

LAICO SUMMIT 2019

Some Points on Mentoring

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Mentoring Relationship Equation

Successful Mentoring Relationship is bounded by.....

$$(Drive \times Distance) \geq (Gap \times Relevance \times Effort)$$

Mentee

Mentor

Drive = How motivated is the mentee

Distance = Where is the mentee in terms of experience Vs where they need/want to be?

Gap = The amount of experience the mentor has compared with the mentee

Relevance = The distance between the mentor's expertise and the mentee's goal

Effort = How much work it will take to bridge any gaps of experience or relevance

Mentor Scale: Three Dimensions

- **Sociability**
- **Dominance**
- **Openness**

What are the implications of all this on mentoring process?

Source: Chip R Bell, 2002, Managers as Mentors : Building Partnerships for learning, Berrett-Koehler Publishers

Mentor Scale (Bell, 2002)

Dimension	Column A	Column B
Sociability preference to be or away from others	<ul style="list-style-type: none"> •Tend to be reserved loners •Need to work harder to become more approachable to the mentee 	<ul style="list-style-type: none"> •Outgoing joiners •Will find rapport building easier •Need to control tendency to dominate discussions
Dominance Preference to be in-charge	<ul style="list-style-type: none"> •Comfortable if others take the lead •Need to learn to assert during the mentoring conversations 	<ul style="list-style-type: none"> •Like to be in control and assert •Tend to use power to manage mentoring relationship •Listen more
Openness Ability to trust others and express	<ul style="list-style-type: none"> •Cautious and guarded •Reluctant to show feelings •Need to work on giving more comfort for the mentee to be open 	<ul style="list-style-type: none"> •Comfortable getting closer •Can express feelings easier •Need to be sensitive and respect personal space of the mentee

Mentoring Scale (Bell, 2002)

Sociability and Mentoring

People with high sociability scores find the rapport-building and dialogue-leading dimensions of mentoring easier. They have to work hard to avoid dominating discussions. People with low sociability scores need to work harder at helping proteges open up and communicate.

Dominance and Mentoring

The whole concept of mentoring today is based on a relationship of shared power. High dominance scorers are reluctant either to give up control or to share control of the relationship; they have to work hard to listen rather than talk. Low dominance scorers, on the other hand, may need to work to assume leadership of the relationship. They may take such a low-key, laissez-faire approach that the protégé feels insecure and without guidance.

Openness and Mentoring

High openness scorers will find it easy to reveal themselves in a mentoring relationship. Their challenge is to be candid and open enough to encourage the protege to do likewise. Low openness scorers, will need to work at overcoming their caution in order to take early emotional and interpersonal risks with the protege; their instinctive guardedness can make the protege feel that mistakes might have dire consequences.

The Mentoring Process

Preparing

- Setting the tone for the relationship by engaging in conversation, getting to know each other and understanding each other's contexts
- Clarifying both expectation and role
- Exploring personal motivation and readiness

Negotiating

- Coming to agreement on learning goals and defining the context and process of relationship
- Establishing goals and creating a work plan
- Creating a shared understanding about assumptions, expectations, goals and needs
- Talking about soft issues in a relationships – ground rules, confidentiality, boundaries, hot buttons
- Laying a solid foundation for building trust

Enabling Growth

- Facilitate learning by establishing and maintaining an open and affirming learning climate
- Providing thoughtful, timely, candid and constructive feedback
- Monitor the learning process and learning progress to ensure that the mentee's learning goals are met

Coming to Closure

- Evaluating, acknowledging and celebrating achievement of learning outcomes
- Opportunity to harvest the learning and apply to other relationships and situations

Preparing: A Readiness Checklist (Zachary, 2000)

Instructions: Review the list below, and check all items that apply to you with respect to your prospective mentoring relationship.

1. _____ I have a sincere interest in helping this person succeed.
2. _____ There appears to be mutual interest and compatibility.
3. _____ Our assumptions about the process are congruent.
4. _____ I am clear about my role.
5. _____ I am the right person to help achieve these goals.
6. _____ I can enthusiastically engage in helping this person.
7. _____ I am willing to use my network of contacts to help this individual.
8. _____ I can commit adequate time to mentoring this person.
9. _____ I have access to the kind of opportunities that can support this person's learning.
10. _____ I have the support that I need to be able to engage in this relationship in a meaningful way.
11. _____ I am committed to developing my own mentoring skills.
12. _____ I have a mentoring development plan in place.

Negotiating: A Readiness Checklist (Zachary, 2000)

Instructions: Complete the following checklist to determine if you have sufficiently completed the negotiating phase.

1. _____ Accountabilities are in place for me, my partner and the relationship.
2. _____ Expectations are clear.
3. _____ Goals are well defined and clear.
4. _____ The responsibilities of each partner are defined.
5. _____ Norms have been developed and agreed to.
6. _____ We have decided how often should we meet.
7. _____ We are in agreement about how often we should connect and who should do the connecting.
8. _____ We have articulated criteria for success.
9. _____ We have developed a workable strategy for dealing with obstacles to the relationship.
10. _____ The work plan makes sense.
11. _____ We have discussed how and when the relationship will be brought to closure.
12. _____ Our operating assumption about confidentiality are well articulated.
13. _____ The boundaries and limits of this relationship leave enough room for flexibility.

Enabling Growth: A Readiness Checklist

(Zachary, 2000)

Instruction: Answer each of the questions below, adding examples after each response.

1. Am I providing adequate support to facilitate the learning of my mentee?
2. Have we identified sufficient and varied opportunities and venues for learning?
3. Are we continuing to build and maintain a productive relationship?
4. Is the quality of our mentoring interaction satisfactory?
5. Are we continuously working on improving the quality of the mentoring interaction?
6. Are we continuing to work at maintaining the trust in this relationship?
7. Have we put in place a variety of mechanisms to ensure continuous feedback?
8. Is the feedback I am giving thoughtful, candid and constructive?
9. Do we make time to reflect on our partnership regularly?
10. Are there subjects too difficult to discuss in the mentoring relationship?

Coming to Closure: A Readiness Checklist

(Zachary, 2000)

Instructions: Answer each of the questions, adding examples after each response.

1. _____ Did we use the closure protocols we established to bring closure to the relationship effectively?
2. _____ Did we hold a meaningful learning conclusion conversation?
3. _____ Did we adequately evaluate learning outcomes?
4. _____ Did we discuss the application and integration of new learning?
5. _____ Were accomplishments acknowledged?
6. _____ Were the milestones celebrated?
7. _____ Was I able to identify the signals when it was time for closure?
8. _____ Did I personally evaluate my own learning as a result of this experience?
9. _____ Have I identified ways to apply and integrate my own learnings?
10. _____ Have I decided what I would do differently as a mentor the next time?

Self Introspection for Mentor

Reflect on each of these questions as you consider mentoring.

1. How do you feel about being a mentor?
2. What benefits would you gain from being a mentor?
3. What would it cost you to be a mentor?
4. Do you have time to mentor someone?
5. Is this a good time for you to mentor?
6. Can you make a long-term commitment to this process?
7. How comfortable are you having a collaborative relationship (not an authoritative one) with a person less experienced and influential than yourself?
8. Do you understand the functions and methods of mentoring, and do you have the skills to perform them?
9. What organizational implications will you face if you mentor?
10. Do you have sufficient long-term support, such as ongoing training, for your role as a mentor?

Items on Mentoring Skills Inventory

- Brokering Relationships
- Building and Maintaining Relationships
- Coaching
- Communicating
- Encouraging
- Facilitating
- Goal Setting
- Guiding
- Managing Conflict
- Problem Solving
- Providing and Receiving Feedback
- Reflecting

Source: Lois J. Zachary, 2000, The Mentor Guide: Facilitating Effective Learning Relationships, Jossey-Bass