

Build something great™



Self-Directed Mentoring

PLAYBOOK





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Purpose

This Playbook has been developed to support you in your mentoring relationship, whether you are a Mentee, a Mentor or a participant in a Mentoring Circle.

In this Playbook you will find information about what mentoring is, the benefits of mentoring, Boral's Mentoring Code of Practice, templates and links to other resources. If you have any questions or comments about mentoring, or how to use this Playbook, you can contact us at mentoring@boral.com.au

What is Mentoring?

Mentoring is when a person with a particular experience or skillset offers advice, support, and guidance to facilitate the learning and development of a person with less experience or skills in that area.

Many people think of Mentors as more experienced team members who take on the role of being a trusted advisor, role model, and teacher to their junior or less experienced colleagues. However, Mentors can also be junior or less experienced team members who take on the role of being a trusted advisor, role model, and teacher to their more experienced or senior colleagues.

Example 1: A Finance Manager in Boral Australia is a Mentor for a Laboratory Supervisor who is keen to develop their leadership skills to advance their career. The Finance Manager has over 15 years of leadership experience and is recognised for their high level of leadership skills.

Example 2: Julie, a 22 year old female Plant Operator is a Mentor to Bill, a 54 year old male Operations Manager. The Operations Manager wants to know how new processes and technologies have changed the way the work is completed at the frontline, and also wants to understand what it is like working as a female in a non-traditional role.

Mentors can play an important role in the career advancement of employees by offering on-the-job support, career advice and access to networks and organisational knowledge (both formal and informal). To be successful, mentoring requires an investment of time, mutual respect, open and honest conversations, feedback and targeted action.

Mentoring at Boral

Mentoring is the supportive development of an individual. It is a protected partnership in which learning is fostered; skills and insights imparted; and personal growth experienced. It is a confidential and collaborative process that benefits both the Mentor and Mentee.

Mentoring forms part of Boral's 70/20/10 learning framework where 20% of our individual development comes through contact and Interaction with others, and giving and receiving constructive feedback.

Mentoring is open to anyone at Boral genuinely wanting to progress their own personal and professional development, or support someone else with theirs.

20%

of development comes through interaction and feedback

The tools and templates available in this Playbook and on the Mentoring Google Site have been developed to enable mentoring relationships to occur at all levels of our organisation and across all businesses and regions.

From time to time there may also be targeted mentoring pairings and Mentoring Circles. Whether you are a Mentor, Mentee or both, thank you for recognising the significance of this type of partnership and your contribution to shaping the capability of our future.



Benefits of mentoring

Mentoring can benefit the Mentee, the Mentor, and the organisation.

Benefits to Mentees may include:	Benefits to Mentors may include:	Benefits to an organisation include:
Professional Growth	Increased skills in coaching, modelling, listening and feedback	Increased retention of talented employees
Vision for future career	Enhanced self-esteem	Cultivation of an inclusive workplace culture
Enhanced career opportunities	Improved leadership skills	Increased collaboration
Exposure to other ways of thinking	Pride and satisfaction in enabling a colleague's growth and development	Greater knowledge sharing across the organisation
Broadening of skills	Increased job satisfaction	Increased employee engagement
Increased confidence in abilities	Enhanced interpersonal skills	
Increased job satisfaction	Increased organisational knowledge, especially from the perspective of the Mentee	
Larger professional network	Increased understanding of others	
Increased knowledge of organisational culture, structure and processes		

Boral's Code of Mentoring Practice

Mentoring relationships are taken seriously at Boral. As well as working within the Boral standards and policies of conduct and respect, participants must also :

- act ethically and with respect towards each other at all times
- discuss expectations of participants in the first meeting and review these expectations regularly as the mentoring relationship progresses
- maintain strict confidentiality (see paragraph below)
- end the mentoring relationship at the agreed timeframe or earlier if required
- commit to attend all pre-arranged meetings



Roles and Responsibilities

Mentors role

Specific responsibilities include:

- Contribute to the development of a schedule of meetings / sessions
- Prepare for each session
- Prioritise the mentoring sessions (don't let other demands impact the mentoring schedule or interrupt the session)
- Communicate through active listening, clarify information and guide the mentee's thinking
- Share resources, experiences and mistakes when appropriate
- Provide feedback to the mentee on their progress

The Mentor may further support the Mentee by:

- Challenging assumptions
- Encouraging the exploration of new ideas and different ways of thinking
- Providing appropriate and timely advice
- Assisting the Mentees to identify and solve problems
- Sharing a different view of the matter under discussion
- Being a positive role model

A successful and effective Mentor has:

- Is curious and asks questions
- Is willing to share experiences and knowledge that can benefit the Mentee
- Has a genuine interest in the Mentee's growth & development
- Is committed to the mentoring process
- Has highly developed communication skills (particularly listening, asking questions and providing constructive feedback)

Mentee's role

Specific responsibilities include:

- Develop a schedule of meetings as agreed with the Mentor
- Be prepared and punctual for meetings
- Share professional goals, objectives, ideas and concerns with your Mentor
- Establish the agenda / discussion topic for each meeting and communicate these to the Mentor ahead of time
- Contribute to each discussion, ask questions and provide thoughts
- Take notes
- Undertake actions as agreed in meetings

The Mentee may achieve their goals and objectives by:

- Always having an open mind
- Actively listening to the Mentor's advice, point of view and experience
- Reviewing meeting notes and reflecting on the discussion
- Taking responsibility for their own professional development
- Giving feedback to their Mentor on what is or is not working in the mentoring relationship

A successful Mentee:

- Is curious and asks questions
- Seeks advice and constructive feedback from their Mentor
- Receives feedback with a positive mindset
- Respects their mentor's time and boundaries
- Accepts new responsibilities and challenges



Qualities of a good Mentee or Mentor

Mentees achieve more when they are:

- interested in developing their career
- open to receiving, and acting upon, feedback
- willing to accept challenges and take risks
- able to set goals and work towards them
- committed to working through on-the-job issues
- open and honest, and learn from their successes and failures

Mentors are most effective when they are:

- committed to helping colleagues develop their potential and skills
- effective and empathetic listeners
- willing to share their knowledge of the organisation or role
- patient and encouraging
- able to provide feedback in a way that challenges and supports development
- available

Mentees can prepare for the mentoring relationship by thinking about and identifying areas where they would like assistance and support.

Examples may include:

- Problem solving
- Strategic leadership
- Management and leadership issues
- Conflict resolution
- Financial management skills
- Communication skills
- Career planning and development
- Work / life balance



A good Mentor

Mentoring is not like a relationship where you need to be perfectly compatible, or stay friends for life.

It is a relationship that might be 6 months, the duration of a project, or even a few years. Within a successful Mentor/Mentee relationship, both parties are engaged, flexible, authentic, and there is reciprocity. With this in mind there are some key factors to consider when selecting potential Mentors.

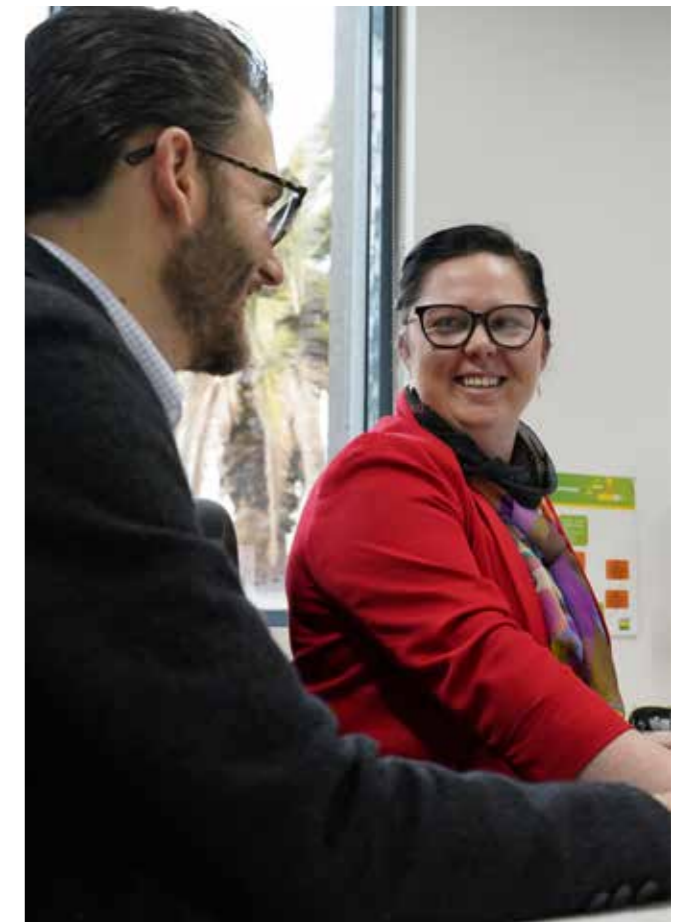
Selecting a mentor

Decide which type of Mentor you are looking for.

It may be:

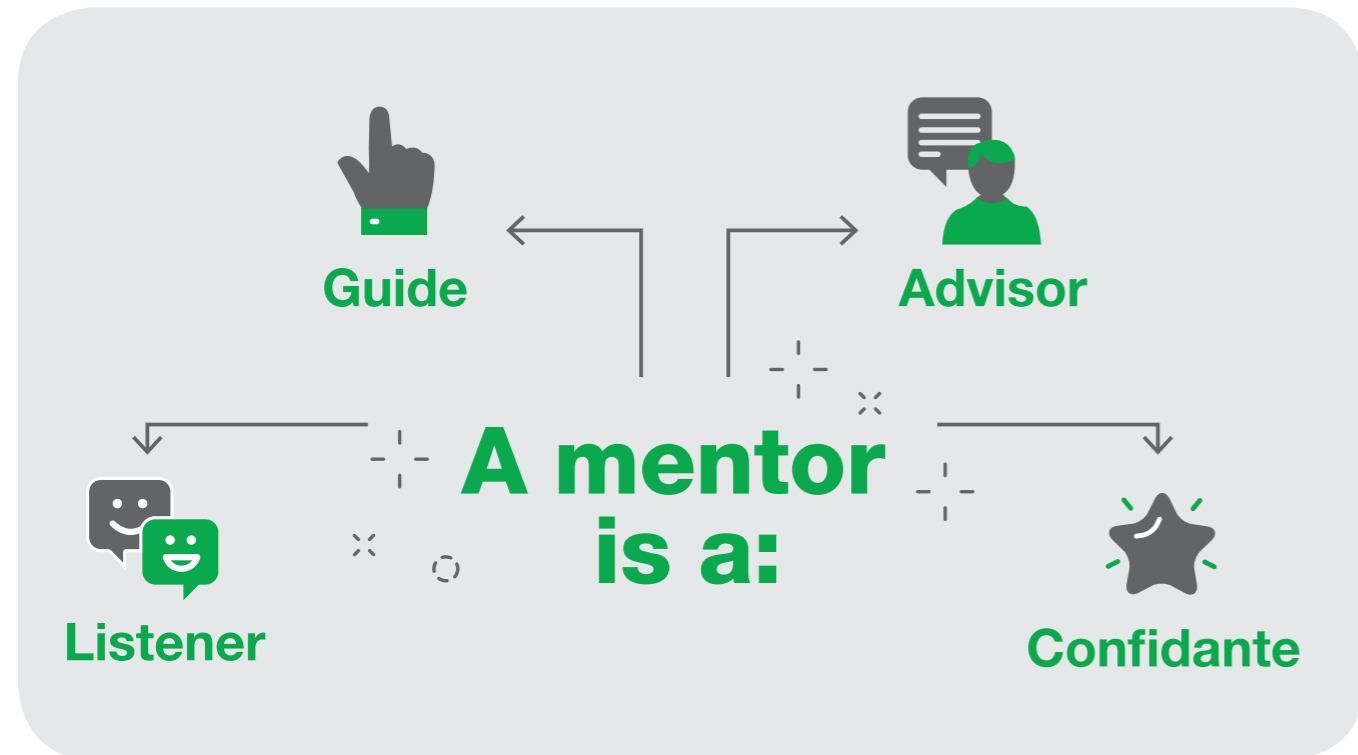
- Someone you admire and respect, who has a good track record and credibility – especially in the field of work you are in or would like to be in.
- Someone who has a lot to offer you because of their different experience or perspectives – and you can articulate what that is.
- A person who knows how to challenge you and help you focus your thinking.

A person who has a good network of influencers e.g. is able to pick up the phone and connect you with a possible learning opportunity or will make connections for people you should meet or events to attend.





Mentors cannot be all things to their Mentees. Quite often when Mentors run into problems in their relationships, it is because the Mentor, the Mentee or both did not understand the role of a Mentor.



A Mentor is NOT:

- Counsellor
- Social Worker
- Psychologist
- Disciplinarian

A Mentor does NOT:

- Do work or make decisions for the Mentee
- Represent the Mentee or set career goals for them
- Provide unreasonable access for the minor problems or questions
- Offer a “free ride” to the top or to promote a Mentee’s career path within the business
- Attempt to soften important, but critical observations simply to spare feelings
- Advocate for the employee during employment discussions e.g. performance, remuneration, disciplinary

Strategies for creating a successful mentoring relationship

Commitment

As with lots of things, with mentoring you get out what you put in. It takes time and energy from both the Mentee and the Mentor to make a successful mentoring relationship. It takes time to attend meetings, commit to follow up actions, cultivate the relationship and build trust.

Professional focus

The focus of the mentoring relationship is primarily on developing and enhancing the professional skills, knowledge and / or career of the Mentee. For some people, there is very little distinction between their professional and personal life, and it may be easy to digress into a personal issue or situation that falls beyond the boundary of a workplace mentoring relationship. It is useful to review progress regularly and ensure you are focusing on professional outcomes.

Mentee-driven

Being a Mentee is not a passive role. We recommend that the relationship is 'Mentee-driven'. That is, while all aspects of the mentoring relationship should be agreed upon by the Mentee and Mentor, the Mentee's professional developmental goals should guide the action plan. The Mentee should also be the one to initiate meetings and contact between meetings.

Positional Power

There may be a disparity in the positional relationship of the participants, that is, one participant may be in a more senior role than the other. This may mean that the person in the more junior role is nervous discussing certain subjects, or is reticent to give their true opinion. They may feel

as though they need to give a positive impression to the senior person instead of the truth. As such, the more senior person needs to be aware of their positional power and seek to manage that during the course of the mentoring relationship.

Psychological Safety

Mentoring works best when the Mentee and Mentor feel comfortable talking openly and honestly to each other. A psychologically safe environment doesn't mean that there won't be differences of opinion, but it should mean that individuals can be candid and direct, can ask for help and be willing to admit mistakes.

To create this environment it is important to agree on the rules of engagement. Rules may include what subjects will / will not be discussed, how feedback will be provided, where and how will you meet, and any other boundaries that are important. Actively listening to the other person, verbalising agreement or empathy (when you genuinely agree or empathise) and volunteering information about your own weaknesses and mistakes can also help to create vulnerable trust, which in turn leads to psychological safety.

Sustainability

The mentoring relationship will develop and change over time as different needs are met. It is important to nurture and sustain the mentoring relationship and review the objectives regularly. Clear and consistent communication keeps the relationship active, genuine, professional and meaningful.

Mentoring Boral's Graduate Employees

Where a Graduate is new to corporate life, they often have a common set of needs that can be met by a Mentor.

These needs may include:

- How I work with my colleagues,
- How I work with my manager,
- Understanding Boral's culture, values, objectives and 'The Boral Way'
- Understanding the work within the context of my job,
- How to develop and utilise positive business relationships,
- How to deal with challenges or problems in a work or people interactive sense,
- How to develop my career through the Graduate Program and foster the creation of a personal development plan
- How to manage work prioritisation, goal setting and time management.

A person who is a Mentor to a graduate employee should take time to understand the graduate's experience, knowledge and goals rather than making assumptions based on their graduate status. Where the graduate is new to corporate life, or to Boral, the Mentor should pay special attention to ensure the Graduate understands any corporate or Boral specific language and terms, processes, and organisational structures or nuances that are relevant to each discussion.

Confidentiality

Topics discussed by Mentors and Mentees may be a personal opinion or a sensitive or controversial nature and therefore strict confidentiality must be maintained between Mentors and Mentees. By entering into a mentoring relationship the Mentor and Mentee agree to maintain confidentiality between themselves wherever appropriate to ensure there's trust in the relationship. These discussions should never devolve into gossip and below the line behaviour. Mentors should interrupt and discourage such discussion.

There are exceptions to the requirement of confidentiality where:

- The relationship is part of a formal program and participants are asked to provide feedback to HR with regard to potential areas for formal development. In such circumstances the Mentor will discuss this with the Mentee first

- A Mentee discloses information about an issue that creates a concern for their physical or psychological safety at work. In such circumstances a Mentor should obtain advice discretely from HR or Work Fit to ensure the individual is supported
- The mentoring discussion uncovers a suspected breach of policy (e.g. bullying and harassment). Advise the other party that the issue must be reported, then escalate the issue to your manager and / or HR. You may not be able to access information such as the outcome of investigations into policy breaches, however you should follow up with the person you reported the issue to, to ensure the issue has been resolved.

Issue Resolution

Issues that require external intervention will sometimes arise in a mentoring relationship and may be from either party. These can include low level issues such as mismatched personalities or styles, significant change in availability, unfulfilled expectations about each other's role, inability to provide necessary support or failure to complete actions as agreed.

More serious issues can include serious conflict or a breach of policy.

The preferred approach is to attempt to resolve issues together in the first instance. If this is not successful, we recommend bringing in an external party for advice. This may be the manager of one party, or someone from Human Resources who can provide support in resolving the issue.

You should never leave a working mentoring relationship without bringing it to a formal close, however, neither party is expected to remain in a mentoring relationship where you or your time is not respected.

If the mentoring relationship cannot be repaired following an issue, then the Mentor and Mentee should agree to end the process.

A mentoring relationship, like any other working relationship, takes time to develop. Therefore, you are encouraged to meet at least every two months. Meetings may be face to face, on Google Hangouts, over the phone or any combination of these.



Mentoring Circles

A Mentoring Circle is a collection of mentoring relationships that meets on a regular basis for an agreed length of time. The purpose of Mentoring Circles is to assist people with a common interest or goal to set important and relevant development goals and build confidence and teach skills to reach those goals.

Mentoring Circles will typically be facilitated by one of Boral's more experienced Mentors and / or HR.

Advantages of a Mentoring Circle are:

- Provides opportunities for people with similar leadership and development interests to connect and network
- Provides a supportive environment for a small group of people to practice skills and trouble-shoot ideas
- Maximises the reach of key Mentors in the business
- Allows for a targeted focus on development needs and skills for a specific group of people (e.g. women at Boral)

Examples of monthly topics for Mentoring Circles include:

- Meaningful Goal Setting
- Owning Your Career
- Personal Brand
- Difficult Conversations - Handling Conflict
- Negotiate with Confidence
- Working with Senior Management and/or Stakeholders
- Unconscious Bias
- Leadership at Boral - SPINE Approach
- Inclusive Work Practices

[If you would like to find out more about participating in a Mentoring Circle in your region please fill in the expression of interest form on the Mentoring@Boral Google Site.](#)

Additional Hints and Tips for Mentees and Mentors

Agree on the length of the mentoring relationship at the first meeting and do not expect it to continue after the end of that time. If both parties wish to continue with the relationship, agree new time frames and create a new Mentoring Agreement.

Feedback works best if it occurs reasonably soon after a task is completed as impressions are still fresh.

Plan ahead, keeping the other party informed about proposed periods of absence. This will help with planning tasks and meetings.

Choose the right place for the right conversation. Sometimes meeting away from the office (e.g. a park, or local coffee shop) can provide a more relaxed environment for mentoring conversations. However, some conversations are difficult in a public space - especially when confidential or sensitive topics are being discussed.

Seek permission / support from your line manager to attend any mentoring related activities during normal working hours.

The Mentee should keep a record of the meetings. This will aid memory, provide the Mentor and Mentee with a record of progress and achievement, and assist in monitoring progress against objectives.

For further information or questions regarding the program including the effectiveness, please contact HR.

Templates Overview

First Mentoring Meeting Agenda	The first meeting is an important meeting where mentors and mentees get to know each other and negotiate the parameters for working together.
Mentoring Agreement	Each party should complete this draft and bring to your first meeting. Discuss and agree the details, sign and both keep a copy. Update periodically if necessary.
Mentoring Action Plan	Mentee's can track actions discussed. Bring this list to each meeting with your mentor.
Mentoring Meeting Notes	Note key points of discussion and items you wish to remember. Take a fresh page to each meeting. File your notes together.
What are my needs?	Mentees can identify their short term and long term goals.
Checklist: Maximising Mentoring Relationships	This checklist identifies whether the mentoring relationship is achieving its objectives and how it has progressed.
Last Mentoring Meeting Agenda	This meeting marks the formal ending of the relationship and can be used to review the process and outcomes. Bring your mentoring agreement, initial goals, actions plan and meeting notes to refer to during your discussion.

First Mentoring Meeting Agenda

Exchange information about background, career, and interests

Discuss and agree the Mentoring Agreement

Discuss the logistics of your mentoring relationship e.g. expectations, roles, length of relationship etc.

Discuss challenges including e.g. psychological safety, confidentiality, and logistical issues such as travel and workload

Discuss the Mentee's goals / needs / challenges and agree how you'll know you have been successful

Sign and each keep a copy of the Mentoring Agreement

Set the next meeting and agree actions to complete before the next meeting

Mentoring Agreement

The Mentor and Mentee agree to participate in the Mentoring relationship in a professional and respectful manner, and to work in the best interest of both parties to:

- Assist in the Mentee’s personal and / or professional development
- Act as a sounding board for the Mentee
- Offer constructive feedback to each other
- Provide advice, guidance and direction where requested and / or warranted
- Maintain confidentiality of shared information both during and after the duration of the mentoring relationship (other than in circumstances that require disclosure by Boral policy or legislation)

The Mentor will not enter into:

- Activities that interfere with responsibilities of the Mentee’s Manager
- Conversations with the Mentee’s manager without prior agreement from the Mentee (other than in circumstances that require disclosure by Boral policy or legislation)

Mentor name: _____

Mentee name: _____

Start date: _____ **Anticipated end date:** _____

Frequency of meetings: _____

Duration of meetings: _____

Location/timing of meetings: _____

Contact between meetings: _____

Confidentially discussed: **YES** **NO**

Mentoring Action Plan

Mentee name: **Date:**

Issue/Goal	Actions	By when	✓

Mentor's signature: **Date:**

Mentee's signature: **Date:**

Mentoring Meeting Notes

Mentee name: **Date:**

Issue discussed	Key take-outs (Refine at first meeting)

What Are My Needs?

One of the biggest challenges in the initial stage of setting up a mentoring relationship is identifying your needs and determining what you seek from a mentoring relationship. To help you identify and clarify your needs it is often helpful to think about your short and medium/long term goals.

Questions	Undercover your needs	What do I need to do to achieve these goals
Short Term Goals		
1. What are my immediate needs?		
Medium/Long Term Goals		
2. How do I see myself developing over the next 2-5 years?		
3. What relationships will I need to build?		
4. What skills will I need to develop?		
5. What experiences/projects will I need exposure to?		

Checklist: Maximising Mentoring Relationships

Items	Comments
1. Are our individual needs being met?	
2. What do we need to stop, start or continue in our mentoring relationship	
3. Are we devoting sufficient time to mentoring and are we meeting regularly?	
4. How has our relationship progressed?	
5. Are we satisfied with the level of sharing and openness in the relationship?	
6. What have been our key learning's to date?	

Last Mentoring Meeting Agenda

Have the initial goals for mentoring been met? If yes, how do we know these goals have been met?

Which needs were not met and why?

Were the goals redefined during the mentoring relationship and were these new goals met?

What other outcomes were achieved during the relationship?

Was knowledge of Boral Increased?

Were the problem-solving skills of the Mentee enhanced?

What professional gains were made by the Mentee?

Last Mentoring Meeting Agenda

What personal gains were made by the Mentee?

Which part of the process worked? What could be improved?

What aspects of the mentoring relationship did you appreciate?

What aspects did you find challenging?

