I choose to risk my significance.
To live so that which came to me as seed
 Goes to the next as blossom
And that which came to me as blossom,
 Goes on as fruit.

Dawna Markova

Learning Outcomes
- Understand the key concepts and constructs necessary for mentoring success
- Improve your personal mentoring practice by applying a four-phase mentoring model
- Recognize the importance of your role as a mentoring stakeholder at UTHSCSA

Compelling Reasons
- Perpetuates legacy and tradition
- Supports diversity and inclusion
- Helps in the recruitment and retention of talent
- Improves leadership and teaching skills
- Acclimates new faculty
- Enhances career and leadership development
- Enables smooth leadership transition and continuity
- Manages knowledge
- Contributes to increased commitment, trust and collaboration

Mentoring: Key Concepts and Constructs
Mentoring Success: What You Can Do To Make a Difference

“Sometimes we are all on the same page, but we’re just reading different books.”

Mentoring?

Mentoring is a reciprocal learning relationship in which mentor and mentee agree to a partnership where they work collaboratively toward achievement of mutually defined goals that will develop a mentee’s skills, abilities, knowledge and/or thinking.

Learner-Centered Definition

The Paradigm of Practice Has Shifted

<table>
<thead>
<tr>
<th>Mentee Role</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Role</td>
<td>Authority</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Learning Process</td>
<td>Mentor-directed</td>
<td>Self-directed</td>
</tr>
<tr>
<td>Focus</td>
<td>Knowledge transfer and acquisition</td>
<td>Critical reflection and application</td>
</tr>
</tbody>
</table>

Understanding the Differences

<table>
<thead>
<tr>
<th>Counseling</th>
<th>Coaching</th>
<th>Mentoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Past</td>
<td>Present</td>
<td>Future</td>
</tr>
<tr>
<td>Uses intervention techniques</td>
<td>Contractual</td>
<td>Voluntary</td>
</tr>
<tr>
<td>Focus on career issues and providing emotional support</td>
<td>Focus on boosting performance</td>
<td>Organic</td>
</tr>
<tr>
<td>Usually 1:1</td>
<td>Tangibles</td>
<td>Focus on development</td>
</tr>
<tr>
<td>Confidentiality a priority</td>
<td>Processes and procedures</td>
<td>Intangibles</td>
</tr>
<tr>
<td>Knowledge transfer and acquisition</td>
<td>Short-term</td>
<td>Soft skills</td>
</tr>
<tr>
<td>Critical reflection and application</td>
<td>Coaching-driven process</td>
<td>Range of learning opportunities</td>
</tr>
</tbody>
</table>

Mentoring is a reflective practice.

Everything that happens to you is your teacher. The secret is to learn to sit at the feet of your own life and be taught by it.

The Challenge
Mentoring Success: What You Can Do To Make a Difference

September 14, 2012, 7:30AM

Preparing:
Getting Ready

- Understanding your motivation
- Getting comfortable with mentoring skills
- Identifying what you need to learn
- Establishing your own stretch goals
- Developing a personal learning plan
- Clarifying your role assumptions
- Evaluating potential mentoring relationships

Negotiating:
Establishing Agreements

- Take time getting to know your mentoring partner
- Share mentoring stories
- Discuss mentee’s learning goals
- Determine relationship needs and expectations
- Candidly share personal assumptions and limitations
- Discuss personal and learning styles

Enabling Growth:
Facilitating Learning

- Well-defined goals
- Success criteria and measurement
- Delineation of mutual responsibility
- Accountability assurances
- Consensual mentoring agreement
- A work plan for achieving learning goals

Coming to Closure:
Looking Back, Moving Forward

- Planning
- Learning Conclusion
- Integrating Learning
- Celebrating
- Redefining the Relationship
- Moving On

Four Phase Mentoring Model

Preparing: Getting Ready
Negotiating: Establishing Agreements
Enabling Growth: Facilitating Learning
Coming to Closure: Looking Back, Moving Forward
Choose someone who is professionally more experienced than you and/or has specific skills and abilities that you wish to gain.

Does this person have the expertise, experience, time, and willingness to help you achieve your learning goals?

Would you feel comfortable working with this individual?

Do you think person will challenge you and encourage you to constantly raise the bar for yourself?

－ Model the Way
  ▪ Be a mentor and a mentee.
  ▪ Mentor up, down and across.
  ▪ Commit to developing yourself as a mentor.

－ Inspire a Shared Vision
  ▪ Raise the bar on your own performance.
  ▪ Offer compelling reasons for mentoring and the outcomes you envision.
Mentoring Success: What You Can Do To Make a Difference  
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Your Role as a Mentoring Stakeholder

› Challenge the Process
  • Think outside the box.
  • Be open to learning.
  • Help people find mentors that will challenge them.

› Enable Others to Act
  • Strengthen yourself.
  • Encourage others to grow and develop through mentoring.
  • Make sure those engaged in mentoring have opportunities to use and integrate their new learning.

It is important to remember that we cannot become what we need to be by remaining what we are.

For more information, contact Dr. Zachary at:

lzachary@leadservs.com

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LEADERSHIP DEVELOPMENT SERVICES
Motivate, Inspire and Grow