



Training Gaps **Analysis**

Cultural Mentors



Cultural
Human Resources
Council

Conseil
des ressources humaines
du secteur culturel



Training Offerings Survey And Training Needs Assessment for Cultural Mentors

Final Report

Presented to the
Cultural Human Resources Council
(CHRC)

by



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EXECUTIVE SUMMARY

Commissioned by the CHRC, this study of managerial mentoring in the cultural sector basically sought to shed light on three questions:

- Where do cultural mentors see their training needs in terms of the Competency Chart and Profile?
- Which Canadian educational and training institutions and professional organizations offer training for mentors in cultural management?
- To what extent can these institutions and professional organizations respond to the training needs identified by a sample of cultural mentors in the context of this study?

ON THE TRAINING NEEDS OF MENTORS IN THE CULTURAL SECTOR

- Consulted mentors generally believe that they have “what it takes” to be good mentors;
- Consulted mentors believe that the ability to transfer expertise is the mentor’s chief competency rather than the ability to manage the mentoring process;
- Which explains the importance that consulted mentors seem to place on communication skills: improvement of one’s communication skills was the most frequently stated among expressed needs;
- Consulted protégés have another point of view and are more critical in their assessment of their mentor’s ability to establish and maintain an efficient mentoring relationship.

ON EXISTING MENTOR TRAINING OFFERINGS

- Mentor training offerings specifically designed for the cultural sector are practically non-existent;
- There are general mentor training programs and seminars, however, that are available regionally or nationally, in English and / or in French;
- Among the regular training offerings that we have examined, only one deals with manager mentoring and none is specific to the cultural sector;
- Training in manager *coaching* is available, however, but is not specifically geared toward the cultural sector;
- These training providers generally favour conventional methods, such as conferences and seminars, while some offer the possibility of distance learning, such as tele training;
- We cannot affirm whether the training offerings we collated really develop the required skills or not,¹ even if most providers claim to offer a balance of theory and practical training likely to favour the development of mentors' skills.

ON THE CAPACITY OF TRAINING OFFERINGS TO RESPOND TO IDENTIFIED NEEDS

- Consulted training suppliers, whether in coaching or in mentoring, believe that their training programs are quite complete and that they adequately contribute to developing nearly all the skills enumerated in the Mentor Competency Chart. The only weakness they acknowledge is the fact that their program may not address the specific needs of the cultural sector, particularly the management of cultural organizations;
- Some training suppliers are receptive to the idea of adapting their training offerings so as to better respond to the specific needs of the cultural sector.

¹ The limitations of this study did not allow us a sufficiently thorough investigation of these training offerings.

ON THE LIMITATIONS OF TRAINING

- Training is far from being mentors' favoured means of learning or improving their mentoring skills;
- Mentors find experience, self-teaching, and action to be more conducive to learning.

RECOMMENDATIONS

RECOMMENDATION 1

RAISING MENTORS' AWARENESS OF THE IMPORTANCE OF THEIR ROLE AND OF THE NECESSITY OF PREPARING FOR THIS ROLE.

In view of the fact that:

- mentors consulted did not seem to feel the need for acquiring or improving skills for managing the mentoring relationship as defined by the Mentors' Chart of Competencies;
- protégés consulted had, for their part, identified significant weaknesses in the mentors' ability to establish an efficient mentoring process;

We recommend that the CHRC adopt the following objective:

- Raise mentors' awareness in the cultural sector about the significance of their function in a successful mentoring relationship and of the need of preparing for this function.

To this end, the CHRC could:

- Build a support network to address the needs of mentors and protégés;
- Initiate events facilitating meetings and exchanges between mentors.

RECOMMENDATION 2

DEVELOP A STRATEGY FOR THE DEVELOPMENT OF MENTORS' COMPETENCIES BASED ON THE MENTORS' COMPETENCY CHART AND ON THE TRAINING METHODS FAVOURED BY THE LATTER.

In view of the fact that:

- This study has brought to light the significance of an effective management of the mentoring relationship;
- Beyond the mentor's technical expertise, the effectiveness of this relationship rests on the mentor's ability to establish a structured process that promotes the protégé's training;
- It is essential to keep in mind mentors' expressed reservations with respect to conventional training;

We recommend that the CHRC develop a two-tier strategy for the development of competencies: (1) a practical guide for mentors and (2) a data base of training and other learning resources available to mentors.

A Practical Guide for Mentors

We recommend the development of a modularized mentor's guide based on the Mentor's Chart of Competencies in the cultural sector. Such a guide can be made available to mentors either in the form of accompanying guide transmitted by a mentoring program coordinator, or in electronic form on the CHRC website.

The DACUM system,² used to build the Mentor's Chart of Competencies, provides the possibility of producing a set of activities — reflections, self-assessments, practical exercises, and even work tools mentor may use throughout the mentoring relationship — for each of the competencies.

² This methodology was used by CARS, which later designed a complete training program for each of the competencies of their chart.

Various resources may also be made available to assist the mentor in fulfilling his role: mentor discussion groups and support networks, access to a master mentor for personalized assistance, a mentor's code of ethics, database of resources available across Canada — lectures, information providers, audio and visual documentation, suggested activities with the protégés, and so on.³

Such a guide would have the advantage of promoting the Mentor's Competency Chart and ensuring its wider circulation, both among cultural organizations having formally implemented a mentoring program and among individual, self-styled mentors.

A Database of Training and other Learning Resources Available to Mentors

Research undertaken in the course of this study has allowed us to identify some educational institutions and organizations providing structured training and other learning resources that seems to be appropriate to the needs of management mentorship in the cultural sector (see Section 6 and Appendix G of the present report)

We recommend that the CHRC:

- Help circulate information on these training offerings by steering mentors who are interested in enrolling in more formal training structures toward resources that are likely to help them improve their competencies.

³ We are thinking here of a guide based on the "Career Architect" (Lominger) to help manage by competencies. See "*Grow Your Own Leaders: How to Identify, Develop, and Retain Leadership Talent*" ([William C. Byham](#), [Audrey B. Smith](#), [Matthew J. Paese](#))

RECOMMENDATION 3

INFORM CULTURAL ORGANIZATIONS ABOUT BEST PRACTICES WITH REGARD TO IMPLEMENTING EFFECTIVE MENTORING PROGRAMS.

In view of the fact that:

- Mentoring is a means of learning usually aimed at helping an individual develop his or her personal or professional objectives;
- Mentoring programs are emerging in the cultural sector that are geared toward the development of cultural organizations rather than solely toward individual development;
- These programs aim to answer the needs of cultural organizations, namely by:
 - ◆ facilitating managers' integration and adaptation in organizations in the cultural sector;
 - ◆ supporting the organizational development of cultural businesses;
 - ◆ preparing a new generation of managers by ensuring the transfer of expertise or the organizations acquired knowledge.
- Managerial mentoring in the cultural sector takes many forms — coaching, internships, consultation, etc. — that go beyond the strict definition of mentoring;
- The variety and flexibility of offerings with regard to mentoring are a way of satisfying cultural organizations' varied requirements and of broadening the practice.

We recommend that the CHRC approach cultural organizations to inform them of:

- The different kinds of mentorship that are emerging in cultural organizations;
- Selection criteria for mentors;
- A code of ethics for mentors;
- The design of a typical orientation session for mentors and their protégés;
- Mentorship program assessment models.

To reach these objectives, we recommend the publication of a collection of best practices and implementations of mentoring programs for organizations in the cultural sector. Such an instrument would have the advantage of enabling organizations to implement a custom approach to mentoring that satisfies needs specific to the cultural sector.

In preparing such an instrument, the CHRC might be inspired by existing publications, such as:

- *Coaching, Mentoring and Succession Planning*, from the Cultural Careers Council of Ontario;
- The different publications in la Fondation de l'entrepreneurship's Mentorship series;
- The *Final Report Summary* prepared by Ms Darlene McCue and a paper entitled *Mentoring From A Social Cognitive Learning Perspective: Reflections For The Museum Sector* written by Ms Joy Davis upon completion of the Museum Leadership Development Pilot Project, a learning partnership of the School of Public Administration and the Cultural Resource Management Program at the University of Victoria, the Royal British Columbia Museum, and the Provincial Museum of Alberta;
- The mentoring guide for Quebec civil servants produced by the Centre d'expertise en gestion des ressources humaines at the Secrétariat du Conseil du Trésor;
- The research report produced by the Public Service Human Resources Management Agency of Canada entitled *Les programmes de mentorat dans la fonction publique fédérale: État de la situation et pratiques exemplaires*;
- The mentoring guide designed for the Canadian public service.
- The information resources and references made available by the International Mentoring Association (IMA) .

1. PROJECT CONTEXT

In response to the difficulty expressed by cultural organizations in recruiting and retaining cultural managers, the Canadian Conference of the Arts undertook the Creative Management Project. The CMP Action Plan, in which mentorship was seen as a very meaningful professional development activity, made the following recommendation:

“The Department of Canadian Heritage and the Canada Council should undertake a study of existing mentors in the Canadian cultural sector, determine the need to train additional mentors, and develop means for doing so. The study should be undertaken in consultation with capacity building, stabilization and organizational development programs, and universities, colleges and specialized training institutions.”⁴

(Recommendation 14)

To move forward on the CMP Action Plan recommendation on mentorship, various researches were undertaken. This study is part of the follow-up to this recommendation.

2. PURPOSE OF THE STUDY

Commissioned by the Cultural Human Resources Council (CHRC), this study has the following objectives:

- To determine where, in terms of the Competency Chart and Profile, cultural mentors see their training needs;
- To determine which Canadian educational and training institutions and professional organizations offer training for mentors in cultural management;

⁴ CHRC, Mentorship Strategy for Managers and Administrators of Cultural Organizations, Creative Management Project, March 2005, p. 2

- To assess to what extent these institutions and professional organizations can respond to the training needs identified by a sample of cultural mentors in the context of this study.

3. METHODOLOGY

To accomplish this mandate, the following methodology was designed and applied:

| TOOLS | OBJECTIVES | TARGET POPULATION | SAMPLE SIZE |
|---|---|--|------------------|
| WEB RESEARCH | <ol style="list-style-type: none"> 1. To conduct documentary research on mentorship training practices; 2. To conduct documentary research on available mentoring training offerings. | Training Providers in Manager Mentoring | Approximately 10 |
| QUESTIONNAIRE ON TRAINING OFFERINGS | <ol style="list-style-type: none"> 1. To survey mentor training practices; 2. To compare mentor training offerings on the basis of the Mentor's Chart of Competencies. | Training Providers in Manager Mentoring and Manager Coaching | Approximately 10 |
| COMPETENCY AND TRAINING NEEDS SELF-ASSESSMENT QUESTIONNAIRE | <ol style="list-style-type: none"> 1. To identify the training needs of mentors on the basis of the Mentor's Chart of Competencies. | Mentors in the cultural sector | 15 |
| QUESTIONNAIRE TO ASSESS THE COMPETENCIES OF INDIVIDUALS EXERCISING THE ROLE OF MENTOR | <ol style="list-style-type: none"> 1. To identify the training needs of mentors on the basis of the Mentor's Chart of Competencies. | Protégés | 5 |

As a first step, documentary and Internet-based research was conducted on existing and proposed formal mentoring programs in the cultural sector across Canada.

The purpose of our research was three-fold:

- To produce a list of mentors and protégés who would be invited to respond to a training needs survey;
- To collate information in order to compare common and distinct features of existing mentoring programs (see Appendix B);
- To collate information in order to compare common and distinct features of existing training offerings (see Appendix C).

The second step was to produce two surveys: one to identify mentors' training needs, and another to assess training offerings on mentoring and, more particularly, on mentor training. Both surveys were based on the Mentor's Chart of Competencies.

4. RESEARCH FINDINGS

4.1 THE CONCEPT OF MENTORING

“Mentor is a figure in Greek mythology; he is a friend of Ulysses’. Taken by his conqueror and warrior duties, Ulysses asks Mentor to take care of his son Telemachus, for he considers that his friend possesses the wisdom that will enable him to be a good tutor and counsellor.”

Le mentorat et le monde du travail: “Mentor : Vieux comme Ulysse”

Across the ages and in all cultures, wise people have initiated and assisted novices. Mentors of the twenty-first century exercise essentially the same role: they are expected to provide guidance, to teach, and to be role models.

Mentoring is presently being rediscovered. Contemplating the prospect of baby boomers soon leaving the labour market or reducing their presence at work, organizations are worried that they may experience difficulties in recruiting and retaining a qualified workforce. This context has led to several mentoring projects and programs. These initiatives all pursue the same goal: to assist young workers in their professional and personal development.

An increasing number of organizations in Canada and in the United States have implemented various forms of mentoring programs. These are seen as an important way “to develop an individual’s potential, leading to success and professional accomplishment for the benefit of both the individual and the organization.” Formal mentoring is a relatively new approach that has been practised alongside other forms of professional assistance. These approaches bear certain similarities while also possessing distinct features, which leads to some confusion when it comes to defining the concept of mentoring, all the more when having to describe the role and responsibilities of a mentor.

Mentoring, coaching, counselling, etc. are all terms that are used *to describe the role exercised by an experienced individual to assist, help, advise, and guide a younger or less experienced person*. However, these terms bear different meanings and we believe that it is essential to clarify the distinction, in this study, between two emerging forms of practice in the cultural sector, namely mentoring and coaching.

MENTORING:

Mentoring is defined as personal, voluntary, and confidential assistance provided on a long-term basis by a mentor who will enable an individual — the protégé — to achieve personal growth, professional development, and learning objectives in a given work setting (*Grand dictionnaire terminologique 2005*). In their book entitled *Mentoring: New Strategies and Challenges*, Galbraith and Cohen define mentoring as a learning approach where the mentor shares his knowledge, his skills and his experience with his protégé to enable the latter to achieve his own objectives.

COACHING:

Coaching refers to “a form of individualized support that addresses the development of specific skills required for a given position, on a short- or long-term basis, at any hierarchical level in order to enhance the overall profitability of the organization” (*Grand dictionnaire terminologique 2005*).

This type of support may be provided by an employee’s immediate superior or by an experienced individual, within or outside the organization, who is called upon to transfer his know-how, to provide counselling, to make suggestions on how to accomplish a particular task or on how to go about achieving a particular goal.

A review of the literature has enabled us to highlight the following similarities and differences between a mentoring and a coaching relationship.

SIMILARITIES IN MENTORING AND COACHING RELATIONSHIPS

- A relationship between two individuals:
 - An individual whose experience and expertise are formally acknowledged;
 - A less experienced person who wants to learn.
- A relationship centred on specific needs or objectives;
- A support relationship involving a transfer of experience and expertise;
- A relationship that promotes and facilitates learning and professional autonomy.

| DIFFERENCES | |
|--|--|
| MENTORING | COACHING |
| 1. Mentoring focuses primarily on the protégé's personal and professional development. | 1. Coaching focuses primarily on the development of specific skills in order to improve individual and overall organizational performance. |
| 2. Learning focuses mainly on cultivating particular behaviour or attitudes. | 2. Learning focuses on skills development (know-how). |
| 3. Mentor-type involvement is more social or political in nature. | 3. Coach-type involvement is technical or professional. |
| 4. Mentoring aims at the actualization of the protégé's potential. | 4. Coaching aims at enabling the coachee to further develop or make more efficient use of his present skill. |
| 5. The mentor-protégé relationship often has an affective as well as a professional dimension. | 5. The coach-coachee interactions are essentially professional. |
| 6. It is a long-term relationship. | 6. The coaching relationship is contextual and short term. |
| 7. A mentor is primarily a role model. | 7. A coach is primarily a technical expert. |
| 8. An employee's immediate superior cannot be his mentor. | 8. The employee's immediate superior may also be his coach. |
| 9. In general, mentoring is a voluntary relationship and the mentor is not remunerated. | 9. A coach may be remunerated. |

4.2 MENTORING MANAGERS VS COACHING MANAGERS IN CULTURAL ORGANIZATIONS

MENTORSHIP AS WELL AS COACHING RELATIONSHIPS

Although the limitations of this project prevented us from making a thorough study and analysis of all existing mentoring programs for managers in the cultural sector, our findings indicate that many of the programs implemented in the cultural sector do not always reflect standard features of a mentoring program. Our research has revealed that the mentoring concept has often been adapted or adjusted to respond to the specific needs of certain cultural organizations or to facilitate a transfer of expertise in the management of cultural organizations.

In our survey, we suggested the following definitions of Mentoring and Coaching and asked respondents to select the one that best described their role and their relationship with their protégé(s).

MENTORING AND COACHING

MENTORING:

An experienced, respected, and credible person (mentor) providing personal and confidential assistance to enhance the learning and professional development of a less experienced person (protégé) through guidance, counselling, role modelling, and by sharing his / her experience, expertise, and vision.

COACHING:

Individual support and guidance for the purpose of enabling a person to develop his/her talents and professional competencies to their full potential or for the purpose of resolving or addressing specific difficulties or issues.

More than a third of the respondents answered that both definitions would adequately describe their experience as mentors. The remaining respondents were evenly split between the mentoring and coaching definitions. Still, these results confirm our perception that coaching relationships do exist within the mentoring programs offered to cultural managers.

This finding is important in view of one of the present study's goals, namely, to identify the training needs of the individuals providing support and guidance to cultural managers. For those who are inclined to define their role as one of coaching, the emphasis is on the role of expert practitioner; on the other hand, those who see themselves as mentors will emphasize the fact that a mentor is first and foremost a role model. Although these two

roles have much in common, they may require different skills or different levels of proficiency with regard to the skills.

BROAD-BASED AND FLEXIBLE MENTORING PROGRAMS

In spite of the growing popularity of mentoring programs in cultural management, we have noticed that most of the programs examined are based on broad objectives that allow for different types of projects:

| PROGRAM GOALS | ORGANIZATIONS |
|---|---|
| <ul style="list-style-type: none"> ■ To support organizational development projects | <ul style="list-style-type: none"> ➤ Flying Squad ➤ Heritage Canada ➤ Fondation du maire de Montréal pour la Jeunesse ➤ Fondation de l'entrepreneurship |
| <ul style="list-style-type: none"> ■ To offer internship opportunities with the assistance of a mentor | <ul style="list-style-type: none"> ➤ Flying Squad ➤ Canadian Film and Television Production Association |
| <ul style="list-style-type: none"> ■ To facilitate assimilation of the organizational culture by new employees | <ul style="list-style-type: none"> ➤ Grant MacEwan College ➤ Canadian Film and Television Production Association |
| <ul style="list-style-type: none"> ■ To facilitate the development of management skills | <ul style="list-style-type: none"> ➤ Heritage Canada ➤ Fondation du maire de Montréal pour la Jeunesse ➤ Alliance between University of Victoria (School of Public Administration), Royal British Columbia Museum, and Provincial Museum of Alberta ➤ Fondation de l'entrepreneurship |

VERY FEW AVAILABLE MENTOR TRAINING PROGRAMS

Our research indicates that very few of the above listed organizations have a specific mentor training component within their respective mentoring program. When asked how they developed their mentoring skills, the vast majority of mentor respondents answered “through personal / on the job experience.”

In Quebec, no one among the consulted mentors received any training in the role of mentor. These individuals were all involved in projects coordinated by the Flying Squad. This organization is very much aware of this gap and intends to correct it within the next year. Other programs in the Quebec cultural sector provide general information on mentoring; for instance, the Fondation de l’entrepreneurship offers information workshops and provides a variety of documents and practical guides on the role of mentor.

Among the mentor respondents from the other provinces, more than half stated that they had received “information on mentoring and its challenges” and had benefited from the support and assistance of “a resource-person.” Some of them could also rely on “a practical guide for mentors and mentorees.”

Research projects conducted in 2001 and 2003 by Ms. Christine Cuerrier, head of the Research department at Fondation de l’entrepreneurship and coordinator of a study on mentoring at Université du Québec à Montréal (UQÀM), provide a series of insights on mentoring practices in Canada. Specifically, these research projects were centred on mentoring in British Columbia, Alberta, Ontario, Quebec, New Brunswick, and Newfoundland. In her book entitled *Le mentorat et le monde du travail au Canada: recueil des meilleures pratiques*,⁵ Ms. Cuerrier indicates that most training programs offered to mentors aim at introducing them to their role and to provide information on the basic features of the mentoring program in which they will be involved. This mentor training component usually takes the form of an orientation workshop which, in some cases, is completed by informal meetings that mentors are free to attend. 40% of the mentoring

⁵CUERRIER, Christine, *Le mentorat et le monde du travail au Canada : recueil des meilleures pratiques*, Les Éditions de la Fondation de l’entrepreneurship, 2003, 488 p.

programs offered in these provinces do not have a specific training component for mentors. Because she considers that mentor training can strongly contribute to enhancing the effectiveness and the quality of the mentoring relationship, Ms. Cuerrier recommends that any mentoring program should include a formal training module for mentors which should have at least the following features: an orientation session; a practical guide containing practical exercises and readings on (1) the role and duties of a mentor, (2) on how to establish and maintain a positive and efficient relationship with a protégé (or protégés), and (3) on potential ethics issues. Ideally, a mentor training program should also provide other meeting / training opportunities on career development, communication skills, coaching skills, etc.

First and foremost, mentor training offerings should be based on a systematic analysis of mentors' training needs. The major purpose of our survey was precisely to identify such needs.

5. OUTCOMES OF OUR TRAINING NEEDS SURVEY

5.1 DESCRIPTION OF OUR SURVEY RESPONDENTS

Some 21 individuals responded to our survey, i.e., 15 mentors and 6 protégés, surpassing by one our set target (see Appendix A). We were able to obtain responses from 5 of Canada's main regions, namely the Atlantic provinces (2 respondents), Quebec (8 respondents), Ontario (3 respondents), the Prairies (6 respondents), and British Columbia (2 respondents). With the exception of Ontario, our sample of respondents is very closely proportional to the distribution of the cultural sector labour force across Canada. We also find among our respondents 2 aboriginals and 2 francophones from outside Quebec.

Regarding subsector representation, 5 respondents indicated that they are working in more than one discipline; the remaining 16 are unequally distributed among the four following subsectors : Live Performing Arts, Film and Television, Music and Sound Recording, and Visual Arts.

PROFILE OF OUR SURVEY RESPONDENTS

PROFILE OF MENTOR RESPONDENTS (TOTAL: 15)

- The majority of mentor respondents are 45 years old or more.
- Most respondents are either Board members or senior-most managers. The remaining respondents are retired executives or private consultants.
- Half of our respondents have exercised the role of mentor for more than 5 years while mentor experience for the other half varies from 1 to 5 years.
- All mentors had more than one experience as mentor. Half of them were involved in more than 5 mentoring projects.
- Only one mentor out of three was directly solicited by the person who was interested in undertaking a mentoring relationship. All other mentor respondents were solicited by a third party such as a client, general manager, or an artist group.

PROFILE OF PROTÉGÉ RESPONDENTS (TOTAL: 6)

- The majority of protégé respondents belong to the 25–34 age group.
- They are Board members, general managers, or middle managers.
- Half of protégés have been involved in only one mentorship relationship.
- Most protégés found their mentor through their own personal network of contacts.

MAIN FEATURES OF THE MENTORING PROGRAMS / PROJECTS IN WHICH OUR SURVEY RESPONDENTS ARE OR HAVE BEEN INVOLVED

- Most projects lasted less than a year.
- Nearly half of our respondents have been involved in both formal and informal mentoring projects. The other half of our respondents is evenly split between formal and informal types of mentorship.
- For nearly half of mentor respondents, transfer of expertise constituted the main goal of their respective mentoring program. A smaller proportion of programs were dedicated to the professional and personal development of high-potential employees or to the development of organizational culture.
- Two third of protégés were involved in a program aiming to facilitate their integration into the organizational culture.
- A majority of mentor respondents skipped the question asking to pick a term that would best describe their relationship with their protégé. Those who did respond either selected the terms “Mentoring” or “Coaching” to describe their relationship.
- Two third of mentors had a contractual agreement involving remuneration. Half of them exercised their mentor role as part of their professional duties. Few did so on a voluntary basis.
- None of the Quebec mentor respondents indicated that they could or had relied on any type of support (whether human or in the form of documentary resources) to assist them in the role of mentor. By contrast, most mentor respondents from the other regions of Canada mentioned that they had taken advantage of various types of assistance, such as information on mentoring and its challenges, a resource person, seminars and training programs, practical guides for mentors and protégés, and training programs for mentors and protégés.

5.2 OUTCOMES OF THE MENTORS' COMPETENCY SELF-ASSESSMENT

To help understand the analysis that we have made of responses to our study, it would seem important to recall the main characteristics of the competency assessment chart that we used:

- This chart duplicates the Mentor Competencies Chart;
- Each section — A through J — correlates with a General Area of Competence (GAC) in the chart;
- Each field includes a number of statements that correspond to specific skills in the chart;
- As self-assessment (in the case of mentors), or as an evaluation of their mentors (in the case of protégés), each respondent had to rate each of the skills using the following relative scale:

**0 – DOES NOT APPLY;
I – HAVE NO SKILL WITH THIS COMPETENCY; II – CAN BE IMPROVED;
III – ADEQUATE; IV – HAVE FULL MASTERY OF THIS COMPETENCY.**

A sample of each of the questionnaires is available in Appendix D and E.

In general, mentors who lent themselves to this self-assessment seem to think they have “what it takes” to competently fulfil their task as mentor. Indeed, in all, only 18% of their evaluations are at a scale of I or II, that is, below “Adequate” (level III, see Table 1). In other words, in aggregate, mentors consulted gave themselves a mark of 82% in the professional competencies expected of mentors.

On the other hand, protégés who answered our questionnaire have a much more critical opinion of their mentors' competencies: 42% of their evaluations are below “Adequate” (see Table 1). Mentors of these protégés would get an average mark of 58%!

Table 1 also reveals significant differences between consulted mentors and protégés with respect to which General Area of Competence (GAC) are most in need of improvement. The only GAC on which there exist some agreement between mentors and protégés is the ability to “complete a mentoring process” (H).

TABLE 1 : ASSESSMENT WITH RESPECT TO GENERAL AREAS OF COMPETENCE

| MENTORS' SELF-ASSESSMENT (# of respondents: 15) | | PROTÉGÉS' ASSESSMENT OF THEIR MENTOR'S SKILLS (# of respondents: 6) | |
|--|--------------------------|--|--------------------------|
| Number of times mastery of the skills belonging to a particular General Area of Competence (GAC) ⁶ was considered to be less than adequate (i.e., levels I or II) | | Number of times mastery of the skills belonging to a particular General Area of Competence (GAC) ⁷ was considered to be less than adequate (i.e., levels I or II) | |
| Completing the mentoring process (GAC H) | 17 / 60 (28%) | Guide the protégé through the work plan (GAC E) | 21 / 42 (50%) |
| Establish rapport (GAC B) | 15 / 60 (25%) | Completing the mentoring process (GAC H) | 11 / 24 (46%) |
| Ensure resources for mentoring process (GAC C) | 12 / 60 (20%) | Provide growth opportunities (GAC G) | 16 / 36 (44%) |
| Guide the protégé through the work plan (GAC E) | 19 / 105 (18%) | Establish a work plan (GAC D) | 8 / 18 (44%) |
| Provide growth opportunities (GAC G) | 16 / 90 (18%) | Ensure resources for mentoring process (GAC C) | 10 / 24 (42%) |
| Identify the need (GAC A) | 15 / 90 (17%) | Share industry knowledge (GAC F) | 15 / 36 (42%) |
| Share industry knowledge (GAC F) | 10 / 90 (11%) | Identify the need (GAC A) | 14 / 36 (39%) |
| Establish a work plan (GAC D) | 5 / 45 (11%) | Establish rapport (GAC B) | 7 / 24 (29%) |
| TOTAL: | 109/600 (18%) | TOTAL: | 102/240 (42%) |
| <p>N.B.: The denominator equals the number of skills within a particular General Area of Competence (GAC) X the number of respondents, i.e. 15 mentors or 6 protégés. If we use GAC H as an example: there are 4 skills belonging to GAC H: therefore, the denominator for mentors equals the number of skills (4) X the number of respondents (15) = 60</p> | | | |

Differences between mentors and protégés are just as clean when it comes to **specific skills** (Table 2). While skills needing improvement most often identified by mentors are at the beginning (B4) and at the end (H1 and H3) of the mentoring process, those identified by protégés largely represent abilities that a mentor must demonstrate during the process (E2, E7, F4, and F5). Convergence does occur, however, on two points of mentors' and protégés' assessments: the need, on the one hand, for mentors to learn how to better "encourage the protégé to balance personal and professional life" (G6) and, on the other, for mentors to improve their overall ability to guide protégés through their

⁶ See Competency and Training Needs Assessment Questionnaire in Appendix D.

⁷ See Assessing the Skills of your Mentor Questionnaire in Appendix E.

work plan (GAC E), although mentors (E1) and protégés (E2 and E7) identified different specific skills needing improvement within this area of competence

TABLE 2: ASSESSMENT WITH RESPECT TO SPECIFIC COMPETENCIES

| MENTORS SELF-ASSESSMENT (# Of Respondents: 15) | | MENTOREES ASSESSMENT OF THEIR MENTOR'S SKILLS (# Of Respondents: 6) | |
|---|-----------------|---|----------------|
| Skills assessed at a less than adequate level (i.e., levels I or II) by 5 mentors or more | | Skills assessed at a less than adequate level (i.e., levels I or II) by 4 mentorees or more | |
| Self assess performance as mentor (H1) | 7 / 15 (47%) | Identify the gaps in the protégé's experience and skills (A5) | 4 / 6 (67%) |
| Encourage protégé to define a balance between work and personal life (G6) | 6 / 15 (40%) | Ask challenging questions (E2) | 4 / 6 (67%) |
| Agree with protégé on reviews of the relationship itself (B4) | 5 / 15 (33%) | Provide feedback (E7) | 4 / 6 (67%) |
| Monitor progress (E1) | 5 / 15 (33%) | Introduce protégé to network of individuals (F4) | 4 / 6 (67%) |
| Evaluate the relationship and the process with the protégé (H3) | 5 / 15 (33%) | Recommend industry-specific organizations and professional development activities (F5) | 4 / 6 (67%) |
| | | Encourage protégé to define a balance between work and personal life (G6) | 4 / 6 (67%) |

5.3 TRAINING PRIORITIES IDENTIFIED BY CONSULTED MENTORS

Overall, mentor respondents identified very few convergent training needs (see Table 3). **Communication skills** are the only skills for which a good number of mentor respondents acknowledge a need for some improvement.

TABLE 3 : MENTORS' TRAINING PRIORITIES

| SKILLS | # |
|---|-----------------|
| Communications skills (GAC I) | 6 / 15 (40%) |
| Identify the need (GAC A) | 4 / 15 (27%) |
| Guide the protégé through the work plan (GAC E) | 3 / 15 (20%) |

There is no direct correlation between the outcomes of their self-assessment (see Tables 1 and 2), based on the Mentor Chart of Competencies, and the skills that were identified as training priorities (see Table 3). This discrepancy seems to indicate that the respondents do not consider the skills which they rated at a “less than adequate level” in their self-assessment (i.e., level I or level II in our questionnaire) to be critical enough to be identified as training priorities.

5.4 THE IMPORTANCE OF PROFESSIONAL COMPETENCIES IDENTIFIED IN THE COMPETENCIES CHART

The structure of the Mentors’ Competencies Chart — areas A through H —largely coincides with the process of a mentoring relationship. The organization and content of the chart “suggests” that mastery of each of the stages of the mentoring relationship constitutes a fundamental and necessary requirement for any person acting or wanting to act as mentor. Is this conception shared by consulted mentors? To answer the question, we asked mentor respondents the following complementary question: *what, in your opinion, are the 5 most important skills that an individual must possess to be a good mentor?*

Skills most often mentioned were:

- The ability to share and to transfer one’s knowledge and experience;
- Communication skills, including the ability to provide feedback and active listening;
- The ability to bring passion to the mentoring process, including a willingness to commit to a mentoring relationship;
- The ability to exercise judgement and to go to the core of an issue;
- Analytical skills.

According to mentor respondents, it is the ability to transfer their expertise rather than that of managing the mentoring process that represents the most essential competence required of a mentor. This explains the importance they place on communication skills, on good judgement, on critical thinking, and on the ability to engage enthusiastically in a mentoring relationship — all essential ingredients for effectively sharing and transferring one’s knowledge and expertise.

That consulted mentors seem disinclined to raise the ability of managing the mentoring process to the rank of essential competence may be explained by the fact that one associates “mentoring process” with “formal mentorship,” whereas many have said they practice, and even prefer an informal approach.

The following comment from a respondent seems to support this hypothesis:

“The big question for me is whether a process which is traditionally informal can be effectively codified and formalized. A good personal relationship characterized by admiration and respect by the junior partner, and affection and hope by the senior has been the cornerstone of most mentoring relationships. Whether these qualities can emerge in a more structured and ordered relationship is a moot question.”

Would the Competency Chart have “exaggerated” the importance of managing the mentoring process? Such does not seem to be the case, considering results of the protégés’ assessments and as the substance of mentor training programs would seem to prove. We shall examine these programs and other sources in the following section of this report.

5.5 ARE THE SKILLS DEEMED MOST IMPORTANT BY MENTORS INNATE, OR CAN THEY BE DEVELOPED?

There is no consensus among mentor respondents on whether these critical skills are innate or can be learned. Moreover, for those who believe that it is possible to learn such skills, formal training is far from being perceived as the only or most efficient means of doing so! (See Table 4)

TABLE 4: HOW MENTORS SEE THE LEARNING OF WHAT THEY IDENTIFIED AS THE MOST IMPORTANT SKILLS?

| MOST IMPORTANT SKILLS IDENTIFIED BY MENTOR RESPONDENTS | ARE THEY INNATE OR CAN THEY BE LEARNED? | HOW CAN THEY BE LEARNED? |
|--|--|---|
| COMMUNICATION SKILLS | 4 respondents: are innate 4 respondents: can be learned | <ul style="list-style-type: none"> • Training and experience (3 respondents) • Self-analysis (1) • Evaluation by others • Mentoring the mentor (1) |
| LISTENING SKILLS | 4 respondents: are innate 3 respondents: can be learned | <ul style="list-style-type: none"> • Experience (1) • Mentoring the mentor (1) • Participating in a range of activities (1) • Practising (1) • Seeking advice (1) |
| ANALYTICAL SKILLS | 3 respondents: are innate 2 respondents: can be learned | <ul style="list-style-type: none"> • Living, working and participating in a range of activities (2) • Practising (1) • Self-analysis (1) • Evaluation by others (1) • Seeking advice (1) |
| BRINGING PASSION TO THE MENTORING PROCESS | 3 respondents: is innate 1 respondent: can be learned | <ul style="list-style-type: none"> • Training and experience (1) |
| EXERCISING JUDGEMENT AND GETTING TO THE CORE OF AN ISSUE | 1 respondent: innate 1 respondent: can be learned | <ul style="list-style-type: none"> • Living and participating in a range of activities (1) • Practising (1) • Seeking advice (1) |

Although literature on *mentoring* emphasizes the importance of training as a key success factor in any mentoring program, individuals exercising the role of mentor often believe that they already have what it takes to be a “good” mentor or cannot commit the time required to develop these skills. In other words, it would appear that, in comparison to protégés, current mentors or mentor-candidates take much less advantage of the available training programs. As a result, more and more experts recommend that various forms of one-on-one support be substituted for formal training programs.

6. OUTCOMES OF OUR TRAINING OFFERINGS SURVEY

Alongside our training needs survey, we undertook a survey to identify training offerings on Manager Mentoring and Manager Coaching. We identified six (6) organizations offering training in mentoring, two (2) in management coaching, and one (1) in management mentoring and coaching. We proceeded to examine and compare the training programs offered by these nine (9) organizations (see Appendix C) and also invited them to respond to another survey that aimed at determining the extent to which their respective programs are dedicated to the development of the skills enumerated in the CHRC's Mentor Chart of Competencies. Six (6) training institutions specifically offering training programs on the roles of Mentor and / or Coach followed up on our invitation (see table 6), namely:

- Coaching and Leadership International Inc. (British Columbia)
- Peer Resources (British Columbia)
- Fondation de l'Entrepreneurship (Quebec)
- Coaching de gestion Inc. (Quebec)
- Innovation Consultants Inc. (Quebec)
- The Mentoring Group (California, USA)

6.1 RESULTS OF OUR INVESTIGATIVE SURVEY

Consulted training providers, whether in coaching or in mentoring, believe that their training programs are quite complete and can adequately contribute to developing nearly all the skills enumerated in the Mentor Chart of Competencies (see Table 5) as well as address the needs identified by the mentor and protégé respondents in the context of the present study. The only weakness they acknowledge is the fact that their program may not address the specific needs of the cultural sectors (see Table 5, Area F. Share Industry Knowledge), particularly the management of cultural organizations. Some training suppliers also recognized a need to improve on Area A (Assessment of a potential protégé's need to engage in a mentoring relationship) and Area H (Completing a

mentoring process — particularly the ability to evaluate the mentoring relationship and its outcomes) (see Table 5).

TABLE 5

| | # OF TRAINING INSTITUTIONS COVERING EACH GENERAL AREA OF COMPETENCIES | INSTITUTIONS' SELF-ASSESSMENT (*) | | |
|--|---|-----------------------------------|-----|-----|
| | | I | II | III |
| 1- Identify a potential protégé's need to engage in a mentoring relationship | 4 / 6 | 2 / 6 | 2/6 | 1/6 |
| 2- Establish rapport with a protégé | 6 / 6 | 6/6 | | |
| 3- Ensure resources for the mentoring process | 6 / 6 | 6/6 | | |
| 4- Establish a work plan | 6 / 6 | 5/6 | | |
| 5- Guide the protégé through the work plan | 5 / 6 | 5/6 | | 1/6 |
| 6- Share industry knowledge | 2 / 6 | 2/6 | | |
| 7- Provide growth opportunities | 5 / 6 | 4/6 | | |
| 8- Complete a mentoring process | 5 / 6 | 2/6 | 2/6 | |
| 9- Communicate efficiently | 6 / 6 | 6/6 | | |
| 10- Demonstrate personal competencies | 6 / 6 | 5/6 | | |
| (*) I. A strong feature of our program II. We could improve in this aspect III. A definite lack in our program | | | | |

This survey also revealed that:

- Types of training most often used are presentations, round-table discussions, and distance training tools.
- Some training providers would be receptive to adapting their program to better respond to the specific needs of the cultural sector.

6.2 OTHER INSTITUTIONS OR ORGANIZATIONS OFFERING PROGRAMS AND SERVICES TO MENTORS

This study allowed us to identify other institutions or organizations which, although not having taken part in our survey or not offering training in mentorship or management coaching, have nevertheless developed programs, services, and expertise likely to interest cultural organizations or individuals mentoring or interested in mentoring in the cultural sector:

- The mentoring and management coaching seminars offered by the **York University's Schulich School of Business** (www.schulich.yorku.ca/ssb-extra/seecmaster.nsf). Consisting of two training seminars, they mainly target managers, with the objectives of teaching the roles of mentor and coach and of a certain number of abilities and techniques essential to exercising these roles effectively. The two seminars' content seems to match a large part of the areas of competence outlined in the Mentor's Competencies Chart.
- The **University of Victoria School of Public Administration** had occasion in recent years of consolidating its expertise and acquiring solid new experience in the field of mentorship with its involvement in a pilot project led jointly with the Royal British Columbia Museum and the Provincial Museum of Alberta (www.uvic.ca/crmp/mldp/). The project's objective was to prepare a new generation of museum managers through a combination of academic training and practical internship supported by a group of mentors.
- **Grant MacEwan College** also has experience and expertise in mentorship, since it has been managing an internal mentoring program for several years, addressing the needs of its teaching staff (<http://www.facultydevelopment.gmcc.ab.ca/meteorDescription.html>). Together with the Alberta Association of Library Technicians (AALT), this institution also manages a mentoring program whose aim is "to promote the Library Technician

profession and the library field in general.” (<http://business.macewan.ca/gmcc/imlt/Careers/DetailsPage.cfm?id=2094>)

- The **Cultural Careers Council of Ontario** has jointly developed a practical guide with the CHRC titled *Human Resources Management Tools. Coaching and Succession Planning* (<http://www.workingculture.on.ca>). The guide is addressed both to individuals exercising or intending to exercise the role of mentor and to cultural organizations wishing to implement a mentoring program.

- The **Association of Canadian Publishers** (<http://www.publishers.ca/about-programs.htm>) offers a mentorship program to individuals who wish to eventually assume leadership positions in Canadian publishing. One of the main goals of the program is to provide an opportunity for smaller or younger publishers to work in a focused and intensive way with a larger or more senior publisher on a specific aspect of their business.

- **CARS**, the automotive sector council, developed an excellent mentor and coach training program (<http://204.101.149.153/mentorcoach/english/program.html>). The courses in this program correspond to the areas of competence outlined in the Mentors' / Coaches' Chart developed under the aegis of CARS . The general content of several courses, the favoured learning method (competency-based learning), and the fact that the program's instigator and manager is also a sector council are all elements that should incite the CHRC to seek collaborations, an alliance, or some form of partnership with CARS for the purposes of mentor training.

- Finally, the **International Mentoring Association** (IMA, www.mentoring-association.org). This association defines itself as “a worldwide organization which unites a broad cross-section of hundreds of individuals, all of whom are interested in the theory and practice of effective mentoring.” Its mandate is to:
- Provide a *regular, public forum* for dialogue and learning about effective mentoring;
 - Provide *professional development activities* for members of the Association and for others interested in mentoring;
 - Identify, collect, and provide access to the best information on mentoring strategies and programs that *research and expert practice* have found to be successful;
 - Facilitate the growth of *effective mentoring practice* and the implementation of mentoring *programs*;
 - Create and *support* mentoring among youth and employees and members of all kinds of institutions, organizations, and agencies;
 - *Provide the leadership* for a worldwide mentoring initiative.

This association offers its members, and even non-members, access to an impressive volume of information and documentary sources on all kinds of issues and aspects relating to mentorship.

TABLE 6- TRAINING INSTITUTIONS HAVING RESPONDED TO OUR SURVEY ON MENTOR TRAINING OFFERINGS

| ORGANIZATION | CORPORATE PROFILE | DEFINITION (S) | CUSTOMERS | TRAINING OFFERED | OTHER SERVICES |
|--|--|--|---|--|---|
| <p>THE MENTORING GROUP</p> <p>www.mentoringgroup.com 13560 Mesa Drive, Grass Valley, CA 95949, USA Phone: 530.268.1146 Fax: 530.268.3636 Email: info@mentoringgroup.com</p> <p>Contact : Linda Phillips-Jones</p> | <p>The Mentoring group is a division of a not-for-profit corporation, the Coalition of Counselling Centers (CCC).</p> | <p>A Mentor is an experienced person who goes out of his/her way to help a mentee set important life goals and develop the skills to reach them. An informal mentor provides coaching, listening, advise, sounding board reactions or other help in an unstructured, casual manner. A formal or enhanced informal mentor agrees to an ongoing, planned partnership that focuses on helping the mentee reach specific goals over a designated period.</p> | <p>Mainly large US private and public organizations in several sectors.</p> | <p>The Mentoring Group offers a variety of training options delivered by certified consultants. Most requested courses are:</p> <ul style="list-style-type: none"> • General Mentoring Orientation (In-Person) • Combined Mentor-Mentee Training (In-Person) • Mentor Training (In-Person) • Mentor Audioconference Orientation • Mentee Audioconference Orientation • How to Design and Implement a Successful Mentoring Initiative | <p>A variety of mentoring resources in printed, audio, and video formats.</p> |
| <p>COACHING AND LEADERSHIP INTERNATIONAL INC.</p> <p>www.coachingandleadership.com Victoria, BC, Canada Phone: 1.866.254.4357 Fax: 250.652.5390 info@coachingandleadership.com</p> <p>Contact: Betska K.Burr</p> | <p>CLI is a Canadian for-profit organization that dedicates itself to research and development of programs for accelerated human performance in corporation and communities.</p> | <p>Professional coaching is an ongoing professional relationship that helps people produce results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life.</p> | <p>Mainly large Canadian private and public organizations in several sectors.</p> | <p>CLI offers a Certification program for Coaches accredited by the International Coach Federation (ICF)</p> | <p>A variety of coaching resources in printed, audio, and video formats.</p> |
| <p>COACHING DE GESTION INC.</p> <p>www.coaching.qc.ca 37 Place de la Rochelle, Ste-Julie, PQ J0L 2S0 Phone: 450.649.5505 Fax: 450.649.6372 Email: info@coaching.qc.ca</p> <p>Contact: Jean-Pierre Fortin</p> | <p>Founded in 1997, CGI is the first French-speaking coaching school in North America. CGI is accredited by International Coach Federation (ICF)</p> | <p>Coaching is a partnership between a leader and his or her associates. This partnership rests on concrete observations and actions in view of achieving objectives, transformations, or the development of potential and competence more effectively than would be possible without this partnership.</p> | <p>Francophones of all countries who aspire to becoming professional coaches.</p> | <p>The Professional Coaching Training Program is accredited by the International Coaching Federation. In-house certification after completion of 24 modules (126 hours) requires a total of 100 documented and evaluated hours of coaching. Two-part examination: an open-book examination, and supervised onlin-coaching of three case studies.</p> <p>Different types of training programs:</p> <ul style="list-style-type: none"> • Telephone and Internet • Online-classes with group practice • Corporate programs | <p>Choice of two specializations:</p> <ul style="list-style-type: none"> • Business and professions (Executive business, corporate, entrepreneurial, career change) • Personal growth (youth, adults, retirees) |

TABLE 6- TRAINING INSTITUTIONS HAVING RESPONDED TO OUR SURVEY ON MENTOR TRAINING OFFERINGS

| ORGANIZATION | CORPORATE PROFILE | DEFINITION (S) | CUSTOMERS | TRAINING OFFERED | OTHER SERVICES |
|---|--|--|---|--|---|
| <p>PEER RESOURCES</p> <p>www.mentors.ca 1052 Davie Street, Victoria, B.C. Canada V8S 4E3 Phone: 1-800-567-3700 Fax: (250) 595-3504 rcarr@islandnet.com</p> <p>Contact: Rrey Carr</p> | <p>Peer Resources has been in operation as a non-profit educational corporation since 1975 and has an unequalled record of experienced and published experts in peer, mentor, and coach systems in Canada.</p> | <p>Formal mentorship has the following characteristics:</p> <ul style="list-style-type: none"> • a deliberate, conscious, voluntary relationship; • it may or may not have a specific time limit; • is sanctioned or supported by the corporation, organization, or association (by time, acknowledgement of supervisors or administrators, or is in alignment with the mission or vision of the organization); • occurs between an experienced, employed, or retired person (the mentor) and one or more other persons (the partners); • typically takes place between members of an organization, corporation, or association, or between members of such entities and individuals external to or temporarily associated with such entities; • who are generally not in a direct, heirarchical or supervisory chain-of-command; • where the outcome of the relationship is expected to benefit all parties in the relationship (albeit at different times) for personal growth, career development, lifestyle enhancement, spiritual fulfillment, goal achievement, and other areas mutually designated by the mentor and partner; • with benefit to the community within which the mentoring takes place; • and such activities taking place on a one-to-one, small group, or by electronic or telecommunication means; and • typically focused on interpersonal support, guidance, mutual exchange, sharing of wisdom, coaching, and role modelling. | <p>With Associates across Canada, Japan, the United States, Australia, and the United Kingdom, Peer Resources provides used helping resource manuals, technical articles, and curricula around the world.</p> | <ul style="list-style-type: none"> • Mentor leadership programs • Corporate, Business & Organizational Mentor Program Development • Reference to a list of 190 coaching training programs | <p>Peer Resources a North American producer of contemporary literature on peer helping, mentoring and coaching. Research reports, project summaries, annotated bibliographies, and background papers are other documents available from Peer Resources.</p> <ul style="list-style-type: none"> • A subscription to our print publication: Compass: The Magazine for Peer Assistance, Mentoring, and Coaching; • A subscription to our monthly Internet publication: The Peer Bulletin; • Access to password protected website documents; • On-line expert consultation through e-mail and toll-free telephone; • Discounts on workshops and training events; |

TABLE 6- TRAINING INSTITUTIONS HAVING RESPONDED TO OUR SURVEY ON MENTOR TRAINING OFFERINGS

| ORGANIZATION | CORPORATE PROFILE | DEFINITION (S) | CUSTOMERS | TRAINING OFFERED | OTHER SERVICES |
|--|--|---|---|---|---|
| <p>FONDATION DE L'ENTREPRENEURSHIP</p> <p>Contact: Nicolas Boucher</p> | <p>In its mission to equip economic development organizations and entrepreneurs, Éditions de la Fondation de l'entrepreneurship helped 57 economic development organizations in Quebec and in Acadian and French-speaking communities in Canada acquire complete publication series for their documentation centres, and did so thanks to the financial support from the ministère des Régions, the Comité national de développement des ressources humaines, and partners in the PAIE program (Fondation de l'entrepreneurship, ministère de l'Industrie et du Commerce, Canada Economic Development). Launched in July 2000, the mentoring network is a real association of local units of mentors (sponsors) trained and supported by Fondation-accredited organizations (CAE, CLD, Chamber of Commerce, SADC, etc.).</p> | <p>Mentorship is a basic form of development in which a person invests time, energy, and personal know-how to guide another person in the development of his or her competencies and potential.</p> | <p>The network is implemented by gradually establishing local units so as to cover the whole of Quebec.</p> | <p>The Fondation provides training workshops exclusively to develop mentoring skills.</p> <p>It is also associated with the Mentorat Québec network, which organizes a yearly conference on the mentorship.</p> | <p>Éditions de la Fondation de l'entrepreneurship, with the collaboration of Éditions Transcontinental, created the <i>Entreprendre</i> series 13 years ago. Already known for the most the largest specialized collection dealing with SMB management in French-speaking countries, <i>Entreprendre</i> consists of:</p> <ul style="list-style-type: none"> • More than 170 titles • 81 volumes • 34 best sellers • 90 authors, including some outstanding speakers! • 15 special selections from co-publisher Transcontinental |
| <p>INNOVATION CONSULTANTS</p> <p>Contact: Nicole Vachon</p> <p>485, rue McGill, suite 500 Montreal (Quebec) Canada H2Y 2H4 Phone: (514) 849-1210, local 42 (IC) Fax: (514) 849-0433 Email: info@icformation.com Web site:</p> | <p>Fonded in 1986, Innovation Consultants is a company specialized in the skills-development of customer service trainers, managers, and employees. IC also offers custom training program development services.</p> <p>Training provided by Innovation Consultants is accredited by International Coach Federation (ICF)</p> | <p>Professional Coaching is a professional partnership between a qualified coach and an individual or team that supports the achievement of extraordinary results, based on goals set by the individual or team. Through the process of coaching, individuals focus on the skills and actions needed to successfully produce their personally relevant results.</p> | <p>Organization professionals, consultants, inside and external trainers, people changing careers; anyone wishing to acquire a solid background in coaching and to equip himself or herself with references and tools to further the impact of their coaching endeavours.</p> | <p>The International Mozaik program, accredited by the ICF, consists of 4 two-day sessions at 6 to 7 week intervals between them.</p> <p>Methods and techniques used call upon several aspects of the transactional analysis, from PNL, and from the principles of the Palo Alto systemic approach.</p> | <p>Reference bank of managerial coaches accredited by International Coach Federation.</p> |

APPENDIX A

| MENTORS | | |
|------------------------|---------------------------|------------------|
| MENTORS | SUB-SECTOR | PROVINCE |
| Doug Laughlan | Arts Administration | Alberta |
| Rose Ginther | Arts Administration | Alberta |
| Trish Dolman | Film and television | British Columbia |
| Heather Redfern | Arts Administration | British Columbia |
| Rita Menzies | Arts Administration | Manitoba |
| Billie Stewart | Arts Administration | Manitoba |
| Vicki Young | Music and Sound Recording | Manitoba |
| Élise Desveaux Graves | Live Performing Arts | New Brunswick |
| Paul Pope | Film and television | Newfoundland |
| Ron Berti | Live Performing Arts | Ontario |
| Denise Bolduc | Arts Administration | Ontario |
| Yvette Nolan | Live Performing Arts | Ontario |
| Laplante, Louise | Live Performing Arts | Québec |
| Duguay, Marcelle | Live Performing Arts | Québec |
| Marcotte, Céline | Live Performing Arts | Québec |
| Rondeau, Jean-Léon | Live Performing Arts | Québec |
| Lussier, Caroline | Live Performing Arts | Québec |
| Leclerc, Stephane | Live Performing Arts | Québec |
| MENTOREES | | |
| MENTOREES | SUB-SECTOR | PROVINCE |
| Blackburn, Hélène | Live Performing Arts | Québec |
| Joubert, Jean-Philippe | Live Performing Arts | Québec |
| Rousseau, Dany | Live Performing Arts | Saskatoon |
| Cluer, Sebastian | Film and television | Ontario |
| Huda, Afzal | Film and television | Alberta |
| Trovao, Susan | Film and television | British Columbia |

APPENDIX B

| CULTURAL MENTORSHIP PROGRAMS | | |
|---|-----------------|-----------------------|
| PROGRAMS | PROVINCE | PRACTICES |
| Brigade Volante Contact: Francine Guèvremont | Canada | Mentoring/Coaching |
| Patrimoine canadien | Canada | Mentoring/Coaching |
| Canadian Film and Television Production Association Contact: Sarolta Csete | Ontario | Internship/Mentorship |
| Fondation du maire de Montréal pour la jeunesse Contact: Yves Agouri | Québec | Mentoring/Coaching |
| Association of Canadian Publishers Contact : Megan Burns | Ontario | Internship/Mentorship |
| Fondation de l'entrepreneurship Contact: Nicolas Boucher | Québec | Mentoring |
| NON CULTURAL MENTORSHIP PROGRAMS | | |
| PROGRAMS | PROVINCE | PRACTICES |
| Cars Sector Council (*) Contact : Jennifer Steeves | Ontario | Mentoring |
| Grant MacEwan Contact: Rose Ginther | Alberta | Internship/Mentorship |

APPENDIX C

TRAINING ORGANIZATIONS

| TRAINING ORGANIZATIONS | PROVINCE | PRACTICES |
|---|------------------|------------------|
| Coaching and Leadership International Inc. Contact : Betska K-Burr | British Columbia | Mentoring |
| Peer Resources Contact : Rey Carr | British Columbia | Mentoring |
| University of Victoria (*) Contact : Joy Davis | British Columbia | Mentoring |
| York University Elaine Gutmacher | Ontario | Mentoring |
| Coaching de gestion Inc. Contact : J.P. Fortin | Quebec | Manager Coaching |
| Fondation de l'entrepreneurship Contact : Nicolas Boucher | Quebec | Mentoring |
| Innovation Consultants Inc. Contact : Nicole Vachon | Quebec | Manager Coaching |
| International Mentoring Association Contact : Cheri Lay | Michigan, USA | Mentoring |
| The Mentoring Group Contact : Linda Philips-Jones | California, USA | Mentoring |

(*) Did not respond to the survey but provided documentation on the University of Victoria's training offerings.

APPENDIX D

CULTURAL MENTORING

COMPETENCY AND TRAINING NEEDS ASSESSMENT

OCTOBER 2005



IDENTIFICATION AND DEMOGRAPHIC INFORMATION

Your completion of the questions in this section will assist us in analyzing the data resulting from this training needs survey.

Researchers will keep your name and personal information strictly confidential, and will not share or distribute this information without your explicit permission.

1. Name :

2. Email address :

3. Age

- Under 25
- Between 25 et 34
- Between 35 et 44
- Between 45 et 54
- Over 55

6. Province / Territory

- Newfoundland
- Prince Edward Island
- Nova Scotia
- New Brunswick
- Québec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- British Columbia
- Yukon
- Nunavut

5. Your position

- Board Member
- Executive Director
- Senior Manager
- Middle Manager
- Other. Please specify :

7. Cultural subsector

- Live Performing Arts
- Film and Television
- Music and Sound Recording
- Visual Arts
- Crafts
- Writing and Publishing
- Heritage
- New Media
- Cover more than one area

YOUR EXPERIENCE AS MENTOR

7. For how many years have you been exercising the role of mentor in the cultural sector?

- 5 years or less
- Between 6 and 10 years
- More than 10 years

8. In how many mentoring relationships have you been involved as mentor?

- One
- Between 2 and 5
- More than 5

9. What has been the average duration of these mentoring relationships?

- 3 months or less
- Between 4 and 6 months
- Between 7 and 12 months
- More than a year

10. What type of mentoring do you practice

- Formal
- Informal
- Both types. Please indicate the type that you practice most frequently :

11. Is there a formal mentoring program in your organization?

- Yes

Please specify the title of this program:

- No

- Not applicable

If you have answered Yes, what is (are) the target group(s) of this program (choose all that apply)

- Board Members
- Senior-most Manager
- All Senior Managers
- Middle Manager
- Other : _____

12. If you are involved as mentor in a formal mentoring program, what is (are) the goal(s) of this program? (Choose all that apply)

- Development of the organizational culture
- Transfer of expertise
- Clarification and confirmation of career choices and goals
- Professional and personal development of high potential employees
- Stimulation and perpetuation of the organizational memory
- Development of a sense of belonging among new employees
- Other(s) : _____

13. What term is being used in your organization to describe this learning approach?

- Mentoring
- Coaching
- Other : _____

14. How have you usually been solicited to be a mentor? (choose all that apply)

- Directly by the person who was interested in undertaking a mentoring relationship
- Through a formal mentoring program
- Other : _____

15. You usually exercise the role of mentor ...

- On a volunteer basis
- As part of your professional duties and tasks
- On the basis of a contractual agreement involving a remuneration

16. What are the resources on which you can rely to assist you in your role as mentor ? (choose all that apply)

- Information on mentoring and its challenges
- A training program for mentors and mentorees
- Practical guides for mentors and mentorees
- Availability of a resource – person
- Access to seminars and training programs
- None
- Other : _____

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| A. IDENTIFY THE NEED OF AN INDIVIDUAL TO ENGAGE IN A MENTORING RELATIONSHIP | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| 1. <i>At what level do you assess your ability to ...</i> | 0 | I | II | III | IV |
| 1. Obtain background information on potential mentoree and his / her professional environment? | | | | | |
| 2. Assess the potential mentoree's motives to engage in a mentoring process? | | | | | |
| 3. Clarify the potential mentoree's areas of interest? | | | | | |
| 4. Assess if mentoring is the proper approach? | | | | | |
| 5. Identify the gaps in the potential mentoree's experience and skills? | | | | | |
| 6. Confirm the suitability of the relationship? | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to IDENTIFY THE NEED OF A POTENTIAL MENTOREE . | | | | | |
| | | | | | |
| 3. 3. How did you learn to identify the need of a potential mentoree ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| B. ESTABLISH RAPPORT | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| 1. At what level do you assess your ability to ... | 0 | I | II | III | IV |
| 1. Define roles | | | | | |
| 2. Identify mutual expectations | | | | | |
| 3. Agree with mentoree on ground rules to govern the mentoring relationship | | | | | |
| 4. Agree with mentoree on reviews of the relationship itself | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding your ability to ESTABLISH RAPPORT WITH A MENTOREE | | | | | |
| | | | | | |
| 3. How did you learn to establish rapport with a mentoree ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| C. ENSURE RESOURCES FOR THE MENTORING PROCESS | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| 1. <i>At what level do you assess your ability to ...</i> | | | | | |
| 1. Assist mentoree to find resources | | | | | |
| 2. Plan time to be committed to the mentoring process | | | | | |
| 3. Establish methods of communication | | | | | |
| 4. Confirm terms of agreement with mentoree | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to ENSURE RESOURCES FOR THE MENTORING PROCESS | | | | | |
| | | | | | |
| 3. How did you learn to ensure resources for the mentoring process ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| D. ESTABLISH A WORK PLAN | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| 1. <i>At what level do you assess your ability to ...</i> | 0 | I | II | III | IV |
| 1. Enable mentoree to set goals | | | | | |
| 2. Enable mentoree to create a critical path | | | | | |
| 3. Agree with mentoree on assessment process | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to ENSURE RESOURCES FOR THE MENTORING PROCESS | | | | | |
| | | | | | |
| 3. How did you learn to ensure resources for the mentoring process ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| E. GUIDE A MENTOREE THROUGH A WORK PLAN | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| 1. At what level do you assess your ability to ... | | | | | |
| 1. Monitor progress | | | | | |
| 2. Ask challenging questions | | | | | |
| 3. Use / share creativity and problem solving tools and techniques | | | | | |
| 4. Enable mentoree to identify the consequences of a potential course of action | | | | | |
| 5. Enable mentoree to gain self-knowledge of his / her skills and talents | | | | | |
| 6. Encourage the mentoree to reconcile artistic vision and business reality | | | | | |
| 7. Provide feedback | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to <i>GUIDE A MENTOREE THROUGH A WORK PLAN</i> | | | | | |
| | | | | | |
| 3. How did you learn to <i>guide a mentoree through a work plan</i> ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| F. SHARE INDUSTRY KNOWLEDGE | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| 1. At what level do you assess your ability to ... | | | | | |
| 1. Pass on history, traditions and rituals | | | | | |
| 2. Provide 'insider' information | | | | | |
| 3. Pass on industry specific tools | | | | | |
| 4. Introduce protege to network of individuals | | | | | |
| 5. Recommend industry specific organizations and professional development activities | | | | | |
| 6. Inform protege on career / business opportunities in the industry | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to SHARE INDUSTRY KNOWLEDGE | | | | | |
| | | | | | |
| 3. How did you learn to <i>share industry knowledge</i> ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| G. PROVIDE GROWTH OPPORTUNITIES | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| <i>1. At what level do you assess your ability to ...</i> | | | | | |
| 1. Encourage high level of commitment | | | | | |
| 2. Encourage protege to cultivate and value relationships | | | | | |
| 3. Encourage protege to learn from experience (successes and failures) | | | | | |
| 4. Encourage protege to develop a trust in his / her instincts | | | | | |
| 5. Encourage protege to develop an analytical and critical mindset | | | | | |
| 6. Encourage protege to define a personal work / life balance | | | | | |
| <i>2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to PROVIDE GROWTH OPPORTUNITIES</i> | | | | | |
| | | | | | |
| <i>3. How did you learn to provide growth opportunities ? (Choose all that apply)</i> | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| H. COMPLETE THE MENTORING PROCESS | | | | | |
|--|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| 1. At what level do you assess your ability ... | | | | | |
| 1. Self assess performance as mentor | | | | | |
| 2. Fulfill third-party obligations | | | | | |
| 3. Evaluate the relationship and the process with mentoree | | | | | |
| 4. Recommend next steps to the mentoree | | | | | |
| 2. You may use the following space to elaborate on the skills that you would wish to improve regarding you ability to COMPLETE THE MENTORING PROCESS | | | | | |
| | | | | | |
| 3. How did you learn to complete the mentoring process ? (Choose all that apply) | | | | | |
| <input type="checkbox"/> Through a formal training program on mentoring <input type="checkbox"/> Through a training program that did not specifically focus on mentoring. Please elaborate : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| I. COMMUNICATE EFFICIENTLY | | | | | |
|---|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| <i>1. At what level do you assess your ability to ...</i> | | | | | |
| 1. Use listening techniques | | | | | |
| 2. Speak clearly and concisely | | | | | |
| 3. Use tone, manner and language compatible with mentor role | | | | | |
| 4. Display tact and diplomacy | | | | | |
| 5. Negotiate | | | | | |
| 6. Use and be sensitive to non verbal communication | | | | | |
| 7. Select means of communication | | | | | |
| 8. Make presentations | | | | | |
| 9. Write assessments | | | | | |
| 10. Write correspondence | | | | | |
| 11. Write proposals and reports | | | | | |
| 12. Facilitate group interactions | | | | | |
| 13. Maintain focus | | | | | |
| <i>2. You may use the following space to elaborate on the skills that you would wish to improve regarding your ability to COMMUNICATE EFFICIENTLY</i> | | | | | |
| | | | | | |
| <i>3. How did you learn to communicate efficiently ? (Choose all that apply)</i> | | | | | |
| <input type="checkbox"/> Through formal training. Please specify : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

Select (X) the level that best describes your ability to perform each of the following skills
0 : Not applicable **I** : I am unable to perform this skill; **II** : I need to enhance my ability to perform this skill; **III** : I can perform this skill adequately; **IV**: I can perform this skill very well

| J. DEMONSTRATE PERSONAL SKILLS | | | | | |
|---|---------------------|---|----|-----|----|
| Questions | Your Assessment (X) | | | | |
| | 0 | I | II | III | IV |
| 1. <i>At what level do you assess your ability to ...</i> | | | | | |
| 1. Bring passion to the mentoring process | | | | | |
| 2. Empathize | | | | | |
| 3. Exercise leadership | | | | | |
| 4. Demonstrate willingness to transfer one's knowledge and skills | | | | | |
| 5. Demonstrate perceptiveness | | | | | |
| 6. See the "big picture" | | | | | |
| 7. Apply theory to practice | | | | | |
| 8. Set an example (role model) | | | | | |
| 9. Demonstrate reliability and stability | | | | | |
| 10. Demonstrate respect | | | | | |
| 11. Use positive reinforcement | | | | | |
| 12. Demonstrate flexibility | | | | | |
| 13. Apply analytical skills | | | | | |
| 14. Demonstrate thoroughness and attention to details | | | | | |
| 15. Solve problems | | | | | |
| 16. Exercise creativity | | | | | |
| 17. Prioritize and manage time | | | | | |
| 18. Make decisions | | | | | |
| 19. Stay current | | | | | |
| 20. Bring passion to the mentoring process | | | | | |
| 1. <i>You may use the following space to elaborate on the personal skills that you would wish to improve</i> | | | | | |
| | | | | | |
| 3. <i>How did you learn the personal skills for which you have assessed your ability at levels III or IV (Choose all that apply)</i> | | | | | |
| <input type="checkbox"/> Through a formal training. Please specify : <input type="checkbox"/> Personal / on-the-job experience <input type="checkbox"/> Other means. Please elaborate | | | | | |

If you have not received any training on mentoring, go to the section "OTHER TRAINING NEEDS"

Select (X) the level that best describes your assessment of the training that you have received to develop the skills related to each of the following General Areas of Competencies

I : Totally inefficient II : Rather inefficient III : Rather efficient; IV: Very efficient

| | Your Assessment (X) | | | |
|---|---------------------|----|-----|----|
| | I | II | III | IV |
| A. Identify the need of an individual to engage in a mentoring relationship | | | | |
| B. Establish rapport | | | | |
| C. Ensure resources for the mentoring process | | | | |
| D. Establish a work plan | | | | |
| E. Guide a mentoree through a work plan | | | | |
| F. Share industry knowledge with mentoree | | | | |
| G. Provide growth opportunities | | | | |
| H. Complete the mentoring process | | | | |
| I. Communicate effectively | | | | |
| J. Demonstrate personal skills | | | | |

OTHER TRAINING NEEDS

If you have other training needs that this self assessment questionnaire has not allowed you to indicate, please identify them in the space hereafter :

YOUR TRAINING PRIORITIES

Examining the skills which you have positioned at levels I and II and taking into account other training needs that you may have identified, please determine **5 training needs** that have the **highest degree of priority or urgency** (If you select skills listed in the grid, you only have to indicate their coordinates (e.g. A2, B3, ...))

1. _____
2. _____
3. _____
4. _____
5. _____

PLEASE RETURN THIS GRID NO LATER THAN ...

AT ...

MANY THANKS!

APPENDIX E

CULTURAL MENTORING

ASSESSING THE SKILLS OF YOUR MENTOR(S)

OCTOBER 2005



RESPONDENT PROFILE

1. Name of respondent :

2. Email address :

3. Age of respondent

- Less than 25 years
- Between 25 and 34 years
- Between 45 and 54 years
- More than 55 years

5. Province / Territory

- Newfoundland
- Prince Edward Island
- Nova Scotia
- New Brunswick
- Québec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- British Columbia
- Yukon
- Nunavut

4. Your position

- Board member
- General manager
- Senior manager
- Middle manager

6. Cultural Subsector

- Live Performing Arts
- Film and Television
- Music and Sound Recording
- Visual Arts
- Crafts
- Writing and Publishing
- Heritage
- New Media
- Cover more than one area

MENTORING PRACTICES

7. In how many mentoring relationships have you been involved as mentoree?
- One
 - Between 2 and 4
 - More than 5
8. For how long have you been involved in a mentoring relationship? (Choose all that apply if you have been involved in more than one mentoring relationship)
- 3 months and less
 - Between 4 to 6 months
 - Between 7 to 12 months
 - More than a year
9. What type of mentoring was it / is it? (Choose all that apply if you have been involved in more than one mentoring relationship)
- Formal
 - Informal
10. Is there a mentoring program in your organization?
- Yes
 - No
- If you have answered Yes, what is (are) the target group(s) of this program (choose all that apply)
- Board members
 - General manager
 - Senior management
 - Middle managers
 - Other : _____
11. If you are (or have been) involved as mentor in a formal mentoring program, what is (are) the goal(s) of this program? (Choose all that apply)
- Development of the organizational culture
 - Transfer of expertise
 - Clarification and confirmation of career choices and goals
 - Professional and personal development of high potential employees
 - Stimulation and perpetuation of the organizational memory
 - Development of a sense of belonging among new employees
 - Other(s) : _____
12. What term is being used in your organization to describe this learning approach?
- Mentoring
 - Coaching
 - Other : _____

13. How did you select your mentor? (Choose all that apply if you have been involved in more than one mentoring relationship)

- Through my own personal research
- Through a formal mentoring program
- Other : _____

14. Your mentor exercised his role as mentor (Choose all that apply if you have been involved in more than one mentoring relationship)

- On a volunteer basis
- As part of his / her professional duties and tasks
- On the basis of a contractual agreement involving a remuneration

ASSESSING THE SKILLS OF YOUR MENTOR(S)

Select (X) the level that best describes your assessment of your mentor on the following skills. If you have been involved in more than one mentoring relationship, please make an overall appreciation of your mentors.

0 : Did not make use of that skill I : Need(s) to improve on that skill; II : Adequate; III : Very good

| A. IDENTIFYING YOUR NEED TO ENGAGE IN A MENTORING RELATIONSHIP | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| At what level do I assess my mentor's ability to ... | 0 | I | II | III |
| 1. Obtain background information on my professional environment? | | | | |
| 2. Assess my motives to engage in a mentoring process? | | | | |
| 3. Clarify my areas of interest? | | | | |
| 4. Assess if mentoring is the proper approach? | | | | |
| 5. Identify the gaps in my experience and skills? | | | | |
| 6. Confirm the suitability of the relationship? | | | | |

| B. ESTABLISHING RAPPORT | | | | |
|---|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| At what level do I assess my mentor's ability to ... | 0 | I | II | III |
| 1. Define roles? | | | | |
| 2. Identify mutual expectations? | | | | |
| 3. Lead us into reaching an agreement on ground rules to govern the mentoring relationship? | | | | |
| 4. Lead us into reaching an agreement on reviews of the relationship itself? | | | | |

| C. ENSURING RESOURCES FOR THE MENTORING PROCESS | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| At what level do I assess my mentor's ability to ... | 0 | I | II | III |
| 1. Assist me in finding resources? | | | | |
| 2. Plan time to be committed to the mentoring process? | | | | |
| 3. Establish methods of communication? | | | | |
| 4. Confirm terms of agreement? | | | | |

Select (X) the level that best describes your assessment of your mentor on the following skills. If you have been involved in more than one mentoring relationship, please make an overall appreciation of your mentors.

0 : Did not make use of that skill I : Need(s) to improve on that skill; II : Adequate; III : Very good

| D. ESTABLISHING A WORK PLAN | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| <i>At what level do I assess my mentor's ability to ...</i> | 0 | I | II | III |
| 1. Enable me to set goals? | | | | |
| 2. Enable me to create a critical path? | | | | |
| 3. Lead into reaching an agreement on an assessment process? | | | | |

| E. GUIDING ME THROUGH MY WORK PLAN | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| <i>At what level do I assess my mentor's ability to ...</i> | 0 | I | II | III |
| 1. Monitor progress? | | | | |
| 2. Ask challenging questions? | | | | |
| 3. Use / share creativity and problem solving tools and techniques? | | | | |
| 4. Enable me to identify the consequences of a potential course of action? | | | | |
| 5. Enable me to gain self-knowledge of his / her skills and talents? | | | | |
| 6. Encourage me to reconcile artistic vision and business reality? | | | | |
| 7. Provide feedback? | | | | |

| F. SHARING INDUSTRY KNOWLEDGE | | | | |
|---|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| <i>At what level do I assess my mentor's ability to ...</i> | 0 | I | II | III |
| 1. Pass on history, traditions and rituals? | | | | |
| 2. Provide 'insider' information? | | | | |
| 3. Pass on industry specific tools? | | | | |
| 4. Introduce protege to network of individuals? | | | | |
| 5. Recommend industry specific organizations and professional development activities? | | | | |
| 6. Inform protege on career / business opportunities in the industry? | | | | |

Select (X) the level that best describes your assessment of your mentor on the following skills. If you have been involved in more than one mentoring relationship, please make an overall appreciation of your mentors.

0 : Did not make use of that skill I : Need(s) to improve on that skill; II : Adequate; III : Very good

| G. PROVIDING GROWTH OPPORTUNITIES | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| | 0 | I | II | III |
| <i>At what level do I assess my mentor's ability to ...</i> | | | | |
| 1. Encourage high level of commitment? | | | | |
| 2. Encourage me to cultivate and value relationships? | | | | |
| 3. Encourage me to learn from experience (successes and failures)? | | | | |
| 4. Encourage me to develop a trust in his / her instincts? | | | | |
| 5. Encourage me to develop an analytical and critical mindset? | | | | |
| 6. Encourage me to define a personal work / life balance? | | | | |

| H. COMPLETING THE MENTORING PROCESS | | | | |
|--|---------------------|---|----|-----|
| Skills | Your Assessment (X) | | | |
| | 0 | I | II | III |
| <i>At what level do I assess my mentor's ability to ...</i> | | | | |
| 1. Self assess performance as mentor? | | | | |
| 2. Fulfill third-party obligations? | | | | |
| 3. Lead us into jointly evaluating the relationship and the process? | | | | |
| 4. Recommend next steps that I should be undertaking? | | | | |

Select (**X** - in the left-end column), among the following list, the **5 communication skills** that you consider **most critical** for a mentor.

Then, indicate (**X**) the level that best describes your assessment of your mentor's ability to perform each these 5 critical skills. If you have been involved in more than one mentoring relationship, please make an overall appreciation of your mentors.

0 : Did not make use of that skill **I** : Needs to improve on that skill; **II** : Adequate; **III** : Very good

| I. COMMUNICATE EFFICIENTLY | | | | | |
|----------------------------|--|---------------------|---|----|-----|
| Most critical skills (X) | A mentor must be able to ... | Your Assessment (X) | | | |
| | | 0 | I | II | III |
| | 1. Use listening techniques | | | | |
| | 2. Speak clearly and concisely | | | | |
| | 3. Use tone, manner and language compatible with mentor role | | | | |
| | 4. Display tact and diplomacy | | | | |
| | 5. Negotiate | | | | |
| | 6. Use and be sensitive to non verbal communication | | | | |
| | 7. Select means of communication | | | | |
| | 8. Make presentations | | | | |
| | 9. Write assessments | | | | |
| | 10. Write correspondence | | | | |
| | 11. Write proposals and reports | | | | |
| | 12. Facilitate group interactions | | | | |
| | 13. Maintain focus | | | | |

Select (X - in the left-end column), among the following list, the **5 communication skills** that you consider **most critical** for a mentor.

Then, indicate (X) the level that best describes your assessment of your mentor's ability to perform each these 5 critical skills. If you have been involved in more than one mentoring relationship, please make an overall appreciation of your mentors.

0 : Did not make use of that skill I : Needs to improve on that skill; II : Adequate; III : Very good

| J. DEMONSTRATE PERSONAL SKILLS | | | | | |
|--------------------------------|---|---------------------|---|----|-----|
| Most essentials skills (X) | Questions | Your Assessment (X) | | | |
| | | 0 | I | II | III |
| | <i>A mentor must be able to ...</i> | | | | |
| | 1. Bring passion to the mentoring process | | | | |
| | 2. Empathize | | | | |
| | 3. Exercise leadership | | | | |
| | 4. Demonstrate willingness to transfer one's knowledge and skills | | | | |
| | 5. Demonstrate perceptiveness | | | | |
| | 6. See the "big picture" | | | | |
| | 7. Apply theory to practice | | | | |
| | 8. Set an example (role model) | | | | |
| | 9. Demonstrate reliability and stability | | | | |
| | 10. Demonstrate respect | | | | |
| | 11. Use positive reinforcement | | | | |
| | 12. Demonstrate flexibility | | | | |
| | 13. Apply analytical skills | | | | |
| | 14. Demonstrate thoroughness and attention to details | | | | |
| | 15. Solve problems | | | | |
| | 16. Exercise creativity | | | | |
| | 17. Prioritize and manage time | | | | |
| | 18. Make decisions | | | | |
| | 19. Stay current | | | | |
| | 20. Bring passion to the mentoring process | | | | |

APPENDIX F

ANALYSIS OF TRAINING OFFERINGS IN MENTORSHIP

OCTOBER 2005

GENERAL INFORMATION

1. Name of respondent :

2. Name of your institution / firm / association :

3. Province / territory

- Newfoundland
- Prince Edward Island
- Nova Scotia
- New Brunswick
- Québec
- Ontario
- Manitoba
- Saskatchewan
- Alberta
- British Columbia
- Yukon
- Nunavut

4. What is (are) the specific role(s) targeted by your training offerings ...areYour training offerings are centered on what specific roles re offre de formation

- Mentor for Managers (*please answer Question 4A*)
- Coach for Managers (*please answer Question 4B*)
- Other : _____

4A. To what extent do you agree with the following definition of mentor?

An experienced, respected and credible person (mentor) providing personal and confidential assistance to enhance the learning and professional development of a less experienced person (mentoree) through guidance, counselling, role modeling and by sharing his / her experience, expertise and vision.

- Fully agree
- Rather agree
- Rather disagree
- Fully disagree

If you "Rather disagree" or "Fully disagree" with this definition and you have an alternative one to suggest, please write it down in the space hereafter :

4B. To what extent do you agree with the following definition of "coach for managers" ?
gestion »

Individual support and guidance for the purpose of enabling a person to develop his / her talents and professional competencies to their full potential or for the purpose of resolving punctual difficulties or addressing specific issues.

- Fully agree
- Rather agree
- Rather disagree
- Fully disagree

If you "Rather disagree" or "Fully disagree" with this definition and you have an alternative one to suggest, please write it down in the space hereafter :

5. Number of years your institution / firm / association has been offering training in mentorship and / or in coaching managers

- 5 years or less
- More than 5 years

6. Your training program on mentoring / coaching was designed and developed **mainly** on the basis of :

- Research on mentoring and coaching
- The professors' / trainers' expertise and experience
- A training needs analysis
- A competency profile

Other :

7. In your opinion, is (are) your training offering(s) on mentoring / coaching pertinent to cultural organizations / associations or individuals working in the cultural sector?

- Yes
- No

If you answered YES, how many registrations come from the cultural sector?

- Very few
- Equivalent to other sectors
- The cultural sector represents our major client

8. Number of years that your institution / firm/ association has been offering training in mentoring / coaching managers

- 5 years or less
- More than 5 years

As training supplier in the field of management mentoring or coaching, we are asking you to determine the extent to which your programs / courses address the following needs :

SECTION 1

1. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to IDENTIFY A POTENTIAL PROTEGE'S NEED TO ENGAGE IN A MENTORING RELATIONSHIP?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section2 .

1.1 Select (X) the level that best describes your training offerings in regards to each of the following skills:

0 : Don't know I : Not covered;
 II : Knowledge-based training only
 III : A training combining theory and practice.

Your assessment (X)

| Skills | 0 | I | II | III |
|---|---|---|----|-----|
| 1. Obtaining background information on potential protege and his / her professional environment | | | | |
| 2. Assessing the potential protege's motives to engage in a mentoring relationship | | | | |
| 3. Clarifying the potential protege's areas of interest | | | | |
| 4. Assessing if mentoring is the proper approach | | | | |
| 5. Identifying the gaps in the protege's experience and skills | | | | |
| 6. Confirming the suitability of the relationship | | | | |

1.2 What type(s) of training do you provide to develop or enhance the ability to IDENTIFY A POTENTIAL PROTEGE'S NEEDS TO ENGAGE IN A MENTORING RELATIONSHIP?(You may check more than one category)

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

1.3 Your overall assessment

0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme

Your Assessment (X)

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies : | 0 | I | II | III |
|---|---|---|----|-----|
| IDENTIFY A POTENTIAL PROTEGE'S NEEDS TO ENGAGE IN A MENTORING RELATIONSHIP? | | | | |
| Comments | | | | |



SECTION 2-

2. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to ESTABLISH RAPPORT WITH A PROTEGE?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 3

2.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills:*

- 0 : Don't know I : Not covered;
 II : Knowledge-based training only
 III : A training combining theory and practice.*

| Skills: | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Defining roles | | | | |
| 2. Identifying mutual expectations | | | | |
| 3. Agreeing with protege on ground rules to govern the mentoring relationship | | | | |
| 4. Agreeing with protege on reviews of the relationship itself | | | | |

2.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to ESTABLISH RAPPORT WITH A PROTEGE?(You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

2.3 *Your overall assessment*

- 0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme*

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies : | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| ESTABLISHING RAPPORT WITH A PROTEGE | | | | |
| Comments | | | | |
| | | | | |

SECTION 3

3. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to ENSURE RESOURCES FOR THE MENTORING PROCESS?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 4

3.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills:*

*0 : Don't know I : Not covered;
II : Knowledge-based training only
III : A training combining theory and practice.*

| SKILLS | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Assisting protege to find resources | | | | |
| 2. Planning time to commit to the mentoring process | | | | |
| 3. Establishing methods of communication | | | | |
| 4. Confirming terms of agreement with protege | | | | |

3.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to ENSURE RESOURCES FOR THE MENTORING PROCESS? (You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

3.3 *Your overall assessment*

*0 : Don't know I : A strong feature of our programme;
II : We could improve on this aspect
III : A definite lack in our programme*

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies : | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| ENSURING RESOURCES FOR THE MENTORING PROCESS? | | | | |
| <u>Comments</u> | | | | |

SECTION 4

4. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to ESTABLISH A WORK PLAN?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 5

4.1 Select (X) the level that best describes your training offerings in regards to each of the following skills:

0 : Don't know I : Not covered;
 II : Knowledge-based training only
 III : A training combining theory and practice

| SKILLS: | Your Assessment (X) | | | |
|--|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Enabling protege to set goals | | | | |
| 2. Enabling protege to create a critical path | | | | |
| 3. Agreeing with protege on assessment process | | | | |

4.2 What type(s) of training do you provide to develop / improve a mentor's or coach's ability to ESTABLISH A WORK PLAN? (You may check more than one category)

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

4.3 Your overall assessment

0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| ESTABLISHING A WORK PLAN? | | | | |
| <u>Comments</u> | | | | |
| | | | | |

SECTION 5

5. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to GUIDE THE PROTEGE THROUGH THE WORK PLAN?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 6

5.1 Select (X) the level that best describes your training offerings in regards to each of the following skills:

0 : Don't know I : Not covered;
 II : Knowledge-based training only
 III : A training combining theory and practice

| SKILLS: | Your Assessment (X) | | | |
|--|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Monitoring progress | | | | |
| 2. Asking challenging questions | | | | |
| 3. Using / sharing creativity and problem solving tools and techniques | | | | |
| 4. Enabling protege to identify the consequences of a potential course of action | | | | |
| 5. Enabling protege to gain self-knowledge of his / her skills and talents | | | | |
| 6. Encouraging the protege to reconcile artistic vision and business reality | | | | |
| 7. Providing feedback | | | | |

5.2 What type(s) of training do you provide to develop / improve a mentor's or coach's ability to GUIDE THE PROTEGE THROUGH THE WORK PLAN? (You may check more than one category)

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

5.3 Your overall assessment

0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| GUIDING THE PROTEGE THROUGH THE WORK PLAN? | | | | |
| <u>Comments</u> | | | | |



SECTION 6

6. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to SHARE INDUSTRY KNOWLEDGE?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 7

6.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills:*

*0 : Don't know I : Not covered;
II : Knowledge-based training only
III : A training combining theory and practice*

Your Assessment (X)

| SKILLS: | 0 | I | II | III |
|---|---|---|----|-----|
| 1. Passing on history, traditions and rituals | | | | |
| 2. Providing "insider" information | | | | |
| 3. Passing on industry specific documentation and tools | | | | |
| 4. Introducing protege to network of individuals | | | | |
| 5. Recommending industry specific organizations and professional development activities | | | | |
| 6. Informing protege on career / business opportunities in the industry | | | | |

6.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to SHARE INDUSTRY KNOWLEDGE (You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

6.3 *Your overall assessment*

*0 : Don't know I : A strong feature of our programme;
II : We could improve on this aspect
III : A definite lack in our programme*

Your Assessment (X)

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | 0 | I | II | III |
|---|---|---|----|-----|
| SHARING INDUSTRY KNOWLEDGE? | | | | |
| <u>Comments</u> | | | | |
| | | | | |

SECTION 7

7. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to PROVIDE GROWTH OPPORTUNITIES?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 8

7.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills:*

*0 : Don't know I : Not covered;
II : Knowledge-based training only
III : A training combining theory and practice*

Your Assessment (X)

| SKILLS: | 0 | I | II | III |
|--|---|---|----|-----|
| 1. Encouraging high level of commitment | | | | |
| 2. Encouraging protege to cultivate and value relationships | | | | |
| 3. Encouraging protege to learn from experience (successes and failures) | | | | |
| 4. Encouraging protege to develop a trust in his / her instincts | | | | |
| 5. Encourage protege to develop an analytical and critical mindset | | | | |
| 6. Encourage protege to define a personal work / life balance | | | | |

7.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to PROVIDE GROWTH OPPORTUNITIES (You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

7.3 *Your overall assessment*

*0 : Don't know I : A strong feature of our programme;
II : We could improve on this aspect
III : A definite lack in our programme*

Your Assessment (X)

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | 0 | I | II | III |
|---|---|---|----|-----|
| PROVIDING GROWTH OPPORTUNITIES? | | | | |
| <u>Comments</u> | | | | |
| | | | | |

SECTION 8

8. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to COMPLETE A MENTORING PROCESS?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 9

8.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills:*

*0 : Don't know I : Not covered;
II : Knowledge-based training only
III : A training combining theory and practice*

| SKILLS | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Self assessing one's performance as mentor | | | | |
| 2. Fulfilling third-party obligations | | | | |
| 3. Evaluating the relationship and the process with protege | | | | |
| 4. Recommending next steps to the protege | | | | |

8.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to COMPLETE A MENTORING PROCESS (You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

8.3 *Your overall assessment*

*0 : Don't know I : A strong feature of our programme;
II : We could improve on this aspect
III : A definite lack in our programme*

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| COMPLETING A MENTORING PROCESS? | | | | |
| <u>Comments</u> | | | | |
| | | | | |

SECTION 9

9. Do you offer training to current and prospective mentors or coaches which aims at developing their ability to COMMUNICATE EFFICIENTLY?

- YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 10

9.1 *Select (X) the level that best describes your training offerings in regards to each of the following skills*

*0 : Don't know I : Not covered;
II : Knowledge-based training only
III : A training combining theory and practice*

| SKILLS: | Your Assessment (X) | | | |
|--|---------------------|---|----|-----|
| | 0 | I | II | III |
| 1. Using listening techniques | | | | |
| 2. Speaking clearly and concisely | | | | |
| 3. Using tone, manner and language compatible with mentor role | | | | |
| 4. Displaying tact and diplomacy | | | | |
| 5. Negotiating | | | | |
| 6. Using and being sensitive to non verbal communication | | | | |
| 7. Maintaining focus | | | | |
| 8. Making presentations | | | | |
| 9. Writing assessments | | | | |
| 10. Writing correspondence | | | | |
| 11. Writing proposals and reports | | | | |
| 12. Facilitating group interactions | | | | |
| 13. Selecting means of communication | | | | |

9.2 *What type(s) of training do you provide to develop / improve a mentor's or coach's ability to COMMUNICATE EFFICIENTLY (You may check more than one category)*

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

9.3 Your overall assessment

0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme

| Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies | Your Assessment (X) | | | |
|---|---------------------|---|----|-----|
| | 0 | I | II | III |
| COMMUNICATING EFFICIENTLY? | | | | |
| <p><u>Comments</u></p> | | | | |

SECTION 10

10. Do you offer training to current and prospective mentors or coaches which aims at developing critical PERSONAL COMPETENCIES?

YES NO

If you have answered YES, please fill out the following grid. If you have answered NO, go immediately to Section 11

10.1 Select (X) the level that best describes your training offerings in regards to each of the following skills

0 : Don't know I : Not covered;
 II : Knowledge-based training only
 III : A training combining theory and practice

Your Assessment (X)

| SKILLS: | 0 | I | II | III |
|---|---|---|----|-----|
| 1. Bringing passion to the mentoring process | | | | |
| 2. Empathizing | | | | |
| 3. Exercising leadership | | | | |
| 4. Demonstrating willingness to transfer one's knowledge and skills | | | | |
| 5. Demonstrating perceptiveness | | | | |
| 6. Seeing the "big picture" | | | | |
| 7. Applying theory to practice | | | | |
| 8. Setting an example (role model) | | | | |
| 9. Demonstrating reliability and stability | | | | |
| 10. Demonstrating respect | | | | |
| 11. Using positive reinforcement | | | | |
| 12. Demonstrating flexibility | | | | |
| 13. Applying analytical skills | | | | |
| 14. Demonstrating thoroughness and attention to details | | | | |
| 15. Solving problems | | | | |
| 16. Exercising creativity | | | | |
| 17. Prioritizing and managing time | | | | |
| 18. Making decisions | | | | |
| 19. Staying current | | | | |
| 20. Displaying a sense of humour | | | | |

10.2 What type(s) of training do you provide to develop / improve a mentor's or coach's PERSONAL COMPETENCIES (You may check more than one category)

- | | |
|--|--|
| <input type="checkbox"/> Presentations | <input type="checkbox"/> Internship |
| <input type="checkbox"/> Round-table discussions | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Lectures | <input type="checkbox"/> On-the-job training |
| <input type="checkbox"/> Teletraining | <input type="checkbox"/> Self-learning |
| <input type="checkbox"/> E-learning | <input type="checkbox"/> Other type(s) Please specify. |

10.3 Your overall assessment

*0 : Don't know I : A strong feature of our programme;
 II : We could improve on this aspect
 III : A definite lack in our programme*

| <i>Select (X) the level that best describes your overall assessment of your institution's current training offerings in the following general area of competencies</i> | Your Assessment (X) | | | |
|--|----------------------------|----------|-----------|------------|
| | 0 | I | II | III |
| PERSONAL COMPETENCIES? | | | | |
| <u>Comments</u> | | | | |
| | | | | |

SECTION 11

OTHER TRAINING OFFERINGS

If your institution / firm has other training offerings that this questionnaire has not enabled you to specify, please do so in the following grid :

| COURSE / PROGRAMME TITLE | FOCUSING ON THE DEVELOPMENT OF WHAT SKILL(S)? | TYPE(S) OF TRAINING |
|--------------------------|---|---------------------|
| | | |

PLEASE RETURN THIS QUESTIONNAIRE AT ...
NO LATER THAN ...

MANY THANKS !

APPENDIX G: CULTURAL MANAGEMENT MENTORING PROGRAMS

| PROGRAM | CULTURAL SUB-SECTOR | PROGRAM OBJECTIVES | DEFINITION OF MENTORING | TRAINING OFFERED | NOTES |
|--|--|---|--|--|--|
| FLYING SQUAD | Dance Music Theatre Visual arts Media arts Inter-arts | The objectives of the program are to: <ul style="list-style-type: none"> Assist professional artistic organizations in targeted organizational development; Assist individuals working in artistic management organizations in developing skills, networks, and support systems by mentoring an in-service arts professional or specialist at another organization (internship); Assist associations of non-profit artistic organizations that propose innovative organizational development activities. | Internship with a mentor Consultation Partnership of or collaboration between organizations Professional development for executive staff | No training | Candidates present a project in line with one of the program's objectives. Such projects are evaluated according to the following criteria: <ul style="list-style-type: none"> Clarity of objectives Relevance of the choice of consultant / mentor with respect to need Quality of the work plan presented Project impact |
| FONDATION DE L'ENTREPRENEURSHIP | Targeted to entrepreneurs in all sectors of activity | Mentorship of entrepreneurs: <ul style="list-style-type: none"> increases young businesses' chances of survival; facilitates growth; highlights experienced or retired entrepreneurs' know-how and abilities and involves them in local economic development. | Mentorship is a relationship characterized by mutual assistance, sharing, and concern. It is a relationship in which an experienced business person shares his or her know-how so as to develop the skills and knowledge of a new entrepreneur. Mentors, what are they? <ul style="list-style-type: none"> People who have good business sense and experience; People who can advise and give feedback; People who can listen and communicate; People who are available to help a less experienced entrepreneur. | Provides a library for mentors and protégés. A few training seminars: <ol style="list-style-type: none"> Development of mentoring skills for mentors in business; Mentors' role as conveyers of standards and values. | Organized as accredited units throughout Quebec. |

| PROGRAM | CULTURAL SUB-SECTOR | PROGRAM OBJECTIVES | DEFINITION OF MENTORING | TRAINING OFFERED | NOTES |
|--|---|---|--|--|--|
| CANADIAN FILM AND TELEVISION PRODUCTION ASSOCIATION (CFTPA) | Offer short-term placement to youth from 18 to 30 with technician and professional from Film and television | <p>Create opportunities for young cineasts to develop management production and technical skills.</p> <p>Different programs are offered:</p> <ul style="list-style-type: none"> • International program • National program • CTV Program • Global Program • Aboriginal Program • Corus Entertainment Filmmaker Program | <p>Internship program to gain practical experience in:</p> <ul style="list-style-type: none"> • Production • Administration • Accounting • Communication • Marketing <p>The interns receive a wage.</p> | No training | The projects are presented by the mentors and the interns submit their request to participating companies. |
| MUSEUM LEADERSHIP DEVELOPMENT PROGRAM | Museum workers | <p>The Museum Leadership Program is a mentored learning experienced designed to meet specific needs through a combination of formal course and workplace activities for selected museum workers.</p> <p>Objectives are:</p> <ul style="list-style-type: none"> • to enable the museums to strengthen management capacity; • to facilitate a smooth transition; • to achieve greater management capacity; • to meet some of their succession needs; • to retain corporate memory. | Mentorship program | <p>Program orientation materials</p> <p>Mentorship workshop hosted in each museum to prepare their institution</p> | <p>Mentors are assigned by the partner museums</p> <p>Protégé application and selection</p> |

| PROGRAM | CULTURAL SUB-SECTOR | PROGRAM OBJECTIVES | DEFINITION OF MENTORING | TRAINING OFFERED | NOTES |
|---|---|--|--|--------------------|-------|
| <p>CANADIAN HERITAGE</p> <p>CANADIAN ARTS AND HERITAGE SUSTAINABILITY PROGRAM</p> | <ul style="list-style-type: none"> • Professional not-for-profit arts or heritage organizations • National professional not-for-profit arts or heritage service organizations • Provincial professional, not-for-profit, heritage service organizations • Municipal or regional governments and agencies of provincial/territorial governments (Heritage only) • Aboriginal organizations / governing bodies | <p>The Capacity Building Component supports arts and heritage organizations in their efforts to strengthen their organizational, administrative, and financial circumstances. It provides financial assistance to a wide range of projects aimed at improving how an organization functions by addressing key areas, such as:</p> <ul style="list-style-type: none"> • Examine and change/improve your organization's governance structure or practices; • Re-assess organizational strengths and weaknesses as a first step toward improving organizational capacity; • Develop a new business plan or strategic plan; • Review and develop new management policies and procedures in core management areas, i.e. financial services, human resources (including succession planning), marketing, communications, outreach or audience development; • Seek new collaborations and partnerships for the development of organizational efficiencies or new models of organizational structure; • Examine new ways to broaden markets or networking potential; • Develop new revenue-generation strategies; • Re-examine your organization's position within the community and develop strategies to improve accessibility and reach new and diversified audience. | <p>Consultation projects addressing different issues</p> | <p>No training</p> | |

| PROGRAM | CULTURAL SUB-SECTOR | PROGRAM OBJECTIVES | DEFINITION OF MENTORING | TRAINING OFFERED | NOTES |
|--|--|---|--|---|-------|
| FONDATION DU MAIRE DE MONTRÉAL POUR LA JEUNESSE (ENTREPRENEUR AND ARTISTIC SECTION) | <ul style="list-style-type: none"> Grant applicants from all sectors wishing to become better entrepreneurs | <p>The Fondation can provide candidates with a mentor, whose role will be:</p> <ul style="list-style-type: none"> To offer assistance and help the candidate identify and clarify his or her problems; To help identify the most appropriate solutions. | Mentoring/coaching | Receives the Fondation de l'entrepreneurship's training assistance. | |
| ASSOCIATION OF CANADIAN PUBLISHERS | <ul style="list-style-type: none"> Publishing | <p>Main goals of the program are:</p> <ul style="list-style-type: none"> To help younger publishers assume leadership positions in Canadian publishing; To provide an opportunity for smaller or younger publishers to work in a focused and intensive way with a larger or more senior publisher on a specific aspect of their business; to offer publishers of all sizes an opportunity to directly learn from each other. | <p>Selected mentors by an Advisory Committee for sharing their skills in different fields:</p> <ul style="list-style-type: none"> editorial administration, acquisitions, sales [general, rights, alternative, international], financial administration, grants & funding, promotion & publicity, marketing, advertising, production, design, new media. | Only an orientation to the Mentorship program | |

APPENDIX H

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