Mentorship Toolkit Resources

A. **Check your mindset:**
- Do you agree or disagree with the following statements?
  1) You are a certain kind of person, and there is not much that can be done to really change that.
  2) No matter what kind of person you are, you can always change substantially.
  3) You can do things differently, but the important parts of who you are can't really be changed.
  4) You can always change the basic things about the kind of person you are.
- If you agreed to #1 and #3, you generally have a fixed mindset.
- If you agreed to #2 and #4, you generally have a growth mindset.
- Which mindset you prefer can influence how easy it is to handle failure and how difficult it may be to pursue change
- Takeaway: People with a fixed mindset can learn to adopt a growth mindset

B. **Contextualize growth and development**
- Accurate perception of current performance
  ⇒ "Where do I stand now?"
- Clear vision of desired end state
  ⇒ "Where do I want to be?"
- Motivation to change
  ⇒ "Why should I make an effort to change?"
- Means of making the change
  ⇒ "How will I get from here to there?"
- Ongoing assessment, support, and follow-up
  ⇒ "How will we establish accountability and support the change process?"

C. **Consider your framework**
- Remedial vs Developmental:
  o Remedial – Address current performance problem
  o Developmental – Support continuing development in current role or in preparation for future roles
- Directive vs Facilitative:
  o Directive – Primarily help by instructing and advising; by sharing knowledge, experience, and perspective and by giving constructive feedback on what you've observed
    ▪ Particularly helpful in establishing and clarifying performance expectations and helping mentees see performance gaps.
    ▪ Benefits:
      ∗ Clarifies expectations
      ∗ Promotes actionable feedback

* Establishes accountability
* Encourages technical or factual learning
* Address performance problems
- Facilitative – Primarily help by asking inciteful questions and listening; by stimulating mentees to think, reflect, and explore and by helping others observe themselves and learn from their own experiences
  - Particularly helpful in encouraging mentees "own" performance problems and be more proactive in taking personal responsibility for their own development.
  - Benefits:
    * Builds motivation and internal commitment
    * Encourages ownership
    * Develops complex abilities (i.e. leadership, judgment)
    * Promotes deeper learning
    * Emphasizes goal setting
    * Relies on creation and monitoring via action plans

D. SMART Goals
- **S**pecific
- **M**easurable
- **A**greed upon
- **R**ealistic
- **T**ime specific

E. "GROW" model for organizing mentorship around goals
- **G**oal – What do you want to achieve?
- **R**eality – What are the current circumstances?
  - "What have you tried so far? What were the results?"
  - "What is your sense of the obstacles for you or others (if others are involved)?"
  - "In what way might others describe this situation differently?"
  - "What are the consequences if you don't take action?"
  - "Is your goal still realistic?"
- **O**ptions – What ways can you move from reality to goal?
  - "If you had the freedom to do anything to make progress on this issue, what might you do?"
  - "If others are involved, what would they need to see or hear to get their attention?"
  - "If you were advising a friend on this issue, what would you recommend?"
  - "Do any of these options interest you enough to explore further?"
- **W**ay Forward – Decide on an action plan.
  - "Do any of these options interest you enough to take action?"
  - "How will you go about it?"
  - "What might get in your way? How might you overcome that?"

- o "What is your next step? When will you take it?"
- o "How will we measure progress?"
- o "How will accountability be established?"

F. Active listening
- Listen for the **context** of the message
- Listen to the **feelings** of the speaker
- Respond to the **intent** of the speaker
- Note the speaker's **verbal and non-verbal cues**
- **Reflect** back to the speaker what you think you are hearing

G. Reflective listening model
- Speaker: Communicate message
- Listener: Paraphrase/reflect back what was heard in own words
- Listener: Check understanding by inquiring
- Speaker: Continues, may elaborate on or rephrase original statement

H. Features of quality questions
- Low Quality
  - o Leading questions (sufficiently answered by "yes" or "no")
  - o Discourage the expression of dissenting views
  - o Discourage reflection and limit learning
  - o Fail to provoke new ideas or action
- High Quality
  - o Generate new information for more informed choice and increased commitment
  - o Enable the discovery of reasoning gaps, reducing potential errors
  - o Encourage expression of diverse views, doubts, or concerns
  - o Facilitate shifts in mindset, and encourage adoption of new perspectives and actions

I. Useful coaching questions
- How important is this to you?
- What makes this important or meaningful to you?
- What do you hope to gain by changing this?
- What are the costs to leaving things the way they are now?
- What leads you to make you want to make this change now?
- Has it always been this way?
- Are there some situations when this is problematic and some when it is not?
- Ideally, how would you like things to be different?
- Have you asked others about their assessment of the situation? How is your view similar or different from theirs?
- What, if anything, is standing in your way?
- What, if anything, would be lost if you made this change?
- What have you tried so far? What was the result? What did you learn?

- What are some possible things you might consider trying?
- Is there any additional information you need before moving forward?
- What would help you make this change?
- What support could others provide to assist you?
- How could you measure your progress?
- How will you know if you are progressing at the right pace?
- How will you know when you've reached your objective?

J. Flawed feedback
- Attacks the person rather than the behavior
- Vague or abstract
- Without illustration or example
- Ill-defined application
- Unclear impact and implications for action

K. Questions to ask yourself before giving feedback
- How did I arrive at this conclusion?
- What examples should I share with the other person in order for them to understand the way I see it?
- Under what conditions have I observed this behavior?
- What are the specific, undesirable consequences of this behavior?
- What are the most constructive ways to help this person achieve better results?