What is Mentoring?

A dynamic reciprocal relationship in a work environment between an advanced career incumbent (mentor) and a less experienced professional (protégé) aimed at promoting the development and fulfillment of both.

Healy CC. Educ Res 1990:19 17-21
“One thing I know, having good intentions & being intentional are not the same thing!”
Core Tenets for Mentees

• Communicating Effectively

• Clarifying Expectations

• Enhancing Self Efficacy

• Work Life Integration
Hi, Prof. Smith
I need some help with my project. Could we meet sometime in the next few days?
Thanks!

Prof. Smith,
I haven't heard from you. I could use some help with my project.

Prof. Smith?? HELP!!!!!!!

Never mind. I figured it out.

Great.
- Smith
Enhancing Communications

• Ineffective communication is at the root of many mentoring problems

• Important to recognize your own communication style and that of your mentor

• Recognize the need to adapt your style as needed to ensure most effective communications
Barriers to Effective Communication

• Assumptions

• Different personalities/communication styles

• Letting items linger too long without discussion

• Vague expectations

• Lack of mentee cultural capital

• Cultural differences in communication styles
Activity # 1

Communication Style Inventory
Enhancing Communications


Effective Communication Styles Scoring Grid

<table>
<thead>
<tr>
<th>X</th>
<th>Z</th>
<th>W</th>
<th>Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. disputes the issue</td>
<td>unruffled</td>
<td>focused</td>
<td>sociable</td>
</tr>
<tr>
<td>2. will take a chance</td>
<td>flexible</td>
<td>rational</td>
<td>sympathetic</td>
</tr>
<tr>
<td>3. spur-of-the-moment</td>
<td>prudent</td>
<td>composed</td>
<td>extraverted</td>
</tr>
<tr>
<td>4. directs others</td>
<td>asks</td>
<td>pensive</td>
<td>lively</td>
</tr>
<tr>
<td>5. decisive</td>
<td>ponders</td>
<td>diligent</td>
<td>gregarious</td>
</tr>
<tr>
<td>6. takes control</td>
<td>collaborates</td>
<td>independent</td>
<td>amicable</td>
</tr>
<tr>
<td>7. self-assured</td>
<td>noncommittal</td>
<td>orderly</td>
<td>demonstrative</td>
</tr>
<tr>
<td>8. convincing</td>
<td>open-minded</td>
<td>thorough</td>
<td>free-thinking</td>
</tr>
<tr>
<td>9. will fight for</td>
<td>will defend</td>
<td>effective</td>
<td>good-hearted</td>
</tr>
<tr>
<td>10. wants to win</td>
<td>hopeful</td>
<td>pragmatic</td>
<td>young-at-heart</td>
</tr>
<tr>
<td>11. eager</td>
<td>diplomatic</td>
<td>systematic</td>
<td>innovative</td>
</tr>
<tr>
<td>12. confident</td>
<td>accepting</td>
<td>pains taking</td>
<td>high-strung</td>
</tr>
<tr>
<td>13. dominant</td>
<td>mild</td>
<td>plans</td>
<td>talkative</td>
</tr>
<tr>
<td>14. insistent</td>
<td>sensible</td>
<td>exact</td>
<td>helpful</td>
</tr>
<tr>
<td>15. urgent</td>
<td>constant</td>
<td>conventional</td>
<td>good-natured</td>
</tr>
</tbody>
</table>

5 10 7 8
## Enhancing Communications

### THINKING/PLANNING

**ASK FOR:**
- data
- information
- facts

**FOCUSED ON:**
- process
- task
- goal
- doing things the right way

**UNDER STRESS:**
- avoid

**NEED/Like:**
- logical thinking
- rational approach
- documentation
- careful planning

### DOING/DIRECTING

**TELL ABOUT:**
- progress to goals
- actions required
- solutions to problems

**FOCUSED ON:**
- task
- goal
- winning/being successful
- making things happen

**UNDER STRESS:**
- become autocratic and tell

**NEED/Like:**
- options
- directness
- flexibility
- conciseness

### SUPPORTING/COLLABORATING

**ASK FOR:**
- information re: others’ skills/interests
- input
- feedback

**FOCUSED ON:**
- people
- relationships
- collaborations
- how situations “feel”

**UNDER STRESS:**
- acquiesce or yield

**NEED/Like:**
- friendliness
- participation
- inclusion
- involvement

### VISIONING/CREATING

**TELL:**
- visions
- ideas
- stories, analogies

**FOCUSED ON:**
- big picture
- models/theories/concepts
- bringing visions into reality

**UNDER STRESS:**
- blame others

**NEED/Like:**
- to understand how the details
- fit their picture
- innovation and creativity
- others to handle the details

- Likely validating
- Wary in different environments (home vs. work)
- Meant to raise awareness of your “go to” style
- Provides language to discuss challenges
Effective Communication

• Establish preferred style of communication

• Determine preferred method for communication

• Track and share progress toward goals

• Prepare for each meeting
  – State at the start what you want to get out of it
  – Let your mentor know what you need
Mentor/Mentee Expectation Alignment
Key to a Successful Mentoring Relationship
How do you know when you don’t have alignment?

• Mentor does not respond to emails / does not find the time to meet
• Mentee does not follow through on deadlines
• Mentor does most of the talking and direction-setting during mentoring meetings
• Mentee or mentor dreads mentoring meetings
• Mentor or mentee avoid each other
• Mismatch of mentor and mentee expectations.
Generational Differences in Mentoring

Climbing “ladder of success.”

Gen X, Millennials . . Taking their own route up.

Perelman School of Medicine
University of Pennsylvania
ITMAT
Articulating Expectations

• What am I looking for from my mentor relationship(s)?

• What do I expect from my mentors and what do they expect from me?

• How do my mentors know what I am expecting?

• Have we explicitly discussed these questions? If not, why?
Activity # 2

Alignment of Expectations
Approaches to alignment of expectations – How?

• Regular meeting schedules

• Agenda setting by Mentee

• Establishing anticipated milestones and deliverables

• Consider Value of a compacts

• Leverage the opportunity of using IDPs to establish expectations
Aligning Expectations – What?

- Topics to discuss during early conversations
  - Short and long-term goals
  - Areas of interest
  - Communications styles
  - Meeting schedules
  - Timeline and milestones
  - Identifying others involved
  - Professional networking
  - Work/life integration
  - Developing a career development plan
  - Additional education/training needed
Alignment Phased Checklist

____ 1. We have put accountabilities in place for both mentor and mentee.
____ 2. Our expectations are clear.
____ 3. Our goals are well-defined and clear.
____ 4. Each of our responsibilities is defined.
____ 5. Our norms have been developed and agreed upon.
____ 6. We have decided how often we should meet.
____ 7. We are in agreement about how often we should connect and who should initiate the connection.
____ 8. We have articulated criteria for success.
____ 9. We have developed a workable strategy for dealing with obstacles to the relationship.
____ 10. Our work plan makes sense.
____ 11. Our operating assumptions about confidentiality are well-articulated.
____ 12. Our defined roles, responsibilities and ways of working together leave enough room for flexibility.
____ 13. We have discussed how and when the relationship will be brought to closure.
____ 14. We have developed a plan for assessing the effectiveness of the relationship.
____ 15. We have discussed what to do when things fall out of alignment.

Mentoring roles?

• What roles you expect your mentor to play?

• What role do you play in clarifying those roles?

• How do those roles change over time?
Components of Professional Development

- Writing skills
- Finding funding
- Writing or IRB protocols
- Drafting a grant budget
- Time management
- Research ethics
- Leadership skills
- Managing staff, role definition
- Socialization to local professional culture

- Career path exploration and guidance
- Work-life balance
- Public speaking
- Networking-social and professional
- Fostering informal mentoring relationships
Mentoring Roles

- COACH
- ADVISOR
- TEACHER
- GUIDE
- COUNSELOR
- SPONSOR
- ROLE MODEL
- ADVOCATE
- CONSULTANT
- MANAGER
Qualities of Outstanding Mentors

1) **Time** commitment to mentoring

2) **Expertise** in content, methods and communication skills

3) **Personal qualities**: enthusiasm, altruism, honesty, trustworthy, empathy, patience

4) **Support** personal/professional balance
It takes a village – The Mentoring Team

Mentee

Co-Mentor(s)
Career Mentor
Research Mentor

Advisors

Peer Mentors
Self-Efficacy: The Belief that You Can Do Something

- Social Cognitive Theory: Albert Bandura

  “The belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations.”

**Self-efficacy = Perceived confidence to succeed at a particular task or situation**
The Role Self-Efficacy Plays

**Strong sense of self-efficacy**
- View challenging problems as tasks to be mastered
- Develop deeper interest in their activities
- Form a stronger sense of commitment to their interest
- Recover quickly from setbacks and disappointment

**Weak sense of self-efficacy**
- Avoid challenging tasks
- Believe that difficult tasks and situations are beyond their capabilities
- Focus on personal failings and negative outcomes
- Quickly lose confidence in personal abilities
Approaches to Build Mentees Self-Efficacy

- **Mastery**: Remind them of past accomplishments

- **Vicarious**: Watch others to learn from their experiences

- **Social**: Give compliments and feedback about their progress

- **Emotional**: Set small, reasonable goals and acknowledge all successes, even the small ones
Efficacy-building Strategies

- Emotional or Physiological State
- Social Persuasion
- Vicarious Experience
- Mastery Experience
Not work/life “balance” but “integration”

Current Situation

- Work
- Family
- Self
- Community

Goal for the Future

- Work
- Family
- Community
- Self

www.totalleadership.org
The four-way assessment
Assess importance, focus, satisfaction and performance in each domain

<table>
<thead>
<tr>
<th></th>
<th>Importance</th>
<th>Focus</th>
<th>Satisfaction</th>
<th>Performance</th>
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</thead>
<tbody>
<tr>
<td><strong>Work / Career</strong></td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Home / Family</strong></td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Community / Society</strong></td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Self: Mind, Body, Spirit</strong></td>
<td>%</td>
<td>%</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td>100 %</td>
<td>100 %</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
</tbody>
</table>
The career “sweet spot”...

“One thing I know, having good intentions & being intentional are not the same thing!”
Summary: Be more intentional!

• Focus on role clarity

• Be more structured
  – Regular standing meetings
  – Standing agenda controlled by mentee
  – Use tools/ discussion guides