



MENTORING GUIDELINES FOR MENTORS & MENTEES

These Mentoring Guidelines are designed to be an informative document.

INDEX

1 THE ITU MENTORING PROGRAMME	4
1.1 Mentoring – A Brief Introduction	4
1.2 Benefits For Mentors and Mentees.....	4
1.3 What Mentoring Is and Is Not	5
1.4 Mentoring and Coaching: What’s the Difference?.....	6
1.5 Cornerstones of Mentoring Relationships	6
2 THE ROLES OF THE MENTEE AND THE MENTOR	7
2.1 The Mentee	7
2.2 The Mentor	8
2.3 Guiding Principles for Both Parties.....	10
3 THE MENTORING PROCESS	11
3.1 Phase 1: Get to Know Each Other.....	12
3.2 Phase 2: Set Mentoring Goals and Expectations & Develop a Plan	14
3.3 Phase 3: Mentoring Meetings	17
3.4 Phase 4: Carry out a Final Evaluation	20
3.5 Mentoring from a Distance: Some Considerations	21
4. APPENDICES	22
Appendix A: Learning Tips to Enhance Your Mentoring Experience.....	22
Appendix B: Tips on How to Build Your Resilience	25

1

THE NOW4WRC ITU MENTORING PROGRAMME



Mentoring is a **relationship** between two people **aimed at professional and personal development**. It is based on mutual respect, trust, integrity and confidence.

1.1 Mentoring – A Brief Introduction

The mentoring tradition has a long history and the role of a mentor is recognized in a number of cultures and backgrounds. Over time the word Mentor has become synonymous with trusted advisor, friend, teacher, and wise person.

A mentoring programme facilitates not only ad-hoc knowledge sharing, but also long-term capacity building, and organizational learning. It can be used as an effective mechanism **to identify, share and promote best practices, experiences and approaches**.

1.2 Benefits For Mentors and Mentees

- ✓ Exploring areas for personal and professional growth
- ✓ Building relationship & expanding professional networks
- ✓ Strengthening knowledge sharing through a two-way dialogue
- ✓ Discussing work related challenges
- ✓ Obtaining a better understanding of ITU-R

Specific Benefits for Mentees...

- Receive feedback from a more experienced ITU-R Delegate
- Reflect on your goals and challenges in ITU-R
- Expand your network in ITU-R

Specific Benefits for Mentors...

- Promote women participation in ITU-R
- Demonstrate Leadership and receive formal recognition
- Exchange new perspectives from a motivated ITU-R Delegate
- Meaning & Purpose

1.3 What Mentoring Is and Is Not



Mentoring Is...

- **Promoting Gender Equality, Equity and Parity in the ITU-R**
- **Development tool**
a mentoring relationship can help you understand more about ITU-R and what you want out of role as Delegate.
- **Knowledge-sharing opportunity**
mentoring facilitates the flow of information and ideas among Delegates in different ITU Regions and Study Groups.
- **Candid and Specific**
a good mentoring relationship provides honest and specific feedback and a route to growth.



Mentoring Is Not...

- **A guaranteed leadership position**
A mentoring relationship provides no assurance of a position in ITU-R. However, both parties may develop competencies and skills that improve overall delegates performance.
- **Personal counselling**
It is best to seek help on personal issues from a life coach or mental health professional.

1.4 Mentoring and Coaching: What's the Difference?

	Mentoring	Coaching
Objective	Focus on individual's overall career goals and aspirations	Assesses and improves an individual's performance in a particular area
Impact	Mutually benefits mentor and mentee	Benefits the coachee more than the coach
Duration	Formal mentoring period may be finite, but the relationship may continue	Often has a time-bound relationship defined to meet specific goals

1.5 Cornerstones of Mentoring Relationships

1

Self-Reflection

Some important traits of a mentor include **empathy, curiosity, authenticity and the ability to connect and impart trust**. Those may be more important than professional skills. While we may aspire to live up to each of these attributes, we may not always reach 100% of our capacity. Honest self-reflection and attention will help you and your mentor align your expectations of one another and make for the richest partnership.

2

Building Trust

The nature of a formal mentoring programme requires trust to be built faster than we are probably used to in “real life.”

There are actions that erode trust in a mentoring relationship, e.g.

- Cancelling meetings for more important priorities
- Lack of follow-through on planned actions
- Impatient or unfocused listening
- Lack of preparedness
- Breaches of confidentiality

3

Confidentiality

Personal and professional information divulged during a mentoring relationship may be confidential. It is expected that both parties not disclose such information to anyone else unless both mentor and mentee agree otherwise.

2

The Roles of the Mentee and the Mentor

2.1 The Mentee



In order to establish a successful mentoring relationship, some characteristics are essential for a mentee:

- Willingness to learn and assume responsibility for acquiring or improving skills and knowledge.
- Self-responsibility, i.e. proactively engage in raising current job problems and challenges, and identifying goals that actively enlist the assistance of the mentor.
- Receptivity to constructive feedback and coaching.
- Comfortable with giving feedback to their mentor on what is working or not working in the mentoring relationship.

2.2 The Mentor



In meeting the objectives of the programme, the mentor serves several functions:

Role	Effective Behaviors	Ineffective Behaviors
Advisor	<ul style="list-style-type: none">▪ Acts as a sounding board & facilitator▪ Maintains privacy/confidentiality	<ul style="list-style-type: none">▪ Fixes problems▪ Assumes responsibility for mentee
Protector	<ul style="list-style-type: none">▪ Supports, is a safety net▪ Ensures a safe environment to take risks	<ul style="list-style-type: none">▪ Fights mentee's battles▪ Overprotects
Developer	<ul style="list-style-type: none">▪ Gives structure and direction▪ Provides guidance based on observations during interactions with mentee▪ Empowers mentee to handle his/her problems independently	<ul style="list-style-type: none">▪ Dictates, controls learning▪ Looks for quick-fixes▪ Provides general criticism or judgment▪ Tells mentee what to do
Broker	<ul style="list-style-type: none">▪ Identifies skill or competency through a "third party" lens▪ Identifies and facilitates development opportunities	<ul style="list-style-type: none">▪ Allows for personal biases▪ Abdicates, does not follow up
Challenger	<ul style="list-style-type: none">▪ Positively provokes, pushes toward highest standards▪ Helps mentee explore potential career opportunities	<ul style="list-style-type: none">▪ Pushes too far too soon▪ Discounts mentee's thoughts and opinions

Clarifier	<ul style="list-style-type: none"> Teaches organizational values and politics 	<ul style="list-style-type: none"> Removes obstacles, so mentee does not have to deal with organizational politics
Affirmer	<ul style="list-style-type: none"> Gives needed support, enhances selfesteem Exhibits empathy and understanding 	<ul style="list-style-type: none"> Gives too much feedback Discounts mentee's feelings or concerns
Sponsor	<ul style="list-style-type: none"> Provides visibility and recognition of mentee 	<ul style="list-style-type: none"> Promotes mentee at the expense of others

Keep in mind that mentors can learn from mentees. You will need to communicate with your mentee about what you would like to learn. Review their profile and define a topic that you would like their input on or a skill you would like to develop during the four months

2.3 Guiding Principles for Both Parties



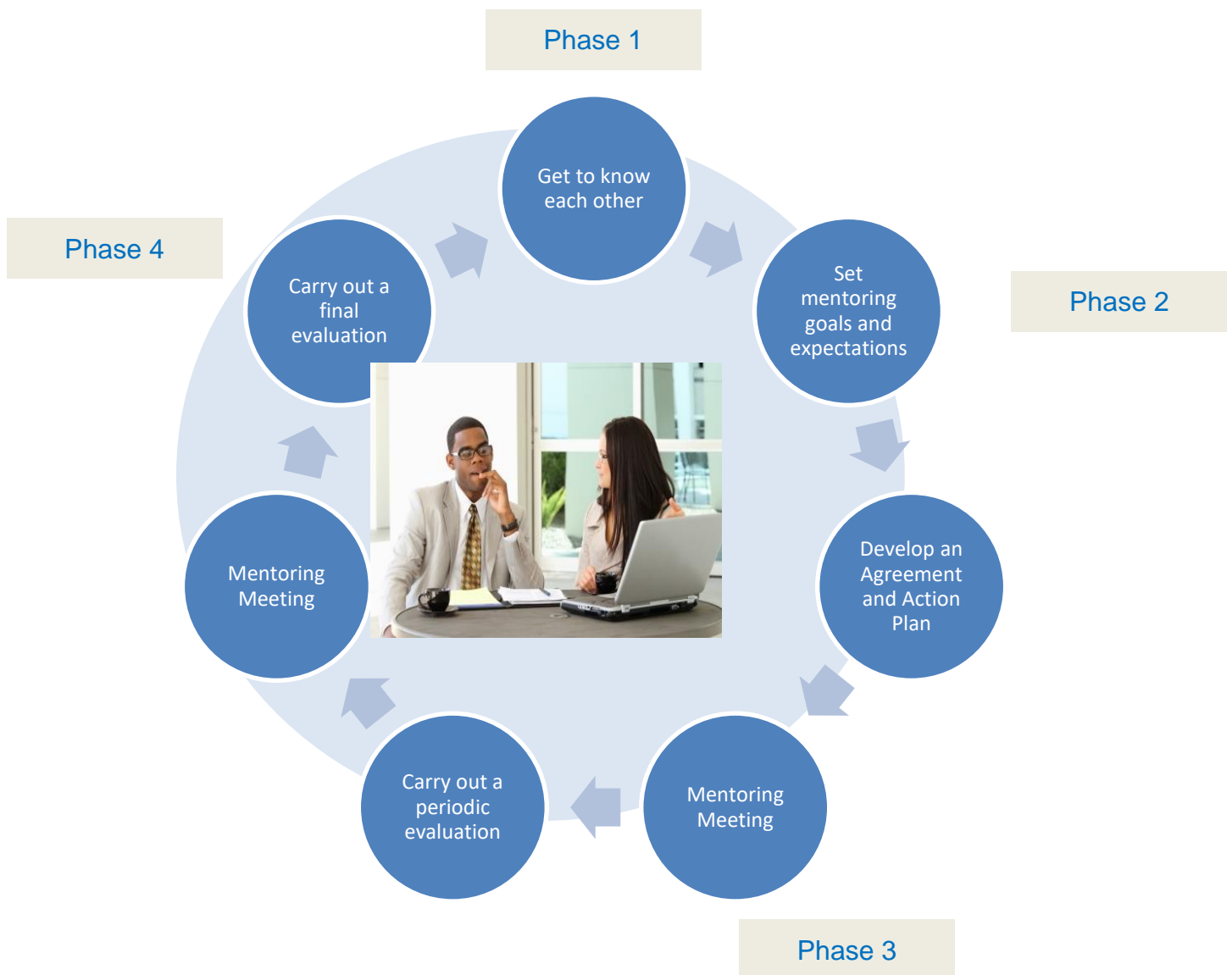
The following provides some of the guiding principles of mentoring and an overview of mentoring expectations.

- Mentees are responsible for their development
- Mentees should be accountable for scheduling meetings with mentors
- There will be commitment from all parties
- The relationship will be focused
- Listening skills will be paramount
- Both parties will be sensitive to a balance between talking and listening
- Both parties will give feedback whenever appropriate
- No party will be defensive when negative feedback is given

3

The Mentoring Process

Mentoring relationships have a life cycle just like any other relationship, and this cycle should flow in a structured manner to ensure that both mentor and mentee benefit to the utmost degree from the mentoring relationship.



3.1 Phase 1: Get to Know Each Other

Your **first session** is meant to be a casual meetup to start to get to know one another. Why don't you grab a virtual and/or in-person coffee or lunch?

Start learning about each other's past, present and future, on a personal and professional level. Get to know each other as people.

Before Session 1

Do some research on your mentor/mentee

- Review your mentor/mentee's LinkedIn profile (Twitter, Blogs, etc.)
- As a mentee, when sending out the meeting's invite, send through a quick intro/bio plus CV (The mentee typically schedules the meetings).
- As a mentee: Prepare by carefully reading through the guidelines and watching these two videos: [understanding what you want out of a mentoring relationship](#) and [establish your mentoring relationship](#)
- As a mentor: Watch this [LinkedIn video](#) on mentoring others
- You can always check out some of the other articles and videos featured in the [resources area of the mentoring platform](#)

During Session 1

These conversation topics will help you to learn about each other relatively quickly. As a general rule, you should listen just as much as you talk. Try not to overwhelm, but make sure to be a present and attentive listener.

1. Quick Career History

Tracing out your career histories helps both of you understand where you came from, find common ground and build mutual respect. While this can take some time, it will help establish a first connection.

- What are you most proud of in your career?
- Did you think this is where you would be at this point in your life?
- What's unique about your career approach?
- What used to be a weakness of yours that you had to particularly work on?

2. Mentoring Profile Overview

Discuss highlights from each other's profile that stuck out to you. This is your time to discuss specific goals, skills, and motivations.

- What is your motivation for signing up for the mentoring programme?
- What do you want from this relationship?
- What have been some high points in your ITU-R career? Some low points?
- What is interesting about life in your Region?
- What would you like to improve on next? (e.g. WRC knowledge, managing skills?)
- What is your next big challenge?
- What do you hope to accomplish in 6 months, 1 year, 3 years, 5 years, and 10 years?
- Ask about personal interests that intrigued you.

3. Time Commitment & Scheduling

Get general logistics out of the way, so that you can have common expectations.

- How often would you like to meet? It is up to you to define this (minimum requirement is 1 meeting/year). However, research on mentoring programmes suggests that mentoring pairs who are in regular contact fare best. It is suggested that mentors and mentees have at least meet *twice yearly*. Monthly contact is preferable; one benefit is that you can easily establish a routine for getting in touch, for example, every first Friday morning of each month.
- Having sessions booked in advance in your calendar will help you prioritize them.
- What times are you generally available to meet? And for how long?
- How will you communicate? Will you meet in person? Virtually? Between meetings, will you keep in contact via email, MS Teams or a different channel?

Time Commitment Obligations

- ***Mentees should be accountable for scheduling meetings with mentors***
- Be respectful of mentor's time and schedule
- Commit the requisite time and energy
- Do the necessary pre-work for mentoring conversations
- Follow up on action items identified during conversations
- Informally communicate on a regular basis with mentor

After Session 1

- Schedule your next session

3.2 Phase 2: Set Mentoring Goals and Expectations & Develop a Plan

In your second session we suggest to **focus on tangible goals** that you'd like to achieve. Review your mentoring agreement and work together to discuss your goals. The main purpose will be to develop goals to work on over the next months. Depending on your unique time schedule this phase can be stretched to several sessions.

Note: The mentee is proactive and creates an action plan. Subsequently, the mentee discusses the action plan with the mentor. The mentee might be tempted to include as many goals as possible. The mentor should help them prioritize 2-3 goals they want to address in a few months time. Afterwards longterm goals should be broken down into shorter term, tangible ones.

Some key traits or habits of a successful mentee include:

- Be willing to discuss failures and successes
- Identify professional development goals, priorities and career interests
- Listen actively
- Demonstrate a genuine interest in being helped by mentor
- Exhibit a desire to improve in a certain area or learn a new skill
- Provide honest feedback to the mentor
- Seek ways to achieve goals and contribute ideas toward solving problems
- Demonstrate application of learning obtained through the relationship
- Try to be an active participant in furthering the development of your mentor

Once you know each other's expectations for the programme you can work on an action plan for the mentoring period.

To start, look for the **Mentoring Agreement form**. Talk to your mentor about which goals he/she feels more capable of helping you tackle. Even if you are a perfect match and the opportunities to learn from your mentor seem infinite, take the time to prioritize what you want to discuss or work on. We encourage you to define 2-3 key development objectives.

Mentors are Not the Mentees' Managers

There's a crucial difference between mentors and managers. Mentors are non-evaluative and are here to act as a guiding and supporting force. They are here to listen and provide an outside look at situations. One of the biggest benefits of having a mentor is accountability. Having a mentor may help mentees through an exercise, learning material, or difficult conversations. It can ensure the

mentee to follow through and help set up for success. Because mentors are non-evaluative, it relieves the pressure and gives mentees more room to vocalize their struggles and failures.

On Trust and Confidentiality

Trust is something built up over time and often earned through action. As you are both part of the ITU-R, you already share a good common ground to start building a foundation of trust in your relationship. To foster a safe environment for sharing, and to align expectations and boundaries, we invite you to go through the following questions with your mentor.

- What are we open to discussing?
- What can and can't be shared outside of these sessions?

Build a set of **mutual expectations** as to how each of you will contribute to the mentoring relationship.

Before the Session

- Review and start filling out your Mentorship Agreement form
- Watch this video on [building trust with your mentor](#)
- Explore [this LinkedIn Learning course on Successful Goal Setting](#)

During the Session

- Review the Mentorship Agreement form
- As a mentee, discuss your goals and action plan with the mentor and what it takes to achieve them

After the Session

- Document any progress in your Mentorship Agreement form
- As a mentee, explore and monitor the challenges you are facing, as well as the skills, knowledge and competencies that you possess, and areas that need to be strengthened.
- Schedule your next session



Mentee: How to set your mentoring goals

1. Describe your goals with respect to skills, knowledge, competency development, and understanding of your role.
2. To help identify these goals, explore with your mentor the challenges you are facing, as well as the skills, knowledge and competencies that you possess.
3. Then decide on the areas of development your mentor feels comfortable coaching you in, or you would like to be coached in.
4. Develop a mentoring action plan.

Note:

Experience suggests that setting up, putting into writing and signing an informal agreement and action plan at the beginning of the mentoring relationship can create clarity on goals, and on what mentee needs and what the mentor is able to offer. Thus, avoiding any confusion during the mentoring relationship and creating focus.

These guidelines offer suggestions to help you and your mentor to shape your own mentoring agreement. You may wish to consider the following:

- ✓ *Ground rules for the relationship, including how often and in what manner communication will occur; any structure you would both like the sessions to take, i.e. an hour to talk and 15 minutes to construct action points, or a decision to have no structure at all; who will be responsible for scheduling session dates, etc.*
- ✓ *Ground rules for discussions, i.e. confidentiality, openness, truthfulness, etc.*
- ✓ *What you as a mentee hope to get out of having a mentor.*
- ✓ *Your goals.*
- ✓ *What issues are not to be dealt with.*
- ✓ *Any additional areas to be agreed to.*

3.3 Phase 3: Mentoring Meetings

As mentee and mentor progress in the meetings, please review the action plan the mentee set to achieve her goals. Keep track of action items that have been completed, and do not be afraid of adjusting them or creating new ones

The topics you discuss and the exercises you tackle during mentoring sessions should be centred around agreed goals. Of course, conversations tend to flow into other areas that can be equally useful and interesting. As a mentee, try to remember that finding a balance between structure and flexibility can help ensure fulfilling meetings for both parties.

✓ ***Prepare for sessions in advance***

Mentors:

- Have an objective you want to accomplish that moves your mentee's plan forward.
- Prepare a list of open ended questions that will elicit information and insight from your mentee.

Mentees:

Prepare a list of open ended questions that will elicit information and insight from your mentor.

✓ ***Ensure follow-up***

Clarify and confirm any actions you will undertake before the next session.

Exercises or activities during mentoring sessions can help you accelerate your learning and growth. Take a look at the list below.

Situation-based exercise

This session can be a sounding board for addressing tough situations. The mentee could bring a situation to the mentor. One that she'd like help navigating. For example:

- "I tried to try to comment a contribution last week and it did not go as well as I'd expected. Can you help me think through what to do differently next time?"
- "I have these two very different career path options in ITU-R and would like your help making a decision"
- "I have a review coming up with my delegation, could you help me prepare?"

- “I have been facing some difficulties in my new role as delegate. Can you guide me through my process so you can advise me on how to improve?”

Talk through together how to best address this past or upcoming situation. Then, the mentor walks through a recent situation they went through and get the mentee's perspective on how they can improve their thinking.

Practice / Role Play

Have a tough conversation or presentation ahead? Take time to talk it through and practice ahead of time. Role-playing can be a helpful way to practice these situations, and account for all the edge-cases or things that you wouldn't have thought of yourself.

Other possible activities

- **Networking:** can your mentor introduce you to someone you can learn from?
- **Peer Feedback:** Make a commitment to get feedback from someone you work with. Use your mentor as a sounding board to discuss the feedback you got and how to improve on it.
- **Reverse it:** remember to give opportunities for growth to your mentor. If you see there is a specific situation or topic your mentor would appreciate your feedback on, save time to work on it.
- **Attend a webinar or event** on a topic that interests you both and discuss what you have learnt later.

Examples: How and What to Discuss

Your mentoring relationship will include discussions and exchange of ideas and experiences relating to mentoring goals. Mentoring pairs, however, should strive to do more than just talking. Mentoring activities represent a way to ensure a continuous learning between mentoring meetings. Below are some ideas for activities you may agree to implement as a part of the mentoring plan:

- ✓ Explore options for stretch assignments;
- ✓ Interview a more experienced delegate about a particular area of expertise or experience;
- ✓ Read and study suggested resource and reference materials to strengthen particular area of expertise;

- ✓ Read relevant articles together and discuss;
- ✓ Prepare document or a concept note on a relevant issues together;
- ✓ Prepare for and discuss different scenarios to address a developmental or work-related challenge;
- ✓ Rehearse difficult discussions;
- ✓ Gather and discuss best practices related to a learning objective;
- ✓ Develop a career advancement plan and exercise relevant skills;
- ✓ Join professional associations;
- ✓ Enlist in a course supporting developmental objectives;
- ✓ Attend conferences or develop other activities promoting knowledge and experience.

Examples of Discussion Topics

Gaining confidence

- ✓ Technical expertise and knowledge;
- ✓ Increasing personal value within the ITU-R; acquiring experience in a desired field;
- ✓ Sources of knowledge and expertise;
- ✓ Engagement in ITU-R life.

Increasing visibility in the ITU-R

- ✓ Presentation skills;
- ✓ Interpersonal, communication skills;
- ✓ Leadership skills;
- ✓ Assertiveness skills;
- ✓ Negotiation skills;
- ✓ Networking;
- ✓ Setting visible and realistic goals.

Improving and managing relationships

- ✓ Teamwork in delegation and study groups;
- ✓ Role and duty clarity;
- ✓ Tasks assignment negotiations;
- ✓ Interpersonal communication;
- ✓ Empowering others;
- ✓ Managing performance – delivering on time.

Coping skills

- ✓ Maintaining self-confidence and self-esteem;
- ✓ Time management;
- ✓ Stress management;
- ✓ Managing work-life balance;
- ✓ Job satisfaction.

3.4 Phase 4: Carry out a Final Evaluation

Evaluation offers a way to judge the value of something - in this case, how valuable has the mentoring process been?

Evaluating the progress of the mentoring relationship reminds both mentor and mentee of its goals, and helps them focus on how to improve the relationship. Mentor and mentee should consider having a session at some agreed interval to evaluate how things are progressing. Ideally the timing of these sessions should be set at the start of the relationship. Yearly evaluation sessions can help to fine-tune the relationship.

Periodic Evaluation: Assess how far you have come, what you want to change; what you have left to do

- Review the original set of objectives you both agreed on during your first session.
- Review what the two of you have accomplished so far and what you each have gotten out of the mentoring relationship.
- Decide what has been working and not working between you; decide how you can work even better together.
- Decide what is yet to be done and rework your contract to expand some things and eliminate others as required.

Final Evaluation: Debrief the entire experience; determine a way to go forward

A formal review and clear end to a mentoring relationship can make it a more positive learning experience for both mentor and mentee. Be sure to review what did and didn't work in the relationship, and reflect on the results.

- Each of you should prepare a brief outline of what you felt the mentoring relationship provided. Share and discuss.

- Discuss what you each thought were major accomplishments, and if there were any disappointments.
- Congratulate one another on your successes and celebrate the relationship you built.
- Agree on if and how you may want to continue your relationship going forward. Will there be continued formal contact and regular contact, or will there be an occasional “how are you doing” email.

3.5 Mentoring from a Distance: Some Considerations

A large part of your mentoring relationship will take place from a distance.

- You may want to spend more time sharing personal information with one another, given the lack of face-to-face contact that often allows us to quickly get a “sense” of someone else.
- Consider when to use e-mail vs. telephone/Skype/Zoom/MSTeams as related to the nature of what you wish to communicate.
- In order to maintain a sense of confidentiality, you may want to use the email delivery option “prevent copying” which prevents anyone from forwarding, copying, or printing your message.

4. Appendices

Appendix A: Learning Tips to Enhance Your Mentoring Experience

Mentoring is a learning opportunity for both mentor and mentee. We only get about 25% of what we use in our jobs through formal learning. The other 75% of learning happens as we creatively adopt and adapt to ever changing circumstances. It happens when we ask a coworker a question and get an answer or when we collaborate with members of our team. Take advantage and foster opportunities for informal learning through your mentoring experience!

“Unlearning”

Unlearning is the intention to let go of what we have already learned or acquired. It is not about right or wrong. It is about being open to and exploring new ideas and new and different ways of doing things. It can help you become open to new skills, experiences, behaviors, and knowledge. In order to pick up a new skill, even if it's similar to something you already can do, learn what makes it different. All of us repeat things that worked in the past, even when they don't apply to the now. Repeating isn't always a bad strategy, but when there is a significant difference, the old approach holds you back. By refusing to unlearn old rules and old ways of doing things with the thinking, “this is the way we have always done it”, you miss learning opportunities and avoid moving forward.

Here are some ways to accelerate the unlearning of old judgments and limitations:

- **Learn to play again.** Let go. Be creative and innovative.
- **Take more risks.** Seek out new experiences. Do something that gets you outside your comfort zone. These experiences invite the brain to consider things it might not otherwise encounter.
- **Seek out experiences that help you not take yourself so seriously.** Taming the ego allows you to make mistakes, even fail, and still feel okay about yourself.
- **Trust your unconscious.** Our unconscious mind, or intuitive self, has a lot to teach us. Any way you can see beyond your ordinary consciousness opens you up to new ways of seeing.
- **Ask for feedback.** The more people who can help you reflect on your behaviors, the greater your chance to gain an accurate sense of how other people perceive you and which actions to unlearn.
- **Examine your beliefs.** Your beliefs determine your behavior and it's difficult to act inconsistently with your beliefs for very long. When you believe you already know the right way to do things, everything else can seem wrong. Why then would you want to unlearn what you're currently doing, let alone replace it with something else?

Teaching/Learning Moments

Experience and learning seems to happen in fits, stops and starts. Sometimes it seems one is going nowhere or even backwards. Other times there is steady, plodding progress. And yet

other times seem to be peak learning moments, when everything comes together. Such learning moments are often very memorable.

In such moments, an individual is primed for discovering and developing a new understanding of a situation, task or issue. It is a “teachable moment”.

The teachable moment may not be comfortable. In fact it is often incredibly uncomfortable, and unless one confronts it head-on, leaving the known comfort zone, the moment’s learning potential may not be fully realized. The event might also be quite accidental, fortuitous, or may come disguised as bad luck. Teachable moments often occur unexpectedly. Taking advantage of an unplanned opportunity almost always leads to learning on an expanded level. Recognizing teachable moments requires both mindfulness and a learner-based mind-set. Stay open to the opportunities. Every moment offers a potential learning opportunity.

Seek Diversity of Perspective

Just as you should seek diverse experiences to expand your skill set, you should also seek diverse perspectives to expand your own thinking. We all enjoy and have a comfort level with people who are “like me.” But these people will only reinforce your current thinking without necessarily expanding or challenging you to think differently – and just as in experiences, collecting diverse perspectives results in growth and development.

Observe Others

Be a people watcher. Be aware of how your colleagues interact with others and assess what works and what doesn’t. Learn from those colleagues who are effective – borrow their strategies and approaches. Learn from those colleagues who are ineffective – guard against making the same mistakes you see them make as they interact.

Learning from Mistakes

When we make mistakes, very often as a first reaction, we think and feel negatively. We become irritable, lose self-confidence and don’t dare to try new things. Behaving like this we forget that we can learn from mistakes more than from successes. Mistakes give opportunities to grow. They are necessary costs. Follow the motto: “Celebrate your mistakes”.

Learning from mistakes requires three things:

- 1) Putting yourself in situations where you can make interesting mistakes.
- 2) Having the self-confidence to admit to them.
- 3) Being courageous about making changes.

Even a mistake may turn out to be the one thing necessary to a worthwhile achievement.
Henry Ford

Some of the best lessons we ever learn we learn from our mistakes and failures. The error of the past is the wisdom and success of the future. **Tyron Edwards**

Stop Talking

We start by simply reviewing the basics, the first of which is the most common mistake made when striving to be a more effective listener. Simple as it may seem, the most important thing to remember is to stop talking.

Pay Attention to the Purpose and the Words

Once you've done this, commit the time and attention needed to actually hear the sender's message. In doing this, you may find it most useful, whenever possible, to establish your purpose for listening even before the communication begins. For instance, consider what you want your listening efforts to achieve. This can help ensure the results you (and the person you are listening to) can obtain.

Eliminate Distractions

Next, concentrate on the message by eliminating internal and external distractions. For instance, if you are listening as a member of a group, work to ensure other members do not enter the meeting last, or exit early - both of which can distract the person speaking, as well as disrupting those listening. And, if you are having a one-on-one meeting with someone, work to eliminate distractions such as phone calls or interruptions from another colleague.

Take Notes Using Shorthand or Key Words Only

While listening, it's perfectly acceptable to take notes. However, when taking notes, make sure to pay close attention to the non-verbal messages (body language, tone changes, etc.) being sent to you by the speaker. Even the best listener will find this difficult. Therefore, when taking notes, write down only key words or phrases, the things you will need to trigger the message instead of writing down complete thoughts or sentences, which can distract you from listening. (Obviously, remember to expand notes afterwards, while the meaning of these key phrases is still fresh in your mind).

Ask Questions

Questions are a vital component of effective listening. Instead of interrupting the speaker, try jotting down a word or two that will help you recall the questions that come to mind while you are listening. Again, this should not interrupt your listening; rather enhance it. This way, when the speaker has finished talking, you have what you need to ask relative, informed questions, which will help ensure you interpret the sender's message correctly.

Paraphrasing is a Must

Paraphrasing is one of the strongest tools you can use to ensure you are an effective listener. This includes repeating the message back to the sender with your own words. This allows the sender of the message to clarify any misunderstandings.

Apply Your Lessons of Experience

An important distinction in understanding how to develop through experience is that the experience itself is only half the task. What is critical is that you **learn from** the experience **and apply** these lessons to future experiences. Again, this requires reflection and self-awareness and purposeful cognizance relative to learning. "What did I learn from that?"

is a common question you should ask yourself following successes and failures. And when you have your answer to that question, be sure it is applied to your next experience.

Appendix B: Tips on How to Build Your Resilience¹

1. Regularly invest in **good relationships** (those that involve give and take and provide safety, encouragement, intimacy, and support) with friends, family members, and others.
2. Practice skills related to **problem-focused coping** such as:
 - a. View change and stress as challenge rather than a threat;
 - b. Challenge your own thinking about a problem – look for positives in the situation, seek additional solutions; and
 - c. Develop realistic goals and take concrete steps to move towards them, even in ambiguous situations.
3. Learn new facts and skills related to your field to **increase your technical competence** in your work. Ask yourself regularly what you are learning from your experiences at work.
4. Practice your ability to **disconnect** :
 - a. *In a moment*: Cultivate relaxation skills such as deep breathing that can trigger a relaxation response; and
 - b. *At the end of the day*: Engage in activities that are enjoyable, relaxing, and removed from what you do at work.
 - c. *Over time*: Take leave regularly. Take significant (1-3 months) breaks between intense assignments.
5. Work to **understand yourself** – your likes and dislikes, relative strengths and weaknesses, and your priorities and values.
6. Grapple with issues of **meaning and purpose**: Regularly ask and answer questions such as:
 - a. *Why did I get into this work in the first place? Why do I stay in it, and how am I changing?*
 - b. *What do I believe matters most? What do I value?*
 - c. *Where and how do I feel connected to something beyond myself?*
7. Build in **additional sources of meaning** (things other than work that you care about or enjoy into your life).
8. Make time for **emotional processing**: Practicing problem-focused coping doesn't mean emotions will disappear. Those who appear to be most resilient focus first on challenges, then make time to attend to emotions, before focusing outward again. Therefore find ways (by talking to others, writing, reflecting, counseling, etc.) to attend to emotions even in the midst of a constant stream of challenges.
9. Seek out and attend to **positive emotions**: Pay attention to things that make you feel hopeful, happy, or amused.
10. Take care of your **physical health** by eating well, getting enough sleep, and exercising regularly.

¹ *Building Resilient Managers in Humanitarian Organizations*, People in Aid