

Centering on Mentoring



A Training Program For
Mentors And Mentees

Mentorship

- ◆ A mentor is an individual with expertise who can help develop the career of a mentee. The mentor guides, trains, advises, and promotes the career development of the mentee.
- ◆ Two types of mentoring functions:
 - Career
 - Psychosocial

Mentoring Functions

- ◆ Career Functions: Help the mentee learn the ropes and prepare for career advancement.
 - Coaching
 - Challenging assignments
 - Exposure and visibility
 - Protection

Mentoring Functions

- ◆ Psychosocial Functions: Help the mentee develop a sense of competence and clarity of identity.
 - Role-Modeling
 - Acceptance and confirmation
 - Counseling
 - Friendship

Stages of Mentoring

- ◆ Initiation Stage
- ◆ Cultivation Stage
- ◆ Separation Stage
- ◆ Redefinition Stage

- Not all stages are beneficial to the mentor or to the mentee.

Advantages of Mentoring

- ◆ Advantages for the mentee:
 - Career advancement
 - Salary
 - Organizational/professional identification
- ◆ Advantages for the mentor:
 - Career enhancement
 - “Passing the torch to a new generation”
 - Learning from mentee – new technologies, new developments, important features of next generation

Disadvantages of Mentoring

- ◆ Disadvantages for the mentee:
 - Overdependence on the mentor
 - Micro-management from the mentor
 - Negative halo from mentor who fails
- ◆ Disadvantages for the mentor:
 - Mentee dependence on mentor
 - Time, energy commitment to mentee
 - Negative halo from mentee who fails

Problems With Cross-Gender Mentoring



- ◆ Most common form of business mentoring: male mentor and male mentee.
- ◆ Other forms:
 - Male mentor and female mentee (most common)
 - Female mentor and male mentee
 - Female mentor and female mentee (rare)



Advice for Same-Gender and Cross-Gender Mentoring

- ◆ Keep relationship professional
- ◆ Be sensitive to other people's reactions and potential rumors
- ◆ Avoid perception of personal relationship
 - Meet in public venues
 - Transparency of relationship

Mentoring

- ◆ Dysfunctional mentoring: When the relationship does not work for one or more parties.
 - Linda Tripp/Monica Lewinsky
 - Problems develop when:
 - ◆ Interests of the parties change
 - ◆ Differences in judgment between parties
 - ◆ Intrusion/over-involvement in another's personal problems
 - ◆ Triangulation problem with others (mentor/mentee/supervisor)
 - ◆ Destructive tone of relationship (e.g., envy/jealousy; dependency/suffocation; support/exploitation)

Four Potential Dysfunctions in Mentoring Relationships



	Psychosocial	Career-related
Bad intent toward other	<i>Negative Relations (bullies, enemies)</i>	<i>Sabotage (revenge, silent treatment, career damage)</i>
Good intent toward other	<i>Difficulty (conflict, binds)</i>	<i>Spoiling (betrayal, regret, mentor off fast track)</i>

Formal Mentoring Programs

- ◆ Program length is specified (12 months)
- ◆ Purpose of program is to help early career psychologists establish and develop their careers
- ◆ Program participation is voluntary
- ◆ Matching of mentors and mentees uses input from participants
 - Interest areas in psychology
 - Demographics
 - Experiences

Formal Mentoring Programs

- ◆ Advocate developmental networks
- ◆ Monitoring program: Relationships should end as soon as they become dysfunctional
- ◆ Evaluation of program
- ◆ Little research on formal mentoring programs.
Available research supports informal mentoring as a stronger relationship with better outcomes.
No current research examining quality of formal mentoring programs and their outcomes.

(Wanberg, Welsh, & Hezlett, 2003)

Matrix of Types of Developers and Development Functions in Organizational Socialization	Developer is org. superior to the mentee	Developer is org. peer to the mentee	Developer is org. subordinate to the mentee	Demo-graphic match	Profession-al/ Interest area match	Geograph-ical location match
Career-related: Coaching mentee with strategies for meeting job expectations	+	-	-	0	+	0
Career-related: Challenging mentee with stretch assignments/goals	+	-	-	0	+	0
Career-related: Enhancing the mentee's exposure and visibility	+	+	-	+	+	+
Career-related: Protection of mentee from potentially negative contacts with other org. members.	+	+	+	+	+	+
Career-related: Sponsorship of mentee's career development	+	-	-	0	0	0
Psychosocial: Role Modeling	+	+	-	+	+	+
Psychosocial: Counseling with work relationships	+	+	+	+	+	+
Psychosocial: Counseling on developing work/career-related competencies	+	+	-	0	+	0
Psychosocial: Counseling with work-family balance	0	0	0	+	0	+
Psychosocial: General acceptance and confirmation	+	+	+	+	+	+

(Chao, in press)

“+” = likely function for this type of developer, “0” = possible function for this type of developer, “-” = unlikely function for this type of developer

Advice to Potential Mentees

- ◆ Get mentors! Internal mentors help with current organizational issues. External mentors help with larger career issues and future organizational moves.
- ◆ One mentor is unlikely to fulfill all developmental needs
- ◆ Be proactive
- ◆ Adopt a learning orientation
- ◆ Set SMART developmental goals
 - Specific
 - Measurable
 - Attainable
 - Relevant
 - Time-bound

Role of Mentees

- ◆ Seek counsel and advice, not a supervisor who directs actions.
- ◆ Be aware of potential pitfalls: Overbearing mentor, mentor exploitation of mentee's work. Be sensitive to the difference between asking for help/advice from your mentor and demanding favors from your mentor.
- ◆ Synthesize lessons learned from all mentors – become your own person.
- ◆ Recognize dynamics of relationship.

Advice to Potential Mentors

- ◆ Recognize that mentee may be uncomfortable asking for help – break ice by sharing some of your career experiences
- ◆ Stay in your zone of expertise/experience
- ◆ Be clear that mentee sets pace of relationship
- ◆ Advise, do not manage
- ◆ Extend mentee's developmental network – suggest additional mentors to address unique needs

Role of Mentors

- ◆ Offer advice that helps mentee develop – role is NOT to make decisions for mentee or micromanage.
- ◆ Train to be efficient. Guidance and advice for one mentee may also be appropriate for another.
- ◆ Be aware of potential pitfalls: overdependence of mentee, mentee exploitation of mentor's influence. Be sensitive to difference between developing a mentee and using a mentee.
- ◆ Be aware of dynamics of relationship: Developmental needs may change.

Distance Mentoring

◆ How to use e-mail

- Use e-mail to set up meetings (face-to-face or phone), clarify plans/goals, pose non-time urgent questions, review plans, maintain contact.
- Don't use e-mail to give critical or complex feedback, provide impressions of other's behavior, provide impressions of third parties, exchange sensitive information.

◆ Communication Challenges

- Listen for nonverbal cues (e.g., pregnant pauses, voice tone, tempo, volume)
- Push for specific information, clarify meanings
- Summarize agreements

After the Program Ends

- ◆ Many relationships come to a natural end when a mentee learns enough to be independent from specific mentors.
- ◆ New mentoring relationships with others may be more beneficial than continuing an exhausted relationship.
- ◆ Program end may not mean the end of the relationship – informal mentoring can continue if both parties agree.
- ◆ Pilot program will assess how mentoring met needs of both mentees and mentors.

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