Module 1
INTRODUCTION TO MENTORING

MENTOR
Character in Homer’s *Odyssey*
Elderly friend and adviser to Odysseus
Guardian of Odysseus’ son, Telemachus, while Odysseus fought in the Trojan war

Meaning
A Wise and Faithful Counselor
WHY MENTORING?

TO CREATE AN ENVIRONMENT OF GROWTH AND SUCCESS

Professional and Personal Success as a...

...Scientist
...Community Leader
...Individual & Family Member
Mentoring can help staff successfully manage the professional environment, build self-confidence in key success areas, navigate difficult situations, achieve career goals, and balance personal and professional life demands.

NOAO Mentor Program Objectives

- Achieve balance between science and functional responsibilities
- Provide guidance for promotions and tenure
- Provide guidance to establish professional visibility
- Achieve balance between career and family
- Assist mid-career changes in direction
- Develop team building and management skills
What Mentoring Is

Provide a mature and friendly ear

Help develop short and long term goals

Provide guidance for professional and personal success

Help identify where training or development may be helpful

Help identify problems that affect professional and personal well being and suggest solution paths

Provide direction to resources for professional and personal development
**NOAO Examples**

Stimulate innovative and independent thinking in research

Provide early career guidance and advice to post docs and junior staff

Provide later career guidance to senior staff

Share experience, skills and learning

Be a resource for writing, speaking, research, community opportunities

Provide emotional support and encouragement to staff

Reveal opportunities for personal and professional development, growth and well being

Suggest ways to resolve problems refer staff to appropriate resource including AD, HR, EAP, etc.
What Mentoring Is

NOT...

...becoming an advocate for raises or promotions

...acting as a supervisor dealing with performance problems, performance objectives and discipline

...conducting performance reviews

...getting special privileges, consideration, or other favors for Proteges
Role of the Protege

Contact Mentor to set up meetings

Be proactive in setting up meetings with Mentor and staying on track with commitments

Set reasonable expectations with Mentor

Decide what you want from the mentoring process

Be prompt to meetings and respectful of Mentor’s time

Clarify interests, aspirations, goals and work values

Set goals and follow through on them

Use Mentor as a resource for information, advice, collaborations, coaching and feedback

Be open and sincere with Mentor

Follow through on agreements

Express appreciation to Mentor for advice and support

Listen and consider advice from Mentor
Mentor Program
Key Success
Determinants

Enter Here
REFLECTION

What I like most about the mentoring program concept

What concerns me about the program or being a Mentor

Why I’m participating as a Mentor and workshop participant

What I hope to accomplish today
Mentor Attributes Overview

Communicator
Listener
Coach
Counselor
Facilitator

Support Management of Professional and Personal Lives
(Whole Person)

Essential Principles for Effective Mentoring

♦ Openness + Honesty + Sincerity ➔ Trust
♦ Ask questions to help Protege develop solutions
♦ Leave decisions and actions in the hands of the Protege
♦ Be of service


*Key Skills*

- Giving Feedback
- Listening
- Questioning
- Setting Goals / Planning Actions
- Counseling / Coaching
Module 2
KEY SKILLS - GIVING FEEDBACK

FEEDBACK
Positive OR Negative

Necessary for progress

Difficult because our concerns get in the way

Concerns

How they will take it
What they will do with it
What they will think of us
How I feel about giving it
How I might feel after experiencing their reaction
DISCUSSION

Pairs or Trios

What do I find most difficult about giving feedback, both positive and negative?

How do I deal with it?
Guidelines for Effective Feedback

Be clear and direct

Focus on one issue or behavior

Discuss issues, not personalities

Use non-judgmental language

Do it with sincere intent to help

Make it timely

Be specific (who, when, what, where)

Make it actionable
Feedback Statements
- Examples -

1. “Your topic was thought-provoking, but you didn’t look at the audience, you got off on tangents, you hesitated a lot and could have raised your voice a bit for those in the back.”

2. “I think you should give up trying to get involved in the community. You just don’t have the personality for it.”

3. “I really enjoyed your speech at the conference. It clarified for me why this research is so valuable.”

4. “When you spoke up at that meeting six months ago, your response took us off on a tangent. I think it might have been better to have checked first to make sure you were understanding the main issue for the group.”

5. “If you hope to progress in the field, you will need to become more active in professional organizations such as ...”

6. “When your methods were questioned, you raised your voice in response. By doing so, you closed the door to a lot of useful feedback.”

7. “You always overgeneralize instead of getting to the point.”

8. “Congratulations on achieving your goal. I know how important it was from the passion in your voice as we discussed it over the past several months.”

9. “You become annoyed with people who don’t see your point of view. Maybe you should become more open-minded.”

10. “When Sally said she knew of a board opening, you remained silent. Knowing how important those opportunities are, I was surprised. What concerns do you have about the opportunity?”
STEPS for Effective Feedback

1) Explain your understanding of the facts
2) Deliver the message
3) State the impact or why important
4) Ask how they feel about it (and wait)

For Improvement

5) Ask for alternatives if appropriate (and wait)
6) Give suggestions, if necessary
PRACTICE

Trios

Think of a junior staff member to whom you would like to give some useful feedback that may help his or her career.

Prepare for a meeting with the person.

One person in the trio act as the junior staff member.

The third trio member take notes and provide feedback on the steps and use of feedback principles.

Rotate positions for the next practice.
Module 3
KEY SKILLS - LISTENING

LISTENING

Hearing what is said

Understanding the message
Barriers to Effective Listening

Mentally preparing a response while the speaker is speaking

Interrupting or finishing speaker’s sentences

Tuning out or day-dreaming

Assuming or drawing conclusions without hearing the entire message or checking for understanding

Making assumptions about the speaker’s intent

Allowing emotions about the message to interfere with hearing it

Engaging in activities that hinder you from giving the speaker your full attention
# LISTENING SKILLS

## SELF-ASSESSMENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Never</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Always</th>
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<tr>
<td>Mentally preparing a response while the speaker is speaking</td>
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<td>Interrupting or finishing speaker’s sentences</td>
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<td>full attention</td>
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N = Never  
O = Occasionally  
S = Sometimes  
F = Frequently  
A = Always
REFLECTION

Pairs

Think of a time when you discovered that you colluded with one or more barriers to effective listening.

What was/were the barrier(s)?

How did it affect your ability to receive the entire message?

How was the speaker affected?

What may have been different in the conversation or relationship if you had listened effectively.

What would you now do differently?
Guidelines for Effective Listening

Give the speaker your full attention

Empathize to gain greater understanding

Suspend judgment, assumptions, or conclusions

Ask clarifying questions
  - closed-ended to obtain closure or narrow the topic
  - open-ended to gain greater depth or draw the person out

Reflect back to check for understanding and accuracy

Stay focused on the total message, not delivery, style, or emotion

Remove distractions or reschedule
**STEPS for Effective Listening**

1) Listen intently
2) Ask clarifying questions
3) State your understanding
4) Check for accuracy

**Diagram:**
- Listen Intently
- Ask Clarifying Questions
- State Your Understanding
- Check for Accuracy
PRACTICE

Trios

Listener: Ask speaker to explain in detail what he or she does to listen well in situations where he or she tends not to do so

OR

Ask speaker some of the things he or she does to make sure he or she obtains a clear and complete message

OR

Ask speaker to describe some of the things he or she does to balance home and work life responsibilities.

Speaker: Respond in detail to the questions asked by the listener.

Observer: Take notes and provide feedback to the listener on his or her use of the model and listening principles.

Rotate positions for the next practice.
Module 4
KEY SKILLS - QUESTIONING

QUESTIONING

The power of discovery learning and action learning is activated through effective questioning and real-life application.

Effective questioning can stimulate empowering inquiry and invite action that changes ones way of being.
Adult Learning Model

Adults learn most effectively through self-discovery.

They compare new data to their existing knowledge-base to determine its relevance.

Until data appears to be relevant, it has little chance of influencing behavior.

Open ended questions can open the process of discovery learning.
Example

As a Mentor, you may tell your Protege that it is important to participate in social functions and activities at work. You may even offer detailed explanations why you believe it to be so.

Alternatively, you might, through inquiry, invite your Protege to mentally “walk” through the process of working on a project where it soon becomes apparent that he or she will need assistance from other staff. A Protege with few networks and professional relationships may come to recognize the value of participating in these social events.
Examples of Questioning

To Understand Situations

- If things were different, how would you want them to be?
- What is your understanding of the situation/problem?
- What do you want to accomplish?
- What do you see missing?

To Determine Causes

- Why do you think that happened?
- What factors could have contributed?
- What might [so and so] say about this if we asked him (or her)?
- When does this occur?
- How might you be contributing to the problem?
**Module 4 Key Skills - Questioning**

**To Discover Solutions**
- What options do you see?
- What have you tried so far?
- What could you do to change things?
- What are the positive and negative aspects of each option?
- What alternatives look the best right now?

**To Follow Up**
- What kind of support will you need?
- When do you expect to see results?
- When should we get together to talk about how it’s going (or how it went)?
REFLECTION

Pairs

Work in small groups to create additional open-ended questions.
PRACTICE

Trios

Questioner: Use only questions to understand and help your partner; Determine causes, discover solutions and develop follow up plans.

Partner: Choose a current challenge with which you are faced. As you are questioned, provide information willingly but not gratuitously.

Observer: Observe and provide feedback to the Questioner after the interaction.

Rotate so each trio member has an opportunity to participate in each role.
Module 5
KEY SKILLS - SETTING GOALS / PLANNING ACTIONS

SETTING GOALS / PLANNING ACTIONS

Proteges may require guidance and encouragement to move forward with respect to their goals and personal commitments.
Useful Goal/Action
Tips for Mentors

Define Goals in Terms of Outcomes
What would it look like if you were successful?
What would indicate achievement for you?

Determine Key Success Indicators
Can it be MEASURED or VERIFIED?
How?

Identify Actions
Who will do what by when?

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ACTION</th>
<th>TIME TO COMPLETE</th>
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Establish Check-ins and Follow-ups
Have them report back and explain what they learned.
Provide supportive feedback.
DISCUSSION

What is your greatest challenge in setting goals and planning actions?

How can these tips help?

What else might you need to do?

How can you use the questioning process to help Proteges succeed?
Module 6

KEY SKILLS - COUNSELING / COACHING

COUNSELING / COACHING

The process of helping someone do for themselves to succeed

Use when Protege needs guidance, reinforcement, to change behavior or prepare for new requirements
Integration of All Mentoring Skills

Giving Feedback

Listening

Questioning

Goal Setting

Action Planning
# COUNSELING / COACHING
## SELF-ASSESSMENT

Do I ...  

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<tbody>
<tr>
<td>1</td>
<td>Help and encourage others to solve their own problems?</td>
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<td>2</td>
<td>Try to understand others’ points of view?</td>
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<td>3</td>
<td>Offer positive feedback for even small successes?</td>
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<td>Ask questions rather than assuming I know the answer?</td>
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<td>5</td>
<td>Instill a belief in others that they can succeed?</td>
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<td>6</td>
<td>Encourage innovative and creative thinking?</td>
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<td>7</td>
<td>Help others clarify what they want to accomplish?</td>
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<td>8</td>
<td>Encourage introspection and self learning for improvement?</td>
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<td>9</td>
<td>Help others question their assumptions when appropriate?</td>
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<td>10</td>
<td>Provide clear and direct feedback?</td>
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<td>11</td>
<td>Reflect back what I observe to ensure understanding?</td>
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<td>12</td>
<td>Suspend judgment until hearing the entire message?</td>
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<td>13</td>
<td>Keep confidences and act to build trust with others?</td>
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<td>14</td>
<td>Try to help build capabilities in others?</td>
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N = Never  
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**STEPS for Counseling / Coaching**

1. State your understanding of the situation
2. Deliver the message or ask for their understanding
3. Ask why they think things are as they are
4. Ask what they would like to change in the situation
5. Ask what they might do to change things
6. Ask what other options are available
7. Ask what they will do by when
8. Offer encouragement and support
9. Set follow up dates
**Tips**

*Protege is stuck*

If Protege has no answers, provide an example or tell a story to illustrate possibilities to consider.

Provide a couple of suggestions and explore with the Protege consequences of each.

*Protege needs practice with feedback*

Role play conversations with Protege.

Have Protege rehearse or share work prior to exhibiting.

*Protege needs real time reminders*

Help Protege develop self-checks and personal review methods.
Module 7
PUTTING IT ALL TOGETHER

MENTOR PROCESS
Mentoring Program Process

Mentor Self Selects
  - Mentor Trained
    - Mentor Assessed
      - Mentor Pool
        - Mentor Accepts Mentee Request
          - Mentoring Begins — Periodic Evaluation — Decision to Continue
            - Mentee Requests Mentor
              - Mentee Interviews Mentors
                - Mentee Pool
                  - Mentee Trained
                    - Mentee Self Selects
First Mentor-Protege Meeting

Choose a place to meet with minimal interruptions and distractions.

Turn cell phones and pagers to “silent” or “vibrate”.

Allow ample time; Don’t rush the meeting.

Avoid cancelling and rescheduling meetings with Protege.

SAMPLE AGENDA

Spend time getting to know each other personally (schools attended, places lived, hobbies, interests, etc.)

Clarify with Protege what he or she wants from the relationship

Clarify Protege objectives

Discuss Protege’s strengths, challenges, concerns

Discuss how Mentor may best support Protege

Clarify roles

Define expectations (what you expect of each other, confidentiality, contacting each other, etc.)

Determine how often, how long and where you will meet.

Exchange contact information
PRACTICE 1

Hotseat

Mentor: Prepare for and run first meeting with Protege.

Protege: Play role of Protege as if were really meeting when first employed with NOAO.

Observers: Observe and provide feedback to the Mentor after the interaction. Use the guide provided.
# Mentoring Practice Feedback Guide

<table>
<thead>
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<th>LISTENING</th>
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<tr>
<td>Listens with full attention</td>
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<td>Asks clarifying questions for understanding</td>
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<td>Reflects back to check for understanding</td>
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<td>Uses closed-ended and open-ended questions effectively</td>
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<th>FEEDBACK</th>
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<td>Feedback is clear and direct</td>
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<td>Uses non-judgmental language</td>
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<tr>
<td>Does not overwhelm person with excess information</td>
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<tr>
<td>Asks for possible alternatives before giving suggestions</td>
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<tr>
<td>Shows sincere desire to help</td>
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<th>QUESTIONING</th>
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<td>Uses questioning effectively to gain understanding of the situation</td>
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<td>Asks questions to help person determine causes or concerns</td>
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<td>Invites person to develop solutions</td>
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<tr>
<td>Places responsibility for action on person through questioning process</td>
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<tr>
<th>GOAL SETTING / ACTION PLANNING</th>
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<td>Helps person define goals in terms of outcomes</td>
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<td>Helps identify key success indicators</td>
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<tr>
<td>Assists in developing clear, definable actions</td>
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<td>Provides encouragement and positive feedback</td>
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<tr>
<th>COUNSELING / COACHING</th>
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<tr>
<td>Helps person generate his or her own goals and objectives</td>
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<tr>
<td>Effectively combines skills and principles in mentoring interaction</td>
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<tr>
<td>Uses mentoring tips effectively when necessary</td>
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PRACTICE 2

Hotseat

Mentor: Prepare for a meeting with your Protege. Use your skills to counsel/coach and otherwise mentor the Protege.

Protege: Play role of Protege as if were really meeting. Choose an issue or skill you found challenging when you were new to the organization. You are going to the Mentor for help. Let your Mentor draw out the information, but don’t be difficult.

Observers: Observe and provide feedback to the Mentor after the interaction. Use the guide provided.
## Mentoring Practice Feedback Guide

| LISTENING | 
| --- | --- |
| Listens with full attention |  |
| Asks clarifying questions for understanding |  |
| Reflects back to check for understanding |  |
| Uses closed-ended and open-ended questions effectively |  |

| FEEDBACK | 
| --- | --- |
| Feedback is clear and direct |  |
| Uses non-judgmental language |  |
| Does not overwhelm person with excess information |  |
| Asks for possible alternatives before giving suggestions |  |
| Shows sincere desire to help |  |

| QUESTIONING | 
| --- | --- |
| Uses questioning effectively to gain understanding of the situation |  |
| Asks questions to help person determine causes or concerns |  |
| Invites person to develop solutions |  |
| Places responsibility for action on person through questioning process |  |

| GOAL SETTING / ACTION PLANNING | 
| --- | --- |
| Helps person define goals in terms of outcomes |  |
| Helps identify key success indicators |  |
| Assists in developing clear, definable actions |  |
| Provides encouragement and positive feedback |  |

| COUNSELING / COACHING | 
| --- | --- |
| Helps person generate his or her own goals and objectives |  |
| Effectively combines skills and principles in mentoring interaction |  |
| Uses mentoring tips effectively when necessary |  |
Module 8
MISC.

SPECIAL CONSIDERATIONS

TO BE COMPLETED
### RESOURCE LIST
(Example)

<table>
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<tr>
<th>Area of Expertise</th>
<th>Contact</th>
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<td>Fellowships</td>
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<tr>
<td>Funding Opportunities</td>
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<td>Community Leadership</td>
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<td>Speaking/Presenting</td>
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<td>Research Support</td>
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<td>Special Projects</td>
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<td>Employee Assistance</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
NOAO Mentor Training
Evaluation Form

What did you find most useful in the workshop?

What did you find least useful?

What aspect did you find most difficult?

What would have made the workshop more helpful to you?

On a scale of 1 to 10 (10 being the highest) how would you rate this workshop? Why?

Other comments/suggestions...