

MENTORING SKILLS



ATHENA PROFESSIONAL

Human skills for a digital age

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Equity-Driven STEM Mentorship Award

Aim: To equip mentors from under-represented minorities with the skills and knowledge necessary to be effective mentors so that;

- a. They can develop their own professional profile as a future leader
- b. They can take an inclusive approach to mentoring STEM students



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Agenda
Recap
Stage 2 Skills
Self-awareness

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Is a Mentor a superhero?



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A mentor offers someone learning & support including:

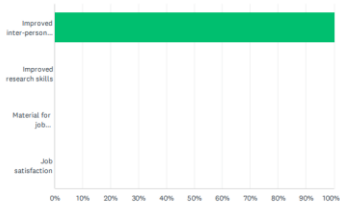
- a. Supporting resourcefulness
- b. Listening
- c. Helping someone to figure out their goals
- d. Helping someone to plan to achieve their goals
- e. Being a role-model
- f. Offering challenge as a critical friend
- g. Helping build networks
- h. Acting a sounding-board for ideas or ethical challenges
- i. Helping someone to navigate systems which may not be designed with them in mind



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Q10 What do you expect to gain yourself from being a mentor?

Answered: 4 Skipped: 0



ANSWER CHOICES	RESPONSES	
Improved inter-personal skills	100.00%	4
Improved research skills	0.00%	0
Material for job applications & interviews	0.00%	0
Job satisfaction	0.00%	0
TOTAL		4

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...individuals who have mentored will report greater subjective career outcomes than those who have not mentored

Ghosh & Reio, Journal of Vocational Behavior Volume 83, Issue 1, August 2013, Pages 106-116



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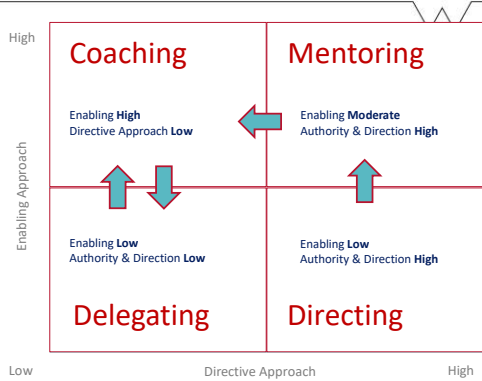
Building Mentoring Skills:
Competencies
Future Leaders Skills

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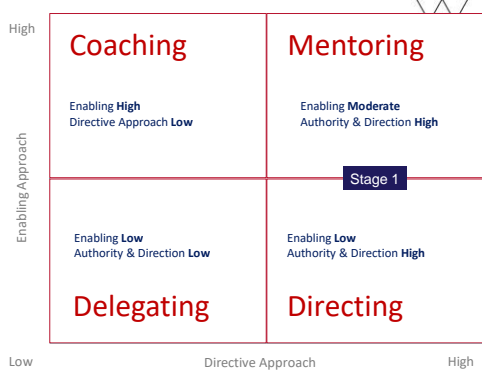
When to mentor...



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Stage 1

Setting up for success

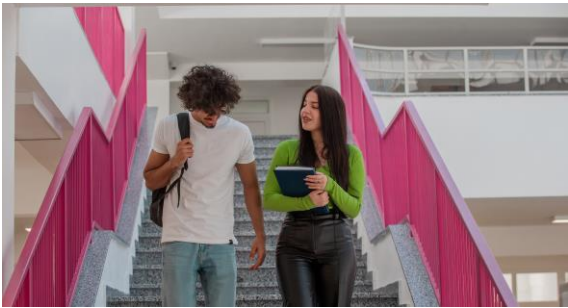

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Stage 1

1. Establishing rapport
2. Agreeing (however informally) shared understanding of roles & responsibility
3. Setting the student mentee's goals
4. Giving feedback



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1. ESTABLISH RAPPORT



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2. ESTABLISHING SHARED UNDERSTANDING

Expressed, shared understanding of roles & expectation

For example:
How are you feeling?
What do you understand about the way we will work together?

What do you need from me?
What do you think I need from you?
Explain what you need/expect

Is anything worrying you?
Is there anything specific I need to know?

What about this feels doable?
What feels awkward?
What are the benefits of this approach?

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3. GOAL-SETTING



Who owns the goal?

Who does the learning?



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4. GIVING FEEDBACK: A MODEL

E vent	What actually happened? Factual account of events State the context What did you see and hear?
E ffect	Describe the impact it had on you How did you feel? What did it make you think?
C hange/continue	Ask for their input/thoughts Explore how this can be repeated / done differently Agree what will happen going forward



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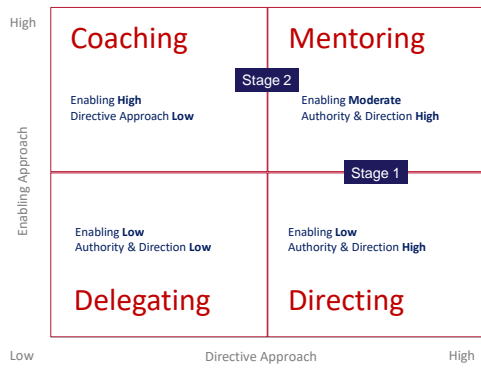
At the end of Stage 1

You have set up for success by:

1. Establishing rapport
2. Agreeing (however informally) shared understanding of roles & responsibility
3. Setting the student mentee's goals
4. Giving feedback



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Stage 2

Encouraging your mentee to think independently



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Purposeful conversation



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1. BEING DIRECTIVE & NON-DIRECTIVE

Non-Directive sounds like:

- What are your options?
- How do you know that?
- When have you done something similar before?

Drawing out/Enabling
Being "Non-Directive"

Putting in/Telling
Being "Directive"

Directive sounds like:

- Your options are...
- The facts are ...
- Do it like this

(fine if you are teaching/telling)



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2. Support & Challenge

Supportive questions:

- Tell me more about that?
- How do you feel?
- What do you need?

Challenging questions:

- Is there another way of thinking about this?
- What else could you do?
- When will you do that?



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3. Using a conversational model

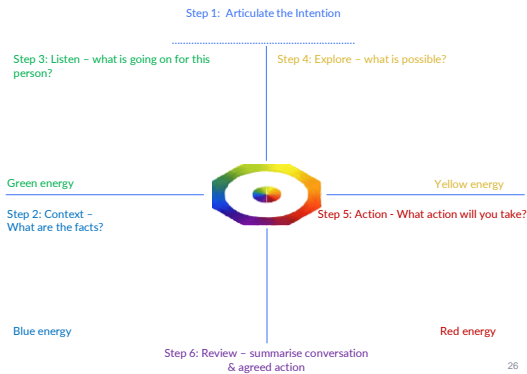
CLEAR SAMPLE QUESTIONS

C	Context
L	Listen
E	Explore
A	Action
R	Review



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CLEAR MODEL



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At the end of Stage 2

You have helped the mentee to move towards independence by:

1. Using directive and non-directive approaches
2. Supporting and challenging the mentee to work on their goals
3. Having structured conversations



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NEXT STEPS

1. Practice giving positive and constructive critical feedback
2. Play with using the CLEAR model
3. Notice your own and others' behaviour – what works and what gets in the way?

Next session: In-person joint session
Sustaining practice – a behavioural approach