



PMI Manitoba

# Mentoring Program

(Pilot)

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### Disclaimer

**The Manitoba Chapter of PMI provides this Mentoring service to our members with the understanding that using the service provides no guarantees regarding the Protégé(s) future in terms of exam-writing success. The Chapter sincerely hopes that the Protégé(e)s prospects are enhanced by this process, but that outcome is still the responsibility of the Protégé(e) and not the Mentor or the Manitoba Chapter.**



## What is Mentoring?

Mentoring is a time-honored professional development method, used by many trades for hundreds of years. Mentoring is defined as a learning opportunity in which an experienced colleague (the mentor) helps the learner (the protégé(e)) become more successful in his/her role. This success may be achieved through one or more of the following:

- Helping the protégé(e) develop specific skills that will help him/her perform better
- Providing an understanding of the true workings of engagements, including relationships, work-arounds, rules of thumbs, and unwritten procedures and practices
- Providing appropriate contacts in the organization for the protégé(e) to gain the necessary exposure and access
- Providing access to internal and external sources of information such as plans, reports, management briefings, industry journals, etc.
- Demonstrating desired values/behaviors by acting as a role model
- Acting as a sounding board for the protege(e)'s ideas and providing timely advice

### **Benefits For the PMI Community**

- Provides a disciplined approach to managing and developing a skilled workforce
- Supports a commitment to career development
- Promotes the rapid integration of new members into the PMI knowledge, method and process community
- Develops a competent and committed PMI membership community through continuous improvement
- Leverages the mentors experiences, skills, and knowledge
- Assists in developing and retaining PMI membership
- Promotes the open discussion of new ideas through improved communications

### **Benefits For the PMI Mentor**

- Recognition and respect from their colleagues for their expertise and experience
- Sense of satisfaction and pride in developing and growing another competent professional project managers
- Enhanced coaching and leadership skills which are key to the project manager professional

### **Benefits For the PMI Protégé(e)**

- Skill growth and benefit from the experience of others
- Risk-free learning environment and penalty free zone for questions and concerns
- Expands professional network



## **What Mentoring Is**

Mentoring is two people working together to achieve specific goals. One, the mentor, has experience, skills, and knowledge. The other, the protégé(e), needs to acquire the specific skills and knowledge that the mentor can help provide.

The mentoring process guides the participants in forming effective relationships and fosters an environment where goals can be successfully met and results evaluated.

For PMI the purpose is to provide a process for developing the knowledge, experience, and skills essential to meeting the project management knowledge and awareness objectives of PMI's PMBOK and an enhanced ability to successfully complete the PMI Certification exam.

## **What Mentoring Is Not**

At the same time, it's important to remember that mentoring is not:

- A substitute for other types of training and development
- One-on-one personalized coaching or tutoring
- Designed for everyone. The protégé(e) must take personal responsibility for his/her development

## **How Do You Determine What Skills You Need To Improve Upon?**

Protégé(e)s define their development needs by using this combined process:

- Assess your skills against the PMBOK. The result of this will show you what areas you need to work on. (See Self-Assessment form.)
- Once you know what you need to work on then you set-your-goals in writing and complete a plan to action them.
- Your mentor can also help you to assess your skills, developmental needs and proficiency levels, and to help to determine if mentoring is the best way to meet these needs.



## Mentor Program Model

- Mentors must be existing PMI members and PMP or CAPM certified professionals
- The mentoring program is VOLUNTARY for both mentors and protégé(e)s
- A PMI volunteer member is designated to oversee the mentoring program, to be a point of contact, and to organize orientation meetings and evaluation sessions.
- The orientation meeting for prospective mentors covers such topics as: how to conduct a mentoring interview and make referrals, and provides sources of information which may be of use to the mentor and subsequently, the protégée. The mentor orientation meeting is held as required.
- After the mentor orientation meeting, willing mentors `sign up'.
- Mentors will be assigned and the mentor / protégé(e) will determine the fit for each assignment. The mentor or protégé(e) can request a different partner through the PMI mentor program coordinator. There is no guarantee that a mentor / protégé(e) relationship can be established for each protégé(e).
- The intention is that `matched' protégé(e)s remain with their respective mentor throughout their PMI knowledge period. However, some student/mentor relationships may not work out, and thus students or mentors may request a change (rematch) at any time.
- Meetings are scheduled by the mentor and protégé(e) as their schedules allow.



## Role of the Mentor & Protégé(e)

### *Mentor*

- Participate in the Orientation Meetings
- Complete a registration form
- Enthusiastically accept the mentoring partnership
- Begin the mentoring relationship with a strong desire to build an alliance with your protégé(e)
- Assist protégé(e) in completing a Mentoring Agreement to accomplish the objective(s)
- Provide guidance to the protégé(e) as he/she implements the mentoring activities to achieve their study objective(s)
- Provide an appropriate amount of time to the protégé(e), based on the mentoring agreement
- Provide advice and feedback to protégé(e)
- Conclude the mentoring relationship when appropriate (e.g. if either changes jobs, or objectives are met earlier than anticipated )
- Participate in occasional feedback meetings and/or surveys to share key experiences with the program without disclosing mentor/protégé(e) confidentiality

### *Protégé(e)*

- Participate in an Orientation Meeting
- Complete self-assessment and registration forms outlining expectations of mentoring
- Work with your mentor to create a Mentoring Action Plan outlining your planned goals
- Complete a Mentoring Agreement with input from your mentor
- Engage actively with your mentor and take responsibility for scheduling regular reviews meetings
- Ask for and be open to feedback and criticism
- Listen
- Demonstrate a willingness, desire, and commitment to learn and grow
- Act on advice and execute as required
- Be open-minded and willing to change
- Implement the mentoring activities to achieve mentoring objective(s)
- Develop skills that will enhance your ability to become a mentor
- Conclude the mentoring relationship when appropriate, if either pair changes jobs or objectives are met earlier
- Participate in occasional feedback meetings and/or surveys to share key experiences with the program without disclosing mentor/protégé(e) confidentiality



## Effective Mentor / Protégé(e) Relationships

The success of a mentoring relationship depends on ensuring there is open, two-way communications between the mentor and protégé(e). Communications includes both verbal, spoken and unspoken, as well as listening skills. The interaction between both partners must be beneficial to the relationship; otherwise, problems will arise. To make the relationship work effectively, consider the following suggestions:

- Mentoring is hard work and will take more time than planned. Be patient with the process and work with your partner.
- Partnering requires both parties being proactive, taking responsibility for development and growth of the team. Even though you may be a team of two, each partner must have a strong desire and responsibility for keeping the relationship going. The most significant things partners should do to maintain relationships are:
  - Keep in touch and informed about each other
  - Listen, respond, and take action
  - Support and understand each other
  - Confront and question each other to avoid misunderstandings
- If the relationship is not succeeding, despite the best efforts of both parties, request a change of partner. In such a case, neither party should assume blame for failure of the relationship, but the parties should seek to understand why the relationship did not work, and learn from the situation

### *Suggestions for Mentors*

The behavior, commitment, and initiative of the mentor is probably the most important single success factor in any mentoring relationship. The most successful mentors...

- Use all the resources available to you, as appropriate, to maximize the value of the learning experience for the protégé(e).
- Listen and understand
- Build the protégé(e)'s confidence and assist them in trusting their own judgment
- Empower the protégé(e) to realize his/her potential
- Stimulate learning with a soft, no pressure, discovery approach
- Share practical knowledge and experiences but do not teach
- Provide multiple examples
- Help the protégé(e) understand his/her strengths
- Explore and learn themselves
- Avoid appearing to be an "all-knowing" expert
- Avoid detailing what is in the questions on the exam

The second most important success factor in any mentoring relationship is the behavior, commitment, and initiative of the protégé(e). The most successful protégé(e)s...:

- Play an active role in the relationship
- Don't wait for the mentor to take the initiative (e.g., don't hesitate to suggest resources that they might have heard of to the mentor)
- Are sensitive to the mentor's time, but expect commitments to be met
- Listen, implement, and act on advice
- Have a willingness, desire, and commitment to learn and grow
- Proactively ask for advice, feedback, and even criticism
- Are open-minded and willing to change
- Avoid asking what questions are on the exam or other questions that could compromise the mentor's obligations to PMI's Project Management Professional Code of Conduct

**Some lighter but nonetheless serious thoughts:**

**Twelve Habits of the Toxic Protégé: A light-hearted look at how not to be a protégé!©**

- 1. Bring to the first formal meeting a long shopping list of things you want the mentor to do for you**
- 2. Expect the mentor to be available for you, whenever you want them (heroes never need sleep!)**
- 3. Regard the mentor as your prime source of gossip to pass on**
- 4. Expect the mentor always to have the answer - that's why they are more senior**
- 5. Expect the mentor to decide when to meet and what to talk about**
- 6. Boast about the relationship to your colleagues at every opportunity**
- 7. Never challenge what the mentor says - s/he is paid to know best**
- 8. Blame the mentor whenever advice doesn't work out - s/he should have known better**
- 9. Treat mentoring sessions as mobile - the easiest item in the diary to move at the last minute**
- 10. Enjoy the opportunity to have a good moan or whinge, whenever you meet - especially if no-one else will listen to you**
- 11. Make it clear to the mentor that you want to be just like them - adopt their style of speaking, dress and posture**
- 12. Never commit to doing anything as a result of the mentoring session. If, by accident, you do, simply forget to follow the commitment up. (Why spoil the fun of discussion with outcomes?)**

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## Protégé(e) Self-Assessment (to be discussed with Mentor)

### Knowledge & Skills Objectives:

Indicate the specific skills or areas of expertise that will be the focus of improvement during the mentoring relationship.

| Knowledge/Skill to be Developed      | Current Skill Level<br>(Circle one) |   |   |   |   | Comment |
|--------------------------------------|-------------------------------------|---|---|---|---|---------|
| Project Initiation                   | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Planning                     | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Execution                    | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Control                      | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Closing                      | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Integration Management       | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Scope Management             | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Time Management              | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Cost Management              | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Quality Management           | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Human Resource Management    | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Communications Management    | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Risk Management              | 1                                   | 2 | 3 | 4 | 5 |         |
| Project Procurement Management       | 1                                   | 2 | 3 | 4 | 5 |         |
| Professional Responsibility          | 1                                   | 2 | 3 | 4 | 5 |         |
| Exam Study Practices & Habits        | 1                                   | 2 | 3 | 4 | 5 |         |
| Psyching Myself For Writing The Exam | 1                                   | 2 | 3 | 4 | 5 |         |
| Accessing Study Resources            | 1                                   | 2 | 3 | 4 | 5 |         |
| Other                                | 1                                   | 2 | 3 | 4 | 5 |         |

### Self-Rating Scale

1: Introductory: Little or no knowledge or proficiency. Given the opportunity, I rarely demonstrate this behaviour. I need significant assistance and/or extensive studying

2. Basic: Basic Knowledge or proficiency: Given the opportunity I can sometimes demonstrate this. I may need some assistance and/or some studying

3. Proficient: Knowledgeable/Proficient: Given the opportunity I usually demonstrate this behaviour. Little or no assistance and/or studying required.

4.: Very Proficient: In depth knowledge/significant proficiency. Given the opportunity I demonstrate this behaviour most of the time. I require no assistance and/or studying

5.: Mastery: Expert knowledge/proficiency. Given the opportunity I always demonstrate this behaviour. I can assist or develop others.







## Mentoring Evaluation

### Evaluation by the Protégé (DRAFT)

Name of Protégé \_\_\_\_\_ Date \_\_\_\_\_

1. Do you think the mentoring program and your mentor/protégé relationship helped you by:

|                                                                         |     |      |    |
|-------------------------------------------------------------------------|-----|------|----|
| Understanding PMI and its role within the Project Management Profession | Yes | Some | No |
| Developing your potential                                               | Yes | Some | No |
| Your Integration into PMI Manitoba's network/system                     | Yes | Some | No |
| Understanding benefits of professional associations                     | Yes | Some | No |
| Providing you with additional self-study support                        | Yes | Some | No |
| Improved your confidence in preparing for the exam                      | Yes | Some | No |
| Matching you with a compatible mentor                                   | Yes | Some | No |

If you answered some or no to any of the statements above, please give a brief explanation.

2. How frequently did you confer with your mentor? Was the time commitment too much, too little or just right? Please explain.

3. What was the most important thing you learned or gained as a result of the mentoring relationship?

4. What are the strengths of the mentoring program?

5. What could be done to improve the mentoring program?