Central Clinical School
Early Career Researchers Mentoring Program
Pilot

Information Session Notes
5 October, 2010
Overview of Preparation Workshop

1. Welcome and introductions
2. Exploring the role of the mentor
3. Definition of mentoring and mentoring models
4. Qualities for Successful Mentoring
5. Getting to know each other activity
6. Stages of the mentoring relationship
7. Where to from here? (Handouts)
8. Close
Exploring the Role of a Mentor

What is the role of the mentor? How is it different to the role of manager, coach or friend?

You have just started at a new job in a management role. You have previously worked in a similar role, but in a much smaller company. You will be managing a large team. The team has undergone a number of changes in the last year (staff have left, roles have been changed and they have recently relocated to a new premise). The team has a limited budget but significant company responsibilities.

You have a senior manager to report to, and you will be allocated both a coach from outside the company and a mentor (from inside the company). You have already been talking with a friend about the job.

Think about:

(1) What you want from the senior manager? What you don’t want?
(2) What you want from the Coach? What you don’t want?
(3) What you want from a friend? What you don’t want?
(4) What you want from the Mentor? What you don’t want?
Mentoring Definitions

Mentoring is a form of social support in which individuals with more advanced experience and knowledge (mentors) are matched with a lesser experienced and knowledgeable individual (protégé) for the purpose of advancing the protégé’s development and career. (Sosik and Lee, 2002)

Mentoring relationships are a critical career resource for employees in organizations. Mentors are individuals with advanced experience and knowledge who are committed to providing upward support and mobility to their protégé’s careers. (Ragins & Cotton, 1999)

The purpose of mentoring is always to help the mentee to change something - to improve their performance, to develop their leadership qualities, to develop their partnership skills, to realise their vision, or whatever. (Turner, from: http://www.coachingnetwork.org.uk/Default.htm)

Studies of managers in corporate settings have established that mentoring alliances can facilitate socialization into an organization, reduce turnover among professionals, facilitate the transfer of knowledge and values that support an organization’s mission. These contributions to productivity and the quality of workforce are significant, and in high performing organization mentoring is considered a basic part of a manager’s job. (Kram, 1986)

Although the functions of mentoring and coaching relationships invariably overlap, they are two separate types of developmental work relationships. Coaching is directly concerned with the immediate improvement of performance and development of skills by a form of tutoring or instruction. Mentoring is, in effect, one step removed and is concerned with the longer term acquisition of skills in a developing career. (Woolnough & Davidson, 2007)
Mentoring Models

Traditionally, mentoring was a hierarchical relationship involving a wise senior who dispensed wisdom, knowledge and advice to a grateful but essentially powerless junior. Modern mentoring relationships, however, are based more on a mutual, equal and collaborative learning alliance. Today’s mentor is a facilitative partner in an evolving learning relationship focused on meeting mentee learning goals and objectives. In order to maximise that relationship, mentors too must grow and develop. (Zachary, 2000).

1: Developmental mentoring

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<th>Developmental mentoring involves:</th>
<th>Sometimes.......</th>
<th>Never.....</th>
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<tbody>
<tr>
<td>Always.......</td>
<td>Listening with empathy</td>
<td>Using coaching behavior</td>
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<td>Sharing experience</td>
<td>Using counseling behavior</td>
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<td>Mutual learning</td>
<td>Challenging assumptions</td>
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<td>Professional friendship</td>
<td>Being a role model</td>
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<td>Developing insight through reflection</td>
<td>Opening doors</td>
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<td>Being a sounding-board</td>
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<td>Encouraging</td>
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(Megginson & Clutterbuck, 1995)

2: Learning-Centered mentoring

The learning-centered mentoring paradigm is grounded in knowledge about adult learning and the learner - the mentee plays a more active role and the mentor is less directive and more a facilitator role. The mentee shares the responsibility for setting priorities, learning, and resources and becomes increasingly self-directed. It's less about knowledge transference and more about a process-oriented relationship involving knowledge acquisition, application and critical reflection.
# Qualities for Successful Mentoring

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<tr>
<th>Qualities of a Good Mentee</th>
<th>Qualities of a Good Mentor</th>
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<td>• Asks questions</td>
<td>• A patient listener</td>
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<td>• Willing to be mentored</td>
<td>• Inspires trust</td>
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<td>• Listens, watches, learns and grows</td>
<td>• Gives advice without dictating actions</td>
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<td>• Accepts criticism graciously</td>
<td>• Encourages independence yet offers support</td>
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<td>• Learns from mistakes</td>
<td>• Offers constructive criticism as well as compliments</td>
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<td>• Has courage to try new things</td>
<td>• Open and honest</td>
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<tr>
<td>• Accepts responsibilities</td>
<td>• A good role model through actions and words</td>
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<tr>
<td>• Open and honest</td>
<td>• Willing to spend time, reach out, and share</td>
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<td>• Respectful and grateful</td>
<td>• An effective intermediary</td>
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Getting To Know Each Other

Ask your partner to respond to the following questions. Your partner has the right to pass on any question.

1. My current position is...

2. My qualifications and work experiences are....

3. What responsibilities do I have at work?

4. What gives me the greatest sense of job satisfaction at Monash University?

5. What do I find most frustrating about Monash University?

6. What do I regard as my greatest strength?

7. My greatest challenge at the moment is.....

8. When I think of the future I see myself...
Stages of the Mentoring Relationship

Preparing:
- Explore personal motivation for mentoring relationship
- Prospective conversation between mentors and mentees
- Identify learning and development areas
- Clarify expectations about roles

Negotiating:
- Mentoring partners come to agreement on learning goals and how the relationship process will work for them
- Mentor and mentee should discuss topics such as confidentiality, boundaries, and limits they may wish to set. Fill in mentoring agreement.

Enabling:
- Implementation of the learning phase
- Mentor nurtures mentee's growth by providing thoughtful, timely, candid and constructive feedback.
- Both mentor and mentee monitor learning process and progress.

Closure:
- Both mentee and mentor monitor signs that closure should take place
- Closure involves evaluating, acknowledging and celebrating achievements.
References


