Mentoring Program

A GUIDE FOR MENTORS AND MENTEES
AUCCCD Mentoring Program

- Program length is specified (12 months)
- Purpose of program is to help early/mid career directors establish and develop their careers
- Program participation is voluntary
- Matching uses input from participants
  - Interest areas in psychology/mental health
  - Demographics
  - Experiences
- Matching will be done by members of the working group – trying to match the needs of the mentee and the reported specializations of the mentors
Mentorship

• A mentor is an individual with expertise who can assist in developing the career of a mentee. The mentor guides, trains, advises, and promotes the career development of the mentee.

• Mentoring is different from supervision, in that supervision focuses on set job related tasks and responsibilities. Mentoring focuses on wide-range developmental components, with the focus on encouraging, guiding, and supporting a person’s overall growth and development.
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
  - Professional guidance/counseling
  - Peer support
Advantages of Mentoring

• Advantages for the mentee:
  • Career advancement
  • Discussions pertaining to salary
  • Organizational/professional identification
  • Decreased professional isolation

• 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
Successful Mentoring Relationships

Qualities of an Effective Mentoring Relationship

- Clear and Clarified Expectations
- Effective Communication (willingness to share and to listen, respectful)
- Commitment to the process
- Comparable goals and values
- Creation of a personal connection
Qualities of a good mentor/mentee

**Mentee**
- Open to feedback
- Active listener
- Respectful of mentor’s input and time (and competing demands for time)
- Responsible for “driving the relationship”
- Prepared for scheduled meetings

**Mentor**
- Altruistic
- Honest
- Trustworthy
- Active Listener
  - Focuses on issues ID’ed
  - Facilitate goal setting
- Accessible
- Promote career development
- Able to ID and support development of mentee’s potential strength and skills
- Substantial experience
Effective Mentoring Behaviors

- Act as a guide rather than the director
- Offer advice (when asked), not directives
- Not solving problems, but helping find solutions
- Offering useful/honest feedback
- ID potential opportunities
- Providing introductions – networking
- Warnings re: potential pitfalls
- Providing emotional support
- Reflections on work/life balance
- Career functions – advising, advocacy, goal setting, navigating institutions
Role of Mentees

• Seek counsel and advice, not a supervisor who directs actions.

• Synthesize lessons learned from all mentors - become your own person.

• Recognize dynamics of relationship.
Advice to Potential Mentees

- Be proactive
- Adopt a learning orientation
- Set SMART developmental goals
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Time Bound
Role of Mentors

- Offer advice that helps mentee develop – your role is NOT to make decisions for mentee or micromanage.
- 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.
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
Mentoring From a Distance

- 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