

PILOT PEDIATRIC MENTORING PROGRAM

“CREATING A MENTORING CULTURE”



STANFORD UNIVERSITY



Consultant

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“CREATING A MENTORING CULTURE”

MENTOR / MENTEE TRAINING

WORKSHOP II

FEBRUARY 8, 2008

OUTCOMES

- Enhance knowledge of Generational Differences
 - When / where Values & Characteristics are formed
 - How to communicate with each Generations
 - What is important to all Generations
 - Messages that motivate each Generation

- Managing Upward
 - Understanding your Boss
 - Understanding yourself
 - Building Relationships with Chair

- Negotiation
 - Gender Differences in Negotiation
 - Conflict Styles link to Negotiation Styles
 - Tips for successful Negotiations
 - Tips to Influence

- A & P Process at Stanford School of Medicine
 - Criteria for appointment, reappointment & promotion
 - Achievements necessary, order of authorship on papers

- Nuances of Process
 - From interview to job offer to appointment
 - How to negotiate time, space, money
 - Items not open for negotiation

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, Arnsparger, 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

By Murphy, Arnsperger, Claire Raines

CHALLENGES FOR MANAGERS

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, Arnsparger, Claire Raines

WHAT CAN EMPLOYERS PROVIDE TO ATTRACT & RETAIN YOUNG PHYSICIANS?

- A values-driven, relationship-oriented culture
- Strong orientation and 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

1. Ask people about their needs and preferences.
2. Offer options.
3. Personalize your style.
4. Build on strengths.
5. Pursue different perspectives.

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MANAGING UPWARD

Make sure you understand your boss and his / her context, including:

Goals and objectives

Pressures

Strengths, weaknesses, blind spots

Preferred work style

Assess yourself and your needs, including:

Strengths and weaknesses

Personal style

Predisposition toward dependence on authority figures

Develop and maintain a relationship that:

Fits both your needs and styles

Is characterized by mutual expectations

Keeps your boss informed

Is based on dependability and honesty

Selectively uses your boss's time and resources

HBR Classic "Managing Your Boss" by John J. Gabarro & John P. Kotter

WOMEN DON'T ASK

NEGOTIATION and the GENDER DIVIDE

LINDA BABCOCK and SARA LASCHEVER

It's Necessary for Women to Negotiate Now More Than Ever Before

- Between May 2001 and May 2002, 39 percent of the American workforce changed jobs.
- In 2000, 76.8 percent of women aged 25 to 54 worked outside the home.
- The divorce rate hovers at 50 percent.
- Union membership is down 33 percent since 1983.
- Women's earnings relative to men's have stagnated at 73.2 percent.
- Percentage of births to single mothers (out of all mothers) has risen 10% in 1970 to 33% today.

Women Don't Like to Negotiate

- In surveys, 2.5 times more women than men said they feel "a great deal of apprehension" about negotiating.
- Men initiate negotiations about four times as often as women.
- When asked to pick metaphors for the process of negotiating, men picked "winning a ballgame" and a "wrestling match," while women picked "going to the dentist."
- Women will pay as much as \$1,353 to avoid negotiating the price of a car, which may help explain why 63 percent of Saturn car buyers are women.
- Women are more pessimistic about the how much is available when they do negotiate and so they typically ask for and get less when they do negotiate—on average, 30 percent less than men.
- 20 percent of adult women (22 million people) say they never negotiate at all, even though they often recognize negotiation as appropriate and even necessary.

Women Suffer When They Don't Negotiate

- By not negotiating a first salary, an individual stands to lose more than \$500,000 by age 60—and men are more than four times as likely as women to negotiate a first salary.
- In one study, eight times as many men as women graduating with master's degrees from Carnegie - Mellon negotiated their salaries. The men who negotiated were able to increase their starting salaries by an average of 7.4 percent, or about \$4,000. In the same study, men's starting salaries were about \$4,000 higher than the women's on average, suggesting that the gender gap between men and women might have been closed if more of the women had negotiated their starting salaries.
- Another study calculated that women who consistently negotiate their salary increases earn at least \$1 million more during their careers than women who don't.
- In 2001 in the U.S. women held only 2.5 percent of the top jobs at American companies and only 10.9 percent of the board of directors' seats at Fortune 1000 companies.
- Women own about 40% of all businesses in the U.S. but receive only 2.3% of available equity capital needed for growth. Male-owned companies receive the other 97.7%.

Women Have Lower Expectations and Lack Knowledge of their Worth

- Many women are so grateful to be offered a job that they accept what they are offered and don't negotiate their salaries.
- Women often don't know the market value of their work: Women report salary expectations between 3 and 32 percent lower than those of men for the same jobs; men expect to earn 13% more than women during their first year of full-time work and 32 percent more at their career peaks.

How Avoiding Negotiation Hurts Women

University Experiment Examines Why Women Negotiate Differently Than Men

BY LINDA BABCOCK

Sept. 26, 2007

I spent most of Sept. 19 at the campus of Arizona State University, conducting a negotiation study with "Good Morning America" cameras rolling. The study was based on my paper with colleagues Deborah Small, Michele Gelfand and Hillary Gettman.

Study participants signed up for our project, knowing that they would be paid between \$5 and \$12 for their time. When they arrived, they played a game of Boggle. When they were finished, our graduate student experimenter, Justin, went up to a participant and said, "Here is \$5. Is \$5 OK?"

We were, of course, watching to see who negotiated for more money. In the ASU study, we found that many more men negotiated than women. In our original paper, this gender difference was extremely large more than eight times as many men as women negotiated (2.6 percent of women versus 22.9 percent of men).

And not only did men negotiate more often, the cameras revealed another striking difference: The men seemed extremely confident in asking for more money, while the women who did negotiate seemed very tentative. This was reinforced by the interviews that Tory Johnson conducted with the participants after the study.

One man described negotiation as really "fun" and like a game something he enjoyed a great deal. He went on to say that negotiation was a big part of his life.

The women who negotiated reported being extremely anxious, asking for more money. And for some, the anxiety prevented them from negotiating at all, and, instead, they chose to take the \$5 to avoid a negotiation.

Don't Ask, Don't Get

Why is this difference between women and men a big deal? First and foremost, it can cause women to earn much less money than men over the course of their careers.

In my book with Sara Laschever, "Women Don't Ask: The High Cost of Avoiding Negotiating and Positive Strategies for Change", we calculated that, by not negotiating her first job offer simply accepting what she's offered, rather than negotiating for more a woman sacrifices more than half a million dollars throughout her career.

This is a massive loss for a one-time avoidance what is usually no more than five minutes of discomfort. And it's an unnecessary loss, because most employers expect people to negotiate, and, therefore, offer less than they're prepared to pay.

My research finds that far more men than women negotiate their first job offers. Since men also negotiate more than women during their careers or negotiate more aggressively the financial losses to women can be truly staggering.

In addition to the financial consequences, women often advance more slowly than equally qualified men, because men are more likely than women to ask for prestigious assignments, to volunteer for opportunities that will give them more visibility and to pursue raises and promotions that they think they deserve.

Women, in contrast, often expect that hard work, and high quality work, will be recognized and rewarded without their asking. And this is frequently not true. Because they don't ask to be considered for the opportunities and advantages for which men ask, they often aren't recognized for the good work they do, and don't progress as fast or as far in their careers as their talents should take them.

All of this sounds like pretty depressing news for women. But it doesn't have to be. There's a happy ending to my day with "GMA." In the late afternoon, a woman named Anna returned to be interviewed on camera. Earlier that day, she had participated in the study, and had taken the \$5 without negotiating.

In her interview with Johnson, she explained that she had been nervous about negotiating, and was worried that doing so would have been disrespectful of the experimenter. But, she said she "stewed" all day about her experience of not negotiating. As she went through the day, she kept thinking about how there were lots of other things in her life that she accepted without negotiating, and realized what all of her negotiation avoidance was costing her. She told Johnson that from then on, she vowed to do things differently she was going to start negotiating!

Like most other women, Anna was probably socialized to be happy with what she is offered, and to not reach for more. But, she can choose to ignore that message. It's in her power to change, and that change can reap large benefits. So, Anna, I hope you've been successful in your attempts to initiate more negotiations. Please know that you made my day!

Linda Babcock is the James Mellon Walton professor at the H. John Heinz III School of Public Policy and Management at Carnegie Mellon University. © 2008 ABC News Internet Ventures

BABCOCK: I think women need to find their own negotiating voices. Our society still has a double standard for the behavior that we accept from women and behavior that we accept from men. And so people don't want to see that women are as aggressive as men. So, take an example where a woman gets another job offer. She's at her current job and comes into her boss's office, and she says if you don't match my salary I'm out of here. That approach, which a man might be able to get away with, may not fly with a woman. So she needs to take a different approach, which would be something like, hey, I got this other offer I like working here, I would like to find a way to stay. Can you find a way to match the offer. So, it's a little bit of a softer approach because people don't accept a very aggressive approach from women.

LEADERSHIP & INFLUENCE 5 pages

Influence is a critical component of leadership, and the ability of leaders to influence and win commitment is increasingly being relied upon. The impact of commitment gained through meaningful and value-driven influence, as opposed to mandates, is critical to mobilize teams to connect to greater purpose.

Leadership is frequently defined as the “ability to get things done through others”.

Influence is defined as “the power that somebody has to affect other people’s thinking or actions by means of argument, example, or force of personality.” So, influence is about power, and is not effective unless you get the right response.

In organizations, power is gained either through position or relationships. To move anything significant forward, leaders must give full attention to the quality of their relationships. **A core principle for developing relationships is to ensure that people are engaged in meaningful work together.** The intent of influence has to be seen as valuable and important. This requires openness, honesty, integrity and ability to engage others in debate and discussion.

Leadership qualities play a role in influencing. Individuals who **are respected and credible** are the ones most capable of bringing others along. Leaders who have a vision that engages others and is in synch with their own values - and their desire to do something that matters - are most capable of bringing others along with them.

There are three ways that people respond to other’s efforts to influence them: resistance, compliance and commitment. When people are committed, they are willing to go the distance and engage in the cause, which ultimately creates outstanding results for the organization.

The Ground Work:

Invest in **relationship-building** and develop positive relationships with everyone in your work life. Find out what is important to them; what are their beliefs, attitudes and values. Look at every interaction, e-mail, and public discussion as a means to develop positive relationships.

Build up “**chip accounts**” with colleagues throughout the organization. “Chips” are positive actions and words for others.

Enroll / engage others in a **meaningful and Value-based Vision and Mission** that deserves their commitment. Would you follow someone who had a Vision you didn’t believe in?

Ensure that as a **Leader you are credible, respected, self-aware, confident & humble.** Would you follow someone whom you didn’t respect; who didn’t believe in themselves or in their Vision?

Before meeting with the person to be influenced, plan your conversation.

Planning is critical for your success. Consider the following:

1. **Set an outcome** for what the other person will do if you are successful in influencing them. What are your goals? Consider the other person's outcomes. Are there some ways you could consider their goals in your proposal? What are the benefits or costs in doing what you want?
2. **Consider your long term relationship** with this person. What impact will this action have over time?
3. In general, leaders can choose **influencing tactics geared toward logic, emotions, or cooperativeness**. Will you appeal to their logic, emotions, and / or desire to be cooperative? (see pg 3-4 for explanations).
4. With regard to your power with this person, do you have **“Control”, “Influence”, or “No Control”**.

During the meeting with the person to be influenced:

1. **Establish mutual involvement in the situation.** Most people need to understand where you're headed and what's in it for them (WIIFM). Until you've made it clear that you're after something that will affect both of you, they may not be as receptive as you want them to be.

Briefly describe the background situation and how it affects both of you. Make your description as specific as possible in terms of how the problem you are trying to solve affects them too. Discuss how both of you have a significant stake in making this situation better.

2. **Explain how your recommendation benefits others, the organization, and yourself.** No matter how well you know this person, you need to present this full, 3-tiered set of pay-offs for their consideration. Don't ramble on so that your audience begins to get lost in detail or bored.
3. **Determine understanding and reactions.** Ask the other person what they understand to be the main points of your proposal. Use open ended questions to ask for reactions to your idea or proposal. Don't jump to conclusions about what people mean.

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4. **Address the other person's concerns.** Until people feel that their concerns have been openly listened to and constructively dealt with, they are unlikely to develop a lot of support or enthusiasm for your proposal.

A step-by-step process to discuss concerns:

- restate what you believe really is the concern
- make sure that really is the concern
- offer any info you have that might alleviate the concern
- ask for suggestions to the proposal that may reduce the concern
- keep tying things back to the benefits your proposal will provide to others, the organization, and lastly, to yourself.

Beware: you may underestimate the time it takes to win support!

5. **Ask for the specific support you need.** You must be specific about what support you need from people. If you need specific help from a particular person or persons, ask for it directly. Don't use generalizations like "I'd appreciate your support." Ask for exactly what you need, like specific amounts of time, money, resources, approvals, or people. Most often "no" to a sound idea doesn't mean "No!" It means there's still influencing and convincing to do. When people don't agree to a "reasonable" idea or plan, it usually means that they still have concerns that have not been adequately answered yet.
6. **Agree on an action plan.** Without a clear action plan, good intentions can evaporate into "no action". Establish a specific action plan with clear roles and responsibilities, and follow-up dates. **Show your appreciation** for whatever level of commitment you receive at this time, whether it is all you want or not.

Information about Logical, Emotional & Cooperative Appeals

Logical Appeals

- **Objectively and logically explain the reasons for the requested action.** One of the most powerful and persuasive incentives for people to agree to a request is simply that it makes sense.
- **Explain clearly and logically why the proposal is the best of all possible choices.** Another compelling and influential argument that leaders can make is that they have thought through several other options in addition to their own.
- **Explain the logical process by which potential organizational problems or concerns will be handled.** Allow people to ask questions, indicate problems, & voice their concerns about the proposal. Listen calmly and carefully, and avoid getting defensive or interpreting people's concerns or questions as resistance.
- **Provide opportunities for people to learn new skills through the proposal.** This can be a motivator for people to get behind the request.

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Emotional Appeals

- A second major category of influencing tactics involves ideas that carry the leader's message by relating it to an important emotional motivator. An idea that promotes people's feelings of well-being, service, or sense of belonging has a good chance of gaining support.
- **Show people how the requested action meets their individual goals and values.** People look for alignment between their own goals and values and those of the organization.
- **Describe the task with enthusiasm, and express confidence in people's ability to accomplish it**
- **Link the request to a clear and appealing vision that people can fully support.** Aligning the desired action with a previously established vision can provide the motivation people need to carry out the request.

Cooperative Appeals

- The power of cooperative appeals is that they build a connection between the leader, the people he or she is trying to influence, and other stakeholders in the organization that results in buy-in for the proposal.
- **Provide the necessary resources—time, staff, materials, and technical support, for example—that people need to accomplish the task.** Leaders' willingness and ability to provide the help needed to accomplish a proposed task is an important factor in determining whether people will commit to the goal.
- **Reduce the difficulty of carrying out the request by removing barriers to success.** It's important for people whom the leader is trying to influence to see that the leader is working on their behalf.
- **Volunteer to help people accomplish the task**
- **Ask people for ideas on how to carry out the requested action, and incorporate those ideas into the process to create a win-win outcome for all concerned.** To do this, leaders have to work closely with those who have submitted ideas to decide whether their suggestions are practical and feasible.
- **Thoughtfully reflect on and respond to people's concerns and suggestions.** Listen, listen, listen. Thank people for their input.
- **Create coalitions with people who support the requested action.** An effective influencing tactic is to locate and involve strategic stakeholders who are aligned with the proposal and thus provide a broad base of support.
- **Inform people about credible stakeholders who support the requested action.** Leaders should be careful about dropping names, but when given permission by these recognized and respected backers, should mention them to others, along with an explanation of why they stand behind the idea.
- **Involve credible stakeholders in the influencing effort.** Which leaders in the organization do people really listen to and trust? Ask them to promote the proposal through public endorsements.
- **Develop strategic alliances by networking with key stakeholders who can help develop the influencing strategy.** Building a well-established network takes time and continual maintenance.

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DEGREE OF INFLUENCE

To assess the strength of your position in a **particular situation**

The assessment is based on a five-point scale.

- 1 is extremely weak
- 2 is fairly weak,
- 3 is moderate
- 4 is fairly strong
- 5 is extremely strong.

1. My clarity around what a successful outcome would look like
2. My understanding of their position & win (how they'll benefit?)
3. My persuasion & communication skills
4. My timing & the fit of my proposed action with the situation
5. My tone & approach (will I increase or decrease defensiveness & conflict?)
6. My genuine desire for a win/win outcome
7. My credibility with this person or group
8. My passion & commitment (including persistence)
9. Our levels of mutual trust
10. The strength of our relationship
11. How well I've covered the bases with other key influencers & built their support
12. My appointed role, position, & authority

A total score of 45 points or higher, shows you are in a strong position to influence that person or group in that situation. A score of 25 - 44 is not very strong. You might want to wait for a better time or strengthen a few of your lowest areas (which may take some time and hard work). If you score 24 points or lower, your ability to influence is very low. You clearly have a lot of work to do if you want to increase your leadership on that issue or in that situation.

Influencing Information Resources: Zenger-Miller & Clemmer Group

EXCELLENT MENTORS LISTEN ACTIVELY (pages 17-19 refreshers!)

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 to them.
- **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?"

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.

