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African Elephant (Loxodonta africana) in the savanna

ELEPHANT TRAPS AHEAD

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Helper roles include:

COUNSELLOR, PSYCHOTHERAPIST

EXTERNAL MENTOR, THERAPIST

CONSULTANT

PSYCHIATRIST

SPIRITUAL DIRECTOR

COACH, MANAGER

INTERNAL MENTOR

SO, WHY NOT TRY TO
BE THEM ALL?



Primary or Secondary?

Also described in Freeman 1998 P 25

PRIMARY MENTORS

Seen as unselfish, altruistic and caring

Provide both career and psychosocial functions

SECONDARY MENTORS

Part of a businesslike relationship where an exchange benefits both mentor and mentees careers.

Secondary mentors are easier to come by.

Provide only career functions

PSYCHOSOCIAL FUNCTIONS

Role modelling

Acceptance + confirmation

Counselling

Friendship

CAREER FUNCTIONS

Sponsorship

Exposure + visibility

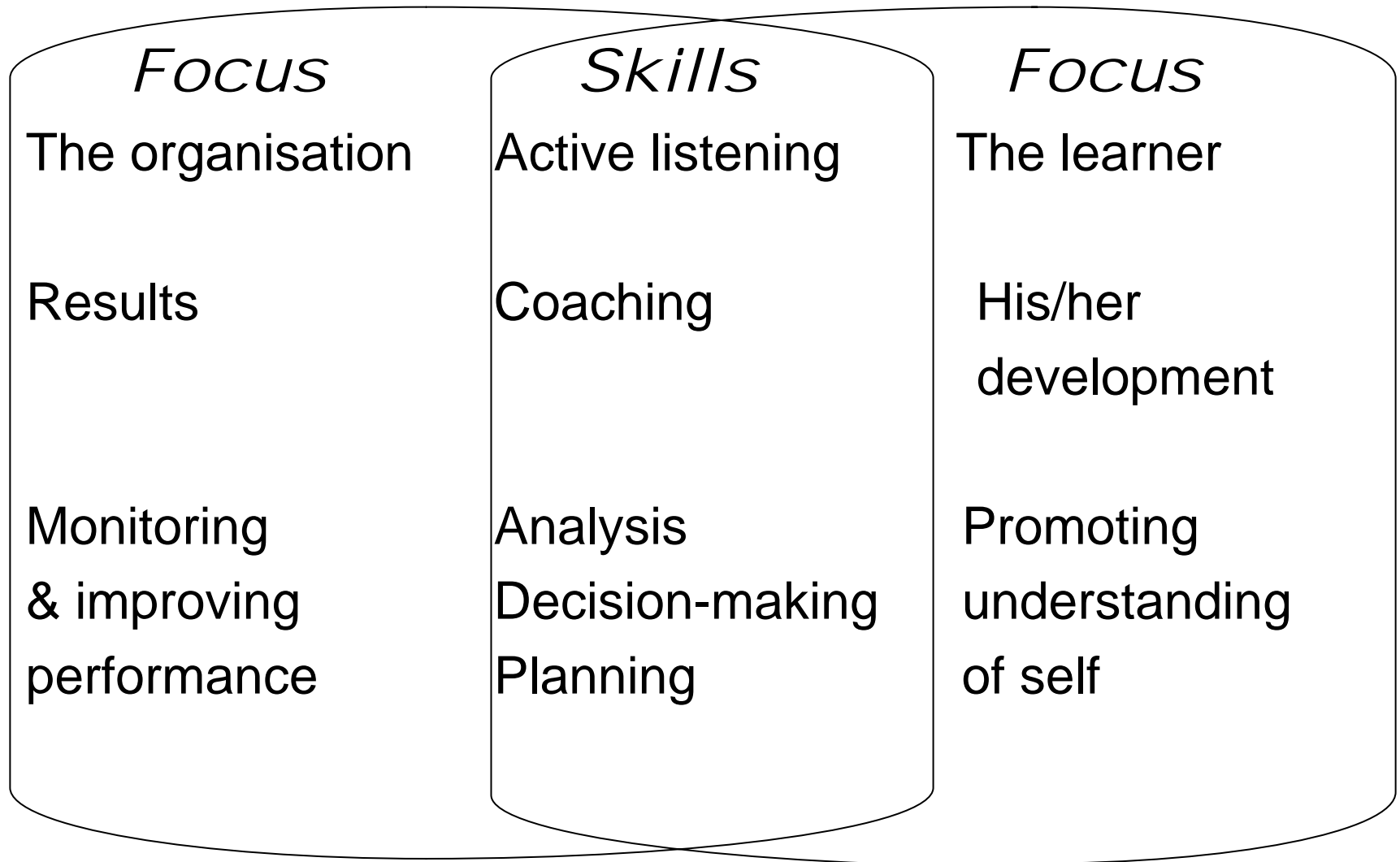
Coaching

Protection

Challenging assignments

From Kram 1985 p 23

Manager or Mentor?



COACHING STYLES CONTINUUM

Hands on

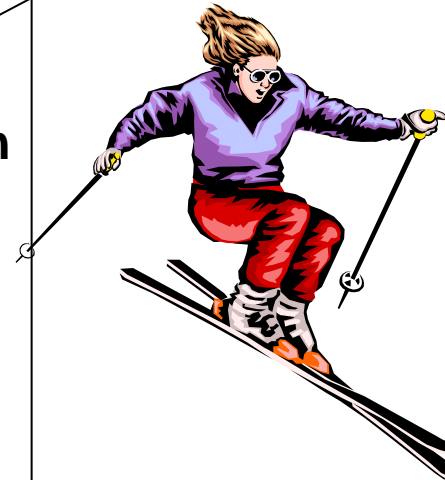
Hands Off



**Coach
has control
and evaluates
progress**

**Self evaluation
learner has
control**

Shared Control



DOES THE MENTOR HAVE TO
BE PERFECT?



DOES THE MENTOR HAVE TO BE PERFECT?

- They are chosen because of their success, leadership ability and a positive but realistic outlook.
- They understand the organisation and know resources available in and outside it
- They apparently enjoy their work
- They have volunteered for the role and will give quality time to others' development
- Are willing to share personal experiences relevant to the needs of the participant.
- Are prepared for challenge and occasional feelings of discomfort

STAGES OF THE MENTORING PROCESS:1

INITIATION

Resistance and dependence

Mentee's view: Mentor seen as competent or a played-out time-server?

Mentor's view: Mentee is attractive because willing to learn, keen to see learner progress

Discussion about objectives

STAGES OF MENTORING:2

CULTIVATION

A meeting of equals

Mentee's self worth and identify is improved

Mentor feel 'parental pride'.

Discussion more about strategies and tactics. Lively debates, mentor directs to new sources and challenges

STAGES OF MENTORING:3

SEPARATION

Dissolving the relationship

Mentee seeks autonomy (*Too early: mentee can feel abandoned, betrayed. Too late: mentee gets hostile*).

Mentor has proved ability to develop others. (*Insecure mentor can find it difficult to let go*)

STAGES OF MENTORING:4

- **REDEFINITION**

Social or as required

Sometimes the mentor and mentee come together again as work colleagues and occasionally as friends.

The bond of gratitude takes over from the bond of need.

It can be hostile if a complete break has not been made at Stage 3

A MENTORING AGREEMENT?

MOI? I DON'T NEED A FORMAL SIGNED DOCUMENT



A MENTORING AGREEMENT

A formal signed document agreeing:

1. Regular hourly meetings every month for at least the next twelve months
2. To keep all agreed mentoring appointments and/or to agree to rearranging alternative appointments within 5 working days
4. To carry out at least one review meeting during the first six month period
5. That the discussions are confidential
- 6 (Optional) To provide support to each other between meetings as needed
7. That either side can have a no fault divorce, whenever

Sample mentoring contract

from Mentoring, published by Fenman © 1996 Dave Clarke

THINGS I WILL DO

- Meet when we agree
- Listen to you
- Support you when right
- Ask awkward questions
- Meet with you and your manager
- Give you feedback
- Help you learn
- Provide information I promise you

THINGS I WILL NOT DO

- Do your work for you
- Talk all day
- Support you when wrong
- Answer all your questions
- Intervene between you and your manager
- Guarantee you will like feedback gained
- Chase after you

Sample mentoring contract, *cont*

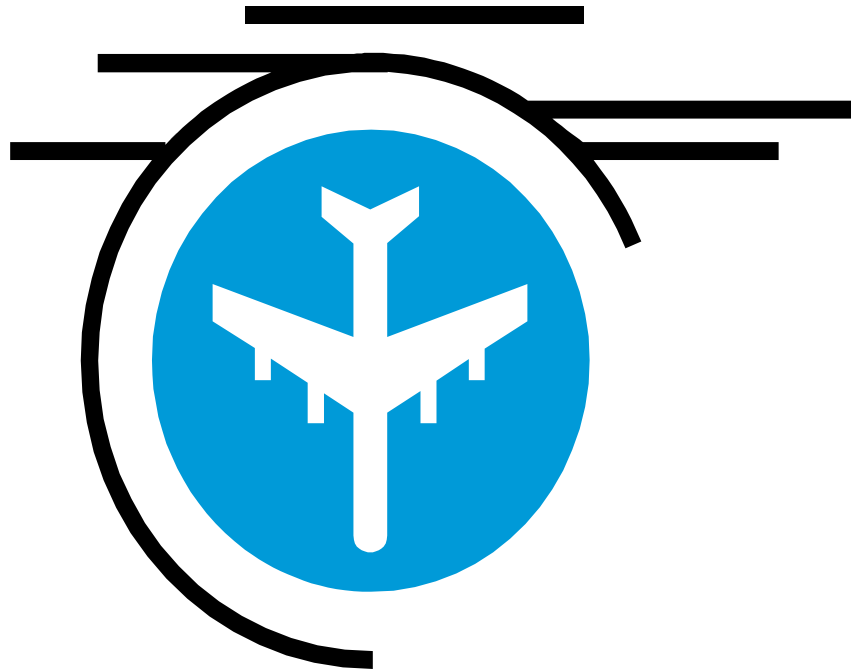
THINGS I CAN DO

- Help with the politics
- Provide introductions to others
- Ask others for feedback on you
- Help identify goals

THINGS I CANNOT DO

- Nursmaid you
- Teach you everything
- Demand feedback
- Identify your goals for you

THE FIRST MEETING – avoiding hazards



THE FIRST MEETING – avoiding hazards

- **Welcome:** find a suitable space and make a personal link (geographical, interest, sport, etc)

Move on to specific work topics only when the person they are helping has relaxed

- **Acquire:** Find out what the learner knows about the department, the practice, the region, etc
- **Supply:** Give brief information relating to anything the learner says and how they plan to make it work for the learner
- **Part:** Arranging next time and place for the meeting.
(Make notes after the meeting)

GIVING AND GETTING FEEDBACK



GIVING AND GETTING FEEDBACK (1)

HOW TO RAISE THE ANTI:

Tackle everything at once to get it off your chest...don't pause to draw breath.

Preface it with belittling generalisations

“Everyone knows that you haven't the stamina to...”

Focus on your feelings, not their behaviour

“I never have liked the way you have...”

GIVING AND GETTING FEEDBACK (2)

EVEN HIGHER:

Describe, in detail, events that happened years ago.

Be clear, prescriptive and dictatorial “You ought to change your partner...”

Make sure they do not have the opportunity to respond.

Run away immediately afterwards, glad that you have done your duty.

GIVING AND GETTING FEEDBACK

WHY DO WE DO IT?

To enable us to become more aware of what we are doing and how others view it.

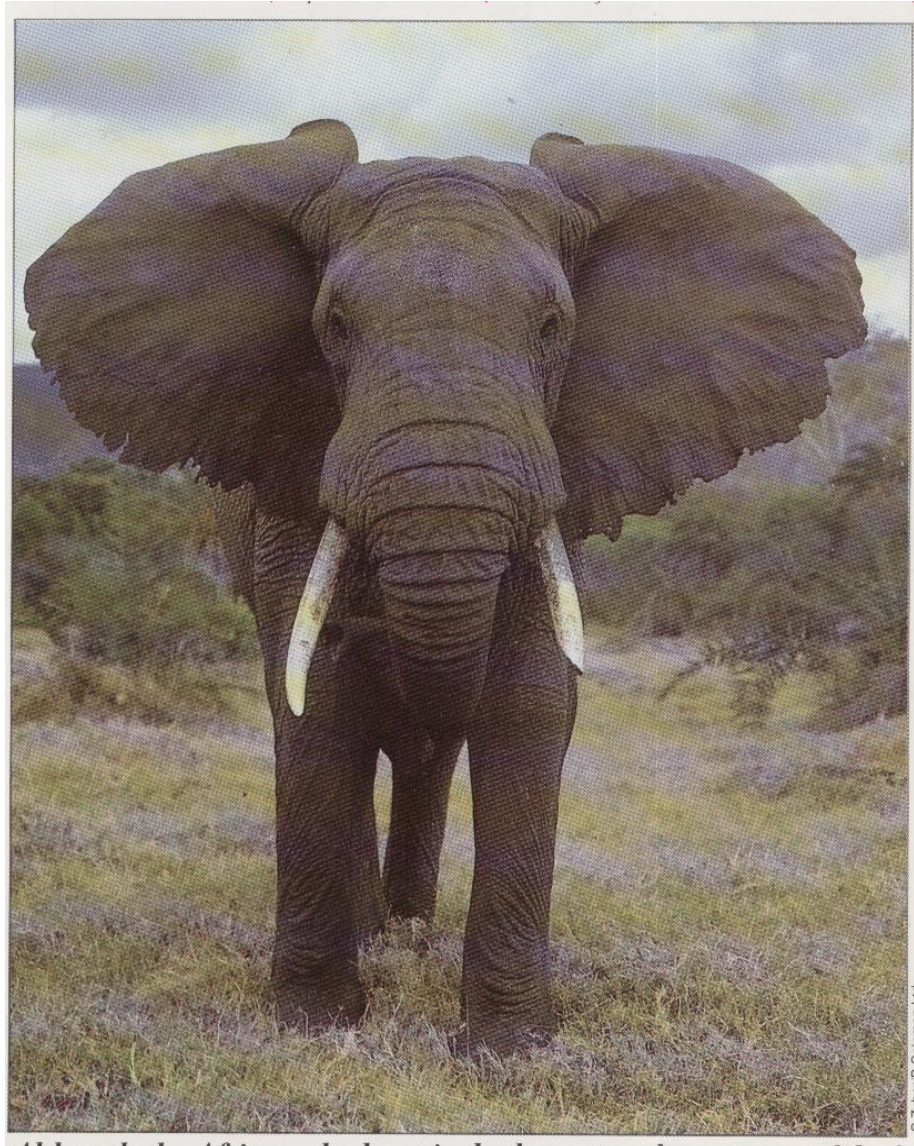
Therefore it includes **INFORMATION** and an opportunity for reflection



EFFECTIVE FEEDBACK FOCUSES ON

- BEHAVIOUR
- WHAT YOU HAVE ACTUALLY SEEN OR HEARD not your interpretation of events
- THE SPECIFIC, not generalisations
- SHARING IDEAS AND INFORMATION “I wondered if...” rather than “you ought”
- GIVING ONLY THE AMOUNT SOMEONE CAN DEAL WITH – doesn’t overload

PROBLEMS AND PITFALLS



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PROBLEMS AND PITFALLS

- 'Toxic mentor'
- Learner too uncritical of mentor
- Lack of ground rules
- Stereotyping mentees
- Gender
- Lack of training for mentors
- Working on issues mentors have not resolved for themselves
- Resentment from those with no mentor
- Inadequate resources

HITCH-HIKERS GUIDE TO PREPARING FOR MENTORING

- Identify a mentee
- Define the proposed relationship
- Write out a description of yourself to give to a mentee
- Practice how you want to make the approach
- Outline a mentoring contract
- Prepare for the first meeting



'Come to the edge' he said
They said, 'We are afraid',
'Come to the edge', he said.

They came.

He pushed them...

.....And they flew!