

# Mentoring

*“...those who are mentored consistently rise more quickly within a profession and their paths tend to be less problematic.<sup>1</sup>”*

# Learning Outcomes

- Distinguish teaching and mentoring opportunities to maximize performance as a servant leader
- Articulate the critical aspects of successful mentoring
- Assess mentoring performance relative to 10 criteria for effective mentoring
- Identify the top three **personal** mentoring skills that require the most development and use knowledge resources as well as mentors to develop these skills

# Teaching Versus Mentoring<sup>2</sup>

|   |   |
|---|---|
| Assimilation – absorption, incorporation          | Accommodation – adaptation, transformation              |
| Surface – changes WHAT known                      | Deep – Changed HOW known                                |
| Validated and facilitated by a legitimate teacher | Validated and facilitated by an authentic mentor        |
| Increases knowledge                               | Changes thinking, emotion, ego, values                  |
| Optimize rate of learning by minimizing error     | Optimize risk-taking through confirmation and challenge |

# Successful Mentoring...

- ...occurs when two or more individuals **willingly** form a *mutually respectful, trusting relationship* focused on **goals** that meet the needs and foster the potential of the mentee, while considering the needs of the mentor, and the context in which they both must function.<sup>1</sup>

# Ten Criteria for Effective Mentoring<sup>3</sup>

1. A trusting, respectful, confidential relationship.
2. A bounded but close relationship that is uncoerced (unlike friendship or parenting).
3. Limited timeline (6 – 12 months) to provide a graceful “out” for either party if needed.
4. Focused on specific growth goals of the mentee (not the organization).
5. Clearly defined outcomes.

# Ten Criteria for Effective Mentoring

6. Mentors serve as performance models thereby providing mentees with opportunities to observe and develop insights.
7. Ongoing assessment of mentee's performance *and of mentee's self-assessment*.
8. Increasing standards as skills increase.
9. Relationship ends when the goal is achieved.
10. Servant leadership with no extrinsic rewards for the mentor.

# Critical Mentoring Skills

- *Listening*
- *Identifying and accessing resources*
- Uncovering assumptions
- Assessment
  - Setting criteria
  - Assessing against criteria
- Identifying developmental needs
  - Decision-making
  - Ethical reasoning
- Challenging
  - Creating “safe” opportunities for failure
- Emotional Skill
  - Personal
  - Social

# Uncovering Assumptions

- Searching for biases
- Identifying preconceptions
- Airing undiscussables
- Admitting being puzzled by words and deeds
- Asking for reasons
- Asking for evidence
- Exploring logical consequences

# Assessment<sup>4</sup>

- Assessment
  - measuring and analyzing a performance or product to provide evidence-based feedback to improve future performances or products
- Evaluation
  - measuring the quality of a performance, or product against a set of standards to make a judgment or determination if, or to what level, the standards have been met

Mentoring Skills:

# The SII Approach to Assessment

- Strengths
- Areas for Improvement
- Insights

## Assessment: *Identifying Strengths*

- Linked to criteria
- Identifies:
  - ways in which performance was commendable
  - Specifically **WHAT** in the performance was commendable (evidence, examples)
  - **WHY** it is important
  - **HOW** to reproduce it

# Assessment: *Identifying Areas for Improvement*

- Linked to criteria
- Identifies:
  - WHAT can be changed to improve performance (evidence, examples)
  - ISSUES that may have caused the problems
    - HOW a successful change could be made

# Assessment: *Sharing Insights*

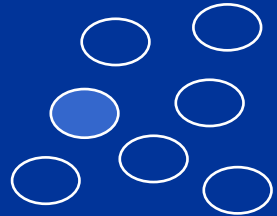
- Significant understanding about the area of performance under consideration
  - New insights (either to the assessor or assessee)
  - WHY it is significant
  - HOW the insight can be applied to other situations

# Identifying Developmental Needs

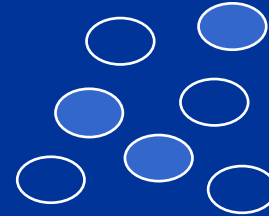
- Ego Development

| Phase              | Percent of Adult Population |
|--------------------|-----------------------------|
| 1 - Impulsive      | ~100                        |
| 2- Opportunistic   | ~100                        |
| 3- Conformist      | 93                          |
| 4- Individualistic | 20                          |
| 5 - Autonomous     | 2.5                         |

# Identifying Developmental Needs<sup>5</sup>

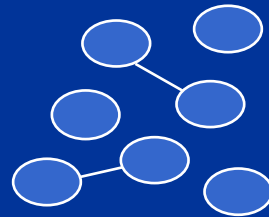


1 - Impulsive

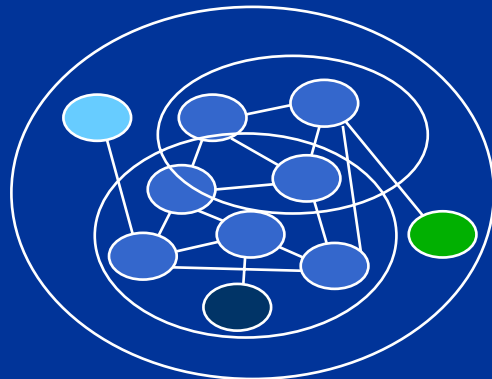


2 - Opportunistic

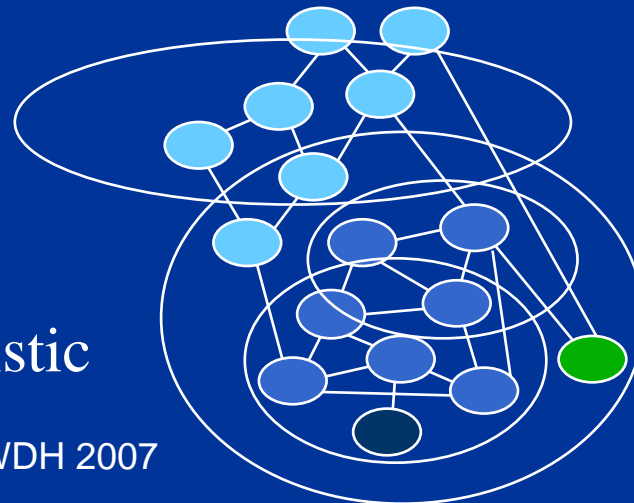
Decisions  
Based On:



3 - Conformist



4 - Individualistic



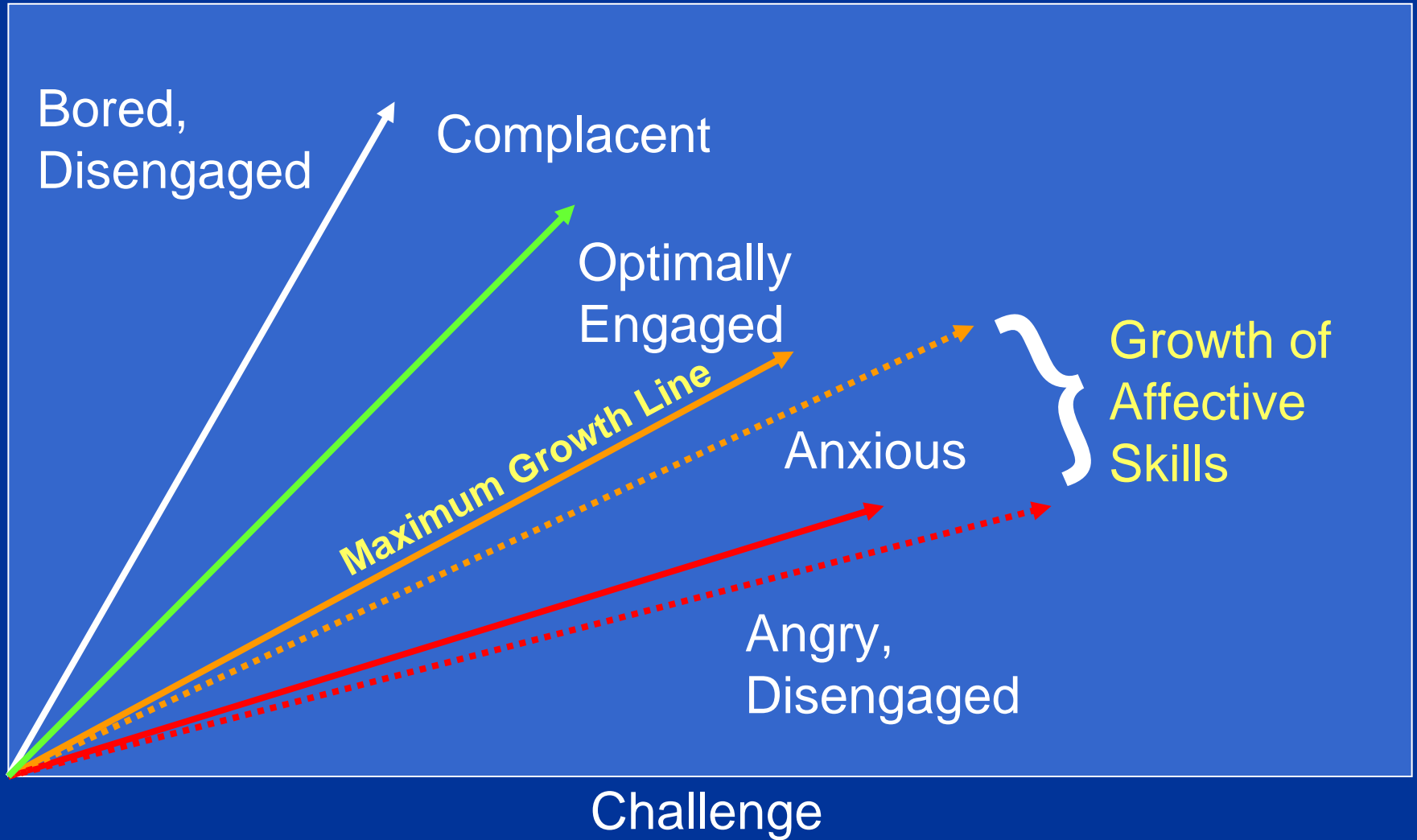
5 - Autonomous

# Identifying Developmental Needs

- Moral / Ethical reasoning - The Good:
  - 1 Satisfies my needs; gratifies my desires
  - 2 Serves my interests, has no negative consequences for me
  - 3 Absence of bad, promoting happiness of self and others in immediate environment
  - 4 Self-chosen interests and values, self-interest modified by social contract
  - 5 Consistent moral philosophy for an autonomous individual working according to universal moral principles

# Challenging<sup>6</sup>

Cognitive, Professional & Other Skills



# Emotional Competence<sup>7</sup>

- Personal Competence in the Affective Domain
  - Self-awareness through self-assessment
    - Cognitive, affective, psychomotor domains
  - Self-regulation
    - Self-control, trustworthiness, conscientiousness, adaptability, innovativeness
  - Self-motivation
    - Drive, commitment, initiative, optimism

# Emotional Intelligence<sup>7</sup>

- Social-Affective Competence
  - Social awareness
    - Empathy, service orientation, recognizing growth needs, leveraging diversity (including perspective taking, appreciating other value and meaning systems), political awareness
  - Social skills
    - Influence, communication, leadership, change catalysis, conflict management, building bonds, teaming

# Summary

- Distinction between teaching and mentoring:
  - quantitative versus qualitative
- Ten criteria for effective mentoring
  - Can be used to assess and continually improve mentoring performance
- Mentoring Skills:
  - listening, identifying and accessing resources, uncovering assumptions, assessment, identifying developmental needs, challenging, emotional competencies

# References

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3. Leise C. *Overview of Mentoring*. Faculty Guidebook, 3<sup>rd</sup> Edn. Pacific Crest, Lisle IL 2006.
4. Baehr M. *Distinctions between Assessment and Evaluation*. Faculty Guidebook, 3<sup>rd</sup> Edn. Pacific Crest, Lisle IL 2006.
5. Duncan-Hewitt W. *The Development of a Professional*. *AJPE* 2005; 69 (1) Article 6.
6. Morgan J. *The Accelerator Model*. Faculty Guidebook, 3<sup>rd</sup> Edn. Pacific Crest, Lisle IL 2006.
7. [http://www.eiconsortium.org/research/emotional\\_competence\\_framework.pdf](http://www.eiconsortium.org/research/emotional_competence_framework.pdf)