American Chamber of Commerce Executives

Mentoring Toolkit 1.0

Connecting peers for success at ACCE
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"One thing I know: the only ones among you who will be really happy are those who will have sought and found how to serve."

Albert Schweitzer
Introduction

Many things are changing in the chamber world: dues and revenue structures, workforce demographics, business models, and chamber leadership. ACCE’s Mentoring Program is a platform where chamber leaders can formally come together in a mentor-mentee capacity. The resources in this toolkit are designed to help you find, sustain and excel in your mentoring relationships.
Mentoring at ACCE

Mentoring is a career development strategy where mentors facilitate the development of learners by sharing known resources, expertise, values, skills, perspectives, attitudes and proficiencies. Mentoring builds mentees' skills and provides mentors the opportunity to share proven leadership knowledge and techniques in leading chambers.

At ACCE, mentoring is a self-directed program that connects chamber professionals from across the country to collaborate one-on-one on key chamber topics.

Types of Mentoring

Career Mentoring
Career development engagements are individually crafted, one-to-one mentorships that focus on the specific competency and development needs of the learner.

Situational Mentoring
Situational engagements give individuals a way to address immediate learning needs with one or more advisors. Several people can offer solutions and ideas at the same time so that learners get quick answers on a high-impact issue, problem, challenge, or opportunity within a short amount of time.

"A lot of people have gone further than they thought they could because someone else thought they could."

Unknown
Benefits of Mentoring

Benefits for Mentors:
- Proven method to share ideas, try new skills and take risks
- Enhanced capacity to translate values and strategies into productive actions
- Extensive information about the larger organization and the current business issues in other parts of the business
- Identification of opportunities to enhance personal contributions to the future of the company
- Increased awareness of personal biases, assumptions and areas for improvement
- Renewed enthusiasm for role as expert
- Personal fulfillment by investing in others

Benefits for Mentees:
- Insight into the pros and cons of various career options and paths
- Increased self-awareness and self-discipline
- An expanded personal network
- A sounding board for testing ideas and plans
- Positive and constructive feedback on professional and personal development areas
- Accelerated training and development

Time Requirements & Cost

Time Requirements
You and your mentoring partner will decide how often to get together, how long you should meet each time, and the duration of the mentoring engagement. Most partners typically meet 1-2 hours per month.

Program Cost
ACCE’s Mentoring Program is free to all ACCE members.

"Do not wait for leaders; do it alone, person to person."
Mother Teresa
Mentor/Mentee Expectations

**Mentors are:**

<table>
<thead>
<tr>
<th>Expected To:</th>
<th>Not Expected To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept or decline the invitations you receive <strong>within two (2) business days</strong></td>
<td>Drive the relationship</td>
</tr>
<tr>
<td>Have reasonable expectations of the learner(s)</td>
<td>Do the work for the learner(s)</td>
</tr>
<tr>
<td>Be a resource</td>
<td>Manage learners as their supervisors</td>
</tr>
<tr>
<td>Provide feedback</td>
<td>Be an expert in every area</td>
</tr>
<tr>
<td>Allocate time and energy</td>
<td>Provide personal counseling</td>
</tr>
<tr>
<td>Help learner(s) develop appropriate plans</td>
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</tr>
<tr>
<td>Follow through on commitments or renegotiate appropriately</td>
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</table>

**Mentees are:**

<table>
<thead>
<tr>
<th>Expected To:</th>
<th>Not Expected To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify initial learning goals</td>
<td>Be an expert</td>
</tr>
<tr>
<td>Take responsibility for making first contact with mentoring partner(s) and scheduling meetings</td>
<td>Know all the questions they should ask</td>
</tr>
<tr>
<td>Seek feedback</td>
<td>Get things right the first time</td>
</tr>
<tr>
<td>Take an active role in their own learning</td>
<td>Fit all learning or development goals into one mentoring relationship</td>
</tr>
<tr>
<td>Allocate time and energy</td>
<td>Look to mentors for all answers about their work</td>
</tr>
<tr>
<td>Follow through on commitments</td>
<td>Request personal counseling from mentors</td>
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“Leaders should influence others in such a way that it builds people up, encourages and edifies them so they can duplicate this attitude in others.”

Bob Goshen
Getting Started

ACCE’s mentoring program is self-directed and self-designed, allowing for a customized experience for both the mentor and mentee. To get started:

- Select a mentor either by expertise or location
- Contact mentor to request mentoring; mentors are advised to accept or decline the invitations within two business days
- Upon acceptance, schedule a meeting to discuss the mentoring relationship, completing your Mentoring Agreement Worksheet (Appendix A)
- Respect the mentoring agreement and each other by sticking to the plan. Good luck!

Find Your Mentor:

- Mentors by expertise
- Mentors by state
- Mentors A-Z (last name)

Meeting Agendas

A mentoring workflow chart can help you identify key focus areas when getting started with your mentoring relationship. Your meeting goals and agenda will vary depending on the arrangement you and your mentee create. The following is simply a guide to help jumpstart your mentoring program.

Sample Mentoring Workflow:

<table>
<thead>
<tr>
<th>MEETING GOALS</th>
<th>MEETING AGENDA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Meeting</td>
<td></td>
</tr>
<tr>
<td>Establish the relationship and begin building trust</td>
<td></td>
</tr>
<tr>
<td>Define the general direction and expectations for the relationship</td>
<td></td>
</tr>
<tr>
<td>Conduct 1x1 interview</td>
<td></td>
</tr>
<tr>
<td>Define learning need and set expectations</td>
<td></td>
</tr>
<tr>
<td>Set agenda for next meeting</td>
<td></td>
</tr>
</tbody>
</table>

| 2<sup>nd</sup> Meeting |
| Expand the relationship and continue building trust |
| Clarify objectives, set goals and determine best process for mentoring dialogue |
| Conduct 1x1 check-in |
| Ask questions to establish initial goals |
| Set agenda for next meeting |

| 3<sup>rd</sup> Meeting |
| Expand the relationship and continue building trust |
| Use agreed dialogue process to clearly discuss your mentoring topic |
| Conduct 1x1 check-in |
| Discuss learning objectives |
| Set agenda for next meeting |

| 4<sup>th</sup> Meeting... |
| Expand the relationship and continue building trust |
| Continue dialogue until agreed upon conclusion |
| At completion end mentoring with formal acknowledgement and thank you |
| Conduct 1x1 check-in |
| Discuss learning objectives |
| Set agenda for next meeting |
| At completion...end mentoring relationship |
Ending Your Mentoring Relationship

It is important to close your engagements when you are finished with them. This allows all parties to assess their participation, learning, and achievements related to the experience.

At the close of your mentoring program experience, take a few moments to evaluate the mentoring process and record what you've learned. Complete this short online evaluation of your mentoring experience. It should take only 5-10 minutes to complete. The review will not only offer useful feedback for your future development planning process, but your comments will also help ACCE improve its mentor program.

"The greatest good you can do for another is not just to share your riches but to reveal to him his own."

Benjamin Disraeli

Final Words on Mentoring

As you move forward in your pursuit of mentoring engagements, keep the following in mind:

- **Mentoring is personalized**: You determine what you want to learn and how you want to learn it.
- **Mentoring is collaborative**: You learn from other people as you collaborate and share information with one another.
- **Mentoring provides context**: You learn how to apply what you are learning, improving your speed to competence.
- **Mentoring is “bite-sized”**: You don’t have to take a course to get the answer to one or two questions; you get the answers when you need them.
- **Mentoring is what you make it**: You determine the quality and effectiveness of mentoring by how you participate in it; freely sharing knowledge benefits everyone
ACCE Mentoring Resources

 Become a Mentor

If you would like to join ACCE’s team of chamber experts and have a sincere interest in contributing toward the betterment of others; logon to complete your ACCE Mentoring Profile.

Program Contact

John C. Carlson
Director of Professional Development
American Chamber of Commerce Executives
jcarlson@acce.org | 703.998.3536

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John Crosby
Appendix A

MENTORING AGREEMENT WORKSHEET

The following questions will help you clarify areas of importance in the Mentoring Agreement. Use the agreement as a basis to discuss these questions and record your responses to set the framework for your mentoring relationship.

1. What are the mentee's development goals?

2. What is the ideal schedule for meeting (day, time, place, frequency, etc.)?

3. How will you and your mentoring partner determine accountability?

4. How will you measure progress?

FOR MENTEES:
Consider asking your mentors the following questions to help generate discussion:

- How can you help me accomplish my goals?
- What boundaries do you want to place on this relationship?
- How will we know when this relationship is over?
Appendix B

GOAL SETTING GUIDELINES

As part of your mentoring relationship, you will want to set specific goals for performance improvement, achievement, and/or learning.

Here are some suggestions for setting goals:

- Clarify what you do or do not know
- Assess any development gaps
- Write specific goals for development
- Select indicators for measuring progress
- Uncover barriers to performance
- Define success

One way to test your goals is to ask whether they are SMART. Are your goals:

Specific
- Try to break large, general goals into smaller, more specific ones.

Measurable
- Determine ways to track improvement, looking for appropriate but simple measures; quality, cost and time are three basic types of measures.

Attainable
- Identify if the goal is something that can even be achieved.

Realistic
- Determine if the goal is realistic in terms of time, resources, priority and motivation of those who would need to be involved.

Time-bound
- Be sure the goal has a deadline to ensure that action is taken.
Appendix C

GIVING & RECEIVING FEEDBACK

Giving Feedback:
Use the acronym “BIG” to remember the steps for effective feedback.

- **Behavior** – Describe the behavior observed along with when/where it took place.
- **Impact** – Describe the impact of the behavior on the person displaying the behavior and on the group.
- **Going forward** – Suggest next steps for changing the behavior

**Example:**

<table>
<thead>
<tr>
<th>Behavior</th>
<th>In the meeting when you said that the new idea would never work and your peer was missing the point…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact</td>
<td>…he probably felt personally attacked and you may find it difficult to gain his support in future projects.</td>
</tr>
<tr>
<td>Going forward</td>
<td>In the future, you could ask a couple of questions like &quot;How do you envision us getting around our current budget limitations?&quot; or &quot;What will it take to make that work?&quot; This will help you explore the situation more fully without alienating your team members.</td>
</tr>
</tbody>
</table>

Receiving Feedback:

- **Listen**: If you are receiving feedback, allow the other person to complete what he or she is saying.
- **Clarify Understanding**: Ask questions to ensure you understand the feedback and impact of the behavior being discussed.
- **Appreciate**: Let the person providing the feedback know that you appreciate his or her input and perspective.
- **Practice**: Work with the person providing the feedback and others in your engagement (if appropriate) to role-play the situation or similar situations in preparation of changing your behavior.
- **Avoid Defensiveness**: If you are defensive, you may never get feedback again.
Appendix D

THREE VITAL SIGNS OF SUCCESSFUL ENGAGEMENTS

Strong, healthy engagements are the ones that are the most successful. You can gauge the health of your own engagements by looking at three vital signs.

1. **Respect**: Healthy engagements support mutual appreciation of everyone’s knowledge, time, and energy. Respect forms the foundation of a successful engagement and is demonstrated by:

   - Scheduling regular meetings.
   - Arriving to meetings prepared.
   - Following up on action items.

2. **Responsiveness**: A successful engagement is one in which you demonstrate your willingness to learn from and advise others. This responsiveness to your partners is expressed through sensitivity and support of the goals, needs, and perspectives of everyone in the engagement, and it is demonstrated by:

   - Communicating openly about what can be done and by when.
   - Addressing issues when they arise.
   - Prioritizing requests and topics to meet the goals of the engagement.

3. **Accountability**: A strong engagement is built on trust and reliability. Accountability keeps the engagement focused and productive and is demonstrated by:

   - Providing and receiving feedback in a positive manner.
   - Mutually agreeing to expectations.
   - Monitoring and evaluating progress.