Mentoring: What? Who Do You Have to Be? Why?
August 2006 Balance Conference
Colleen Conry, MD and Martha Illige, MD
University of Colorado

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,
ger, 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?
MENTORING BIBLIOGRAPHY
Zachary, Lois Creating a Mentoring Culture: the Organization’s Guide 2005
Shea, Gordon Making the Most of Being Mentored 1999
Daloz, Laurent Mentor: Guiding the Journey of Adult Learners 1999
Johnson, W. Brad The Elements of Mentoring 2004
Tamazy, Robert et al The Heart of Mentoring 2003
Bower, Deborah et al Mentoring Guidebook for Academic Physicians 2nd Ed 1999
Huang, CA and J Lynch Mentoring: the Tao of Giving and Receiving 1995
McCabeley, Cynthia and Jennifer Martineau Reaching Your Developmental Goals: Ideas into Action Guidebooks 1998
Maxwell, John C 25 Ways to Win with People 2006
Cooper, Robert Getting Out of Your Own Way 2006
Ekman, Paul Emotions Revealed: Recognizing Faces and Feelings to Improve Communication and Emotional Life 2003
Horn, S Tongue Fu: How to Deflect, Disarm, and Defuse Any Verbal Conflict 1996
Mindell, P How to Say It for Women: Communicating with Confidence and Power Using the Language of Success 2001
Stone, D et al Difficult Conversations 1999
Cox, Jim et al Understanding Doctor’s Performance 2006
Malouf, Doug How to Teach Adults in a Fun and Exciting Way 1994
Steinbach, Robert Successful Lifelong Learning: Ten Tactics for Today and Tomorrow 2000
Buckingham, Marcus and Curt Coffman First, Break All the Rules 1999
Buckingham, Marcus and Donald Clifton Now, Discover Your Strengths 2001
Buckingham, Marcus The One Thing You Need to Know 2005
Bonet, Diana The Business of Listening 2001
Goleman, Daniel Emotional Intelligence 1995
Hathaway, Patti Giving and Receiving Feedback 1998
Babcock, Susan and Linda Elsver Women Don’t Ask: Negotiation and the Gender Divide 2004
Whyte, David The Heart Aroused: Poetry and the Preservation of the Soul of Corporate America 1994
Illingworth, Patricia Trusting Medicine: the Moral Costs of Managed Care 2005
Thomas, Paul Integrating Primary Health Care: Leading, Managing, Facilitating 2006
Schenke, Roger (ed) The Physician in Management 1980
Bateson, Mary Catherine Willing to Learn: Passages of Personal Discovery 2004
Davis, Dave et al The Continuing Professional Development of Physicians 2003
Sheff, Richard and Todd Sagin A Practical Guide to Preventing and Solving Disruptive Physician Behavior 2004
Palmer, Parker The Courage to Teach: Exploring the Inner Landscape of a Teacher’s Life 1998
Wear, Delese and Janet Bickel Educating for Professionalism: Creating a Culture of Humanism in Medical Education 2000
Kram, KE Mentoring at Work 1985


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

<table>
<thead>
<tr>
<th>Mentee statements</th>
<th>Feeling</th>
<th>Motivation</th>
<th>Likely action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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