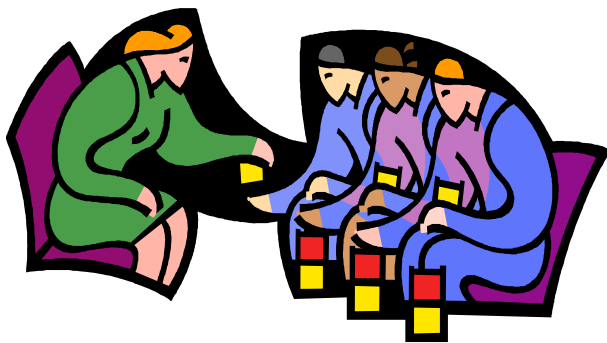


Mentoring: What? Who Do You Have to Be? Why?

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- I. The story of Mentor, from Homer's Odyssey.
- II. "A good mentor is like a fine premium wine that is sipped by the fire. Both are relished, hard to find, and even more difficult to describe." Christine Abrass, MD
- III. Group stories about mentoring: elicit themes
 - Roles/functions
 - Goals
 - Stereotypes
 - "Prince Charming"
 - Developmental pathway of the relationship
 - Proactive interactions
- IV. Characteristics of a good mentor
- V. Characteristics of a good mentee
- VI. How to find them
- VII. Outcomes
- VIII. Closing: the group's reflection on being a mentor and looking for mentoring opportunities, followed by any affirmations to the group.

Remember that we all need multiple mentors during our careers and that we can be mentors in different ways for different people. One person cannot be "all" as mentor or mentee. Our needs change over time.



Mentoring notes:

Mentoring: going above and beyond to help foster excellence.

Empowering links are not just beneficial accidents; their power springs from the giving nature of the mentor and the receptiveness of the mentee. (Shea)

Contributions of mentoring: knowledge, values, competence, character growth, understanding of how to get things done, moral development, empathy....

Mentoring by anyone at anytime...or structured relationships (2x2 grid of structure versus length of intervention; 2x2 grid of mentor resources versus mentee needs).

Identify our own potential mentoring styles: like to philosophize, discuss, and argue? Like to listen and make one thoughtful comment? Are you active, curious, interested in outcomes, open to variation, want to get things going? Can you pick up on subtle concerns and cues? Are you alert to little changes and reinforcing them? Can you read verbal and nonverbal signals? Can you invite someone to a life experience and link it to their life work?

Identify possible mentee needs: adapt to and manage change; foster positive self-image; expand resources or knowledge; enlarge personal vision....

Types of mentor assistance: listen; identify mentee's feelings; confront productively; provide helpful information; give permission; encourage exploration of options; shift context (what else could work here?).

Motivational interviewing: motivation research about four basic emotions - fear, anger, grief, joy. Mentors detect emotions and feelings (emotions+thoughts=disappointment, satisfaction, etc) and respond appropriately. Practice with mentee statements - identify the feelings, motivations, and likely actions springing from them.

Productive confrontation: "I"s. Identify, say I, Image reflection. (1) Identify the problem; use an "I statement" to (2) describe, with neutral affect, what I perceive the mentee to be planning, (3) state the possible negative effects of that plan, (4) comment on my feelings about the plan. Then reiterate or move to reflective listening.

Problems in mentoring: taking on what I don't have in me to give; criticizing; giving advice; rescuing.

Practice issues: What might I gain? What does my potential mentee expect? What's our agreement? Do we write it down? What's our time frame? Can we see shifting into a partnership relationship? What do we commit to honesty?

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Mentors...

- Set high expectations
- Offer challenging ideas
- Expect the mentee to problem-solve
- Build self-confidence
- Foster positive self-image
- Show optimism about problems: opportunities
- Model professional behavior
- Model clinical competence
- Share information about resources for learning
- Confront negative behaviors
- Confront negative attitudes
- Teach by example
- Tell stories
- Invite growth experiences
- Listen without judgment
- Offer guidance about the organization or profession
- Offer encouragement
- Aid self-awareness
- Support change
- Stand by their mentees
- Offer wise counsel but not advice or rescue
- Inspire to excellence
- Help above and beyond

Mentoring is NOT a training course or social chat. Mentoring focuses on the important needs of the mentee, just-in-time, and often is based on personal learning or insight. The essence of an effective mentoring relationship is manifest in the mentee's change and growth, and thus in the powerful leading role of the mentee. Both mentor and mentee learn, help, and are rewarded.

Change: mentoring support for professional growth and development

Remember that the reptilian brain defends you and finds change fearful.
Remember that the frontal cortex supports future vision and direction.

Reptilian brain: now, now, now, keep it the same, feed, fight, flight.



Frontal cortex: balance, enough, curiosity, consequences, planning, choice.



Supporting the frontal cortex with daily practice: context-shifting

Look to the horizon, the big picture, the chosen direction

Clearly envision the situation with the change

Reflect

Take time to absorb the vision

Adjust behavior: baby steps or all at once?

Reflect on the stress of change

Plan how to cope with the stress of change

Ponder the meaning

Internalize and own change

Prepare for backsliding and make it small and brief

Shift the view from today's problems to tomorrow's successes

DEFINITIONS

Mentor - a developmental, caring, sharing, helping relationship; investing time, know-how, and effort to enhance another's growth and skills; responding to critical needs in another's life in ways that prepare her for greater performance, productivity, or achievement; offering beneficial effects on the mentee

Mentee - being mentored; assessing, internalizing, and using the mentor's perspective and wisdom; learning to go beyond duty or obligation.

Helpful types of Mentor assistance

Shift the context: Help envision a positive future or outcome.

Listen: Be a sounding board for problems.

Identify feelings: Feelings motivate for success or set up failure.

Confront: Neutrally observe and discuss negative or self-defeating behaviors.

Provide appropriate information: Suggest helpful resources - trust the mentee.

Give permission: Empower self-confidence and counteract negative thinking.

Encourage exploration: Help the mentee consider other possibilities

**A MENTOR DOES NOT MEET ALL THE MENTEE'S NEEDS,
BUT OFFERS NUDGES AT IMPORTANT LIFE JUNCTURES.**

Motivational interviewing

Mentee statements	Feeling	Motivation	Likely action

Problems in mentoring

Negative psychological interactions that involve put-downs: why are they unhealthy for the relationship?

Criticizing

Nagging, exaggerating, globalizing, repeating, judging, complaining

Giving advice

Bossing, nit-picking, over-directing, bragging, presuming, interfering

Rescuing another adult from self-inflicted folly

Taking over, feeding into old patterns, disrespecting

Confrontation



Oh, no, not that!

I can't do that!

Forget it!

What is the gift of direct and productive confrontation?

When would I want to know about the spinach between my teeth or the TP on my shoe?

When do I need to know about my setting myself up?

My mentee deserves the same.

"I" messages - Authentic communication

Stop

Internally reflect and calm

Repeat the negative phrase

OR

Describe the behavior

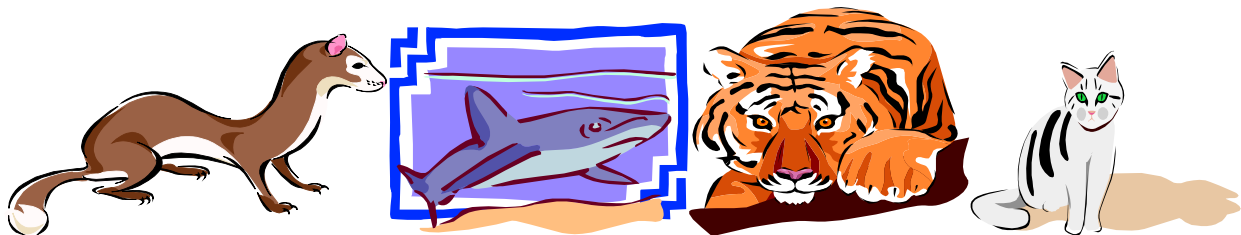
OR

Comment on your perceptions of mentee intentions

State the possible negative effects to the mentee or others

Acknowledge your own feelings about the mentee's behavior or plan

Examples and practice: ethnic slur, avoidance, aggressiveness, burnout



Mentees ...

- Are willing and able to share their needs
- Are willing to know themselves better
- Articulate their needs clearly
- Feel comfortable with their mentors
- Ask productive questions
- Develop active listening skills
- Work to resolve differences
- Consider win-win approaches
- Trust: build and preserve trust
- Open up
- Take risks
- Stay flexible
- Choose to develop and change themselves
- Think of partnership
- Proactively identify potential problems
- Avoid sullyng the relationship by expecting "special favors"
- Develop an ongoing plan for reaching objectives
- Participate
- Act purposefully
- Attend to their own approaches, to be pleasant and interesting, not burdensome
- Are active learners
- Focus on what they need to know and want to accomplish
- Look out for all opportunities to learn or turn adversity into growth
- Embrace new tasks and consider when to abandon old ones
- Expect life-long learning and growth, personal and professional

Trust-building behaviors	Trust-lessening behaviors
Encourage	Discourage, put-down
Help others	Remain aloof or uninvolved
Listen	Ignore
Share	Hide
Speak frankly and directly	Speak indirectly, vaguely, deviously
Be consistent	Be erratic or unpredictable
Cooperate	Compete, stress win-lose or zero-sum
Partner	Act superior
Accentuate the positive	Emphasize deficiencies
Act calm	Explode, overreact
Act spontaneously and authentically	Strategize, manipulate
Offer empathy	Act indifferent, cold
Be fair and accurate	Be judgmental, unfair
Get close while staying professional	Remain distant
Be freeing and permissive	Be controlling
Care	Act unconcerned
Be friendly, smile	Stand-off, be uninvolved
Accept and tolerate, mostly	Criticize, judge
Be transparent, open, above-board	Be covert, underhanded, sneaky
Open to new ideas and information	Close-minded, opinionated
Verbal-nonverbal congruency	Actions differ from words; mixed messages
Revolve conflicts	Threaten, punish, act vindictive
Empower and build people up	Cut others down, insult, ridicule
Treat people as individuals	Categorize, stereotype

