Introductions

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Mission:
The mission of the Chair is to advance engineering and science as welcoming careers that serve our world through holistic understanding and creative, appropriate and sustainable solutions.
• Washrooms
• Emergency Exit
• Fire Procedure
Agenda

• Revisiting Values
• Six Facilitative Conditions
• Facilitative Responses
• Types of Mentoring Relationships
• Tools for Mentoring
• Break
• Institutional Supports
Revisiting Values

When did a mentor make a difference for you?

When could you have used the support of the mentor?

Think

Pair

Share

• Record on an index card
Myrick (1987) has asserted that six conditions must be met to create a relationship in which a person feels comfortable to self-disclose.

In mentorship, this relationship is reciprocal.

- Caring
- Understanding
- Acceptance
- Respect
- Friendliness
- Trustworthiness
Caring

Value them as a person

Personal commitment to process

Personally care about their well-being

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Empathy

Perceive and acknowledge their experiences

Understanding
Acceptance

Respect the personal worth and dignity of a person

Accept who they are
* Does not require you agree with their ideas
Right to express their own ideas and feelings

Right to shape their own lives

Respect
Friendliness

- Genuine warmth
- Sharing mutual interests
- Genuine sense of comfort and support
Confidentiality and security in relationship

Honesty

Trustworthiness
• How you respond affects how they respond
• Choosing a response is context and relationship (facilitative conditions) dependent
• Wittmer & Myrick (1980) ranked the responses:
Facilitative Responses

• Advising = what you should do or feel
• Evaluating = judges what you do or feel
• Trying to explain behaviours or feelings
• Responses may imply what they should think or do
Facilitative Responses

- Intent is to indicate a belief in their ability to solve the problem
- May dismiss the client’s feelings (negative)
- Imposteritis
Facilitative Responses

- Seeks information and furthers discussion

<table>
<thead>
<tr>
<th>Person-centred questions</th>
<th>Questions that completely change the focus</th>
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<tbody>
<tr>
<td>Open questions</td>
<td>Binding questions – not really questions</td>
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<tr>
<td><em>Why questions (be careful to not make it intimidating)</em></td>
<td>Questions that solicit agreement</td>
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<td>Forced choice questions</td>
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<td>“No good answer” questions</td>
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<td>Yes/No questions</td>
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Reflecting and Understanding Feelings
Clarifying and Summarizing
Questioning
Reassuring and Supporting
Analyzing and Interpreting
Advising and Evaluating

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• Clarifying indicates a desire to be accurate in communication
• Summarizing helps focus the discussion and indicates you have accurately heard and understood
Facilitative Responses

- Conveys you have heard and understood their emotional experience

Reflecting and Understanding Feelings
- Clarifying and Summarizing
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- Advising and Evaluating

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What was your most frustrating mentoring experience?

Pair & Practice

- Reflecting and Understanding Feelings
- Clarifying and Summarizing
- Questioning
- Reassuring and Supporting
- Analyzing and Interpreting
- Advising and Evaluating
Types of Mentoring Relationships

- Formal or Informal
- Short or Long Term
- Individual or Group
<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
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<tr>
<td>• Often arranged by a workplace or organization</td>
<td>• Often arranged by individuals</td>
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<td>• Has pre-articulated expectations for mentors and mentees</td>
<td>• Expectations may or may not be pre-determined; often casual or focused on a specific need</td>
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<td>• Often has events such as launches, wrap-ups, or socials to normalize expectations</td>
<td>• Expectations need to be set by the mentor and mentee</td>
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<td>• Lower “threat” barrier to become involved</td>
<td>• Lower “threat” barrier of time commitment (flexible) and visibility of involvement (can avoid others knowing)</td>
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<tr>
<td>• Higher “threat” barrier of time commitment and visibility of involvement</td>
<td>• Higher “threat” barrier to become involved (difficulty of establishing connection)</td>
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<td>Short Term</td>
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<td>------------</td>
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<td>• Project- or experience-specific mentors</td>
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<td>• Speed-mentoring</td>
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<td>• Shadowing</td>
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<td>• Group activity “buddies” or event mentors</td>
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<td>• Transition mentors</td>
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<tr>
<td>• Some mentoring programs</td>
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<tr>
<td>Long Term</td>
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<tr>
<td>• Ongoing mentoring with regular meetings</td>
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<tr>
<td>• Ongoing mentoring “as needed”</td>
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<td>• Context-dependent “as needed” mentor</td>
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<td>• Peer mentor</td>
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<td>• Most mentoring programs</td>
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Online mentoring
Individual and Group

- Traditional 1:1
- Team (multiple mentors with many mentees)
- Triads (Senior, Intermediate, Junior)
- Group (1 mentor with many mentees)
- Peer (2-way mentorship)
- Peer Group

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• As a mentor OR a mentee, decide what you want to get from this experience
• Determine what you can give (time, knowledge) and what you can’t (things you won’t discuss)
• Know your own values
• Review the facilitative responses
• Decide on three questions you want to ask
Tools for Mentoring

- Communicate what each of you wishes to gain from the experience
- Set expectations on the number, type, and lengths of meetings, and other forms of contact
- Set expectations on responses to contact outside the agreed structure, and talk about preferred communication formats
- Discuss any limitations, caveats, etc. to the mentoring relationship
- Discuss confidentiality
- Discuss what to do if one person wants to end the mentoring arrangement
- Write these items into a simple agreement, and ensure everyone has a copy
- Formalized organization mentoring often predefines these items
Tools for Mentoring

- Discuss your personal and professional interests, and find common ground
- Use open questions and positive body language
- Many mentoring groups find it helpful to leave the workplace – go for a walk, or to coffee
- Talk about why you became involved in mentoring and why you value it
- Talk about a valuable mentoring relationship you had in the past, and why you found it helpful
- Formalized mentoring programs often have launches to assist in this
Tools for Mentoring

• Choose a specific topic to focus on for the individual session, discussing either the mentee’s present situation or a situation the mentor faced, e.g.:
  – Navigating a career obstacle
  – Making a difficult decision
  – Finding balance in a specific situation
  – Navigating politics in the workplace

• Have the mentee create a pie chart of what is important in their life. After, create a pie chart of what they spend their time on. Compare & discuss. Alternatively, create a pie chart of what their life is and what they would like their life to be.

• When considering options, draw out the possible scenarios. What do they look and feel like? What is good and bad?

• Adapt PEST analysis to look at an issue. Political – what does it mean at work? Economic – how does it affect your lifestyle? Social – how does it affect your family and friends? Technology – can you leverage technology to improve things?
• At the end of a meeting, review the highlights of the discussions. Note what was most impactful.

• At home, take fifteen minutes for reflective writing. What did you learn? What was helpful? What surprised you? What do you want to discuss next time?
  – What?
  – So What?
  – Now What?

• At the end of the mentoring relationship, or yearly, reflect further on how the experience has contributed to your growth and development.

• Formal mentoring programs may have wrap up events or banquets to facilitate this.
BREAK
Institutional Supports

Brainstorm as a group

Write one idea per post-it note

Use big, legible letters

What could your organization do to make it more difficult for people to pursue mentoring?
Share your thoughts
Put your post-its on the wall and tell us about them
What themes emerge?
Flip it on its head

How can you plan around, mitigate, circumvent, & otherwise avoid these barriers?
QUESTIONS