**GUIDELINES FOR MENTORS**

January 2020

Before You Decide to Mentor in AKRI’s T&C:

The mentoring task in our program is very rewarding, and it may take some time as you and your mentee work through the competencies necessary to meet the requirements for AKRI certification. Feel free to contact existing mentors before you make a decision to learn more about the satisfactions and the work involved in taking on this important role in support of excellence in group relations consulting.

Information to Explore Before You Decide to Mentor:

Potential mentors should be familiar with the qualification criteria, the application process, and role expectations for mentors as outlined in the application documents, as well as here.

After You’ve Become a Mentor:

When you are contacted by an applicant seeking a mentor, discuss and clarify the roles of both the mentor and mentee; in particular what they are seeking from you, and how you see the process working. This initial meeting should set the stage for a collaborative relationship. Mentoring can be construed in multiple ways so clarify with the prospective mentee how you both understand each role and its expectations from a systems perspective.

Sequence of Initial Framing Work with Your Mentee:

1. Make a clear statement of commitment to the mentee’s growth and learning.
2. Discuss the time frame for your work together. Where is the applicant in the process of fulfilling requirements? How often would you need to meet and for how long? Make sure this time frame can fit with other commitments either of you have.
3. Explain the documentation of your shared work that is required by the T&C Committee at each stage of training. Discuss expectations regarding documentation, both in terms of detail and time frame, for submission to the mentor and to the T&C. Discuss the importance of submitting required forms in a timely fashion.
4. Explain that your task as a mentor is to support and guide the mentee through the process. You should feel free to suggest trainings, readings, conferences and other opportunities that enhance learning.
5. Clarify that the mentor-mentee relationship is not therapy, but is more akin to coaching. You will be able to help the mentee define goals and objectives as he/she makes his/her journey to becoming a consultant. Don’t hesitate to ask the mentee to dig deeply into her/his experience of the consulting role.
6. Discuss boundary issues such as multiple relationships (i.e., when mentors and mentees work at the same conference) and other boundary management issues.
7. Clarify whether the mentee expects you to provide training opportunities for him/her and discuss what you can or cannot do. As a mentor, explain that you will help mentees identify training opportunities, sort through practical issues (i.e., financing, seeking scholarship funding, getting oneself known to directors), and help them process their experiences.

Throughout the Mentor/Mentee Process:

1. It may be helpful to maintain a shared document in which you both can track your work together, training opportunities offered and taken, issues that are being addressed, with examples. This will make it easier for you and your mentee to complete the assessments that are required at various stages of the training process.
2. If you have significant difficulty working with a mentee, please contact the Chair of the T&C for assistance. This circumstance occurs occasionally and can usually be resolved through collaborative dialogue.