American Massage Therapy
Association

Mentoring Program Handbook

For Mentees

www.amtamassage.org
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AMTA MENTORING PROGRAM

Welcome Mentee!!!

The American Massage Therapy Association is proud and honored to have you join the AMTA Mentoring Program. As a Mentee, you will develop an in-depth understanding of what the industry is all about. You are the future of massage therapy and the strength of the AMTA.

We hope you will enjoy your time as a Mentee in the AMTA Mentoring Program. The future of the mentoring program is dependent upon you. As a Mentee, you will receive guidance from an experienced, knowledgeable massage therapy professional. Your involvement will bring many benefits to you, your colleagues, and the AMTA. Your involvement is necessary. Your support is helpful. Most importantly, your participation is appreciated.

As a Mentee, you may find your Mentor using search criteria such as geographic location, employment experience, etc. Once your request has been submitted, the Mentor can accept the request. If the request is rejected, you may search again to find a Mentor. Once a Mentor accepts your request, you and your Mentor get to know each other and make plans for developing and benefitting from the relationship.

This handbook is meant to be a guide. You may use all or only parts of this handbook depending on your needs as a Mentee. Management of the relationship is up to you and your Mentor.
Mentoring Program Code of Conduct

The American Massage Therapy Association (AMTA) Mentoring Program participants must abide by the Program’s Code of Conduct. The AMTA reserves the right to suspend or ban participants from the Mentoring Program if they refuse to follow our standards. To make this experience as successful as possible for both Mentor and Mentee, we ask that you please follow our Code of Conduct:

Respect your Mentor/Mentee.

- Mentors and Mentees should not disclose, share, duplicate or distribute each other’s personal information without consent.
- Mentors and Mentees are expected to maintain professional conduct at all times during the mentorship relationship. Participants agree to keep relationships free of discrimination, harassment, romantic or sexual involvement.
- Mentees must be honest in their presentation of issues and be respectful to their mentors at all times.
- The program is not intended to provide Mentees with employment from Mentors.

Harassment will not be tolerated.

The AMTA welcomes people of all ages, genders, races, religions, and points of view. We do not tolerate harassment or abuse. The AMTA encourages discussions and exchange of career development, professional development, and experience in the massage therapy industry. Threatening, abusive behavior, tasteless statements are not allowed.

Illegal activities are forbidden.

The AMTA does not allow any illegal activities.

Unauthorized commercial activity is prohibited.

Communication between Mentors and Mentees is encouraged. However, posting or transmitting unauthorized or unsolicited advertising, promotional materials, or any other forms of solicitation is not allowed.

We encourage your participation in upholding our standards.

When in doubt about appropriate behavior within the Program, please contact Mentoring@amtamassage.org

***AMTA'S MENTORING PROGRAM AIMS TO FACILITATE MENTORS AND MENTEES TO SHARE INFORMATION AND KNOWLEDGE REGARDING THE MASSAGE THERAPY PROFESSION. AMTA AND THE MENTOR DO NOT MAKE ANY REPRESENTATIONS AS TO THE QUALIFICATIONS OR THE COMPETENCE OF THE MENTOR PROGRAM PARTICIPANTS NOR ENDORSE OR WARRANT THE
ACCURACY, TIMELINESS, OR USEFULNESS OF ANY ADVICE PROVIDED THROUGH THE MENTORING PROGRAM. THE VIEWS EXPRESSED BY PARTICIPANTS IN THE AMTA MENTORING PROGRAM DO NOT NECESSARILY REFLECT THOSE OF THE AMERICAN MASSAGE THERAPY ASSOCIATION.

AMTA AND THE MENTOR SHALL NOT BE LIABLE TO MENTEE FOR ANY ACT OR OMISSION TAKEN IN RELIANCE UPON ANY INFORMATION OR ADVICE PROVIDED BY THE MENTOR. MENTEE MAY NOT USE THE PROGRAM OR INFORMATION OR ADVICE RENDERED FOR ANY UNLAWFUL PURPOSE.
Mentoring Program Overview

The Goal of Mentoring
The goal of the AMTA Mentoring Program is to assist massage therapists who are new to the profession. The goal of this program is to increase achievement, personal development, business development and understanding of theory and practice of massage therapy. These are key elements in adjusting to a career in massage therapy. The AMTA Mentoring Program also allows Mentors to give back to their profession, while at the same time encouraging Mentees to more fully realize their potential.

The AMTA has created this Member-Only benefit to help members improve their goal setting, communication skills, and success planning. AMTA is confident this program will significantly increase learning, accelerating opportunities for members.

What is Mentoring?
Mentoring is from the Greek word meaning steadfast or enduring. Mentoring is a sustained relationship, often in a career-oriented setting, between an experienced and trusted person who gives advice to another less-experienced person.

Mentoring is the process by which a person offers guidance and instruction to assist Mentees in their personal and career development. Successful careers often require the assistance of people who are willing to support and encourage another's career development.

The mentoring relationship is not meant to substitute for formal training or education in massage therapy techniques or modalities.

What a Mentor Is and Is NOT
- Your Mentor is NOT:
  - A parent
  - A professional counselor
  - A financial advisor
- Your Mentor is:
  - A friend
  - A guide
  - A cheerleader
  - A confidant

What is a Mentee?
A Mentee is someone who is being mentored. A Mentee is seeking advice and guidance from an experienced massage therapy professional in order to achieve success in his/her new position or profession.
What are the Rewards of being a Mentee?

• Establishing lasting friendships
• Professional development
• Having a person to turn to with experience in the industry
• Enhanced reputation and professionalism
• Sharpened communication skills
• Increased respect from and for others
• Development of leadership skills
• Sharing of mutual interests
• Personal challenges to grow
• Networking / Community
• Continued one-on-one support
• Objective feedback on skills
• Increased career satisfaction
• Becoming a potential future mentor
**Mentor & Mentee Roles and Responsibilities**

The goal of the knowing one’s roles and responsibilities is to ensure that both the Mentor and Mentee are contributing to the mentoring relationship.

<table>
<thead>
<tr>
<th>Mentor Roles &amp; Responsibilities</th>
<th>Mentee Roles &amp; Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Phase 1: Identifying Roles</strong></td>
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<tr>
<td>• Have a clear understanding of why you want to be a mentor</td>
<td>• Have a clear understanding of why you want to be mentored</td>
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<tr>
<td>• Mentor with a realistic assessment of your skills and experience</td>
<td>• Select a Mentor based on criteria relevant to your goals</td>
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<tr>
<td><strong>Phase 2: Communicating Expectations</strong></td>
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<tr>
<td>• Have a clear understanding of your expectations for your Mentee</td>
<td>• Have a clear understanding of your expectations for your Mentor</td>
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<tr>
<td>• Clearly communicate those expectations</td>
<td>• Clearly communicate those expectations</td>
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<tr>
<td>• Stay flexible in changing expectations or plans</td>
<td>• Stay flexible in changing expectations or plans</td>
</tr>
<tr>
<td>• Create goals with milestones and deliverables</td>
<td>• Create goals with milestones and deliverables</td>
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<tr>
<td>• Adapt your feedback to your Mentee’s learning style</td>
<td>• Inform your Mentor about your preferred learning style</td>
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<tr>
<td>• Be realistic about setting timelines</td>
<td>• Be realistic about setting timelines</td>
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<td><strong>Phase 3: Working Together</strong></td>
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<tr>
<td>• Advise, don’t dictate</td>
<td>• Listen and contribute to the conversation</td>
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<tr>
<td>• Advise on what you know and admit the things you don’t know</td>
<td>• Understand that your Mentor will not have all the answers</td>
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<tr>
<td>• Give good examples</td>
<td>• Accept constructive feedback</td>
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<tr>
<td>• Recognize your Mentee’s weaknesses and build on his/her strengths</td>
<td>• Set time aside for self-reflection</td>
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<tr>
<td>• Offer constructive feedback</td>
<td>• Evaluate progress</td>
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<tr>
<td>• Evaluate progress</td>
<td>• Celebrate success</td>
</tr>
<tr>
<td>• Be your Mentee’s cheerleader when he/she reaches his/her goals</td>
<td>• Be consistent and reliable</td>
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<tr>
<td>• Be consistent and reliable</td>
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<tr>
<td><strong>Phase 4: Meeting All the Goals</strong></td>
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<tr>
<td>• After mentoring is completed, follow up on successes</td>
<td>• Provide your Mentor with updates after the mentoring is completed</td>
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<tr>
<td>• Provide an evaluation of the experience</td>
<td>• Provide an evaluation of the experience</td>
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<tr>
<td>• Say thank you</td>
<td>• Say thank you</td>
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<tr>
<td>• Repeat the mentoring process with others</td>
<td>• Give back to the profession and volunteer to become an AMTA Mentor</td>
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</table>
Mentoring Promise

This promise will set some ground rules in place on how the Mentor/Mentee relationship should work. By creating and signing this agreement, both the Mentor and Mentee are committing to a mutual understanding.

As we spend time together, we will both try our best to:

- E-mail at least once per ____________, for at least ______________.
- Have a conference call at least once per ____________, for at least ____________.
- We will talk out any problems, even if it isn’t easy.
- Respect each other’s privacy.
- Work on our shared goals, which include:

  - Recognize that we are two different people, which is a good thing. We can learn from each other if we respect and value each other in the ways we’re alike and the ways we’re different.
  - Listen to one another.
  - Make sure we get things done and have fun doing it!
Planning Your First Communication Worksheet

Before you undertake anything significant in your life that is new, it can be helpful to take a few minutes to do some planning. Planning is one way to get clear on what you hope to accomplish. Then you can layout some logical steps to get you there. This worksheet goes over some common steps to plan your first communication with your Mentor. You may want to send this to your Mentor in your first email.

Mentor’s Background Information
My Mentor’s name is: _____________________________________________________
Phone number: ___________________________________________________________
E-mail address: ___________________________________________________________
Best time to call: _________________________________________________________
Best time to e-mail: _______________________________________________________

Talking Points
Typically in an initial e-mail or phone call, people get to know each other to get more familiar and comfortable. Here are some points you may want to discuss with your Mentor. These are only suggestions and are not required.

1. What are some things I could tell my Mentor about myself that would help us get to know each other a little bit?

2. What about me or my life might be interesting to my Mentor?

3. What are some open-ended questions I could ask my Mentor to get to know him/her?

4. What do I want to achieve out of the mentoring relationship? Why do I want a Mentor?

5. What does my Mentor hope to accomplish?

6. How frequently do we want to communicate?
Follow-up Discussion Guide

Discussions between Mentors and Mentees may focus on general issues related to the massage profession such as:

- Effective massage therapist/client communications
- Professionalism and ethics
- Office management
- Career enhancement
- Marketing tips

Here are some open-ended questions that might be helpful to ask as well:

1. What has developed since our last conversation?
2. How would you like to focus our conversation today?
3. What is one challenge you would like to overcome?
4. How would you like me to help with this?
5. What should I know about the challenge or about you to help you?
6. What worries you the most?
7. What are you most confident about?
8. As you leave our conversation, what will you take with you?
9. Are there any actions you’d like to commit to?
10. What was most helpful for you about our conversation today?

What to Expect:

Here are some things to keep in mind throughout your Mentor/Mentee relationship:

- Remember that it takes time to build a relationship of trust and respect. Give the relationship some time to form over the course of a few or several meetings.
- Communicate your expectations early to create a better understanding for one another.
- Mentoring is not designed to be a substitute for continuing massage education, provide job hunting opportunities, or refer clients, but to foster the highest ideals of the profession.
- If the mentoring is not of value to either the Mentor or the Mentee, take the initiative to discuss it. It is better to resolve the matter and end the relationship in a positive manner.
- Don’t expect the Mentor to have all the answers. Mentors guide from experience and share that wisdom. Guidance to an answer rather than giving the answer can actually be a lot more beneficial.
Goals and Objectives

Please use this form to help clarify and measure your goals and objectives.

Goals and objectives are two different things. Goals are the things that you want to do over the next several years. Objectives are the small steps you need to take in order to achieve these goals. For example, a goal could be “Learn to play the piano.” The objectives for that goal could include buying a how-to book by next week, signing up for a class by next month, and practicing for a half hour three times a week for the next year.

A tip to ensure that your objectives are solid—ask yourself, are they “SMART?” SMART stands for:

- **Specific**—Do I know exactly what has to happen?
- **Measurable**—How will I know if I’ve achieved this objective?
- **Attainable**—Is this realistic?
- **Result-oriented**—Will it help achieve my goal?
- **Time-limited**—Is there a deadline?
Use the following table to help develop a path of where you are headed and how to get there.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Deadline</th>
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## Activity List

Work through this checklist on your own and share your answers with your Mentor. Use this list to choose activities you might like to do. Also try to think about what purposes these activities might serve. Ask your Mentor to do the same as they do have this same worksheet. Discuss these choices with one another and create a list of activities you both agree on pursuing.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Goal/Objective</th>
<th>For Fun</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk about life.</td>
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<tr>
<td>Talk about jobs.</td>
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<tr>
<td>Career planning.</td>
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<tr>
<td>Work on a resume.</td>
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<tr>
<td>Do a mock interview.</td>
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<td>Talk about networking.</td>
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<tr>
<td>Discuss how and where to find a job.</td>
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<tr>
<td>Talk about business planning.</td>
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<tr>
<td>Create a marketing plan.</td>
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<tr>
<td>Talk about taxes.</td>
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<tr>
<td>Discuss personal values.</td>
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<tr>
<td>Talk about the future.</td>
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<tr>
<td>Discuss continuing education.</td>
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<tr>
<td>Have a weekly conference call.</td>
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<tr>
<td>Create a business plan.</td>
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<tr>
<td>Have your Mentor invite another professional massage therapist to join you for a meeting/call to introduce to you both.</td>
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<tr>
<td>Other:</td>
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Conflict Resolution

Conflict is a part of life. Conflicts can occur anywhere from a personal setting to a professional setting. When two or more people disagree on a topic or an idea, there is conflict. Conflicts can create misunderstandings and hurt feelings, which can make it uncomfortable for people to want to deal with conflicts. However, it is essential to resolve conflicts to build the relationship and create mutual understanding. In this section, you will read about how to handle conflict and learn some problem solving methods, particularly in the online environment.

Understanding Conflict

It is quite frustrating to feel misunderstood, and it is hard to avoid the negative energy that conflict brings. It is unpleasant to disagree with someone, especially someone you are working with to accomplish a goal. Some tips to help understand why a conflict might occur include:

1. **Missing nonverbal communication.** In the online environment or even if you are talking over the phone, you are missing the chance to see if they are frowning, smiling, or crossing their arms. The potential for misunderstanding is significantly higher than if communicating in person.

2. **Timing is off.** Working online with each other through email has the great advantage of not being time-bound. You are able to communicate with each other when it is convenient. However, this can also create interpersonal challenges. If someone does not reply promptly, the other might be thinking “He/She is ignoring me!” The other person might just not be online or unaware of the email.

3. **Reading is different than writing.** Messages can be read or written quickly. Some people might not be able to choose the best words to convey their meaning precisely. If they try their best to find the best words to show what they mean, there is no guarantee that the message will be read with the same precision. When people are in a hurry, misunderstandings are more likely to occur.

Avoiding Conflict

Working together with your Mentor/Mentee online can create unique challenges regarding effective communication. Sometimes the best way to resolve a conflict is not to get into one in the first place. Here are some tips that will help you avoid conflicts:

1. **Be self-aware.** If you are stressed, angry or sad about something, remember not to take it out on others.

2. **Don’t always assume the worst.** Often times, your worst fears aren’t always true.

3. **Be specific.** Read and write with care. Don’t always assume the reader knows what you are trying to say.

4. **Admit to your mistakes.** If you misunderstood someone or overreacted about something, remember that everyone makes mistakes. This is okay, but don’t get defensive and do apologize when necessary.
Resolving Conflict
If you could not avoid conflict, here are some steps to resolve it. This will help you continue reaching toward your goals.

1. Take a moment to listen.
2. See both sides of the conflict and analyze what you would say if you were a third party.
3. Come to a mutual agreement.
4. Develop, confirm, and execute a workable plan.
5. Calmly communicate your feelings. Don’t hold them in.
6. View the conflict as an opportunity to learn and grow.
Communication Skills Guide

Here are some practical suggestions to help enhance your communication skills.

Don’t be Afraid to Ask
Asking questions can be quite powerful to your professional development. Strong questions are empowering. Asking questions keeps you focused on solutions.

1. *Ask when lost.* When you’re lost, look for questions, not answers. The answer is to ask much more insightful questions.
2. *Ask to identify issues.* Questions can be used to solve problems. For example, you might ask about obstacles or problems your Mentor experienced and how they resolved those issues.
3. *Ask for information.* Questions can also be used for clarification. For example, you can ask your Mentor what they meant about XYZ.
4. *Inquire, don’t interrogate.* Thoughtful questions are a powerful tool for learning more and fostering understanding, yet no one likes to be interrogated! As with any other communication tool, be aware of your own intention for asking the question (e.g. learning more versus attacking someone else's idea), as well as the tone of your voice and word choice.

Encourage Feedback
Your Mentor might be unwilling to provide negative feedback or communicate bad news. However, you should encourage them to communicate honestly.

1. *Tell your Mentor that you want feedback.* Encourage them to give you both good and bad news. Then, thank them for providing such information.
2. *Identify areas in which you want feedback.* Do communicate your desire for feedback on issues and areas that you feel are your weak points.
3. *Use statements to encourage feedback.* Statements such as “Tell me more about that,” or questions that cannot be answered yes or no will help you receive clarification.

Listen Up!
Listening is one of the most important skills you can have. How well you listen has a major impact on your communication effectiveness and on the quality of your relationships with others.

1. *Prepare to listen.* Effective listening requires preparation. Whether it’s a conference call, email, or chat, put aside papers, books, and other materials that may distract you. Turn your cell phone off. Make sure your Mentor has your full attention.
2. *Pay attention.* Give your Mentor your undivided attention and acknowledge his/her message.
3. *Show that you are listening.* Especially if you are on the phone, encourage your Mentor to continue with small verbal comments like “Sounds good,” “Go on,” or even “Uh huh.”
4. *Reflect on what has been said.* Sometimes personal biases and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect on what is being said and ask questions such as “Is this what you mean?” “What it sounds like you are saying is…”
Reduce Misunderstandings

There are many barriers to effective communication. Often times the problem can arise directly from misunderstanding the message. Knowing these barriers can help you reduce problems of miscommunication.

1. *Think before you speak.* If you rehearse your thoughts, and it doesn’t sound right, don’t say it. Organize your thoughts.
2. *Speak up.* If you do not voice that you do not understand something or do not voice your thoughts clearly, then they will not be clear enough to be heard.
3. *Be clear.* Keep your message as simple as possible. Try not to ramble or go into unnecessary details.
4. *Don’t assume.* This is the most common presumption people tend to make. And it is the most disastrous one as well. Unless you say something, you usually cannot be entirely sure the other person knows what you're thinking or feeling.
Ten Tips on Writing Effective Emails

To ensure the kind of results you’re looking for, you’ll need to craft messages that are concise and easy to deal with. Remember: writing effective emails takes time and practice.

1. Subject Lines are Headlines

A headline serves two purposes. First, headlines are supposed to grab your attention. Second, the headline tells you what you’re about to read so you can decide whether or not you want to actually read the rest. Email subject lines should be treated the same. Some tips include:

- *Less is more.* Try to use a few key words so your reader will know what the email is about. This will help your reader decide whether your email involves a question you might have, a call for action, or a reminder.
- *Never leave the subject blank.* You never want to do this because it doesn’t tell your reader anything. Also, most emails with blank subject lines are usually spam. You don’t want your reader to think you are sending them spam.

2. One Thing at a Time

Writing one point per email is best when trying to communicate effectively. If you need to communicate a number of different things, consider writing a separate email on each subject. This way, the person who is receiving your email can reply to each one individually and within the appropriate time frame. For example, one topic might only require a short yes/no reply, while another topic might require more of an explanation. Writing separate emails will help you keep track of messages and answers.

Otherwise, if you have a lot of related questions or action items, consider numbering or bulleting those points to make it easier for your reader.

3. Specify the Response You Want

Do you need a phone call or follow-up appointment? If so, make sure that you leave your phone number and availability. Give your reader all the information they need to properly respond.

4. Respond Regularly

Check your emails on a regular basis and respond as appropriate. This helps ensure that you are responding to others in a timely manner. If you know that you are going to be away from your email for a while, be sure to set up your Out of Office reply. This will tell others when you will be back and when to expect a response.

5. Think Before you Send
If you find yourself writing an email with emotions such as anger or resentment, stop and take a moment to breathe. Ask yourself what you would think if you read such an email. It’s better to be professional in any situation.

6. Read Before you Send

You need to make your message look professional. Proofreading is the best way to do so. Use your spell checker, and check your punctuation and grammar.

7. Remember that E-mail is not Secure

Don't send any sensitive information over e-mail that you wouldn't want posted elsewhere. You would not want to leave any curious hackers with detailed information about yourself.

8. Formal vs. Informal

As your relationship develops, it should be okay to use Internet lingo such as LOL (Laughing Out Loud), Gr8 (Great), or smiles such as :o) However, in the beginning of your Mentor/Mentee relationship, it is probably best to keep the relationship formal. Spell everything out, and write properly.

9. Add Emphasis

The rule of thumb when writing emails is not to use ALL CAPS. This makes it look like you are screaming at the reader. Instead, when you want to add emphasis, you can underline, bold, italicize or even use combinations of the three.

10. Signature Line

Especially in the beginning when you don’t know your Mentor/Mentee very well, clearly state who you are in your signature line. Always include your name, occupation, email address, and perhaps even your phone number.
Ten Tips for a Successful Mentor/Mentee Relationship

Maintaining a successful relationship is not always easy. Here are ten tips that will help Mentors and Mentees be more effective and productive in the relationship:

1. Keep communications open.
   *Mentee:* Let your Mentor know what your goals are and what you expect out of the program.
   *Mentor:* Help your Mentee set realistic expectations. Also, if you know you will be unavailable because of business or personal travel, let them know too.

2. Offer support.
   *Mentee:* Remember that your Mentor is there for you, but is only a guide.
   *Mentor:* Encourage communication and participation. Help create a solid plan of action.

3. Define expectations.
   *Mentee:* Go over your goals. Make sure your Mentor knows what to expect from you.
   *Mentor:* Help set up a system to measure achievement.

4. Maintain contact.
   *Mentee:* Keep up with your emails. Ask questions.
   *Mentor:* Keep up with your emails. Answer questions, and provide advice.

5. Be honest.
   *Mentee:* Let your Mentor know when you don’t understand or agree with something.
   *Mentor:* Be truthful in your evaluations but also be tactful.

6. Actively participate.
   *Mentee:* Listen and feel free to observe your Mentor’s practice if he/she is local.
   *Mentor:* Engage in your own learning while you are mentoring, collaborate on projects, ask questions, and experiment.

7. Be innovative and creative.
   *Mentee:* Offer ideas on what activities and exercises you can do.
   *Mentor:* Share your ideas, give advice, and be a resource for new ideas.

8. Get to know each other.
   *Mentee and Mentor:* Remember that people come from diverse backgrounds and experiences. Get to know each other on an individual basis.

9. Be reliable and consistent.
   *Mentee and Mentor:* The more consistent you are, the more you will be trusted.

10. Stay positive.
    *Mentee:* Remember that your Mentor is offering feedback and not criticizing.
    *Mentor:* Recognize the work the Mentee has done and the progress they have made. Remind them of the great job they are doing.
Feedback Worksheet

This worksheet is intended for you to complete and share with your Mentor after you two have been working together for about 3-4 months. You can check in with one another after you have already worked on your goal setting and performed some activities together. This worksheet should also be used to share and receive feedback.

Today’s Date: __________

Date of Last Checkup (if applicable): __________

1. Please rate on a scale from 1-5 whether you agree or disagree with these statements (1=strongly disagree and 5=strongly agree).

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree (5)</th>
<th>Agree (4)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Disagree (2)</th>
<th>Strongly Disagree (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>We trust one another.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We work well together.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>If my Mentor is upset or unhappy about something, I am confident my Mentor will share this with me.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If I were upset or unhappy about something, I would feel comfortable in sharing this with my Mentor.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I have worked with my Mentor to set my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have worked with my Mentor to achieve my goals.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Three things I feel are going great in our mentoring relationship:
   a. _________________________________________________________________
   b. _________________________________________________________________
   c. _________________________________________________________________
3. Three things I think my Mentor appreciates about the relationship are:
   a. ____________________________________________________________
   b. ____________________________________________________________
   c. ____________________________________________________________

4. One way I think we could improve on how we interact with one another is:

5. Sometimes I think my Mentor wishes I would:
My Progress Report

Date: ______________________

Every once in a while it’s a good idea to step back from your day-to-day life and ask yourself “Where am I? How am I doing?” This activity helps you stay on track and to get feedback from your Mentor.

Instructions

This is a two-part exercise. One worksheet is for you the Mentee and the other is for your Mentor. Each of you is to complete your worksheet on your own. Once you are both done, talk about each question, sharing your answers with each other. Remember that the purpose of this exercise is to help you get a real picture of where you are and where you want to be.

Questions

1. What are my top five strengths? What are the top five things about me that I can really be proud of?
   a. Strength #1:_____________________________________________________
   b. Strength #2:_____________________________________________________
   c. Strength #3:_____________________________________________________
   d. Strength #4:_____________________________________________________
   e. Strength #5:_____________________________________________________

2. What are my five weaknesses? What are some things I can work on to improve about myself?
   a. Development #1:_________________________________________________
   b. Development #2:_________________________________________________
   c. Development #3:_________________________________________________
   d. Development #4:_________________________________________________
   e. Development #5:_________________________________________________

3. What are the top five opportunities available to me? What can I take advantage of that could help me reach my potential?
   a. Opportunity #1:_________________________________________________
   b. Opportunity #2:_________________________________________________
   c. Opportunity #3:_________________________________________________
   d. Opportunity #4:_________________________________________________
   e. Opportunity #5:_________________________________________________
4. What are the top *five* obstacles that could prevent me from achieving my goals?
   a. Obstacle #1: ______________________________________________________
   b. Obstacle #2: ______________________________________________________
   c. Obstacle #3: ______________________________________________________
   d. Obstacle #4: ______________________________________________________
   e. Obstacle #5: ______________________________________________________

5. What are the *five* things I can do to overcome my challenges?
   a. Tactic #1: ______________________________________________________
   b. Tactic #2: ______________________________________________________
   c. Tactic #3: ______________________________________________________
   d. Tactic #4: ______________________________________________________
   e. Tactic #5: ______________________________________________________
Mentee Frequently Asked Questions (FAQs)

How do I become an AMTA Mentee?
It’s very easy! All you have to do is perform a search for mentors based on location, skills, work setting, and so forth. Once you feel you’ve found the appropriate Mentor, email him/her to see if he/she is available. If so, that’s it! If not, then perform the search again. You must be a massage therapy student or professional who has just entered the field. All participants must be AMTA members.

Is there a fee for joining the AMTA Mentoring Program?
No, there is no fee to join the AMTA Mentoring Program.

What if I’m not comfortable with my proposed Mentor?
Please tell us! The purpose of your first meeting is to see whether the two of you are compatible - the match won’t be finalized until you have both approved it. Tell us frankly if things aren’t working the way you had hoped. If you haven’t talked directly with your Mentor about issues that are causing disagreement, do so. Often, it will be a question of miscommunication that can be cleared up through open conversation.

How long am I going to work with my Mentor?
That depends on you and your Mentor. An important component of this program is to reach all your goals and objectives. Once those are completed, discuss this with your Mentor. Mentoring relationships are expected to last anywhere between 6 months to 2 years or longer.

How many Mentors/Mentees can be involved in the AMTA Mentoring Program?
There is no limit.

What will my mentor do for me?
It is up to the Mentee to take the initiative and make the AMTA Mentoring Program a successful experience. Mentors offer information, support, feedback, contacts, and ideas. However, the Mentee has to take it from there.

Are mentoring discussions confidential?
In order to foster open and honest communication, the Mentor and the Mentee must be able to trust that each other will not disclose their discussions with others. Therefore, communication between the Mentor and Mentee will be kept confidential.

What types of things should I ask my mentor?
The types of questions asked vary and there are no right or wrong questions to ask. When you talk to your Mentor, ground rules should be set so that each individual in the relationship is comfortable sharing information. As a general rule of thumb, if you are not comfortable asking a question or sharing certain information, then don't share it. As you develop a relationship with your Mentor and the comfort level increases, you will eventually feel comfortable discussing issues that at first you might see as inappropriate.
Is my mentor available any time day or night?
Your mentor's availability and the best times and methods of getting in touch with him/her are items to discuss during your first meetings. You and your mentor should share your communication styles and specifications to ensure you have the best communication possible and set expectations in that area of your relationship.

Are there certain things that I should or shouldn't do as a Mentee?
Always be open, honest, and respectful with your mentor, and about the relationship and work you are doing together.

Who can I go to if I have questions about the effectiveness of my Mentor or the program?
If you have any questions or concerns, please feel free to email Mentoring@amtamassage.org