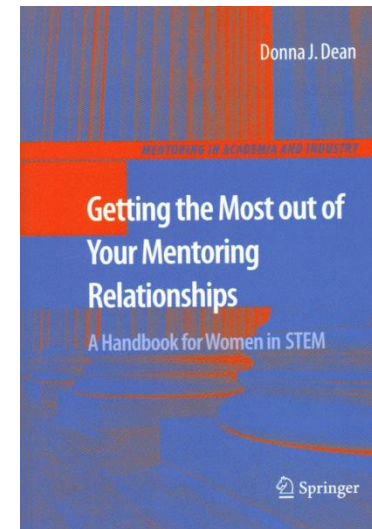


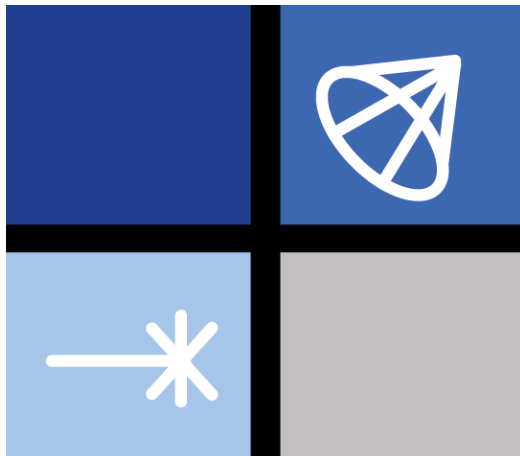
The Art of Becoming a Better Mentor and Mentee



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Establishing the framework for a mentoring relationship

- Purpose: “*Why?*”
- Goals/Outcomes: “*What?*”
- Plan: “*How?*”
- Schedule: “*When?*”



Mentoring



One mentor will not meet all your needs

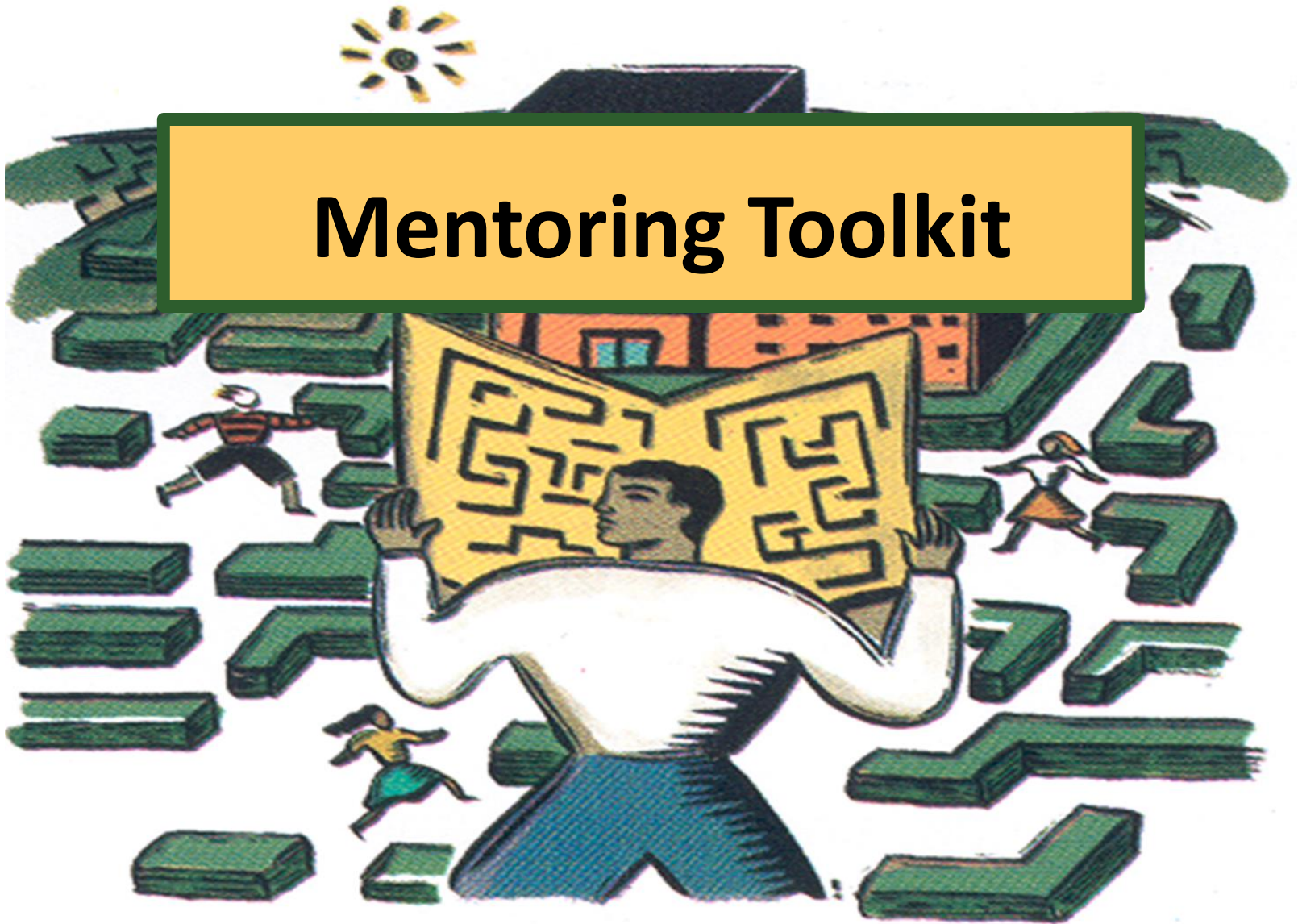


Critical Questions

- What must I stop doing?
- What must I start doing?
- What must I continue doing?



Mentoring Toolkit



Content Mentoring

- Identify gaps in knowledge and skills
- Identify training opportunities
- Identify resources
- Help formulate goals
- Help design and develop plan to accomplish goals
- Monitor progress
- Step aside to allow independence



Career and Professional Development

- Facilitate opportunities and connections
- Promote mentee in and out of institution
- Ensure sufficient protected time
- Navigate the system
- Model and instruct ethical behavior

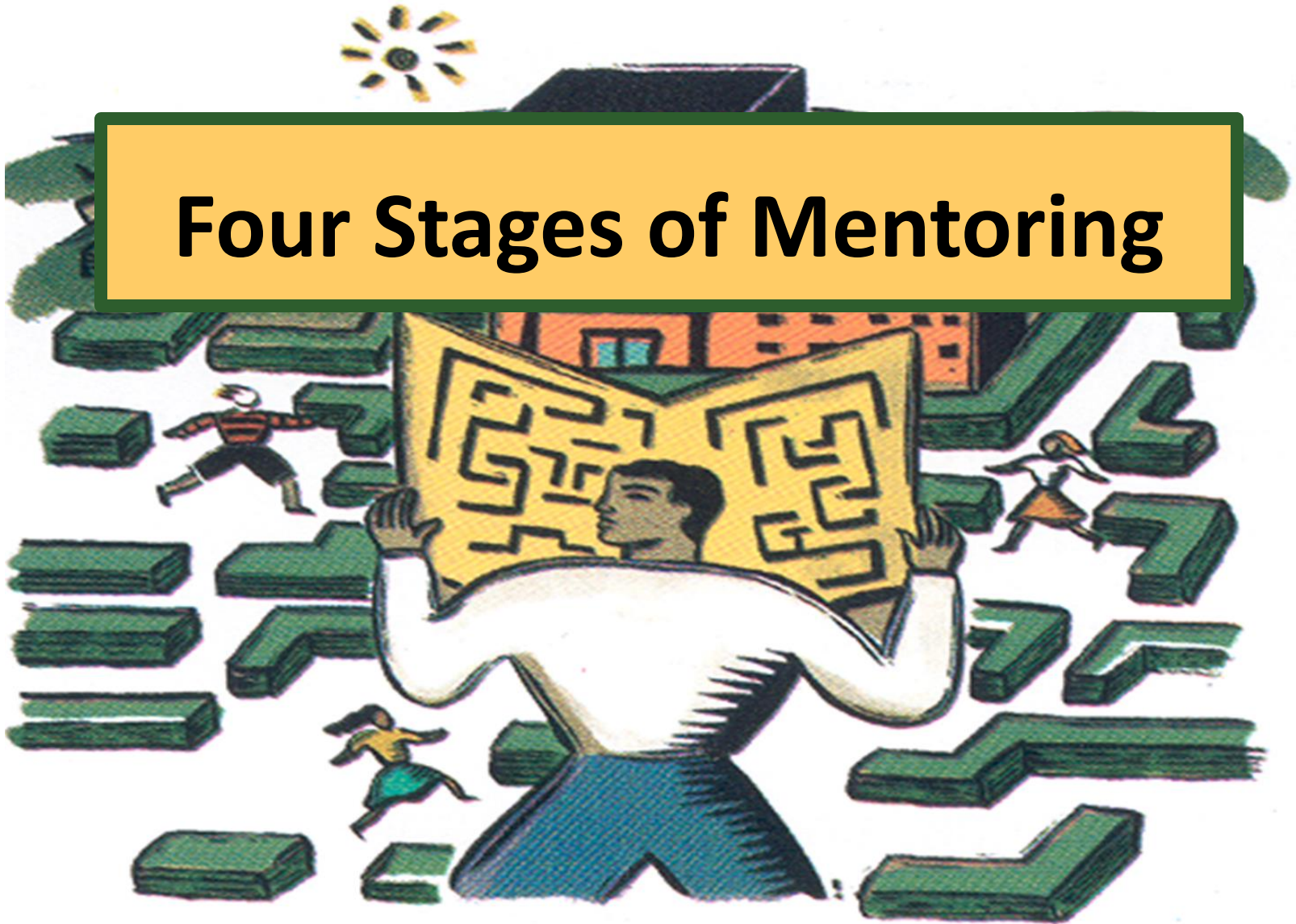


Psychosocial Support

- Discuss work-life issues
- Effective time management
- Demonstrate leadership skills
- Be sensitive to cultural diversity
- Serve as a role model
- Encourage peer mentoring



Four Stages of Mentoring



I. Initiation

mentoring relationship gets started and begins to have importance for both mentor/mentee

II. Cultivation

range of career and psychosocial functions provided expand to a maximum

III. Separation

significant change in the structural role of the relationship

IV. Redefinition

relationship takes on significantly different characteristics or has ended



I. Initiation



- Expectations and motivation
- Self-reflection on strengths and needs
- Review past mentoring experiences
- Points of connection and common ground
- Identification of needs and broadly defined goals
- Awareness of communication and learning styles
- Opportunities for interaction around assigned tasks

I. Initiation



- Mentee is someone who has potential
- Interactions occur in a variety of contexts
- Initial expectations are transformed into concrete positive experiences
- Mentor sees mentee as someone who is teachable and enjoyable to work with
- Mentee has admiration and respect for mentor's competence and capacity to provide support and guidance
- Initiative in relationship is balanced

I. Tips for Initiation Stage



Make a list

- Prepare for your first meeting: Make a list of things that you want to know

Create an agenda (a little formality is good)

- List two or three items
- Ask the other person if they have items they would like to add

Getting to know each other

- Logistics
- Goals and expectations
- Concerns that might interfere with meeting together

Initial impressions

- Questions I have about you.....



Investigative Questions



Investigative questions seek information, objective data and facts - usually from the past in order to understand the present.

Familiar because they are the ones we most commonly ask – how, what, when, who, why and where.



Investigative Questions



Important, but a limited and preliminary part of the mentor's tactical approach. Investigative questions usually benefit the mentor more than the mentee.

Cover familiar ground, deal mostly in facts - mentee can usually answer them quickly and impersonally.

Tell me what you have accomplished so far?

How long have you worked on this?

Who else has been involved?

Where do you think this went off track?



II. Cultivation



- Both individuals continue to benefit from the relationship
- Opportunities increase for more meaningful and frequent interaction
- Mentor facilitates mentee's professional potential and opportunities
- Mentee looks toward mentor for support and guidance
- Mentee gains self-confidence and optimism

II. Cultivation



Establish relationship safety nets:

- Mechanisms for accountability
- Agreement on success criteria and measurement
- Structure of mutual responsibility in place
- Deeper understanding of what the relationship can and cannot provide

II. Cultivation



Nurturing the relationship:

- Support
- Challenge
- Instill/share vision
- Constant feedback
- Revisit negotiated agreements as necessary (but don't get stuck renegotiating and making excuses!)

II. Tips for Cultivation Stage



Be clear about purpose and boundaries:

- NO: Gift-giving, acting as an advocate for career advancement, loaning money, or becoming involved in dispute resolution
- Comfortable talking about ethical or moral issues, but clear about mutually acceptable ground rules.

Planning for meetings:

- Review mutually developed agendas to determine progress.
- Review each meeting and discuss what you might be able to do (or stop doing) to make the next meeting better.



II. Tips for Cultivation Stage



Listen deeply

- In-depth listening = suspending judgment,
- listening for understanding and providing an accepting and supportive atmosphere.

Ask powerful questions

- Questions that are challenging in a friendly way and questions that help the other person talk about what is important to that person.

Experiment with process to build the relationship

- Go for a walk.
- Sit on a bench sharing lunch.
- Meet for coffee.



Discovery Questions



If you want to stimulate original thinking, ask questions that dig deeper.

Questions that explore conclusions and learning from experience lead to new knowledge or insight.

Discovery questions are not familiar, because we don't think to ask them very often, if at all. These are "you" questions that focus on the other person.



Discovery Questions



Include a provocation to think and to make an interpretation.

Can give you an idea of how much risk mentees are willing to take.

What did you learn from this experience?

What does it tell you about your approach?

What's the best outcome? The worst?

What are your alternatives?



Empowering Questions



If mentees are to take ownership of the actions that result from mentoring, deeper and more subtle questions are necessary.

Empowering questions push for action.

Inquire directly into what mentees are ready for, what they want from an action, what their plans are, and what they are ready to commit to.



Empowering Questions



These questions can help you and your mentee turn the corner from information and awareness to action and results.

What outcomes are you after?

What do you have to do to make it happen?

What's your first step?

What resources do you have?

What do you need?



III. Separation

- Mentee no longer needs guidance
- Mentor is no longer available due to other responsibilities
- Equilibrium of the cultivation phase is disrupted
- Mentor and mentee reassess value of the relationship
- Loss and/or modification of some aspects leads to redefinition of the relationship
- Turmoil, anxiety, and feelings of loss can occur



III. Separation

- Structural, geographical, or psychological basis for separation
- Period of adjustment to changing roles and expectations



If separation occurs too soon, the mentee may experience anxiety as she/he does not feel ready to move away from the relationship

If separation occurs too late, mentor or mentee may begin to resent the other as the relationship is no longer responsive to the person's changing needs and concerns



III. Separation

Relationship falls apart



- Mentor may feel threatened by mentee
- Mentee may believe she/he is being undermined by mentor
- Mentor or mentee is unwilling/unable to adjust to changes
- Effective communication doesn't take place
- Not a “good fit” between mentor/mentee
- Inability to develop trust
- Scheduling frequent meeting times is difficult
- Lack of understanding of culture and gender issues
- Role expectations were not established in the beginning

IV. Redefinition

- The mentor relationship is no longer needed and new relationships are formed
- Peer status is achieved
- Limited or no continued contact between mentor and mentee
- When contact continues, the relationship primarily becomes a friendship
- Mentor takes pride in mentee's successive accomplishments
- Evidence of changes as mentor redirects energies towards new mentoring relationships



IV. Redefinition

Making closure a learning experience:

- Learning conclusions
- Celebrating success
- Acknowledging accomplished goals
- Acknowledging outstanding goals
- Redefining the relationship
- Moving on...or not



- I. Initiation
- II. Cultivation
- III. Separation
- IV. Redefinition



A Few More Tips



Virtual Mentoring

- Work hard to give mentee a sense of yourself
- Frequency of contact is important, especially in the beginning
- Emails and texts supplement phone calls
- Provide thoughtful answers and give feedback
- Maintain copies of all email correspondence
- If you don't have time for a lengthy response, send a quick reply to indicate when you will be able to respond
- May be difficult to establish a stronger relationship if mentor/mentee have not met in person
- Miscommunication more likely to occur, especially if both individuals only have a virtual relationship with a frail commitment

Peer Mentoring and Networking



What do mentors need from mentees?

... what are the goals of the mentees that need to be accomplished?

...how the mentee would like to proceed (including mode of interaction and topics that may be “off-limits” during the mentoring experience)?

...how often and for how long should we meet?

What do mentees need from mentors?

... enhancing skills and abilities in certain areas such as public speaking, scientific writing, or setting priorities?

... understanding the best course of action relating to professional interests?

... help with work-life issues, life-partner issues, or adapting to unfamiliar cultures or geographies?

ACTION STEPS - 1

- Get to know your mentor so that you can mutually set goals to accomplish during the mentoring relationship.
- Set guidelines for how you would like to proceed (including mode of interaction and topics that may be “off-limits” during the mentoring experience).
- Mutually agree upon a regular meeting or contact schedule.

ACTION STEPS - 2

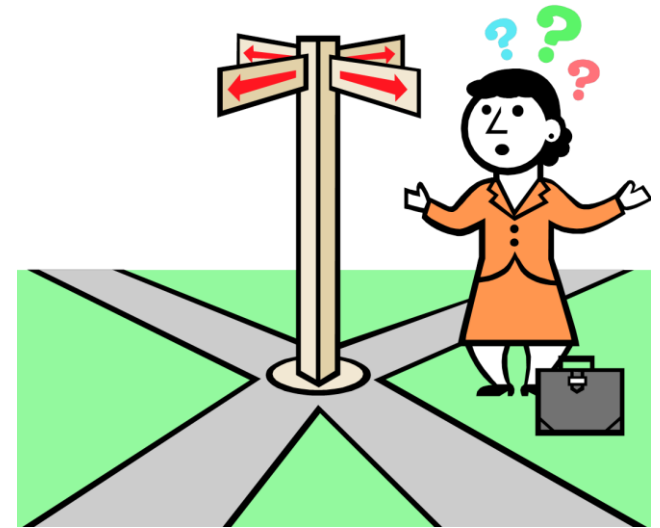
- Stick to agreed upon schedules.
- Give and receive positive feedback.
- Set goals and have a plan.
- Review goals, outcomes, and accomplishments on a consistent basis.
- Ask questions and be an excellent listener.
- Seek out new resources and opportunities.

A Few Final Words

When mentoring, it is easy to feel that the best way to help is to offer answers, suggestions, and recommendations.

Ensure two-way communication in the mentoring relationship

Use investigative, discovery and empowering questions



Thank You!



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Questions

