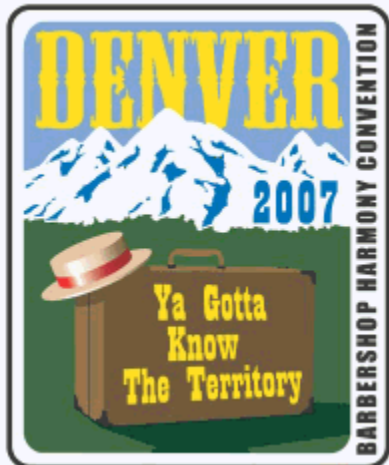


Succession Planning and Mentoring



Succession Planning

- What is it?
- Why do I need it?
- Where does it apply?

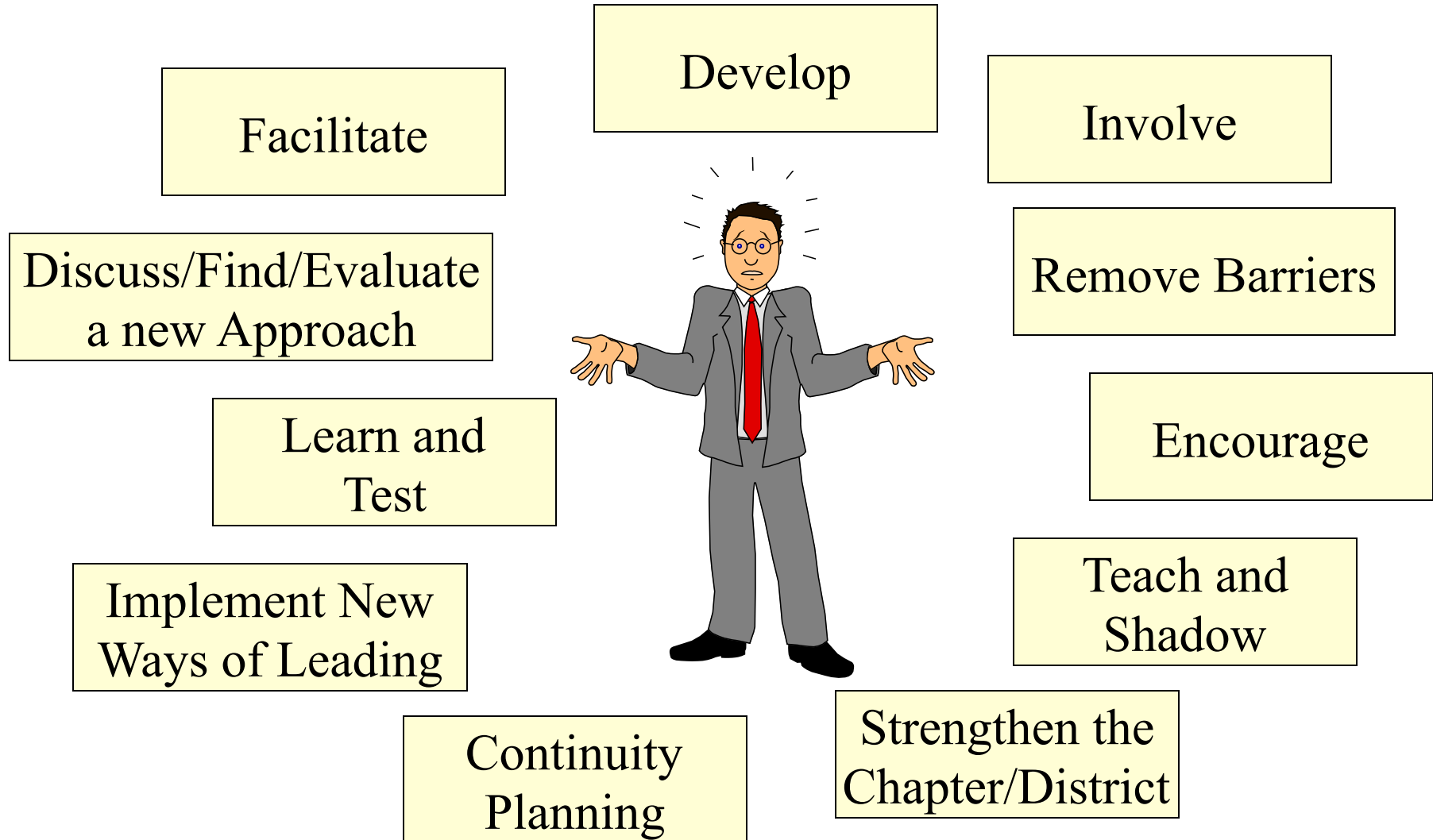


- Anyone tried it and had it fail?
- Anyone need “pieces” but perhaps not all of it?

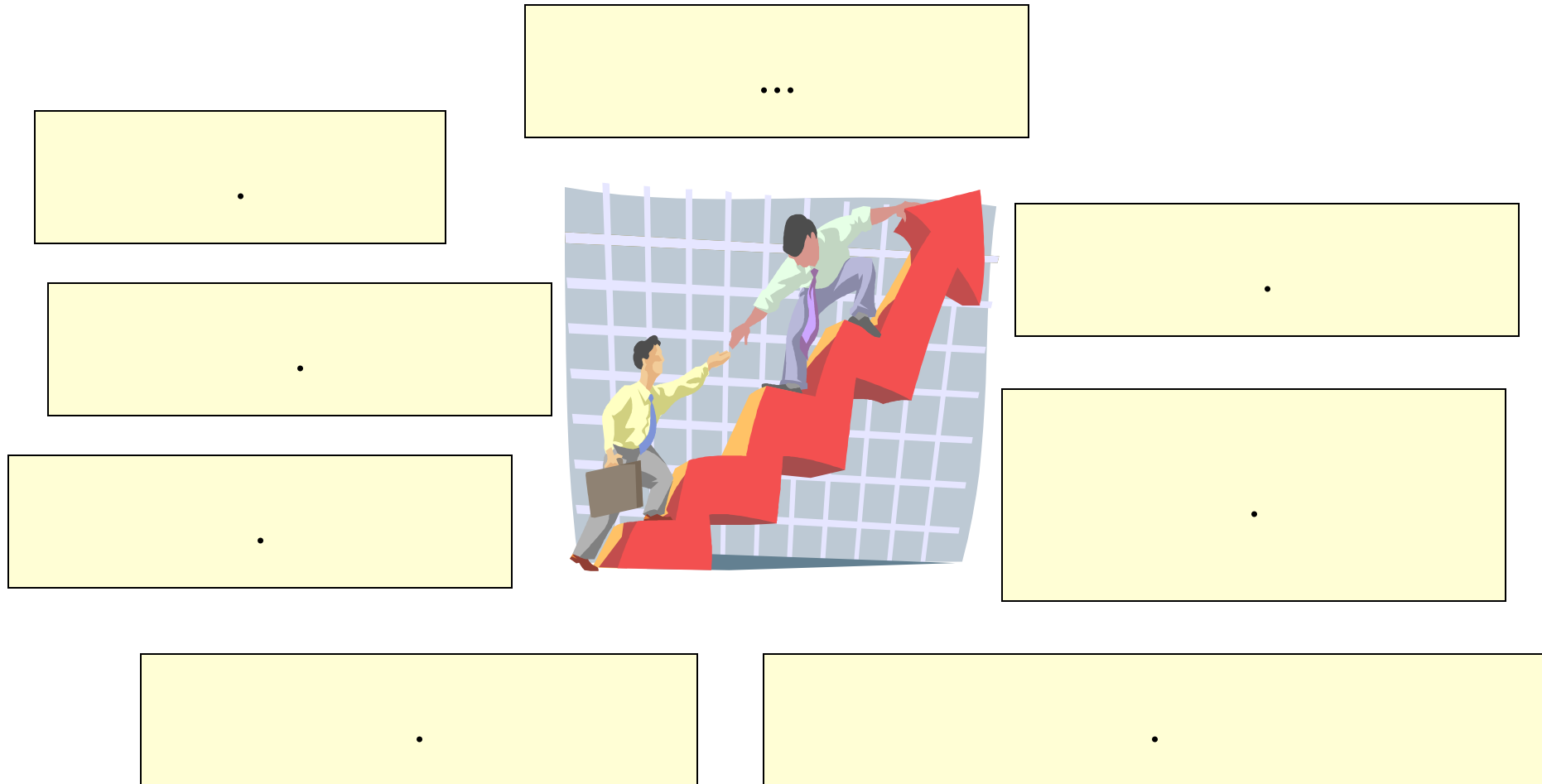
Succession Planning ... Shout Outs

- **What is it?**
- **Type in responses here**
- **Why do I need it?**
- **Where does it apply?**
- **Anyone tried it and had it fail?**
- **Anyone need “pieces” but perhaps not all of it?**

What do you do in Succession Planning?



What are Measurable Outputs from Succession Planning?



What are Measurable Outputs from Succession Planning?

More People Involved

Backup

Organizational Focus
and Member Retention

Goal Attainment



Member Development

Planned Turnover
and inclusion of
potential new ideas

Chapter Leadership
for Dummies published

“My Job and How I Do It” books

Chapter Members have . . .

- What are some business experiences and skills that your chapter members have that could be useful within the chapter?

-
-
-
-
-
-
-
-



- What can the chapter board do to help unleash and use this knowledge?

Chapter Members have . . .

- **Group Experience**
 - **Business Planning Expertise**
 - **Project Management**
 - **Marketing**
 - **“THE” Psychology of Members**
 - **Degrees of Involvement**
 - **Willingness to Lead**
 - **Willingness to Kibbutz**
 - **“THE” Culture of the Chapter**
-
- **Succession planning and Leadership Development is more inclusive about seeking out and using these “other” experiences as resources.**



Consider Other Potential Changes and Benefits . . .

- Staggered two-year terms on Chapter Board
- BMAL positions can grow into other leadership slots
- BMAL “ownership” of Membership or Music Development areas (for example)
- Chapter President “owns” oversight and nurturing of the chapter mentorship program

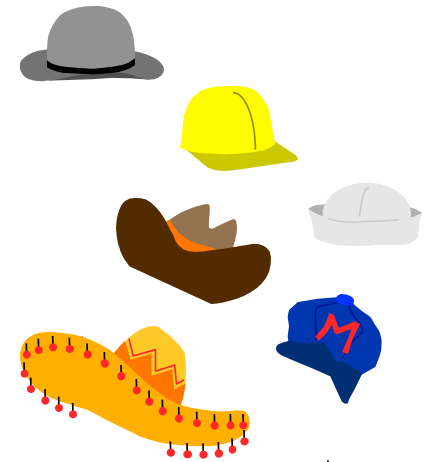
**Succession Planning has
no “end point”**



- Retain experience and counsel from past Board members
- Group Team Building and training a must for Mentorship Program
- Group Team Building and training to have immediate benefits in other Chapter areas
- Board shares and learns from experiences with mentoring
- Board can document, build on and refine Chapter Goals and Planning



Leadership and Mentoring





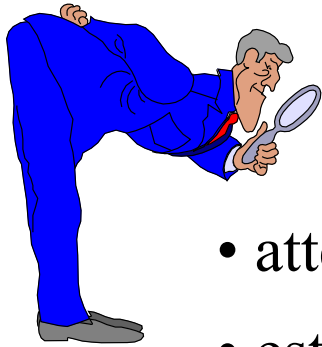
What is the role of a new officer (Mentee) in a Mentoring Program?

New Officer in a Mentoring Program



-
-
-
-

New Officer in a Mentoring Program



- attend and participate in COTS
- establish a trusting, collaborative relationship with the mentor, which includes honoring confidentiality
- identifying some areas of support, concern and to ask questions
- accept and discuss feedback openly; striving for personal improvement
- committed to the success of others

Mentoring Activities



- encourage participating at COTS
- invite new officers to attend final meeting of the outgoing board
- build trusting relationship based on mutual trust and support
- turn over necessary and helpful paperwork (minutes of meetings, letter of communications, reports of committees)
- verify that the new officer has all of the resources and materials they need
- provide follow-up with on-gong verbal support, procedural knowledge and counsel throughout the year
- encourage the new officer to always be on the lookout for a sucesor to them

Typical Problems for New Officers

- your list of “opportunities” here

-

-

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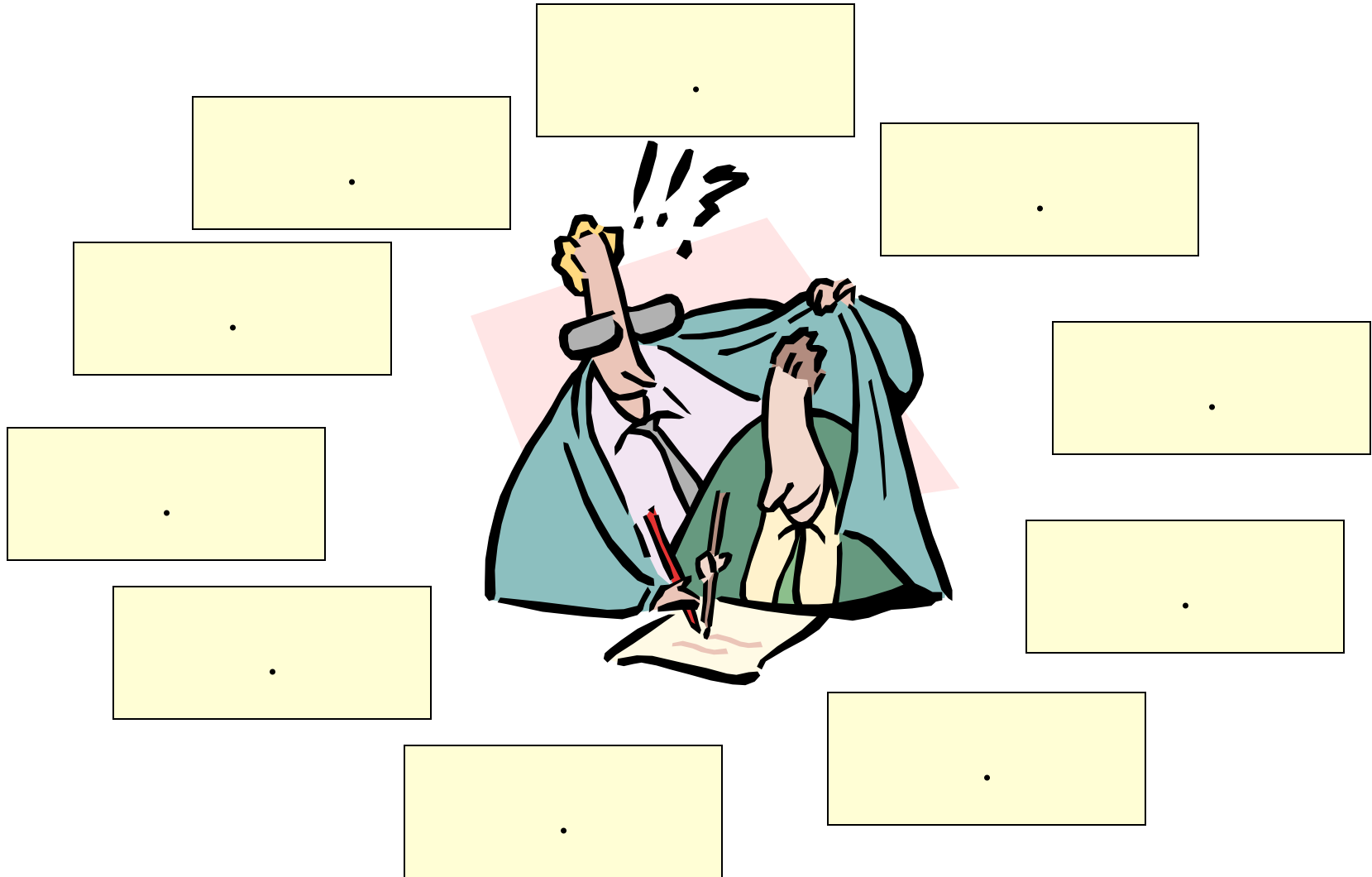
What do I do ...?

Typical Problems for New Officers

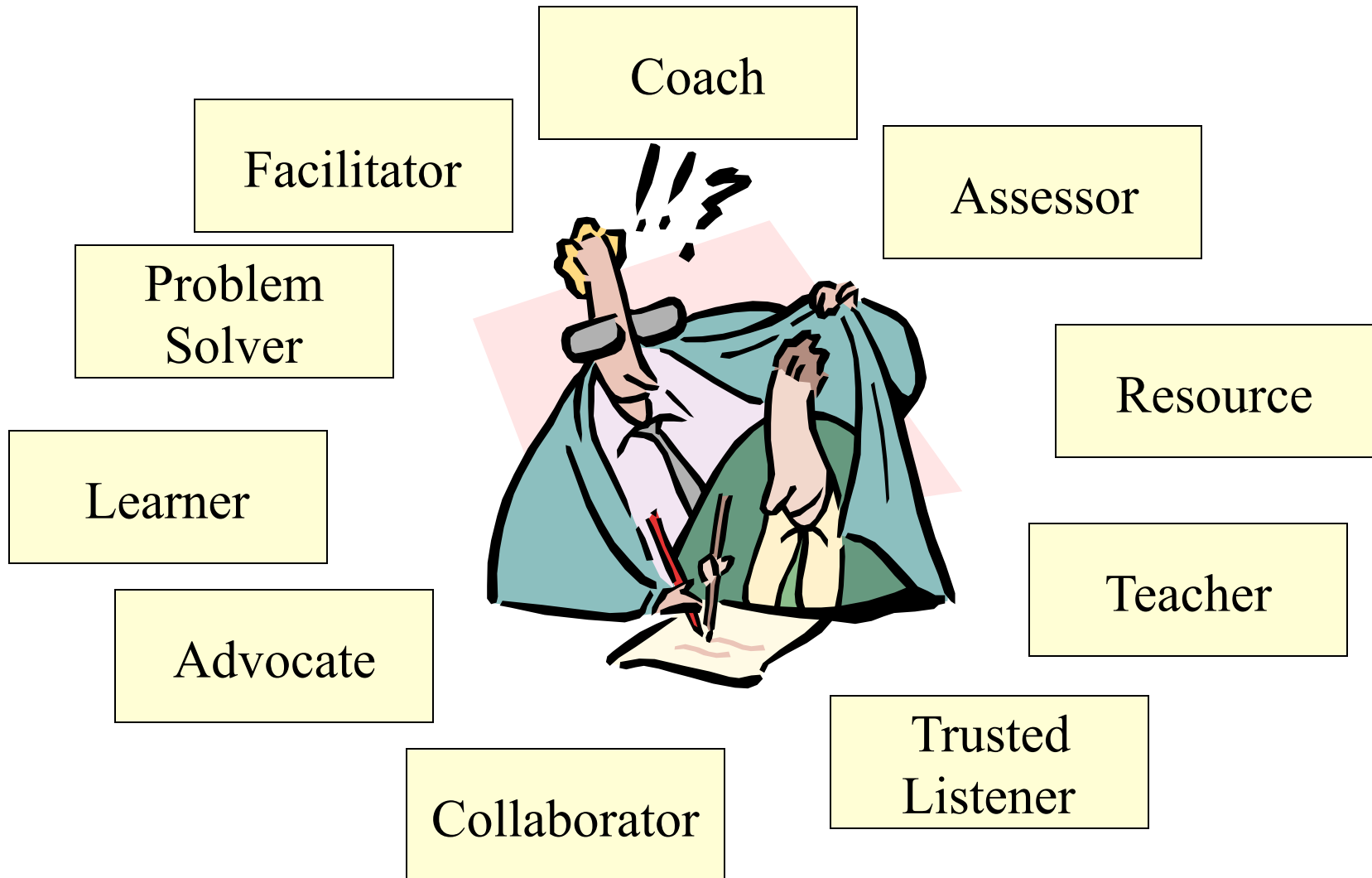
- not really understanding the role and job description of their new office
- not seeking assistance and guidance when needed and necessary
- not developing or learning organizational and time management skills
- not collaborating with other officers for the good of the chapter
- not understanding the culture of the chapter
- jumping to conclusions too soon
- not being a good listener

What do I do ...?

Mentor Roles



Mentor Roles





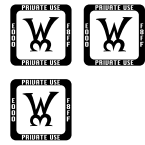
Effective Mentors

- **What are the traits that YOU would put on this list?**
- **What actions do your ideal Mentor exhibit?**





Effective Mentors

- **Approachable**
- **Effective at problem-solving**
- **Sensitive to the evolving needs and feelings**
- **Candid, but also positive, patient, encouraging and helpful**
- **Discrete,** **confidential, and astute in what is said and not said**



Effective Mentors (more traits)

- Nurturing, caring and accepting
- Risk Taker
- Sees diversity as strength
- Effective listener and communicator
- Respected by others



Establishing Trust

- **maintain confidentiality**
- **keep commitments**
- **express personal interest in other people**
- **admit mistakes**
- **listen reflectively**

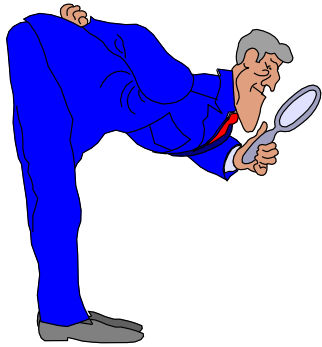


Communications in Mentoring

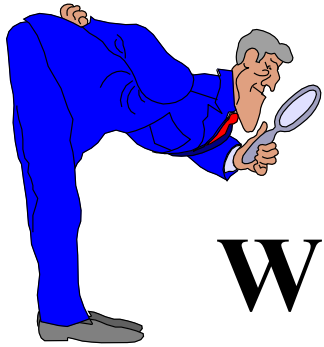
Giving Suggestions

- **Open Suggestions . . .**
 - Are expressed with invitational, positive language and voice tone
 - Encourage the identification of alternatives and choices to establish “ownership” of the final proposal or suggestion
 - Are often expressed as a question (or include a “tag question”) to invite further thinking . . .
“Tell me more about . . .”
 - Are achievable – enough to encourage, but not to overwhelm
 - May provide information about the mentor’s thinking and decision-making





What is the role of the current chapter officer in a Mentoring Program?



What is the measure of success of a Mentoring Program?

- **Developing others**
- **More success in planning and execution**

Log of Your Mentoring Activities

YOU engage in

Date/Time	Activity (Who/Where/What/Why)	Plan/Results (Why/How/When)



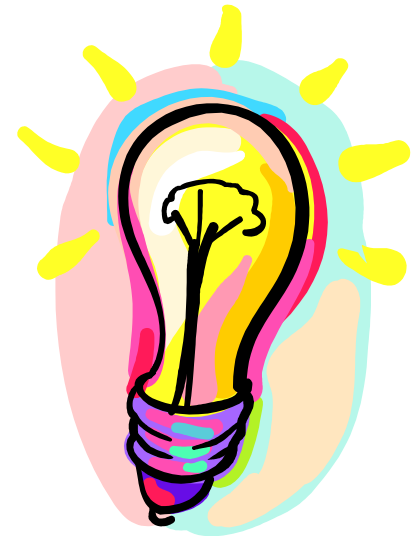
Listening

(this is a topic for
potential future
development and
additional sessions)



Paraphrasing

- **Communicates that the listener has . . .**
 - **Heard what the speaker said**
 - **Understood what was said**
 - **Listener does care about the opinions of the speaker**
- **Involves either: restating in own words or summarizing**
- **Possible paraphrasing stems may include:**
 - **So . . .**
 - **In other words, . . .**
 - **What I' m hearing you saying . . .**
 - **As I listen to you, I am hearing . . .**



Clarifying Questions

- **Communicates that the listener has heard what the speaker said, but does not fully understand what was said**
- **Involve asking question (direct or indirect) to:**
 - gather more information
 - discover the meaning of a language used
 - get clarity about the speaker's reasoning
 - seek connections between ideas
 - develop or maintain a focus
- **Possible clarifying stems may include:**
 - Let me see if I understand . . .
 - I'd be interested in hearing more about . . .
 - It'd help me understand if you'd give me an example of . . .
 - Would you tell me more about . . .
 - Tell me how that idea is like (or different from) . . .

Clarifying Questions

- Communicates that the listener has heard what the speaker said, but does not fully understand what was said
- Possible clarifying stems may include:
 - Let me see if I understand . . .
 - When hearing . . .
 - I don't understand if . . .
 - Example of . . .
 - More . . .
 - It is like (or . . .)
- Involve asking question (direct or indirect)
 - gather more information
 - discover what the speaker's language is
 - get clarity on the speaker's reasoning
 - seek connection
 - develop or clarify

NOTE: Asking "WHY?" tends to elicit a defensive response

Mediational Questions

- **Mediational questions help the colleague . . .**
 - Hypothesize what might happen
 - Analyze what worked and what didn't
 - Imagine possibilities
 - Compare and contract what was planned with what ensued



- **Some Mediational question stems may include:**
 - What's another way you might . . . ?
 - What would it look like if . . . ?
 - What do you think would happen if you . . . ? How do you think . . . ?
 - How did you decide . . . (come to that conclusion)?
 - What might you see happening in your chapter if . . . ?

Learning Moments

• **Learning Moments** are spontaneous opportunities that offer the mentor a chance to:

- fill in knowledge gaps
- help the new officer make good choices
- help the new officer to take the “next step” on his own

• Some Possible “Learning Moment” stems might include:

- One thing to keep in mind is . . .
- If you are interested in . . . , then it is important to . . .
- What I know about . . . is . . .
- It’s sometimes/usually helpful to . . . when . . .

