



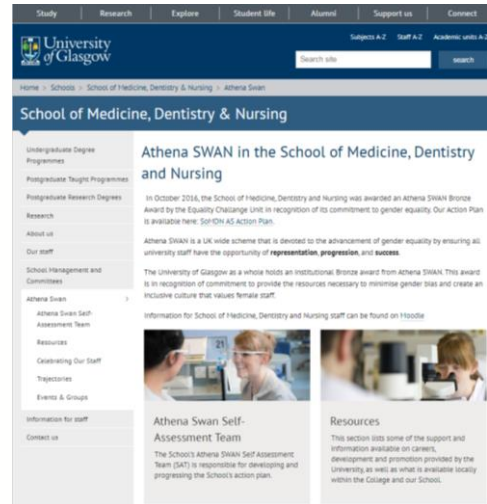
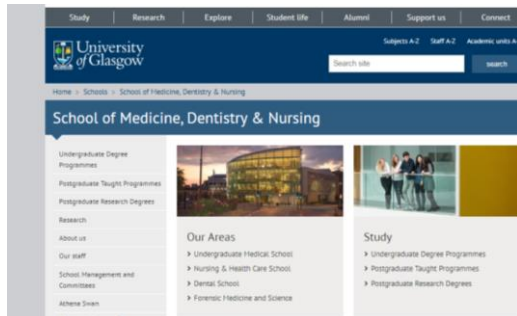
**SOMDN mentoring pilot  
scheme** Intro [Emilie Combet] and  
slides of training session [Marie-Therese-  
Kelly]

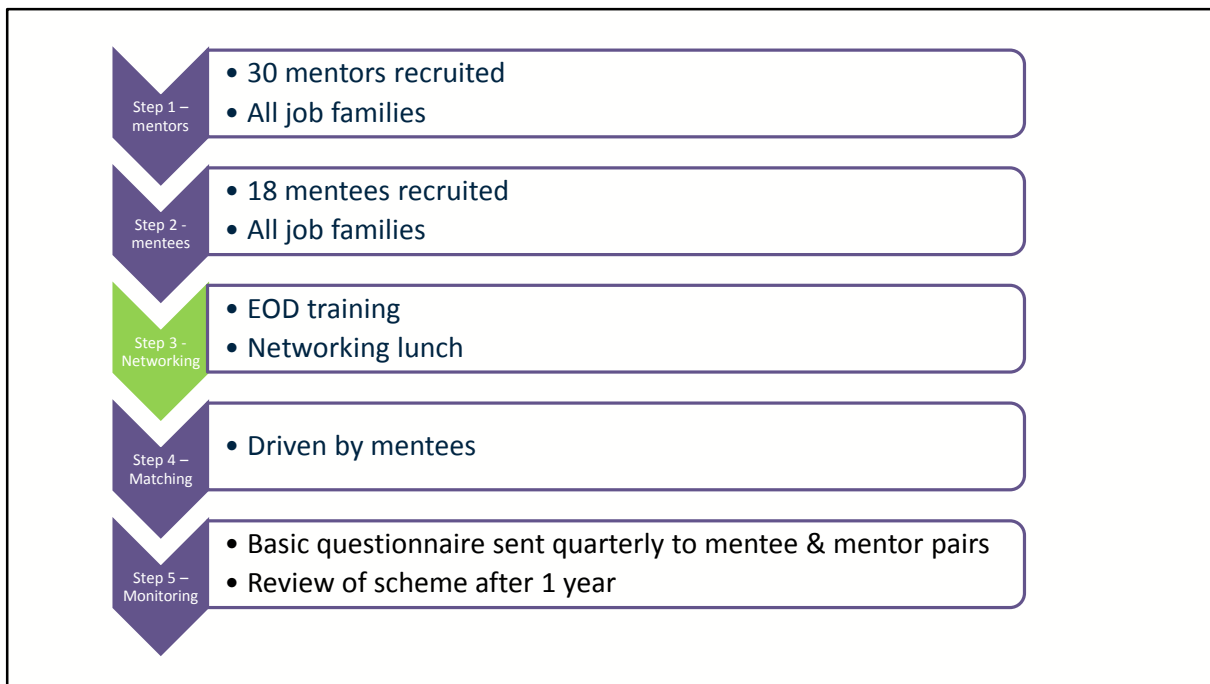
June 19th 2018

**WORLD  
CHANGING  
GLASGOW**

THE SUNDAY TIMES  
GOOD  
UNIVERSITY  
GUIDE  
2018  
SCOTTISH  
UNIVERSITY  
OF THE YEAR

# SOMDN Mentoring pilot scheme





#### **NEXT STEPS:**

- Not everyone is here at the launch meeting....
- Mentees drive the selection & matching process
- Mentees browse mentors profiles (kept on a secure servers)
- Mentees email [med-sch-mentoring@glasgow.ac.uk](mailto:med-sch-mentoring@glasgow.ac.uk) with top 3 choices
- Mentoring working group (WG) makes basic checks, including mentors availability
- Mentoring WG send an intro email
- Mentees “drive” the relationship and set the pace and expectations

Step	Date
Proposal for pilot scheme drafted	Week 2 – March 2018
Proposal reviewing by the working group & AS SAT chair	Week 3 – March 2018
Proposal passed on to HOS for review	Week 4 – March 2018
Mentor recruitment drive	Week 4 – April 2018
Mentee recruitment drive	Week 2 – May 2018
Networking session	Week 2 – June 2018
Pilot scheme evaluation	Quarterly – September, December, March, June
End of pilot scheme feedback session	September 2019

## Agenda

- Introductions & expectations
- What is mentoring?
- Mentoring Skills – listening
- Mentoring Skills – questioning
- Any questions or issues you wish to discuss

## What is Mentoring?

- Mentoring is a customarily planned pairing of a more skilled or experienced person (usually in the same field of work) with a less experienced person.
- It is a one-to-one learning intervention provided to enhance the skills, abilities, knowledge and behaviour of the mentee to enable them to reach their career aspirations and goals

A mentor is an individual with expertise who can develop the career of the mentee.

A mentor often has two primary functions; the career-related function establishes the mentor as a coach who provides advice to enhance the mentees professional performance & development.

The psychosocial function establishes the mentor as a role model & support system for the mentee. Both functions provide explicit and implicit lessons related to professional development as well as general work-life balance.

## Definition

“There are many views and definitions of the role of mentor, but all include verbs like:

support, guide, facilitate etc.

Important aspects are to do with listening, questioning and enabling, as distinct from telling, directing and restricting”

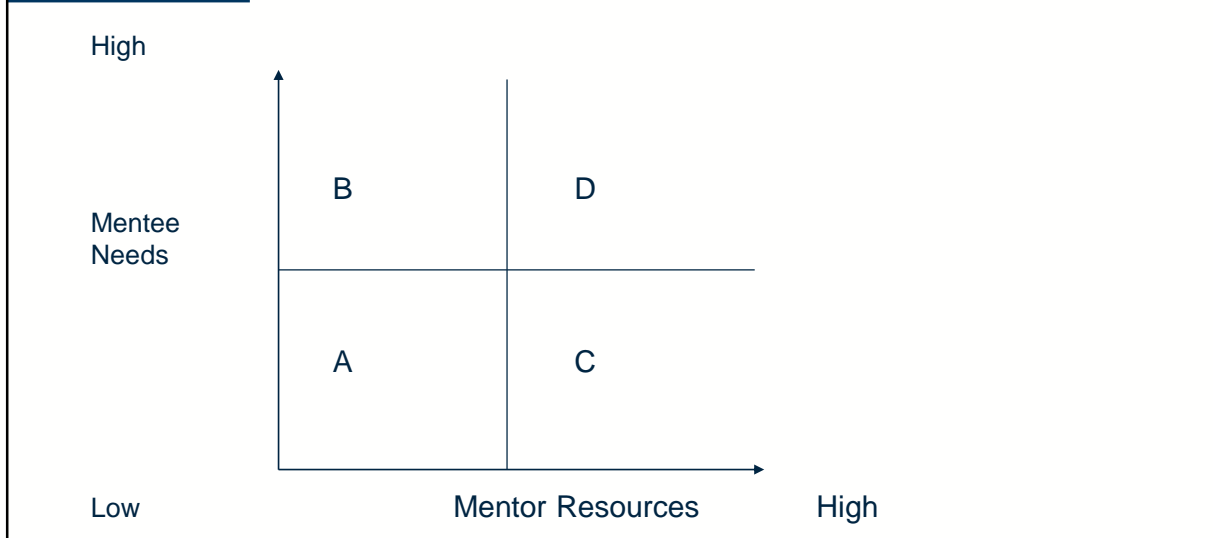
(Parsloe & Wray, 2000)

It is a relationship between equals in which one or more of those involved is enabled to: increase awareness, identify alternatives, initiate action ... to develop themselves  
Mentored individuals tend to be more satisfied and committed to their professions than non-mentored individuals.

Furthermore mentored individuals often earn higher performance evaluation, higher salaries and faster career progress than the non-mentored individuals.

Mentors can also benefit a successful mentoring relationship by deriving satisfaction for helping to develop the next generation of leaders, feeling invigorated in their own career development, learning how to use new technologies, or becoming more aware of ideas, methods or perspectives that are important to their field.

## Mentor resources / Mentee needs



A = Mentor resources high – mentee needs low – spontaneous or occasional. Very short term interventions may be adequate

B = Mentee’s needs High – Mentor resources low – (skills/time/etc) Not a good match – need to find a more appropriate mentor for mentee

C = mentors resources substantial – mentee’s needs are low – Occasional help may be all that is needed – mentor may have time & talent available for helping others

D = mentee needs high – mentors resources substantial – potential for intense & productive relationship



## The Stages of Mentoring

- Stage 1 Contemplation
- Stage 2 Initiation
- Stage 3 Growth & maintenance
- Stage 4 Decline & dissolution
- Stage 5 Redefinition

(Following Hay 1999)

1. During the 1st stage, contemplation, this is the time for planning and considering what the relationship looks like. often mentors receive more information and training at this stage. This can help them set realistic expectations. it is important to recognise that mentors/mentees may have the feelings of excitement or anxiety during the contemplation stage. Meeting your mentor or mentee can be compared to starting a new job or meeting family of a significant other for the 1<sup>st</sup> time. In both of these cases, you are embarking on a new experience and want to make a good impression. You are vulnerable and may be hopeful or concerned depending on past experiences. There will likely be some nervousness until the match is made and this stage ends.
2. At this stage, the individuals involved work hard to put forward the best version of themselves. They might avoid conflicts at all costs. They use their best manners avoid controversial topics and portray themselves in the best manner possible. Later during this phase both will start to experiment a little more, they are working to reduce their uncertainty about each other. They might begin to test the limits of the relationship, showing true colours to see if the person is willing to stick around. We tend to have certain boundaries
  - Introductions- begin to share information
  - Define goals- what they hope to gain from the relationship
  - Begin to set boundaries Share pet peeves

3. During this stage the relationship matures. They are no longer trying to impress each other, building a relationship based on trust and start to share a more vulnerable side. Support is sometimes needed as they start to navigate this stage.
  - The mentee should become more comfortable taking a lead in choosing activities. Gatherings will become more collaborative rather than mentor-led.
  - The relationship will become more comfortable. As the connection grows and trust is built, boundaries may change. Both the mentor & mentee might be more open to sharing personal information or talking about topics that are deeper than what they discussed early in the match.
  - Program staff will regularly with the mentor, mentee and parent. It is important matches are offered regular support – look out for red flags that signal potential problems.
  - Issues may arise within the relationship or the mentor may have concerns about the mentee, ongoing match support is available to mediate when difficulties arise.
  - Relationships develop at different rates. Some people trust more easily while others are far more cautious. There is no need to push to reach milestones quickly- in fact pushing can have the opposite effect.
  
4. Separation Kram describes this stage as being reached when there are big changes to the structure of the relationship This phase is inevitable given that the mentee will outgrow the relationship. Success will be realised when their learning objectives have been achieved and most of the learning has taken place. The mentee will be more self-confident and self-reliant. If this occurs timely it should be a source of satisfaction for both. If it occurs prematurely then feelings such as abandonment, anger or resentment may be experienced. Hostile feelings on either part will break down the original relationship. It is completed when both parties recognise that the relationship is no longer needed in its current form
  
5. Redefinition At this stage the relationship has now either come to a close or, or has changed in nature to a friendship of equals. The 'hierarchy' no longer exists This stage will only be reached after the dust has settled. Both will need to adjust to their new roles. If there have been any differences they will have been settled

## The Qualities of an Effective Mentor

- Ability & willingness to communicate what you know
- Being Organised
- Approachability, availability, and the ability to listen
- Honesty with diplomacy
- Inquisitiveness
- Objectivity & fairness
- Compassion & genuineness

Consider these seven key qualities that can help you become an effective mentor.

### **1. Ability and willingness to communicate what you know**

It goes without saying that as a mentor, you're regarded as an expert in your field or area of responsibility. But it's one thing to know what you're doing; it's entirely another to be able to clearly explain what you know--and to be willing to take the time to do it. Forget the jargon, the acronyms, and the buzzwords. Being clear when you communicate the lessons you've learned, or the strategies or guidance you're offering, is essential, as is your level of desire to communicate the intricate details in a way that makes sense and that your mentee can understand and learn from.

### **2. Preparedness**

Being a mentor means making an important, serious commitment to someone, so give your mentee--and the process--the respect he or she deserves. Show your faith in your mentee's abilities and in the process by preparing for each mentoring session. This isn't a stream-of-consciousness deal or a "go-ahead-and-pick-my-brain" process. Yes, it's important for your mentee to actively participate and even take the lead in these sessions. But you should ask your mentee what topics or subjects he or she wants to talk about beforehand, and once you know, you should outline the key points you want to focus on ahead of time, and have a plan ready for imparting your details in an effective and expedient way.

### **3. Approachability, availability, and the ability to listen**

Your mentee must feel comfortable approaching you for advice or consultation; however,

he or she must keep your availability and your schedule in mind. So, it's good policy to establish a set day and time for regular sessions or meetings. In this hurry-up-and-make-it-happen world, it's important to be prepared and make the most of the time you've got with your mentee. You owe that to him or her, to the process, and to yourself. And once these time parameters are established, you must keep your commitments wholeheartedly and be ready to listen well and with an open mind, along with providing counsel and advice.

#### **4. Honesty with diplomacy**

Any questions that aren't addressed can lead to concerns and problems, so you owe it to your mentee to be candid and straightforward with him or her. Dispense with formalities and really help facilitate an open, even lively dialogue--a give-and-take--and don't beat around the bush in offering your constructive feedback, good and bad. Say what you think your mentee *needs* to hear from you, not what you think he or she might *want* to hear. Be willing to debate and discuss in a tactful way. Provide useful, honest guidance while ensuring that your mentee takes the reins and makes his or her own decisions as to next steps or the best course of action.

#### **5. Inquisitiveness**

Being a mentor also means you should continue learning about what's going on in your industry or business, your school, your community, or the world at large. Remember: What worked a decade ago may not be optimal today, and what works today may not work as well one, two, five, or more years from now. So, continual learning is essential if you plan to continue to be an effective mentor. Always keep an alert eye on trends, topics, and developments that may impact you or your role, both now and in the future. And if your mentee asks you something you don't know the answer to, do yourself and your mentee a favor and follow up to find the answer.

#### **6. Objectivity and fairness**

Remember that a mentoring relationship differs from a friendship. Yes, you like your mentee and care about seeing him or her succeed, but that doesn't mean you have to socialize with your mentee or follow or friend him or her on social websites like Twitter and Facebook. LinkedIn, specifically designed for business networking, may be a more appropriate connection to establish with your mentee. Also, ensure that there's no hidden agenda or ulterior motives involved in this relationship. Outside of the mentor-mentee relationship, you don't owe your mentee any favours, and he or she doesn't owe you anything except his or her thanks. Equally, others who know you and your mentee don't owe either of you anything. You can be an advocate for your mentee while still retaining your objectivity and fairness and not unfairly influencing any process either of you may be involved in.

#### **7. Compassion and genuineness**

Just because you must maintain your objectivity and fairness doesn't mean you can't show your compassion. In fact, your mentoring relationship probably won't work if you don't show your interest and desire to provide one-on-one help and guidance. You must also be selfless about sharing what you know. Keeping your goal in mind--to remain worthy of someone's trust, model positive behaviour and successful performance, and offer guidance and advice toward reaching a specific goal--should be the compass that guides all your actions as a mentor.

## Useful Questions for Mentor

What is it that you really want to be and do?

What are you doing really well that is helping you get there?

What are you not doing well that is preventing you from getting there?

What will you do differently tomorrow to meet those challenges?

How can I help / where do you need the most help?

### **What Does Success Look Like To You?**

The beauty of this question,, is that it can be adapted for big-picture scenarios or specific situations

Asking what success looks like can refer to long-term goals and planning. However, when applied to a specific situation, it can help determine what the immediate priorities are for a project or situation.

### **What Is The Outcome You Want?**

Similar to the previous question about what success looks like, this question is effective for situations where there is more than one equally viable solution or course of action. When you start with the specific outcome you want, the best action to take becomes clearer. For example, if you're having a conflict with a team member, the best solution will be different if you want to try to repair the relationship versus if you think it's hopeless and just want to get away from that person.

"If your mentee is facing a really complicated situation, that is often the best question you can ask to help them lift their head up and start to look at the situation from an entirely new angle," she says.

### **What Do You Want To Be Different In Three To Five Years?**

Fain likes this question because it focuses the mentee on a long-term outcome while

focusing in on areas that may require growth or change. Since the business world changes at such a fast pace today, focusing on a shorter window—perhaps three years—still allows enough time for creative, aspirational thinking without the distraction of how different the workplace might be at that time. The answers may reveal how the mentee wants to grow, or fundamental changes they need to make in order to achieve their goals.

### **What Are The Obstacles You're Facing?**

Mentors can be invaluable in providing insight to overcome obstacles. However, mentees may be reluctant to share the challenges they are facing, or may not have really thought them through. Asking about them outright allows the mentor to explore the challenges with which the mentee is struggling, and also discuss the individual's strengths and weaknesses in addressing them.

"Most of us know where we are weaker and yet we haven't been able to address it. Identifying what the obstacles are is a really great place to start.

### **What Can You Control?**

This question because it shifts the focus from ruminating about factors that are beyond the mentee's control and onto what they can actually do about the situation. You might not be able to change an unfair corporate policy immediately, but you may be able to find short-term answers to help you deal with it while you work on longer-term solutions.

### **What Are The Options You've Come Up With?**

When faced with obstacles or challenges, expects your mentees to also have some idea of how they'll address them. Even if the mentee is struggling with what the right answers are, having at least a few ideas ensures that the individual has given the matter some thought and isn't just relying on her for answers.

"I facilitate a conversation where I allow them to discover the answer in a safe space, and they can walk away and own the solutions," she says. "I can fill in gaps or, depending on the person, I may trigger another thought [or] chain of thought."

**What will you do different tomorrow to meet those challenges?** Questions two and three help determine whether people are spending the right time on the right things. Progress cannot be measured just by hard work. Someone may have a great work ethic, but if he is not focused on the right priorities, then "you're making good time, but you're lost," as another one of my partners likes to say. People also have a tendency to practice and repeat what they are already good at doing. It is human nature to show off your best side and hide weaknesses. As a kid playing racquet sports, I remember being asked once why I kept practicing my forehand when my backhand sucked. Use this question to probe whether the person has the aptitude to change behavior. Will the person practice start

### **Tell Me More**

"We've all heard that saying, 'There are typically three versions of every story—your story, their story, and the truth,'. While not technically a question, this statement prompts the mentee for more detail about what led them to form their opinions or helped them reach a

conclusion. That can help reveal biases or blind spots that are affecting their judgment. With the benefit of some objectivity and another degree of separation from the situation, the mentor can help them expand their thinking and possibly find new ways of looking at a situation, she says.

## Useful Questions for Mentee

- Stories
- Situations
- Self Awareness
- Skill-Building

Was there a time you messed up and felt like you'd failed? How did you bounce back?

- How did you learn to embrace risk-taking?
- Tell me about a recent business setback. How did you recover?
- Think back to five years ago. Did you envision your career as it is today?
- Was there ever a role you applied for and landed, but weren't 100% qualified to do? How did you proceed?
- What do you wish you had known before taking your first management role?
- Which leadership skills were the most difficult to develop?
- Can you tell me about a time when you had a difficult boss? How did you handle the situation?
- What's the most important leadership lesson you've learned and how has it proven invaluable?
- How did you develop the skill of speaking so engagingly in front of groups?

### 2. Situations

Now that the conversation is flowing, get more granular in your requests and bring a specific situation to your mentor--one that you'd like help navigating. For example:

- I tried to delegate a task last week and it did not go well. Can we work through what to do differently next time?
- Who are the people I need to align with in this organization to achieve success?



- My boss said I need to be more strategic. What does that mean?
- How can I let my boss know that I don't need to be micromanaged?
- How can I stay connected to key influencers who do not work in same office or geographical area?
- When trying to gain buy-in to implement a new program, what tactics have worked for you?
- My performance review is coming up. What type of preparation do you most appreciate seeing from your employees?
- I have two very different career path options available to me. Can you weigh in to help me make a final decision?
- I'm considering a career transition. What are some other areas of the business that might be a good fit for me?
- I've heard that taking an international assignment could help my career trajectory. What are the pros and cons?

### **Self-Awareness**

One of the greatest gifts you can give yourself is the gift of self-awareness, meaning the ability to see yourself as others view you. That way, if you like how you're perceived, you can embrace it and take steps to strengthen that positive perception. If you don't like how you are currently perceived, you can take steps to shift that perception to a more positive one that supports, rather than undermines, your career and leadership goals.

After starting with the obvious question: "How do you think others perceive me?" become more specific, so your mentor can assist by "holding up the mirror" and providing detailed feedback on how your actions and communication are impacting the way others see you. Ask questions such as:

- How am I viewed? In other words, what's my personal brand in our organization?
- Where do you see my strengths?
- What do you see as some of my blind spots and how can I improve?
- How I am viewed by leadership?
- What do people say about me when I'm not in the room?
- Could you offer feedback on ways to improve my executive presence?
- Do I come across as strategic or tactical in my day-to-day communication?
- Am I viewed as high-maintenance when I send my boss weekly status updates?
- How could I have communicated my idea more clearly?
- When I presented at the last meeting, how did I do? Did my communication style support the message I intended to deliver?

### **4. Skill-Building**

Is there a skill you're currently working to enhance, such as project management, long-term strategic planning, delegating, or public speaking? Use questions like these to ask your mentor for advice and resources to help you polish that skill:

- How can I become a more assertive negotiator?
- Can we role-play asking for a raise and a promotion?
- How can I become better at managing people who do not report to me?

- Do you have any quick tips for re-energizing an overworked team?
- Can you recommend a book or resource for dealing with difficult conversations?
- What practices can you recommend for dealing with nervousness when speaking to groups?
- I have been asked to facilitate a team-building activity at a staff retreat. What are some keys to success?
- What's a good methodology or tool for project management and tracking team commitments?
- Do you have a template that you use for long-range visioning and strategic planning?
- What new skills do I need to move ahead?

With these four types of questions and their



## Questions

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