

Student Leadership Institute... Peer-to-Peer Mentoring Seminar & Guide

1

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Goals

•**To Gain Self Awareness:** To enhance each individual's understanding of the role of mentor as a guide and coach and mentoring as an interactive process. By mentor and mentee work together to discover goals, identify possible obstacles and determine the effective countermeasures or corrective actions to realize goals.

•**Skills Acquisition:** To provide an opportunity for individuals to learn about the mentoring role and strengthen their skills and abilities through participative and experiential learning activities.

Key Components of Mentoring...

RESOURCE

REFERRALS

RELATIONSHIPS

COMMUNICATION

SELF-AWARENESS

SELF-MANAGEMENT

EMOTIONAL INTELLIGENCE

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What Mentors Do

2

Following is a list of things that mentors do. As appropriate for each one, check
“Other’s have done this for me” or “I’ve done this for others” (or both):

- | | | | |
|---------------------------------------|-------|---------------------------------------|-------|
| Set high expectations for performance | _____ | Set high expectations for performance | _____ |
| Offer challenging ideas | _____ | Offer challenging ideas | _____ |
| Help build self-confidence | _____ | Help build self-confidence | _____ |
| Encourage professional behavior | _____ | Encourage professional behavior | _____ |
| Offer friendship | _____ | Offer friendship | _____ |
| Confront negative behaviors/attitudes | _____ | Confront negative behaviors/attitudes | _____ |
| Listen to personal problems | _____ | Listen to personal problems | _____ |
| Teach by example | _____ | Teach by example | _____ |
| Provide growth experiences | _____ | Provide growth experiences | _____ |
| Offer quotable quotes | _____ | Offer quotable quotes | _____ |
| Explain how the organization works | _____ | Explain how the organization works | _____ |
| Provide coaching | _____ | Provide coaching | _____ |
| Stand by you in critical situations | _____ | Stand by you in critical situations | _____ |
| Offer wise counsel | _____ | Offer wise counsel | _____ |
| Encourage winning behavior | _____ | Encourage winning behavior | _____ |
| Trigger self-awareness | _____ | Trigger self-awareness | _____ |
| Inspire effort and performance | _____ | Inspire effort and performance | _____ |
| Share critical knowledge | _____ | Share critical knowledge | _____ |
| Offer encouragement | _____ | Offer encouragement | _____ |
| Assist with career information/advice | _____ | Assist with career information/advice | _____ |
| Suggest referral resources | _____ | Suggest referral resources | _____ |

Mentors are Helping Agents

Mentors are helpers. Their styles may range from that of a persistent encourager who helps us build our self-confidence, to that of a stern taskmaster who teaches us to appreciate excellence in performance. Whatever their style, they care about us and what we are trying to do.

We can learn much about mentoring from studying those who have affected our lives and the lives of others.

Understanding Emotional Intelligence (EQ) Principles

3

Principle #1: Self-Awareness (introspective focus)

- **Knowing My Self**
 - *My Interests: “Where am I going?”
 - *My Needs: “What do I enjoy?”
 - *My Values: “What do I need to work on?”
 - *My Skills: “What is important to me?”
 - * “How do I know and apply EQ principles?”

Principle #2: Self-Management (behavioral focus)

- **Leading My Self**
 - *My Purpose: “How do I demonstrate self-determination?”
 - *Beliefs: “What is my life focus?”
 - *Self-Talk: “How do my beliefs influence my behavior?”
 - *Motivation: “How can purposeful self-talk transform my beliefs?”
 - *Goals: “How can I be energized, directed, and sustained?”
 - * “What are my goals and how do I accomplish them?”

Principle #3: Interacting with Others (interpersonal focus)

- **Interpersonal Savvy**
 - *Acceptance/Trust: “How do I strengthen my interactions with others?”
 - *Left-Brain/Right-Brain: “How do I convey acceptance, respect, and trust?”
 - *Communication Styles: “Understanding preferences improves my interactions.”
 - *Communication: “Identifying styles enhances my ability to communicate.”
 - * “How do I improve my ability to speak, listen, and

Principle #4: Influencing Others (team and organizational focus)

- **Leading By Example**
 - *Shared Vision: “How do I facilitate action to challenges/opportunities?”
 - *Developing Others: “How do I inspire others through shared vision?”
 - *Managing Conflict: “How do I support others and build their capacity?”
 - * “How do I de-escalate disagreements and strive for mutually agreeable resolutions.”
 - *Guiding Change: “How do I initiate ideas and encourage new direc-

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Six Behavioral Functions and Four Phases of Mentoring

4

The mentoring role can be viewed as comprising six interrelated behavioral functions. These behavioral functions are concentrated within the communications skills arena and reinforce the importance for mentors to demonstrate these skills through their visible, observable actions with mentee/proteges.

By fulfilling responsibilities of each behavioral function, the mentor attempts to create a synergistic environment which grows the evolving mentoring relationship to become “greater” than the sum of the six individual parts.

The **Six Behavioral Functions of Mentoring** are identified below and will be further described within this section of the resource guide:

1. **Relationship** Emphasis: Objective-To Establish *Trust*
2. **Information** Emphasis: Objective- To Offer Tailored *Advice*
3. **Facilitative** Focus: Objective- To Introduce *Alternatives*
4. **Confrontive** Focus: Objective- To *Challenge*
5. **Mentor Model:** Objective- To *Motivate*
6. **Mentee Vision:** Objective- To Encourage *Initiative*

Phases of Mentoring

Mentoring should be understood as a dynamic and interactive process that occurs within four phases of an evolving experience for the mentor and mentee/protege.

Phase I: Early Phase- Objective-Mentor emphasizes **Relationship** behaviors to establish a foundation of trust required for meaningful communication and dialogue.

Phase II: Middle Phase- Objective- Mentor emphasizes the **Information** accumulation and exchange aspect to ensure understanding of mentee’s concerns and goals.

Phase III: Later Phase- Objective- Mentor explores mentee’s interests, beliefs, and reasons for decisions through **Facilitative** interaction.

Phase IV: Ongoing Phase- Objective- Mentor actively functions as a **Mentor Model** motivating mentee/proteges to critically reflect on goals/challenges and to be faithful to pursuing their own **Mentee Vision** regardless of obstacles/setbacks encountered.

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“Communication is the use of words and other symbols to achieve various outcomes”

“Communication, the exchange of information and opinions, is the key to all relationships”

Personal Communication Styles

- A. List three of your best communication qualities.
(These are things you want to **continue doing**.)

1. _____
2. _____
3. _____

- B. List three communication qualities that you don't have but would like to have.
(These are things you want to **start doing**.)

1. _____
2. _____
3. _____

- C. List three of your behaviors that block effective communication.
(These are things you want to **stop doing**.)

1. _____
2. _____
3. _____

Through Effective Communication, the sender (mentor) and the receiver (mentee/protege) both share responsibility for mutual understanding