Basic Mentor/Mentee Training

Public Works
PW11 WD Team
Apr 2020

Lesson Objectives

Upon completion of this training, you will be able to:

1. Define Mentor and discuss the significance of being a Mentor.

2. Discuss the role of a Mentor in conjunction with associated criteria, guidelines, and responsibilities.

3. Discuss various mentoring methods and when to apply them.

4. Define Mentee and discuss associated criteria, guidelines, and responsibilities.

5. Identify specific factors that produce behavioral differences.

6. Discuss various interpersonal elements (attitude & personality traits) that influence relationship conditions.

7. Discuss the communication process, barriers, as well as how to communicate effectively.

8. Define conflict along with explain various causes, effects, resolution steps, and possible outcomes.

9. Explain Decision making and Problem solving processes as well as customary steps for each.

10. Describe the importance of setting goals and how to formulate realistic and attainable objectives.

Mentor

1.1 Being a Mentor

- What is a Mentor
- Mentoring Types
- Stages of a Mentoring Relationship
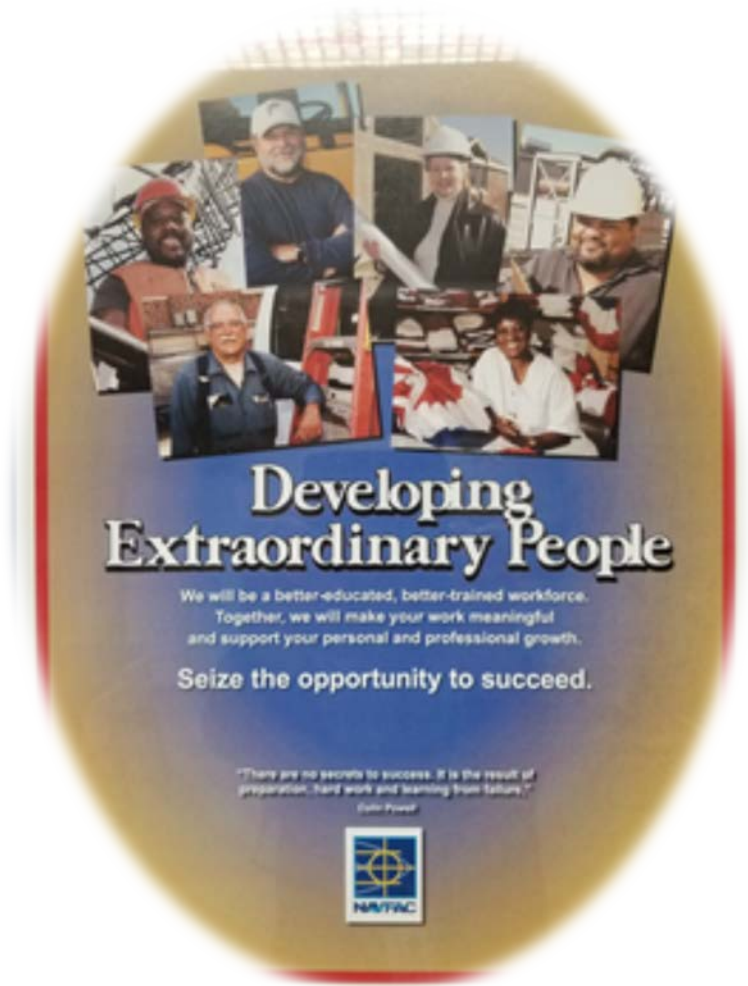- Value of being a Mentor

What is a Mentor

- What is your idea of a **Mentor**?

- Mentoring - An approach to advising, coaching, and nurturing that creates a practical relationship to enhance both personal and professional development.

- Teacher/coach that assist with the employee's professional growth.

- Provide guidance that contribute to the development of junior employees' knowledge, values, practices, and organizational culture.

- Proven to be a prominent career influencing element.

Value In Being a Mentor

- Recognized advocate for individual, professional, and organizational growth.

- Mentor's career background help to make certain personnel develop to full potential.

Developing Extraordinary People

We will be a better-educated, better-trained workforce. Together, we will make your work meaningful and support your personal and professional growth.

Seize the opportunity to succeed.

Value In Being a Mentor (cont.)

- ☐ Invest in chosen Trade.
- ☐ Be the difference maker.
- ☐ Nurture professional growth.
- ☐ Instill purpose for completing program.
- ☐ Play <u>key role</u> in growing a quality work force.
- ☐ Pay it forward to make a positive difference in someone's life.
- ☐ Contributes to Mentee(s) Professional Development:
  - ◘ Training – Provides learner with knowledge and skills needed for their present job.
  - ◘ Development – Involves learning that goes beyond present job and has a more long-term focus.

Mentoring Types

- **Trainer** – know how to motivate
- **Career Development** – aids with setting professional goals
- **Coach** – one style of leadership
- **Counselor** – provide guidance
- **Sponsor** – supportive role
- **Role Model** (good or bad)
  - Good – learn how to properly perform task(s)
  - Bad – Learn what not to do

Stages of Mentoring Relationship

1. **Initiation** (Pairing of mentor and mentee)
   - ◘ Introduction
   - ◘ Goal setting
   - ◘ Mentor & Mentee expectations/mutual understanding
   - ◘ Commitment to relationship

2. **Cultivation** (Routine interaction)
   - ◘ Accountability
   - ◘ Challenges
   - ◘ Assistance
   - ◘ Goal refinement
   - ◘ Increased growth

3. **Disbanding** (Generally between 4 to 24 months)

    ◘ Goals obtained

    ◘ Participants change locations

    ◘ Relationship becomes dormant

    ◘ Unproductive match

    ◘ Lack of trust or joint commitment

1.2 Role of a Mentor

- Mentor Criteria
- Mentoring Guidelines
- Mentor Responsibilities

Mentor Criteria

- Usually, senior in positional authority to mentee
- Mature and professional demeanor
- Dedicated to the Mentoring Program
- Inclined to learn new trade techniques
- Committed to delivering quality customer service

Mentoring Guidelines

- Learn to develop confidence in mentee
- Develop leadership skills to bring out the best in mentee
- Learn to be a good teacher and coach
- Enhance communication skills
- Fosters a dynamic relationship with mentee.

Mentor Responsibilities

- Typically, in the same trade community.

- Meet with mentee on a daily basis.

- Discuss topics that contribute to career development.

- Assist Mentee to identify educational and career goals.

- Assist Mentee to monitor their progress toward reaching their identified goals.

Mentor Responsibilities (cont.)

- Adhere to <u>confidentiality</u> when identifying underlying problems that may be affecting mentee's success.

- If Mentee shares personal problems, Mentors are required to refer Mentee to either:
  - Manager
  - Public Works Training Coordinator

- Be open to <u>Reverse mentoring</u>.
  - A process in which older employees learn from younger ones i.e. technical device(s) usage.

Mentor Responsibilities (cont.)

- Mentors <u>are not</u> responsible for career decisions made by mentees.

- Mentors <u>are not</u> responsible for rendering any type of disciplinary action(s) to assigned mentee.

- Mentors <u>are not</u> responsible for dealing with:
  - emotional, psychosocial or interpersonal concerns
  - legal or financial difficulties
  - physical or mental health problems

1.3 Mentoring Methods

- Formal Mentoring
- Informal Mentoring
- Assisted Mentoring
- Mentor Pitfalls

Formal Mentoring

☐ Assigned pairing of mentor(s) and mentee(s) with the intent to foster professional development of specific skills and competencies.

☐ Mentors equip mentees to learn for themselves by:

- ◘ sharing experiences
- ◘ asking challenging work related questions
- ◘ shaping decision making/trouble shooting abilities
- ◘ expanding problem solving skills

Informal Mentoring

- Most <u>common</u> type of mentoring
  - non-scheduled spontaneous interaction(s).

- Entail discussions that involve:
  - imparting knowledge
  - providing advice
  - Sharing view points

- Mentors have the potential to assist mentees discover their strengths and weaknesses, formulate a career path, set goals, manage stress, and balance work and personal obligations (Martocchio, 2017, p. 232).

Assisted Mentoring

- Variation of formal approach
    - <u>Does not</u> rely on perfect match of personalities and chemistries as with formal mentoring.

- Regardless of the approach the focus of each is primarily to cultivate professional development emphasizing one-on-one learning (Martocchio, 2019).

Mentor Pitfalls

2 Extreme Mentoring Style

☐ **<u>Autocratic Dominate:</u>**

"My way or the highway."

- Over-powering
- Smothering
- Too much direction
- Poor listener

Note: least favorite style

☐ **<u>Laissez-faire:</u>**

Deliberate absence of direction or intrusion.

- No clear direction
- No structure
- Minimal initiation
- Indifferent

Note: based on trust and ideally reserved for self-starters that need minimal supervision

Mentee

2.0 Role of a Mentee

- Mentee Criteria
- Mentee Guidelines
- Mentee responsibilities
- Mentee Pitfalls

Mentee Criteria

- Be motivated to work and eager to learn.

- Willing to work with Mentor.

- Adhere to established guidelines.

Mentee Guidelines

□ Understand it is <u>ok</u> to ask questions and for assistance.

□ Support co-workers; be a team player.

□ Proactively complete tasks.

□ Develop interpersonal skills; learn to work and communicate with others.

□ Focus on attaining academic and career objectives.

□ Understand Command Mission, Vision, and Goals.

Mentee Responsibilities

- Committed to academic learning and on the job training.
- Take responsibility for career development.
- Develop realistic and attainable educational and career goals.
- Respect and follow legitimate guidance that has been imparted by mentor(s).
- Follow through on training improvement items identified and discussed by Mentor, Department Manager, or PWTC.
- Work as a team with colleagues.
- Adhere to established rules and regulations.
- Provide quality *Customer Service*.

Mentee Pitfalls

- **<u>Dependent:</u>**
  - Overly cautious
  - No drive
  - Avoids challenges and risks
  - Little initiative

- **<u>Independent:</u>**
  - Refuses help
  - Independent temperament
  - Careless
  - "Know it all" attitude

2.1 Mentee Toolbox

☐ Learning Styles
☐ Time Management

Learning Styles.

- **Adults retain:**

  - **20%** of what they read and hear
  - **40%** of what they see
  - **50%** of what they say
  - **60%** of what they do
  - **90%** of what they see, hear, say, and do

Learning Styles - Level of Engagement

□ Level of engagement is different from youths, for example <u>adults</u>:

- ◘ Desire explanations of why specific concepts are being taught.

- ◘ Respond best to learning that is centered around performing common tasks.

- ◘ learning materials should take into account different levels of prior experience.

- ◘ Prefer a self-directed approach that allows for discovery on their own.

Time Management

1. Decide what is important.

2. Identify everything you need to do this week.

3. Prioritize your tasks and arrange them in order of importance.

4. Ask yourself "If I only got a few things done this week, what would I want them to be?" Mark these high priority tasks with an "H" (high).

5. Important tasks that do not have to be complete until next week, label "L" (low).

6. Remaining items, label "M" (middle).

Time Management (cont.)

B4 NAVFAC

- Refer to your calendar
  - Fill in the "givens" (time you need to sleep, eat, work, and attend class).

- Transcribe items from "Priority Task Sheet" to "Daily Schedule".

  - Put in the "H" items first, followed by the "M" items. Then, fit in as many of the "L" items for which you still have room.

- Adhere to Daily Schedule.
  - Each night (or when you wake up in the morning) look at your schedule for the upcoming day.

□ Important to maintain discipline with adhering to schedule.

□ Reevaluate periodically and make adjustments if needed.

Strategy tip: Get into the habit of getting ready for the next day before you go to bed the night before.

Note: By following this procedure, you will make sure you give the amount of time needed to your most important priorities. You can devote your most productive study times to your most important tasks, and plug in your lower priorities as they fit.

□ There are various time management techniques.

□ The key is to find the one that works best for you.

2.2 What Makes Us Different?

☐ **Generation Differences**

☐ **Attitude**

☐ **Personalities**

Generation Differences

☐ Baby Boomers

☐ Gen X

☐ Gen Y (Millennials)

☐ Gen Z (Gen Zers)

Generation Differences

Baby Boomers	
Birth dates	• 1948-1961
Attitude towards authority figures	• Respect accomplishments and credentials.
Attitude towards learning	• Enthusiastic about the process much as the outcome. • Many believe it will keep them youthful and help avert dementia.
Attitude towards work	• Exciting, fulfilling, and significant. • Predisposed to lots of meeting and working long hours. • Need public recognition and status symbols.
Attitude toward change	• Believe they can change the world. • Want longer & healthier lives, second careers, and life after retirement.

Generation Differences

Generation X	
Birth dates	• 1962-1979
Attitude towards authority figures	• Respect is earned by character and relationships, not positions.
Attitude towards learning	• High appetite for information; prefer technology-aided learning. • Bored by theories, principles, and foundations. • Focused on the outcomes, "What will this do for me?"
Attitude towards work	• Life outside is more important than work. • Skeptical of being let down by large corporations. • Prefer small businesses and entrepreneurship.
Attitude toward change	• Always lived with change. • Suspicious of things that do not change.

Generation Differences

Generation Y (Millennials)	
Birth dates	• 1980-1999
Attitude towards authority figures	• Respect Those who help them
Attitude towards learning	• Frequently skip steps in research and stop after preliminary searches. • Need interactive learning experience. • Embrace technology in learning. • Expect to control what, when, and where hey learn.
Attitude towards work	• High energy and enthusiasm; prefer being managed with a coaching style. • Prefer collaboration rather than set roles and tasks. • Expect to be praised and work in positive environment.
Attitude toward change	• Although sheltered by parents, they experienced significant changes in their world such as 911 and technology advances.

Generation Z	
Birth dates	• 1995-2009
Attitude towards authority figures	
Attitude towards learning	• have short attention spans • Desire speed over accuracy • Enjoy media that provides live social interaction.
Attitude towards work	• Tend to avoid the complications of dealing with face-to-face situations. • Do not trust politicians, social institutions, the media, or corporations
Attitude toward change	• Rely largely on themselves and their peers to decide what to think, what to do, and what to buy.

Attitude

- Persistent mental state of readiness to feel and behave in a favorable or unfavorable way toward a specific person, object, or idea.

- 3 Basic Attitude Components:

  - Cognitive - What we think, what we know.

  - Affective - How we feel, like or dislike.

  - Behavioral - How we act, intended actions.

The Big Five Personality Traits (OCEAN)

- **Openness to Experience** – The degree to which a person seeks new experiences and thinks creatively about the future.

- **Conscientiousness** – The degree to which a person focuses on goals and work toward them in a disciplined way.

- **Extraversion** – Degree to which a person is outgoing and derives energy from being around other people.

- **Agreeableness** – The degree to which a person is easy or tolerant.

- **Neuroticism (Emotional Stability)** – How a person copes with stressful situations or heavy demands.

(Hitt, Miller, & Colella, 2011, p. 172)

Note:
Big Five Assessment link
https**://openpsychometrics.orgBig /**
Free Meyers-Briggs personality assessment link
www.humanmetrics.com/cgi-win/jtypes2.asp

- ☐ **Communication**
- ☐ **Conflict Resolution**
- ☐ **Problem Solving**
- ☐ **Decision Making**

Communication Process

Encoded Message

Received Message

Sent Message

Sender

Communication Medium

Receiver

Received Feedback

Feedback

Decoded Message
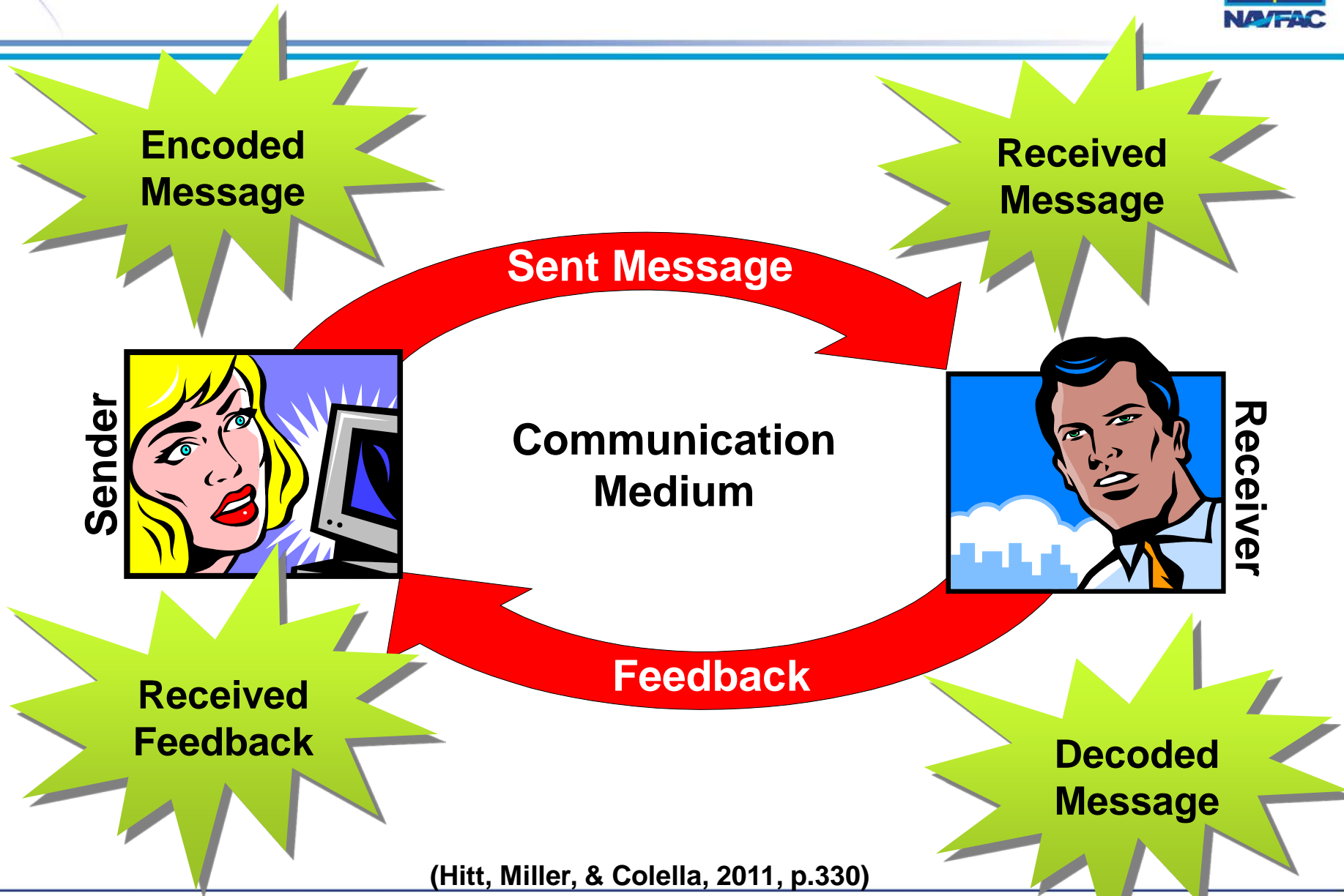
(Hitt, Miller, & Colella, 2011, p.330)

Possible Causes of Communication Breakdown

- **Too Little Communication…**
  - Don't understand other's intentions
  - Coordination becomes difficult
  - Misunderstandings occur

- **Too Much Communication…**
  - Can create misunderstanding

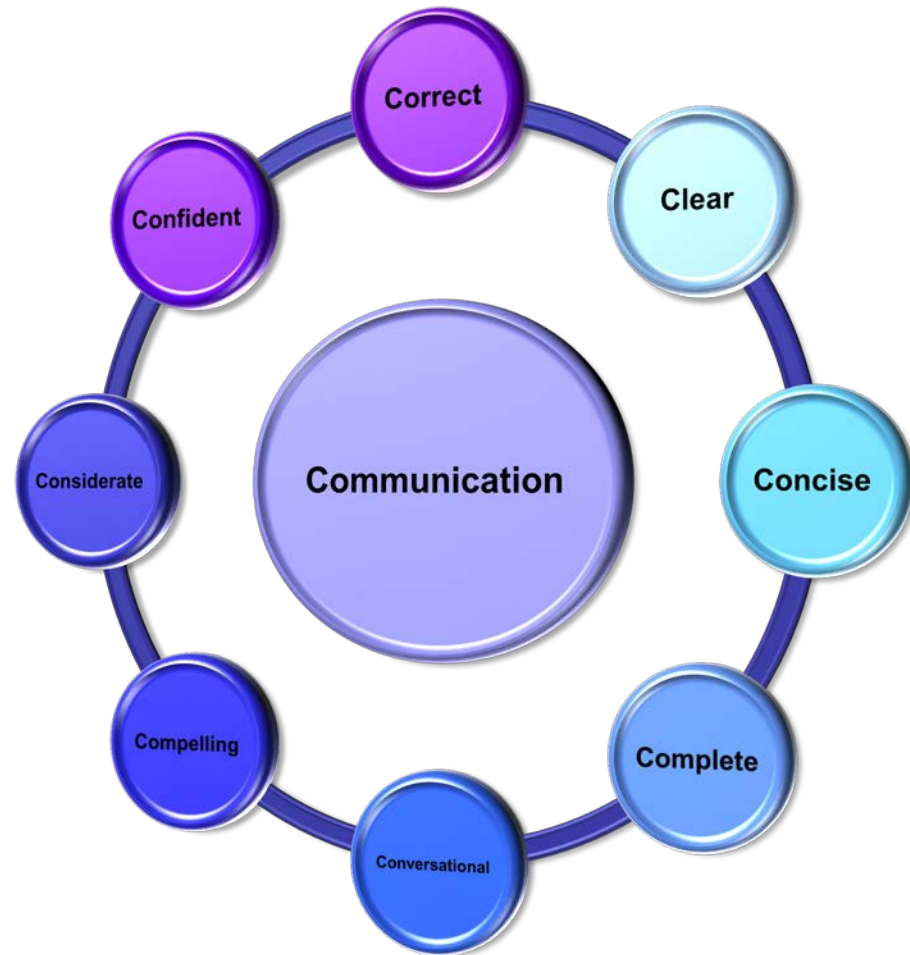# The 8 C's of Effective, Understandable Communication

Clear – Present message quickly and with complete understanding.

Concise – Ensure each word counts and speaks to the Receiver.

Complete – Provide information the Receiver needs and wants to know. Avoid need for back and forth and anticipate questions.

Conversational – Use familiar language to increase readability and create a positive tone.

Compelling – Make your message relevant and interesting.

Considerate – Be mindful of Receiver's time and do whatever it takes to make the communication process easy.

Confident – Express yourself in a confident way to add credibility to what you're saying. Avoid loose, vague language.

Correct – Protect professional image by being correct in content, language, style, and presentation.
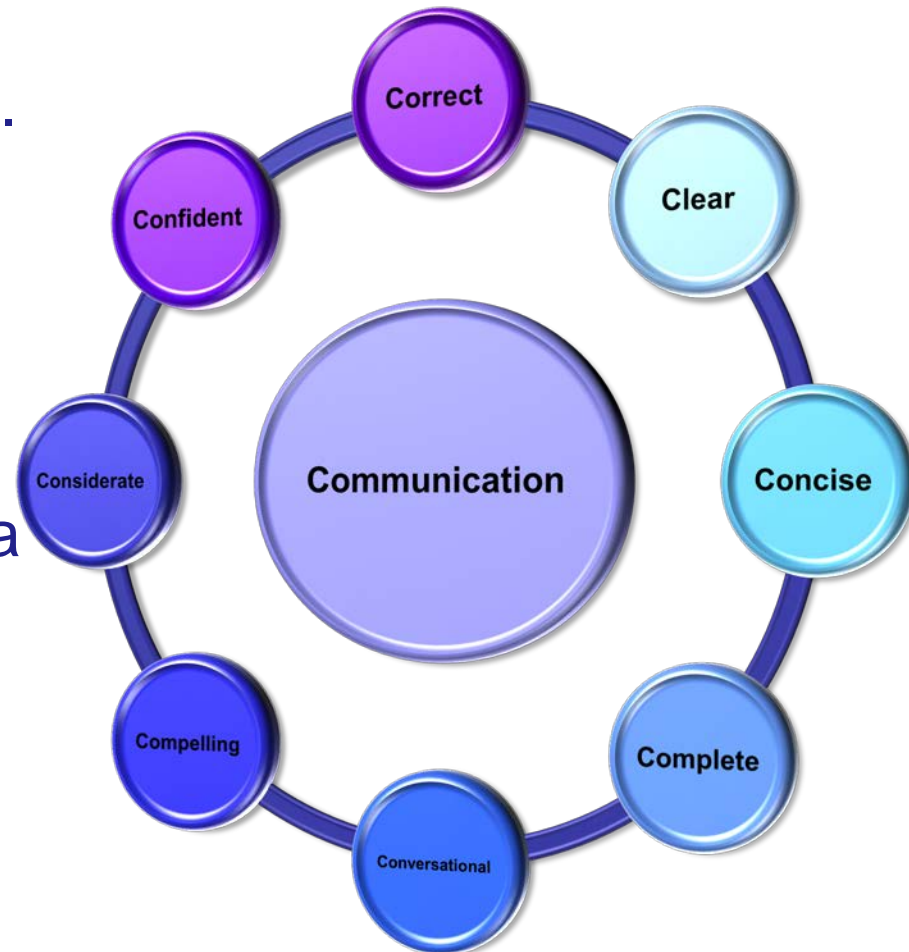
Recognizing Nonverbal Communication

- **_Six_** types of nonverbal signals are:

  - **Facial expressions** - Primary vehicle for expressing your emotions.

  - **Vocal characteristics** – One can intentionally control pitch, pace, and stress to convey a specific message.

  - **Gesture and posture** - The way you position and move your body expresses both specific and general messages, some voluntary and some involuntary.

  - **Personal appearance** - People respond to others on the basis of their physical appearance.

  - **Touch** - An important way to convey warmth, comfort, and reassurance—as well as control.

  - **Time and space** - Can be used to assert authority, imply intimacy, and send other nonverbal messages.

Steps to Effective Listening

Stop Talking

Pay Attention

Listen Empathetically

Hear Before Evaluating

Listen to the Whole Message

Provide Feedback

(Thill & Bovee, 2015, pp. 47-50)

Constructive Feedback Input

- ☐ Know your audience.

- ☐ Think through your suggested changes carefully.

- ☐ Discuss improvements rather than flaws.

- ☐ Keep feedback impersonal.

- ☐ Verify understanding.

Note: Goal is to be helpful therefore encourage individual action(s).

Consider what purpose or value your feedback will have for the individual(s).

Nature of Conflict

Conflict - Process in which one party perceives that its interests are being opposed or negatively affected by another party.

Functional

Beneficial to organization's goals

Results benefit individuals

Dysfunctional

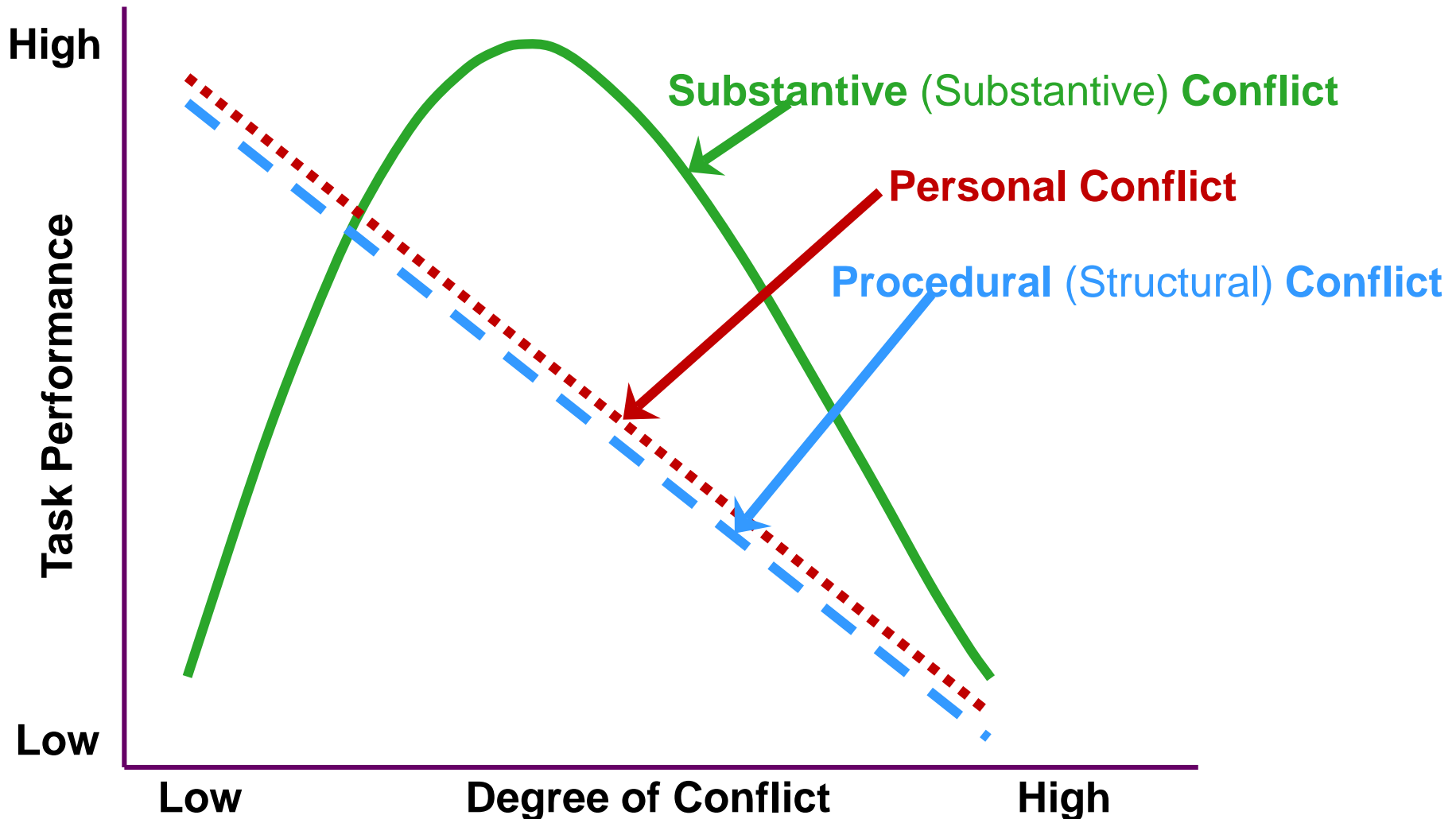**Harmful** to organization's goals

Interferes with performance

(Nelson & Quick, 2011, p.443)

Causes of Conflict

- Workplace conflict arises from:

  - **Structural** - Various aspects of conducting business.

  - **Personal** - Individual differences.

  - **Situational** - Temporary forces within an organization.

Effects of Types of Conflict on Task Performance

High

Task Performance

Substantive (Substantive) **Conflict**

Personal Conflict

Procedural (Structural) **Conflict**

Low

Low   **Degree of Conflict**   **High**

(Hitt, Miller, & Colella, 2011, pp. 440-441)

Possible Conflict Outcomes

Degree of Satisfaction of Party A's Concern

High

Win-Lose

Only one party's concerns are satisfied.

Win-Win

Both parties get what they want.

Compromise

Lose-Lose

Neither party is pleased with outcome due to their concerns go unsatisfied.

Lose-Win

One party's needs are not satisfied.

Low ⟶ **Degree of Satisfaction of Party B's Concern** ⟶ **High**
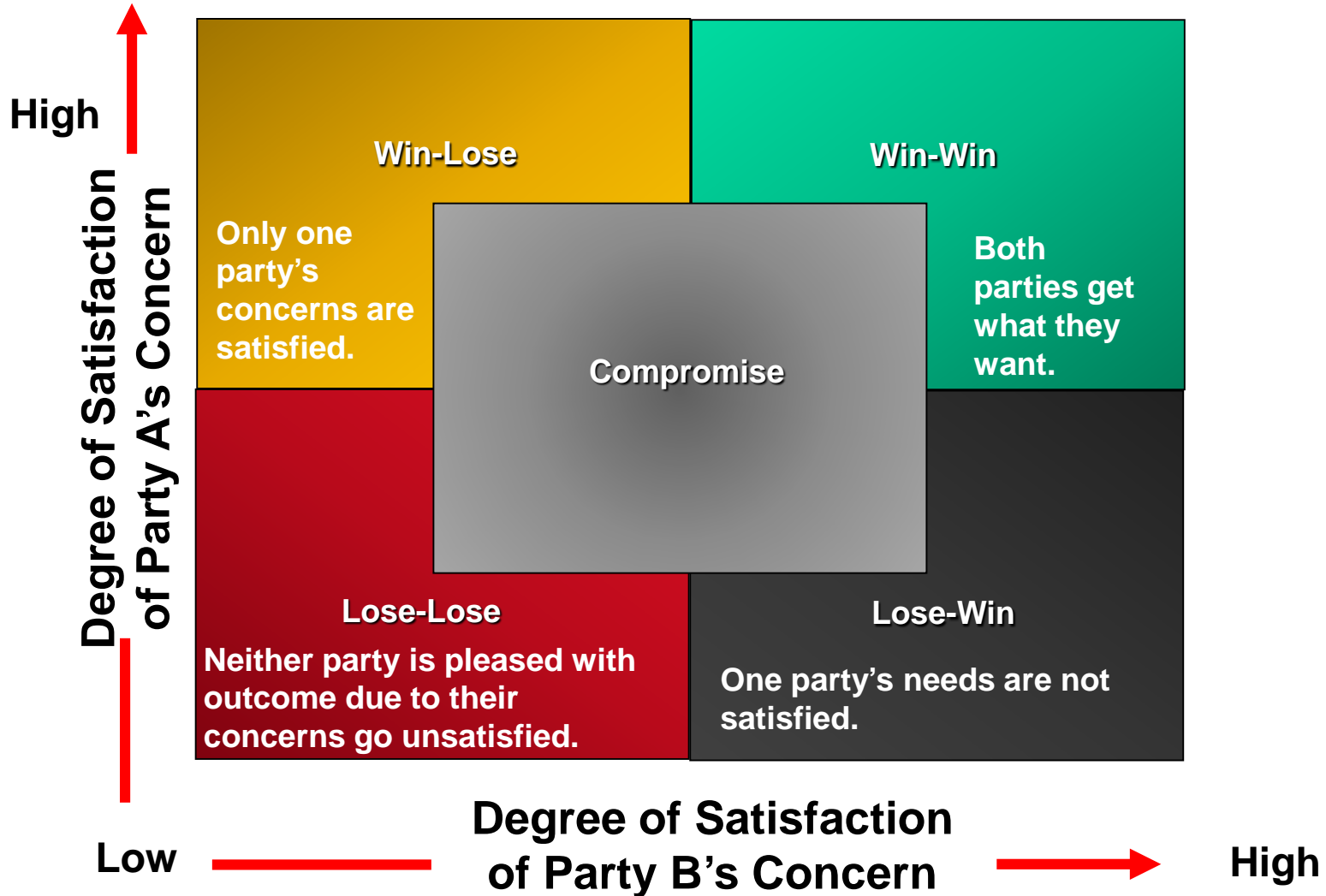
(Hitt, Miller, & Colella, 2011, pp. 448-450)

Conflict Resolution Steps

- Clearly identify problem

- Express Empathy

- Determine root cause (if applicable)

- Determine best solution

- Implement solution

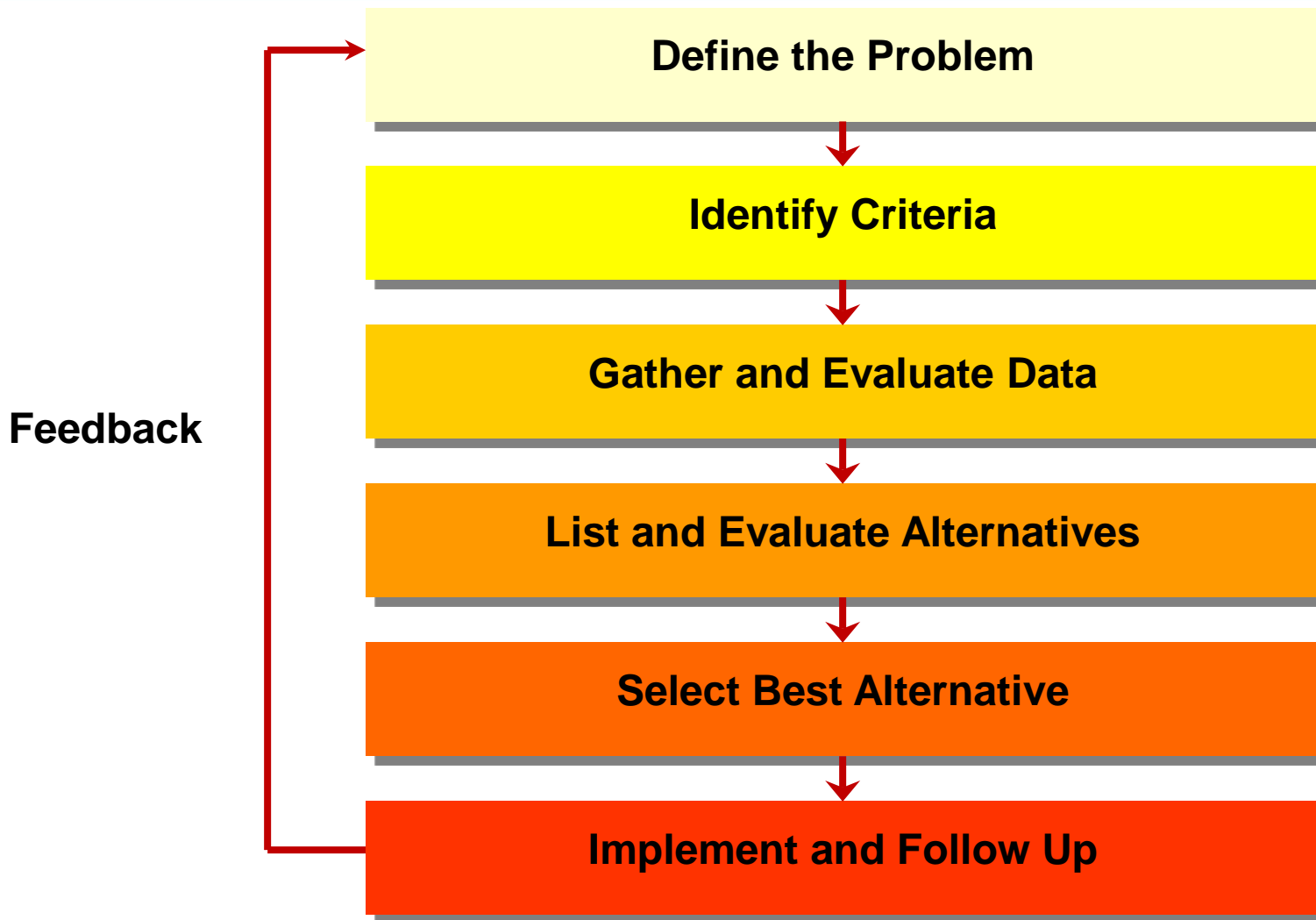- Set follow up date (if applicable)

- Evaluate

Conflict Resolution Steps with Internal Customer(s)

- Decide if the conflict is worth resolving.

- Examine your own beliefs and behaviors.

- Identify where the conflict originates.

- Establish common ground.

- Choose a strategy for resolving the differences.

Note: Determine if level of conflict/difference is
shallow vs deep.

Decision-Making Process

```
                    Define the Problem

                         Identify Criteria

                    Gather and Evaluate Data

Feedback            List and Evaluate Alternatives

                    Select Best Alternative

                    Implement and Follow Up
```

(Hitt, Miller, & Colella, 2011, pp. 365-366)
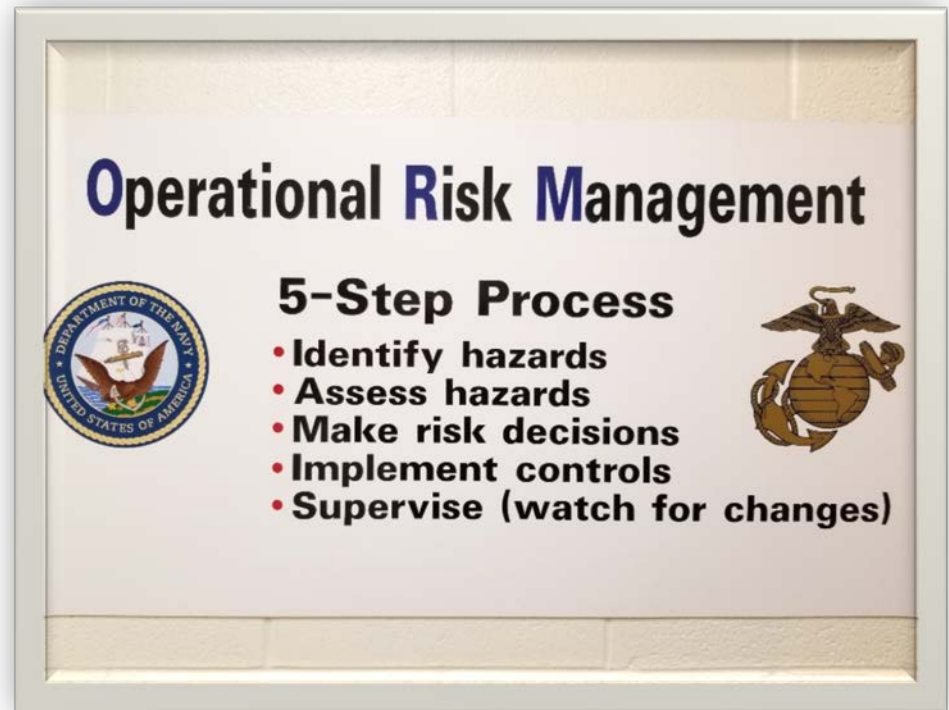
Decision-Making Styles

- **Directive style –** Quick decision making

- **Analytic style –** Careful decision making

- **Conceptual style –** Creative solutions

- **Behavioral style –** Gain input form others

Problem Solving Steps

Problem Solving

- What is the problem

- Determine Root Cause

- Possible solutions

- Implement best solution

- Evaluate solution

Do you see any similarities?

Operational Risk Management

5-Step Process
- Identify hazards
- Assess hazards
- Make risk decisions
- Implement controls
- Supervise (watch for changes)

2.4 Mentor/ Coaching

☐ **Motivation**

☐ **Situational Leadership**

☐ **Goal Setting**

Motivation

□ **Motivation** - Internal force that account for the willful direction, intensity, and persistence of the person's efforts toward achieving specific goals.

How to Motivate:

□ Discover individual internal motivational factors

□ Tie Rewards to Performance

□ Job enlargement
  ◘ Adding tasks that are similar in complexity

□ Job enrichment
  ◘ Increasing responsibility

□ Provide Feedback

□ Clarify Expectations and Goals

Maslow's Needs Hierarchy

□ It all starts with the individual.

□ What do you plan to do?

People are motivated by desire to satisfy specific needs.

Self-actualization

Esteem

Social

Safety

Physiological
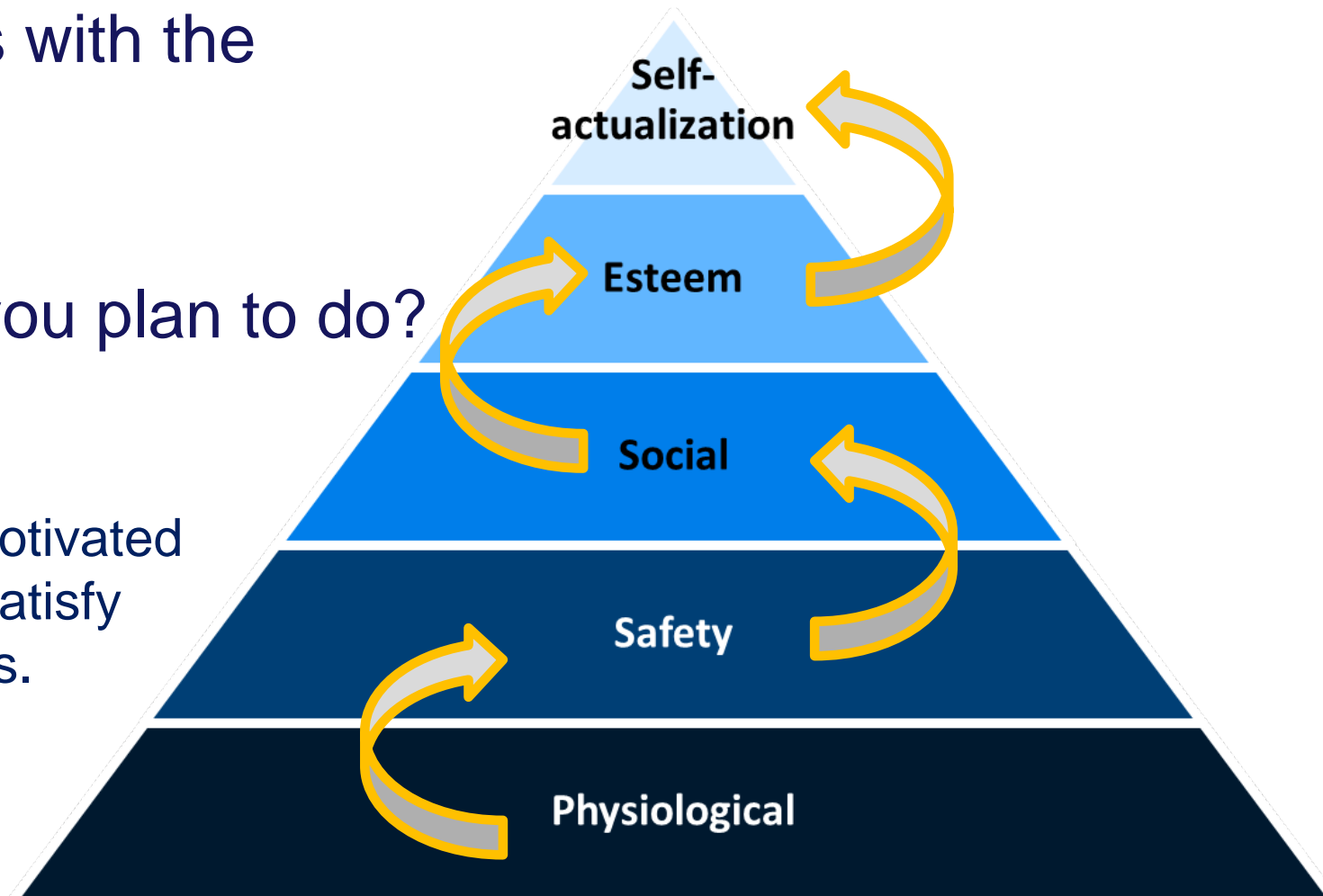
(Miller, & Colella, 2011, pp. 211-212)

SITUATIONAL LEADERSHIP

- Based on the relationship between leaders and followers

- Serves as a framework to analyze each situation based on Performance Readiness.

- Assess the performance of others and takes the responsibility for making things happen.

- Effectiveness is determined by the interaction between the behavior and values of both the coach and the follower.

SITUATIONAL LEADERSHIP (cont.)

- **R1** - Unable & unwilling or insecure.
  - o **S1** Leadership Style – **Telling**
- **R2** - Unable but willing or motivated.
  - o **S2** Leadership Style – **Selling**
- **R3** - Able but unwilling or insecure.
  - o **S3** Leadership Style – **Participating**
- **R4** - Able & Willing or Motivated.
  - o **S4** Leadership Style - **Delegating**
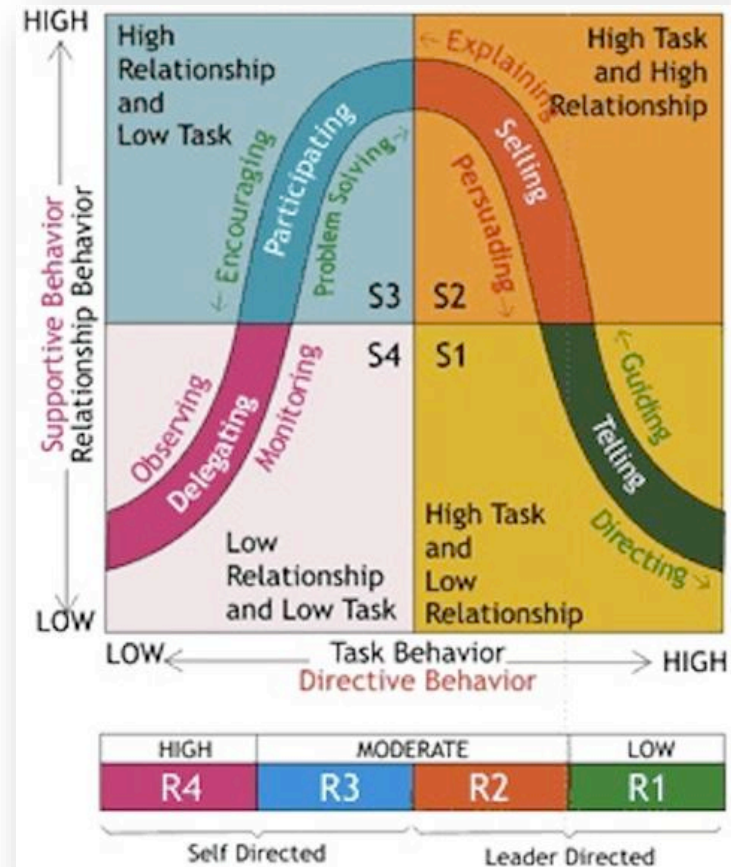
(Hersey, 1984, pp.57-65)

Goal Setting Concepts

- ☐ **Goal-Setting Theory**
- ☐ **SMART Goals**
- ☐ **GROW Model**

Goal-Setting Theory

Goal difficulty – Should/ or is the goal: easy, moderately difficult, or very difficult.

Goal specificity – How specific should the expected out come be i.e. # percentage, number of units, or $ amount.

Goal commitment – What would make a person commit to goals.

Participation level – How important is it for employees to have input in selecting the goals, levels of performance to be achieved, and if important how should he/she be involved?

Feedback/progress review - People do better if they get feedback on how well they're progressing toward their goals.

1. Goal Difficulty

5. Feedback

Effectively Set Goals
Research revealed that goal setting increases motivation of employees in many jobs.

2. Goal Specificity

4. Participation in Setting Goals

3. Goal Commitment

(Hitt, Miller, & Colella, 2011, p. 224)

Goal should be:

☐ **Specific -** Clear and precise

☐ **Measurable -** So you can track your progress and stay motivated.

☐ **Achievable -** It should stretch your abilities but still remain possible.

☐ **Relevant –** Goal(s) should matter to you and align with other significant goals.

☐ **Time-Bound –** Set a target date; this stimulates focus for meeting deadline.

The GROW Model for Mentoring

- **G**oal - Establish the Goal.

- Current **R**eality – Aids in considering a starting point.
  - Useful coaching questions:
    - What is happening now (what, who, when, and how often)? What is the effect or result of this?
    - Have you already taken any steps towards your goal?
    - Does this goal conflict with any other goals or objectives?

- **O**ptions (or Obstacles) – Determine possibilities or variables.

- **W**ill (Way Forward) – Gain idea of how to achieve goal then set a progress review date.

Note: This model can help mentee(s) improve performance, as well as plan for and reach their long-term career objectives.

Goal-Setting

□ There are a choice of goal setting techniques.

□ The aim is to determine the technique that will best benefit you.

During this training, you learned:

1. Definition and significance of Mentor.

2. The types of Mentors and the role of a Mentor in conjunction with associated criteria, guidelines, and responsibilities.

3. Various mentoring methods and when to apply them.

4. Definition of a Mentee and the associated criteria, guidelines, and responsibilities.

5. Various interpersonal elements (attitude & personality traits) that influence relationships.

6. Process of communication and the barriers, as well as how to communicate effectively

7. Definition of conflict along with explain various causes, effects, resolution steps, and possible outcomes.

During this training, you learned:

8.   Decision making and problem solving processes as well as customary steps for each.

9.   Motivation and Situational Leadership concepts

     in correlation to coaching

10. Importance of setting goals and how to

     formulate realistic and attainable objectives.

Thank You

Be the
mentor
you wish
you had.

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