



SOCIETY FOR HOSPITALITY
AND FOODSERVICE MANAGEMENT

MENTORSHIP TOOLKIT

SHFM Diversity, Equity
and Inclusion Council
People Plank

“The delicate balance of mentoring someone is not creating them in your own image but giving them the opportunity to create themselves.”

— Steven Spielberg

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QUICK START GUIDE FOR MENTORS

Society for Hospitality & Foodservice Management

In order to support our members and the community at large, the SHFM Diversity, Equity and Inclusion (DE&I) council has collaborated on the creation of a Quick Start mentoring toolkit to support the creation and implementation of a mentorship program within your organization or at the individual level. This guide has been developed to serve as a road map with details on roles, expectations, exercises, and best practices that can be customized to foster a successful mentoring program and culture focused on developing future talent.

What is Mentoring?

Mentors serve as an experienced and trusted advisor who shares information about their own career path, provides guidance, motivation, emotional support, and role modeling. Mentoring is separate from Coaching and Sponsoring. Typically, we each need someone (or many people) to fill each role. Coaches are hands on, providing specific and timely feedback to help you moderate your behavior. Sponsors focus on promoting you directly, using influencing power and networking to connect you with good jobs and special assignments.

A mentor takes a more abstract and holistic approach, offering guidance over an extended period. Both coaches and mentors help you help yourself, promoting personal growth.

A mentor might help you work through challenges or come to a decision; help explore career paths, set goals, develop contacts, and identify resources. Through conversation, sharing experiences, and dedicated time building; a mentor can help you advance your career. *Mentors support mentees' growth.*

What are the Impacts of Mentoring?

For those who are being mentored, it's linked to improved academic, social, and economic prospects. For those providing the mentoring, the relationship can build leadership and management skills, expand a mentor's professional network, and provide an empowering opportunity to give back to the community and pay forward their own success.

Consider Your Reasons for Mentoring

Take a few minutes to consider why you are beginning a mentoring relationship and write them out below. Refer to this list throughout this process and reflect on how it's going.

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The Benefits of Mentoring

The mentoring relationship is often cited as being one of the most meaningful developmental experiences in an individual's career – it is an opportunity that benefits the mentor, the mentee and your organization.

Mentees have the opportunity to:

- Increase their knowledge and skills and build confidence in targeted areas
- Gain perspectives and insights from more experienced leaders or technical experts
- Build relationships outside the individual's team
- Gain exposure and build networks within the individual's company
- Increase knowledge of different job functions and career paths
- Gain insights into the individual's organizational culture
- Build personal core competencies

Mentors also benefit by being able to:

- Develop leadership skills such as coaching and giving feedback
- Enhance ability to work with staff to address variety of development needs
- Get exposure to diverse perspectives and approaches outside their team
- Gain access to new information channels and networks
- Increase awareness of available talent
- Gain better understanding of issues faced by more junior staff
- Build leadership competencies

In addition to helping individuals enhance performance or develop in their careers, mentoring also provides numerous benefits by:

- Facilitating knowledge sharing with and across the mentor/mentee's company
- Increasing job satisfaction and retention, and accelerating productivity of new hires within the mentor/mentee's company
- Building a more confident, effective leadership talent pool within the mentor/mentee's company
- Promoting career development

STRUCTURE OF THE PROGRAM

- Meet with your mentees bi-weekly and adjust as necessary
- Check in with your mentee in-between meetings to ensure progress against goals
- There are four phases to a mentoring relationship: building rapport and trust, setting direction, progression against goals, and winding up/conclusion
- There is no set time for these phases, and you may find you have to slide back a step or two as obstacles arise – as long as you have a plan and open dialogue with your mentee that’s okay

Phase 1: Building Rapport

- Commit to meeting schedule and prepare for each meeting (first meeting prep is critical)
- Actively listen to mentee; ensure focus remains on development
- Agree on ground rules and discuss and define confidentiality
- Complete ice breaker activities

Phase 2: Setting Direction

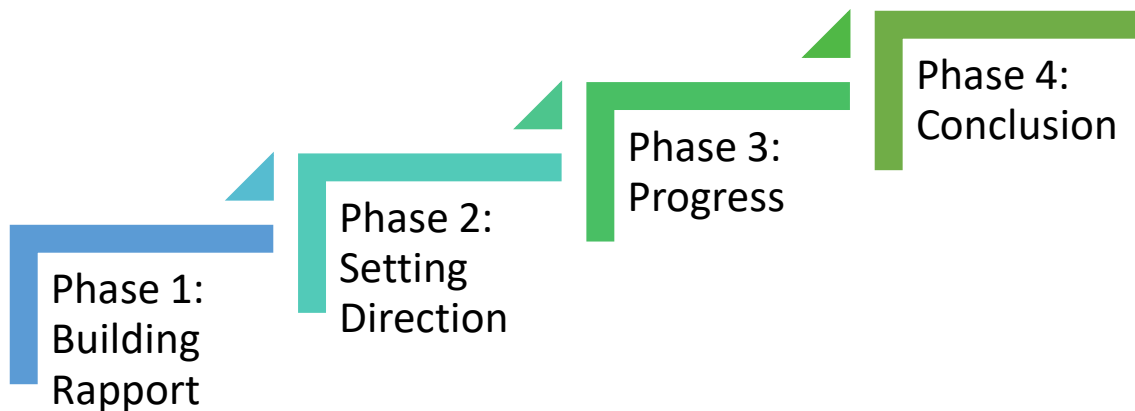
- Discuss and understand mentee’s short, medium, and long-term goals
- Agree on the desired outcome of the mentoring relationship- what does success look like?
- Use PDCA Continuous Improvement model to focus on future action

Phase 3: Progress

- This is the phase where development comes alive
- Begin meetings with goal progress check
- Coach mentee through overcoming obstacles and leveraging opportunities
- Have conversations regarding the relationship and course-correct where necessary

Phase 4: Conclusion

- Assess outcomes; celebrate success
- Define the nature of the relationship moving forward



RELATIONSHIP ROLES

Roles of a Mentor

- Assume positive intent, and then check in with your mentee
- Be invested in the success and goals of your mentee
- Utilize your strength and experience to guide your mentee towards new experiences, learning opportunities, and success
- Coach your mentee to develop and advertise their brand
- Practice appreciative, empathetic, comprehensive, and critical listening where appropriate
- Celebrate success and work to present setbacks as opportunities for growth
- Encourage and practice integrity and respect throughout the relationship
- Do not offer solutions, use guided questioning to add perspective and direction for your mentee
- Share views and ideas to develop a strong two-way learning relationship that fosters understanding and trust
- Encourage your mentee to find their voice and encourage constructive pushback
- Be accountable to yourself and your mentee

Roles of a Mentee

- Accept challenges and make yourself vulnerable to setbacks
- Take active ownership and pride in your own development
- Bring authentic situations, concerns, and development needs to the meetings
- Share experiences openly and challenge intelligently
- Be open to receiving honest feedback
- Stay accountable to your mentor and yourself by following through on actions and update your mentor on progress made
- Be open and honest sharing feedback about the mentor/mentee relationship
- Maintain a positive view of yourself
- Think about other ways to develop yourself outside of your mentoring relationship
- Keep expectations realistic and attainable

PDCA CYCLE

There are many tools you can use to organize your time and relationship with your mentee.

One way we recommend is to follow the PDCA cycle.

The PDCA cycle is an iterative, integrated management method used in business for the control and continuous improvement of processes and products.

Plan

Recognize an opportunity and plan the change. Establish objectives and processes required to deliver the desired results.

Do

Test the change, carry out a small-scale study or test. Perform the objectives from the previous step.

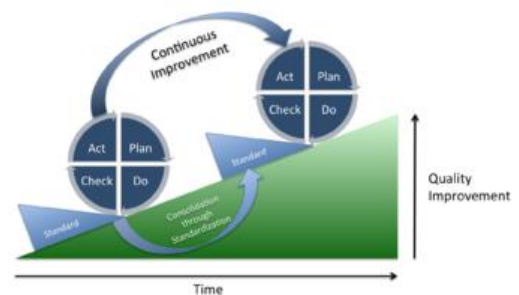
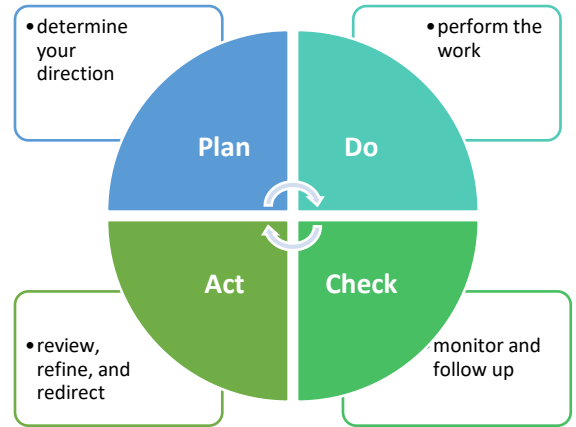
Check

Review the test, analyze the results, and identify what we've learned. Data is compared to the expected outcomes to see any similarities and differences. The testing process is also evaluated to see if there were any changes from the original test created during the planning phase. If the data is placed in a chart, it can make it easier to see any trends if the PDCA cycle is conducted multiple times. This helps to see what changes work better than others, and if said changes can be improved as well.

Act

Take action based on what you learned in the study step. If the change did not work, go through the cycle again with a different plan. If you were successful, incorporate what you learned from the test into wider changes. Use what you learned to plan new improvements, beginning the cycle again.

Root causes of such issues are investigated, found and eliminated by modifying the process. Risk is re-evaluated. At the end of the actions in this phase, the process has better instructions, standards or goals. Planning for the next cycle can proceed with a better baseline. Work in the next do phase should not create recurrence of the identified issues; if it does, then the action was not effective.



STRUCTURE OF MENTORING SESSIONS

Designed Alliance

The concept of Designed Alliance is used to set the stage for a relationship that empowers individuals to be the most successful as they make changes in their work and personal lives. Designed Alliance allows the Mentor and Mentee to co-create the environment in which they will interact. It's the circle that wraps around the mentee's fulfillment, balance and process.

In that way, it's kind of a protective layer—or safe space.

The Mentor doesn't have to have 'the answers'. Both parties just have to show up in the way they've both agreed, to support the relationship and the Mentor uses their skills to help them toward their own breakthroughs. The alliance is built on determining:

1. What works best in our interactions (empowering, supportive, vulnerable, challenging, direct, no-nonsense)?
2. How can we bring out the best in each other?
3. How do you prefer to be acknowledged? What is a good acknowledgment to you?
4. How do you prefer to be critiqued? What is good feedback to you?
5. How do you generally prefer to communicate (email, in person, meetings, etc.)?
When is the best time to communicate with you?
6. What would increase trust?

These are foundational questions to explore during Phase 1 and 2 to determine 'how do we want to be?'. When we immediately jump to what needs to be done our lack of understanding can lead to micro-fractures in trust. Without clarity and understanding, we leverage our assumptions to fill in the gaps. Having assumptions about someone else's preferences and expectations is dangerous, invest time in building a strong foundation first.

It's also important to ask each other periodically, what's going well in our mentoring relationship right now? What's going less well? And: What do we need to change to get the most out of this mentoring relationship?

Managing Time Effectively

You aren't required to create a concrete agenda (although we do recommend it!) for the mentoring session. Regardless, structuring the time effectively will lead to better results, most people work best where the mentee brings two or three significant topics to discuss, such as:

- Issues that have arisen in the mentee's job which merit deeper discussion
- Ideas to test out for the future
- Corporate strategy or changes in business

We encourage all mentors to develop their own line of questioning in order to create a relationship between the mentor and mentee that is more organic than scripted. However, we have listed some questions below for mentors to consider bringing to the first meeting.

- What is it you really want out of your career?
- What are you doing well that is helping you get there?
- What are you not doing well that is preventing you from getting there?
- What will you do differently tomorrow to meet those challenges?
- How can I help/where do you need the most help?

PREPARATION QUESTIONS FOR MENTEES TO CONSIDER

Prior to the first meeting, Mentee's should ask themselves the following questions. Organizations and Mentors can also use these questions to match Mentees with the best Mentor for their needs and goals.

- What are my strengths?

- What are my major needs?

- What are the most important things the mentor can help me with? What outcomes do I want from the mentoring experience?

- What are my short-term and long-term career goals?

- What might the mentor expect to get from this relationship?

- What do I expect to contribute to the mentoring process?

- How can I help the mentor help me?

- How will I know if the mentoring is working/not working?

- What additional questions or concerns do I have?
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YOUR FIRST MEETING AGENDA SAMPLE TEMPLATE

	Mentees	Mentors
Personal Introduction and Ice Breaker Activities (15 mins)	<ul style="list-style-type: none"> Share outside of work interests, hobbies, and aspirations 	<ul style="list-style-type: none"> Share outside of work interests, hobbies, and aspirations especially those relevant to those of your mentee
Professional introduction Resume Exchange (10 mins)	<ul style="list-style-type: none"> Share professional experience and discuss education background and interests 	<ul style="list-style-type: none"> Link your experiences that are relevant to your mentee’s experience and goals
Conduct Designed Alliance conversation + Goal Planning Worksheet (20 mins)	<ul style="list-style-type: none"> Discuss goals you would like to work towards together, anticipated first steps, and relationship expectations 	<ul style="list-style-type: none"> Aid in determining first steps, confirm expectations, and assess viability of goals. Ask mentee to fill out form and return to you before next meeting.
Establish Meeting Times and Cadence (5 mins)	<ul style="list-style-type: none"> Discuss frequency, times, dates, and locations for meetings; planning for at least 60 minutes each time. 	<ul style="list-style-type: none"> Set the tone for between meeting contact (email, phone calls, etc.). Discuss your general availability and ask your mentee about their preferences for meeting times, cadence, etc.
Meeting Wrap Up* (10 mins)	<ul style="list-style-type: none"> Recap your understanding of what your next steps are. Commit to following up where necessary before next meeting. Show appreciation towards your mentor. 	<ul style="list-style-type: none"> Recap your understanding of commitments made to your mentee and commit to following up where necessary before next meeting. Show appreciation towards your mentee.

**Follow up is key after initial meeting. Mentees should take initiative in sending meeting invites. Mentors should follow up with their mentees if you do not hear from them to help maintain the momentum of the relationship.*

ONGOING MEETING AGENDA SAMPLE AND BEST PRACTICES

	Mentees	Mentors
Catch up and person-to-person connection (5 mins)	Dialogue about what’s happened during the interim	
Review and Celebrate (5 mins)	<ul style="list-style-type: none"> Share accomplishments since last meeting with Mentor 	<ul style="list-style-type: none"> Actively listen and provide positive feedback Ask open-ended questions to help mentee understand why they were successful and how they can maintain
Review Impediments (10 mins)	<ul style="list-style-type: none"> Share impediments encountered since last meeting with Mentor Remain open to different viewpoints and ways of accomplishing goals 	<ul style="list-style-type: none"> Actively listen and provide constructive feedback Ask open-ended questions to help mentee create solutions Don’t give them the answers, help them find their own answers
Goal Review and Recalibration (20 mins)	<ul style="list-style-type: none"> Determine adjustments or refinements to existing goals Add or remove goals that no longer make sense or have been accomplished 	<ul style="list-style-type: none"> Support and provide specific feedback on goal adjustment Ask open-ended questions to help mentee create solutions Help mentee remain realistic about how much they can accomplish and how quickly
Meeting Wrap Up* (5 mins)	<ul style="list-style-type: none"> Recap your understanding of what your next steps are. Commit to following up where necessary before the next meeting. Show appreciation towards your mentor. 	<ul style="list-style-type: none"> Recap your understanding of commitments made to your mentee and commit to following up where necessary before the next meeting. Show appreciation towards your mentee.

**Follow up after each meeting is key. Mentees should take initiative in sending meeting invites. Mentors should follow up with their mentees if you do not hear from them to help maintain the momentum of the relationship.*

APPENDIX A: TIPS FOR MENTORS AND MENTEES

Tips for Mentors

- Maintain regular contact. Re-schedule meetings if you cancel them.
- Always be honest.
- Avoid being judgmental.
- Recognize that you have your own need for support. A mentor may need a Mentor too!
- Don't expect to have all the answers.
- Help your mentee access resources and further support.
- Be clear about expectations and boundaries.
- Stand back from the issues your mentee raises but work together on them.
- Respect confidentiality.
- If the relationship falters – hang in there!

Tips for Mentees

- Accept challenges willingly.
- Share with your mentor how you feel about the way the relationship is working.
- Maintain a positive view of yourself.
- Be active in your own development.
- Have faith and trust in your mentor.
- Be willing to discuss issues openly.
- Take a few risks in order to progress.
- Think about other ways to develop yourself outside of your mentoring relationship.
- Don't expect too much from your mentor.
- Talk about the end of your relationship when the time comes.

APPENDIX B: ICE BREAKER SUGGESTIONS

Following are examples of questions you and your mentee could ask each other.

Please feel free to add your own, while keeping it professional, appropriate, and light.

It is recommended to avoid topics like religion and politics.

Getting to Know You

- What are your hobbies?
- Where did you go to school?
- Where did you grow up?
- How long have you been in your current role?
-
-

Just for Fun

- If you could have any superpower, what would be?
- If you had to be a robot or a lake monster, what would you choose and why?
- What would your last meal be?
- What is your favorite vegetable?
- If you could have dinner with anyone dead or alive, who would it be and why?
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FIVE IN COMMON

- The objective is for the mentor and the mentee to find 5 (or more!) things they have in common. But not normal things like age, sex or hair color. It must be five uncommon things. 10 - 15 minutes.

MAROONED

- You are marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded? This activity helps the pair to learn about each other's values and problem solving styles.

DESCRIBE AND DRAW IT

- Every participant has a pen/pencil and a sheet of paper as well. The mentee must describe her drawing to her mentor using verbal communication only so that the mentor can recreate the drawing herself. No questions or communication are permitted beside the mentee's instructions. Allow 5 minutes for this exercise. Then recreate the exercise but allow questions from the mentor. Spend the remaining 5 minutes comparing the 2 drawings and discussing the process.

APPENDIX C: MENTORING CHECKLIST

Build Rapport

- We have established a good understanding of each other
- I feel relaxed in our meetings
- We understand and respect each other's feelings and opinions
- We respect the confidences we share
- I feel confident in the relationship

Set Direction

- We have established clear goals for the relationship
- We have agreed to the objectives, a direction towards them, and ways to measure progress
- The mentee feels comfortable challenging the mentor
- Push back is welcome and is worked through in a constructive way

Making Progress

- The agenda for meetings is being set largely by the mentee
- The mentee takes increasing responsibility in managing the relationship
- Achievements and milestones are recognized and celebrated
- The relationship is positive, supportive, and nurturing
- The mentee is more confident in their abilities to cope with new or demanding situations

Conclusion

- More goals have been achieved than not met
- The mentee can tackle more situations without the mentor's guidance
- The mentee feels more self-sufficient
- The relationship is more of a sounding board than a place for advice
- The mentor and mentee have become colleagues

APPENDIX D: SMART GOAL SETTING

A SMART (Specific, Measurable, Achievable, Relevant, Time-based) goal is a written statement that defines a specific goal. Following the SMART process results in a quality, well-defined goal that is actionable and in line with other initiatives.



Specific – Specific statements are more likely to get results than nonspecific statements. Specific statements are those that are clear, concise and tangible. Some questions to consider:

- Who is involved?
- What do you want to accomplish?
- Why? Determine the specific reason, purpose or benefits of achieving a goal.

Measurable – Measuring progress toward a goal helps people stay on track, reach target dates and experience achievement. Staying on track will result in a continuous improvement cycle that leads to motivation and goal attainment. Consider:

- Time
- Money
- Volume
- How much of how many?

Attainable – To keep from becoming overwhelming, goals should be broken down into actionable and achievable steps. Each step moves a person closer to achievement. Statements should be challenging but not impossible.

Relevant – New projects should be consistent with other long-term goals for the company, department, and/or the individual. Ask yourself: Does this align with my other projects and goals?

Time Based – Define start and end points for this project. Maintain commitment to these deadlines. Projects without deadlines or schedules for completion tend to be put aside for the day-to-day crises that invariably arise.



S

- What will you study or Impact? Why? Who is involved?



M

- By what measures will you measure your progress?



A

- How will you achieve this goal?



R

- How is this goal relevant to other goals?



T

- In what time frame will you achieve this goal?

APPENDIX E: START, STOP, CONTINUE FEEDBACK

Using the Start Stop Continue feedback model ensures that we give balanced feedback.

Start feedback includes things one should start doing that they aren't currently doing.

Stop feedback includes things one should stop doing that they are currently doing.

Continue feedback includes things one is already doing and should continue doing.

Start

Stop

Continue

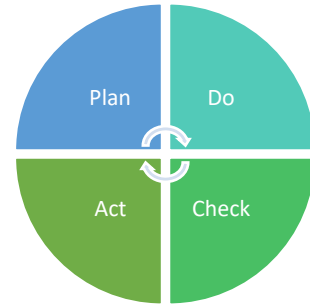
APPENDIX F: PDCA CYCLE WORKSHEET

The PDCA cycle is an iterative, integrated management method used in business to drive continuous improvement.

As you follow the cycle you will continually refine and improve, iterating on what you learned in each cycle.

Remember: Work in the next cycle should not create a recurrence of previously identified issues. If it does, the actions were not effective.

Plan = SMART Goal



Do = What did you accomplish?

Check = Result and did it vary from what you expected?

Act = Refine based on your new knowledge and take action



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