

Mentoring

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

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 Mentoring²

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.¹

Ten Criteria for Effective Mentoring³

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

Assessment⁴

- 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*

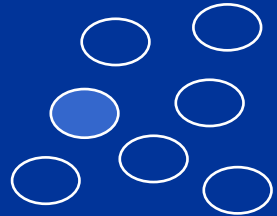
- Significant understanding about the area of performance under consideration
 - New insights (either to the assessor or assessee)
 - WHY it is significant
 - HOW the insight can be applied to other situations

Identifying Developmental Needs

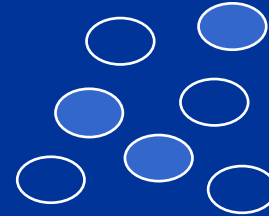
- Ego Development

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

Identifying Developmental Needs⁵

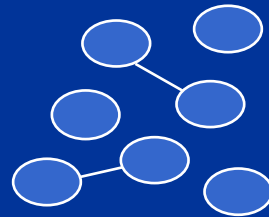


1 - Impulsive

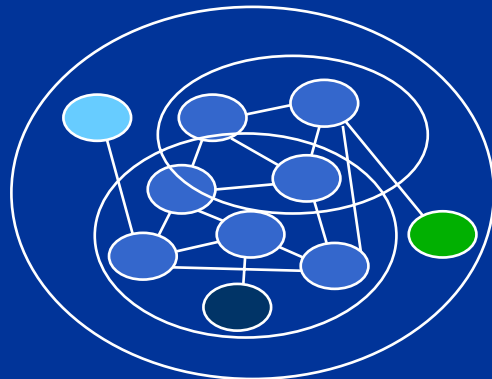


2 - Opportunistic

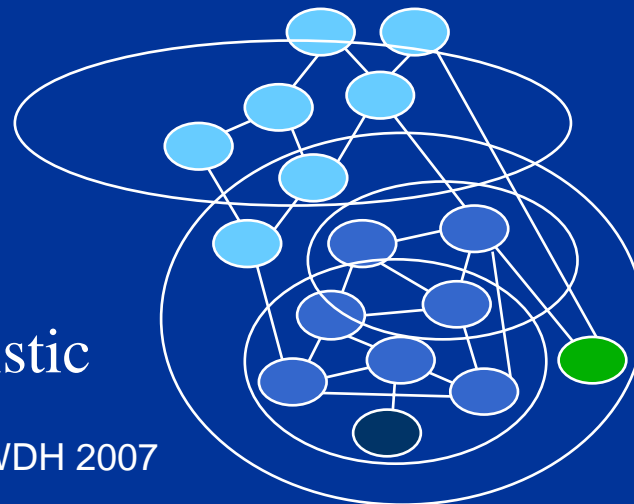
Decisions
Based On:



3 - Conformist



4 - Individualistic



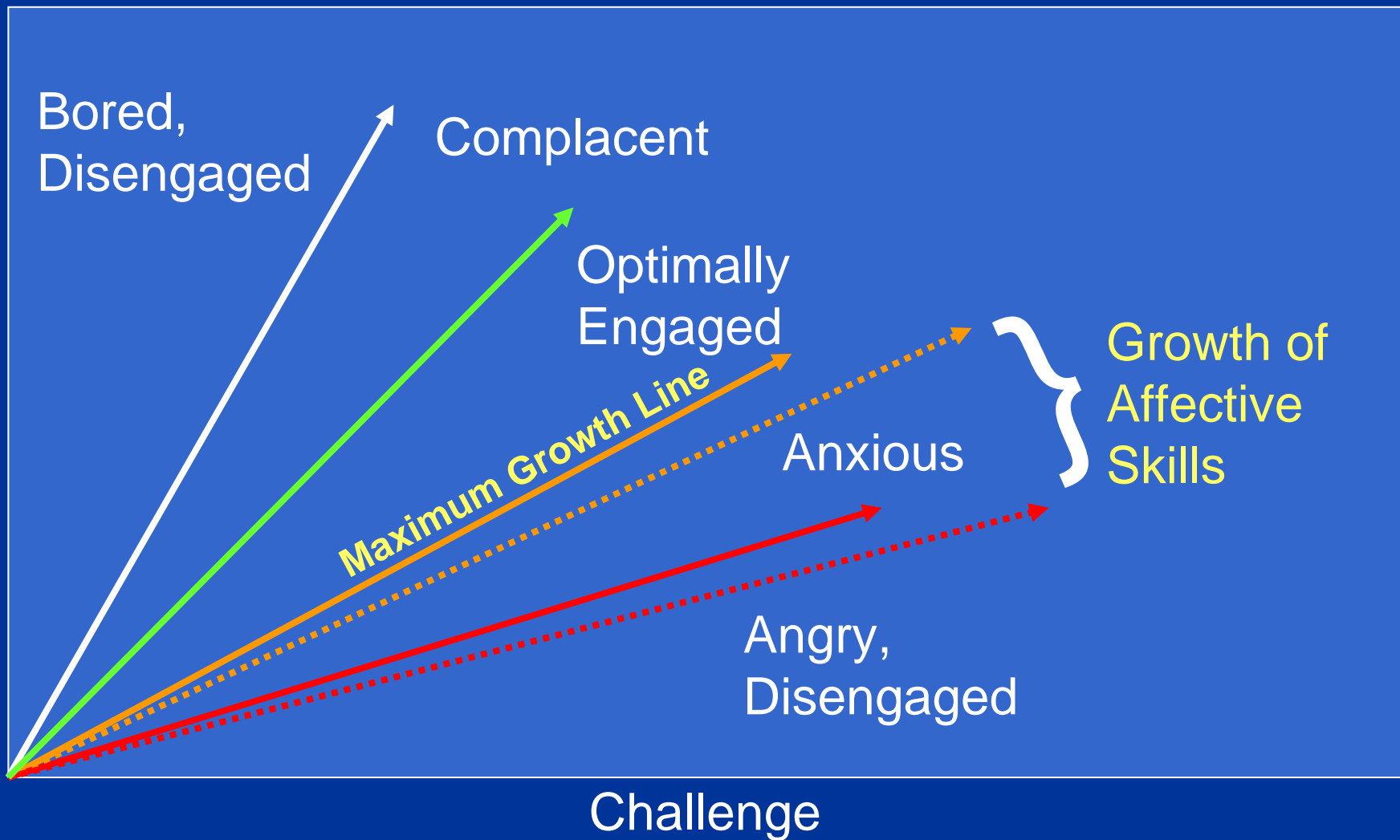
5 - Autonomous

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

Challenging⁶

Cognitive, Professional & Other Skills



Emotional Competence⁷

- 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 Intelligence⁷

- 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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4. Baehr M. *Distinctions between Assessment and Evaluation*. Faculty Guidebook, 3rd 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, 3rd Edn. Pacific Crest, Lisle IL 2006.
7. http://www.eiconsortium.org/research/emotional_competence_framework.pdf