

# Centering on Mentoring



A Training Program For  
Mentors And Mentees

# Mentorship

- ◆ A mentor is an individual with expertise who can help develop the career of a mentee. The mentor guides, trains, advises, and promotes the career development of the mentee.
- ◆ Two types of mentoring functions:
  - Career
  - Psychosocial

# 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
  - Counseling
  - Friendship

# Stages of Mentoring

- ◆ Initiation Stage
- ◆ Cultivation Stage
- ◆ Separation Stage
- ◆ Redefinition Stage

- Not all stages are beneficial to the mentor or to the mentee.

# Advantages of Mentoring

## ◆ Advantages for the mentee:

- Career advancement
- Salary
- Organizational/professional identification

## ◆ 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

# Disadvantages of Mentoring

- ◆ Disadvantages for the mentee:
  - Overdependence on the mentor
  - Micro-management from the mentor
  - Negative halo from mentor who fails
- ◆ Disadvantages for the mentor:
  - Mentee dependence on mentor
  - Time, energy commitment to mentee
  - Negative halo from mentee who fails

# Problems With Cross-Gender Mentoring



- ◆ Most common form of business mentoring: male mentor and male mentee.
- ◆ Other forms:
  - Male mentor and female mentee (most common)
  - Female mentor and male mentee
  - Female mentor and female mentee (rare)





# Advice for Same-Gender and Cross-Gender Mentoring

- ◆ Keep relationship professional
- ◆ Be sensitive to other people's reactions and potential rumors
- ◆ Avoid perception of personal relationship
  - Meet in public venues
  - Transparency of relationship

# Mentoring

- ◆ Dysfunctional mentoring: When the relationship does not work for one or more parties.
  - Linda Tripp/Monica Lewinsky
  - Problems develop when:
    - ◆ Interests of the parties change
    - ◆ Differences in judgment between parties
    - ◆ Intrusion/over-involvement in another's personal problems
    - ◆ Triangulation problem with others (mentor/mentee/supervisor)
    - ◆ Destructive tone of relationship (e.g., envy/jealousy; dependency/suffocation; support/exploitation)

# Four Potential Dysfunctions in Mentoring Relationships



	Psychosocial	Career-related
Bad intent toward other	<i>Negative Relations (bullies, enemies)</i>	<i>Sabotage (revenge, silent treatment, career damage)</i>
Good intent toward other	<i>Difficulty (conflict, binds)</i>	<i>Spoiling (betrayal, regret, mentor off fast track)</i>

# Formal Mentoring Programs

- ◆ Program length is specified (12 months)
- ◆ Purpose of program is to help early career psychologists establish and develop their careers
- ◆ Program participation is voluntary
- ◆ Matching of mentors and mentees uses input from participants
  - Interest areas in psychology
  - Demographics
  - Experiences

# Formal Mentoring Programs

- ◆ Advocate developmental networks
- ◆ Monitoring program: Relationships should end as soon as they become dysfunctional
- ◆ Evaluation of program
- ◆ Little research on formal mentoring programs.  
Available research supports informal mentoring as a stronger relationship with better outcomes.  
No current research examining quality of formal mentoring programs and their outcomes.

(Wanberg, Welsh, & Hezlett, 2003)

<b>Matrix of Types of Developers and Development Functions in Organizational Socialization</b>	Developer is org. superior to the mentee	Developer is org. peer to the mentee	Developer is org. subordinate to the mentee	Demo-graphic match	Profession-al/ Interest area match	Geograph-ical location match
Career-related: Coaching mentee with strategies for meeting job expectations	<b>+</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>+</b>	<b>0</b>
Career-related: Challenging mentee with stretch assignments/goals	<b>+</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>+</b>	<b>0</b>
Career-related: Enhancing the mentee's exposure and visibility	<b>+</b>	<b>+</b>	<b>-</b>	<b>+</b>	<b>+</b>	<b>+</b>
Career-related: Protection of mentee from potentially negative contacts with other org. members.	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>
Career-related: Sponsorship of mentee's career development	<b>+</b>	<b>-</b>	<b>-</b>	<b>0</b>	<b>0</b>	<b>0</b>
Psychosocial: Role Modeling	<b>+</b>	<b>+</b>	<b>-</b>	<b>+</b>	<b>+</b>	<b>+</b>
Psychosocial: Counseling with work relationships	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>
Psychosocial: Counseling on developing work/career-related competencies	<b>+</b>	<b>+</b>	<b>-</b>	<b>0</b>	<b>+</b>	<b>0</b>
Psychosocial: Counseling with work-family balance	<b>0</b>	<b>0</b>	<b>0</b>	<b>+</b>	<b>0</b>	<b>+</b>
Psychosocial: General acceptance and confirmation	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>	<b>+</b>

(Chao, in press)

“+” = likely function for this type of developer, “0” = possible function for this type of developer, “-” = unlikely function for this type of developer

# Advice to Potential Mentees

- ◆ Get mentors! Internal mentors help with current organizational issues. External mentors help with larger career issues and future organizational moves.
- ◆ One mentor is unlikely to fulfill all developmental needs
- ◆ Be proactive
- ◆ Adopt a learning orientation
- ◆ Set SMART developmental goals
  - Specific
  - Measurable
  - Attainable
  - Relevant
  - Time-bound

# Role of Mentees

- ◆ Seek counsel and advice, not a supervisor who directs actions.
- ◆ Be aware of potential pitfalls: Overbearing mentor, mentor exploitation of mentee's work. Be sensitive to the difference between asking for help/advice from your mentor and demanding favors from your mentor.
- ◆ Synthesize lessons learned from all mentors – become your own person.
- ◆ Recognize dynamics of relationship.



# 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

# Role of Mentors

- ◆ Offer advice that helps mentee develop – role is NOT to make decisions for mentee or micromanage.
- ◆ Train to be efficient. Guidance and advice for one mentee may also be appropriate for another.
- ◆ 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.

# Distance Mentoring

## ◆ How to use e-mail

- 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

# After the Program Ends

- ◆ Many relationships come to a natural end when a mentee learns enough to be independent from specific mentors.
- ◆ New mentoring relationships with others may be more beneficial than continuing an exhausted relationship.
- ◆ Program end may not mean the end of the relationship – informal mentoring can continue if both parties agree.
- ◆ Pilot program will assess how mentoring met needs of both mentees and mentors.

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**Mentoring**

