

MENTORING IN THE MOMENT FOR ACCELERATING IMPACT

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ATTENTION DEFICIT TRAIT (ADT)

Organizations' that have a "do more with less" attitude may result in positive fiscal outcomes, but it has also spawned a neurological phenomenon that Hallowell (2014) referred to as attention deficit trait (ADT).

ADT is a side effect of taxing working conditions. It results in:

Distractibility

Inner frenzy

Impatience

An inability to process, prioritize, and respond effectively

IT IS NOT A PSYCHIATRIC DIAGNOSIS.



IMPORTANCE OF MENTORING

- According to Gallup (2015), only **one in ten people** enter management positions with the talent to manage others.
- When leaders and managers adopt the notion that on-the-job-training is the only training necessary for new managers, there is a 60% chance that the novice manager will fail.

WHY MENTOR AND DEVELOP STAFF? THERE ARE A NUMBER OF BENEFITS TO COMMITTING TO MENTORING AND GROOMING STAFF. MENTORING CAN:

- Increase the likelihood of success for the individual, teams and for the collective organization.
- Save not only money, but also morale (cascading cost of turnover).
- *Proactively* preparing future managers to quickly suit up for a new position.
- Decrease the boredom, restlessness and instead buffer stress, and motivate (show you value and are invested in mentees)
- Help the mentee lead others and navigating highly complex system issues.
- Also improve the mentor's performance.

DIFFERENCE BETWEEN MENTORING AND TEACHING

- Teaching is directive; teacher sets the learning objectives and learning assignments
- Mentoring:
 - Asks: what the mentee would like to learn, or learn more about
 - Designs tasks to match the learning goals
 - Facilitates ongoing reflective discourse about the *process and experience* of applying the new skills and related concepts.
- Begins by developing a relationship with the mentee; trust is built and goals are established and attended to over the course of working together.

"A lot of people have gone further than they thought they could because someone else thought they could."

- Unknown

A mentor empowers a person to see a possible future, and believe it can be obtained.

- Shawn Hitchcock

The mediocre mentor tells.
The good mentor explains.
The superior mentor demonstrates.
The greatest mentors inspire!

- Lucia Ballas Traynor



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**EVERY GREAT
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”

- Lailah Gifty Akita

**A MENTOR IS
SOMEONE WHO
ALLOWS YOU TO
SEE THE HOPE
INSIDE YOURSELF**

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**“ Every great achiever is inspired
by a great mentor”**

~ Lailah Gifty Akita

SO WHAT DO GOOD MENTORS DO?

- They avoid the common mistake of trying to clone themselves, and instead help the mentee to develop their own skills and style (*it's not about you*).
- They recognize that while helping employees master skills is essential, helping them to develop their sense of self as a leader is equally-if not more-as important (*advance emotional intelligence & create opportunities for growth*).
- They connect and communicate in person (*activate mirror neurons*).
- They demonstrate their authentic commitment to the mentee's professional growth and development (*person centered*).
- They ask questions more often than they answer questions (*empowerment*).

IN SUMMARY GOOD MENTORS FOCUS ON:

- *Relationship building*
- *Character building*
- *Optimism*
- *Loyalty* (Tjan, 2017)

HOW CAN WE STRUCTURE MENTORING IN OUR FAST-PACED FIELD? THREE TYPES:

- Long-term development
- Debriefing
- Short-term problem solving

LONG-TERM DEVELOPMENT

- Focus on a particular professional development goal
- Typically requires practice and takes anywhere from six months to a year to attain.
- Practice objectives are set, monthly meetings or coaching/mentoring sessions review progress and scaffold learning from prior sessions.
- Integrate self-directed learning.

DEBRIEFING

- Meetings on an event or project focus on reviewing what occurred in order to learn what can be done differently in the future (some refer to this as “root cause analysis”)
- Crucial to create a safe environment where staff do not feel blamed, but heard. Asking questions such as: ‘What did we learn from this? What did we do well? What do you think we need to work on? How are you all feeling about what happened?’
 - empower staff to think of creative solutions

SHORT-TERM PROBLEM SOLVING

- Focuses on a specific problem in need of a quick resolution.
- Because there is usually a sense of urgency it is easy to fall into the trap of directing/advising/teaching before taking a few moments to ask questions.
- Staff usually have good deal of information about the problem and tend to already have some good insight to possible resolutions: hear them out!

SHORT-TERM PROBLEM SOLVING & ACTIVE LISTENING

- Provides you with information that can:
- (1) reveal a long-term development need.
- (2) provide an opportunity to model critical thinking.
- (3) coach/mentor through questioning (MI).

MENTOR QUESTIONS USING THE *GROW* MODEL

- G- *Goal* setting
- R-Current reality
- O-Options
- W-Will (or way forward)
- *Empowers staff to come up with new ideas and insights to their professional development, as well as performance, problem solving and decision making skills*

GOAL SETTING S.M.A.R.T. SPECIFIC, MEASURABLE, ATTAINABLE, REALISTIC AND TIMELY. ASKING QUESTIONS SUCH AS:

- What would you like to accomplish?
- Why are you hoping to achieve this goal?
- What are the benefits of achieving this goal?
- What is the ideal outcome of achieving this goal?
- What is a realistic timeframe for achieving this goal?
- What will you need to achieve this goal?

CURRENT *REALITY* APPRAISALS ARE HELPFUL TO UNDERSTAND THE FRAMEWORK AND SCALE OF THE GOAL.

ASKING QUESTIONS SUCH AS:

- What steps have you already taken toward the goal/what have you already tried?
- Where are you now with your goal?
- What has helped you toward reaching your goal?
- What has hindered you?
- Where do you see any adjustments that need to be made to help you reach your goal?

EXPLORING *OPTIONS* HELPS TO CREATE SOLUTIONS AND ADVANCES THE INDIVIDUAL TOWARD GOAL ATTAINMENT. ASKING QUESTIONS SUCH AS:

- What are the options you are working with?
- What do you think needs to happen first?
- What do think would happen if you did A, B, or C? What are the pros and cons of each option?
- What do believe would happen if you did nothing at all?
- Who else might be of value to help you with this?
- What is the biggest challenge in this for you?
- Is there anything you have considered doing differently? What's prevented you from taking that approach?

WILL FORWARD PROVIDES AN OPPORTUNITY FOR THE COACH TO GAUGE THE INDIVIDUAL'S COMMITMENT. ASKING QUESTIONS SUCH AS:

- What are your plans for going about that?
- What will you need to do that?
- What is getting in the way of doing that?
- How will you know when you have reached that point?
- How would others know when you reached it?
- What will you need from me, and other members of the team to help you get there?
- What is the cost of not getting there? (self and others)
- How will you know if you are detracting from your goals?

APPLYING THE GROW MODEL

- Pace the GROW questions: ensure that the person has time to be reflective
- Use active listening to avoid diving in to provide answers are key.
- Practice self-reflection and seek feedback from the mentee: was helpful, and what was not helpful.
- Create a working document (you can think of this as a contract) and use it to refer back to (are we both keeping up our ends of the deal?) and evaluate progress.
 - A note of caution: this is not a “performance improvement plan”

SUMMARY OF BEST MENTORSHIP PRACTICES

- Be human: This can deepen rapport and may abate angst/pressure on the mentee.
- Ask mentees specific, focused questions: This helps the mentee to apply and enhance critical thinking skills and gain clarity of thought.
- Effectively communicate: Pay attention to mentees' blind spots and have a conversation about them.

TWO MINUTES, TWO QUESTIONS

- Turn to your neighbor, assume the role of mentor and ask them two questions about their professional growth. Then switch roles.
- Examples:
 - What would like to be different in three months from now? What do you need to get there?
 - In the last three months what has been your most significant professional self-reflection (i.e. what have you learned about yourself based on some experience)?
 - What makes you feel most vulnerable in your current role (skills deficit, team dynamics etc.)? What would you like to commit to in order to help change that? What do you need others to commit to?

