

GREENHORN

MENTORSHIP PROGRAM

Inspiring a generation



MENTORSHIP HANDBOOK

ABOUT THE PROGRAM

Greenhorn Mentorship Program is a student organization founded in 2008 in University of Nairobi –Lower Kabete campus (School of Business). It is designed to create future globally competitive leaders who span the public, private and the non- governmental sectors by pairing young dynamic minds with the best industry practitioners who have shown exemplary achievements in their respective career paths.

Mentorship refers to the developmental relationship between a more experienced professional “mentor” and a less experienced partner referred to as a mentee—a person guided and protected by a more experienced person.

We hope to develop leaders who think globally and act locally instilling sustainable positive change to drive vision and create value in organizations they join. We aim to serve as the industry link through which university students can learn about what the industry is looking for from young upcoming professionals and the best known corporate disciplines passed on to them. We will be the link that will attract the best brainpower of both worlds.

Through pairing hard work and determination to direction, we aspire to create leaders who are charismatic about what they do and inspire transformational change among their peers. We shall strive to create a social lifestyle that our members can subscribe to.

“The circumference of life cannot be rightly drawn until the center is set.” (Benjamin Mays- Martin King Jnr’s Mentor)

Our Vision

A platform to develop committed, confident and ethical leaders.

Our Mission Statement

Through mentorship, build outstanding individuals who have a positive impact on society.

Our Values

Excellence

1. We plan and prepare thoroughly for each task and anticipate potential problems.
2. We follow through on tasks and assignments holding ourselves to high standards of performance.
3. We strive to exceed goals as we push ourselves and others to excel

Diversity

1. We respect personal differences and values and actively seek to understand others' point of view whilst being able to maintaining our point of view.
2. We consider other ideas open-mindedly and acknowledge the needs of others.
3. We provide an environment in which members state one's own views honestly and openly.

Professionalism

1. We maintain confidentiality whilst upholding highest standards of integrity.
2. When problems arise, we work to find sustainable solutions rather than complain.
3. We actively invite constructive criticism on every area of the program.

Continuous People Development

1. We challenge conventional thinking, question current policies and practices when appropriate.
2. We regularly review completed tasks and projects to identify opportunities to improve learning from failure and moving on.
3. We watch for reactions in order to pick up on the need to change, ask for and act on feedback from others.
 - a) We constantly re-evaluate our own skills and capabilities and create personal development plans for our members.
4. Use every assignment as an opportunity to learn something new.

Teamwork

1. Contribute fully to the activities of the team and step in and help out other team members when needed.
2. Share information and resources with team members.
3. Work out conflicts directly with the person involved.

DEFINITION OF MENTORSHIP

A mentorship is a supportive relationship established between two individuals where knowledge, skills and experiences are shared. The mentee is someone seeking guidance in developing specific competences, self-awareness and skills in early intervention. The mentor is someone who has expertise in the area of need identified by the mentee and is able to share their wisdom in a nurturing way.

In this relationship, the mentee has the opportunity to ask questions, share concerns and observe a more experienced professional or parent within a safe, protected environment. Through reflection and collaboration between the mentor-mentee pair, the mentee can become more self-confident and competent in their integration and application of the knowledge and skills gained in the mentorship relationship demonstrating best practice.

WHY MENTORING?

The growing practice of mentoring is a rewarding process. By sharing hands-on experiences, mentors can help their mentees in discovering and developing their potential for positive impact in the society and simultaneously enabling the mentor to self-actualize. Mentoring provides a wide range of programs that enable mentors and their mentees to share in their experiences and knowledge and share the same basic vision of inspiring a generation.

Mentorship relationships have been useful for passing knowledge and skills from one individual to another. The practice of sharing the benefit of others' experience and insight — instead of each individual having to reinvent the proverbial wheel— can be equally rewarding to both mentors and mentees.

Mentoring, like the individuals involved in the relationship, varies widely, so it is difficult to describe a typical situation. In general, mentoring involves sharing one's experience and expertise to help others enhance their knowledge and performance. The mentorship established between two individuals is unique to their needs, personality, learning styles, expectations and experiences.

Mentoring provides a wide range of programs that enable mentors and their mentees to share in their experiences and knowledge and share the same basic vision of inspiring a generation.

MENTORSHIP PROGRAMS

Mentorship programs generally fall into one of three program formats, each with their own opportunities and challenges.

- One-to-one mentoring involves a single mentor and mentee. It provides the most targeted and tailored assistance, although it can be highly resource intensive.
- One-to-many mentoring involves a single mentor who offers help to numerous mentees. It is useful for issues common to the mentees and can reach more individuals than one-to-one programs, though it provides less targeted information. For example, Institutional mentoring programs which involve activities such as company visits and focus group discussions (FGDs) between the mentor and mentees.
- Networking brings various individuals together to share resources, experiences, and knowledge. It is relatively inexpensive and provides the benefits of one-to-one mentoring by facilitating individual mentoring relationships, but is less organized and more difficult to document results.

STAGES IN THE MENTORING RELATIONSHIP

b) Beginning stage – Formal and cautious

The relationship will be distant. Respectful and possibly apprehensive. The main mentoring activities are teaching and role modeling. The mentor and mentee need to be prepared to spend sufficient time to situations to get to know each other.

c) Exploratory risk taking.

As the relationship develops, the partners develop increased trust and confidence. The main mentoring activities at this stage are counselling and personal support. The key ingredients at this stage is the development of trust and confidence in each other and the primary investments are emotion and self-disclosure. Both partners need to be prepared to discuss aspects of their work or lives that frustrate, excite, challenge, worry, stress and bore them. Respect and confidentiality are keys to the success of the mentorship program. In order to move to the next level, the mentor needs to be prepared to begin to discuss their own struggles and deficiencies.

Many mentorship relationships do not move to this level and beyond because of the mentor's unwillingness to open up and share.

d) Sharing Professionally.

By now the mentor has a high degree of confidence in the mentee's relationship and is beginning to use their organizational and other relationship experiences to the mentee's advantage. Both partners have developed knowledge of the skill and deficiencies of the partner. Both partners confide in each other about their professional and life struggles, goals and plans for attaining these goals. The mentor provides a sense of perspective to the mentee by accentuating the positive factors and building his/her confidence. The key ingredients here are time working together, mutual respect and mutual gain from the relationship.

e) Sharing Personally.

As the partners' sharing develops, it naturally moves into personal support. The mentor will often counsel the mentee about personal life issues and long-term career goals and may share some of their own personal life experiences.

f) Friendship beyond mentoring.

This stage is where the relationship is maintained beyond the formal program expectations. At this stage the pair needs to redefine the relationship and let go of the mentor/mentee mindset. A genuine relationship develops and the relationship is defined in these terms.

BECOMING AN EFFECTIVE MENTOR.

There is no "right" way to mentor. The best technique is the one that is right for the individuals involved – that helps the mentor understand the mentee's issues and concerns and allows the mentor to effectively share his or her knowledge and expertise. Effective mentoring can take place in a wide variety of ways – in person, on the phone, via e-mail and social media, at the mentor's or mentee's facility or somewhere entirely different. Whatever the style and means of mentoring, some suggestions to help ensure the mentoring process is as effective as possible for both parties include:

GREENHORN MENTORSHIP PROGRAM • MENTORSHIP HANDBOOK

- **Set practical goals.** At every stage of the relationship, make sure the goals for both parties are clear and realistic and include timelines for meeting established benchmarks.
- **Identify potential obstacles.** Identify in advance any obstacles that would prevent the implementation of the established goals. Such obstacles might include limitations in time, organizational change, commitment issues and personality differences.
- **Seek similar interests.** Look into common interests that can bring the pair closer to enable a genuine relationship of trust and personal support.
- **Plan a self-directed project.** Self-directed projects provide an opportunity for the mentee to put what has been learned into place.
- **Be flexible.** Mentors should be flexible in their approach and adjust to the needs of the mentee.
- **Plan for change.** In case of any changes in the mentoring program such as the mentor leaving the program due to changing jobs, documenting the processes and other information during the mentoring relationship to ensure that any changes won't adversely affect the mentoring relationship.
- **Keep it simple.** Mentors cannot assume that the mentee has the same level of experience, education and understanding of issues. Therefore, mentors should be able to translate complex concepts into plain language and avoid using technical jargon.
- **Understand time constraints.** Both mentor and mentee must have realistic expectations regarding the time spent in the mentoring process.
- **Don't assume what the mentee needs.** Mentors will be more successful if they listen to the needs of the mentee versus telling them what they think they need.
- **Above all, be POSITIVE.**

Not everyone is a natural-born mentor. Although it would make sense that a smart, articulate and outgoing individual is a logical choice to be an effective mentor – or that a more reserved individual is less likely to be as effective – That isn't always the case. The fact is, almost any type of personality has the potential to be an effective (or ineffective) mentor. Personality has relatively little to do with effective mentoring. Experience, as they say, is the best teacher, and it also makes for the best mentors.

BECOMING A COMPETENT MENTEE

- **Initiate.** In order to sustain the mentoring relationship, take the initiative to ask your mentor a question, to let him/her know your educational and professional interest and objectives and to ask about his/her own experiences.
- **Honor your commitment.** Be appreciative of your mentor's time and investment, respond in a timely manner to your mentor's questions and comments and if you do not have the response give feedback on the same.
- **Help your mentor help you.** Tell your mentor how he/she can be most helpful.
- **Expect support, not miracles.** You can expect a certain level of support and advice from a mentor but he/she cannot solve your problems for you. The mentor can put the situation in perspective, offer feedback, serve as a sounding board and identify resources that will be helpful to you.
- **Communicate clearly.** Initiate contact with your mentor if you have questions or if you would like to discuss something. Identify your needs and communicate them as clearly as you can to your mentor. It may be helpful to put some focused energy into organizing your thoughts and concerns before talking to your mentor so that time is spent wisely.
- **Be teachable.** Be willing to learn new things, obtain another perspective and be responsive to suggestions and constructive criticism.
- **Keep up your end.** Work hard at being a good mentee.
- **Follow through.** When you decide to act on your mentor's suggestions, act in a timely manner and then report back to him/her.
- **Look ahead at your calendar.** If there are any days you know that you'll be extra busy, let the mentor know so that if he/she doesn't hear from you he/she knows that it's because you are busy or swamped.
- **Correct misunderstandings when they happen.** Get in touch with your mentor before a concern becomes a problem.

DISCUSSION TOPICS

Over the period of the mentorship session the mentor and the mentee should advisably cover the following topics:

- a) Career development
- b) Ethics
- c) Motivation
- d) Leadership
- e) Interpersonal Skills
- f) Communication
- g) Etiquette
- h) Basic life skills
- i) Managing resources
- j) Personal goals and ambitions
- k) Teamwork
- l) Professionalism
- m) Diversity

The aforementioned topics are not exhaustive and the mentorship relationship should not be limited to the above. The order of tackling the topics is also at the discretion of the pair.

TERMS OF ENGAGEMENT

The mentoring relationship requires a clear understanding between both parties of the nature of the engagement: what each party expects of the other, over what period of time, and each party's roles, rights, and responsibilities. The most effective way to do this is through a letter of engagement from the mentor to the mentee. This need not be a formal or legal document. It can be simple and straightforward, outlining in plain language several key points. Among them:

- Overview — how the mentoring shall work, how long it will take place, where it will take place, how many sessions, and other big-picture issues.
- Objectives — these are the specific goals to be addressed during the mentoring program in a way that the outcome may be measured and assessed. These can be agreed upon by the mentor-mentee pair during their first meeting

GREENHORN MENTORSHIP PROGRAM • MENTORSHIP HANDBOOK

- Mentor's commitment — this will require the mentor to commit to the Program over the specified duration and define the techniques to be employed during that period (site visits, telephone calls, e-mail) etc.
- Mentee's commitment — what the mentee is expected to do before, during, and after the direct mentoring relationship.
- Confidentiality— this is a statement outlining how the mentee will address any information learned about the mentor through the mentoring program.

The letter of engagement can help both parties by ensuring each fully understands what they are entering into. To facilitate this the mentor and mentee shall sign the Mentorship Objectives & Agreement during their first meeting.



NOTES







GREENHORN MENTORSHIP PROGRAM
UNIVERSITY OF NAIROBI LOWER KABETE CAMPUS P.O. Box 30197, 00100 GPO
Nairobi, Kenya
Website: www.greenhornmentorship.com
Email: greenhornmentorship@gmail.com
Facebook: Greenhorn Mentorship Program
Twitter: [@greenhornMP](https://twitter.com/greenhornMP)