


Successful Mentoring:

What is mentoring and the roles of Mentor and Mentee

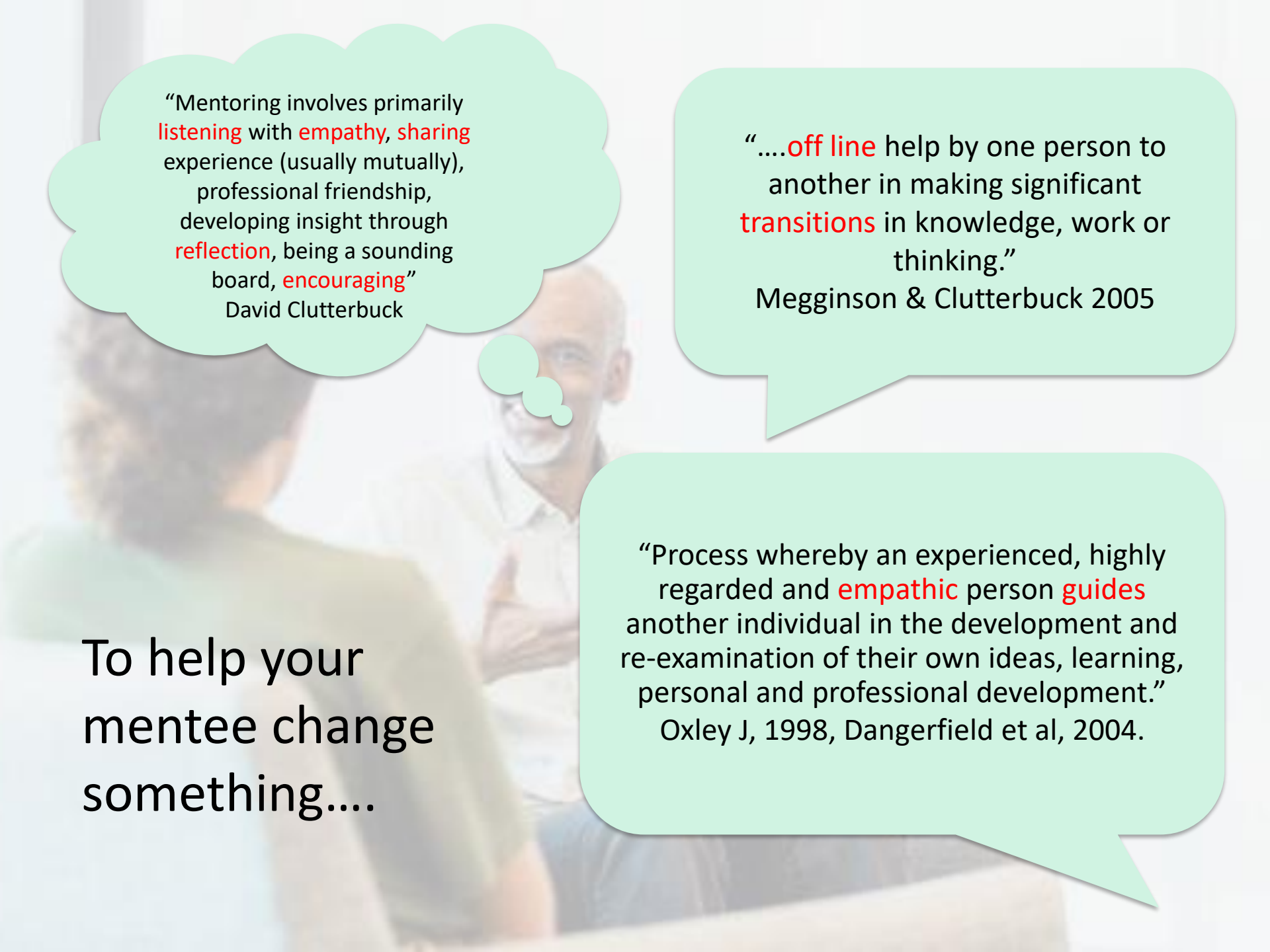
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- 
- **Understand the roles of mentor and mentee**
 - **Know how to establish and manage expectations**
 - **Explore the skills and models of effective mentoring conversations**
 - **Be able to refine your objectives for wanting a mentor**
 - **Be able to reflect on your personal mentoring style**

What is Mentoring?





“Mentoring involves primarily **listening** with **empathy**, **sharing** experience (usually mutually), professional friendship, developing insight through **reflection**, being a sounding board, **encouraging**”
David Clutterbuck

“...**off line** help by one person to another in making significant **transitions** in knowledge, work or thinking.”
Megginson & Clutterbuck 2005

“Process whereby an experienced, highly regarded and **empathic** person **guides** another individual in the development and re-examination of their own ideas, learning, personal and professional development.”
Oxley J, 1998, Dangerfield et al, 2004.

To help your mentee change something....

Line Management

Performance in role;
professional development

Coaching

Enhancing
performance at
work; set goals and
find solutions.

Mentoring

Helps define career/ personal
development goals, develop
skills, confidence, career
progression.

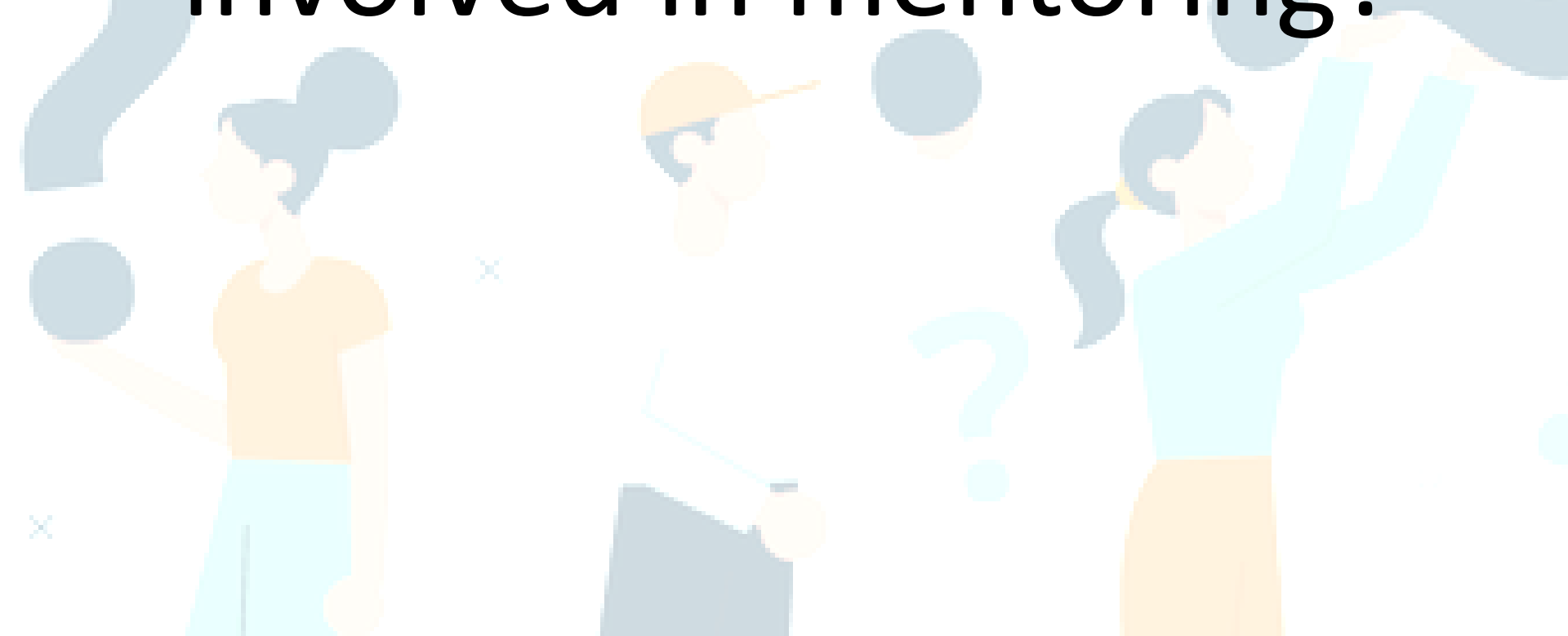
Counselling

Exploring personal
issues and
problems through
discussion;
develop greater
self-awareness.

Academic Supervision/Tutoring

Academic feedback and
achievement

Why do you want to get involved in mentoring?



Structured Model

- Do as I did and you too will do well
- Often focused on organization needs
- Mentee as protégé (patronage)
- Gifting opportunities and advice giving is prominent
- Importance of hierarchical gap between mentor and protégé
- Tend to choose a mentee who is “like them”

Developmental Model

- Recognition of value for both parties – mutuality of learning
- Mentee in driving seat
- Encourages mentee to do things themselves
- No line of accountability
- Mentor encourages autonomy and self development identifying **not providing** opportunities for development
- It's about experience not hierarchy

A blurred background image showing two women in a meeting. One woman on the left is gesturing while speaking, and the other on the right is listening. They are seated at a table with laptops open. The scene is brightly lit, likely by a window.

What makes an
effective
mentor/mentee?

Effective Mentor	Effective Mentee
Establishes rapport	Establishes rapport
Maintains confidentiality	Maintains confidentiality
Displays empathy	Prepares for mentoring meetings
Listens	Listens
Give mentee space to talk	Shares issues/challenges
Encourages reflection	Open to advice and different perspectives
Attention	Prepared to think deeply around issues/challenges
Trusted	Ready to take action
Willing to share experiences	Willing to share challenges

Listening is Not

- **Assuming you know** what the other person is going to say next.
- **Waiting your turn** to speak
- **Interrupting**
- Assuming the mentor is there **to give advice** and impart their knowledge.

The biggest communication problem is we do not listen to understand. We listen to reply.

Helpful Questions

- Open – What? What if? How? Why?
- Probing – What actually happened?
- Reflective – When you said “I can’t work with you”, I wonder how he felt?
- Clarifying – Do you mean you would prefer to?
- Comparative – Which was most successful for you? Thisor.... that?
- Hypothetical – what would happen if you shared your concerns with your Head of Department?

Less-Helpful Questions

- Leading – wouldn't you say that was a good idea?
- Multiple – what was your last job? Why did you leave and what didn't you like about it?
- Catch/Trick – What were you trying to do.....Is that really your role?
- Closed – did you enjoy that role?

The First Meeting



- Who sets it up?
- Where?
- Mentoring agreement
- Set out objectives for mentoring
- Building rapport
- Mentee's CV
- Share career histories

Six Ways to Mentor

Set clear expectations and goals - revisit as needed

Be available and responsive - deliver on promises

Listen well, question pertinently, provide sound advice

Encourage and support, give constructive feedback

Maintain confidentiality - be trusted

Share relevant experiences - not only successes

OSCAR Model

- **Outcome** – establish what mentee wants to achieve in the session
- **Situation** – evaluate the current situation
- **Choices & consequences** – different options to explore
- **Action** – what's the mentees preferred strategy
- **Review** – mentee to decide how progress will be reviewed

What can go wrong?

- Incompatibility
- Boundaries
- Conflict of interest
- Breach of confidentiality
- Lack of engagement
- The over-dependent mentee
- Unforeseen circumstances

Scenario

You have been matched with a mentee and have met for an initial meeting, three months ago.

At the meeting you both agreed that they would be responsible for setting future meetings. Since then you haven't heard anything despite emailing and phoning several times.

You and your mentee have met a number of times and have developed a great working rapport. Your next meeting is scheduled during a particularly busy time for you and you find you have to postpone it. Your mentee suggests meeting outside work over dinner at a local restaurant.

Your mentoring session progresses as normal – relaxed, friendly and constructive. When you ask your mentee for feedback on how they feel about the mentoring relationship, they say they feel very comfortable with you and is beginning to develop “feelings” for you and would like to explore the possibility of pursuing a more intimate relationship.

A line manager knows you are mentoring someone in their team and comes to you to ask you to asking you to raise issues about that person's work performance in your mentoring session.

A Programme Director knows you are mentoring one of the students on their course. They come to you to share concerns about the student's performance and asks you to "have a word with them" in your mentoring meetings.

You've been working with your mentee for almost a year and it's been mutually beneficial for the both of you.

At your second to last meeting your mentee reveals that they have been struggling with a long-standing mental health condition which has recently started to get worse. They say they would like to continue with the mentoring as this is one of the things that "helps them cope".

Four Mentoring Obligations

The obligation to **do good**

The obligation to **avoid harm**

The obligation of **fairness**

The obligation of **concern and care**

Source: Moberg and Valesquez

Any Questions?

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Thank you for participating!