



**LEON SILVERMAN
MENTORING INITIATIVE**

A Mentoring Handbook

HPA LEON SILVERMAN MENTORING INITIATIVE

Congratulations!

You have taken an important step for yourself and others. When you joined this effort, you became an important participant in a Mentor's Bureau that both Young Entertainment Professionals (YEP's as they are called in HPA) and others within the Hollywood Professional Alliance community may turn to seek advice, career counselling, and connection. You may have been picked by someone who seeks you out because of your knowledge or areas of interest or you may have reached out to help others because of your commitment to helping make our industry stronger. This effort's success is based on participation and engagement.

HPA President Seth Hallen's vision of enrollment is an important guiding principal of our effort as we look to this mentoring community to bring in and "enroll" not only the next generation, but a renewed vitalization within our membership and industry where we teach, learn and engage across generations. Through the giving of your time and effort, we can make our industry younger, stronger and more prepared for the opportunities and challenges that lie ahead.

There is no right way to mentor other than through sincere, honest and open exchange and sharing. We want to hear from you about your own mentoring experience and suggestions so that our HPA Mentoring Initiative can also grow and evolve just as participants in this effort can from mentoring engagement.

Thank you for raising and extending your hand.

WELCOME TO YOUR MENTORING JOURNEY

Welcome to our mentoring community.

Your commitment to mentoring is one that will continue to resonate as you share your time and knowledge with others. Mentors come to understand that mentoring is a two-way street that provides benefits to both mentor and mentee alike.

This handbook will set out some guidelines, tips and thoughts as to how you might be able to participate in our HPA Mentoring Initiative. There are no hard and fast rules in the inspiration, coaching and guidance of others. Use your experience to guide you and hopefully these pages can help provide a framework for this important journey.

Best to you and to all those you push, enroll and inspire.

MENTORING BASICS

WHAT IS MENTORING ?

A relationship through which the mentor helps in the development of the mentee by sharing knowledge, expertise, and perspective. It allows the mentee to build skills and knowledge to work towards personal and career goals.

WHAT A MENTEE MIGHT EXPECT

- Learn about and get exposure to other parts of the industry through your eyes
- Receive professional guidance and feedback from another perspective
- Discuss and receive guidance on career development
- Improve industry, interpersonal and professional skills
- Increase confidence in interactions with others, especially more senior industry professionals
- Increase awareness on the importance of self-development and “stretching” beyond their comfort zone
- Introduction to new thoughts, ideas and people

WHAT A MENTOR MIGHT EXPECT

- Learn about and get exposure to other parts of the industry through your mentee’s eyes
- Gain personal satisfaction from developing our industry’s next generation talent
- Help your own organization scout new talent
- Providing a safe environment for your mentee to work through challenging situations, concerns and vulnerabilities
- Helping mentees connect with your own network
- Driving a concerted effort to help HPA and SMPTE drive better generational engagement within the community and our organizations

GUIDELINES FOR SUCCESSFUL MENTORSHIP

- You should expect and coach your mentee to take the initiative to drive the relationship
 - They should reach out to you to schedule and plan meetings
- Have them set goals from the beginning and jointly assess your progress along the way
 - Consider documenting expectations with a “Mentoring Agreement Form.” A sample agreement form is included in the appendix on this handbook. While creating a formal agreement is up to you and your mentor, if you decide to keep the relationship less formal, it is important to set ground rules and expectations up front.
 - Encourage your mentee to ask for suggestions on people to meet, articles or books to read and/or actions to take to meet your mutual goals and expectations
- Mutually determine the best frequency of meetings and discussions
- Establish clear, open, two-way communication
 - Encourage your mentee to ask questions
 - Practice mutual active listening
 - Give and be open to receiving feedback

CHARACTERISTICS THAT MENTEES VALUE IN THEIR MENTORS

- | | |
|---|---|
| - Truly listened to me and understood me | - Understood many sides of an issue |
| - Gave me full and undivided attention | - Discussed issues in a descriptive and non-judgmental manner |
| - Was willing to ask questions and gather information before commenting | - Explained business dynamics I didn't recognize before |
| - Didn't have all the answers | - Provided insights I hadn't thought of before |
| - Recognized my strengths | - Provided alternatives I hadn't considered before |
| - Helped me figure things out for myself | - Practiced what he/she spoke |
| - Trusted me | - Was patient and supportive |
| - Had realistic expectations | - Accepted and valued me as a unique human being |
| - Kept his/her commitments | - Was willing to take risks |
| - Did not have any hidden agendas | - Was willing to change his/her mind |
| - Made our dialogs positive and productive | - Stayed focused on our goals |
| - Was able to disagree without being disagreeable | - Helped me achieve the goals we had established |
| - Gave honest and empathic feedback | - Was critical of my ideas, but not me |
| - Was receptive to feedback that I gave him/her | - Avoided blame and addressed issues |

TYPICAL AREAS OF FOCUS FOR MENTORING

UNDERSTANDING THE INDUSTRY

- Developing business savvy
 - Map the industry for your mentee to help them gain better perspective and understanding of the industry
 - Introduce thoughts of workflows, industry technology or presenting and addressing business challenges.
- Help them with networking and building professional relationships

CAREER DEVELOPMENT

- Help them learn how to succeed as an industry professional
- Outline career paths and options
- Help them understand how to developing a leadership and personal style
- Coach work and life integration and balance
- Work with them to identify areas for career growth and fulfillment and in planning career development and moves

BUILDING SKILLS

- Help them understand how to Influence other and drive their own points of view, goals, or

agendas

- Drive them to learn about ways that they can develop their own communication skills to persuade, motivate, or build support
- Identify skills they need to pursue their particular paths and encourage them to seek ways to develop them

GETTING STARTED

PREPARING FOR THE FIRST MEETING

Your first meeting is very important and sets the stage for your ongoing relationship. In this meeting, you will be starting to get to know one another and setting up goals and expectations. Below are some suggested topics for your first meeting.

- **Get Acquainted**
 - See conversation starters below
- **Establish Goals**
 - What are the goals of the mentee?
 - What are the goals of the mentor?
 - What types of experiences can assist us in meeting our goals?
- **Establish Guidelines**
 - When, where and how will we meet?
 - How will we schedule meetings?
 - How will we communicate between meetings?
 - What agenda format will we use?
 - Will there be any fixed agenda items to be discussed at every meeting?
 - How will we exchange feedback?
 - How will we measure success? How will we know when we should end the relationship?
 - How will we deal with confidential information?
 - What topics or issues are outside of the scope of the relationship (boundaries)?
 - How will we deal with obstacles or problems?
- **Confirm Next Steps**
 - Discuss and schedule date, time, and place for next meeting
 - Agree on goals for next meeting and any preparation required

CONVERSATION STARTERS

- What are the key areas of responsibility in your current role?
- What are your short term and long-term goals?
- What experiences do you hope to have?

- What levels of responsibility do you hope to achieve?
- What non-work-related experiences have shaped who you are today?
- What do you most enjoy about your work? Where do you achieve the greatest reward?
- What do you consider to be your greatest professional strength? Area for development?
- Looking back on your career to date, what has helped you grow the most?

CONVERSATION STARTERS - continued

- What challenges/barriers do you see to your success?
- How would you describe the culture of your current role or the one to which you aspire?
- What is critical to this role for success?
- Ideas for discussion topics:
 - Share your career path and your mentee's.
 - Tell stories about career events, lessons, highs, and lows.
 - Read the same book or article and share and compare viewpoints.
 - Discuss how to balance work and family.
 - Discuss techniques for how to handle stress, tension, fatigue, or burnout.
 - Talk about time management or prioritization methods.
 - Favorite films, television shows, books

TIPS FOR ACTIVE COACHING AND MENTORING

There are many ways to mentor and to “coach.” The ideas listed below are ways to help you encourage your mentee to continue to develop and improve.

ENCOURAGING SELF-DISCOVERY

Help your mentee recognize what to do without providing them with the “answer.” It can be a powerful learning approach since a self-discovery is often more accepted and can result in more memorable learning than being told what to do.

Encourage the person to articulate the rationale behind their ideas and actions. When discussing an issue, idea, or problem ask the person:

- What do you plan to do or say?
- Why do you plan to do that?
- How do you expect the plan to work (e.g., how do you think others will react or what results do you anticipate?)
- How confident are you in the plan?

Attempting to answer these questions can help your mentee think through the situation more clearly and sometimes leads to helpful self-adjustments. This probing will often uncover some

underlying assumptions that should be examined. You can use this rationale-revealing approach with a focus on the future (why do you plan to do that?) or the past (why did you do that?).

Use scenario-based learning. Describe a likely but hypothetical situation and ask your mentee what they would do. Probe to understand their thinking. Ask how another approach or solution might work relative to the one suggested. This approach can reveal misunderstandings, encourage proactive thinking, and help them sort through the implications of various ideas.

Ask “what if” and “if then” questions. To introduce new ideas without being too directive, and to help them think through the consequences of various actions, consider asking questions such as “*what if* you invited Tom to the next meeting, what do you think would happen?” Or, “*if* you run the meeting the same way next week, *then* what is likely to happen?”

Ask “why” several times. When discussing an issue, ask a second or third “why” question to help them uncover the real reasons behind their thinking. Sometimes the first “why” question only reveals superficial thinking.

Help uncover unknowns and blind spots. Help your mentee discover gaps in knowledge and areas of uncertainty. Doing so can provide insights about possible actions and can help combat overconfidence. Ask questions such as:

- What do you know about that?
- What questions do you still have about this?
- Who are you unsure about?
- What information would you like to have, but don’t?
- What would you need to learn to be able to explain this clearly to someone else?
- How could you fill in the blind spots?

Probe about stakeholders. Help the person consider other key players and the implications of proposed actions. Consider asking questions such as:

- Who has an interest in (or would be affected by) this problem/need/situation?
- What would they say about it?
- How do you think they would they respond to the proposed solution?

Avoid offering solutions quickly. At times, it may seem easier to simply tell someone what to do or what they need to know. However, there are advantages to encouraging self-discovery. If you feel the current situation is appropriate for self-discovery, combat the natural tendency to want to provide a “solution” without allowing the person to work through it personally.

ACCELERATING LEARNING FROM EXPERIENCE AND FEEDBACK

Most learning takes place on- the-job rather than in classrooms; but unfortunately, people can have on-the-job “experiences” without much learning taking place. This alternative involves

facilitating learning from experience and through feedback.

De-brief events/actions/assignments. In theory, people should learn from experience. Unfortunately, in practice, that is not always true. Even worse, in some cases they learn the wrong lessons. Conducting a “de-brief” or a review of the experience increases the likelihood that useful lessons will be learned. After the person has experienced an event or taken an action, discuss the experience with them.

Ask them to describe what happened (“tell me about your recent experience”) using probes such as:

- What worked well for you?
- What were the biggest challenges you faced? How did you handle them?
- What did you do when X occurred? Why? How did that work?

Wrap up the de-brief by asking them what they learned from the experience (“what can you take away from this experience? Any lessons learned?”) and what they plan to do in the future. In some situations (e.g., at the end of a project) it may be appropriate to suggest a brief write-up of “lessons learned” so they can be shared to help others.

Prepare for a meeting/event/activity together. Use an upcoming experience as an opportunity to strategize. Ask your mentee how they intend to prepare for the experience and how they expect to handle certain issues, concerns, or challenges if they arise. Sometimes you can provide the person the opportunity to practice, for example by having them give their presentation or role playing a conversation. Provide advice and tips based on your experience and be sure to schedule a de-brief after the event to review how things actually transpired.

Encourage your mentee to seek feedback from others. Ask them to seek input actively from key stakeholders (e.g., team members, customers, others in the industry). Offer to discuss the feedback they receive. Coach them that when they do solicit input from others that they should:

- Be clear about what they are seeking feedback about
- Demonstrate that they are sincerely interested (e.g., do not quickly dismiss input or interrupt the person providing input)
- Allow the person who has been asked to provide feedback ample time to think about the feedback she’d like to provide
- Actively listen (e.g., summarize the feedback they receive)
- Thank the person for their feedback (even if the feedback was negative)
- Try to implement at least one suggestion (so people will continue to provide feedback in the future)
- Close the loop once a change has been made (let the person know how their feedback is being used)
- Follow-up later for additional feedback

TEACHING/SHOWING

Sometimes it is helpful to share your expertise with someone directly by telling them or showing them what to do. This can be particularly useful for technical skills, when there is limited time, when the consequences of a mistake are severe, when the person is unlikely to reach an effective conclusion without guidance, or other times when self-discovery or learning by doing may be risky.

Model desired behaviors. Demonstrating or modeling desired behaviors can be very helpful. At first, it can illustrate how something should be done.

Modeling can be coupled with a few other steps to provide a very effective teaching experience:

- Share information (here's what I'd like you to do; here's what you'll need to know)
- Demonstrate how it is done (here's how it is done)
- Allow the person to try it (either real or simulated) while you observe
- Provide feedback (here's what you did well and here's what you could try next time)

Think out loud. If you are trying to teach something that can't be readily seen or easily demonstrated (e.g., how to think through a complex problem), then you can "think out loud" as a way of conveying expertise.

If the person you are mentoring can be present while you are working, and the situation allows it, try "thinking out loud" in front of the person as you work. This conveys insights about which cues are most important and how to make connections between pieces of information. If it is impossible to think aloud on the job, another way to do this is meet with the person right after you've completed a task. Describe the situation and share what you were thinking as you worked through the situation (e.g., "That made me think that X might happen, so next I'd tried Y." "I didn't do A because I have learned it usually leads to B.")

Provide advice. Although self-discovery can be very powerful, there are times when the best approach is simply to tell someone what you think should be done. This is clearly applicable when there are time constraints or safety concerns that preclude self-discovery or when the person is unlikely to arrive at the right solution through self-discovery (e.g., technical advice, specified procedures, how to phrase a communication).

When providing direct advice be careful to avoid jargon. In addition, if you are providing technical advice, confirm the person understands. Our industry throws around a lot of acronyms. Make sure that if you use them, you explain them and make sure your mentee truly understands. Unfortunately, asking "do you understand" is often uninformative, since the person may be unaware of what they don't know, reluctant to admit a lack of understanding, or may say "yes" even though they do not understand. If learning is critical, it is more effective to ask them to communicate their understanding back to you so you.

Share a model or framework for understanding. Telling your mentee what to do in a specific

situation is helpful but may not prepare them for handling a slightly different situation. A model or framework provides a conceptual understanding that can enhance learning and may help a person remember key points when you are not around to provide direct advice. An annotated flow chart or a problem resolution decision tree are examples of visual models. Sometimes an appropriate model or framework already exists. Other times you could draw one on a piece of paper.

Point out “critical success factors” or “good practices.” Identify those principles, guidelines, or practices that seem to be most effective for handling certain situations. If you are knowledgeable about critical success factors or successful practices, or if a documented list exists, consider sharing this with the person you are mentoring. If not, you can talk with experts to learn what they consider to be best practices or you can encourage your mentee to do so. Sometimes you may have a “war story” from your own experience that illustrates a good practice or what to avoid.

One important caveat about “best practices.” Sometimes they are not the best practice. What works in one situation may not work in another. Encourage your mentee to maintain a critical eye and not blindly accept any list of best practices as “gospel.”

CLARIFYING THE TARGET

Helping your mentee clarify what they need to learn or accomplish and guiding them to focus on those things that are within their control or influence can be a useful starting point for fostering efficient learning and improvement.

Clarify desired outcomes/goals. Without a clear understanding of where we are headed it is easy to go astray. Sometimes the best thing a mentor can do for someone is to help them better understand the “target.” The target may be self-established (e.g., based on the person’s career aspirations,) or established by others for them (e.g., when their boss identifies a developmental need or performance gap). In any case, it is difficult to be effective as a mentor without an understanding of the target.

You may need to probe to uncover the target, or even help your mentee establish the target. Establishing the target also allows you, during subsequent conversations, to ask how a proposed action or decision would help them accomplish the goal. It also allows you to point out when an idea seems to be off target and help take corrective actions.

Arrange, encourage, or conduct an assessment. If the goal of your mentoring is to help someone build upon their strengths or address their challenges, it is important that you both have a mutual understanding of the person’s strengths and weaknesses. If necessary, help arrange, encourage, or conduct an assessment to clarify the person’s current capabilities and limitations. You can help guide them through a very simple self-assessment based on two columns labeled “strengths” and “areas for potential improvement.”

Guide your mentee to focus on things within their control/influence. Some things are within direct control (e.g., how one chooses to behave), some may be able to be influenced (e.g., how your coworkers or peers might view you), and yet others can neither be controlled or influenced. Spending too much time and energy on things outside one's control or influence is both ineffective and de-motivating.

As a mentor, it is important to help your mentee focus most of their attention on those things within their control or influence. Of course, at times individuals need the chance to vent, and sometimes you may be the right person to listen, but if the person you are mentoring is spending too much time and energy on things outside their control you should help re-direct them towards more fruitful areas.

CHALLENGING

At times, one of the most beneficial ways to encourage growth is to question your mentee diplomatically by pointing out inconsistencies, challenging questionable assumptions or conclusions, or confronting unwillingness to change. This approach requires courage and tact.

Point out possible unintended consequences of actions. Unintended consequences are things that happen as a result of an action that were not what the person had hoped or expected would happen. When the person you are mentoring describes what they plan to do or say, or what they hope to accomplish, help them identify if there are any possible "unintended consequences." You can use questions like the ones that follow to surface unintended results or reactions.

- What else might happen if you do X?
- How might others respond to that? What would that do?
- What/who else could be impacted by that action?
- What is the worst thing that could happen if we do X?

If you anticipate an unintended consequence that the person you are mentoring does not see, you should probably bring it to their attention (e.g., if you do X isn't it possible that they might do Y?). If neither you nor the person you are mentoring can identify any possible unintended consequences, and the situation is a sensitive one, you may want to suggest asking a third person about their perceptions of the consequences.

Sometimes the person will re-consider their plans, but at a minimum, discussing unintended consequences allows for better contingency planning and fewer surprises.

Identify and share "inconsistencies." Inconsistencies can be between what the person you are mentoring said they would do and what they did, what they intended by an action/statement and how it may have been interpreted, what they said in the past and what they are saying now, what they believe and what data might reveal, etc. Sometimes a mentor needs to point out inconsistencies to allow the person to think through, reconcile, and at times re-calibrate their point of view.

Ask your mentee to consider what is the best course of action. If they appear to be suggesting a path that is self-serving or may be detrimental, ask questions such as:

- How might that affect the outcome?
- What would you want others to do in this circumstance?
- What do you think is the right decision?

Challenge questionable assumptions and conclusions. Decisions or actions based on incorrect assumptions can lead to mistakes. As a mentor, it is important to uncover any assumptions the person is making and to question those that may appear to be erroneous, asking questions such as:

- Are you sure that is correct?
- How do you know that is true?
- What are you basing that on?
- Is that an opinion or a fact?

Encourage accountability. There is a natural tendency for people to attribute mistakes or problems to others or at least to circumstances outside their own control. While that assessment may be accurate, as a mentor you should be careful not to immediately accept excuses or quick dismissals of responsibility. Ask questions like:

- How might you have contributed to the problem?
- Is there anything you could have done to help the situation?

MOTIVATING AND ENCOURAGING

It is often necessary to also take actions that motivate and encourage on-going growth, development, and a willingness to try things that at first may be uncomfortable.

Provide positive feedback. When the person you are mentoring demonstrates that they are listening, learning, and making some progress, it is essential that you reinforce that with positive feedback. This serves several purposes. First, positive feedback is motivational. Second, it provides you with “credits” that you may need to “spend” when it comes time to challenge the person on other issues. Third, it allows the person to calibrate their actions; sometimes a person really can’t tell when what they’ve done is working.

Be prepared to provide positive reinforcement for sincere efforts to learn or change even when the results weren’t ideal. Let the person know that it is clear their efforts are noticeable and encourage them to maintain that effort because it will pay off in the future.

Interestingly, some people may appear as if they don’t need positive feedback... in general, don’t believe it! Everyone can benefit from some recognition. Positive feedback can be more meaningful when it displays some thought rather than simple positive statements such as “well-done.” Try to communicate to your mentee what it is that makes you as their mentor, believe that an action was good.

Help your mentee learn from successes. A common perception is that we learn from our mistakes. While that is true, we can also learn from our successes. Help the person you are

mentoring learn from positive experiences. Ask them to talk about a time when something worked really well to help them uncover critical success factors and build confidence.

- Why do you think that was so effective?
- What did you do to make it work?
- How does that differ from what you did on other occasions?
- How could you do that more often in the future (or apply it to a current need/situation)?

Display your confidence in them. If you believe they can change or do something more effectively, let them know. When a mentor demonstrates confidence, it increases the likelihood that the person will succeed. Just be sure to be sincere – that is, you really should have confidence in a person in order to communicate it.

Make connections back to personal or business goals and needs. To boost your mentee's motivation and sustain their energy remind them how what they are trying/learning/doing is related to what they are trying to accomplish (e.g., learning this skill will help prepare you for your goals and commitments you have outlined). Connecting learning goals with desired outcomes and valued results is particularly important when the person will need to overcome obstacles or respond to adversity.

Serve as a safe place to complain, and then guide them towards constructive action. People need the chance to voice frustrations and concerns but if they dwell too long on them it can be de-motivating. As a mentor, you may need to be the person to whom they can vent frustrations without negative repercussions. But you also need to help them move on and put their frustration behind them because focusing on what bothers or frustrate them can blind them to the real focus. Listen, let them express their challenges and help guide your mentee to move beyond.

Appendix

- 1) HPA Mentoring Agreement Form
- 2) Setting Goals | Planning for the Future
- 3) Personal Strength Assessment
- 4) Goal Setting
- 5) Personal Branding Assessment
- 6) Work Life Balance Assessment
- 7) Develop a Plan of Action

HPA Mentoring Agreement Form

We are entering into a voluntary mentoring relationship. This is not a formal contract or a binding legal agreement, but it is a way for us to document and outline our mutual expectations commitments and goals to define success for a rewarding and meaningful mentorship experience.

1. The mentoring relationship will last _____.
2. We will maintain communication throughout the agreed upon mentorship period by meeting via email, phone, skype/google talk/facetime and in person when possible. The first meeting will be held on or about _____. Future meeting times, once agreed, should not be cancelled unless unavoidable. At the end of each meeting, it is the responsibility of the mentee to coordinate a mutually acceptable time for the following meeting.
3. We will spend a minimum of _____ hours per month in communication.
4. The mentee identifies that his/her career aspiration is:
5. The mentee's objectives for the mentorship are:
 - a)
 - b)
 - c)
6. We agree that the role of the mentor is to:
7. We agree that the role of the mentee is to:

HPA Mentoring Agreement Form

- 8. We agree to keep the content of our conversations confidential
- 9. We agree to be respectful of one another's time constraints and transportation restrictions.
- 10. The mentee assumes full responsibility for driving the relationship and contacting the mentor or meetings and phone calls.
- 11. We agree to focus on career and leadership development and avoid sharing proprietary information.
- 12. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

MENTOR:

Mentor's name:

Mentor's signature: Date:

MENTEE:

Mentee's name:

Mentee's signature: Date:

Setting Goals | Planning for the Future

The opportunity sweet spot describes the meeting place where the things you love to do, the skills you have mastered and the knowledge you have gained come together. The intersection where your natural talent meets your passion and skill set provides the launch pad for a career plan by which you may effectively monetize your passion. Here are the seven steps to building that plan.

1) IDENTIFY YOUR NATURAL TALENTS

Personal development can impact all areas of your life, so take control of the choices you make.

- Determine your strengths
- Define the areas you need to develop
- Identify your natural talents
 - What are the things you do well effortlessly?
 - What comes naturally to you?
 - What do you do with great ease?

2) SKILLS AUDIT

Take time to run a self-audit on your achievements and career ideals. Are your goals realistic challenges? Identify what you need to do to achieve them. Identify explicit skills for a specific job and identify transferrable job skills.

3) WORK BACKWARD

Set your career goal for 12 months from now. Work backward to define the action steps you need to take.

- What tasks do you need to accomplish to achieve the short-term career goal?
- What are the immediate action steps?

Set a long-term career goal of three years.

- Where do you want to be in three years?
- What tasks do you need to accomplish to achieve the long-term career goal?
- What are the action steps you need to take over the next three years?

4) ACTION PLAN

Write your action plan for your short-term and long-term career goals. Be clear and realistic about your objectives. View this as a road map.

5) BUILD YOUR PERSONAL BRAND

You need to become a visible talent and creative resource. Based on your skills, natural talents, and passion, define your own personal value proposition. What unique combination do you bring to an organization and professional environment? Explore how you can help yourself by helping others achieve their objectives.

Look at your responsibilities and those of your peers. Volunteer for additional assignments.

- What are the challenges of your boss?
- What are the challenges of your peers?

Start networking. Attend conferences and seminars, especially within HPA and SMPTE. Ensure you sell your value proposition. Do your homework and arm yourself with examples of how your experience and skills match an organization's specific needs.

6) BUILD AN INSPIRING AND OBJECTIVE SUPPORT TEAM

Determine who among your colleagues, family, friends, mentors and instructors will provide you with the motivation and the objective criticism to keep you on task with your action plan. Know your limitations and leverage the strengths of your support team to help you to mitigate against the limitations.

7) FEEDBACK AND EVALUATION

Be open to comment, remain objective and always be flexible. Take time to regularly reflect on the success of your career plan to establish what is relevant and timely, what has been achieved, what clear goal remains and what has become muddled and needs redesign.

Personal Strength Assessment

Your talents lie at the foundation of a skills assessment. Your talents are enduring and unique. Think of talents as naturally recurring patterns of thought, feeling or behavior. Talents come with ease and provide the greatest satisfaction with the least bit of effort - innate. Skills, on the other hand, are learned steps or tools needed to accomplish an activity. The knowledge or facts and lessons you learn help you develop expertise.

For example, a creative person whose natural talent is writing develops skill in short-form writing and becomes knowledgeable in on-air promotions and management. She or he displays strength in creative direction.

Talent + Skills + Knowledge = Strength

Work with your mentor to identify your talents and the skills and knowledge you have learned to convert that natural talent into a personal or professional strength.

Talents	Skill	Knowledge

Once you identify strengths, determine your challenges - areas in which you need to improve.

Strengths	Challenges

Identify ways you can grow and enhance your strengths both within and outside your organization.

Identify strategies to spotlight your strengths.

Identify strategies to mitigate against and manage your challenges.

Goal Setting

The key to goal setting is aligning career aspirations with the immediate tasks at hand. If the list of tasks becomes too lengthy, reassess the feasibility of the goal set.

Define **two short-term goals** (12 months or less.) Determine action steps needed to achieve:

1. _____

a) _____

b) _____

c) _____

d) _____

e) _____

2. _____

a) _____

b) _____

c) _____

d) _____

e) _____

Define **two long-term goals** (3 – 5 years.) Determine action steps needed to achieve the goals:

- 1. _____

a) _____

b) _____

c) _____

d) _____

e) _____

- 2. _____

a) _____

b) _____

c) _____

d) _____

e) _____

Personal Branding Assessment

SELF-ANALYSIS AND REFLECTION

The key to developing your personal/professional image (i.e. personal brand) is to maintain authenticity while striking a balance between humility and confidence.

What is your personal brand today?

Describe your personal brand story.

What descriptive words do you use to characterize yourself?

What makes you distinctive?

What words do your colleagues use to characterize you? What would they say are your greatest strengths?

When you leave a networking event, what do you believe people say about you? What impression do you leave?

What aspects of your personal /professional image do you need to develop? How do you maintain your authenticity?

If your colleagues were to write your epitaph, what would it say?

CURRENT EXPOSURE STRATEGY

How did you evolve your brand to where it is now?

What is your personal style? Your dress?

What does your social media landscape look like? What is your persona online?

How do you communicate through email?

What is your creative identity in the industry?

What does your voicemail message convey?

What words do you want to describe you?

How does your brand need to evolve or transform?

What if anything is getting in your way?

CONDUCT AN INVENTORY OF YOUR CIRCLE OF INFLUENCE

Explore your personal network inventory. How are you able to grow your relationship with a mentor or a colleague within your company or in another company?

What opportunities can you access or what professional networks might you explore?

How You Use Social Networks to Expand Your Professional Career

Investigate your online reputation. Are you on social networks? Which ones?

What does your domain or blog say about you?

What kind of information do you post?

What persona do you assume?

How do you use social networks to expand your professional career?

Identify professional contacts you can reach out to and ways to activate your relationship.

Professional Contacts	Activation Strategy

Investigate networking opportunities to increase your exposure.

Event/Organization/Meeting	Activation Strategy

Identify conferences, organization or events where you can speak, contribute or participate.

Recommendations for penetrating professional networks

- Post often, engage with your network, recommend colleagues and join professional groups
- Create an online visual resume, blog and website
- Create Google alerts for key industry people and send notes to them when they appear
- Promote your awards and work
- Work at maintaining a mentoring relationship
- Examine new ways to build stronger relationships with your contacts.

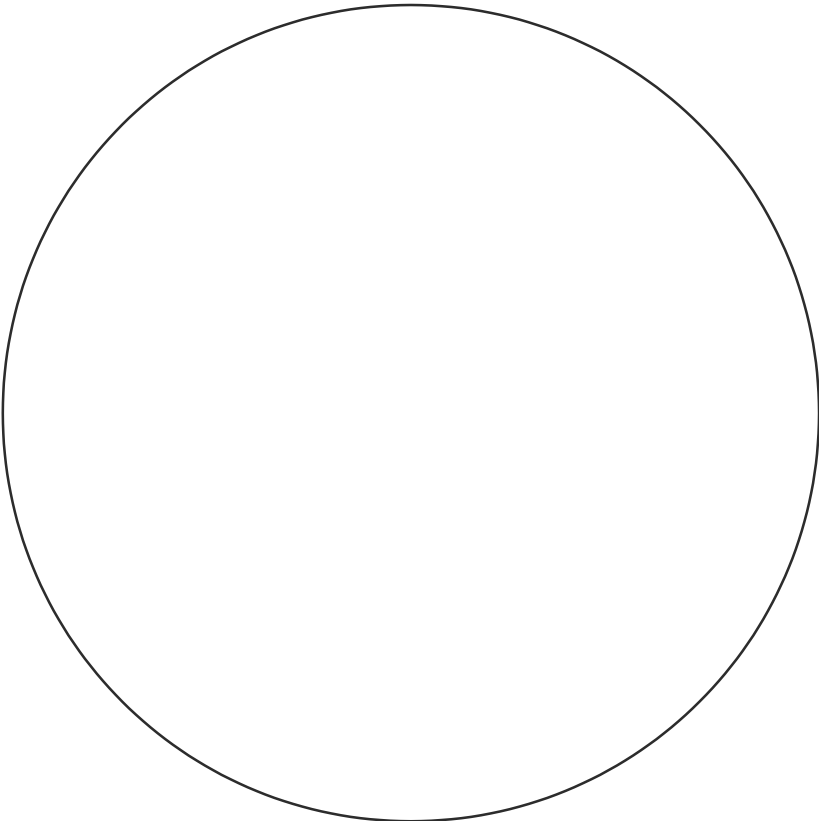
Brainstorm complimentary/alternative recommendations.

Work Life Balance Assessment

If a picture is worth a thousand words, paint in 50 words or less the idea of what work-life balance looks like to you.

If you love what you do and do what you love but you continue to struggle with work-life balance, what needs to change?

Slice up your life pie and assess the percentage of time spent with each category.



- Family
- Hobbies/Leisure
- Health/Fitness
- Creative expression
- Education
- Travel
- Work
- Other: _____

Looking at this chart, where do you see areas where you may shift and achieve better balance?

Where do you see space in the chart for more or less?

Where is the point of intersection between your career ambitions versus your life balance? Do they line up? *(E.g. You want to move to an executive position. That may entail a more aggressive work schedule. How can you continue to build your career in ways that allow you to maintain the home life you have developed?)*

Who can you reach out for support?

How do you determine a change in priorities?

Develop a Plan of Action

Determine action steps needed to achieve goals

THREE MONTH GOAL

Objective: _____

Action Steps:	Deadline Date

SIX MONTH GOAL

Objective: _____

Action Steps:	Deadline Date

TWELVE MONTH GOAL

Objective: _____

Action Steps:	Deadline Date