WWEST

Westcoast Women in
Engineering, Science
& Technology

Practical Mentorship

September 20, 2013
APEGA

Introductions

- ## Elizabeth Croft, Ph.D., P.Eng., FASME, FEC
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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.

Safety Share

- 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

Think → Pair → Share

- Record on an index card

| When did a mentor make a difference for you? | When could you have used the support of the mentor? |

Six Facilitative Conditions

- Myrick (1987) has asserted that six conditions must be met to create a relationship in which a person feels comfortable to self-disclose.
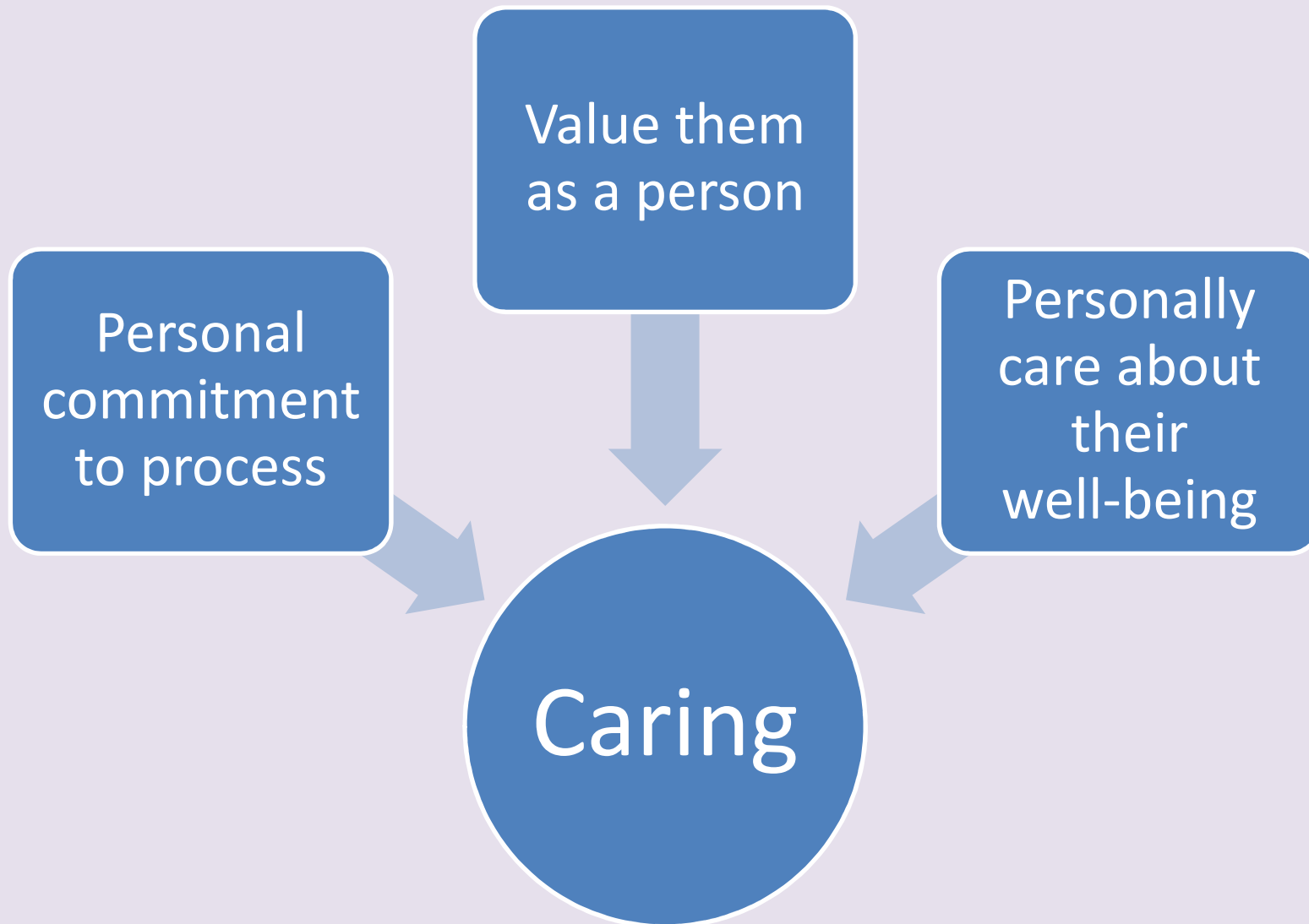
- In mentorship, this relationship is reciprocal
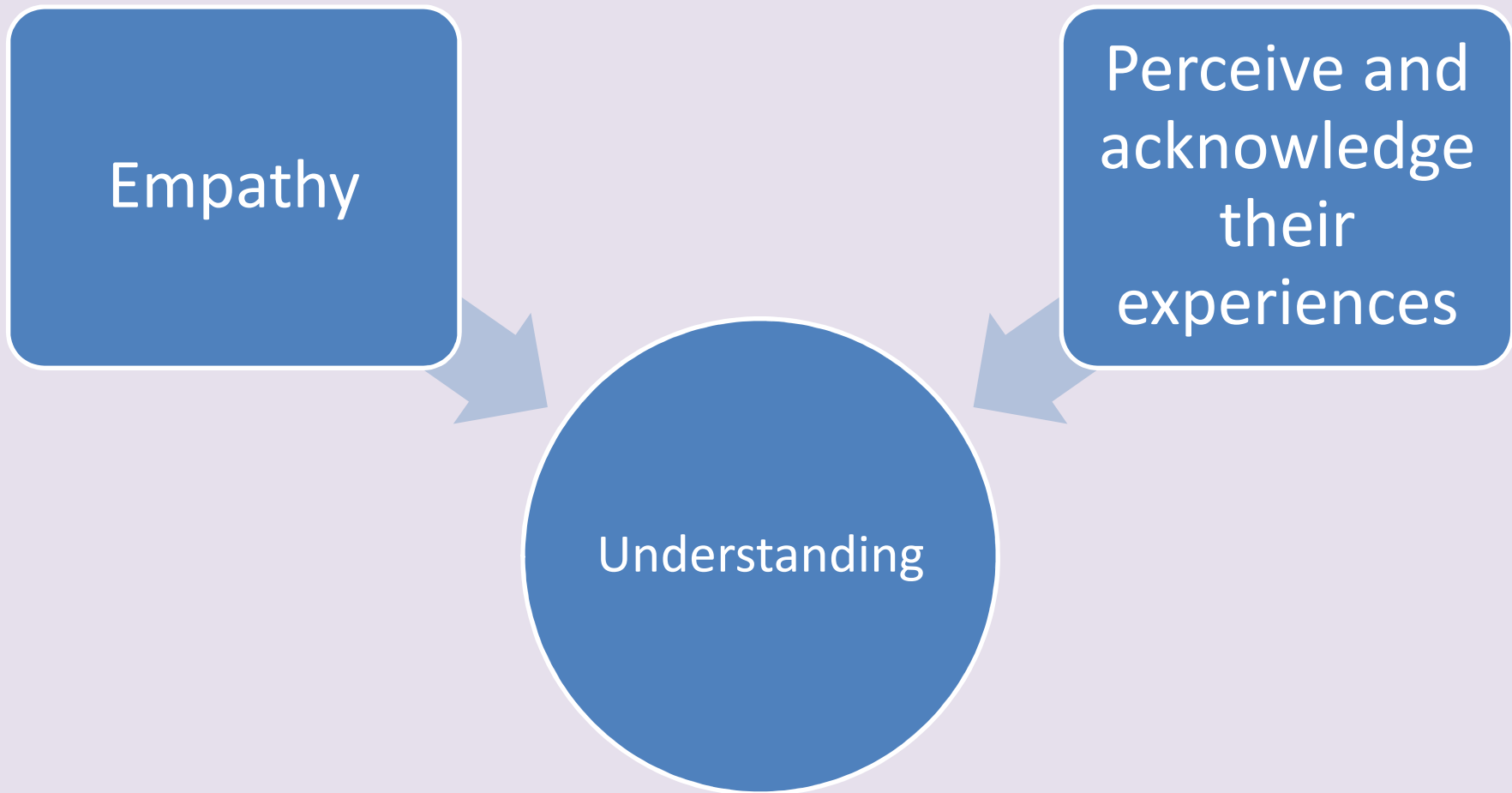
Caring	Understanding	Acceptance
Respect	Friendliness	Trustworthiness

Value them as a person

Personal commitment to process
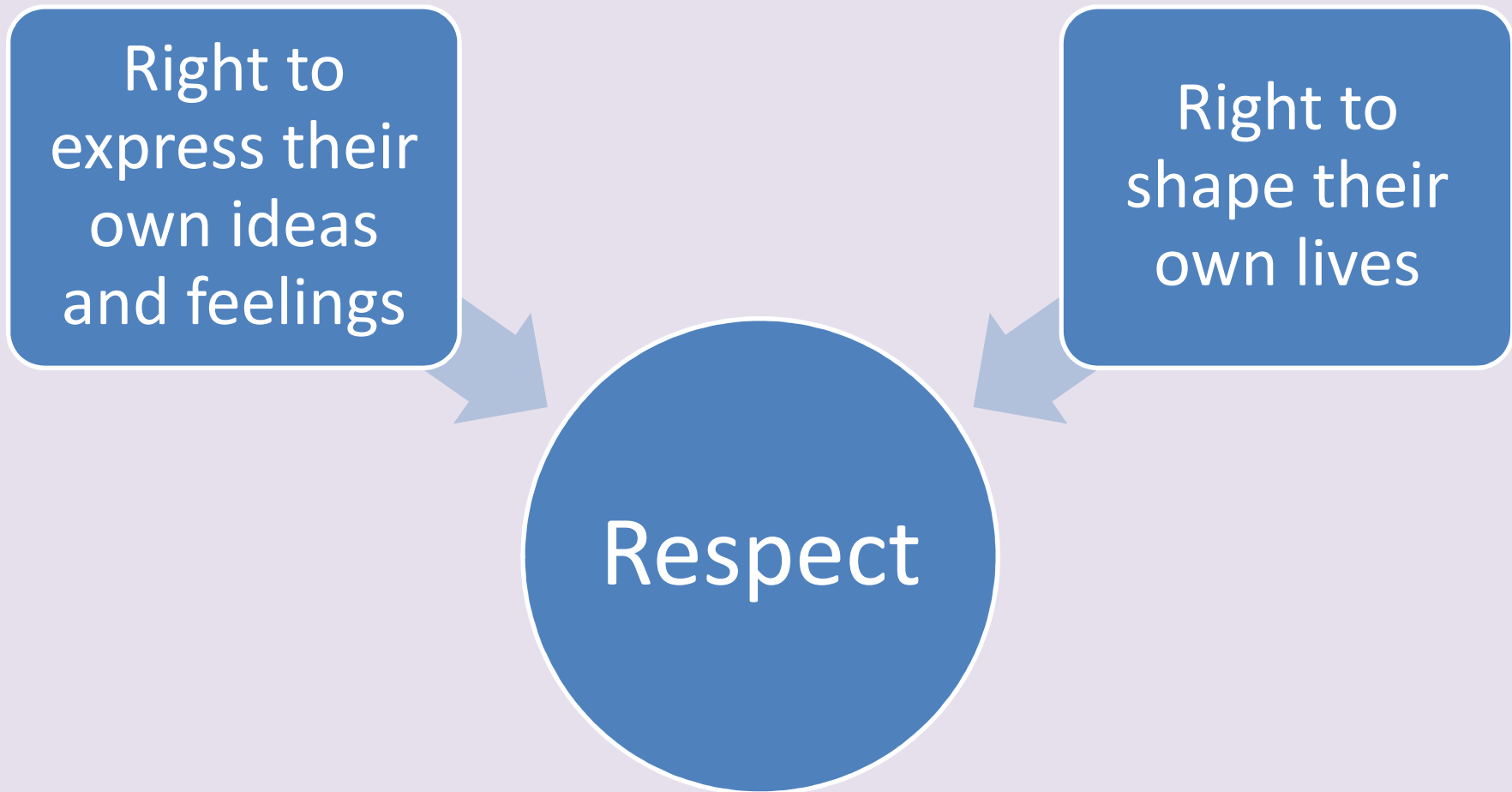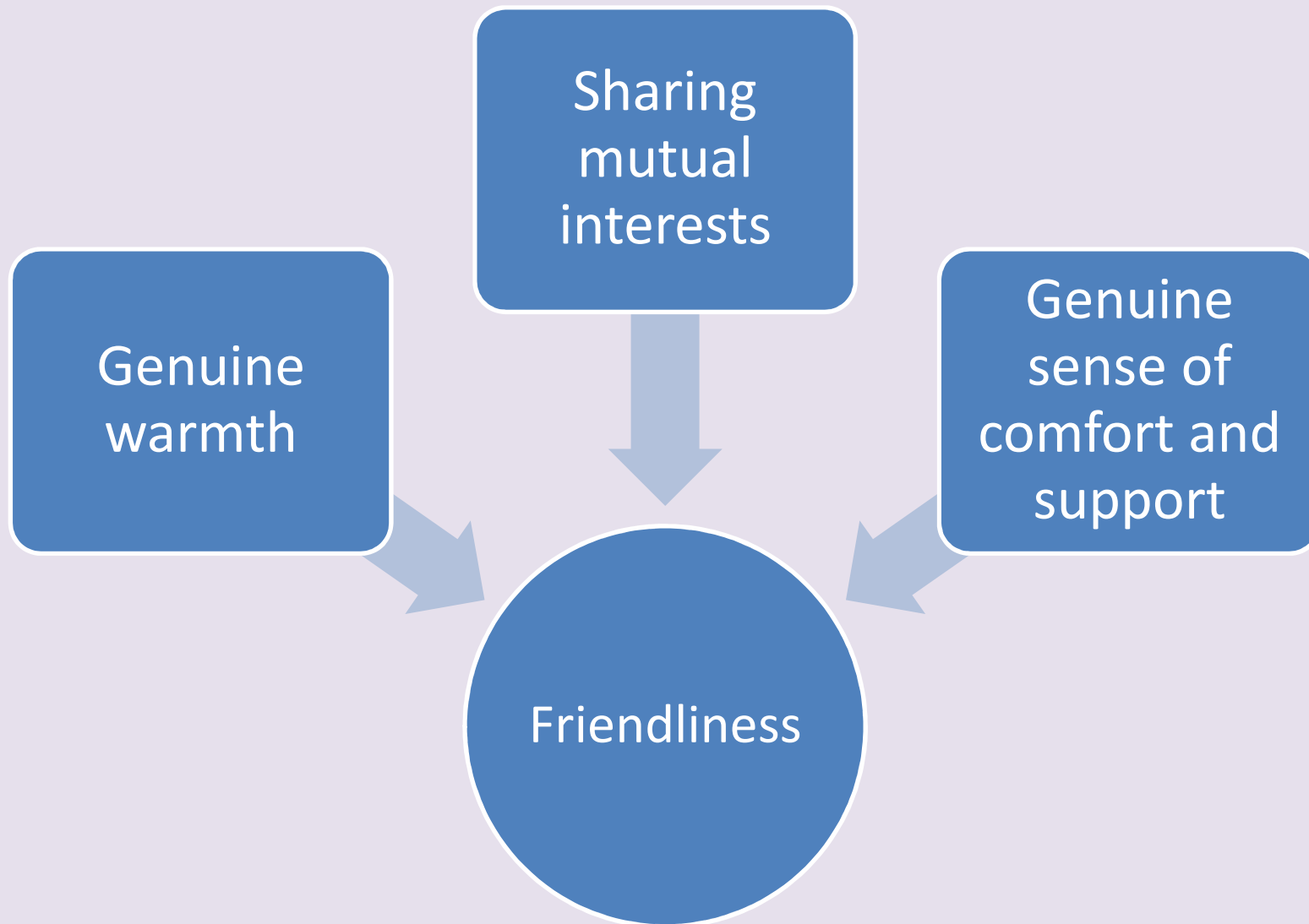
Personally care about their well-being

Caring

Respect the personal worth and dignity of a person

Accept who they are

* Does not require you agree with their ideas

Acceptance

Right to express their own ideas and feelings

Right to shape their own lives

Respect

Confidentiality and security in relationship

Honesty

Trustworth-iness
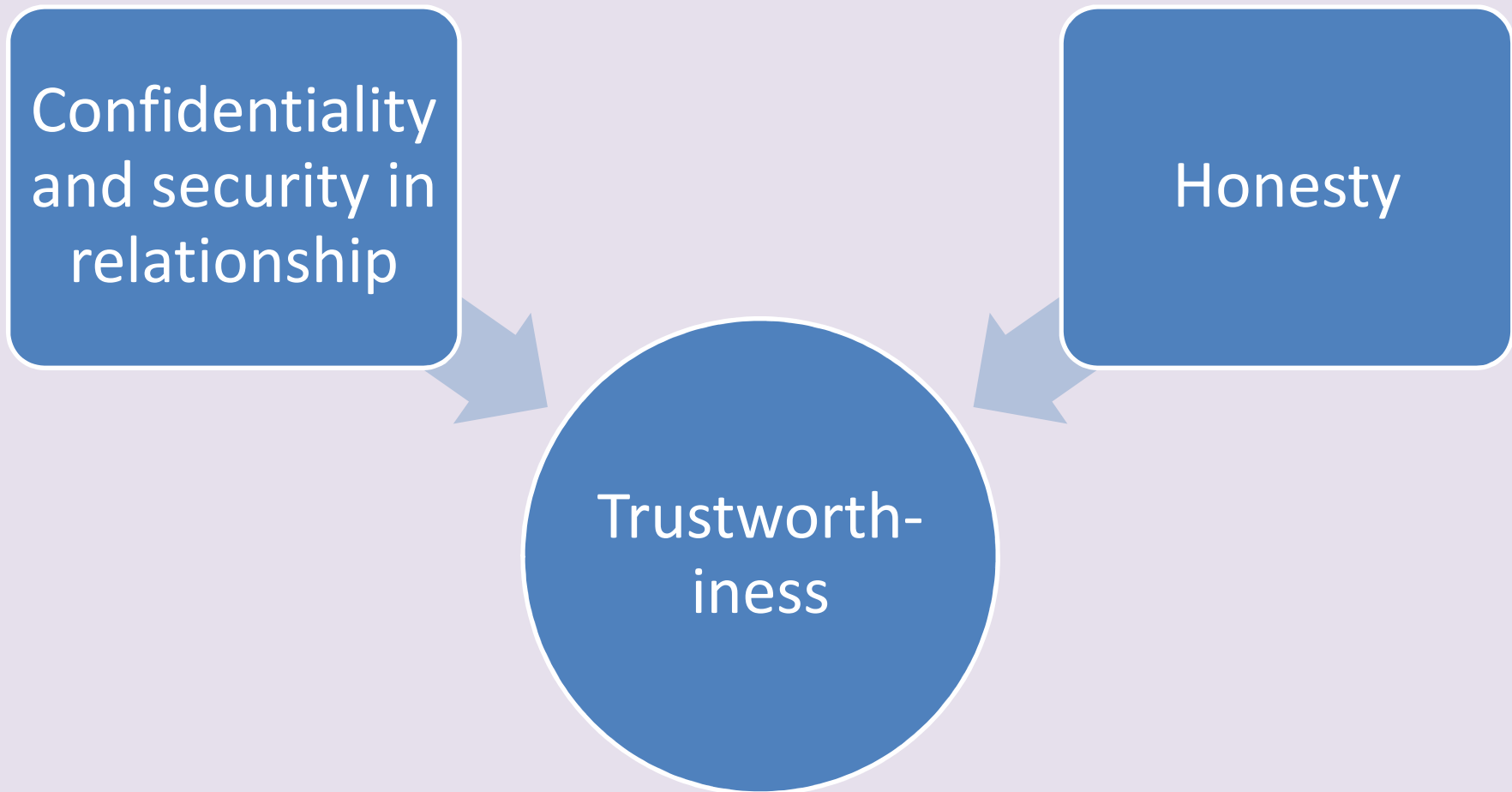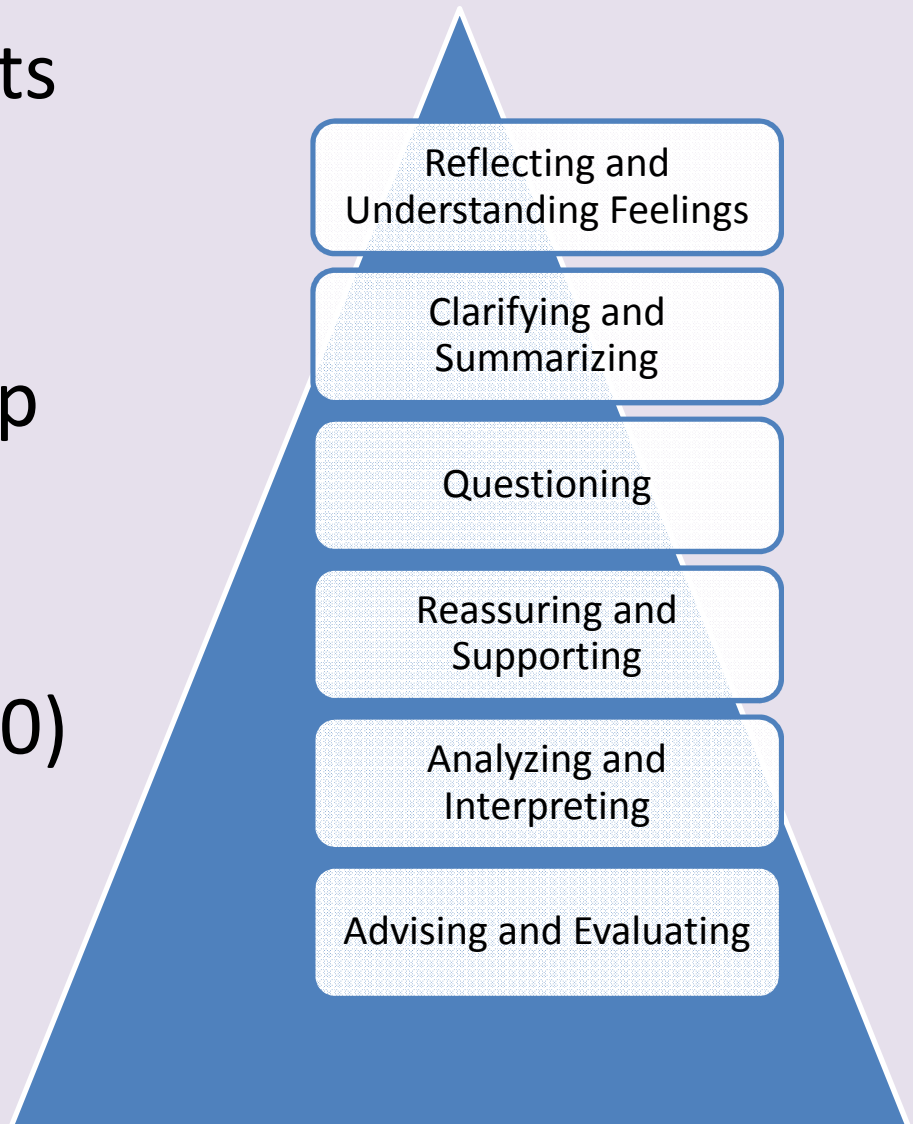
Facilitative Responses

- How you respond affects how they respond

- Choosing a response is context and relationship (facilitative conditions) dependent

- Wittmer & Myrick (1980) ranked the responses:

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating
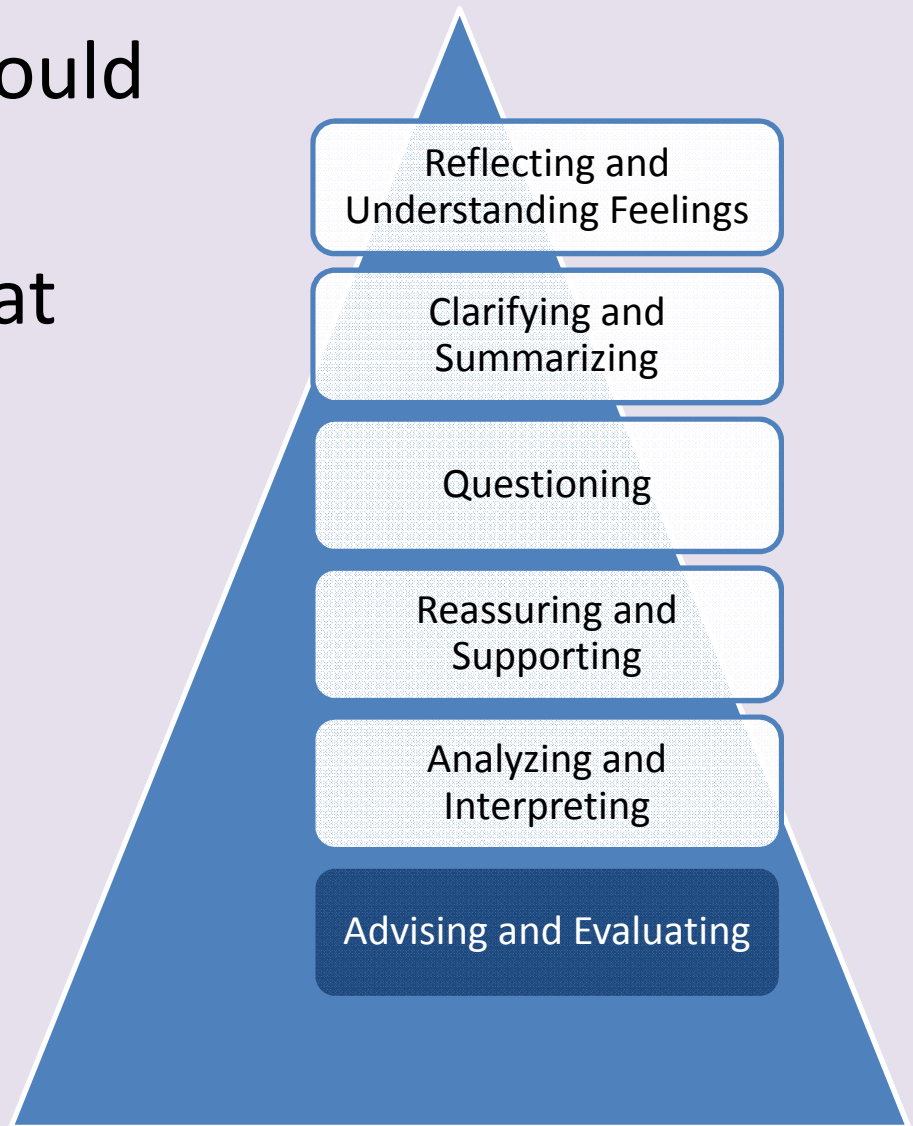
Facilitative Responses

- Advising = what you should do or feel

- Evaluating = judges what you do or feel

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating

Facilitative Responses

- Trying to explain behaviours or feelings

- Responses may imply what they should think or do

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

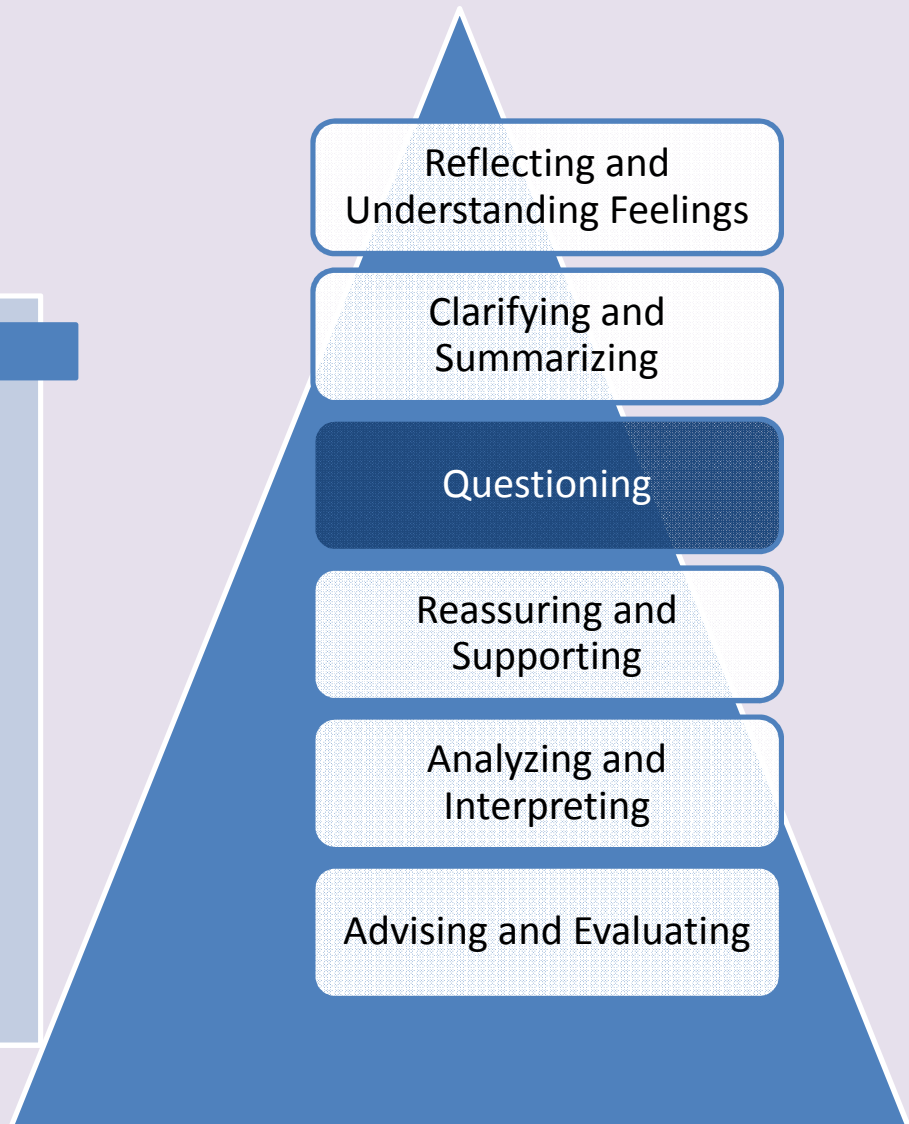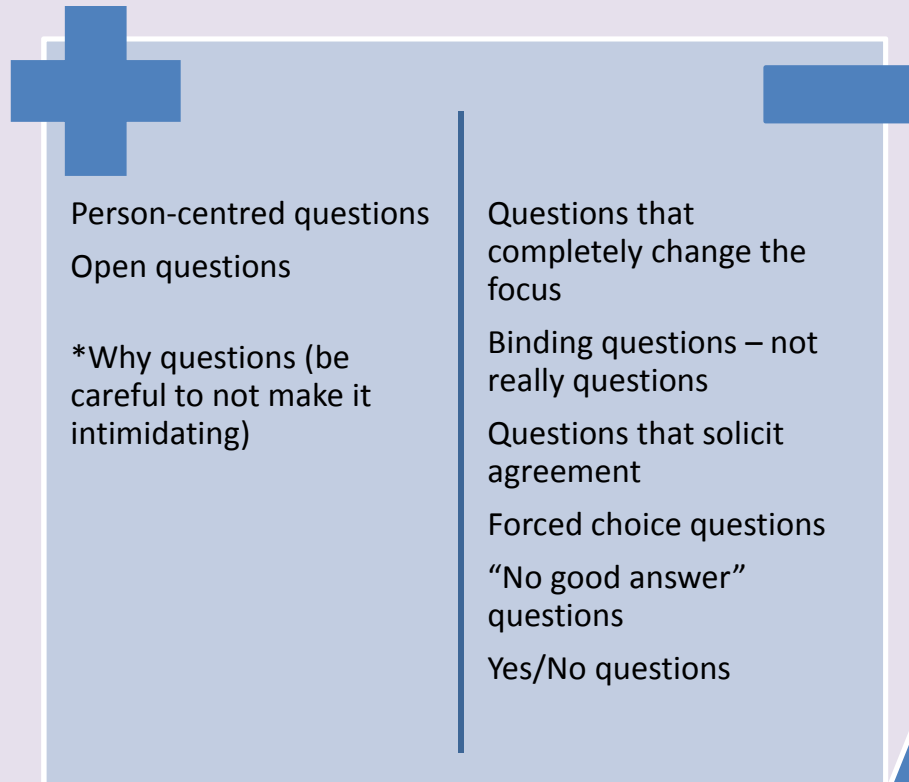Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating
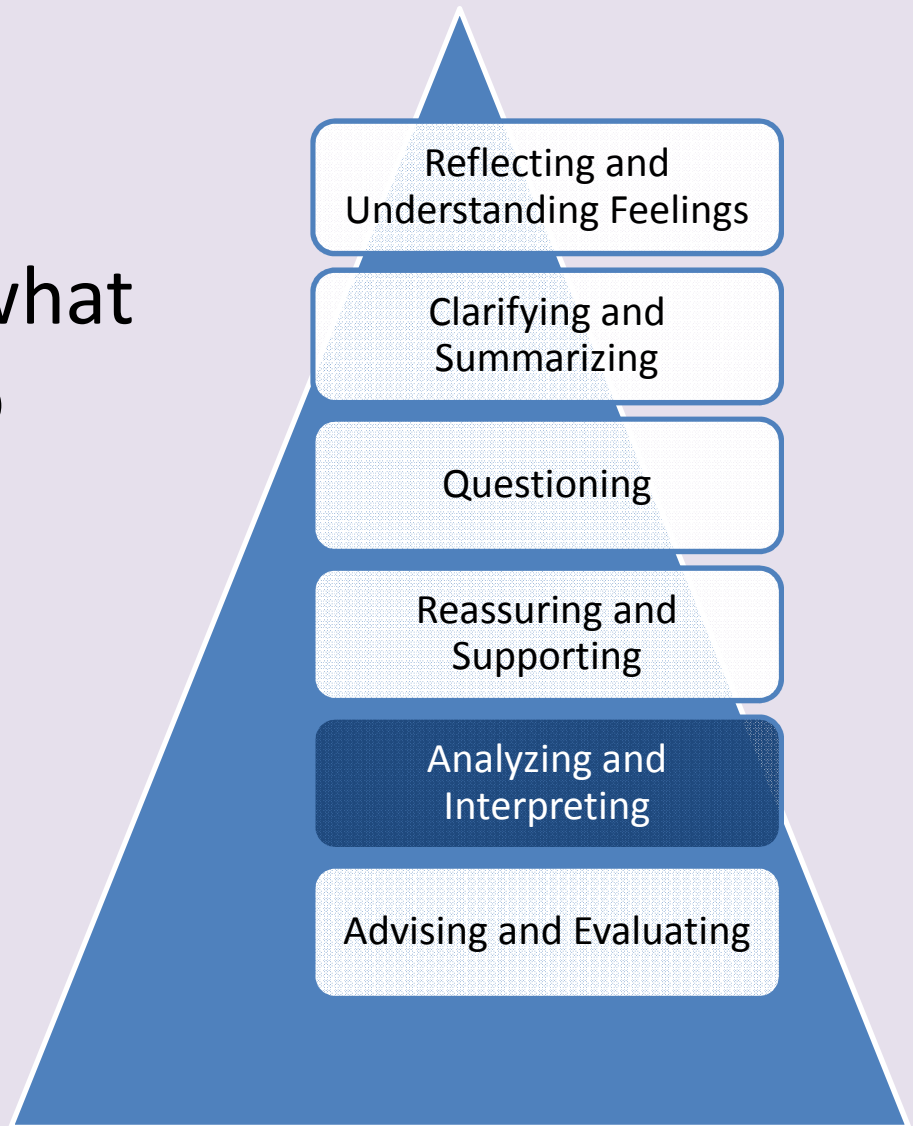
- Intent is to indicate a belief in their ability to solve the problem
- May dismiss the client's feelings (negative)
- Imposteritis

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating
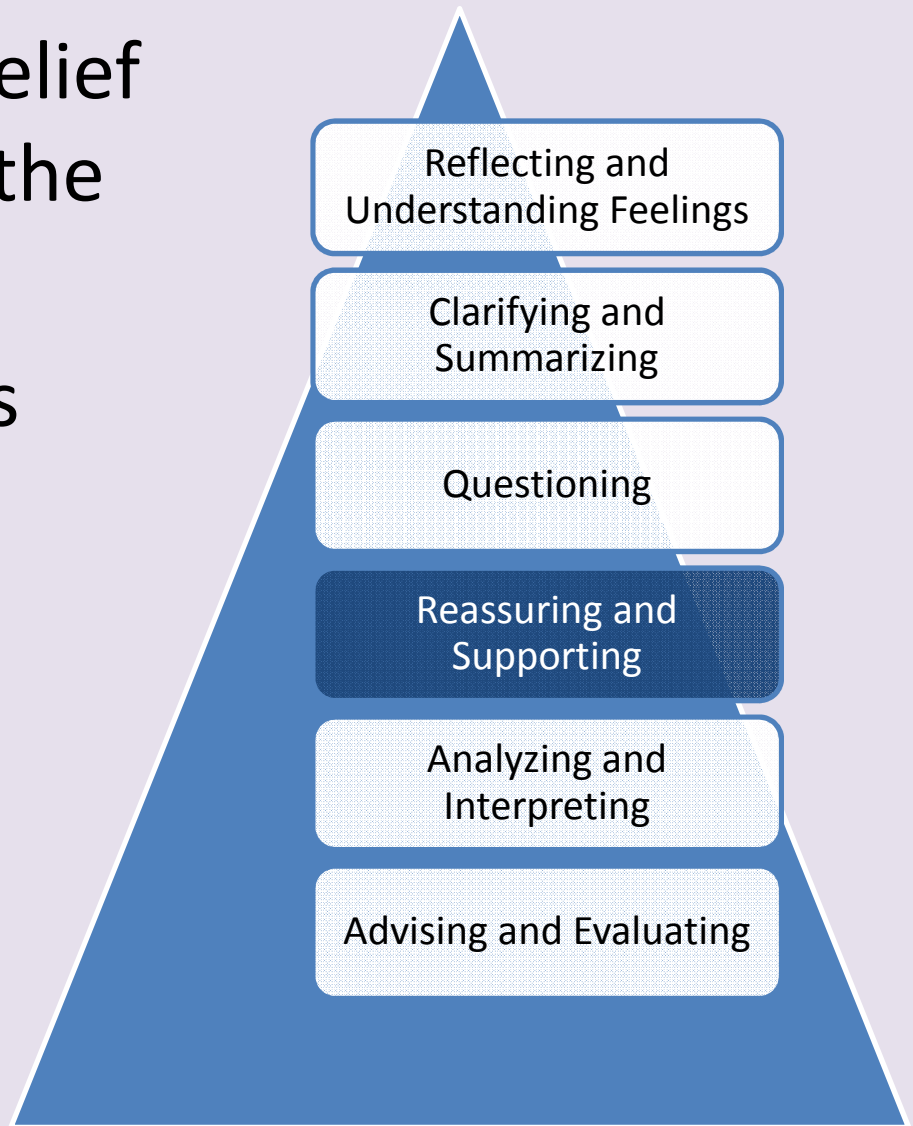
Facilitative Responses

- Seeks information and furthers discussion

Person-centred questions

Open questions

*Why questions (be careful to not make it intimidating)

Questions that completely change the focus

Binding questions – not really questions

Questions that solicit agreement

Forced choice questions

"No good answer" questions

Yes/No questions

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting
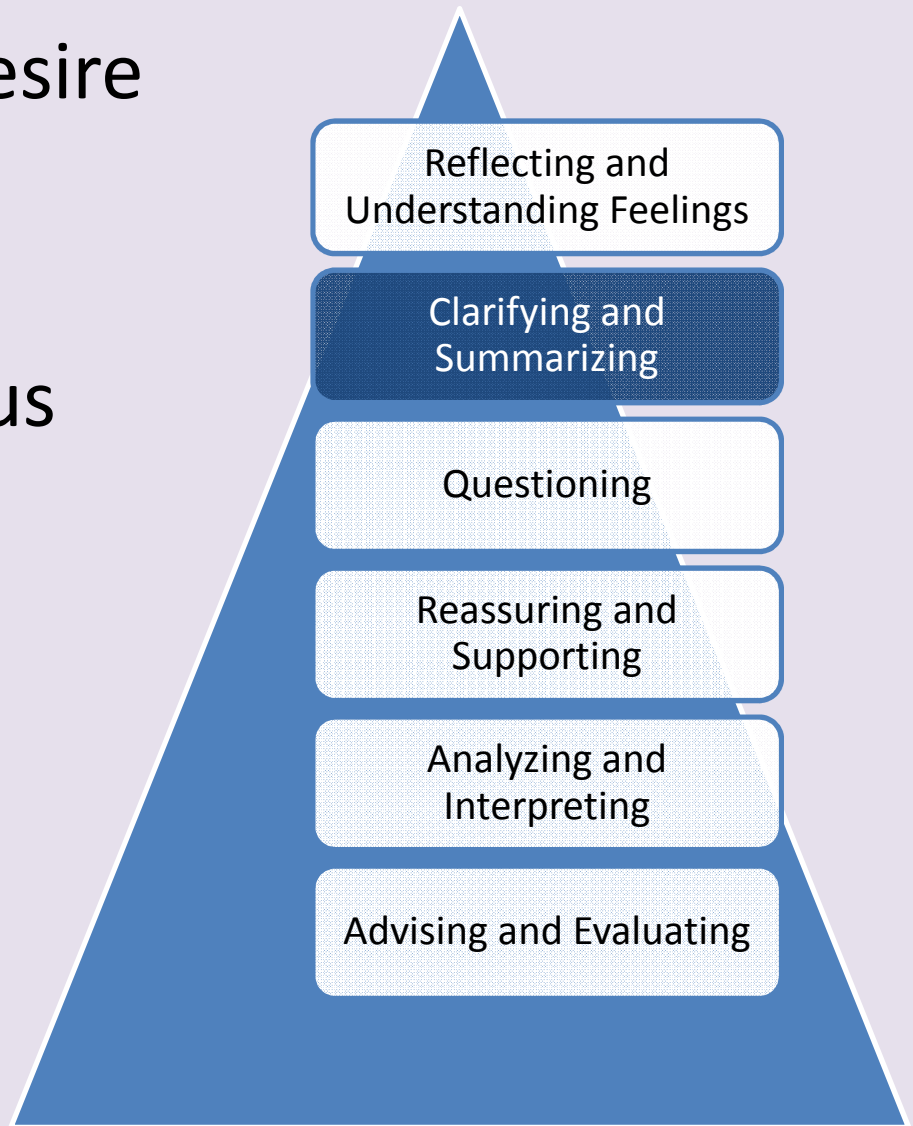
Analyzing and Interpreting

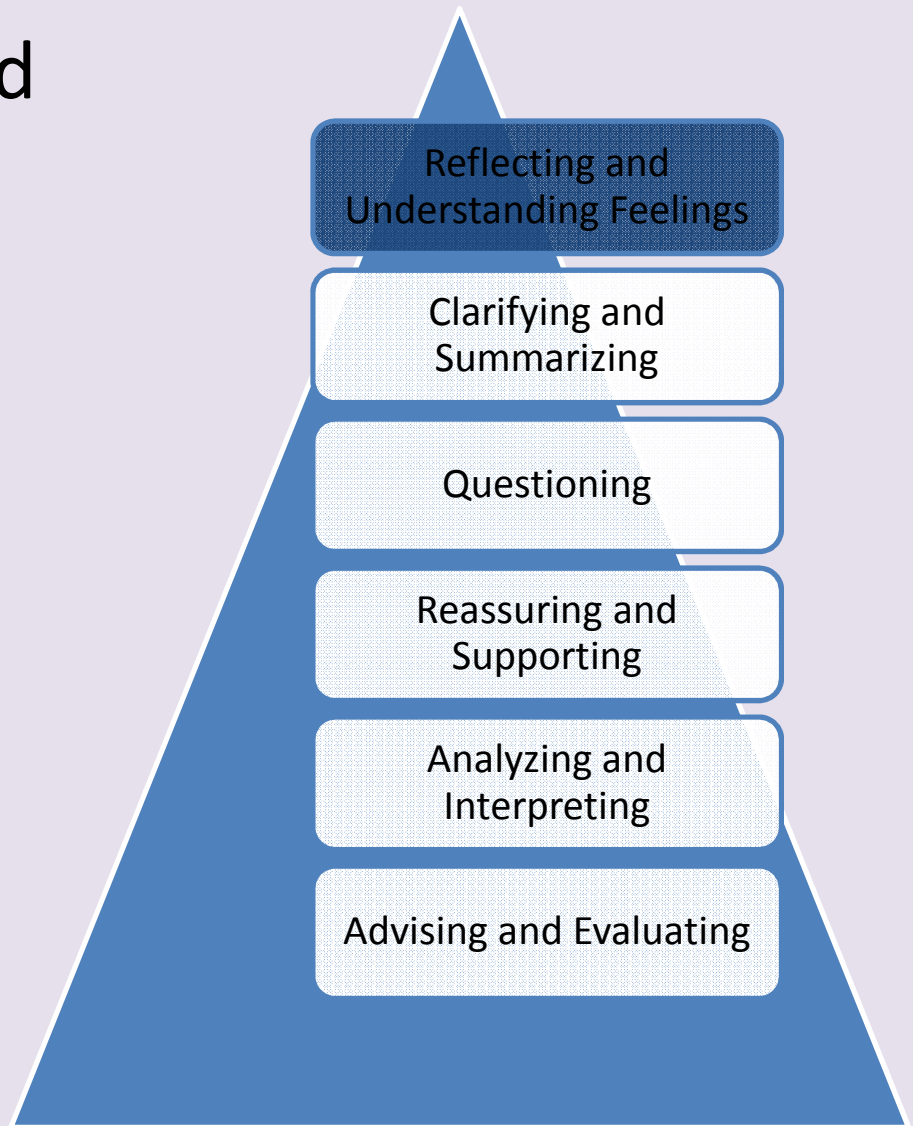Advising and Evaluating

Facilitative Responses

- Clarifying indicates a desire to be accurate in communication

- Summarizing helps focus the discussion and indicates you have accurately heard and understood

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating

Facilitative Responses

- Conveys you have heard and understood their emotional experience

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating

Pair ➤ ◄ & Practice
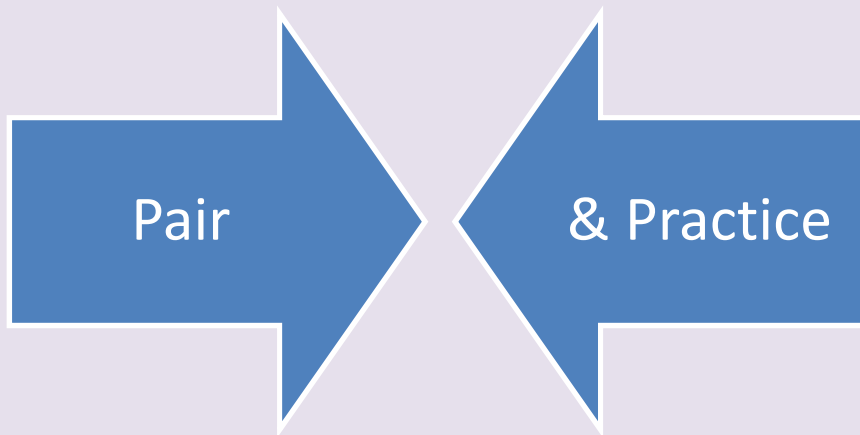
What was your most frustrating mentoring experience?

Reflecting and Understanding Feelings

Clarifying and Summarizing

Questioning

Reassuring and Supporting

Analyzing and Interpreting

Advising and Evaluating
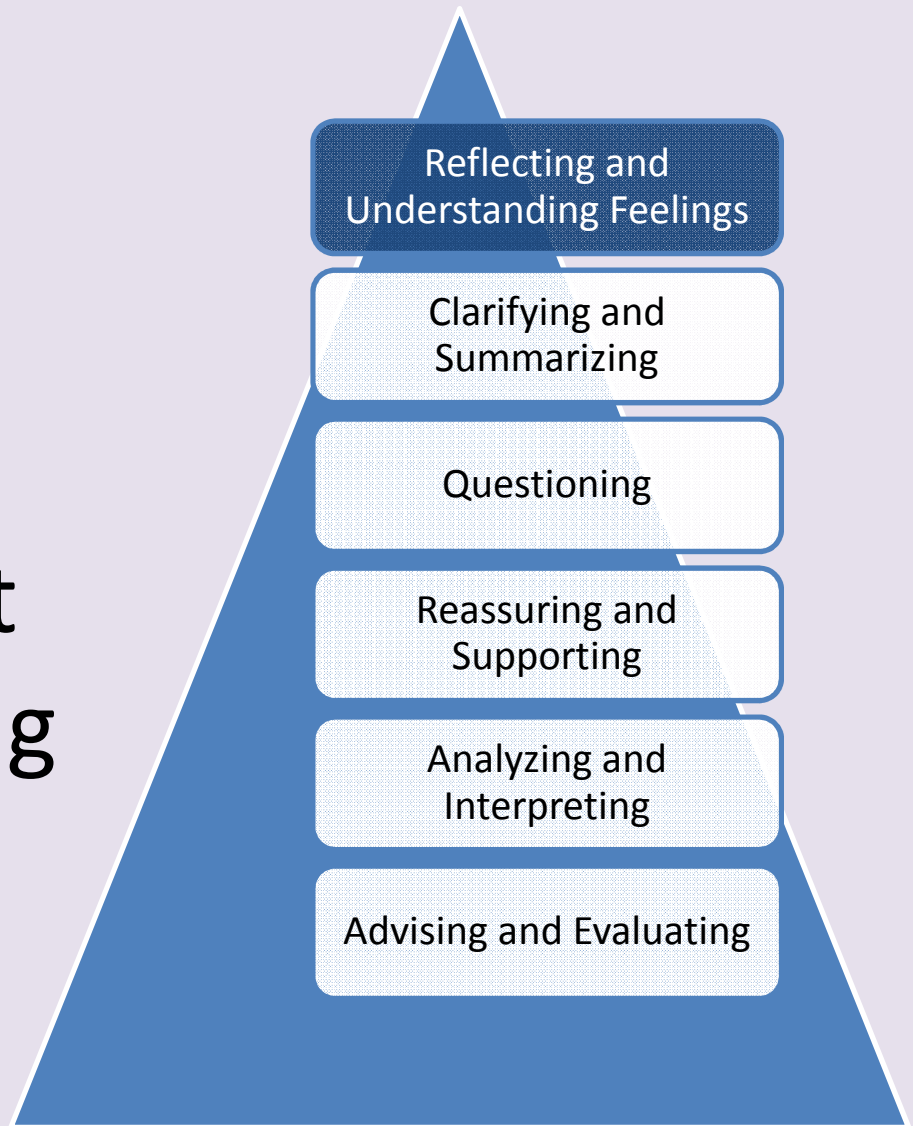
Types of Mentoring Relationships

Formal or Informal

Individual or Group

Short or Long Term
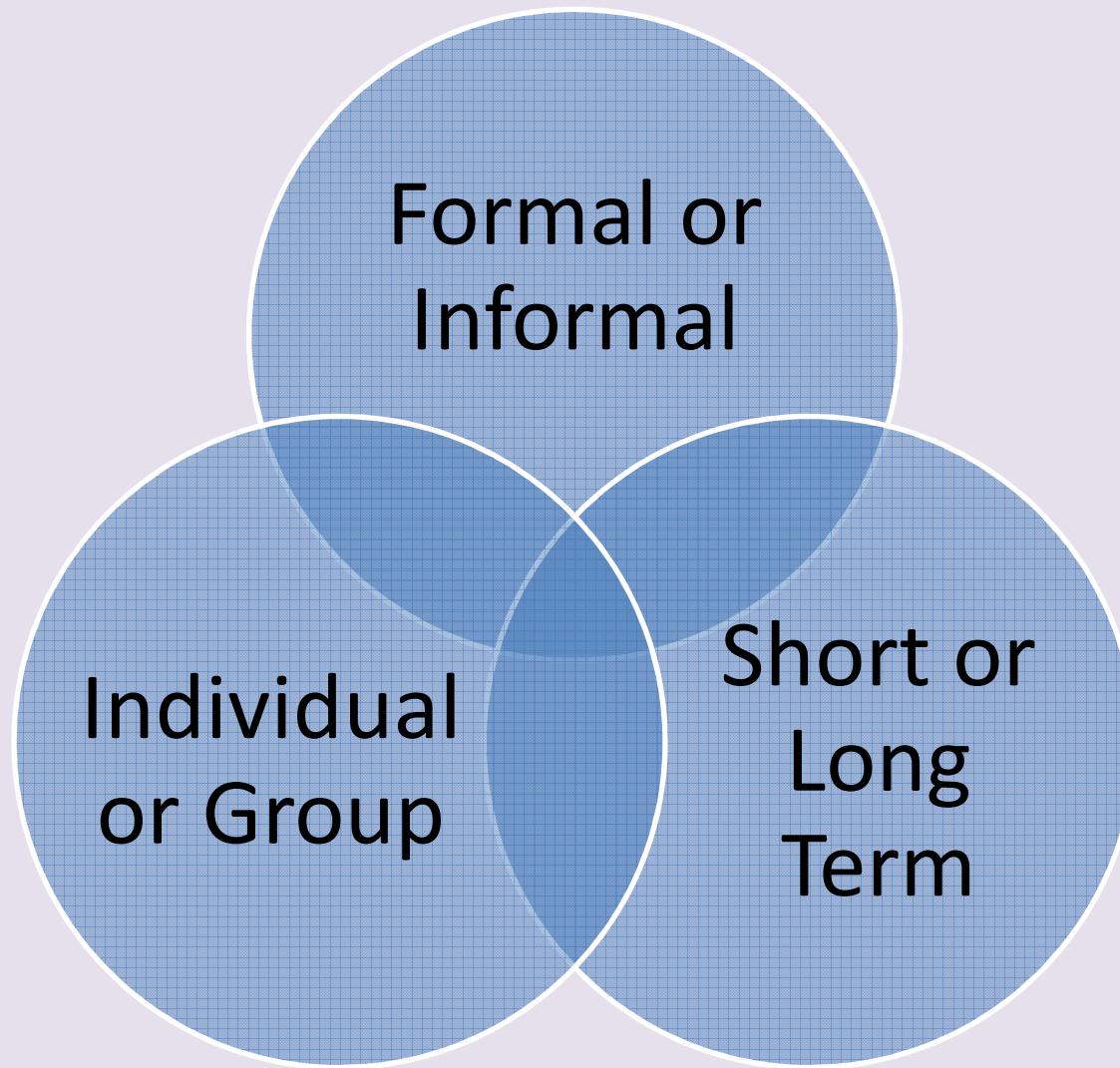
Formal and Informal

Formal

- Often arranged by a workplace or organization
- Has pre-articulated expectations for mentors and mentees
- Often has events such as launches, wrap-ups, or socials to normalize expectations
- Lower "threat" barrier to become involved
- Higher "threat" barrier of time commitment and visibility of involvement

Informal

- Often arranged by individuals
- Expectations may or may not be pre-determined; often casual or focused on a specific need
- Expectations need to be set by the mentor and mentee
- Lower "threat" barrier of time commitment (flexible) and visibility of involvement (can avoid others knowing)
- Higher "threat" barrier to become involved (difficulty of establishing connection)

Short or Long Term

Short Term

- Project- or experience-specific mentors
- Speed-mentoring
- Shadowing
- Group activity "buddies" or event mentors
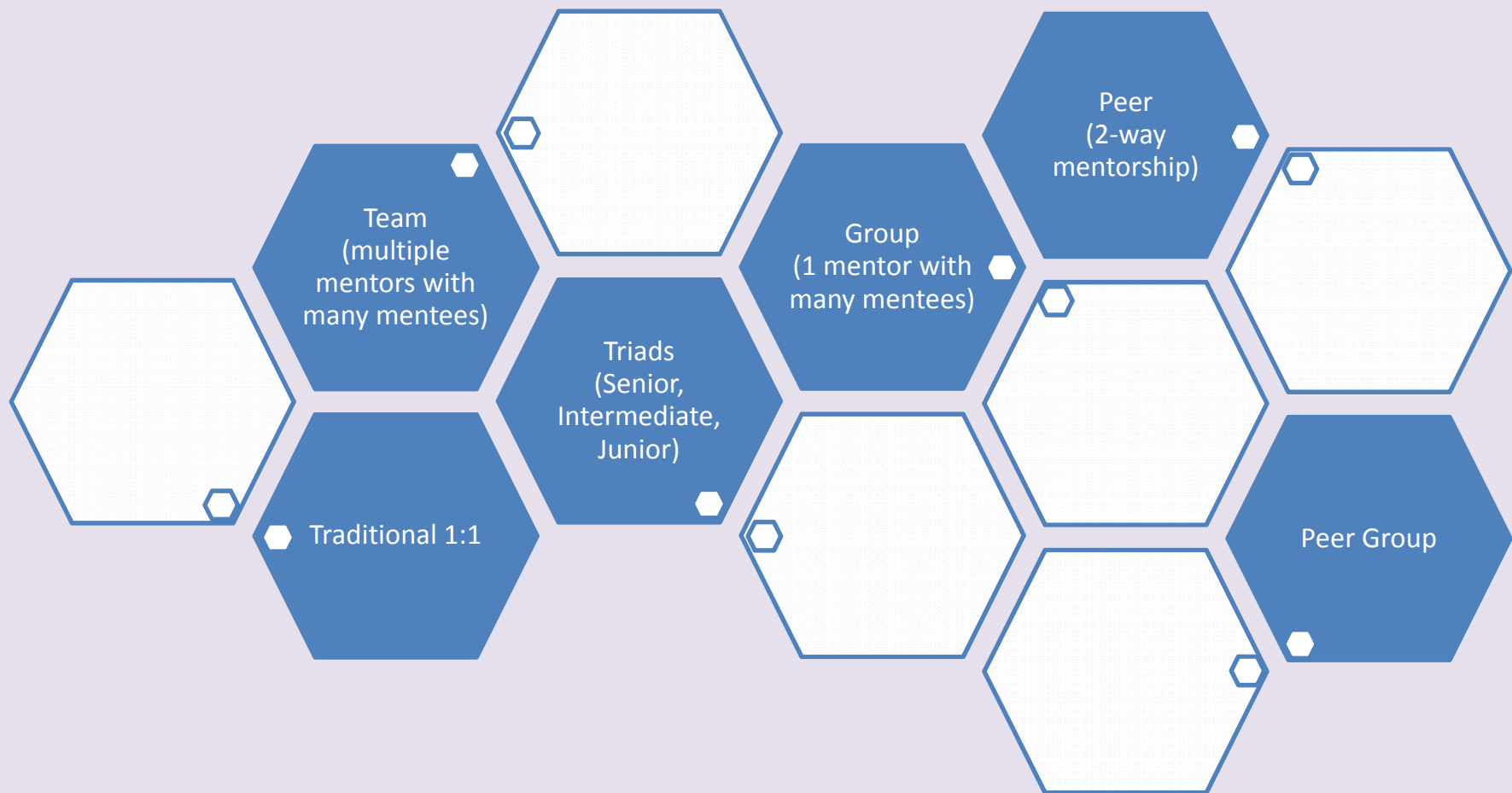- Transition mentors
- Some mentoring programs

Long Term

- Ongoing mentoring with regular meetings
- Ongoing mentoring "as needed"
- Context-dependent "as needed" mentor
- Peer mentor
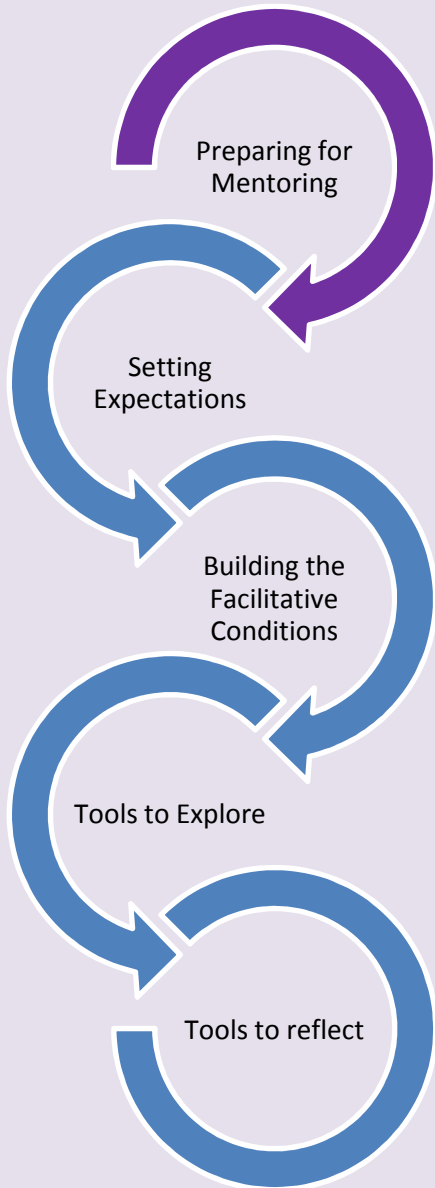- Most mentoring programs

Online mentoring

Individual and Group

Team (multiple mentors with many mentees)

Traditional 1:1

Triads (Senior, Intermediate, Junior)

Group (1 mentor with many mentees)

Peer (2-way mentorship)

Peer Group

Tools for Mentoring

Preparing for Mentoring

Setting Expectations

Building the Facilitative Conditions

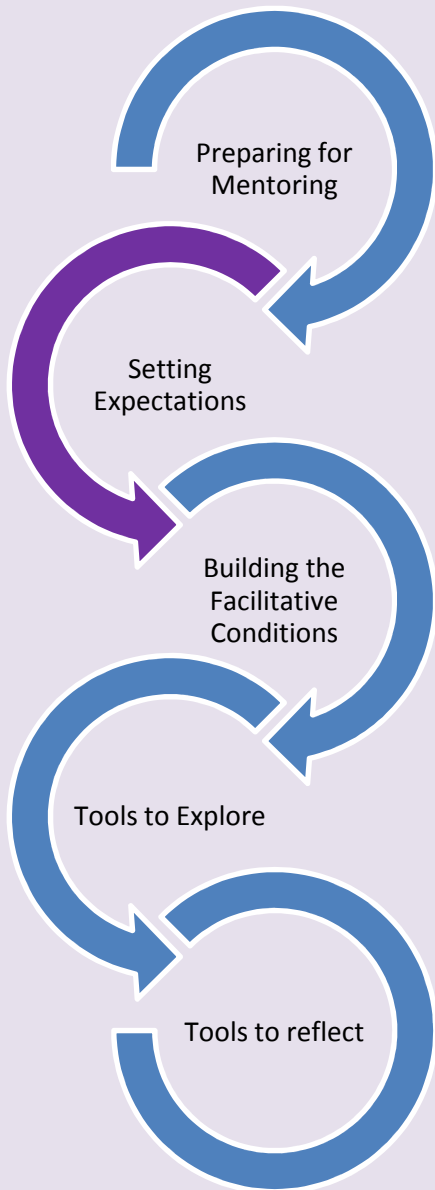Tools to Explore

Tools to reflect

- 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

Preparing for Mentoring

Setting Expectations

Building the Facilitative Conditions

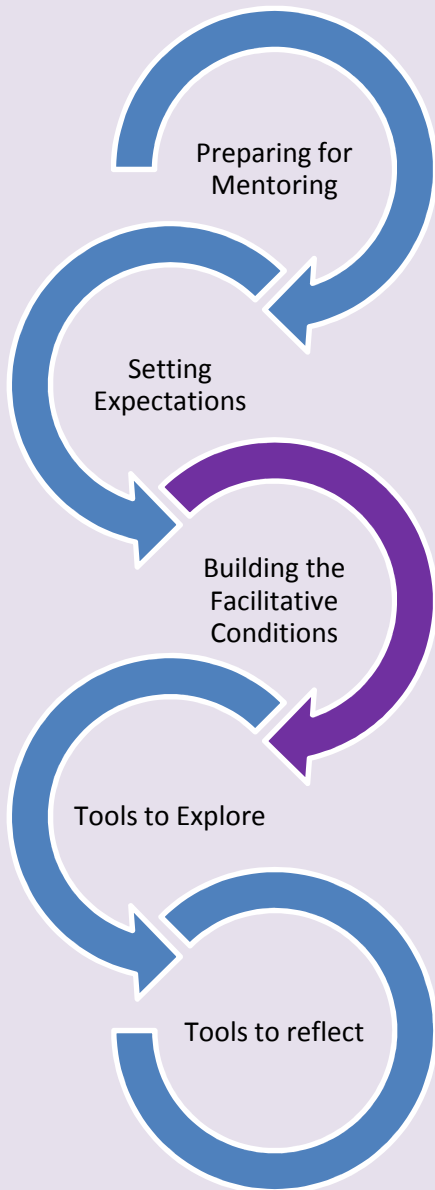Tools to Explore

Tools to reflect

- 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

WWEST

Preparing for Mentoring

Setting Expectations

Building the Facilitative Conditions
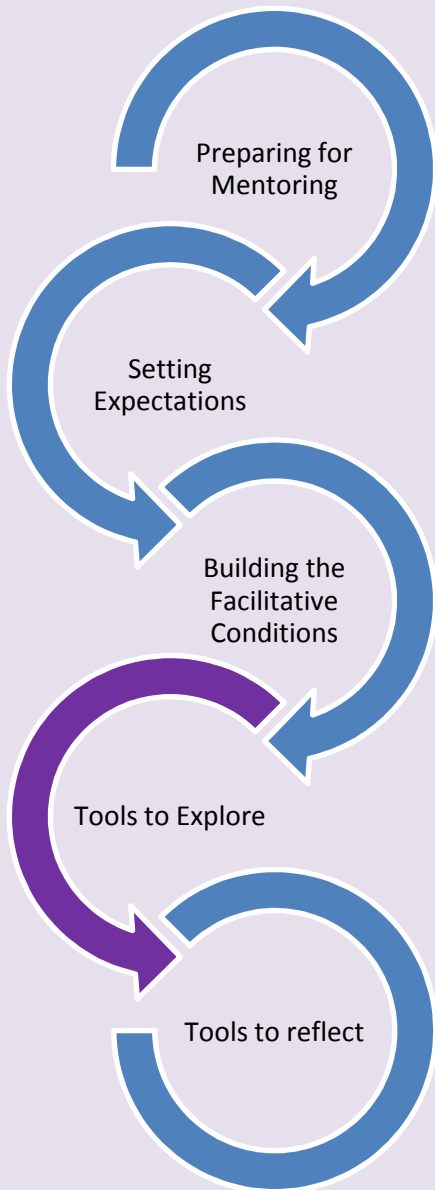
Tools to Explore

Tools to reflect

- 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

WWEST

Preparing for Mentoring

Setting Expectations

Building the Facilitative Conditions
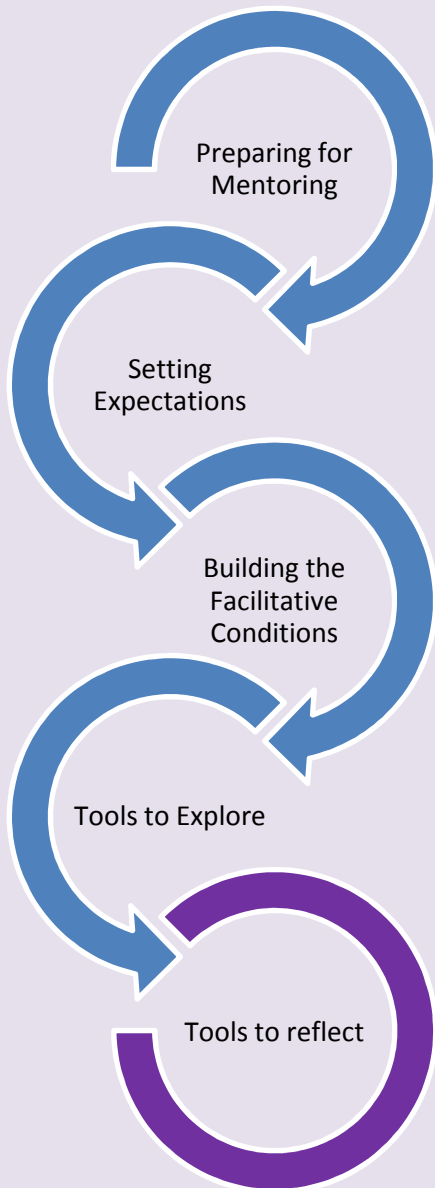
Tools to Explore

Tools to reflect

- 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?

Tools for Mentoring

Preparing for Mentoring

Setting Expectations

Building the Facilitative Conditions

Tools to Explore

Tools to reflect

- 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 it's head

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

QUESTIONS