Place, Howrah, Tas 7018			
Mr Joe Coco	Faculty of Marine and Aquaculture Tropical North Queensland TAFE		4043 8671	0417 735 800
Mr Greg Cotton	P.O Box 3073, Port Lincoln S.A 5606		08 8682 6350	0409 009 221
Ms Jenny Cupit	Biological Quarantine Operations and Marine Pests Branch - General Manager DAFF GPO Box 858, Canberra ACT 2601			
Mr David Ellis	PO Box 1146 Port Lincoln, 5606		08 8682 3257	0427 837 966
Fiona Ewing	PO Box 15 Snug TAS 7054		03 6224 2890	
James Findlay			262255400	
Justin Fromm	19 Pearl Road, Cloverdale, WA 6105		0411 146 396	
Ms Jayne Gallagher	Box 26, Mark Oliphant Building, Laffer Drive, Bedford Park, SA 5042		08 8201 7651	0438 336 712
Eduardo Gallo	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Mr Neil Green	PO Box 392 Clayfield, Qld 4011		07 4783 3669	0408 182 252
Mr John Harrison	PO Box 483, Maclean, NSW 2463		02 6645 0791	042 930 3321
Luke Hartsuyker	PO Box 2056 Coffs Harbour N.S.W 2450		02 66 525633	0427 694 580
Steve Hay	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Jennifer Hemer	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Lawrence Hogan	Confidential Information			
Dr Patrick Hone	Executive Director, Fisheries Research & Development Corporation, PO Box 222, Deakin West ACT 2600		02 6285 0410	
Mary Howard	577 Singleton Road Laughtondale NSW 2775		02 4566 4317	
Mr Glen Hurry	Managing Director, Australian Fisheries Management Authority (AFMA) Box 7051 Canberra Business Centre ACT 2610			
Ms Paula Kenny	37 Tobruk Tce, Port Lincoln SA 5606		08 8683 0054	0412 462 364
Dr Ian Knuckey	22 Bridge Street, Queenscliff, VIC 3225		03 5258 4399	0408 581 599
Dave Kreutz	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Lyn Lambeth	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Sarah Lowe	141 Wells Pde, Blackmans Bay, TAS 7052		362297501	400435186
Kate Lowe	1/36 Deakin Street, Brunswick East, VIC 3057		03 90201247	0430 514 356
Maria Manias	6 Toohey Avenue Epping VIC 3076			0428 282 299
Mr Peter McGinnity	Great Barrier Reef Marine Park Authority, General Manager, PO Box 1379, Townsville, QLD 4810			
Mr Ross McGowan	EO Seafood Industry Victoria, Ground Floor, 484 William Street, West Melbourne, Vic 3003		03 9329 5660	
Ms Libby Mears	PO Box 350, Torquay, VIC, 3228			
Mr Nic Middleton	Coastal and Aquatic Partnerships Section, Australian Government Land and Coasts Division, 7 London Circuit, Civic ACT 2601		02 6271 6545	0437 671 724
Ms Samara Miller	Executive Officer Seafood Training Centre of Excellence, PO Box 2020, Port Lincoln , SA, 5606			
Mr Ian Nightingale	GPO Box 1815, Adelaide, SA 5001		08 8303 0777	
Dr Wayne O'Connor	Port Stephens Fisheries Industry, Locked Bag 1, Nelson Bay, NSW 2315			
Mr Len Olyott	PO Box 1415 Kenmore QLD 4069		07 3202 5172	0423 771 137
Kylie Paulsen	5 Moura Place Fisher ACT 2611		02 6287 4140	02 6166 4565
Anite Paulsen	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Mr. Peter Poulos	21-29 Bank Street Pyrmont NSW			
Dr Nigel Preston	C/O CSIRO Marine and Atmospheric Research, PO Box 2583, QLD, 4102		738335910	417733184
Lowri Pryce	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Stuart Richey	PO Box 69, Shearwater, TAS, 7307		364244880	408142337
Simon Rowe	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Ms Jo-Anne Ruscoe	PO Box 222, Deakin West ACT 2600		02 6285 0400	0415 244 759
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Mr Michael Sawyer	Unit 2, 91 Tyler St, Tuart Hill, W.A. 6060			0428 735 914
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Richard Sellers	Mineral House 100 Plain Street, East Perth, WA 6004		892223555	
Jay Shoesmith	C/O Locked Bag 247, Pyrmont, NSW 2009		296602262	
Senator Rachel Siewert	1/151 Brisbane St, Northbridge WA 6000			
Mr Alan J Snow	44 Marie Street, Murarrie, Qld 4172		07 3390 6220	0418 199 516
Ms Gail Spriggs	PO Box 3020 Port Lincoln SA 5606		08 8621 2930	0428 868 542
Marianne St Clair	C/O WINSC			
Mr Len Stephens	Seafood CRC, Box 26 Mark Oliphant Building, Laffer Drive, Bedford Park, SA, 5042		08 8201 7651	0418 454 726
Barry Tarr	9 Krummor St, Mt Gambier South Australia 5290		0408 085 937	
Mr Grahame Turk	Locked Bag 247, Pyrmont NSW 2009		02 9004 1101	0418 700 021
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Brad Warren	Locked Bag 247, Pyrmont, NSW 2009		02 96602262	412606959
Donna Wells	PO Box 5132, Port Nelson, NZ		64 3 545 6964	272431282
Anne Whalley	5 Martin Street Bundaberg QLD 4670		07 4153 0658	0427 525 723
Michael Wooden	C/O Locked Bag 247, Pyrmont, NSW 2009		02 96602262	

Mentorees			
Name		Address	
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Nick	Danenbergs	UNISA/CRC, North Terrace, C/- School of Marketing, Adelaide, SA, 5000	883029167
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Bradley	Milic	AFMA PO Box 7051, Canberra BC, ACT, 2610	262255389
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Malcolm	Poole	9 Walmesley Road, Ourimbah, NSW, 2258	243621687
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Andrew	Rowland	40 Lockett St, Coolbellup, WA , 6163	892463366
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## **Appendix 15.7 – Mentoring Stories**

### **Mentoree A**

The Facts – what actually happened – how often did you “meet” and how were the meetings structured? I approached my mentor over the phone and that was to be our form of communication for the duration of the relationship. During the NSILP we would speak every fortnight or on occasion once a week for an hour at a time. I would often put together an agenda and send this to my mentor a couple of days prior to our next ‘meeting’. However, the conversations themselves did not always follow that agenda perfectly; we allowed discussion to flow and therefore the agendas were flexible.

The Feelings – how did you feel about commencing the relationship? How did you feel during the 12 months? I struggled with the concept of a mentor/mentoree relationship in the beginning as I didn't see the point. I thought the group was providing mentoring to one another in some way and that, to me, was enough. I had never been involved in a formal mentoring process so I resisted or procrastinated when it came time to initiate a relationship. Once i did though, I found I benefited from the feedback and experience my mentor brought to the relationship. I also appreciated my mentor challenging my thought process and the 'follow ups' as it showed a genuine interest in the relationship. I am disappointed that I allowed the relationship to dwindle following the completion of the course. I think a mixture of laziness, lack of time and motivation got in the way. I guess also I was worried about how to continue the relationship once the course was over and instead of communicating this with my mentor I let it go.

The Analysis – what have you learnt about being a mentoree? What have you learnt mentoring relationships? Formal mentoring relationships take a commitment by both people in order to sustain the relationship for its duration; this requires communication and effort. Informal mentoring relationships can take many forms and can be just as important in the role they provide those who are not as comfortable with the formal process.

The Actions – what would you suggest the industry does regarding mentoring? At a grass roots level I think there needs to be the ability for fishers to take on a young and enthusiastic person and mentor them through a traineeship type of arrangement. There also needs to be mentoring for board/committee members so that industry can continue to play a role in the management of the fish resource. A formal process whereby you mentor 'on the job' and through a handing down process may be of benefit.

### **Mentoree B**

The Facts: (External) I approached my mentor by phone, he agreed and the relationship commenced. After the initial contact we made a plan to contact each other every two weeks (roughly) by phone, which turned out to be at least once sometimes twice a month. He came to Lincoln a few times for other meetings but made a point to catch up with me each time and talk face to face. We would talk about current issues/happenings within the industry and the course etc. On the odd occasion we would meet at an industry event and he would make a point of including me in conversation and guiding me around the room to meet certain people.

The Feelings: I felt very nervous approaching my external mentor for the first time, even though I'd met him before, it was very intimidating. Throughout the 12 months I found it very easy to talk to my mentor, who was encouraging and full of information and advice. I felt like I got a lot out of the relationship and that it would continue beyond the 12 months.

The Analysis: I learnt it was important to listen and take in the advice I was being given. At the same time it was important for me to reciprocate and share information about myself, my industry and my goals.

The Actions: If the younger members of the industry could take on the leaders as mentors and start relationships, it might help them to not only learn from their mistakes but also learn how to work together and see the bigger picture of 'industry' rather than personal position in it. I would suggest the industry take up formal mentor relationships and share information and experiences and educate together for the future.

### Mentoree C

Facts – number of meetings; length of meetings; location; agenda set; topics discussed

Three meetings - meeting #1 1.5 hours - how the mentoring process will work, what to focus on, how often to meet and where, what to achieve from mentoring – meeting #2 1.5 hours - working through statistics and what to present in Canberra for mission and vision presentation – meeting #2 - 1 hour - parliamentary secretary visit to Port Lincoln, how I felt... the process... dealing with others... dealing with conflict

Feelings – productive and useful process (or not);

Very useful to have confidential conversations with an independent and warming to the mentor more and more and liking each session more and more. We are having effective and efficient meetings and clear direction and goals have commenced. I have a clear idea in my head about what I want to discuss at each meeting and I let my mentor know before or at the beginning of the meeting.

Interpretive – what does this mean about me as a mentoree?

I think I am willing to accept my mentors point of view and take it on board - I wouldn't necessarily do this with a personal friend. The mentor is open to giving her opinion and she makes me look at things from another perspective and we have vision and purpose for the mentoring sessions.

Action –

We will make this even more effective by communicating more in between now the relationship has formed and we will be more structured in regards to I want to achieve, goals for the next few years. We will review the establishing relationship concepts so that we can get the most out of the relationship.

### Mentoree D

Kinda embarrassing but don't expect too much from me or my mentor. Have been lazy on my part with no interaction initiated since first contact. This email is probably the kick up the backside I needed :-) would be a shame to let such a valuable opportunity to learn and grow from slip me by.

### Mentor A

#### The facts

Mentoree and I met by phone initially weekly – Friday mornings and then fortnightly throughout the program. The meetings were structured around an informal agenda which I asked the mentoree to develop. The first meeting followed the guide for mentors and I referred to that often in preparation of each discussion, and sometimes following a meeting to reflect on what might have provided a better experience for the mentoree. For a short period after her graduation we continued to talk perhaps twice, or maybe three times. I followed up by email a couple of months after but did not hear back. We both dropped the ball on continuing this.

#### The feelings

I felt nervous about commencing, and not sure if I was experienced enough, or had enough knowledge. It was difficult forming a relationship with someone I had not met before. I guess it never felt 'natural' and I'm not sure we connected – although I think it was useful for the mentoree, and we gave it a good shot. When it came to providing information or knowledge in areas I felt very confident in, and had experience in, I was much more comfortable.

#### The analysis

I think I should develop 'coaching' skills – this appears to be the mentoring style that would best suit me for this industry – where I sometimes lack technical expertise in areas of fisheries. Mentoring without forming a personal connection is a 'business' proposition rather than a relationship – that's not to say that this can't work, it just needs to be seen for what it is.

### The actions

For maximum impact, upskill those who come in contact with developing people every day. Bring successful relationships out of the closet – have leaders talk about it, as well as those who have benefited from mentoring in the past - maybe a reflection piece in FRDC's magazine – helped by project manager. Recognize mentoring – a new award category for those who are consistently outstanding in sharing their knowledge and wisdom and developing people.

### Mentor B

The Facts – what actually happened – how often did you “meet” and how were the meetings structured?

I met with my mentee via skype. After a few teething probs with the technology this was a great way to keep in contact through scheduled skype meetings for a set amount of time - I think we had 3 skype meetings arranged through email. We also arranged to meet twice in person (other than at the leadership course session) - once in Port Lincoln and once in Canberra which we organised as add ons to other business. Face to face meetings were crucial to the success of our mentoring relationship.

The Feelings – how did you feel about commencing the relationship? How did you feel during the 12 months?

Initially I felt excited and wanted to read the theory behind mentoring so that I could understand the expectations of me as a mentor given this was the first formal mentoring relationship. During the 12 months there were times when I couldn't gauge whether I was being helpful and I was surprised at the end of the 12 months how well it had gone.

The Analysis – what have you learnt about being a mentor? What have you learnt mentoring relationships?

Given I am very task-oriented, I found it challenging not to jump in and provide the solutions to the mentee. I have learnt that if the mentor can identify opportunities for both people to do work-related activities together then the learnings spike and it also builds the relationship. We did a radio interview together and it was as part of this interview that I realised how helpful I had been!

I learnt that I had more to contribute to a woman mentee given my appreciation of some of their fears and struggles which were gender specific in our industry. I imparted some of my knowledge that I had gained from my mentor.

I learnt that it's okay to be involved in a formal mentoring relationship and for this to have an end date so that there are no ongoing obligations.

I learnt that I had a lot of accumulated industry experience, knowledge and skills that I take for granted that other people simply do not know about. This has given me a greater sense of patience and empathy in my work now - especially with younger people in the industry.

The Actions – what would you suggest the industry does regarding mentoring?

I think mentoring for the seafood industry is one of many crucial tools that should be used to upskill our young leaders in particular. If we can find a way for it to happen as a matter of course so that it is continually happening across our industry it would be great, without it even being a specific project - I need to think about this further.

I have been approached by someone outside the industry directly (but in natural resource management) who wants to get into the industry so I am thinking about how I can mentor her and encourage her to follow your career aspirations...so mentoring is not just about people in our industry but intelligent and enthusiastic people that cross your path and are attracted to working in the industry.

### Mentor C

Facts – number of meetings; length of meetings; location; agenda set; topics discussed  
6 or more discussions, all by phone and email. Largely about how to work effectively on an industry committee.

Feelings – productive and useful process (or not); warming to the individual as a mentoree (or not); effective and efficient meetings; clear direction and goals (or not)  
Seems to be useful in that the advice is put into action in some cases.

Interpretive – what does this mean about me as a mentor? What does this mean about my mentoree? What does this mean about how we (mentor and mentoree) have constructed the initial portion of the mentoring process?

Process works pretty well. Depends on the effort of the mentoree to a large degree.

Action

It's ok by me. This is about the level of commitment I can make.

Mentor D

Just letting you know I have met with the mentoree once in early August for around 2hrs. We had a long discussion and mentoree was going to go back to look at her work plan and goals to understand how to re-frame them for her next stage in her professional career. To this date I have not had any further contact with the mentoree. I admit to moving into a new role myself and therefore getting quite busy, but certainly would be happy to respond to an email or phone contact from the mentoree should she consider value in continuing our relationship.

**Appendix 15.8 Mentoring Materials – Mentor Package, Workshop Learning Information, How to Guides, Articles.**

**PLEASE NOTE THAT ALL OF THE FOLLOWING MATERIALS WERE PRESENTED PUBLICLY WITH THE CORPORATE IMAGES SEEN ABOVE.**

**Mentoring Pack.**

# **INFORMATION PACK**

#### **Mentors**

Expectations for mentors are as follows:

- Registration to the database of mentors
- Development and submission of a personal profile using the template if required
- Read through the mentoring pack and develop answers to key questions outlined
- Take a lead role in the initial relationship building phase.
- Complete evaluation interview when required
- Potentially commit to involvement for a number of years

#### **Mentorees**

Expectations of mentorees are as follows:

- Registration for the program using the mentoring forms
- Read through the mentoring pack and develop answers to questions outlined
- Take the lead role in initiating the mentor/mentoree relationship through personal contact with one of the mentors in the database
- Take the lead role in securing the mentor and establishing a relationship with mentor
- Commit to a communication process
- Commit to a learning process
- Commit to a number of outcomes
- Complete evaluation interviews

# **Section #1**

## **Initial Information**

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## **Aim**

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To assist in the building of personal and industry capacity for the Australian seafood industry through a formal industry mentoring process.

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## **Assumptions**

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- That people involved in the mentoring relationships have come freely to the opportunity
- That relationship guidelines between mentor and mentoree will be considered and discussed between the two individuals
- That generosity will be the guiding principle for ACTIVITY between the mentor and mentoree

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## **Definition**

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Mentoring is a planned pairing of a more experienced person with a lesser skilled individual for the purpose of achieving mutually agreed on outcomes. It is a partnership in which both individuals share in a growth process and the personal development of one another.

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## **History of Mentoring**

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Mentoring began in ancient Greek methodology. Around 1200 B.C. Odysseus was leaving for the siege of Troy when he appointed his friend, Mentor, to be a surrogate father to his son, Telemachus. Historical records show that skills, culture, and values in preparation for manhood were learned in this paired relationship.

Craft guilds founded in the Middle Ages show examples of mentoring. Young people were apprenticed to master craftspeople working in specific professions such as merchandising, law, or gold smithing. These apprenticeships were forerunners to the employer/employee relationship models found in the industrial society.

The term mentoring has been used since these times to describe a relationship where an individual receives advice and/or coaching from a more senior wise counsel. For the mentor, it is an opportunity to develop as an individual both personally and professionally; for the mentoree, it is an opportunity to learn from a more sage person. Typically, these relationships last several years and often end in friendships.

Over the years, informal mentoring relationships have advanced careers and guided skill building through a profession or organisation. As societies become more complex and impersonal, the need for person-to-person mentoring has become even more important. People must develop skills to succeed in today's complex and rapidly changing world. As a result, mentoring assumes an emphasis beyond the standard employer/employee relationship.

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## **Why Mentor?**

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Research results show that people who have been mentored report greater satisfaction and career success than non-mentored individuals. Two thirds of top corporate officers interviewed for one study reported having had at least one mentor who significantly helped them in their careers. Of twenty-

five successful women executives interviewed in a different study, all were found to have had at least one mentor as well.

### **Benefits to Mentors:**

- Personal satisfaction from fostering the professional development of a mentoree.
- The gratification of passing a legacy to the next generation of industry individuals and/or organisations
- Development of new professional contacts.
- Exposure to new ideas, technologies, perspectives through interaction with mentorees.
- Improvement of coaching and counseling skills.
- Enhanced reputation
- Sense of accomplishment
- Personal growth
- Increased knowledge and experiences
- Broadened perspective
- Job enrichment

### **Benefits to Mentorees:**

- Acquisition of new technical, interpersonal or management skills.
- Professional development
- Increased personal confidence
- Key information on the culture and inner workings of the industry.
- Development of a relationship with a person who can be a role model and sounding board to give feedback on ideas and plans.
- Development of new contacts and networks
- Exposure to new ideas, technologies and perspectives
- Organisational support, Increased performance

### **Benefits to the Australian seafood industry:**

- Across-the-board increased industry human capacity in a variety of skills
- Effective communication of the history, culture, mission and goals of sectors or the whole of industry
- Improvement of coaching and counseling skills.
- Increased interaction among individuals across functions and levels of the industry
- Increased communication and understanding

to:

– generate new ideas and skills.

– maximize new knowledge areas, perspectives and ideas.

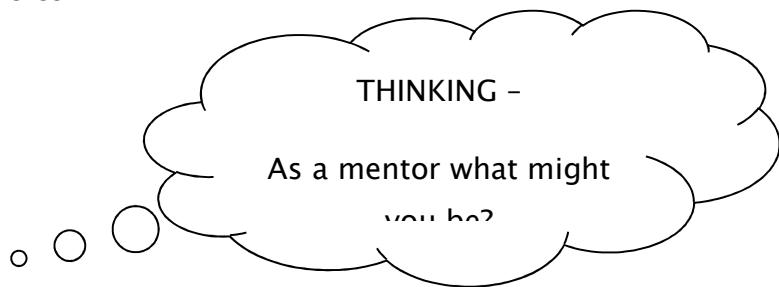
- Bridging the barriers between sectors of the industry across the supply chain

## A Mentoring Relationship

Mentor

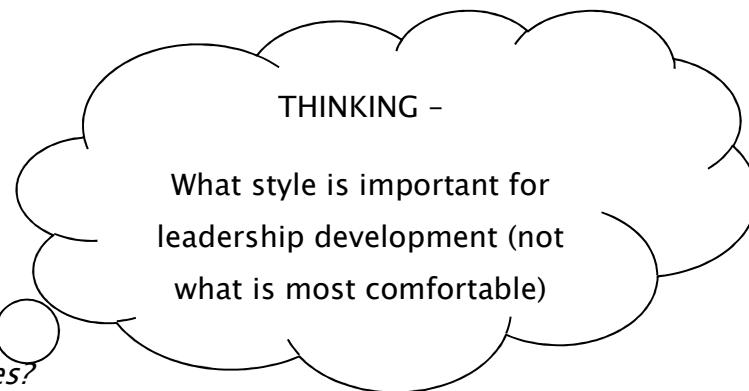
A mentor may provide these roles

- A feedback provider
- A sounding board
- An interpreter
- A role model
- A dialogue partner
- A counselor
- A cheerleader



A mentor is always someone who is helping you achieve your potential. Therefore a mentor could also be the following:

- An Assessor  
*(What did you get from your actions?  
You can increase the outcomes by...)*
- A Challenger  
*(Why did you decide that?  
Is there another way?)*
- A Supporter  
*(Well done - did you use all your resources?  
What can I do to increase your profile through this success?)*



## What role should I have?

Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentoree works to learn and improve
	Sounding Board	Evaluation of strategies before they are implemented
	Comparison Point	Standards for evaluating own level of skill or performance
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others
Challenge	Dialogue Partner	Perspectives or points of view different from mentoree
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles)
	Accountant	Pressure to fulfill commitment to developing goals
	Role Model	Examples of high (or low) competence in areas being developed
Support	Counselor	Examination of what is making learning and development difficult
	Cheerleader	Boost in mentoree belief that success is possible
	Reinforcer	Formal rewards for progress towards goals
	Companion	Sense that mentoree is not alone in struggles and that mentoree can achieve goals.

*McCauley and Velcro, Handbook of Leadership Development, 2004, Jossey-Bass, San Francisco*

### **Critical mentoring skills include:**

- Being a good listener and knowing how to give effective feedback.
- Knowing how to help with goal setting and planning.
- Knowing when to give and when not to give advice.
- Having the ability to instill confidence and motivate people.

### A successful mentor:

- values the industry and its work;
- cares about others and treats everyone with respect;
- is tolerant, non-judgmental, and accepts personal differences;
- is confident and secure with self;
- is able to establish a comfortable environment for discussions;
- enjoys watching a mentoree develop;
- demonstrates sensitivity to a mentoree's needs and;
- trusts others and can be trusted.

### **Personal characteristics of a successful mentor**

Commitment  
Trustworthiness  
Shared decision-making  
Empathy for others  
Open communication style  
Enjoyment of people

## Mentoree

Consider the above opportunities for the mentor to shape what he/she will provide and decide what you personally require to achieve your outcomes and ensure that this is enacted during the relationship.

Also think about...

A good mentoree:-

- is eager to learn and open to new ideas;
- is willing to take risks;
- has a positive attitude;
- is open to receiving feedback about skills and behavior;
- is able to integrate feedback and act on it and;
- takes initiative and demonstrates resourcefulness.

## Tips for mentorees

1. Ask for help on a specific project, work on a committee or task force together and ask for specific information.
2. Take initiative. Ask for specific advice, feedback and let others know your interests and skills as well as what you are working on.
3. Produce high quality work.
4. Show great ambition and enthusiasm on the job.
5. Put in extra time.
6. Show loyalty and trustworthiness toward your mentor.
7. Discuss with your mentor alternative strategies or perspectives for a project or idea.
8. Think ahead of time what questions you would like to ask.
9. Follow up. Meet regularly with your mentor and let them know about the progress of the project, ideas you had earlier discussed with them.

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## How Might it Work

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### Beginning the relationship

Step 1.

It is suggested that both the mentor and mentoree consider key questions similar to those found as part of the external mentoring form.

Mentor

1. Why do you believe you were chosen to be this person's mentor?
2. What can you provide in this relationship?
3. What do you assume will be your roles and responsibilities?
4. How were you approached? Was it an appropriate first contact?
5. How often can you meet? Where and for how long?
6. What do hope will be achieved by September 2011?

#### Mentoree

1. Why did you choose this person?
2. What will this person provide?
3. What will be your roles and responsibilities?
4. How did you approach this person?
5. How often will you meet? Where and for how long?
6. What do you hope to achieve by September 2011?
7. What will you be able to provide the mentor?

## Step 2.

Start with an initial conversation, via any medium that is most convenient for both mentor and mentoree.

At this meeting the following should be decided and completed:

- Roles and responsibilities – mentor and mentoree
- Confidentiality and privacy – mentor and mentoree
- Arrangements for future contacts between mentor and mentoree
- Level of commitment expected (time, energy, flexibility)
- Boundaries and limitations for the mentor's contact with the mentoree
- Anticipated outcomes for the mentoree and mentor

The meeting should also include the mentoree completing the external mentoring form on behalf of the mentor. This form is to be sent to Rural Training Initiatives Pty. Ltd. The receipt of the form will activate the next stage of support for both the mentor and mentoree.

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## **Success Factors – Mentoring Relationships**

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1. Both mentor and mentoree are open to change, willing to explore possibilities, and are willing to help and learn from each other.
2. Both make a commitment to advancing the professional development of the mentoree.
3. The relationship is a healthy one from which both individuals gain personal and professional satisfaction.
4. Both are capable of confronting and constructively resolving conflicts.
5. Mentorees recognize the mentor's effect on their professional development.
6. The relationship evolves and changes with time as the needs and goals of the mentor and mentoree change, and may end when that suits the need of the pair.

What should be avoided?

- A one-time meeting event
- A replacement for supervisory feedback, counseling or coaching
- Psychological or psychiatric advise
- Career advisor

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## **Resources**

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<i>Mentoring</i>	:	<i>How to Develop Successful Mentor Behaviors</i>
Shea, Gordon F. (Author)		
Publisher:	Course	Technology
Released: 2001		Crisp

Practical and useful information as well as work sheets and some interesting stories of mentoring experiences

*Coaching, Counseling and Mentoring : How to Choose and Use the Right Technique to Boost Employee Performance (2nd Edition)*  
Stone, Florence M. (Author)  
Publisher: AMACOM  
Released: 2007  
Language: en

An interesting text and has some descriptive information about how to actually talk across the miles and how to finish a mentoring relationship. More recent and a little more work based in context.

*Mentoring in Action: A Practical Guide, (2nd Edition)*

Megginson, David (Author)

Publisher: Kogan

Released: 2007

A practical book and also provides some interesting information and feels current with e-mentoring mentioned.

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# **Section #2**

# **Building the Relationship**

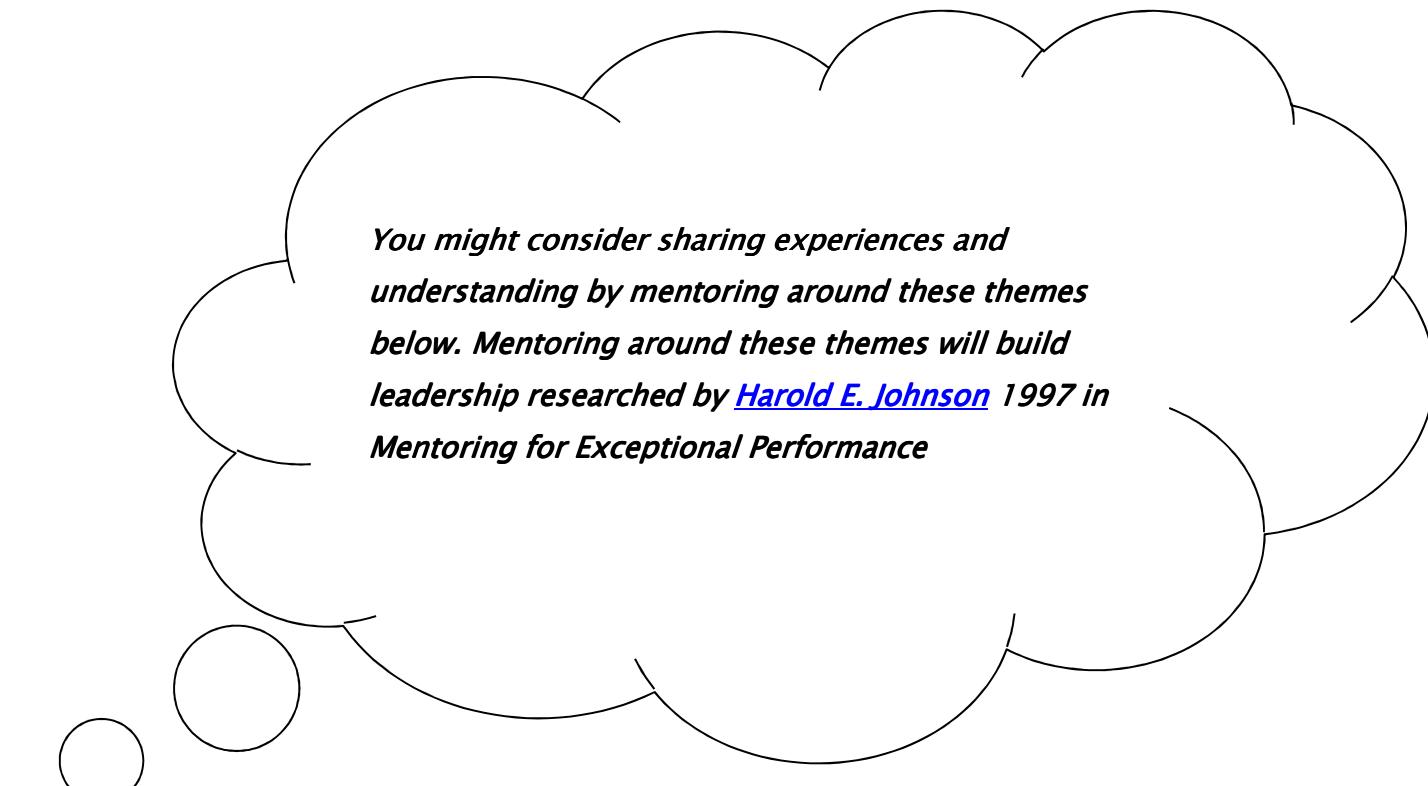
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"The energy my mentoree brings to discussions helps me to re-energise and think broadly. This relationship is a building of ideas and not just me giving him my ideas." – Mentor – USQ Mentoring Program

## Developing the 3 M's relationship further

- The Mentor's role is to assist by imparting expertise and practical experience to the Mentoree. Mentors can provide industry knowledge, an in-depth understanding of organisational culture, politics, networking and protocol.
- Mentors are not required to provide all the answers; instead the Mentor encourages the Mentoree to use their available resources to identify solutions. It is a collaborative partnership. It is about building ideas not just simply giving answers.
- Mentors can help alleviate mentoree apprehension regarding the mentors time availability by periodically connecting in an unplanned fashion e.g. emails which reinforces that you are available to assist.
- Mentoring is effective when the mentoree's goals and objectives are established clearly from the beginning. Establishing clear outcomes will assist both parties in maximising the potential benefits that may develop from the mentoring relationship.



*You might consider sharing experiences and understanding by mentoring around these themes below. Mentoring around these themes will build leadership researched by [Harold E. Johnson](#) 1997 in *Mentoring for Exceptional Performance**

- *Achievement*—Knowledge is an essential ingredient for self-reliance and personal competence and both are prerequisites for achievement.

What knowledge can you share with the mentoree?

- *Pragmatism*—A realistic and common-sense approach and noticing and seizing opportunities.

What is your experience of pragmatism?

- *Focus*—An intense commitment to provide exceptional outcomes and understanding all the people involved in achieving the outcome.

How have you seen focus assist in achieving goals?

- *Commitment*— Maintaining allegiance to a vision, a goal or objective.

What personal stories can you share regarding commitment?

- *Optimism*—Seeing possibilities and transforming difficult situations into opportunities.

Choose one of the hundreds of industry stories and share it.

- *Responsibility*—Accepting responsibility is the first step and it can't be delegated.

A story of “stopping the buck ” is essential or a mentoree in NSILP.

- *Humility*—Readily acknowledging that one doesn't have all or most of the answers provides an invitation for participation.

Talk about teams and sharing roles and accepting accolades.

## Some conceptual questions that must be considered by the mentor

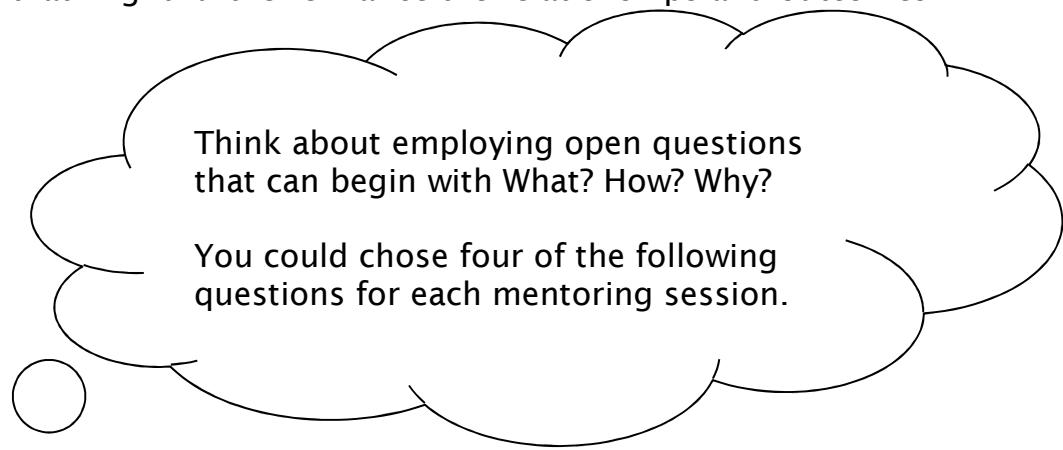
- What is the mission for the mentoree?
- What is it that the mentoree wants from the mentor?
- What skills do I need to make sure I am employing when we meet? Listening? Questioning? Confirming? Encouraging?
- What information must I share each meeting?
- What information must I extract from each meeting?
- How can I make sure it is an enjoyable process?

## Building the Rapport

- How am I establishing an effective relationship?
- Does my mentoree know when I am contactable and how often?
- Is the environment suitable for the mentoree to be able to ask difficult questions?
- How can I maintain honesty and openness but also ensure that I am not impacting on the trust we have built?
- How can we build a system of confidentiality? And how might we maintain this?

## Interactive Communication

Questioning your mentoree will assist – here are some ways of questioning that might further enhance the relationships and outcomes.



Think about employing open questions that can begin with What? How? Why?

You could choose four of the following questions for each mentoring session.

- How do you feel about your present leadership performance?
- What are the ways you feel this should be handled?
- Why do you feel this has been happening so frequently and for so long?
- What do you think about it?
- What other objectives do you think you should be pursuing at this time?
- What do you feel is most important right now in terms of your NSILP Strategy and the NSILP team?
- What do you like least about your present situation?
- Who else is involved in that problem?
- How important is that solution to you?
- What do you think would happen if you implemented another solution?  
What are some other solutions?
- What are the implications if this situation continues?
- What are the behaviours you want to see?
- What are outcomes and how will you know they have been achieved?
- How did you come to feel this way about your role in NSILP?
- Why do you feel that this is the best approach?
- What do you feel are the least effective/most effective ways of accomplishing the next step in the strategy?
- How do you feel this situation came about?
- What do you like least/most about the way this problem has been handled to date?
- What is your opinion?
- How many other people do you feel are in a similar situation?
- What is your opinion on how this can best be handled?
- How do you feel the problem should be approached?

- Can you give me an example of what you mean by that?
- Then what?
- Would you please elaborate on that point?
- Can you tell me more about it?
- Do you recall what other types of problems you were confronted with in that situation?
- What other things do you like to do in your spare time?
- How important is that to you?
- Does that make sense to you?
- Do you think you can live with that?
- How would you like to proceed with this?
- What action would you like to take?
- What do you see is the next step in the decision process?
- How should you come to closure on this situation?
- What's the next move?

---

## Managing Difference of Opinion

---

If things become challenging for the mentoree communication is the basis for coming to resolution. Below are some concepts to consider when dealing with difference



### FOUR COMMUNICATION CATEGORIES:

1. **Passive**: characterised by a desire to avoid offending people at all costs.
2. **Aggressive**: characterised by pushing people around, loudly demanding what you want.
3. **Passive-aggressive**: the long suffering passive person will build up aggressions that will be triggered and a vicious outburst will precipitate.
4. **Assertive**: characterised by the belief that everyone has the right to express his or her own legitimate needs.

## Managing a Difference (of opinion) through Assertive Communication

### Three F's of Assertive Messages

*Feelings*  
**Facts**  
FAIR REQUESTS

#### An assertive statement:

1. Acknowledge your honest reaction, your personal *feelings*.
2. Present **facts** as you perceive them, without making judgments.
3. Encompass a final and FAIR REQUEST, basically outlining what you want (making only one request at a time).

If there is a major difference of opinion causing a “blockage” please contact project manager – Jill Briggs 0260357284 0409455710

# **Section #3**

# **Resources**

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## Meeting Schedule

## **Content First Formal Mentoring Meeting**

During this meeting the four topics below should be covered. The following is a guide of specific topics that could be discussed by both mentor and mentoree.

## ***TOPIC 1 – Establishing Mentoring Knowledge***

## Job/Role/Career

Future Aspirations  
Passions and interests  
Last holiday destination  
Community in which you work

### ***TOPIC 2 – Establishing Mentoring Protocol***

Confidentiality – what must stay in the relationship and what can be shared beyond?  
Boundaries – how to communicate and when  
Reviewing the relationship – set a date  
Areas to be discussed and “no go zones”

### ***TOPIC 3 – Identifying Mentorees Needs***

Areas requiring mentoring  
Specifics regarding the two most important mentorees needs  
Outline how the mentor will assist – minimum of three ways to assist in the two most important needs identified by the mentoree.

### ***TOPIC 4 – Confirming Next meeting***

Confirmation of time and date  
Outline of areas of discussion including:  
Establishing Knowledge  
Reviewing Protocol  
Mentoree Needs  
Mentor Needs

## **Key Mentoring Questioning Concepts in Detail**

### ***KEY QUESTIONING TOPIC 1 - Establishing Mentoring Knowledge***

The purpose of this topic is to establishing understanding, trust and friendship on which strong mentoring relationships are built

#### **Initial Conversation**

- What do you do?
- Do you enjoy what you do?

#### **First Formal Mentoring Meeting**

- What are your roles and responsibilities of leadership in the seafood industry/community?
- Let me tell you a little about my roles and responsibilities
- Where do you see yourself in 10 years time?
- This is where I see myself by 2020?
- What are your passions and interests outside of your roles and responsibilities?
- This is my three greatest passions and these are three of my interests.
- Last holiday destination I went to .....because.....
- The community I work in is Norong and across Australia the two defining concepts in that community is that everywhere is different but everything reminds me of Norong – people and effort.
- Tell me about the community you work in.

### ***TOPIC 2 - Establishing Mentoring Protocol***

The purpose of this topic is to ensure that the structure of the mentoring relationship well defined to minimize the potential of risk and/or surprises

#### **Initial Conversation**

- How will we meet?
- When should we first meet and how?
- These are the times and dates I can manage over the next fortnight

---

## Key Mentoring Questioning Concepts in Detail – cont'd

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### First Formal Mentoring Meeting

- Who do you think should be included in these meetings?
- Do we talk about our meetings with others?
- When would you be happy for me to break confidentiality?
- These are the communication mediums I am happy for you to access to contact me
- These are the times that I am available to you on my phone/facebook/email/ fax...
- I believe we need to review our mentoring relationship at regular intervals?
- How often should we review how we are performing?
- These are areas that I am not willing to assist you with – happy to talk about them but unable to provide assistance.
- What are your “no go zones”?

### ***TOPIC 3 - Identifying Mentorees Needs***

The purpose of this topic is to ensure that the right questions and consequent concepts are discussed during the mentoring meetings

### Initial Conversation

- Why have you chosen me as your mentor?
- What do you believe I am able to do for you?
- This is what I think I can give you...how does that correlate?

### First Formal Mentoring Meeting

***Setting the scene – this mentoring relationship is primarily about leadership enhancement not career pathways. It is also important to note that the role of the mentor is to guide and question. Key outcomes are for moving the mentoree on in their leadership journey.***

- Provide me with details about your role and responsibilities within the seafood industry/community?
- What areas of leadership/advancement are you seeking assistance with?
- What are the parts of leadership that you enjoy the most?
- How can we enhance these areas?
- What are the elements of leadership you find most challenging?

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## Key Mentoring Questioning Concepts in Detail - cont'd

---

- How we can support you in addressing these challenges?
- Where would you like to be in the seafood industry/community in 12 months? 3 years? 5 years?
- Let's distill these aspirations and work on things we can maximize using my skill set.
- These are what I would hope you could do in response to my assistance

### ***TOPIC 4 - Confirming Next meeting***

The purpose of this topic is to provide questions that will continue to set the agenda for ongoing

capacity building

#### **Initial Conversation**

- Time, date, communication medium, agenda.

#### **First Formal Mentoring Meeting**

- Review the process – is this format, communication medium, mentor and mentoree role etc.
- Confirmation of time and date
- Establishing Knowledge – what further information should we share? I am like to talk to you about my own key leadership learnings, would you be happy to discuss the same? I would also like to discuss with you who I believe are great models of leadership and why?
- Reviewing Protocol – I would like us to review.....
- Mentoree Needs – after this meeting what do you feel are the key areas we need to consider next meeting
- Mentor Needs – what new needs could we address? These are the people I want to network you with.

**Workshop Learning Materials**

September 2010

Dear Participant,

The Fisheries Research and Development Corporation and Rural Training Initiatives P/L have commenced the 3 M's project a mentoring program designed for the seafood industry. The project is to run for 3 years and mentoring relationships are for a minimum of twelve months. We welcome you to the project and look forward to assisting you with your mentoring processes and thank you for your commitment to your mentor and the seafood industry.

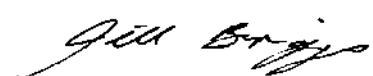
The time commitment within the relationship will be up to the two people – mentor and mentoree – however there are a number expectations of each of the people in the relationship.

During the twelve months of your mentoring relationship it is anticipated that you will support your mentor who is moving into a new phase of the leadership as a graduate from the National Seafood Industry Leadership Program 2010.

This letter is to encourage you to read through the booklet and enjoy your mentoring relationship.

Looking forward to working with you.

Sincerely



Jill Briggs  
Project Manager  
Managing Director  
Rural Training Initiatives Pty. Ltd.  
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## WORKSHOP PLAN

<b>Workshop</b>	<b>Mentoring Workshop – Canberra 24/9/2010</b>	
	<b>Time: 10.00am – 4.00pm</b>	
<b>Workshop Context</b>	<p><b>History</b> - Workshop is one of a number of workshops offered to the seafood industry</p> <p><b>Participants</b> – Come with a mixed level of experience and knowledge about mentoring</p> <p><b>Room</b> – should be set up in a conversational setting</p>	
<b>Rationale</b>	<p>The purpose of this workshop is to: Provide participants with knowledge about mentoring, conversational evidence of mentoring success and confidence to become involved in mentoring</p> <p>This workshop is to provide participants with: Listening to people who have been involved in mentoring; managed conversations about the success and processes of mentoring; planning to be involved in a mentoring relationship.</p> <p>Using all adult education processes – learning by hearing, seeing, talking, doing – information, synthesis and application.</p>	
<b>Outcomes</b>	<p><b>Participants will:</b></p> <ul style="list-style-type: none"> <li>• Build confidence regarding mentoring opportunities</li> <li>• Gain knowledge through guest speaker information</li> <li>• Gain knowledge through information presented by facilitator</li> <li>• Develop personal plans for mentoring opportunities and action.</li> </ul>	
<b>Resources</b>	<p><b>Facilitator Materials</b></p> <p>Laptop Cords Extension cord Power board Projector Whiteboard Flipchart Felt Pens Coloured paper Butchers Paper</p>	<p><b>Participant Materials</b></p> <p>Name Tags Workshop Booklet Evaluation Pens</p> <p><b>General</b></p> <p>Rural Training Initiatives Banner</p>
<b>Workshop Activity</b>	<p>1. <b>10.00am – 10.15am</b> – Arrival Tea and Coffee</p> <p>2. <b>10.15 – 10.30am</b> - Introductions and overview of the workshop.</p> <p>A, Welcome Who I am and what I do? – Jill Briggs and why is mentoring Important to me personally? – Lisa, Maria and Grandmother. Introductions around the room – who you are and why mentoring is important to you personally.</p> <p>B, Outcomes for the workshop - SHOW Slide This workshop is relevant whether you are wanting to mentor or wanting to be mentored – the information is applicable and adaptable for whatever your need</p> <p>C, What do you hope to get from the workshop?</p> <p>D, The resources – workbook and written information</p> <p>3. <b>10.30 – 11.00am</b> - Guest Speaker – Mentoring – what it is and what it achieves</p> <p>4. <b>11.00 am – 12 noon</b> - Positive Experiences of Mentoring – 30 minutes What is mentoring? SLIDE           Mentoring can be both Informal – casual and opportunistic AND/OR Formal – organised and strategic</p>	

SLIDE What does mentoring provide

SLIDE What ways can we mentor

#### DISCUSSION

Informal Mentoring – experience – who was involved, what occurred, when did mentoring occur, how was it managed and organised and what were the outcomes

Formal Mentoring – experience – who was involved, what occurred, when did mentoring occur, how was it managed and organised and what were the outcomes

Group Lists

Mentoring Processes

#### Mentoring Successes

##### 5. 12.000 – 12.30am - The 3 M's Project – 30 mins

The project

The Process

The Resourcing

The Mentors

The Mentorees

The Suggested Steps

The Management

##### 6. 12.30pm – 1.30pm - LUNCH

##### 7. 1.30pm – 2.30pm Challenging Issues around mentoring – 45 mins

Our experiences – what hasn't worked and what have been the solutions.

What to do....if

Not communicating

Not getting on well

Conversations are too personal

Conversations are not structured enough

Not challenging

Not keeping confidentiality

Not wanting to continue

##### 8. 2.30pm – 3.00pm Questions and Answers

Lets ask each other questions not addressed

##### 9. 3.00 – 3.30pm – Personal Roles and Responsibilities of Mentoring

Action Activity

What might you do

Who might you form a relationship with

Why

What would be the outcomes

How would you commence it

When might this commence

##### 10. 3.30pm – 3.45pm - What has been missed – review participant outcomes and address

##### 11. 3.45pm- 4.00pm - Commitment and Close –

<b>Evaluation</b>	Handout evaluation sheet and complete
<b>Facilitator Reflection</b>	<p>Objective</p> <p>Reflective</p> <p>Interpretive</p> <p>Decisional</p>

# Mentoring

## FRDC Project



Jill Briggs  
Rural Training Initiatives



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## OUTLINE

Time	Activity
9.00am	Introductions and overview of the workshop
9.30am	Positive experiences of Mentoring
<b>10.00am</b>	<b>Morning Tea</b>
10.30 am	Guest Speaker – Mentoring and what it is and what it achieves
11.30 am	The 3 M's Project
12 noon	Challenging Issues around Mentoring
<b>1.00pm</b>	<b>Lunch</b>
2.00pm	Questions and Answers
2.45pm	Personal Roles and Responsibilities of Mentoring
3.45pm	Next steps and Close



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## Introductions around the room...

- Who you are? – Name
- Where you are from? – Geographical
- Your current role – Community, Workplace/  
Business or Industry
- Why are you hoping to get from attending the  
workshop?



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# Guest Speaker – A story about mentoring



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## Positive Experiences of Mentoring

What is mentoring?

Mentoring can be:-

- **Informal – casual and opportunistic**  
AND/OR
- **Formal – organised and strategic**



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## What does mentoring provide?

**Benefits to Mentors:**

- Personal satisfaction - fostering development of a mentoree.
- Gratification of passing a legacy to the next generation
- Development of new professional contacts.
- Exposure to new concepts through interaction with a mentoree.
- Improvement of skills.
- Enhanced reputation
- Sense of accomplishment
- Personal growth
- Increased knowledge and experiences
- Broadened perspective
- Job enrichment



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### **Benefits to Mentorees:**

- Acquisition of new technical, interpersonal or management skills.
- Professional development.
- Increased personal confidence.
- Key information on the culture and inner workings of the industry.
- Development of a relationship with a person who can be a role model and sounding board.
- Development of new contacts and networks.
- Exposure to new ideas, technologies and perspectives.
- Organizational support, increased performance.



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### **Benefits to the Seafood Industry:**



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## **3 M's Participants**

- The relationship has opened doors for me.
- The mentoree was organised with clear objectives.
- He has shown real commitment to me and what I would like.
- She is an awesome mentor – she rings me at a regular times, I have a new understanding.
- She is a mentoree who has increased my knowledge about the industry.
- As a mentor he has encouraged me to take on knew ideas but more importantly he has assisted me in accessing the information I need.



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# What does mentoring provide?

A mentor may provide these roles:-

- A feedback provider
- A sounding board
- An interpreter
- A role model
- A dialogue partner
- A counselor
- A cheerleader



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## Mentoring Roles

Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentoree works to learn and improve
	Sounding Board	Evaluation of strategies before they are implemented
	Comparison Point	Standards for evaluating own level of skill or performance
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others
Challenge	Dialogue Partner	Perspectives or points of view different from mentoree
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles)
	Accountant	Pressure to fulfill commitment to developing goals
	Role Model	Examples of high (or low) competence in areas being developed
Support	Counselor	Examination of what is making learning and development difficult
	Cheerleader	Boost in mentoree belief that success is possible
	Reinforcer	Formal rewards for progress towards goals
	Companion	Sense that mentoree is not alone in struggles and that mentoree can achieve goals.

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## Discussion

### Informal Mentoring

- Who has been an informal mentor to you and how did the relationship work?  
And/Or
- Who has informally mentored you and how did the relationship work?

### Formal Mentoring

- Who has been a formal mentor to you and how did the relationship work?  
And/Or
- Who has formally mentored you and how did the relationship work?



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# The 3 M's Project

- The project
- The process
- The resourcing
- The mentors
- The mentorees
- The suggested steps
- The management



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## Challenging Issues

**Issue:-**

- **No communication**

**Solution:-**

- Set a diary; set a scheduled time; review these.

**Issue:-**

- **Not getting on well**

**Solution:-**

- Go back to the beginning and re-establish the relationship – get to know each other at a scheduled meeting

**Issue:-**

- **Conversations are too personal**

**Solution:-**

- Move back to the objectives of the relationship

**Issue:-**

- **Conversations are not structured enough**

**Solution:-**

- schedule a time; organise an agenda initially stick to the areas of growth the mentoree has identified.



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**Issue:-**

- **Not challenging**

**Solution:-**

- Consider who is not being challenged and have a conversation about anticipated outcomes of the relationship; Be patient – if at the end of six months there is no movement review – mentorees consider whether you have articulated clearly your outcomes; mentors consider whether you have articulated how you might assist. Remember the mentor isn't there to give you the answers – they are there to assist you to grow and find the answers and provide you with connections.

**Issue:-**

- **Not keeping confidentiality**

**Solution:-**

- Ensure this is covered in the first meeting – decided who is in the conversations and who is not
- Review the confidentiality concepts if these are being contravened

**Issue:-**

- **Not wanting to continue**

**Solution:-**

- This is for twelve months – see if you can stick it out.
- Keep the communication lines open and explore the concept of finalising the relationship early
- Put in a six monthly review to see how the relationship is travelling
- Don't sweat it – if you are not enjoying the process the other person possibly will not either – have a conversation



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## Questions and Answers Other Challenges and Solutions



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### Personal Roles and Responsibilities

What might you do?	
Who might you form a relationship with?	
Why?	
What would be the outcomes?	
How would you commence it?	
When might this commence?	



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### Next Steps and Close



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# HOW TO FIND A MENTOR

The HOW TO FIND A MENTOR information sheet has been developed to provide a resource to assist the seafood industry and community to establish formal mentoring relationships. The information sheet is designed to provide information to assist individuals to identify and establish effective mentoring relationships.

The HOW TO FIND A MENTOR information sheet includes three sections.

**SECTION 1** – Why do you need a mentor - A thinking activity to assist people identify what is needed in the mentoring relationship;

**SECTION 2** – Establishing a Mentoring Relationship - An establishing process to provide some structure for commencing the mentoring relationship and;

**SECTION 3** – An extra materials section with further mentoring information.

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## SECTION 1 – Why do you need a mentor?

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### PART A - A thinking activity

**Question 1** - So why do you need a mentor?

Some responses....

13. I need someone to provide me with feedback so I can learn
14. I need someone I can run my ideas past who will provide me with honest evaluation
15. I am looking for someone who understands similar businesses to mine for comparison and improvement
16. I need someone to assist me in filtering the large volumes of feedback
17. I am looking for someone who I can talk through many perspectives and view points
18. I need someone who can assist me in accessing challenging opportunities
19. I am looking for someone who can assist me in establishing my commitments and delivering on them
20. I want to form a mentoring relationship with someone I aspire to be like
21. I want someone to support me discover what is blocking me from succeeding
22. I need support from a cheerleader who will boost my self-esteem
23. I am looking for a mentor who will assist me with rewards for success
24. I am looking for a companion who will reduce me sense of professional isolation

To assist you consider responding to the following questions:-

**Question 2** - Which of the previous twelve responses do you require?

**Question 3** - What other things do you require from a mentoring relationship?

PART B – A thinking activity

**Question 4** - How do you find a mentor who will meet the above identified needs?

Finding a mentor usually commences with a thinking process:-

5. Start with those you admire - These are often the people who make good mentors. You can then ask them to fulfill some or all of your requirements.
6. OR Start with people you respect from a distance – these are also people who make excellent mentors. They will look forward to you being specific about what you need.
7. OR Start with discussing your needs with others – then apply the “three degrees of separation” rule and find a person who knows a person who knows a person to assist you in finding contact details of the person you have chosen.
8. OR ...there are numerous other options.

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## Section 2 – Establishing a Mentoring Relationship

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### Step 1.

Decide on your preferred mentor.

Mentors Name:

### Step 2.

Contact Rural Training Initiatives to initiate the process.

[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) OR 02 0409455710

### Step 3.

Communicate with your mentor via a convenient communication medium (email, fax, phone, in person, facebook) to make initial contact with your preferred mentor ensuring these concepts are discussed:-

- Why you need a mentor
- Why you have chosen your preferred mentor
- How you might meet – usually fortnightly or monthly – via phone, email, in person, fax, social networking site, facebook, text.
- How long the meetings will run for – usually an hour
- When will the first three meetings occur – time and date
- Discussion points to be covered in the first meeting by both mentor and mentee
- Complete the mentor registration form and return to Rural Training Initiatives to ensure that materials can be sent through to mentor and mentoree

### Step 4.

Contact Rural Training Initiatives for administration activities

[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) OR 02 0409455710

### Step 5.

Initiate the first formal mentoring meeting. During this meeting the four topics below should be covered. The following is a guide of specific topics that could be discussed by both mentor and

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mentoree.

#### ***TOPIC 1 - Establishing Mentoring Knowledge***

- Job/Role/Career
- Future Aspirations
- Passions and interests
- Last holiday destination
- Community in which you work

#### ***TOPIC 2 - Establishing Mentoring Protocol***

- Confidentiality – what must stay in the relationship and what can be shared beyond
- Boundaries - how to communicate and when
- Reviewing the relationship – set a date
- Areas to be discussed and “no go zones”

#### ***TOPIC 3 - Identifying Mentees Needs***

- Areas requiring mentoring
- Specifics regarding the two most important mentees needs
- Outline how the mentor will assist – minimum of three ways to assist in the two most important needs identified by the mentoree.

#### ***TOPIC 4 - Confirming Next meeting***

- Confirmation of time and date
- Outline of areas of discussion including:
- Establishing Knowledge
- Reviewing Protocol
- Mentoree Needs
- Mentor Needs

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## Section 3 – Extra Materials

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Element	Role	Function
Assessment	Feedback Provider	Ongoing feedback as mentoree works to learn and improve
	Sounding Board	Evaluation of strategies before they are implemented
	Comparison Point	Standards for evaluating own level of skill or performance
	Feedback Interpreter	Assistance in integrating or making sense of feedback from others
Challenge	Dialogue Partner	Perspectives or points of view different from mentoree
	Assignment Broker	Access to challenging assignments (new jobs or additions to current roles)
	Accountant	Pressure to fulfill commitment to developing goals
	Role Model	Examples of high (or low) competence in areas being developed
Support	Counselor	Examination of what is making learning and development difficult
	Cheerleader	Boost in mentoree belief that success is possible
	Reinforcer	Formal rewards for progress towards goals
	Companion	Sense that mentoree is not alone in struggles and that mentoree can achieve goals.

# HOW TO BE A MENTOR – In Brief

The HOW TO BE A MENTOR information sheet has been developed to provide a resource to assist the seafood industry and community to establish formal mentoring relationships. The information sheet is designed to provide information to assist individuals to identify and establish effective mentoring relationships.

The HOW TO BE A MENTOR information sheet includes three sections.

**SECTION 1** – Why should you be a mentor - A thinking activity to assist identify what is needed to be a mentor;

**SECTION 2** – Establishing a Mentoring Process - An establishing process to provide some structure for commencing the mentoring relationship and;

**SECTION 3** – Mentoring Questioning Concepts.

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## **SECTION 1 – Why should you be a mentor?**

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PART A - A thinking activity

**Question 1** - So should you be a mentor?

Some responses....

- 25. I am skilled in providing feedback so others can learn
- 26. I am skilled providing honest evaluation for others ideas and initial concepts
- 27. I am prepared to supply information about my business/company/career for comparison to assist another to learn and grow
- 28. I willing to ask questions to assist people in filtering excessive information to find a direction/purpose
- 29. I listen effectively which assists others to talk through many perspectives and view points
- 30. I enjoy providing questions that set people on challenging pathways and then providing support
- 31. I happy to encouraging people to maintain and/or enhance their commitments and accountability
- 32. I want to form a mentoring relationship with someone I aspire to be like
- 33. I want to assist some to succeed at their goals
- 34. I enjoy building others self-esteem and feelings of self-worth
- 35. I work in isolation and have much to share with another willing to commit and learn

To assist you consider responding to the following questions:-

**Question 2** - Which of the previous eleven responses resonate with you?

**Question 3** - What other things can you provide another individual and therefore your industry?

## Section 2 – Establishing a Mentoring Process

### Step 1.

Decide if you are going to be a mentor.

Mentorees Name:

### Step 2.

Contact will be made by Rural Training Initiatives to initiate the process.

[jill@ruraltraininginitiatives.com.au](mailto:jill@ruraltraininginitiatives.com.au) OR 02 0409455710

### Step 3.

Communicate via a convenient communication medium (email, fax, phone, in person, facebook). The initial contact with your preferred mentoree will be instigated by the mentoree and mentor and mentoree should ensure that these concepts are discussed:-

- Why a mentor is needed
- Why you have chosen as the mentor
- How you might meet – usually fortnightly or monthly – via phone, email, in person, fax, social networking site, facebook, text.
- How long the meetings will run for – usually an hour
- When will the first three meetings occur – time and date
- Discussion points to be covered in the first meeting by both mentor and mentee

### Step 4.

Receive the invitation to the first formal mentoring meeting. During this meeting the four topics below should be covered. The following is a guide of specific topics that could be discussed by both mentor and mentoree.

***TOPIC 1 - Establishing Mentoring Knowledge***

- Job/Role/Career
- Future Aspirations
- Passions and interests
- Last holiday destination
- Community in which you work

***TOPIC 2 - Establishing Mentoring Protocol***

- Confidentiality – what must stay in the relationship and what can be shared beyond?
- Boundaries - how to communicate and when
- Reviewing the relationship – set a date
- Areas to be discussed and “no go zones”

***TOPIC 3 - Identifying Mentees Needs***

- Areas requiring mentoring
- Specifics regarding the two most important mentees needs
- Outline how the mentor will assist – minimum of three ways to assist in the two most important needs identified by the mentoree.

***TOPIC 4 - Confirming Next meeting***

- Confirmation of time and date
- Outline of areas of discussion including:
  - Establishing Knowledge
  - Reviewing Protocol
  - Mentoree Needs
  - Mentor Needs

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## Section 3 – Key Mentoring Questioning Concepts

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### ***KEY QUESTIONING TOPIC 1 - Establishing Mentoring Knowledge***

The purpose of this topic is to establishing understanding, trust and friendship on which strong mentoring relationships are built

<b>Initial Conversation (Step 3 above)</b>
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- What do you do?
- Do you enjoy what you do?

<b>First Formal Mentoring Meeting (Step 4 above)</b>
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- What are your roles and responsibilities of leadership in the seafood industry/community?
- Let me tell you a little about my roles and responsibilities
- Where do you see yourself in 10 years time?
- This is where I see myself by 2020?
- What are your passions and interests outside of your roles and responsibilities?
- These are my three greatest passions and these are three of my interests.
- Last holiday destination I went to .....because.....
- The community I work in is Norong and across Australia the two defining concepts in that community is that everywhere is different but everything reminds me of Norong – people and effort.
- Tell me about the community you work in.

### ***TOPIC 2 - Establishing Mentoring Protocol***

The purpose of this topic is to ensure that the structure of the mentoring relationship well defined to minimize the potential of risk and/or surprises

<b>Initial Conversation (Step 3 above)</b>
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- How will we meet?
- When should we first meet and how?
- These are the times and dates I can manage over the next fortnight

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## Section 3 – Key Mentoring Questioning Concepts cont'd

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### First Formal Mentoring Meeting (Step 4 above)

- Who do you think should be included in these meetings?
- Do we talk about our meetings with others?
- When would you be happy for me to break confidentiality?
- These are the communication mediums I am happy for you to access to contact me
- These are the times that I am available to you on my phone/facebook/email/ fax...
- I believe we need to review our mentoring relationship at regular intervals.
- How often should we review how we are performing?
- These are areas that I am not willing to assist you with – happy to talk about them but unable to provide assistance.
- What are your “no go zones”?

### ***TOPIC 3 - Identifying Mentees Needs***

The purpose of this topic is to ensure that the right questions and consequent concepts are discussed during the mentoring meetings

### Initial Conversation (Step 3 above)

- Why have you chosen me as your mentor?
- What do you believe I am able to do for you?
- This is what I think I can give you...how does that correlate?

### First Formal Mentoring Meeting (Step 4 above)

***Setting the scene – this mentoring relationship is primarily about leadership enhancement not career pathways. It is also important to note that the role of the mentor is to guide and question. Key outcomes are for moving the mentoree on in their leadership journey.***

- Provide me with details about your role and responsibilities within the seafood industry/community?
- What areas of leadership/advancement are you seeking assistance with?
- What are the parts of leadership that you enjoy the most?
- How can we enhance these areas?
- What are the elements of leadership you find most challenging?

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## Section 3 – Key Mentoring Questioning Concepts cont'd

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- How we can support you in addressing these challenges?
- Where would you like to be in the seafood industry/community in 12 months? 3 years? 5 years?
- Let's distill these aspirations and work on things we can maximize using my skill set.
- These are what I would hope you could do in response to my assistance

#### ***TOPIC 4 - Confirming Next meeting***

*The purpose of this topic is to* provide questions that will continue to set the agenda for ongoing capacity building

<b>Initial Conversation (Step 3 above)</b>
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- Time, date, communication medium, agenda.

<b>First Formal Mentoring Meeting (Step 4 above)</b>
--

- Review the process – is this format, communication medium, mentor and mentoree role etc.
- Confirmation of time and date
- Establishing Knowledge – what further information should we share? I am like to talk to you about my own key leadership learnings, would you be happy to discuss the same? I would also like to discuss with you who I believe are great models of leadership and why?
- Reviewing Protocol – I would like us to review.....
- Mentoree Needs – after this meeting what do you feel are the key areas we need to consider next meeting
- Mentor Needs – what new needs could we address? These are the people I want to network you with.

# HOW MENTORING RELATIONSHIPS DEVELOP

The HOW MENTORING RELATIONSHIPS DEVELOP information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

The HOW MENTORING RELATIONSHIPS DEVELOP information sheet includes two sections.

**SECTION 1** – Mentoring - Transitions and Circumstances.

**SECTION 2** – Mentoring – Evolving.

This information sheet has been developed through sourcing materials particularly "Coaching, Counseling and Mentoring : How to Choose and Use the Right Technique to Boost Employee Performance", Stone, F, 2007

## **SECTION 1 – Mentoring – Transitions and Circumstances**

Mentoring is about support in significant transitions. The mentor has a role to help the mentoree grasp the wider significance of whatever is happening, where at first sight it might appear trifling or insignificant. The nature of the mentoring relationship is dynamic, in the sense that it:

- will be different according to the circumstances, purpose and personalities involved and;
- evolves over time.

### ***The Effect of Circumstances***

Some of the factors that influence circumstance include:

- The social environment in which the relationship occurs e.g. workplace or industry organization.
- The level of formality e.g. ad hoc or part of a structured program.
- The gap in age, influence, experience, ability and so on of the participants.
- The expected and actual duration of the relationship.
- The degree of rapport felt between the participants.
- The extent and nature of the support that the mentor provides and that the mentoree is seeking.
- The motivation of both mentor and mentee to achieve change.

All of these factors are likely to have an impact on the expectations and behaviours and interactions during the mentoring relationship.

### ***Think about the above ...***

**Question - What are the circumstances of your mentoring relationship?**

**Question - What might be the impact of these circumstances?**

HOW MENTORING RELATIONSHIPS DEVELOP

## **SECTION 2 – Evolving**

### **How Mentoring Relationships Evolve**

There is a period in which the relationship gels and where rapport and its constituent elements — particularly trust — are established; another where the relationship assumes a greater sense of direction and purpose; and a period in which the relationship either comes to a close or metamorphoses into a supportive friendship.

### **Stages of Mentoring Relationship**

Once started, mentoring relationships tend to follow a common pathway of evolution. How each stage is managed may have a significant influence on the quality of the relationship.

Moving from one stage to another is not necessarily a clearly defined step. There is often a grey area between and possible overlap, particularly at the early stages. Mentors and mentorees need to be sensitive to the stage of relationship development and adapt their behaviours accordingly.

<b>Stage</b>	<b>Descriptor</b>
<b>Building Rapport</b>	<p>Mentor and mentoree explore whether they are able to work together. The ability to establish rapport depends on a number of factors, including:</p> <ul style="list-style-type: none"><li>• their perception of alignment of values, especially at a personal level;</li><li>• the degree of mutual respect;</li><li>• broad agreement on the purpose of the relationship;</li><li>• alignment of expectations about roles and behaviours</li></ul> <p>Achieving this level of rapport can only happen through dialogue — an open exchange that relaxes the typical barriers between strangers. If rapport does not occur it is incumbent on both parties to explore the issue, rather than pretend it does not exist.</p>
<b>Setting Direction</b>	Addresses goal setting. Although the initiation of the relationship involves at least a sense of purpose, at this stage mentor and mentoree clarify and refine what the relationship should achieve on both sides. The process of rapport building continues as they explore tactical responses to some of the issues raised.
<b>Progression</b>	Is the core period. While rapport building and goal setting can often be accomplished in a few meetings, the progress-making stage typically lasts at least six months. Mentor and mentoree become more relaxed about challenging each other's perceptions, explore issues more deeply and experience mutual learning. The mentor takes more and more of the lead in managing the relationship and the mentoring process.
<b>Winding Up</b>	Occurs when the mentoree has achieved a large part of his or her goals or feels equipped with the confidence, skills and insights to continue the journey under own steam. For either mentor or mentoree to seek to hang on to the formal relationship is likely to result in an unhealthy dependency or counter-dependency. Winding up (reviewing achievements and celebrating what has been achieved) is almost always more effective than winding down (drifting apart).
<b>Moving On</b>	Is about moving on and reformulating the relationship, typically into a friendship, in which both parties can use each other on an ad hoc basis as a sounding board and source of networking contacts.

**Question** - It is a valuable process to consider at which stage you are currently? And how you might move to the next stage?

## **HOW TO FORMALISE A REFLECTION PROCESS**

The HOW TO FORMALISE A REFLECTION PROCESS information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

### **REFLECTION –**

*"It is the language of reflection that deepens our knowledge of who we are in relation to others in a community of learners.*

The major theoretical roots of reflection can be found in John Dewey, Jürgen Habermas, David Kolb, and Donald Schön. John Dewey has stated, "We do not learn from experience...we learn from reflecting on experience." The reflective process of ORID is based on the belief that deep learning (learning for real comprehension) comes from a sequence of thinking processes that help examine what has occurred, the impact of that occurrence and self-learning regarding the occurrence.

ORID is a stepped process that encourages our brains to think "compartments" that can assist us in seeing the "whole" and our response and then a new way of "doing".

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## ORID

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Objective Facts: What are the facts about the mentoring relationship? (Do this part first)

Reflective Feelings: How do you feel about the facts above? How do you imagine the mentor/mentoree feels about the facts above? (Do this part second – try not to move your thinking to the next step)

Interpretive Concepts: What does this reveal about you and mentoring? (Give yourself time to think deeply about this part)

Decisional Actions: What will you do now regarding this mentoring relationship?

# HOW TO ACHIEVE MENTORING EXCELLENCE

The HOW TO ACHIEVE MENTORING EXCELLENCE information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

The HOW TO ACHIEVE MENTORING EXCELLENCE information sheet is an easy to read "tip guide" have been developed from <http://www.leadservs.com/mentoringtips.htm>

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## Mentoring Tip #1

Long distance mentoring communication often gets accomplished in sound bites – a quick email, a fax, or very short conversation. At other points, longer conversations or exchanges take place. Knowing which to use and when is advantageous. It is also important to monitor communication that takes place. Do you . . .

- Actively listen?
- Checkout assumptions about what is going on periodically?
- Share thoughts and feelings authentically?
- Maintain sensitivity about mentoree's personal and learning needs?
- Discuss accountability and follow up regularly?
- Reflect on the learning taking place?
- Focus on mentoree leadership goals?

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## Mentoring Tip #2

Establishing a meaningful human connection and building the relationship are the foundation for building effective long distance mentoring partnerships. Seven elements for success:

1. Invest time and effort in setting a climate for learning.
2. Be sensitive to the day to day needs of your mentoree/mentor.
3. Identify and use multiple venues for communication.
4. Set a regular contact schedule but be flexible.
5. Check frequently on the effectiveness of communication.
6. Make sure that communication results in meaningful learning.
7. Share information and resources - but never as a substitute for personal interaction.

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## Mentoring Tip #3

The heart of the mentoring relationship is the learning that takes place during the course of the relationship. Keeping a journal or log is one way to add depth to your learning.

- Set aside time regularly to write about your experiences. As you describe your learning, consider what happened and what was really going on.
- Don't get bogged down in detail. Capture a brief description and note some specifics, enough so that when you review this later on, you will be able to recall this learning experience clearly. Note your feelings at the time. That is, how were you reacting and feeling at the time?
- Remember that whatever it is that you experience or stimulates your thinking will help you better understand your own behavior. Note these mental machinations along with frustrations, learnings, curiosities, and "magic moments."

If you get stuck write anything even if it is that you have no thoughts. Reflect on why that is so at this particular time. You may find that all you needed was a starting point and the rest will follow.

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## Mentoring Tip #4

Not all mentoring partnerships end with successful completion of learning goals for a host of reasons. Even unproductive or unsatisfactory mentoring relationships can benefit from having a good closure experience. The key to successful closure is being prepared with an exit strategy. A good exit strategy has five components:

1. A learning conclusion (processing of the learning that went on in the relationship while working toward achievement of learning goals)
2. A process for integrating what was learned (a conversation focusing on how to apply the learning and taking it to the next level)
3. A meaningful way of celebrating success (collaboratively planning a mutually satisfying way to celebrate successful achievement of goals, or a particular accomplishment)
4. A conversation focusing on redefining the relationship (talking about how the relationship is to continue, whether it moves from professional mentoring relationship to colleague, friendship, or ceases to exist at all)
5. Moving on (letting go by both partners and identifying ways to keep in touch, if appropriate and/or mutually desired)

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**Mentoring Tip #5**

The kind of mentoring relationship you select should be guided in part by knowledge of how you learn best. Before choosing a mentor, consider group mentoring. If you thrive on having multiple opportunities for learning simultaneously, you may want to establish a personal board of directors for yourself. If a one-to-one mentoring relationship is more compatible with your style, there are also multiple options to consider in addition to the traditional mentoring relationship - for example, peer mentoring and reverse mentoring.

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**Mentoring Tip #6**

Mentors and mentorees who are proactive and continuously work at evaluating their relationship are more likely to stay on course and achieve their learning goals than those who do not. A specifically focused evaluation conversation ensures mutual accountability and keeps a mentoring relationship focused and growing. The evaluation conversation should become an established part of the mentoring relationship. It can be a simple conversation that answers the question "how are we doing?" Or, it can be a more in-depth conversation in which partners assess (a) the relationship, (b) the learning process, and (c) gauging progress in achieving goals.

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**Mentoring Tip #7**

The likelihood of mentoring satisfaction and success is increased when mentoring partners have a firm understanding of the learning goals. Make sure you understand, define and agree to the goals. Establish objective measures to gauge success. Discuss learning styles. Failure to agree on learning goals and how to achieve them is a frequent cause of mentoring relationship derailment.

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**Mentoring Tip #8**

Mentoring requires no less than careful preparation of the mentor and mentoree. When preparation is ignored usually the results are dissatisfaction with the outcome or derailment of the relationship. To get your relationship off to a good start, you should:

- Reflect on your purpose.
- Be clear about your own goals and objectives.
- Consider what it is you are willing to contribute to the relationship.
- Be willing to candidly share your needs, expectations and limits.
- Identify the characteristics you are looking for in a mentor.
- Gauge interest and compatibility.
- Continuously work at establishing, building and maintaining a relationship

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**Mentoring Tip #9**

Brainstorm a list of learning opportunities when you begin your mentoring relationship. When you find your relationships in the doldrums or need to reenergize the relationship, pull out that list and explore other options for learning.

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**Mentoring Tip #10**

Establish points of connection early on in the relationship.

1. Be sensitive to the day-to-day needs of your mentoring partner.
2. Identify and utilize multiple venues for communication.
3. Set a regular contact schedule and be flexible.
4. Regularly check on the effectiveness of communication

5. Make sure that connection results in meaningful learning.
6. Share information and resources but never to the exclusion of interaction.

# HOW TO ENHANCE THE MENTORING RELATIONSHIP

The HOW TO ENHANCE THE MENTORING RELATIONSHIP information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

The HOW TO ENHANCE THE MENTORING RELATIONSHIP information sheet includes two sections.

**SECTION 1** – What Are We Achieving - A thinking activity to assist identify at what stage the mentoring relationship is at currently and;

**SECTION 2** – Progressing the Mentoring Relationship - Establishing new process to provide greater challenges for enhancing the mentoring relationship

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## SECTION 1 – What Are We Achieving?

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PART A - A thinking activity

**Question 1** – How have our meetings progressed?

Some initial responses....

- 36. We haven't met at all or only once.
- 37. We have met a number of times but just chat.
- 38. We have met but we have no structure and are not getting anywhere.
- 39. We are meeting but we have no meeting schedule.
- 40. Our meetings are enjoyable but our goals are vague and difficult to discuss.
- 41. I don't think this is going to work ever.
- 42. Not sure – mentoree/mentor seems disengaged.
- 43. It is progressing really well – what happens next.

HOW TO ENHANCE THE MENTORING RELATIONSHIP

To assist you consider responding to the following questions:-

**Question 2** - Which of the previous eight initial responses resonate with you? As the mentor or mentoree provide a "next step".

**Responses and Solutions** – Below are some solutions to the above responses.

**Response - We haven't met at all or only once.**

Solution: IT is suggested that a conversation must be had in this situation to re-establish the relationship purpose. At a basic level you must show leadership and communicate a pathway forward.

**Response - We have met a number of times but just chat.**

Solution: Initiate a set of goals to be developed. Review “How to be a mentor/mentoree” sheet and set the agenda for the next meeting to discuss and finalise the goals of the mentoree and mentor.

**Response - We have met but we have no structure and are not getting anywhere.**

Solution: Someone must take the lead here – set a meeting calendar for the next three months and agenda for each meeting. At the conclusion of each meeting review if the agenda has been covered.

**Response - We are meeting but we have no meeting schedule.**

Solution: Look at the above solution and begin to put in place an agenda for each meeting. Perhaps an agenda is not being set because goals and direction haven't been set. You may need to review “How to be a mentor/mentoree” sheet.

**Response - Our meetings are enjoyable but our goals are vague and/or difficult to discuss.**

Solution: Review the above solution.

**Response - I don't think this is going to work ever.**

Solution: Don't give up early...give Program Manager - Jill Briggs at Rural Training Initiatives a call on 0409455710.

However if there is no way the relationship is going to work then the next step is to communicate what has happened and close the relationship professionally. Hoping it will just “disappear” will make future meetings difficult and potentially embarrassing.

**Response - Not sure – mentoree/mentor seems disengaged.**

Solution: Communicate and ask the obvious questions – “wondering what we can do to get the mentoring relationship progressing”...

HOW TO ENHANCE THE MENTORING RELATIONSHIP

**Response - It is progressing really well – what happens next.**

Solution: Stay tuned to get the relationship really moving along...

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## Section 2 – Progressing the Mentoring Relationship

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### Step 1.

Review the process to date.

Objective Facts: What are the facts about the mentoring relationship

Reflective Feelings: How do you feel about the facts above? How do you imagine the mentor/mentoree feels about the facts above?

Interpretive Concepts: What does this reveal about you and mentoring?

Decisional Actions: What will you do now regarding this mentoring relationship?

## Step 2.

HOW TO ENHANCE THE MENTORING RELATIONSHIP

Encourage the other person in the relationship to review the mentoring process to date through using Step 1 with the intention to review comments at the next meeting.

## Step 3.

It is over three months since forming the mentoring relationships and it is time to consider the relationship and outcomes to date.

Set the agenda for the next meeting to commence with the reviewing comments generated in Step 1.

These are the questions that will assist in moving through the review process:-

- What were the facts of the mentoring relationship that you remembered?  
These are the ones I would like to add...  
Are there any others?

- What were the feelings that the mentoring relationship has generated for you?  
These are the ones that I also thought of

- So this is what I interpreted about my facts and feelings?  
What about your interpretation?

- Decisional actions? What did you come up with?  
This is what I came up with.  
How can we work with both of these sets of actions?

#### Step 4.

Having completed the review process you now may have a strong idea or direction for the next four-six months. However the review may have only provided you both with a way of working together more effectively. Notwithstanding the next stage is to ensure that you have an opportunity to reconsider the direction you are heading. It is encouraged that you make sure that you are maintaining a “leadership” focus.

To assist with this below are some questions that may assist you in moving to a new more effective level in your mentoring relationship and therefore achieve greater outcomes.

- What areas of leadership/advancement are you seeking assistance with?
- What are the parts of leadership that you enjoy the most?
- How can we enhance these areas?
- What are the elements of leadership you find most challenging?
- How we can support you in addressing these challenges?
- Where would you like to be in the seafood industry/community in 12 months? 3 years? 5 years?
- Let's distill these aspirations and work on things we can maximize using my skill set.
- These are what I would hope you could do in response to my assistance

# HOW TO SET GOALS

The HOW TO SET GOALS information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to “HOW TO...” sheets developed as resources within The Fisheries Research and Development Corporation Three M’s Project – Mentors, Mentorees and Mentoring.

The HOW to SET GOALS information sheet is made up of a under of sections

**SECTION 1** – Introduction to elements of goal setting.

**SECTION 2** – Aligning and Identifying Core Values

**SECTION 3** – Goal Setting Process

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## SECTION 1 – Introduction to Elements of Goal Setting

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Goal-setting is an activity that should be undertaken at regular intervals or during times of significant change. Many people review their goals every couple of years or after life-changing events or when a career change is imminent. However goals need to be developed within a process that allows for thinking and reflecting.

The elements of goal-setting within the framework of a mentoring relationship are:-

1. Open Communication – ensure that the goal-setting process occurs after the initial meeting so that communication processes and conversation styles have been established.
  2. Reflective Thinking – encourage both people in the mentoring relationship to have completed an ORID (see ORID sheet) process about future goals. This activity can happen during a meeting however if mentoring is occurring via telecommunication this can be a time-consuming activity.
  3. Values Clarification – ensure that goals are not set within a contextual vacuum. It is important that each person spends some time consolidating personal values (see Personal Values sheet).
  4. Goal-setting – Spend time thinking and considering goals that are achievable and relevant. A whole mentoring meeting should be set aside just for this element.
  5. Prioritising and Timelines – Prioritising and setting timelines are important for all goal-setting activities. This provides a template from which to measure implementation and achievements.
  6. Evaluation and Celebration – As a minimum it is important to measure success and satisfaction through an evaluation process and celebrating successes (small or large) is a basic element that is regularly overlooked.
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## SECTION 2 – Aligning and Identifying Core Values

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When your goals and values are not in line it is as if you have two forces pulling in different directions. Goals can basically be described as what you are striving for and making plans to achieve. These are objectives: aims. And are easily measurable. However a value is an attitude or character trait that is personally important. Values are traits that you would demonstrate when you are “at your best” and are rarely compromised. Ideally core values should align with high priority goals. The significance may not be immediately apparent but if goals conflict with values tension will emerge. For example if openness is of high value but the workforce is shut out of decision-making tension will

It is important to understand your core values when you set your goals so that you don't place yourself in conflict. Identify the ten (10) values that are important and then choose the four that are most important. Reflect on the top four and confirm that these are the most important. It is important to be mindful of these values during the goal-setting process.

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## SECTION 3 – Goal Setting Process

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Goal-setting for mentoring outcomes is no different to goal-setting generally, however the positive addition is that this process includes conversations between the mentor and mentoree with the mentors attention focused to assist the mentoree to set goals that provide outcomes that are personally oriented to the mentoree. There is also no doubting that the mentor benefits from this experience.

Goal setting is a powerful process for thinking about your ideal future, and for motivating yourself to turn this vision of the future into reality. The process of setting goals helps you choose where you want to go in life. By knowing precisely what you want to achieve, you know where you have to concentrate your efforts. You'll also quickly spot the distractions that would otherwise lure you from your course.

### Your Leadership Goals

The first step in setting personal leadership goals is to consider what you want to achieve regarding leadership. It is encouraged that short (3-6 months) mid (6 months – 3 years) and long-term (2 – 5 years).

Spend some time brainstorming with your mentor/mentoree these timeframes regarding leadership things, As you do this, make sure that the goals that you have set are ones that you genuinely want to achieve and that DO NOT conflict with your values.

### Goal Setting Tips

The following broad guidelines will help you to set effective goals:

- **State each goal as a positive statement:** Express your goals positively.
- **Be precise:** Set a precise goal, putting in dates, times and amounts so that you can measure achievement.
- **Set priorities:** When you have several goals, give each a priority and check against your values.
- **Write goals down:** This crystallizes them and gives them more force.
- **Keep operational goals small:** Keep the low-level goals you are working towards small and achievable.
- **Set performance goals, not outcome goals:** You should take care to set goals over which you have as much control as possible.
- **Set realistic goals:** It is important to set goals that you can achieve.

### SMART GOALS

A useful way of making goals more powerful is to use the SMART mnemonic. While there are plenty of variants, SMART usually stands for:

- **S - Specific**
- **M - Measurable**
- **A - Attainable**
- **R - Relevant**
- **T – Time-bound**

# HOW TO MANAGE A MENTORING MEETING

The HOW TO MANAGE A MENTORING MEETING information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

*This information sheet has been developed through sourcing materials particularly "Coaching, Counseling and Mentoring : How to Choose and Use the Right Technique to Boost Employee Performance", Stone, F, 2007*

## The Mentoring Process

The whole point of the mentoring process is to create a reflective environment in which the mentee can address issues of leadership growth, the management of relationships and the management of situations, both current and predicted.

### Framework for a mentoring meeting.

PART	DESCRIPTOR
<i>Reaffirmation.</i>	Mentor and mentoree spend time at the beginning re-establishing the personal connectedness, before getting down to business. In a well-established mentoring relationship, there is a reaffirmation of mutual respect, a recognition of emotional state and a demonstration of interest in the other person as a person.
<i>Identifying the issue</i>	Mentor and mentoree spend energy articulating what the issue for discussion is, why it is important (and why now) and what outcome the mentoree is looking for from the dialogue to come. This is also an opportunity for the mentee to indicate any preferences for how he or she would like the mentor to help.
<i>Building mutual understanding</i>	The mentor encourages the mentoree to explore the issue in depth, by asking questions that stimulate insight. The aim of the questions is for both of them to understand more clearly what is involved, how the problem comes about, what its dynamics are and so on. The mentor is careful at this stage to avoid either entering solution mode. The mentor may summarize and to check that they have achieved mutual understanding.
<i>Exploring alternative solutions</i>	The mentor and mentoree allow themselves to be creative about possible ways forward, developing a range of options from which the mentoree eventually chooses or decides which to take away for reflection. In the former case, the mentor may help the mentoree set deadlines and KPI's or similar.
<i>Final check</i>	The mentor encourages the mentoree to review what he or she is going to do and why, and what the mentoree has learned about both the situation in question and about him or herself. This provides a check on the level of mutual understanding and places the responsibility with mentoree's.

**Question** – Have you consider the line of questions/comments that will move you through the process above?

# HOW TO MAINTAIN THE MENTORING

# RELATIONSHIP

The HOW TO MAINTAIN THE MENTORING RELATIONSHIP information sheet has been developed to provide a resource to assist the seafood industry and community to develop lasting and effective mentoring relationships. It is one of a number to "HOW TO..." sheets developed as resources within The Fisheries Research and Development Corporation Three M's Project – Mentors, Mentorees and Mentoring.

The HOW TO MAINTAIN THE MENTORING RELATIONSHIP information sheet includes two sections.

**SECTION 1** – What Are We Achieving - A thinking activity to assist identify at what stage the mentoring relationship is at currently;

**SECTION 2** – Progressing the Mentoring Relationship - Establishing new process to provide greater challenges for enhancing the mentoring relationship and;

## Maintaining Relationship Quality

Although the dynamic nature of the relationship creates opportunities for a great deal of variation in how people approach their roles, certain factors do seem to be generic in terms of relationship quality. These include:

*Goal clarity.* There needs to be a distinct sense of purpose to the relationship. Current research by one of us (Clutterbuck) indicates that relationship satisfaction and relationship quality, as perceived by both mentor and mentee, are closely correlated with the mentee having specific and/or individual learning goals, but that there is no such correlation with him or her adopting generic goals. Nor does there seem to be any significant correlation between organizational goals and relationship success. It is therefore an important part of the mentor's role to help mentees articulate what they want to achieve and how the relationship may help them do so.

*The ability to create and manage rapport.* Hale (2000) and others have demonstrated the importance of a core alignment of values between mentor and mentee, both in terms of initial attraction or liking and in sustaining the relationship over time. However, relationships that have the greatest rapport may not be the most fertile opportunities for learning — the two partners may be too alike to provide the level of challenge and the difference of perspective that sparks insightful dialogue. Rapport building therefore encompasses the skills of accepting and valuing difference as a fundamental learning resource.

*Understanding of the role and its boundaries.* All of the case studies in this book have engaged mentors and usually mentees in at least initial workshops to develop role clarity and basic skills in the role. Without this clarity, it is very easy for mentors to relapse into what they know best — a managerial, directive style. Not only does that reduce the benefit to the mentee; it also means that mentors will probably not achieve any learning for themselves. The better they understand the role, the more easily the mentor and mentee will be able to recognize and manage its boundaries. A sense of conscious incompetence about issues outside the boundaries (for example, needs for therapeutic counselling) is an essential prerequisite for the effective mentor.

*Voluntarism.* It may seem obvious that the relationship will work best if the participants want to be there, but it is very easy to create situations where one or both participants are reluctant volunteers. This is a significant issue for some programmes involving senior managers (who feel obliged to demonstrate their people development credentials) and for programmes involving young people at risk, where a teenager may have given up on creating trusting relationships with any adult but sees the mentoring meeting as a 'least worst' solution compared to a session with a social worker! Colley (2003) has researched the issues relating to the reluctant or semi-reluctant participant, and provides some valuable insights.

*Basic competencies on the part of mentor and mentee.* Both mentor and mentee need to bring some skills and attributes to the relationship. Ideally, they should also aim to improve those skills over time through the learning dialogue. The range of mentor and mentee competencies is discussed comprehensively in the book *The Situational Mentor* (Clutterbuck and Lane, 2004), which presents a variety of analyses and perspectives, dependent on different programme circumstances and models of mentoring. The common factors, however, include the communication skills to articulate problems and ideas, to listen and to challenge constructively; the ability to be honest with oneself and the other partner and to reflect upon what is said, both at the time and subsequently; and a capacity for empathy.

*Proactive behaviours by mentee and developmental behaviours by the mentor.* David Clutterbuck's current research indicates that both the mentor and the mentee gain more from the relationship if the mentee takes the initiative and if he or she expects developmental behaviours from the mentor. At the same time, developmental behaviours by the mentor are closely correlated with relationship quality and satisfaction by both parties. The more passive the mentee and the more directive the mentor, the less successful the relationship — a conclusion supported by other researchers, such as [Engstrom \(1997\)](#).

*Measurement and review.* When mentor and mentee take the time and effort to review their relationship and what is going well and less well, they have an opportunity to enhance the openness of the continuing dialogue, assess how to make the relationship more valuable and reaffirm their commitment to the process. Many programmes now encourage participants to schedule such discussions at regular intervals. Measurement from outside the relationship can also have a positive effect — being asked to complete a short questionnaire for the programme coordinator, directly or via an independent survey resource, stimulates the mentor and mentee to re-examine what they are doing against what they have learned about good practice.

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## SECTION 1 – What Are We Achieving?

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### PART A - A thinking activity

**Question 1** – How have our meetings progressed?

Some initial responses....

- 44. We haven't met at all or only once.
- 45. We have met a number of times but just chat.
- 46. We have met but we have no structure and are not getting anywhere.
- 47. We are meeting but we have no meeting schedule.
- 48. Our meetings are enjoyable but our goals are vague and difficult to discuss.
- 49. I don't think this is going to work ever.
- 50. Not sure – mentoree/mentor seems disengaged.
- 51. It is progressing really well – what happens next.

To assist you consider responding to the following questions:-

**Question 2** - Which of the previous eight initial responses resonate with you? As the mentor or mentoree provide a solution.

**Responses and Solutions** – Below are some solutions to the above responses.

**Response - We haven't met at all or only once.**

Solution: IT is suggested that a conversation must be had in this situation to re-establish what is supposed to be occurring. At a basic level you must show leadership and communicate a pathway forward.

**Response - We have met a number of times but just chat.**

Solution: Initiate that a set of goals can be developed. Review "How to be a mentor/mentoree" sheet and set the agenda for the next meeting to discuss and finalise the goals of the mentoree and mentor.

**Response - We have met but we have no structure and are not getting anywhere.**

Solution: Someone must take the lead here – set a meeting calendar for the next three months and agenda for each meeting. At the conclusion of each meeting review if the agenda has been covered.

**Response - We are meeting but we have no meeting schedule.**

Solution: Look at the above and begin to put in place an agenda for each meeting. Perhaps an agenda is not being set because goals and direction haven't been set. You may need to review "How to be a mentor/mentoree" sheet.

**Response - Our meetings are enjoyable but our goals are vague and/or difficult to discuss.**

Solution: Review the above solution.

**Response - I don't think this is going to work ever.**

Solution: Don't give up early...give Program Manager - Jill Briggs at Rural Training Initiatives a call on 0409455710.

However if there is no way the relationship is going to work then the next step is to communicate what has happened and close the relationship professionally. Hoping it will just "disappear" will make future meetings difficult and potentially embarrassing.

**Response - Not sure – mentoree/mentor seems disengaged.**

Solution: Communicate and ask the obvious questions – "wondering what we can do to get the mentoring relationship progressing"...

**Response - It is progressing really well – what happens next.**

Solution: Stay tuned to get the relationship really moving along...

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## Section 2 – Progressing the Mentoring Relationship

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### Step 1.

Review the process to date.

Objective Facts: What are the facts about the mentoring relationship

Reflective Feelings: How do you feel about the facts above? How do you imagine the mentor/mentoree feels about the facts above?

Interpretive Concepts: What does this reveal about you in relation to mentoring?

Decisional Actions: What will you do now regarding this mentoring relationship?

## Step 2.

Encourage the other person in the relationship to review the mentoring process to date through using the Step 1 with the understanding the review comments will be discussed at the next meeting.

## Step 3.

It will be more than three months since forming the mentoring relationships there it is time of spend time conversing about the relationship and outcomes to date.

Set the agenda for the next meeting to commence with the review comments generated above.

These are the questions that will assist in moving through the review process:-

- What were the facts of the mentoring relationship that you remembered?

These are the ones I would like to add...

Are there any others?

- What were the feelings that the mentoring relationship has generated for you?

These are the ones that I also thought of

- So this is what I interpreted about my facts and feelings?

What about your interpretation?

- Decisional actions? What did you come up with?  
This is what I came up with.  
How can we work with both of these sets of actions?

#### Step 4.

Having completed the review process you now may have a strong idea or direction for the next four-six months. However the review may have only provided you both with a way of working together more effectively. Notwithstanding the next stage is to ensure that you have an opportunity to reconsider the direction you are heading. It is encouraged that you make sure that you are maintaining a “leadership” focus.

To assist with this we have provided some questions that may assist you in moving to a new more effective level in your mentoring relationship and therefore achieve greater outcomes.

- What areas of leadership/advancement are you seeking assistance with?
- What are the parts of leadership that you enjoy the most?
- How can we enhance these areas?
- What are the elements of leadership you find most challenging?
- How we can support you in addressing these challenges?
- Where would you like to be in the seafood industry/community in 12 months? 3 years? 5 years?
- Let’s distill these aspirations and work on things we can maximize using my skill set.
- These are what I would hope you could do in response to my assistance