

# Mentoring

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# Overview

2.00-2.30

- What is mentoring?

2.30-3.30

- Before you start

3.30-3.50

- Break

3.50-4.30

- The process and styles

4.30-5.15

- Having a go

5.15-5.30

- Having a successful mentoring relationship

# What is mentoring?

“Offline help by one person to another in making significant transitions in knowledge, work or thinking. ”

Megginson and Clutterbuck, 1995

# Mentoring scenarios

I want to improve the relationship with my PI

I'm working all the time; how do I get a better work/life balance?

Everyone around me has freedom to work on their own projects; how can I get research independence?

I'd like to start a family; when's a good time to have children?

There are not enough hours in the day; how do I fit it all in?

I want to know how to apply for grant funding

How do I know if I'm good enough?

I'm unsure about my future career direction

I want to become a Professor; how do I get there

# Developmental mentoring

Encouraging self-reflection in an exploratory way

*- mentor encourages the mentee to develop their own solutions*

# Informative mentoring

Sharing experience and knowledge in a prescriptive way

*- mentor provides solutions for the mentee*

# The Mentoring Process

Consider what you want from a mentor



Choose a mentor



First meeting – set up



Regular meetings

Clarify purpose

Discuss current situation

Explore options

Action



End of the mentoring relationship

Start the mentoring process with the end in mind; what do *you* want to get out of it?

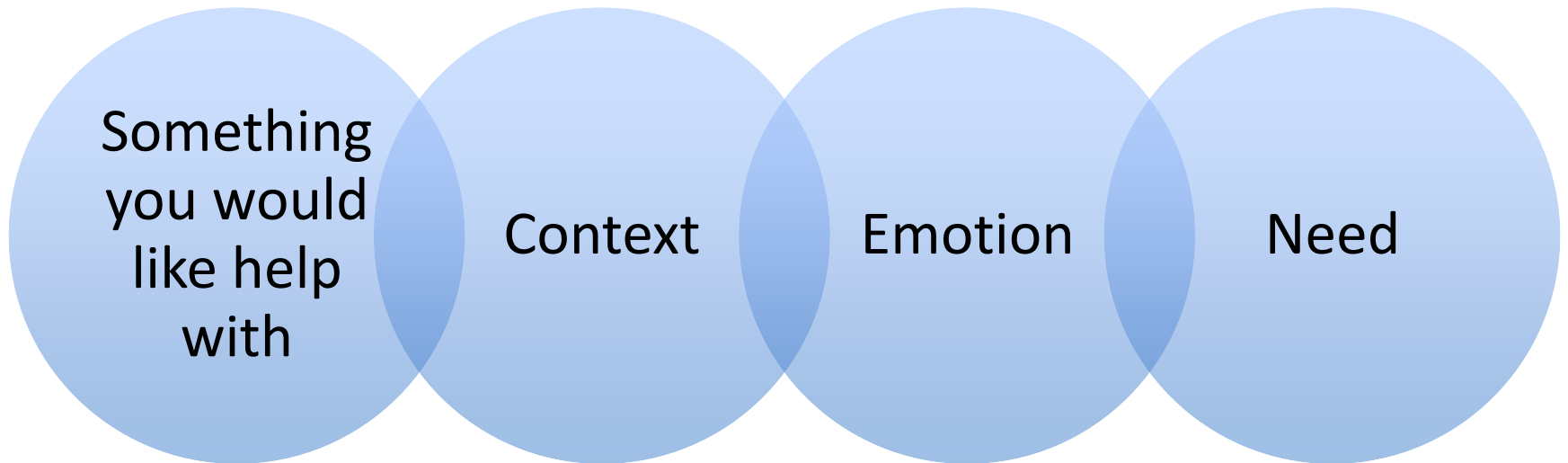




# Defining your mentoring requirements

- Write down anything significant you need help with that you might raise with a mentor.
- Take a look at your list and rank them in priority order
- Identify how you feel about the top three
- Now you have identified how you feel, can you explain what you need from your mentor?

# Articulating the purpose of mentoring



# Choosing a mentor ...

## **DO**

choose based on who can...

- Listen and give their time
- Support and encourage
- Share experiences – where relevant
- Help you to find your own solutions
- Signpost (if asked) to information and resources, including people, networks

## **DON'T**

choose based on who will...

- Collaborate on research
- Apply jointly for grant funding
- Be a referee
- Directly act on your behalf
- Give you the 'right' answer
- Direct you to a particular career path

Think like a mentor to be an effective mentee

Think like a mentee to be an effective mentor

# Setting up the mentoring relationship

Some things to consider at the beginning:

- What do you both understand by mentoring?
- Logistics of the mentoring process
- Parameters for the conversation
- Confidentiality and record keeping
- How you will decide if the mentoring relationship is working/not working

# The mentoring meeting

## Stage 1

- Identify the purpose of the session

## Stage 2

- Analyse what is the current situation (official vs ground truth)

## Stage 3

- Explore possibilities and identify preferred options

## Stage 4

- Commit to specific actions if appropriate

# Case Study

During a mentoring session, the mentee seems tired and withdrawn. His research does not seem to be going well at the current time; several grant opportunities have come up and he has not applied despite being amply well placed to do so. He has 4- 5 papers which have been accepted pending revisions but he has not felt able to get around to doing this. He regularly mentions that he doesn't communicate regularly with his PI. He says he lacks career direction.

What do you think the purpose of the mentoring meeting will be?



# Making Skilful Interventions



# Styles of Interventions

## Authoritative

1. Prescriptive



2. Informative



3. Confronting

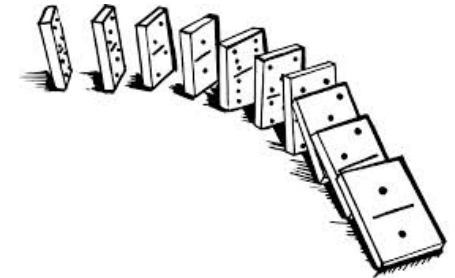


## Facilitative

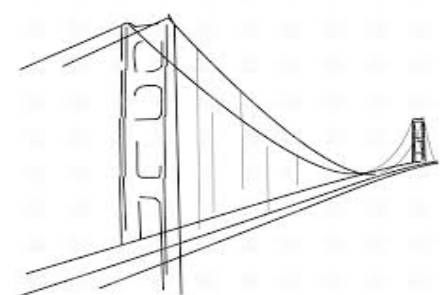
1. Cathartic



2. Catalytic



3. Supportive



# Types of Interventions in Action

Work in 3s. One mentor, one mentee, one observer.

Which interventions did you hear being used?



What makes mentoring relationships work?

# Reasons for ending the mentoring relationship



# Habits of Good Mentors

- ✓ Modesty; the mentor may be an expert on a topic but the mentee is the expert in their own lives
- ✓ Hold their tongue when they want to offer advice
- ✓ Allow the mentee to set the agenda and direction
- ✓ Give the mentee space to talk and tolerate the silences
- ✓ Self disclose when appropriate, even about the failures for feedback about the direction, progress and value of the mentoring
- ✓ Regularly check in for feedback about the direction, progress and value of the mentoring
- ✓ Recognise that mentoring is a learning process for them too
- ✓ Don't be offended if the mentee decides to end the mentoring relationship or asks you for recommendations for a new mentor

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# Habits of Good Mentees

- ✓ Prepare for the session.
- ✓ Don't expect the mentor to immediately offer you advice or solutions
- ✓ Be prepared to change; if you commit to action, follow through on it
- ✓ Email your mentor after your meeting if you wish outlining the key points of the discussion and your action points
- ✓ Offer your honest feedback about the nature and quality of the help you are receiving
- ✓ Be prepared to take over most of the management of the relationship (arranging meetings, venues )
- ✓ Be prepared to end the relationship; seek multiple mentors

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