



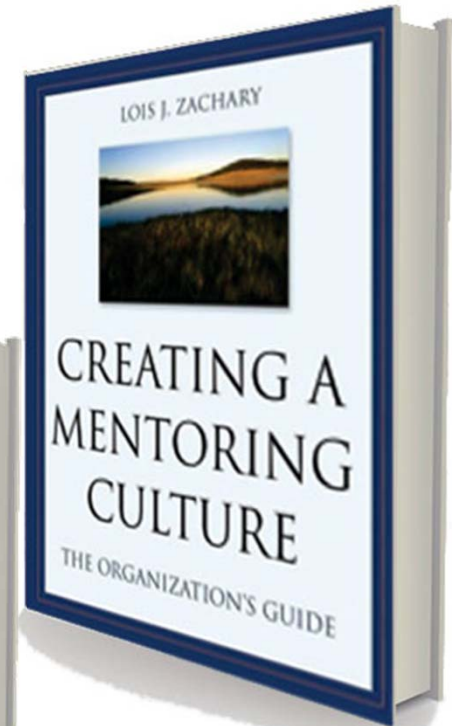
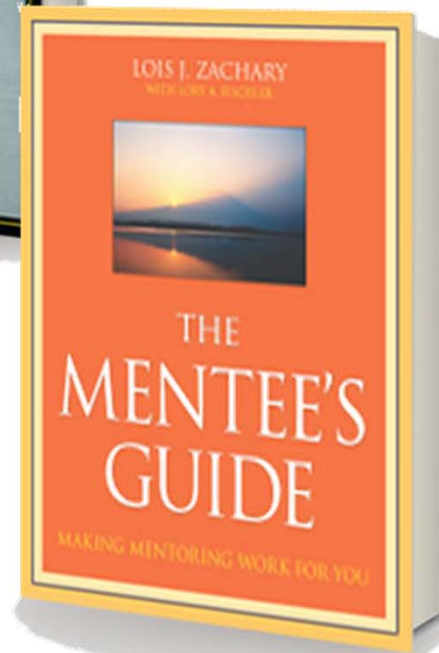
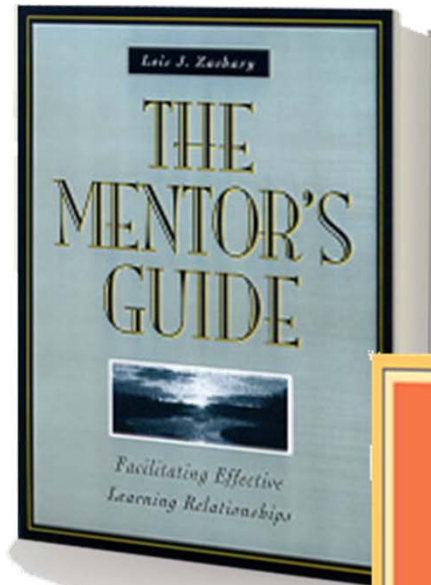
Mentoring: What You Need to Know and Do

A Web Conference with Dr. Lois Zachary

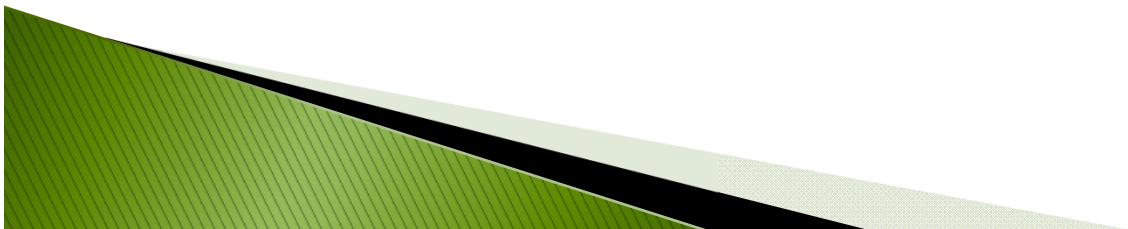
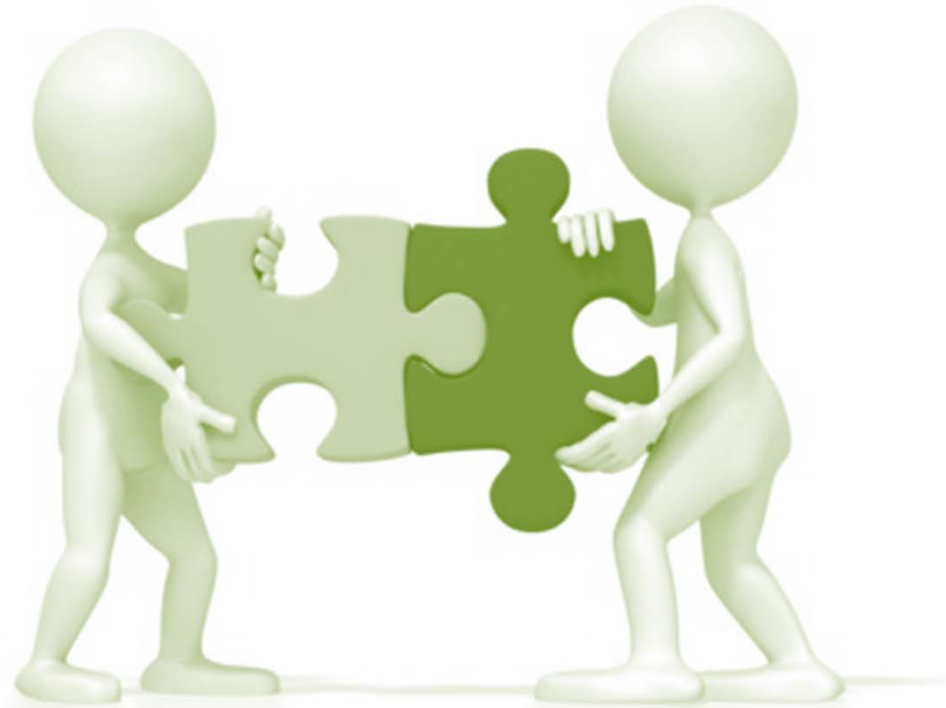
Dr. Lois J. Zachary

President,
Leadership
Development
Services, LLC

Director, Center for
Mentoring
Excellence



Webinar Goals & Process

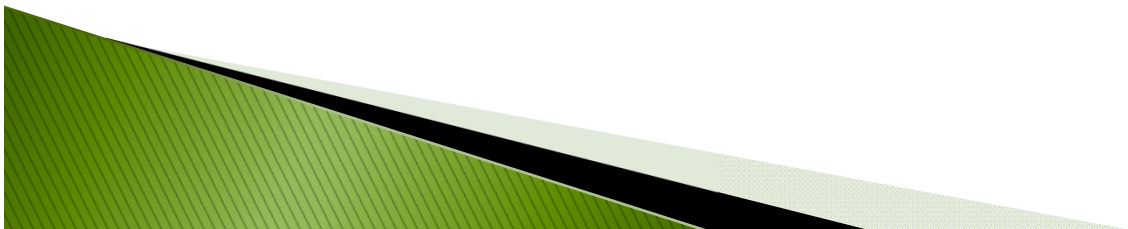


Before We Begin



Place Marker Slide – Polling Q's

- ▶ How much experience do have you as a mentor?
 - A lot, some, a little, none
- ▶ How would you rate your skill level as a mentor?
 - Very, somewhat, lacking, never been a mentor, does not apply
- ▶ Do you think you could get better?
 - Yes, No



Mentee Benefits

- ▶ A safety net
- ▶ An opportunity to test out ideas
- ▶ Candid feedback
- ▶ Less stress
- ▶ Quicker learning
- ▶ Increased self confidence
- ▶ Encouragement
- ▶ Help in navigating the organization
- ▶ More strategies for being productive
- ▶ Cultural knowledge

Mentor Benefits

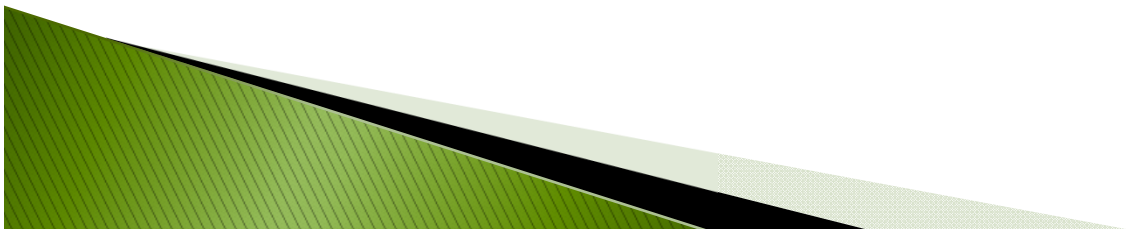
- ▶ Exposure to emerging talent
- ▶ Satisfaction from sharing knowledge and experience
- ▶ The joy of helping others grow and develop
- ▶ Expanded perspectives
- ▶ Opportunity to strengthen mentoring skills
- ▶ Reconnection to people at a different level
- ▶ Reaffirmation of approaches
- ▶ A meaningful relationship

College/Profession Benefits

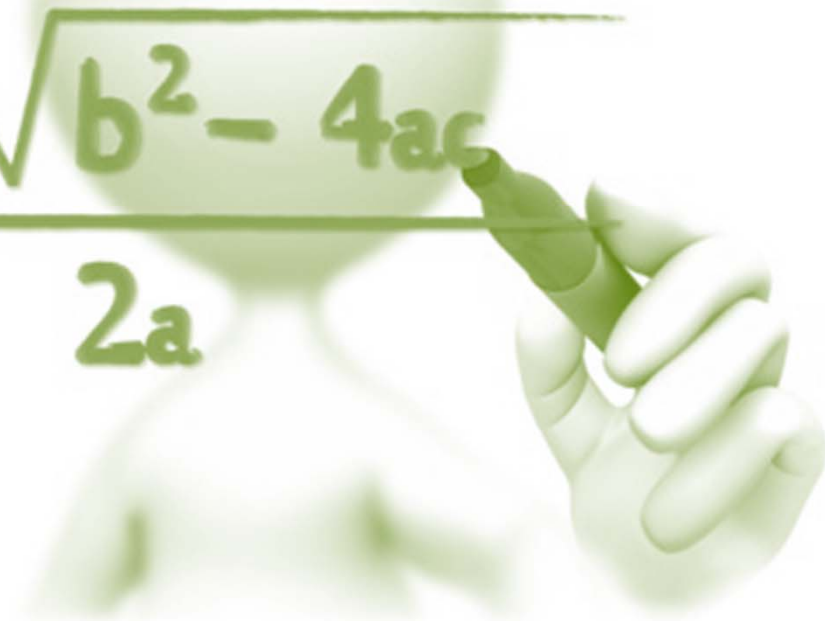
- ▶ Helps in the recruitment and retention of students
- ▶ Improves leadership and teaching skills
- ▶ Create a more connected learning community
- ▶ Supports diversity
- ▶ Improves technical knowledge
- ▶ Enhances career and leadership development
- ▶ Acclimates undergraduates and graduates to the college and the profession
- ▶ Leverages expertise and content knowledge
- ▶ Manages knowledge

What We Know

- ▶ Even under the best circumstances, most people are unprepared or underprepared for engaging in a mentoring relationship.
- ▶ If you prepare yourself for your role as a mentor you will have more satisfying and productive mentoring relationships.



What You Need to Know


$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Mentoring: What It Is

a reciprocal learning relationship in which mentor and mentee agree to a partnership where they work collaboratively toward achievement of mutually defined goals that will develop a mentee's skills, abilities, knowledge and/or thinking.



Place Marker/Shared Notes Pop Up

- ▶ FG Please click on the Shared Notes to respond to this question. It is located next to the word feedback on the menu. It is the little notepad icon.
- ▶ When you look at this definition which words or phrases speak to you ?

Learning is the purpose, process and product of mentoring.



Shifting the Paradigm

Mentee Role	From passive receiver to <u>active learner</u>
Mentor Role	From authority to <u>facilitator</u>
Learning Process	From mentor-directed to <u>self-directed</u> ; from face-to-face to <u>multiple and varied opportunities</u>
Focus	From knowledge transfer and acquisition to <u>critical reflection and application</u>

Understanding the Differences

Counseling	Coaching	Mentoring
<ul style="list-style-type: none">• Past• Uses intervention techniques• Focus on career issues and providing emotional support• Usually 1:1• Confidentiality a priority	<ul style="list-style-type: none">• Present• Contractual• Emerging field of practice• Focus on boosting performance• Tangibles• 1:1• Processes and procedures• Short-term• Coach-driven process	<ul style="list-style-type: none">• Future• Voluntary• Organic• Focus on development• Intangibles• Soft skills• Range of learning opportunities• Multiple forms• Self-directed



It is all about conversation!

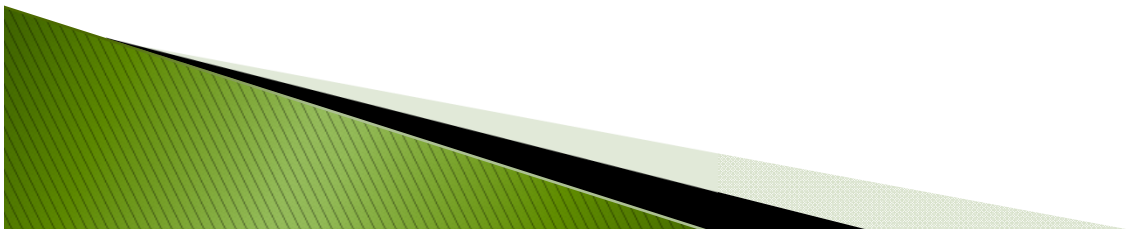
Think about the last time you had a really good conversation . .

- What contributed to making it effective?
- Why was it worthwhile?



Place marker – White Board or Chat responses

- ▶ What are the qualities of a good conversation?



Example: Conversation Accountability List

Qualities of a Good Conversation	Yes	No	To Do
Listening			
Trusting			
Two-way			
Open			
Dialogue			
Honest			
Safe			
Optimistic			
Engaging			
Reflective			
Active learning			
Balance talking and listening			

Seeking and Selecting a Mentor

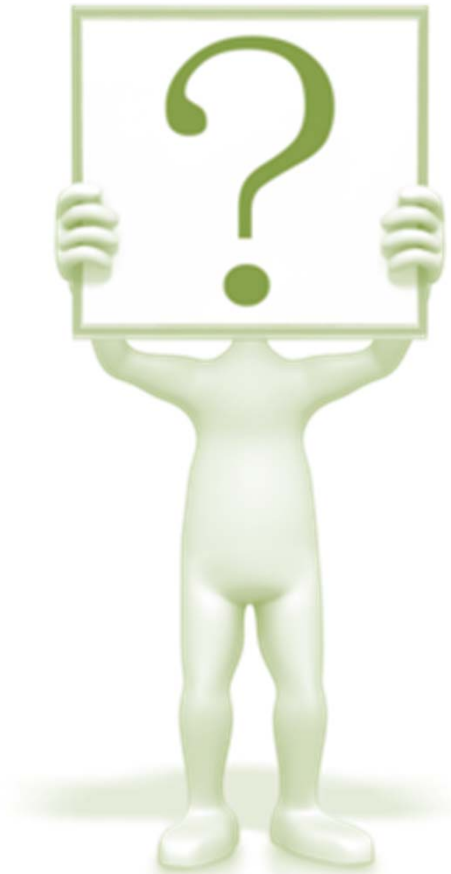


Are you ready?

- ▶ Are you motivated?
- ▶ Are you sincerely interested in learning?
- ▶ Do you have the time to commit to developing and maintaining a mentoring relationship?
- ▶ Are you prepared to work?
- ▶ Can you honestly share your vulnerabilities and challenges with a mentor?
- ▶ Are you open to asking for, receiving, accepting and acting upon feedback?
- ▶ Are you able to ask for what you need?
- ▶ Are you aware of how you learn best?

Which options are right for you?

- ▶ One-on-One
- ▶ Group Mentoring
- ▶ Mentoring Network
- ▶ Informal
- ▶ Formal



8 Steps You Can Follow



Finding Mentors: Networking Tips

1. Use your current network to reach out.
2. Don't assume you really know someone; ask questions.
3. Follow up with people you meet; they know people who know people.
4. Be likeable, enthusiastic and interesting.
5. Look for successful people to network who have achieved what you hope to achieve.
6. Stay in touch with the people you meet.

Popping the Question

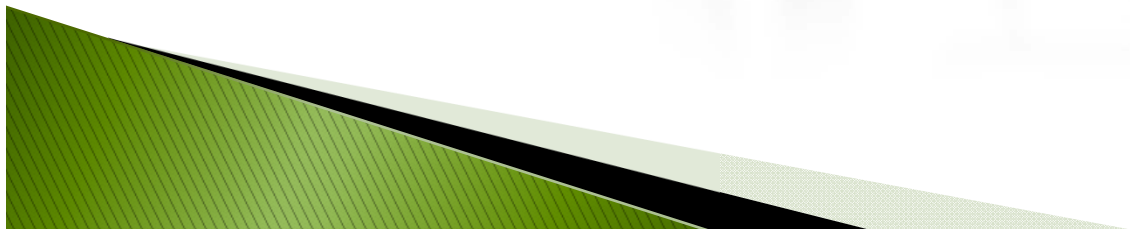
- ▶ Be specific about what you want to learn, why you want to learn it, and why you think this person is a good match for you.



Is it a match?

- ▶ Will this person challenge me to raise the bar for myself?
- ▶ Does this person listen well?
- ▶ Does this person have a sincere desire and willingness to mentor?
- ▶ Will this person encourage me as well as provide honest feedback?
- ▶ Does this person have the knowledge and expertise I need (learning fit)?
- ▶ Is this person a positive role-model?
- ▶ Will this person have sufficient time to mentor me?
- ▶ Is this person accessible enough (geographically or physically) for my needs?
- ▶ Are we compatible in temperament and personality?
- ▶ Will I feel comfortable learning and interacting with this person over an extended period of time?







You Need to Make Mentoring a Priority

Prepare the Relationship

Preparing:
Getting Ready

1. Take time getting to know each other
2. Share mentoring stories
3. Discuss mentee's learning goals
4. Determine relationship needs and expectations
5. Candidly share personal assumptions and limitations
6. Discuss learning and communication styles

Check Out Your Assumptions

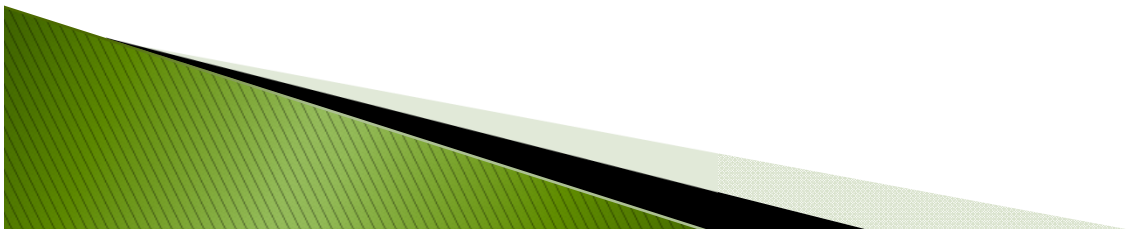
Mentee
Assumptions

Mentor
Assumptions



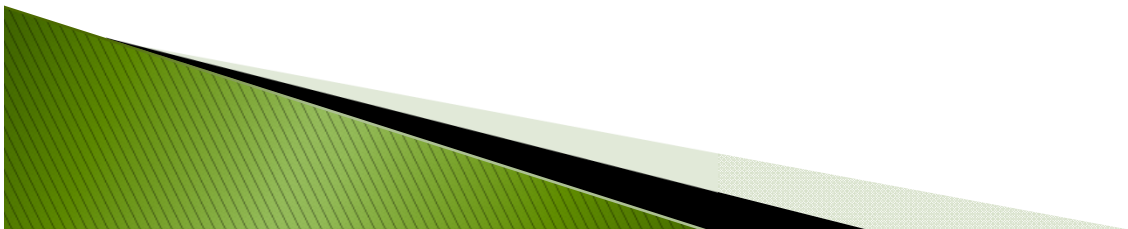
Place Marker Slide- Chat Response or White Board

- ▶ As a mentor, what assumptions do you hold about mentees?



Place Marker Slide – Chat Response or White Board

- ▶ What assumptions do you think your mentees might be making about you as a mentor?



Have a Learning Style Conversation

- ▶ How do you learn best? What are your learning style strengths? What are your learning style challenges?
- ▶ How does your mentoring partner learn best?
- ▶ Given your respective learning styles what challenges might you expect or have already experienced?
- ▶ How might you use learning style to improve your mentoring relationship?



Establish Agreements

**Negotiating:
Establishing
Agreements**

- ▶ Well-defined goals
- ▶ Success criteria and measurement
- ▶ Delineation of mutual responsibility
- ▶ Accountability assurances
- ▶ Protocols for addressing the stumbling blocks
- ▶ Consensual mentoring agreement
- ▶ A work plan for achieving learning goals

On the importance of well-defined goals...



“We were not really clear about the goals despite the fact that we had talked about it up front. We should have been more specific and concrete. Lack of it made our relationship a meandering process that was not as helpful as it could have been to each of us.”

Goal Conversation

- ▶ Starter Goals
- ▶ SMART Goals
- ▶ Sleeper Goals



Create SMART Goals

Specific • Measurable • Action-Oriented • Realistic • Timely

A SMART goal	A not-so-SMART goal
Represents a challenge or a stretch for the Mentee	Is just a quick fix or information acquisition
▪ Focuses on future development	▪ Focuses on maintaining the status quo
Is specific, concrete and clear	Is general and broad
▪ Seeks a quantitative and/or qualitative improvement that can be demonstrated or measured in some way	▪ Is hard to measure
Is directly linked to the question, “Why?” “Why is this goal important to your development and success?”	Focus only on the “how”
▪ Requires more than one strategy in order to achieve it	▪ Is the strategy

SMART? Not-so-SMART?

- ▶ I just don't feel like I am getting anything done or doing anything well. Between studying, spending enough time with my family and tending to my sick mother, I don't have any time for me. I am really feeling overwhelmed and now with the clinical experience it's just plain exhausting. I can hardly pull myself out of bed in the morning. It's not that classes are boring but there is so much I don't get. The other students seem to grasp it much more easily. I know part of it is my fault I don't speak up when I know I should.

Have an Accountability Conversation

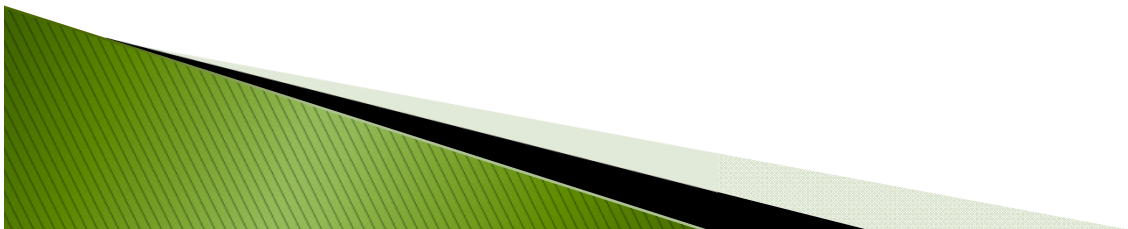
- ▶ Ground Rules
- ▶ Confidentiality
- ▶ Boundaries
- ▶ Hot Buttons

**Negotiating:
Establishing
Agreements**



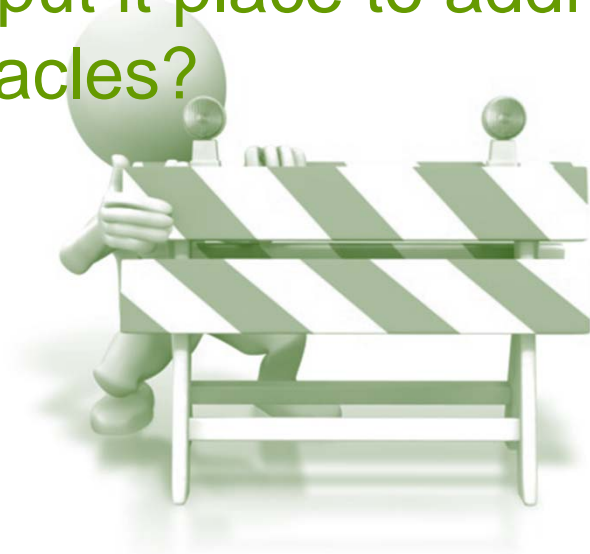
Place Marker - Four Pods

- ▶ Ground Rules
- ▶ Confidentiality
- ▶ Boundaries
- ▶ Hot Buttons



Talk About The “What Ifs”

- ▶ What are some of the “what ifs”?
- ▶ What processes can you put in place to prevent them from becoming stumbling blocks?
- ▶ What processes can you put it place to address them if they become obstacles?

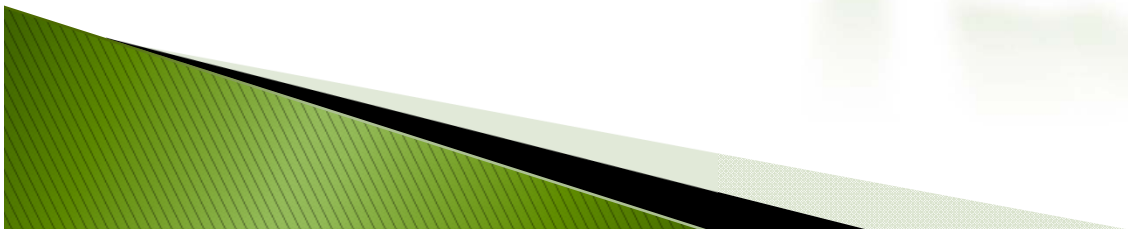


Place Marker Slide

Discussion Pod

- ▶ A lesson I learned today is
- ▶ I will apply what I learned today by
- ▶ I am still unsure about
- ▶ For me the most challenging thing will be
- ▶ I am beginning to wonder
- ▶ Thoughts and comments





Coming Attractions



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