

PMI Belgium Professional Development Project “GROW”

Mentoring Program Handbook

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Project “GROW” – PMI Belgium’s Mentoring Program establishment

PMI Belgium Chapter

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1 Mentoring Program Overview

Mentoring is a powerful personal development and empowerment tool. It is an effective way of helping people to progress in their careers and is becoming increasingly popular as its potential is realised. It is a partnership between two people (mentor and mentee) normally working in a similar field or sharing similar experiences. It is a helpful relationship based upon mutual trust and respect.

A mentor is a guide who can help the mentee to find the right direction and who can help them to develop solutions to career issues. Mentors rely upon having had similar experiences to gain an empathy with the mentee and an understanding of their issues. Mentoring provides the mentee with an opportunity to think about career options and progress.

A mentor should help the mentee to believe in him/herself and boost him/her confidence. A mentor should ask questions and challenge, while providing guidance and encouragement. Mentoring allows the mentee to explore new ideas in confidence. It is a chance to look more closely at yourself, your issues, opportunities and what you want in life. Mentoring is about becoming more self-aware, taking responsibility for your life and directing your life in the direction you decide, rather than leaving it to chance.

This mentoring scheme expects the mentor to be more experienced than the mentee in order to pass on specific advice and examples from their own experience. It is designed to provide Chapter members with access to a mentor, an experienced professional who can help them improve their professional skills in the project, program and portfolio management disciplines, according to their needs stated on application.

There is currently no charge to the mentee and the mentor is a volunteer without remuneration other than the ability to claim PDUs.

1.1 What is Mentoring?

Following are some examples of what mentoring is.....

- An ongoing relationship that can last for a period of time, for the purpose of learning and development
- Guiding someone towards his or her goals, as well as inspiring and supporting
- Mutual sharing of experiences and opinions to create agreed-upon outcomes
- Flexible and at times even informal, in that meetings between the mentor and mentee can occur as required, such as when the mentee needs advice, guidance or support centered around developing the mentee professionally, for the purpose of growing their career.

Following are some examples of what mentoring is not....

- An opportunity to correct someone's behaviors or actions
- Directing someone to do something to meet goals
- Being the expert with all the answers
- About trying to address personal issues

1.2 Timeframe

Mentoring can be either a short term relationship of a few weeks or a long term relationship of a few years – it depends on the goal of the individual. PMI Belgium Chapter recommends setting an expectation of the mentoring relationship lasting at least a period of 6 months; another 6 months can always be contracted.

1.3 Level of formality

The mentor and mentee shape the nature of the relationship together. Some mentoring partnerships are more informal, taking place as and when the mentee needs advice, guidance and support. Other relationships are more structured where there are set times for meeting for a predetermined period of time. PMI Belgium Chapter recommends that there is a formal agreement about how the relationship will be structured, at the start of relationship and both parties regularly review how well the relationship is working.

1.4 Relative levels of experience

The matching of mentors and mentees will aim to ensure the mentor has more experience than the mentee in the particular area of the desired focus. However, there may be aspects where the mentee has more experience.

1.5 Goals of the Program

The goals of the PMI Belgium Mentoring Program are to:

- Contribute to the individual growth of our Chapter members (both mentors and mentees).
- Allow Chapter members to develop their professional skills in project, program, and portfolio management.
- Provide Chapter members with the opportunity to build their networks and improve their networking and communication skills.
- Enhance the reputation of the PMI Belgium Chapter by providing a valuable service to its members.

The key performance indicators will be:

- The total number of mentors and mentees
- The number of successful pairings that reach 6 months ongoing relationship or the mentee's goal is satisfied
- Mentor and mentee satisfaction ratings as provided by the surveys at the end of the 6 months period for each Mentor/Mentee Pair.
- The mentoring team and PMI Belgium Board's assessment of how well the pilot and ongoing scheme can be sustained with national support throughout Belgium

1.6 Benefits of Mentoring

There are benefits for all involved.

Following are some of the mentee benefits:

- Having someone independent to talk openly too
- Gain a wider perspective one's career and immediate tasks
- Time to reflect and being supported in that reflection for opening up new ways of thinking

- Access to knowledge and experience
- It is also anticipated that mentees will improve in confidence to lead, to cope with difficult situations, and to resolve problems not just symptoms.

Following are some of the mentor benefits:

- Practice interpersonal skills
- Realizing goals as a leader
- Satisfaction from contributing to the success of others
- It is also anticipated that there will be satisfaction from perpetuating the project management culture and also offer a personal learning opportunity, opening up additional ways of thinking

1.7 Mentoring Scheme Approach

Our intent is to have minimum six monthly mentoring assignments during one program cycle.

In 2017, we successfully conducted a pilot of the GROW program for the first time in the PMI Belgium Chapter. Therefore, further the successful pilot, we are pleased to announce the launch of the mentoring program for the second year. We will run the program for 9 months from February to October 2018, with monitoring in August/September and with a fixed 6 months period for each Mentor/Mentee pair. We will not accept new candidatures after 31st December 2017.

Prior to each intake cycle we will publicize the mentoring scheme and collect formal applications from mentors and mentees. The applications will be assessed by the Mentoring Team. Mentors and mentees will be matched according to geography, industry and matching interests on the application form.

1.8 The Mentoring Team

At maturity, we anticipate the mentoring team to be:

- Professional Development Director: main stakeholder and program Manager
- Associate Director Mentoring: project and process management
- Director of Membership and Volunteering

At this stage there is a pilot project to test how we can make a sustainable national program.

2 Keys to Successful Mentoring

2.1 Overview

For our Mentoring Program to be successful we need to ensure that we:

- Attract suitable mentors and mentees
- Pair mentees with the most suitable mentors
- Ensure mentors and mentees are clear on their roles and responsibilities
- Provide mentors and mentees with the basic guidance on how to conduct the mentoring relationship
- Constantly monitor the effectiveness of the mentoring intakes and refine the mentoring scheme as needed.

2.2 Mentee Goals

The mentee's role is to ensure that the scheme is used as an opportunity for personal development, based on agreed objectives.

Key accountabilities:

- To participate in training offered and any online community groups to network with other mentees
- To attend meetings / conferences as agreed with the mentor
- To develop and agree personal objectives
- To take agreed actions
- To communicate with the mentor or mentoring team, if at any time they feel that the relationship is running into trouble

Mentees should be employed, with at least 2 years demonstrable experience in project management. They should have clear goals or an area in which they want to grow and develop relevant to their current work role and or career stage. They should be as specific as possible. This will help us find the most suitable mentor for this mentee, and will help frame the mentor's approach. In the pilot cycle, we have extended the mentee opportunity to PMI Belgium applicants who may not meet these requirements.

2.3 Mentor Role

The mentor's role is to provide support and guidance to mentees, providing the mentee with development opportunities based on agreed objectives.

Key accountabilities:

- To participate in training offered and any online community groups to network with other mentors
- To provide support and guidance to Mentees
- To ensure the quality of the mentoring and participate in review meetings with the mentoring team

- To end the mentoring relation and communicate it to the mentoring team contact
- To communicate with the mentee or mentoring team, if at any time they feel that the relationship is running into trouble

Mentors should be a senior program or project manager, with PMI credentials.

Please note that this is an unpaid, volunteering role.

2.4 PMI Personal Development Units – PDUs

Mentors can apply for PDUs in line with your credential. Please check the latest PDU Category Structure and Policies under 'Continuing Certification Requirements' (CCRS) on the pmi.org website.

For being a mentor on project management topics, 1 PDU awarded for 1 hour of volunteer (non-compensated) service.

For being a mentee, 1 PDU awarded for 1 hour of one session for self-directed learning activities.

Documents required upon audit request:

For mentoring services: evidence supporting your coaching or mentoring arrangement, including notes from and dates of discussions, or reading.

2.5 Attracting and Pairing Mentees and Mentors

A successful mentoring program requires many volunteers who have the passion to help others to succeed. Mentoring tends to be more successful when:

- The mentor and mentee profiles are well captured and the pairing is performed by an experienced set of leaders.
- Mentors are successful professionals with the right attitude to support knowledge transfer to the mentees.
- Mentees have thought about their goals and are able to clearly articulate them.

There are a variety of goals that a mentee could have. The most suitable mentor required to achieve that goal is not necessarily someone more senior. For example, if the mentee wanted to learn more about risk management, a mentor who is a risk expert may be more suitable and available (and be prepared to invest more time) than, say, a Program Manager.

2.6 Mentoring Sessions

Mentoring sessions tend to be more successful when:

- The initial meeting is face to face (ideally). The pair can then decide on the best way to conduct subsequent mentoring sessions.
- Regular structured interaction takes place.
- Mentees initiate contact after the initial meeting.
- Mentors and mentees have a similar or complementing background (or have a specific topic to discuss).
- Mentors are willing to stretch themselves to help the mentees.
- Regular communication takes place between mentor and mentee.

- There is a strong trust relationship, where confidentiality is maintained.
- Mentor has no supervisory role with mentee and no other conflict of interest.
- Mentor and mentee can request reassignment without blame being assigned.
- Mentors and mentees are aware of their roles & responsibilities.
- Mentors and mentees abide by the PMI Code of Ethics and Professional Conduct.
- Both parties are able to commit sufficient time to mentoring sessions.

Proper ambience must be ensured for conduct of the meetings.

3 Process

The key steps on the mentoring lifecycle are:

3.1 Application:

Only current members of the PMI Belgium Chapter can apply to this mentoring scheme. Potential mentors and mentees submit formal applications to join the Mentoring Scheme at the beginning of each cycle. Please refer to program communication. The application forms capture information about the candidate's background, experience and mentoring goals/experience.

3.2 Application Review Phase

The Mentoring Team will review the applications from mentee and mentors and will do a first cut pairing exercise.

3.3 Introduction and kickoff

Each mentor and mentee pair will be introduced, after which mentor and mentees can have a conversation to ensure they are happy with the pairing. Mentors and Mentees will establish their formal relationship by completing the mentoring agreement, and communicating with the mentoring team they have done so. This is also the time for mentor and mentee establish objectives and high level plan for the mentoring period. This meeting is ideally facilitated by the mentoring team or a delegated regional representative who has undergone the required training.

3.4 Execution phase

Mentor and Mentee will continue to meet and work together on their mutual learning journey. If required refine the goals of the mentoring relationship as necessary.

3.5 Demonstration phase

Midway through the mentoring program they need to review their progress and satisfaction and record it, by sending their reports to the mentoring team.

3.6 Feedback Phase

The end of the mentoring relationship. Ideally, the goals of the mentee and mentor have been achieved. Note that there will be circumstances under which some mentoring relationships terminate early. In all cases, a final formal evaluation will be completed, including lessons learned, and sent to the mentoring team.

4 Roles and Responsibilities of Mentor and Mentee

4.1 Mentor and mentee roles

During a mentoring session both parties should play a specific role:

Mentee	Mentor
The mentee should keep notes on meetings and be prepared to review the notes prior to the next meeting. Set goals & actions. Review your action items. This is the starting point for the learning cycle	The mentor's role is to listen, ask probing questions and give constructive feedback. This is an action learning program for the mentee, so while it is tempting to jump in and tell them what they should do, it is a far better learning experience for the mentee if they can
Mentees should consider all ideas from their mentor and together consider how appropriate they are for their situation	The key to mentoring comes back to good active listening skills. Be fully present, focusing on the mentee and what they are saying
Mentees should take the initiative to propose the agenda and discussion topics.	Seek first to truly understand their situation before leaping in with ideas. Ask insightful, open ended questions that help the mentee explore their situation
Maintain confidentiality. This will help the relationship to be honest and upfront.	Maintain confidentiality. This will help the relationship to be honest and upfront.
Mentees should provide valuable feedback to their mentors	Mentors should benefit from the feedback to further improve own leadership skills

4.2 Responsibility of a mentor

Mentor must be willing to commit the time and energy to provide support for their mentee. A clear understanding of the mentoring process will go in a long way towards achieving success. Need to maintain honest and open communication to ensure positive outcome. Mentor has to:

- Initiate contact with the Mentee
- Be a good listener
- Maintain confidentiality
- Give constructive feedback
- Promote mentee creativity and skill development
- Meet at scheduled times
- Help mentee to develop and set goals
- Maintain positive attitude
- Encourage independence not dependence
- Remember that there are multiple ways to reach goals. Support the mentee to the best of the

ability, but success or failure is the mentee's responsibility

- Be aware of the goals of the mentoring relationship. If it appears that the focus of the sessions is drifting away from the agreed goals, raise this with the mentee and adjust the goals if needed.

An effective mentor should be aware of the potential pitfalls, namely:

- Don't give advice unless asked
- Don't take responsibility for mentee program or duties
- Don't allow the mentee to become dependent on you
- Maintain a positive outlook – do not complain about your own problems
- Don't do the mentee's work for them.

Tips for mentors:

- Make your commitments to your mentee a top priority – avoid postponing or cancelling meetings
- Establish rapport early and agree on goals, responsibilities, and expectations, to ensure the relationship gets off to a good start
- Consistently role model successful behaviors, or 'walk the talk', as mentees learn just as much from your actions as from your advice
- Seek every opportunity to offer support, praise or encouragement, and unconditionally affirm your mentee as a person of great value
- Actively listen, reflect feelings and clarify alternatives when the mentee has concerns or difficulties
- Resist the temptation to solve the mentee's problems and instead empower mentees to be independent and help themselves when they encounter a problem
- Nurture creativity while tempering with reality and pragmatics and gently shed light on unrealistic expectations
- Set challenging assignments for your mentee that are tailored to their abilities
- Challenge the mentee to develop a plan of success and offer to provide feedback to improve the plan
- Help the mentee create a foundation of resources and support, in addition to your mentoring relationship
- Setting a time frame for the mentoring relationship up front helps to know when to say goodbye and to transition from the mentoring.

4.3 Responsibilities of a mentee

The mentee is considered an equal partner in the mentoring relationship, and needs to be aware of their responsibilities:

- Assume personal responsibility for your professional growth
- Listen and consider alternatives
- Maintain confidentiality

- Accept constructive feedback willingly
- Be willing to take risks and be open to new ideas
- Maintain a positive attitude
- Demonstrate initiative
- Respect your mentor's time
- Notify your mentor of your concerns, problems and questions
- Remember that there is more than one way to reach the goal
- Be honest in interactions and be fair in feedback.

Mentees need to be aware of the potential pitfalls, namely:

- Don't rely on the mentor as the sole source of support or information
- Don't expect the mentor to give answers to all your problems - think of mentor as one suggesting alternatives
- Don't ask mentor to do the work for you.
- Mentoring sessions are a valuable resource – resist the temptation to cancel sessions at the last minute.

4.4 Mentor and mentee responsibility to the mentoring scheme

- Mentor and Mentee submissions are made to the PMI Mentoring Committee (Pairing Manager) for review.
- Mentor and mentee to agree the pairing is acceptable after the initial introduction by the mentoring team and to highlight any issues
- Mentor to organize the first meeting and set the goals for the future meeting
- Mentor and Mentee schedule meetings and review progress of the mentoring
- Mentor and Mentee return the evaluation form to the mentoring team
- In the case of a mismatch in expectations mentee/ mentor can call off this mentoring pairing and request new pairing from the mentoring team.

4.5 PMI Belgium's responsibility for the mentoring scheme

- The mentoring team of volunteers will be maintained until all mentoring activity has closed.
- The mentoring team is the first contact point for any issues arising with the program.
- There will be an independent contact person for any mentee/mentor to consult with, in the case of issues related to the mentoring process
- Relevant training session and focus on facilitation of the mentor/mentee initial meetings.
- Conscientious facilitation of the monitoring at 3 months and 6 months
- The effectiveness of the Mentoring Scheme will be regularly assessed. At the end of each 6 month cycle there will be a survey to collect quantitative and qualitative information of the feedback in order to improving the mentoring scheme.

5 Appendix : Mentoring Agreement



Professional Development – Mentoring Program

PMI Belgium Chapter Mentoring Agreement

(Mentor and Mentee to sign off at the first meeting)

Between:

(Name of Mentor) ____

And

(Name of Mentee) ____

We have reviewed and agree to the Mentoring Code (see appendix), and confirm our intention of a mentoring relationship for now until November 2017.

We will mutually agree on a development plan for the mentee (suggestion: one page, bullet point format) and will use this plan as the basis for mentoring activities. We will measure our progress against this plan regularly. An initial outline of goals and agreements is given on page 2.

We understand that we are participating the pilot program and willing to provide feedback.

We understand that the agreement can be terminated before the end of the pilot if both parties feel that the mentee's development plan has been completed successfully.

We agree that we will review the progress of the relationship after 3 months. At any time, if the relationship is not working for either party, we will conclude the relationship without causing offence or attributing blame.

We acknowledge the importance of trust in the mentoring arrangement, and agree to keep our discussions confidential.

Mentor signature ____ Date: __

Mentee signature ____ Date: __

Mentor name	
Mentee name	
Date of agreement	
Mentoring topics	
Desired outcomes	
Location of meetings	
Frequency, duration	
Communication	