

Finding and Becoming an Effective Mentor

TELNET Course 2502 June 16, 2009 10-11:30 am EDT



Presented By

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About Your Facilitator
Harry E. Chambers

Author of:

The Bad Attitude Survival Guide: Essential Tools for Managers. Reading, MA: Addison Wesley Longman, 1998. A guide for conquering negativity, improving performance and enhancing productivity.

Effective Communication Skills for Scientific and Technical Professionals. Cambridge, MA: Perseus Books, 2000.

Finding, Hiring and Keeping Peak Performers. Cambridge, MA: Perseus Books, 2001.

Getting Promoted: Real Strategies for Advancing Your Career. Reading, MA: Perseus Books, 1999.

My Way or the Highway: The Micromanagement Survival Guide. San Francisco, CA: Berrett-Koehler Publishers, Fall 2004.

No Fear Management: Rebuilding Trust, Performance and Commitment in the New American Workplace. Co-authored by Dr. Robert Craft. Delray Beach, FL: CRC/St. Lucie Press, 1998.

Harry brings 30+ years of practical organizational experience to his programs. His experience ranges from an hourly employee to executive officer in the sales, operations, training and administrative areas. He is President of Atlanta-based training/consulting companies, Trinity Solutions, Inc. and H.E. Chambers and Associates.

Harry has trained, facilitated and consulted with Bosie State University, the University of Minnesota, and he is affiliated with the Sam M. Walton Center for Management and Executive Development at the University of Arkansas. He has presented programs for healthcare and hospital associations across the country, including Georgia, Florida, Michigan, Connecticut and North Carolina, as well as the School of Nursing at Nicholls State University and the Georgia Baptist School of Nursing. He is a frequent presenter at Inc. Magazine's Leadership Development Conferences and his work has been featured on the web sites of CNN FN and Business Week Online. An award-winning author, his books have been translated into six foreign languages.

His articles, excerpts, and direct quotes appear in many publications and journals, including Executive Excellence, Success and Cosmopolitan magazines. He has been interviewed on **NBC's Today Show**, **ABC's Morning News** and **National Public Radio's Morning Edition**. He is a frequent guest on radio talk shows discussing "**Negativity in the Workplace**" and "**Dealing with Bad Attitudes**" along with a variety of management and leadership issues.

Education: B.S. Degree from Kent State University

Work History: Business Owner, Sales, Administrative and Operations Management, and Corporate Trainer for Business, Government, Healthcare and Non-Profit Agencies

Satisfied clients include:

Eli Lilly Pharmaceuticals

Centers for Disease Control & Prevention

Michigan Health & Hospital Assn.

John Hopkins Medical Center

and many more ...

Make-A-Wish Foundation

Alcon Laboratories

Zimmer

Teva Pharmaceuticals

Selecting an Effective Mentor

Successful Mentors Offer the Following:

- ◆ Humility
(Promoting a partner relationship rather than a parenting relationship)

- ◆ Emotional safety
(Creating a low risk, non-threatening environment)

- ◆ Generous advice
(Without creating resistance)

- ◆ Feedback
(Tactfully, without provoking defensiveness and resentment)

- ◆ Insuring support
(Guiding the mentoree with the backing and assistance of others)

- ◆ Singularity of focus
(Helping mentorees to have a sense of direction, purpose and vision)

- ◆ Listening
(Encourages two-way communication)

- ◆ Probing questions
(Inviting mentorees to seek their own answers and solutions)

Effective Mentors Provide:

- ◆ Surrendering
(Surrendering to the mentoring process rather than controlling the process)

- ◆ Accepting
(Creating a safe haven for experimentation and risk taking)

- ◆ Gifting
(The gifts of advice, feedback, stories, support and focus)

- ◆ Extending
(Helping the mentoree become a self-directed learner)

- ◆ Increasing value
(The mentoree increases personal and organizational worth)

- ◆ Timing
(Providing opportunities for the mentoree to grow)

Ten Components of Effective Mentoring Partnerships

1. Awareness
2. Balance
3. Truth
4. Trust
5. Abundance
6. Passion
7. Courage
8. Credibility
9. Options/alternatives
10. Respect

Avoiding the Mentoring Traps

- ◆ Trying to help too much

- ◆ Re-creating self:
 - “I” know best
 - “I” can help you get ahead
 - Imposing “my” spin
 - That’s not how “I” would have done it
 - You need “me”

- ◆ Implied obligation

- ◆ Unified opposition/intercession

- ◆ Suffocating in follow-up/response

- ◆ Unqualified agreement

- ◆ Collective venting

Establishing Mentoring Rapport

- ◆ Leveling communication
- ◆ Gifting gestures
- ◆ Receptivity for feelings
- ◆ Reflective responses
- ◆ Negotiating limits
- ◆ Beginnings and endings
- ◆ Active listening agreements

THE TEST

Reprinted from *Managers as Mentors: Building Partnerships for Learning*
by Chip R. Bell (Berrett-Koehler Publishers, 2002)

The Mentor Scale on the following pages lists thirty-nine sentence stems, each with two possible endings. Keeping your work environment in mind, quickly review each item and circle the letter of the ending that best completes the sentence. Read each item carefully, but choose your response quickly. Instruments like this tend to be more accurate if you go with your immediate reaction rather than pondering your choice. Do not leave items blank. You will find some items in which neither choice is perfectly accurate. Select the one that seems better. After completing the inventory, proceed to the scoring form.

The Mentor Scale

1. People probably see me as	a. hard-nosed	b. a soft touch
2. Work days I like the most are	a. unpredictable	b. planned
3. When it comes to celebrations, most organizations need	a. fewer	b. more
4. When I evaluate people, my decisions are based on	a. justice	b. mercy
5. My approach to planning my personal activities is	a. easygoing	b. orderly
6. People generally see me as a person who is	a. formal	b. personable
7. When it comes to social situations, I tend to	a. hold back	b. jump in
8. I like to spend my leisure time in ways that are fairly	a. spontaneous	b. routine
9. I believe leaders should be more concerned about employee	a. rights	b. feelings
10. When I encounter people in need of help, I'm more likely to	a. avoid	b. pitch in
11. When I am in a group, I typically	a. follow	b. lead
12. Most people see me as	a. private	b. open
13. My friends know that I am	a. firm	b. gentle
14. If I were in a group of strangers, people would most likely remember me as a	a. listener	b. leader
15. When it comes to expressing my feelings, most people probably see me as	a. guarded	b. comfortable
16. When people I depend on make mistakes, I am typically	a. patient	b. impatient
17. When I eat out, I generally order food that	a. sounds unique	b. I know I like
18. In general, I prefer	a. the theater	b. a party
19. In a conflict, when anger is involved, my emotional fuse is usually	a. short	b. long

20. In an emergency situation, I would likely be	a. calm	b. anxious
21. I prefer to express myself to others in ways that are	a. indirect	b. direct
22. I am likely to be ruled by	a. logic	b. emotion
23. When in new and unfamiliar situations, I am usually	a. carefree	b. careful
24. In a festive social situation, I am usually	a. passive	b. active
25. When I am blamed for something I did not cause, my initial reaction is to	a. listen	b. defend
26. If I am in a situation in which I lose or am left disappointed, I get	a. sad	b. mad
27. If someone came to me in tears, I would probably feel	a. awkward	b. at home
28. Most people see me as	a. an optimist	b. a pessimist
29. People usually see me as	a. uncritical	b. critical
30. If people were given a forced choice, they would say I was	a. too quiet	b. too loud
31. At the end of a long party, I usually find myself	a. exhausted	b. energized
32. When I work on projects, I am best at getting them	a. started	b. completed
33. I believe people should approach their work with	a. dedication	b. inspiration
34. My social blunders typically leave me	a. embarrassed	b. amused
35. When my organization announces a major change, I get	a. excited	b. concerned
36. People are likely to see me as	a. firm	b. warm
37. After a tough day, I like to unwind	a. alone	b. with others
38. Change is most often your	a. friend	b. adversary
39. My work and social life	a. are separate	b. often overlap

THE SCORING FORM

Sociability

Using simple hatch marks, tally your As and Bs for the thirteen sociability items:

1, 4, 7, 10, 13, 16, 19

22, 25, 28, 31, 34, 37

As

Bs

Dominance

Do the same for the thirteen dominance items:

2, 5, 8, 11, 14, 17, 20,

23, 26, 29, 32, 35, 38

As

Bs

Openness

And for the thirteen openness items:

3, 6, 9, 12, 15, 18, 21,

24, 27, 30, 33, 36, 39

As

Bs

INTERPRETATION

The Mentor Scale is inspired by the FIRO-B[®], an excellent instrument developed by Will Schutz and distributed exclusively by Consulting Psychologists Press, Palo Alto, California (650)969-8901. The scale measures – at one point in time – a mentor’s need for sociability, dominance, and openness, all crucial components of an effective mentoring relationship. (Schutz’s FIRO-B[®] instrument labels these components “inclusion,” “control,” and “affection,” respectively.)

Sociability has to do with your preference for being with or apart from others. People with high column-A scores in sociability tend to be reserved loners; those with high column-B scores tend to be outgoing joiners. People with similar numbers of As and Bs are neither highly sociable nor highly reserved; they can be moderately sociable or moderately reserved, depending on the situation.

What does sociability have to do with mentoring? People who have high sociability scores will find the rapport-building and dialogue-leading dimensions of mentoring easier. They will have to work hard to avoid dominating discussions. Low sociability scores are found among people whose reserve may make them a bit unapproachable. These people will need to work harder at helping protégés open up and communicate.

Dominance is about your preference regarding being in charge. People with high column-A scores are comfortable having someone else do the leading, and often prefer it. People with high column-B scores tend to like being in control and often assert that need. Low dominance scores can also indicate a high need for independence. People with balanced scores are neither highly dominant nor highly submissive. They can control moderately or not at all, depending on the situation.

Dominance is a major issue in mentoring with a partnering philosophy. The dominance scorers are reluctant either to give up control or to share control of the relationship; they have to work hard to listen rather than talk. Low dominance scorers, on the other hand, may need to work to assume leadership of the relationship. They may take such a low-key, laissez-faire approach that the protégé feels insecure and without guidance.

Openness refers to how easily you trust others. High column-A scores are found among people who are cautious, guarded, and reluctant to show feelings. High column-B scores are typical of people with many close relationships, who are comfortable being vulnerable and tend to express their feelings easily. People with similar A and B scores are moderately open or moderately cautious, depending on the situation.

High openness scorers will find it easy to reveal themselves in a mentoring relationship. In fact, their challenge is to be candid and open enough to encourage the protégé to do likewise, while not being so aggressive as to overwhelm or intimidate the protégé. Low openness scorers, however, will need to work at overcoming their caution in order to take early emotional and interpersonal risks with the protégé; their instinctive guardedness can make the protégé feel that mistakes might have dire consequences.

Remember, the Mentor Scale gives you a reading at a moment in time, one that may change with the circumstances. Keep in mind also that the scale assesses only three aspects of your leadership personality. Don't generalize the results beyond their intent; too often, personality instruments are used to label or categorize people, to discount their individual uniqueness. Learn from the Mentor Scale – but avoid using the results as though they were holy writ.

The Fifteen Specific Effective Mentoring Behaviors

1. Credibility
 - ◆ Competence
 - ◆ Credentials
 - ◆ Correct conduct

2. Trust
 - ◆ Task
(Underscore precision and authority)
 - ◆ Personal
(Emphasis on empathy and consideration)

3. Neutralizing fear

4. Enhance self-esteem

5. Dynamic modeling

The Fifteen Specific Effective Mentoring Behaviors

6. Judgement-free communication

7. Rational affirmation and contention

8. Asking the right questions
 - ◆ Open-ended questions
 - ◆ Initiating
 - ◆ Clarifying

9. Effective dialogue
 - ◆ Awareness of non-verbals
 - ◆ Listen
 - ◆ Do not teach
 - ◆ Allow disagreement
 - ◆ Work as hard to learn from the mentoree as you hope they learn from you
 - ◆ Do not direct or pre-determine responses

10. Advice-giving permission

The Fifteen Specific Effective Mentoring Behaviors

11. Sharing personal “ungreat” moments

12. Structuring feedback
 - Step One: Shared identification (“I’m like you.”)
 - Step Two: Clarify the rationale
 - Step Three: Assertive, not aggressive
 - Step Four: Restatement for clarification

13. Addressing teachable moments

14. Nurturing the learning process

15. Addressing politics and increased visibility

Understanding What the Mentoree Needs

Need for Achievement

Need for Recognition

Need for Power

Need for Control

Need for Expression

Need for Validation

Recommended Resources

- Arredondo, Lani. *Communicating Effectively*. New York: McGraw Hill, 2000.
- Bell, Chip R. *Managers as Mentors: Building Partnerships for Learning*. San Francisco, CA: Berrett-Koehler Publishers, 2002.
- Bellman, Geoffrey M. *Getting Things Done When You Are Not In Charge*. New York: Fireside, 1992.
- Chambers, Harry E. *The Bad Attitude Survival Guide: Essential Tools for Managers*. Reading, MA: Addison Wesley Longman, 1998.
- Chambers, Harry E. *No Fear Management: Rebuilding Trust, Performance and Commitment in the New American Workplace*. Delray Beach, FL St. Lucie/CRC, 1998.
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- Chambers, Harry E. *My Way or the Highway: The Micromanagement Survival Guide*. To be released by Berrett-Koehler Publishers, Fall 2004.
- Cohen, Allan R. and David L. Bradford. *Influence Without Authority*. New York: John Wiley & Sons, Inc., 1989.
- Fletcher, Jerry and Kelle Olwyler. *Paradoxical Thinking: How to Profit from Your Contradictions*. San Francisco, CA: Berrett-Koehler Publishers, 1997.
- Knoke, David. *Changing Organizations: Business Networks in the New Political Economy*. Boulder, CO: Westview Press, 2001.
- Levine, Stewart. *The Book of Agreement: 10 Essential Elements for Getting the Results You Want*. San Francisco, CA: Berrett-Koehler Publishers, 2002.
- The Arbinger Institute. *Leadership and Self-Deception: Getting out of the Box*. San Francisco, CA: Berrett-Koehler Publishers, 2002.

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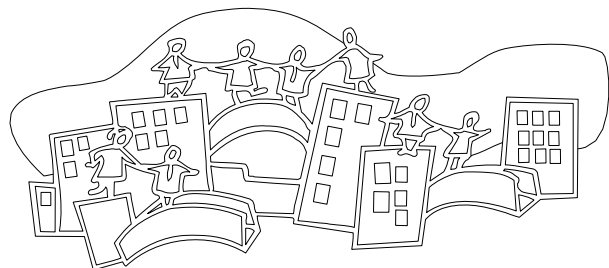
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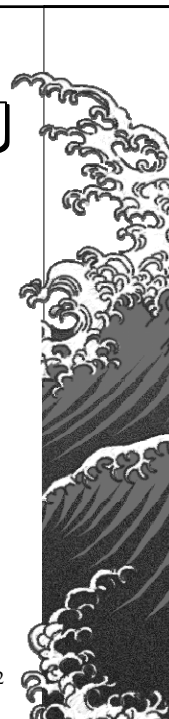
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**Finding and Becoming
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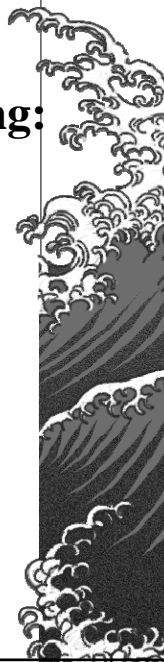


Selecting an Effective Mentor

Successful Mentors Offer the Following:

- ✓ **Humility**
- ✓ **Emotional safety**
- ✓ **Generous advice**
- ✓ **Feedback**

3

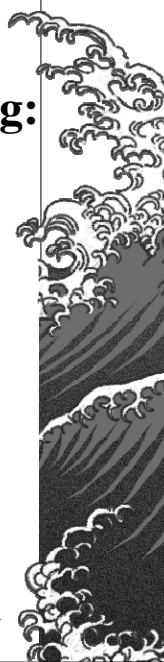


Selecting an Effective Mentor

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- ✓ **Singularity of focus**
- ✓ **Listening**
- ✓ **Probing questions**

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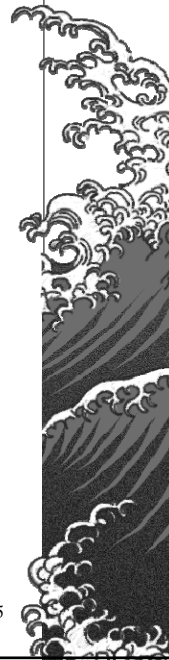
Successful Mentors Provide

✓ **Surrendering**

✓ **Accepting**

✓ **Gifting**

5



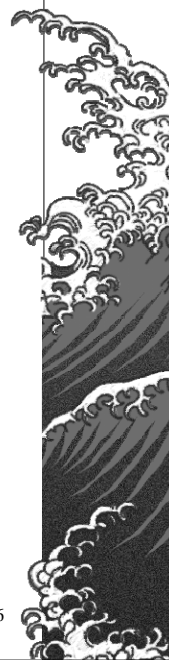
Successful Mentors Provide

✓ **Extending**

✓ **Increasing value**

✓ **Timing**

6



Ten Components of Effective Mentoring Partnerships

- 1. Awareness**
- 2. Balance**
- 3. Truth**
- 4. Trust**
- 5. Abundance**

7



Ten Components of Effective Mentoring Partnerships

- 6. Passion**
- 7. Courage**
- 8. Credibility**
- 9. Options/alternatives**
- 10. Respect**

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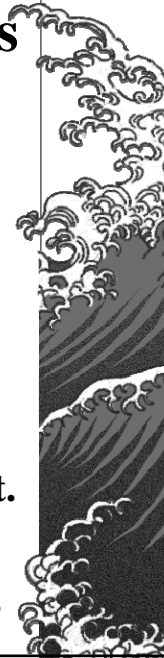
Avoiding the Mentoring Traps

Trying to help too much

Re-creating self:

- ✓ *“I”* know best.
- ✓ *“I”* can help you get ahead.
- ✓ Imposing *“my”* spin.
- ✓ That’s not how *“I”* would have done it.
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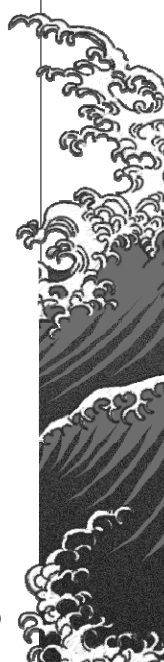
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Avoiding the Mentoring Traps

- ✓ Implied obligation
- ✓ Unified opposition/intercession
- ✓ Suffocating in follow-up/response
- ✓ Unqualified agreement
- ✓ Collective venting

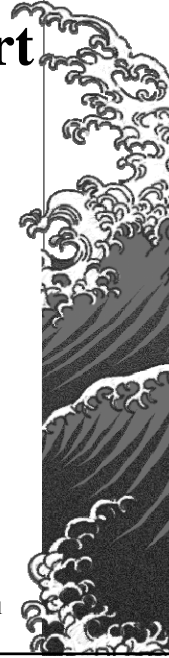
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Establishing Mentoring Rapport

- ✓ **Leveling communication**
- ✓ **Gifting gestures**
- ✓ **Receptivity for feelings**
- ✓ **Reflective responses**

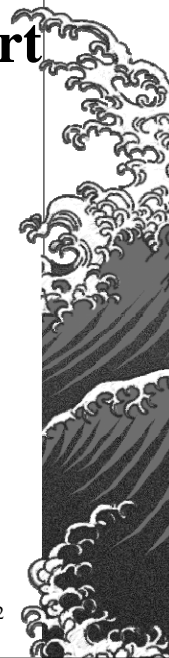
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Establishing Mentoring Rapport

- ✓ **Negotiating limits**
- ✓ **Beginnings and endings**
- ✓ **Active listening agreements**

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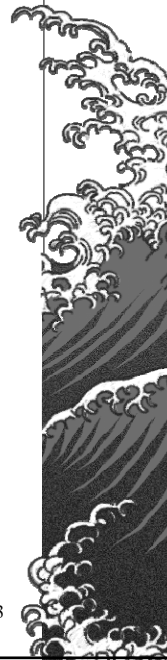


The Fifteen Specific Effective Mentoring Behaviors

1. Credibility

- ✓ Competence
- ✓ Credentials
- ✓ Correct conduct

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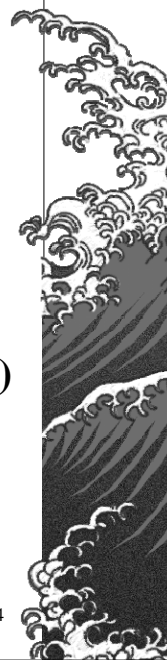


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2. Trust

- ✓ Task
(Underscore precision and authority)
- ✓ Personal
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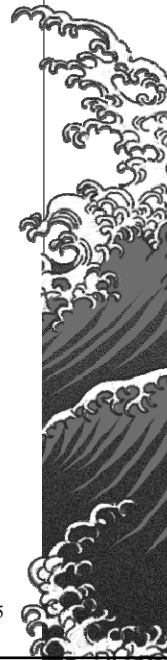
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The Fifteen Specific Effective Mentoring Behaviors

- 3. Neutralizing fear**
- 4. Enhance self-esteem**
- 5. Dynamic modeling**
- 6. Judgment-free communication**
- 7. Rational affirmation and contention**

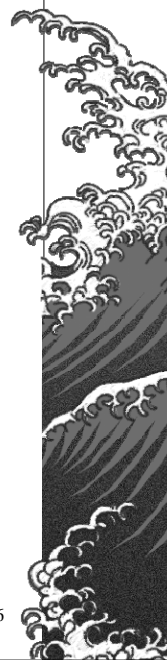
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The Fifteen Specific Effective Mentoring Behaviors

- 8. Asking the right questions**
 - ✓ **Open-ended questions**
 - ✓ **Initiating**
 - ✓ **Clarifying**

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The Fifteen Specific Effective Mentoring Behaviors

9. Effective dialogue

Awareness of non-verbals

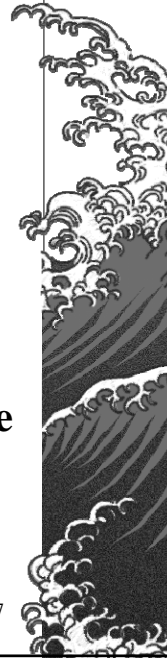
Listen Do not teach

Allow disagreement

**Work as hard to learn from the mentoree
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Do not direct or pre-determine responses

17

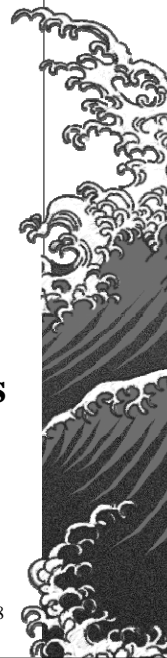


The Fifteen Specific Effective Mentoring Behaviors

10. Advice-giving permission

11. Sharing personal “ungreat” moments

18



The Fifteen Specific Effective Mentoring Behaviors

12. Structuring feedback

Step One: Shared identification (“I’m like you”)

Step Two: Clarify the rationale

Step Three: Assertive, not aggressive

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The Fifteen Specific Effective Mentoring Behaviors

13. Addressing teachable moments

14. Nurturing the learning process

15. Addressing politics and increased visibility

20

Understanding What the Mentoree Needs

The Need For:

Achievement

Recognition

Power

Control

Expression

Validation

