

“CREATING A MENTORING CULTURE”

RESOURCE GUIDE

Susan Murphy, Ph.D.
Business Consultants Group, Inc.
drsmurphy@consult4business.com

April 30, 2014

Resource Manual

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MENTORING

“To know the road ahead, ask those coming back.”

- Chinese Proverb

The word “mentor” comes from Homer’s *The Iliad* and *The Odyssey*. As Odysseus was preparing to fight the Trojan War, he realized he would leave behind his one and only heir, Telemachus. Since “Telie” was only in junior high, Odysseus recognized that his son needed coaching on how to be king while he was off fighting the Trojans. He hired a trusted family friend named Mentor to be Telie’s “King-ship” tutor. Since then, the term has come into our language to mean “a wise advisor, a teacher, or coach.”

“Everyone Who Makes It Has a Mentor” was the title of a classic 1978 *Harvard Business Review* article. Mentoring can be defined as a significant, long-term, beneficial effect on the life or style of another person, generally as a result of personal one-on-one contact. A mentor is one who offers knowledge, insight, perspective, or wisdom that is especially useful to the other person.

SUCCESS OR FAILURE MENTORING

The #1 reason for success or failure of mentoring is mentor commitment. No matter how talented or enthusiastic a mentee might be, mentoring can fail when mentors are not on-board 100%. Research reflects the following reasons for mentor / mentee success and failure.

SUCCEED

Solid mentor commitment

Devoting enough time

Responsive to questions / problem resolution

Compatible personality

Similarities in age, specialty

Pay for the mentor

Communication / training

FAIL

Lack of mentor commitment

Lack of time

Poor personality fit

Communications issues

Cejka Search and AMGA 2006 Physician Retention Survey

WHAT IS THE DIFFERENCE BETWEEN COACHING & MENTORING?

DO WE NEED BOTH?

Today's successful leaders perform many roles simultaneously. They are leaders, Division Chiefs, coaches and mentors.

Coaching is technical support focused on development of the techniques effective team members must know and be able to do, while **Mentoring** is the larger context and developmentally appropriate process for learning of technique and all of the other professional and personal skills and understandings needed for success.

Coaching often involves a short to intermediate time frame. The coach focuses on job-related learning and development for the current or future job. It is the support for technical, skills-related learning and growth which is provided by another person who uses observation, data collection and descriptive, nonjudgmental reporting on specific requested behaviors and techniques. Coaches must use open-ended questions to help the other person more objectively see their own patterns of behavior and to prompt reflection, goal-setting, planning and action to increase the desired results. Coaching is focused on learning job-related skills, and can be performed by the Division Chief, a colleague, or outside expert.

Mentoring is the all-inclusive description of everything done to support protégé orientation and professional development. Mentoring describes a more long term process and that focuses on the protégé's career growth and personal advancement. Mentors deal with all life structures - family, career, and current work role.

"Mentor" comes from The Odyssey written by Homer, the Greek poet. As Odysseus is leaving to fight the Trojan War, he has left his only heir, Telemachus, a teenager, to be "king" while he's off fighting the war. Odysseus hires a trusted family friend named "Mentor" to be Telemachus's tutor on "King-ship." According to Webster, "mentor" means "a wise advisor, a teacher or coach".

Coaching is one of the sets of strategies which mentors must learn and effectively use to increase their protégés' skills and success.

We need both mentoring and coaching to maximize learning and development.

MENTOR ROLE

- Be a positive, professional role model
- Assist the mentee to decide which issues are appropriate to be addressed in mentoring and which should be referred to another person
- Introduce the mentee to others, assist mentee in developing professional networks
- Guide the mentee in developing skills of reflection and learning from experience
Challenge assumptions and the status quo
- Provide constructive feedback when asked
- Encourage independent decision making
- Assist the mentee to set professional, career goals
- Provide a listening ear
- Help mentee identify potential personal and professional development opportunities
- Be aware of personal values / beliefs and ensure these are not imposed on mentee
- Support, encourage and inspire the mentee
- Help problem solve and identify potential solutions and relevant resources
- Be empathetic

MENTEE ROLE

- Bring forth professional and career issues for discussion
- Make own decisions
- Be prepared to take risks
- Look for new challenges
- Set professional goals
- Take appropriate advantage of professional development opportunities suggested by their mentor
- Share openly with their mentor
- Accept constructive criticism, use feedback wisely
- Disclose frustrations and concerns

Senior Mentor's Responsibilities

<p>Things I will do:</p> <ol style="list-style-type: none">1. Meet when we agree2. Listen to you3. Support you when right4. Ask difficult questions5. Give you feedback6. Help you to learn7. Provide information I promise you <p>Things I will not do:</p> <ol style="list-style-type: none">1. Do your work for you2. Talk all day3. Support you when wrong4. Answer all your questions5. Guarantee that you will like feedback gained6. Chase after you	<p>Things I can do:</p> <ol style="list-style-type: none">1. Help you become a scholar2. Help with the politics3. Provide introductions to others4. Ask others for feedback on you5. Help identify goals & timelines6. Help problem solve7. Urge alternative approaches <p>Things I cannot do:</p> <ol style="list-style-type: none">1. Nursemaid you2. Teach you everything3. Demand feedback4. Identify your goals for you
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Johns Hopkins University, Department of Medicine

SEVEN TYPES OF MENTOR ASSISTANCE

- Helping a person shift his or her mental context
- Listening when the mentee has a problem
- Identifying mentee feelings and verifying them (feedback)
- Confronting mentee's negative intentions or behaviors
- Providing appropriate information when needed
- Delegating authority or giving permission
- Encouraging exploration of options

Mentors need not be worried that they may not be able to serve all the needs of their mentees. Mentors are there to help at important junctures with *key* needs – when the mentee needs help resolving a problem or making a decision.

Shea, Gordon F., Mentoring

IMPACT AREAS

Stanford School of Medicine Mentoring

- Writing: Grants/Trials/Pubs
- Research Strategy
- Establishing priorities
- Navigating regulatory requirements
- Leadership training
- Public Speaking
- Work-Life balance
- Negotiation
- Personnel/Conflict Management
- Knowledge of systems, politics
- Increasing visibility
- Networking - local & national

MECHANICS OF MENTORING

1. Clarify Expectations & Goals.
2. Define Roles & Responsibilities.
3. Discuss areas mentee would like support.
4. Decide frequency of contact, i.e. 1 hr / wk, in person or by phone.
5. Agree on communication. OK to call at work? at home? Email?
6. Project length of relationship.
7. Determine how to assess progress at 30 days? 60? 90? 6 months?
8. Agree on confidentiality & boundaries.
9. Decide how Mentee would like feedback & support, how to handle disagreement.

MENTORING BEST PRACTICES

MAXIMIZING YOUR MENTORING RELATIONSHIPS

- Mentoring is a partnership built on respect and trust; it's not about the mentor being in control of the mentee. The key is to focus on a relationship where a mentor and mentee work together to provide the mentee with knowledge, sharpen skills, develop latent abilities, and hone thinking.
- Although the mentor/mentee relationship seems to focus on providing the mentee with essential skills and knowledge, the mentor should enter into the partnership with a keen eye on what s/he can gain from the affiliation as well.
- Expectations are a major component to a successful mentoring relationship. The mentee needs to be clear about what s/he would like from the experience and discuss those expectations with the mentor so that both partners are working towards the same goals.
- The logistics of the relationship should be defined clearly for both mentor and mentee. Consider duration of the relationship, frequency and type of communication that will be used, frequency of interaction, and the like.
- People are not good mentors just because they are successful in their careers. Mentors should be trained in the skills of communication, coaching, leading, and especially listening. Plus, good mentors have a good sense of humor - humor allows for a level of camaraderie and comfort to be forged.
- Trustworthiness is a vital characteristic—the mentee should feel as if s/he can fully confide in the mentor. Mentors & mentees must keep building trust.
- Establishing closure after the mentoring process is over is a key element for both mentor and mentee. Setting aside a special time to reflect on the journey allows both parties the ability to qualify the hard work each has done, especially as they review their intended goals and how they were reached.
- Remember that an effective mentor doesn't protect the mentee from working on his/her own. A mentor must allow a mentee to make decisions and learn from those choices—a mentor is a tutor, not a parent.

WHEN THINGS GO WRONG IN THE MENTORING RELATIONSHIP

Mentorships are special relationships, and because they are subject to human foibles, sometimes have a dark side. They can become unhealthy, dysfunctional and emotionally destructive. How do mentors and mentees know when their relationship is in trouble? Mentor should address.

Three warning signs are:

1. The mentor or mentee does not believe some of the important developmental or professional needs are being met.
2. The mentor or mentee senses that the cost of the relationship outweighs the benefits.
3. The mentor or mentee feels distressed or harmed by the relationship.

Johnson, Brad. W., Ridley, Charles R., [The Elements of Mentoring](#)

EXCELLENT MENTORS LISTEN ACTIVELY

Excellent mentors actively listen, and mentees rank listening high among traits of ideal mentors. Unfortunately, people in mentoring roles often mistakenly rush to offer advice, provide suggestions and answers, or tell their own story without really listening to what their mentees' real concerns are. What can mentors do to show active listening?

- **Mentors can use non-verbal responses**, i.e. nodding, maintaining eye contact, smiling in conjunction with their verbal prompts to encourage the mentee to continue, i.e. "yes," "tell me more about that," "uh huh."
- **They don't interrupt** until the mentee has finished his or her presentation of ideas.
- **They let the mentee know what they heard by paraphrasing** what the mentee said..
- **Provide ideas or information** that the mentee can use to develop his / her own solution, when the mentee asks for your input.
- **Agree early-on how they will give advice.** Should it be given only when the mentee specifically asks for it? Or would they be receptive to being asked "Could I give you a suggestion?" and waiting for the mentee to say "yes" before doing so.
- **State advice and feedback in the first person singular.** Many of us are tempted to start with "You ought to..." "You should" because everyone likes to give advice. Unfortunately these statements can raise defenses and cause resistance. Try "What I've found helpful..." and "What works for *me*..." By referring to ourselves, we don't sound critical or judgmental of the mentee. We're merely giving him or her the benefit of what we've learned or experienced, not telling the mentee what s/he should do. Adults seldom want to be told what they should or shouldn't do or how to do it, but an idea or a bit of information offered in a neutral way becomes something they can identify with and use.
- **Let the mentee know which emotions** you're sensing from the mentee ("you sound frustrated," "you sound upset," "you sound disappointed")
- **Avoid "Why" questions.** Direct communicators use "Why?" to help them get the picture. Many women and some men are indirect communicators. "Why?" instantly puts an indirect person on the defensive. She may feel judged and vulnerable when queried in this manner. If, as the mentor, you are curious, try: "Help me understand..." This can be much less disconcerting.
- **Some other useful questions the mentor might ask:**
 - "What have you learned about your project that you didn't expect to learn?"
 - "How is this project different from the last one you managed?" "How is it similar?" "If you could handle that situation again, what would you do differently?"

LISTENING QUIZ

10 Annoying Listening Habits: How do you rate as a listener?

	Frequently					Rarely				
1. Interrupting the speaker and taking over the conversation	1	2	3	4	5					
2. Acting defensive and debating every point	1	2	3	4	5					
3. Topping the speaker's story: "You think you have it bad..." "That's nothing, when that happened to me"	1	2	3	4	5					
4. Responding in lecturing manner: "Yes, but...", "Don't you realize.."	1	2	3	4	5					
5. Finishing the speaker's sentences.	1	2	3	4	5					
6. Not maintaining eye contact with the speaker.	1	2	3	4	5					
7. Fidgeting, squirming, acting restless, disinterested	1	2	3	4	5					
8. Evaluating speaker's comments: "You should know better", "You are wrong."	1	2	3	4	5					
9. De-valuing or dismissing speaker's point of view: "Don't worry, you'll get over it." "You don't really feel that way."	1	2	3	4	5					
10. Rushing the speaker and acting like speaker is wasting your time.	1	2	3	4	5					

Scoring: Total your score.

If you scored from 40 to 50, you're listening well.

If you scored 10 to 39, you may want to learn more about listening because leaders, coaches and team members need to excel at this skill.

Now, ask those who live and work with you how they perceive your listening skills!

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RAPPORT

When rapport is not present, it becomes top priority in communication.

RAPPORT : Relationship marked by harmony, accord or affinity.

KEY POINTS:

1. There are two ways to communicate with other people:
 - (a) to emphasize the differences between you and other people
 - (b) to emphasize the things you share.

If you emphasize the differences, you will find it hard to establish rapport. If you emphasize what you share, resistance can disappear.

2. All other things being equal, the individual with the widest range of responses will be in charge of the communication. If you have more variety in your behavior than another person, then you can be in charge of your interactions with that person. For example, if the person you are communicating with has five ways of resisting your idea, and you have enough variety with each resistant move, then you should be able to be in charge of the outcome of that interaction.
3. To achieve the necessary variety in your behavior, you need two things:
 - (a) awareness - to know whether your communications are being accepted or rejected. If it is working, keep going.
 - (b) flexibility - if it is not working, try something else. And keep trying something until you find what you have to do to get the other person to accept your idea.
4. If you want to change another person, you must change yourself -- and the other person will respond, usually by making some change in himself or herself.
5. Pacing a person is meeting the other person where he or she is, reflecting what he or she knows or matching some part of his or her ongoing experience. This is a specific technique for establishing rapport with virtually everyone.
6. Being in synch is in itself a form of communication.
7. Pacing verbal communication strongly influences the depth of rapport you establish with another person. (By changing this one aspect of behavior, it is possible to increase business, i.e. sales revenues. It has been documented that by matching the rate of speech of customers, sales have increased! If customer spoke quickly, salesperson spoke quickly; if slowly, then slowly.) The words, phrases and images other people use give us important information about the inner worlds they inhabit. By pacing their speech, you are telling them that you understand them and they can trust you. Don't mimic! *Concepts taken from Influencing with Integrity by Laborde*

RESPONSES THAT CAN BLOCK EFFECTIVE COMMUNICATION

IF GIVEN AT WRONG TIME

EVALUATIVE RESPONSE “You should...” “Your duty...” “You are wrong” “You should know better...” “You are bad” “You are such a good person” There may be a time for evaluation, but if it is given too soon, defensiveness can occur.

ADVICE-GIVING RESPONSE “Why don’t you try...” “You’ll feel better when...” “It would be best for you to...” “My advice is” Advice is best given at the conclusion of conversations and generally only when one is asked.

TOPPING RESPONSE “That’s nothing, you should have seen..”, “When that happened to me, I...” “When I was a child...” “You think you have it bad...” This shifts attention from person who wants to be listened to and leaves him feeling unimportant.

DIAGNOSING, PSYCHOANALYTIC RESPONSE “What you need is...” “The reason you feel the way you do is...” “You don’t really mean that...” “Your problem is...” These phrases tell other people what they feel. Most people do not want to be told how to feel and would rather volunteer their feelings than to have them exposed.

PRYING - QUESTIONING RESPONSE “Why” “Who” “Where” “When” “How” “What” Such expressions may make the speaker feel ‘on the spot’. At times helpful for clarifications and in emergencies, however.

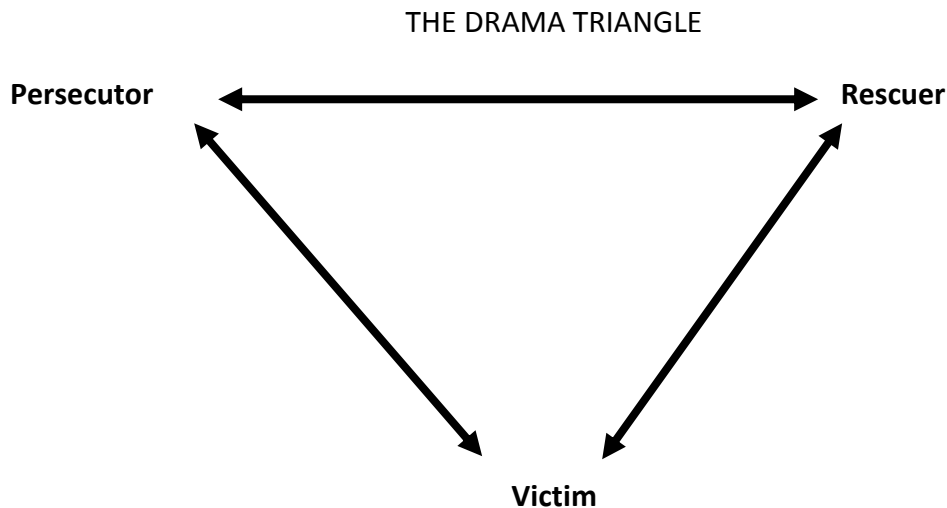
WARNING, ADMONISHING, COMMANDING RESPONSE “You had better...” “If you don’t...” “You have to...” “You will...” “You must...” Used everyday in work environments and often produce resentment, resistance and rebellion.

LOGICAL, LECTURING RESPONSE “Don’t you realize...” “Here is where you are wrong...” “The facts are...” “Yes, but...” Often heard in conversations with two people of different opinions. Tend to make other person feel inferior or defensive.

DEVALUATION RESPONSE “It’s not so bad...” “Don’t worry...” “You’ll get over it...” “Oh, you don’t feel that way...” Used in responding to other’s emotions. A listener should recognize the sender’s feeling and should not try to take away the feelings or deny them to the owner.

THE DRAMA TRIANGLE

The Drama Triangle demonstrates how giving advice can hurt relationships.



Dr. Steven B. Karpman, a teacher of Transactional Analysis, described the “Drama Triangle” 35 years ago, and I believe that almost every dysfunctional interaction in our professional and personal lives takes place on this triangle. By remaining cognizant of these three roles, mentors and mentees can maintain a healthier relationship. All three roles – Victim, Persecutor and Rescuer – can be held by both the mentor and mentee.

Here’s what can happen in a mentoring relationship. The mentee has a problem and feels like a Victim, because of feeling unable to solve it. Next, the mentee seeks the help of the mentor whom the mentee believes is more adept at handling the situation. When the mentor (Rescuer) offers advice “I recommend you...,” “If I were you...,” oftentimes the mentee will reject that advice because the mentor doesn’t really know all aspects of the complex problem and the mentee has probably already rejected all the easy solutions to the problem. The mentee says, “Yes, but...” stalls and the mentor continues to make suggestions for the mentee. There’s a good chance the mentee may not follow any of these suggestions.

The mentor then becomes frustrated by the rejections and thinks, “This person really doesn’t want to solve this problem.” Resentment can build in both parties – the Victim feels misunderstood and looked down upon. Because of feeling looked down upon, resentment can build in the Victim. It can also build in the Rescuer “after all I’ve done for you!” Some retaliation can follow, perhaps by both parties. They may both take on the Persecutor role to “get even” (often in a passive aggressive manner) and to feel they’re intact and OK. The relationship is damaged.

“Fairy Tales and Script Drama Analysis”, *Transactional Analysis Bulletin*, Vol. 7, No. 26, April 1968.

POSITIVE REINFORCEMENT

HOW TO GIVE PRAISE

FAST FEEDBACK (frequent, accurate, specific, timely)

1. Provide feedback immediately after the action has taken place. This is the “educable moment”.
2. Provide specific details about what you observed that the Mentee did well.
3. Show how behavior relates to organizational goals.
4. Let Mentee know that you appreciate the extra effort & good results.
5. Praise “approximately right” behavior with learners.

HOW TO GIVE CORRECTIVE “FAST” FEEDBACK:

RELATE TO THE GOALS!

FAST FEEDBACK (frequent, accurate, specific, timely)

Some guidelines for providing corrective feedback during mentoring are:

1. Give FAST feedback. Feedback that is Frequent, Accurate, Specific, & Timely.
2. Give feedback immediately, as closely as possible to the event: “educable moment”.
3. Have the learner point out what s/he is doing well
4. Provide the learner with alternative behaviors
5. Make sure the feedback describes what the person is doing - that it’s about the activity, not critical of the person - and relate feedback to the goal
6. Whenever possible, provide corrective information before errors occur
7. End on a positive note in order to keep self-esteem in tact

HANDLING CONFLICT BETWEEN MENTOR AND MENTEE

Conflict can arise in any relationship, including in a mentoring relationship.

WHEN CONFLICT ARISES:

1. Focus on the problem or issue, not the person
2. Maintain self confidence and self-esteem of the other person
3. Maintain a positive and constructive relationship

When dealing with conflict, it is important to determine exactly what the conflict is as well as the outcome you desire. Conflict between mentors and mentees usually arises from misunderstanding, misinterpretation, miscommunication or differing opinions.

It is also important to understand the difference between conflict and personal attacks. Conflict is a natural result of two unique individuals interacting and challenging each other, especially in a development environment, and has positive benefits. Personal attacks are when differences shift from the issue or opinion causing the conflict to the personalities or individuals involved. Personal attacks are usually highly volatile because they are emotionally driven (by anger or frustration) and based on perceptions about someone's character or motives. When conflict manifests into personal attacks, the original issues are no longer the problem because the conflict has ceased to be rational and has now become personality-centered. Outside assistance should be considered when this occurs in mentoring relationships.

TO SUCCESSFULLY MANAGE CONFLICT YOU NEED TO BE ABLE TO:

- Develop a supportive rather than defensive environment.
- Clearly understand what you want to happen.
- Explicitly express why you feel there is conflict.
- Listen openly and accurately to feedback.
- Check the meaning behind the messages you are giving and receiving.
- Seek to identify a common goal through compromise.
- Discuss the issues (use facts rather than opinions).
- Stay solution-focused.

STEPS FOR MANAGING CONFLICT

1. Write down what you think the area(s) of conflict are. Be clear and specific.
2. Write down why you think these are area(s) of conflict. Identify the other's perspective and how it differs from yours.
3. Prepare for your conversation. Set a supportive climate. Do not be defensive.
4. Be prepared to listen. Use active listening techniques: paraphrasing, clarifying questions, etc.
5. Be prepared to move forward in a healthy, positive way.
6. Determine how future conflicts will be addressed

CONTENT CONFLICT VERSUS RELATIONSHIP CONFLICT

One of the most common reasons that disagreements evolve into conflict is because we confuse conflicts over actual *content*—a real issue—with conflicts having to do with the relationship between the two people in disagreement.

A content conflict involves a disagreement about something tangible—a specific and measurable fact like the distance from one city to another, the number of ounces in a pound, or the percentage the phone bill was hiked.

A relationship conflict centers around what's occurring between two people on an interpersonal level—their feelings, emotions, and perceptions. Relationship conflicts occur when someone believes another is sabotaging her, taking advantage of her, or disregarding her.

An example of a content conflict being interpreted as a relationship conflict is occurring in a staff meeting for deciding which vendor to choose for a piece of equipment. Melody says, "I like the HP EKG machine and believe we should order 3 additional ones." John responds, "I believe we should go with the GE brand because they're having a special sale this month." Melody counters, "John, I thought you were my friend."

What happened here to cause this miscommunication and conflict? John presented Melody with a content conflict—a disagreement about something tangible—the price of the equipment. Melody responded to John with a relationship conflict response questioning his friendship. This confusion between content conflict and relationship conflict often plays havoc in communication in the workplace as well as at home.

Some men and over 60 percent of women prefer to rely on feelings, harmony and human values when making decisions rather than on logic and principles. This causes many colleagues to hear that a conflict involves a relationship issue when in reality what was intended was a content discussion. And when they do so, they end up feeling sabotaged, undermined, and insulted. If we interpret a content conflict to be about the relationship, it's only natural that we would feel personally hurt.

Because workplace disagreements most often have to do with content issues like conflicting goals, limited resources, and differing viewpoints about quality—rather than revolving around relationships—it's critical to first determine the subject of a conflict in working to resolve the problem properly.

Two colleagues caught in a content versus relationship conflict will have difficulty turning their discussion into productive problem solving until they start communicating on the same level—that is, until they're both dealing with either the content or the

relationship. In order to do this, at least one of them must grasp the nature of the confusion.

In the scenario about Melody and John, when John recognizes Melody has reacted to him from a relational point of view rather than the content perspective that she intended, John can back up and say, “Hang on a minute. I am your friend—and value our friendship. I’m talking about the cost of the machine. You’re so good at shopping for deals that I thought that would appeal to you!” In this way, John reassures Melody that all is well in the relationship—thus defusing some of Melody’s defensiveness.

When a conflict revolves around content for one colleague and relationship for another, it’s best to deal with the relationship issue first. Otherwise any solutions that arise won’t be optimal, since one party may remain hurt, distrustful, or resentful.

If you’re both familiar with content/ relationship type conflicts, one of you can say, “Hold it. Are we disagreeing over something that’s between us or an actual issue that’s on the table?” If you’ve been discussing a content issue and discover that it’s really a relationship issue, then deal with the relationship at that point.

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DIFFICULT CONVERSATIONS

At work, at home, in friendships and in the community, we're faced with tough conversations—and we dread them because there's often a lot at stake. How do you prepare yourself? How do you open the discussion without causing defensiveness? How do you handle the discussion?

First, you've got to ask yourself some questions: What's the purpose for having this conversation? What are you hoping to accomplish? What's the ideal outcome? What assumptions are you making about the other person and his intentions? You may feel disrespected, intimidated or ignored—don't assume that was his intention. Could it be that you're feeling more emotional than the situation warrants?

What's your attitude toward the conversation? If you believe it's going to be difficult, it probably will be, so adjust your attitude for maximum effectiveness.

Now let's consider who is your opponent and what might they be thinking about this situation? Are they aware there's a problem? If so, how do you think they perceive the problem? What are their needs, fears, and what solution would they suggest? Begin to reframe your opponent as a partner. Are there common concerns? How have each of you contributed to the problem?

Starting the conversation:

"I have something I'd like to discuss with you that I think will help us work together more effectively."

"I think we have different perceptions about _____. I'd like to hear your thinking about this."

"I need your help with what just happened. Do you have a few moments to talk?"

"I'd like to talk with you about _____. I think we may have different ideas on how to deal with it."

"I'd like to talk about _____ with you, and I'd really like to get your point of view."

"I'd like to see if we might reach a better understanding about _____. I really want to hear your feelings about this and to share my perspective as well."

Taken from Dr. Susan Murphy's Maximizing Performance Management

DIFFICULT CONVERSATIONS (cont'd)

In the book Difficult Conversations: How to Discuss What Matters Most, co-author Sheila Heen adds, "If there's one underlying skill, it's the ability to see the conflict clearly from our own perspective, clearly from the other person's perspective, and from the point of view of a third party."

With this in mind, steps for holding a difficult conversation include:

1. **Inquiry.** Cultivate an attitude of discovery and try to learn as much as possible about point of view of your opponent. Let them talk until they're finished without interrupting them.
2. **Acknowledgement.** Paraphrase what you heard them say. This is not agreement, this is just restating to let them know that you understand where they stand.
3. **Advocacy.** Now it's your turn. Clarify your position without minimizing theirs; i.e. "I can see how you came to the conclusion that I'm not supportive of you. I do support you and believe you're very talented. When I bring up reasons why I don't think your approach is the best, I'm not trying to criticize you, though perhaps it sounds that way. I'm looking long term and saw that your idea would be over budget and take 3 months too long. Maybe we can talk about how to address these issues so it doesn't feel personal and we can get to the finish line on-time and on-budget."
4. **Problem-solving.** Ask your opponent for his solutions and build on something he says. Build sustainable solutions together. If the conversation becomes adversarial, go back to step #1 Inquiry.

TIPS for a successful difficult conversation include:

- Stay clear about your purpose
- Don't take verbal attacks personally
- Don't assume they can see things from your point of view
- Consider practicing the conversation with a confidant
- Visualize various scenarios and handling the conversation well
- Realize difficult conversations are part of life and by practicing them, they can become easier and more constructive.

Difficult Conversations, by Douglas Stone, Bruce Patton, and Sheila Heen
Crucial Conversations, by Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

WORKPLACE CHARACTERISTICS

WORLD WAR II GENERATION

Assets

Experience, enhanced knowledge, dedication, focus, stability, loyalty, emotional maturity, perseverance

Liabilities

Reluctant to buck the system, uncomfortable with conflict, reticent when they disagree

They prefer to work for managers who are...

Directive and identify a clear direction	Logical
Set long-term goals	Fair
Spell out clear job expectations	Consistent
Respectful	

Rewards

Tangible symbols of loyalty, commitment, and service including plaques & certificates

Preferred methods of communication

Memos, letters, personal notes. Use a personal touch. Make face-to-face contact. Computer-driven communication sometimes alienates members of this generation.

BABY BOOMERS

Assets

Service orientation, dedication, team perspective, experience, knowledge

Liabilities

Not naturally “budget minded”, uncomfortable with conflict, reluctant to go against peers, may put process ahead of result

They prefer to work for managers who are...

Consensual and treat them as equals	Democratic
Work with the group to define a mission	Warm
Assure them they are making a difference	Caring

Rewards

Personal appreciation, promotion, recognition

Preferred methods of communication

Phone calls, personal interaction

From 4genR8tns: Succeeding with Colleagues, Cohorts, & Customers

By Murphy, Arnsperger, Claire Raines

WORKPLACE CHARACTERISTICS

GENERATION XERS

Assets

Adaptability, techno-literacy, independence, creativity, willingness to buck the system

Liabilities

Skeptical, distrustful of authority

They prefer to work for managers who are...

Competent, direct and straightforward

Genuine

Comfortable giving them a deadline and turn them loose to meet it

Informal

Supportive of training and growth opportunities

Flexible

Results-oriented

Rewards

Free time, upgraded resources, opportunities for development, bottom-line results, certifications to add to their resumes

Preferred methods of communication

Voice mail, e-mail

MILLENNIALS

Assets

Collective action, optimism, ability to multi-task, technological savvy

Liabilities

Need for supervision and structure, inexperience—particularly with handling difficult people issues

They prefer to work for managers who are...

Educational and know their personal goals

Positive

Comfortable coaching and supporting them

Collaborative

Organized and create a reasonable structure

Achievement-oriented

Motivational

Rewards

Awards, certificates, tangible evidence of credibility

Preferred methods of communication

Instant messages, blogs, text messages, e-mails

From 4genR8tns: Succeeding with Colleagues, Cohorts, & Customers

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CHALLENGES IN MENTORING RELATIONSHIPS

The generations have different perspectives on issues like work ethic, leadership, and authority. These differences, though subtle, can cause conflict, frustration, and misunderstanding if not managed well.

	WWII Generation	Baby Boom Generation	Generation X	Millennial Generation
Outlook.....	Practical	Optimistic	Skeptical	Hopeful
Work Ethic.....	Dedicated	Driven	Balanced	Ambitious
View of Authority.....	Respectful	Love / Hate	Unimpressed	Relaxed, Polite
Leadership By.....	Hierarchy	Consensus	Competence	Achievement, Pulling together
Relationships...	Self-sacrifice	Personal Gratification	Reluctance to Commit	Loyal, Inclusive
Perspective.....	Civic-minded	Team-oriented	Self-reliant	Civic
Turn-Offs.....	Vulgarity	Political Incorrectness	Cliché, Hype	Promiscuity

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Similarities Among All Generations

- ◆ All want to succeed
- ◆ All ages view work as vehicle for personal fulfillment & satisfaction, not just a paycheck.
- ◆ Culture of workplace is important to all.
 - 91% agree that being trusted to get job done is #1 factor that defines success.
 - 86% said they need to feel valued by their employer to stay happy, only 37% indicated they get such on-the-job feedback.
- ◆ 6 out of 10 employees would like employer to help career planning.
- ◆ All generations define success as finding company can stay with for a long time.
- ◆ Flexibility is important - 67% ranked flexibility part of workplace success.

From 4genR8tns: Succeeding with Colleagues, Cohorts, & Customers
By Murphy, Susan, Arnsperger, Claire Raines

WHAT CAN EMPLOYERS PROVIDE TO ATTRACT & RETAIN YOUNG PHYSICIANS?

- A values-driven, relationship-oriented culture
- Strong orientation & mentoring programs—61% of practices assign a mentor to new recruits
- Continuing development of marketable, manageable skills sets
- Flexibility in scheduling—9 out of 10 groups offer part-time or flexible work options
- Emphasize work/life balance
- Prompt attention during recruitment phase and once employed. Respond promptly to calls, emails, text messages
- Develop a formal physician retention program—only 40% have one currently
- Before the physician start date, set clear expectations about compensation and long- term potential
- From start date to initial 90 days, develop interpersonal connections with new physician and peers
- Provide regular feedback and performance reviews—very important retention factor for physicians after initial 90 days
- Provide partnership and ownership opportunities
- Provide spouse relocation assistance during recruitment process

From **First, Break All the Rules** by Buckingham & Coffman

These measure the core elements needed to attract, focus, and keep the most talented employees. These 12 questions are the simplest & most accurate way to measure the strength of a workplace. Based on interviews with 80,000 managers in 400 companies.

1. Do I know what is expected of me at work?
2. Do I have the materials & equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission / purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing good quality work?
10. Do I have a best friend at work?
11. In the last 6 months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

WWII - to recruit & retain

Be mindful of age / experience. Show that experience is an asset vs. liability.
Develop a mature worker strategy
Review job descriptions, interviewing/hiring/promoting practices. Remove age bias.
Capitalize on experience - set up mentoring relationships w/ younger employees
Consider options for career deceleration, phased retirement, alumni return

BABY BOOMERS - to recruit & retain

Offer flexible work arrangements, telecommuting, adjustable scheduling, personal time for family / caregiving
Provide challenging work opportunities, horizontal movement, learning opportunities
Offer phased retirement
Expand & accelerate leadership development
Develop systems for knowledge sharing

GENERATION X - to recruit & retain

Show them lots of options
Allow them to work autonomously
Tap into their adaptability, flexibility, and independence
Give FAST (Frequent, Accurate, Specific, Timely) feedback to build skills / resumes

MILLENNIALS - to recruit & retain

Tap outstanding Millennial employee to talk to candidate about company
Make accommodations for family/personal life. Want flexibility for other interests
Become Community-oriented & support Volunteer efforts
Offer benefits like 401K so can start saving in 20s
Look for ways to involve parents in important decisions
Pair with older Mentors - reverse mentoring on technological issues
Focus on day 1. Poll new hires about their on-boarding experiences
Make exit interviews work. Ask & welcome people back after leaving.

PRINCIPLES FOR LEADING A MULTI-GENERATIONAL WORKFORCE

Ask people about their needs and preferences.
Offer options.
Personalize your style.
Build on strengths.
Pursue different perspectives.

From 4genR8tns: Succeeding with Colleagues, Cohorts, & Customers
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"SHE SAID / HE SAID"

Recognizing & Valuing Gender Differences

Many experts agree that gender difference is the biggest cultural gap that exists. Men and women grow up in different cultures and learn different lessons about "appropriate" adult behavior. Problems begin because these cultures are *invisible* to us, and can greatly impact the productivity, quality and morale of our organizations. When two individuals look at a situation or problem with significantly differing, but unconscious, expectations about what's "right" "good" "successful" "weak", it's not surprising that they see *each other* as the problem.

The Invisible Rules from Childhood

Boys	Girls

Do What the Coach Says... and Do Your Best to Help Out

The Hierarchy vs. The Flat Structure

Power Dead Even Rule

Stay Focused on the Goal... and Don't Forget the Process

Shopping vs. Hunting

Linear vs. Multiple

Meeting Behavior

Men	Women

“That’s Not What I Meant”: The Different Rules of Talk

The Language of Involvement

Negotiation in the Hierarchy

The Right Moves: What We Don’t Say

Nonverbal Sensitivity

Body Orientation

Nods



WHAT TO DO

- Understand Invisible Lessons of Your Gender Culture
- Understand the Other Culture
- Value the Difference
- Don't Try to Change the Other
- Talk About the Differences - And Don't Forget to Laugh

Sample

MENTORING AGREEMENT

Mentoring partnership objectives: As a result of working with a mentor I would like to accomplish the following:

Specific role of the mentor: I will support my mentee's developmental process by: (i.e. helping to develop and monitor his/her mentoring action plan, sharing organizational insight, expanding his/her network, acting as a sounding board, providing developmental feedback):

The logistics of our meetings will generally include the following:

When:

Where:

How long:

Frequency

Who is responsible for initiating:

We will honor the following confidentiality agreement:

Actions to take if problems arise: _____

This agreement remains in effect for twelve months. The agreement may be terminated at any time by either the mentee or mentor.

Signature: _____

MENTEE

Date: _____

Signature: _____

MENTOR

PROGRESS REVIEW FOR MENTORS

How often do you and your mentee meet?

Indicate where you usually meet?

_____ in your office

_____ over a meal

_____ by email

_____ other (please explain)

_____ in your mentee's office

_____ by phone

_____ on the job / shadowing

How long have you been mentoring your mentee? _____

Did you and your mentee have clear expectations and goals for what you both wanted as outcomes? Please explain.

What has been the most valuable part of mentoring for you? _____

What are the traits that your mentee has that have positively contributed to this experience for you? _____

When considering the personalities of you and your mentee, are your personalities similar or different? _____

Has your mentee met or exceeded your initial expectations? If not, please explain _____

What has been the best aspect of this mentoring experience for you? _____

What ideas and input do you recommend to enhance the mentoring program?

Will you want to be a mentor again through this program? _____

Additional Comments _____

Adapted from the Mentoring Progress Review, www.workplacetoolbox.com

RESOURCES

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Murphy, Susan, Relationship Management & the New Workforce, MGMA, 2009



DR. SUSAN MURPHY

Author / Speaker / Business Consultant / Peak Performance Coach

Dr. Susan Murphy has an extensive background that combines the **three worlds of corporate leadership, academia & management consulting**. She has been an Executive in two Fortune 500 Corporations, served on the Graduate Faculty at the University of San Francisco, has performed international management consulting for 20 years to over 300 businesses and healthcare organizations. Clients include U.S. Air Force, Stanford University, Jet Propulsion Lab & Medical Group Management Assoc.

Susan wrote **Maximizing Performance Management**, 4-book Leadership Series, **Conversations on Success**, **Leading a Multi-Generational Workforce**, and **4genR8tns: Succeeding with Colleagues, Cohorts & Customers**. Susan co-authored **In the Company of Women** that has been featured on "***Good Morning, America***", ***Time Magazine***, ***U.S.A.Today.com***, ***US News & World Report***, ***the BBC*** and selected ***Harvard Business School's "Book of the Month"***. It has been translated into several languages.

Passionate about Leadership, Mentoring and Gender & Generational Differences, Susan thrives on serving as a catalyst for break-through team performance. Her educational background includes an M.B.A., M.A. in Organizational Development and Ph.D. in Organizational Systems.

In 2004, Vanderbilt University honored Susan with a **Lifetime Achievement Award**. In 2007, *Palm Springs Life* named her among **"The Influencers"**.

760-674-1615

drsmurphy@consult4business.com



Conversation Starters Samples

Questions about mentoring

- What are your thoughts about mentoring?
- What would good mentoring be for you?
- What traits are you looking for in a mentor?
- What do you see as the role of the mentee?
- I know you have an impressive assigned mentor, are there areas where you would like additional mentoring support?
- When we designed this mentoring process, we thought the areas of academic, research, clinical / teaching, and work / life balance would be good to include. Which of these areas would you like to focus on today? Or, is there something else that I can help you with?
- Shall we create a formal mentoring agreement?
- Is there another Mentor whom you'd like to meet where I could supply an introduction?
- What questions do you have?
- What comments would you like to add?

General Questions

- How are things going for you?
- In what ways is your experience here what you expected?
- In what ways is your experience NOT what you expected?
- What areas are providing you the most joy / satisfaction?
- What areas are causing you the most concern / anguish?

QUESTIONS TO ASK AT THE BEGINNING

At the get-go, there are several questions that can add clarity for a mentor

1. Does the mentee have a goal?
 - What are the mentee's goals, and are they aligned with what the mentor is willing and able to provide?
 - What ideas does the mentee have in terms of where they want to be at the peak of their career?
2. Can this be a win-win relationship?
 - What will the mentor gain from the relationship?
 - What are the specific ways the mentor can be of assistance to the mentee?
3. What do your first impressions say about the mentee?
 - How does the mentee's nonverbal communication style (i.e. eye contact, body language, energy) check out?
 - Does the mentee have – or do they have the potential to develop – that “special something” or executive presence?
4. Is this mentee a winner or a whiner?
 - Does the mentee describe problems and challenges in their career and job constructively? **FOOTNOTE: Ensher, Ellen, Murphy, Susan, Power Mentoring**

Signature of Mentor

Signature of Mentee

Date

Date:



Mentoring Agreement

1. Describe purpose and desired outcomes of our mentoring relationship:

2. Check the topics we will address in mentoring sessions:

☐ Work/Life Balance

☐ Research

☐ Clinical/Teaching

☐ Academic

3. Check the frequency and initiator of meetings this year:

Frequency

Initiator

☐ 2x/year

☐ Quarterly

☐ Mentor

☐ Mentee

☐ Monthly

☐ As Needed

4. Describe confidentiality expectations for our mentoring relationship:

5. Please review, discuss, edit and check the expectations of our mentoring relationship.

Responsibilities of Mentor:

- ☐ Provide assessment and feedback regarding accomplishments in each topic area and help plan “next steps”
- ☐ Expand mentee’s network
- ☐ Advocacy
- ☐ Emotional support
- ☐ Provide developmental feedback
- ☐ Share organizational insight
- ☐ Assist with development and monitoring of mentoring plan
- ☐ Actively address any problems with mentoring relationship
- ☐ Other (please specify) _____

Responsibilities of Mentee:

- ☐ Understand rank and appointment, reappointment and promotion criteria
- ☐ Provide goals and updates
- ☐ Actively address any problems with mentoring relationship
- ☐ Other (please specify) _____

6. If mentoring relationship is not working, we will discuss with Mary Chen, Administrative Director for the Pediatric CE Mentoring Program and seek guidance and resolution.

Mentor Signature _____

Mentee Signature: _____

Date: _____

Date: _____