Mentoring/Supporting Students Inclusively During a Crisis

Naledi Saul, MPM. Director, OCPD
Agenda

1. How it’s supposed to work
   A one slide summary of the physiology of a mentoring relationship

2. How it goes wrong & what you can do about it
   During a crisis:
   • What are the top 3 reasons that a mentoring relationship starts to deteriorate?
   • How can you effectively assess and support your mentee?
Agenda

1. **How it’s supposed to work**
   A one slide summary of the physiology of a mentoring relationship

2. **How it goes wrong & what you can do about it**
   
   During a crisis:
   - What are the top 3 reasons that a mentoring relationship starts to deteriorate?
   - How can you effectively assess and support your mentee?
The One Slide History of Mentorship

Homer! Greek Mythology! Odysseus went on an odyssey for 40+ years.

…and while he was away, his friend, Mentor, watched over and advised his son, Telemachus, from boyhood to adulthood.

A mentor is a person who positively influences a protégé/mentee’s (personal, academic, professional, spiritual, etc.) development.

…that great advice and mentorship really came from the goddess of wisdom, Athena, who spoke through Mentor.

A Mentor’s Core Question:

- Is my protégé making progress towards their own self-defined developmental goals?
The One Slide History of Mentorship

10 benefits a mentor could offer:
1. Access to resources
2. Access to opportunities
3. Time and attention
4. Emotional support
5. Role modeling/inspiration
6. Advice, direction
7. Skill development
8. Access to your network
9. References
10. Protection

A Mentor’s Core Question:
- Is my protégé making progress towards their own self-defined developmental goals?

From the French protégé: "one who is protected," Orig: from Latin protegere

...that great advice and mentorship really came from the goddess of wisdom, Athena, who spoke through Mentor.

Agenda

1. How it’s supposed to work
A one slide summary of the physiology of a mentoring relationship

2. How it goes wrong & what you can do about it

During a crisis:
- What are the top 3 reasons that a mentoring relationship starts to deteriorate?
- How can you effectively assess and support your mentee?
1. How it’s supposed to work
   A one slide summary of the physiology of a mentoring relationship

2. How it goes wrong & what you can do about it

   During a crisis:
   • What are the top 3 reasons that a mentoring relationship starts to deteriorate?
   • How can you effectively assess and support your mentee?
Mentoring: What’s the moment it all goes wrong?

The mentor under protects their protégé #1
What makes a crisis a crisis?

1. **Disruptive**
   A crisis is an event that may have a low probability of occurring, but should it occur, can have a vastly negative impact on individuals/organization.

2. **Indeterminate end date**
   The causes of the crisis, as well as the means to resolve it, may not be readily clear.

3. **Unclear Impact**
   Finally, the true impact of the crisis may not be initially obvious.

Source: A Framework for Crisis Management, Renata Millet
Your Question: “Have I changed my mentoring focus and approach during a crisis?

What’s different about mentoring during a crisis?

1. **Assess yourself:** What level of mentorship can you provide right now?

These factors should flip a switch for a mentor. They should begin mentoring differently.

1. **Disruptive**
   - A crisis is an event that may have a low probability of occurring, but should it occur, can have a vastly negative impact on individuals/organization.

2. **Indeterminate end date**
   - The causes of the crisis, as well as the means to resolve it, may not be readily clear.

3. **Unclear Impact**
   - Finally, the true impact of the crisis may not be initially obvious.
Your Question: “Have I changed my mentoring focus and approach during a crisis?

These factors should flip a switch for a mentor. They should begin mentoring differently.

1. Disruptive
   A crisis is an event that may have a low probability of occurring, but should it occur, can have a vastly negative impact on individuals/organization.

2. Indeterminate end date
   The causes of the crisis, as well as the means to resolve it, may not be readily clear.

3. Unclear Impact
   Finally, the true impact of the crisis may not be initially obvious.

What’s different about mentoring during a crisis?

1. Assess yourself: What level of mentorship can you provide right now?
2. Assess the person: Focus flips from project/productivity to the person
3. Re-Assess the goals: and benchmarks of success
4. Re-Assess the strategy: What’s the optimal method of execution now?
Your Question: “Have I changed my mentoring focus and approach during a crisis?"

<table>
<thead>
<tr>
<th>Assess the Person</th>
<th>Re-Assess the Goals</th>
<th>Re-Assess the Strategy</th>
</tr>
</thead>
</table>

1. **Assess yourself:** What level of mentorship can you provide right now?
2. **Assess the person:** Focus flips from project/productivity to the person
3. **Re-Assess the goals:** and benchmarks of success
4. **Re-Assess the strategy:** What’s the optimal method of execution now?

What’s different about mentoring during a crisis?

@UCSFOPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu.
A sample 20-minute check in

**Assess the Person**

**1st Check on the PERSON**

- How are they doing?
- What’s been most challenging since you last met?
- How have they been handling that?

**2nd Check on the PROGRESS**

- What were they able to complete since they last met with you?
- What was easy and what was difficult for them? Why?

**3rd Check on what’s NEXT**

- What makes the most sense to work on next?
- How will they accomplish this?

**4th Finish with YOUR NEWS**

- Share what you’ve heard/learned and been thinking about since you two last talked.

---

**What’s different about mentoring during a crisis?**

1. **Assess yourself:** What level of mentorship can you provide right now?
2. **Assess the person:** Focus flips from project/productivity to the person
3. **Re-Assess the goals:** and benchmarks of success
4. **Re-Assess the strategy:** What’s the optimal method of execution now?
A sample 20-minute check in: Assess your protégé, and help your protégé assess themselves

<table>
<thead>
<tr>
<th>Assess the Person</th>
<th>Re-Assess the Goals</th>
<th>Re-Assess the Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Check on the PERSON</td>
<td>2nd Check on the PROGRESS</td>
<td>3rd Check on what’s NEXT</td>
</tr>
<tr>
<td>- How are they doing?</td>
<td>- What were they able to complete since they last met with you?</td>
<td>- What makes the most sense to work on next?</td>
</tr>
<tr>
<td>- What’s been most challenging since you last met?</td>
<td>- What was easy and what was difficult for them? Why?</td>
<td>- How will they accomplish this?</td>
</tr>
<tr>
<td>- How have they been handling that?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SUPPORT

1. “How are you doing?”
2. Have them self assess. “On a scale of 1-10, how are you/workload this week?”
3. What’s working/most difficult right now?”
4. “What support do you have?”
5. “What strategies have you been using to handle that?”
6. “What else would be helpful?”
7. “What does it look when you’re not doing well?”
8. “Is there something specific from me that you would appreciate?”
9. If you hear about something/or something happens – ask if they’ve been affected. If people they know have been affected.

- Is your protégé able to assess their state?
- How confident are they in their abilities right now?

- Assess: how clear are they about their strategy?
- How feasible are you with their plan?
- Assess: what do they seem to need to hear right now?

- Assess how confident do they feel that they can meet their goals/your expectations?
What’s different about mentoring during a crisis?

1. **Assess yourself**: What level of mentorship can you provide right now?
2. **Assess the person**: Focus flips from project/productivity to the person
3. **Re-Assess the goals**: and benchmarks of success
4. **Re-Assess the strategy**: What’s the optimal method of execution now?

---

**Frederic Herzberg : Theory of Motivation 1968**

- Sense of personal achievement
- Advancement; Growth
- Responsibility
- Stimulating work
- Professional relationships
- Supervision
- Self-control (autonomy)
- Status
- Recognition

**Abraham Maslow’s : Hierarchy of Needs (1943)**

- Achieving one’s potential, being creative, serving a cause, contributing to society
- Prestige, self-respect, feeling of competence, self confidence, sense of self worth
- Friends, affiliation, affection, relationships, love
- Both physical (security, shelter, protection, law and order, health insurance, pension plans, secure job) and psychological freedom from fear and anxiety
- Basic survival needs such as food and water

- Job security
- Salary/benefits
- (Institutional safety)
- Work environment
- Org. policies

**Self Actualization**

**Self Esteem**

**Belonging/Social Needs**

**Safety**

**Physiological**
1. Assess yourself: What level of mentorship can you provide right now?
2. Assess the person: Focus flips from project/productivity to the person
3. Re-Assess the goals: and benchmarks of success
4. Re-Assess the strategy: What’s the optimal method of execution now?
Mentoring: What’s the moment it all goes wrong?

The mentor under-protects
The protégé
Mentoring: What’s the moment it all goes wrong?

The mentor over-protects
The protégé
Your Question: “Am I promoting the agency of my protégé?

In an attempt to protect them, the mentor:

1. Refrains from inviting them to meetings
2. Excludes them in correspondence, meetings, or opportunities
3. Disengages from them, because they are concerned about saying the wrong thing and upsetting them.

Inclusive best practices

- Acknowledging agency/autonomy
- Designing equity into policies and processes
- Transparency about goals and performance/conduct expectations, evaluations and feedback.
- Displaying vulnerability
- Authentic: bringing your whole self to work
- Intentionally using tools, processes and community as checks and balances to mitigate conscious and unconscious bias.

Teaching your protégé discernment, because the next place probably won’t have a you.
All of the power bases more naturally lie in on the side of the mentor. So when you over-correct, your protégé may be reluctant to confront you about it. You may feel like and accessible mentor, but they haven’t forgotten you hold the power.

**1. Legitimate**
Your official right to make demands and to expect others to do what you say.

**2. Referent**
Your reputation: Your perceived worthiness and right to others’ respect.

**3. Expert**
Your level of knowledge and skill in a particular area.

**4. Reward:**
Your ability to reward people for doing what you want.

**5. Coercive:**
Your ability to punish others for not doing what you want.

**6. Informational:**
Your ability to control the access to information that someone else needs to accomplish something.

Source: https://www.mindtools.com/pages/article/newLDR_56.htm
All of the power bases more naturally lie in on the side of the mentor. So when you over-correct, your protégé may be reluctant to confront you about it. You may feel like and accessible mentor, but they haven't forgotten you hold the power.

<table>
<thead>
<tr>
<th>Power Base</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Legitimate</td>
<td>Your official right to make demands and to expect others to do what you say.</td>
</tr>
<tr>
<td>2. Referent</td>
<td>Your reputation: Your perceived worthiness and right to others' respect.</td>
</tr>
<tr>
<td>3. Expert</td>
<td>Your level of knowledge and skill in a particular area.</td>
</tr>
<tr>
<td>4. Reward</td>
<td>Your ability to reward people for doing what you want.</td>
</tr>
<tr>
<td>5. Coercive</td>
<td>Your ability to punish others for not doing what you want.</td>
</tr>
<tr>
<td>6. Informational</td>
<td>Your ability to control the access to information that someone else needs to accomplish something</td>
</tr>
</tbody>
</table>

Source: https://www.mindtools.com/pages/article/newLDR_56.htm
All of the power bases more naturally lie in the favor of the mentor. So when you over-correct, your protégé may be reluctant to confront you about it. You may feel like and accessible mentor, but they haven't forgotten you hold the power

1. Title, Tenure, Reputation (Legitimate, Referent)
2. Expertise (Referent, Expertise)
3. Resources: funding, contacts, time, attention (Rewards, Coercive, Informational)
4. Ability to fire (Rewards, Coercive)
5. Recommendation/Access (Rewards, Coercive, Informational)
All of the power bases more naturally lie in on the side of the mentor. So when you over-correct, your protégé may be reluctant to confront you about it. You may feel like an accessible mentor, but they haven't forgotten you hold the power.

Mentor

Protégé
Your Question: “Am I promoting the agency of my protégé?

In an attempt to protect them, the mentor:

1. Refrains from inviting them to meetings
2. Excludes them in correspondence, meetings, or opportunities
3. Disengages from them, because they are concerned about saying the wrong thing and upsetting them.

Questions:
- “How is your workload right now?”
- “What would help?”
- “We could modify our goals or strategies as a part of your development plan. For example X or Y. What do you think?”
- “It’s up to you.”

Teaching your protégé discernment, because the next place probably won’t have a you.

Inclusive best practices

- Acknowledging agency/autonomy
- Designing equity into policies and processes
- Transparency about goals and performance/conduct expectations, evaluations and feedback.
- Displaying vulnerability
- Authentic: bringing your whole self to work
- Intentionally using tools, processes and community as checks and balances to mitigate conscious and unconscious bias.
Mentoring: What’s the moment it all goes wrong?

The mentor over-protects
The protégé
Mentoring: What’s the moment it all goes wrong?

The mentor fails to protect the protégé from the mentor.

Boundaries & Bias
What is the Life Cycle of a Mentoring Relationship

What’s different about mentoring during a crisis?

1. **Assess yourself**: What level of mentorship can you provide right now?
2. **Assess the person**: Focus flips from project/productivity to the person
3. **Re-Assess the goals**: and benchmarks of success
4. **Re-Assess the strategy**: What’s the optimal method of execution now?
What is the Life Cycle of a Mentoring Relationship

1. **Assess yourself:** What level of mentorship can you provide right now?
   - What types of support am I willing to offer?
   - What are my work style preferences?
   - What are my conscious and implicit biases?

**Boundaries, preferences and biases.**
Your Question: “What are my boundaries?”

### 10 benefits a mentor could offer:

1. Access to resources
2. Access to opportunities
3. Time and attention
4. Emotional support
5. Role modeling/inspiration
6. Advice, direction
7. Skill development
8. Access to your network
9. References
10. Protection

### Set those expectations

- **Decide** what type of support are you offering?
- **Consider your limits** and talk to them about what types of issues you refer on.
- **Assess their understanding and unspoken baseline expectations** by asking them about what they appreciated about their previous mentoring experiences.
- **Set your expectations**: Talk to them about your previous experiences as a mentor to set expectations about what you will and won’t be doing.
- **Develop boundary reinforcing/exiting language**: "I can see that this is upsetting for you. I need to go now, but let’s plan to talking about this more tomorrow."

### Boundaries, preferences and biases.

1. **Assess yourself**: What level of mentorship can you provide right now?
   - What types of support am I willing to offer?
   - What are my work style preferences?
   - What are my conscious and implicit biases?
Your Question: “What are my preferences”

“While mentoring brings purpose and satisfaction, it can be draining. But while plenty of literature focuses on general mentorship strategies — the why, what, who, where, and when — strategies to save time and energy are often overlooked.”

1. **Engage**: How do you want your protégé to interact with you?

2. **Meetings**: How do you want to structure your meetings?

3. **Organization**: What are your preferences about how your protégé organizes themselves – for example, how they structure meetings?

4. **Communication**: What are your preferences about how your protégé communicates. How frequently?

5. **Conflict**: How do you expect your protégé to share difficult news? What is your definition of a successful mentoring relationship?

6. **Content**: What topics do you want to mentor on? Which ones do you wish to avoid?

7. **Recognition**: How do you want your mentee to express appreciation?

---

**1. Assess yourself**: What level of mentorship can you provide right now?

- What types of support am I willing to offer?
- What are my work style preferences?
- What are my conscious and implicit biases?

---

**Boundaries, preferences and biases.**

Source: hbr.org/2020/08/what-efficient-mentorship-looks-like

@UCSFOPD. @NalediSaul. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. © 2020 UCSF OCPD. Naledi.Saul@ucsf.edu. career.ucsf.edu/ManageUp
Your Question: “Have I put checks and balances in place to mitigate my bias and tendencies?

What you need to know about bias?

- Implicit bias is gap between our conscious, stated values and unconscious conditioning which usually is shaped by core societal values, beliefs, stereotypes and pre-judgements.
- We all have bias. Conscious and implicit bias does not mean you’re bad; it means your human.
- Teaching about bias does not change people’s thoughts. But our first goal is not to change your thoughts, it’s to contain your actions.
  - Awareness, coupled with rubrics, processes, transparency, diversity and community are all checks and balances to help to move you past your first response (which may be biased) to your best response.
- Crises create additional barriers to getting to that best response.

Check your bias

隐含偏见是意识价值观与无意识条件之间的差距，通常由核心社会价值观、信仰、刻板印象和先入之见形成。

含蓄偏见并不意味着你不好；它意味着你是人。

偏见教育无法改变人们的思维。但我们的首要目标不是改变你的思想，而是抑制你的行为。

意识、规则、流程、透明度、多元化和社区都是帮助你超越第一反应（可能受到偏见影响）到最佳反应的检查和平衡。

1. 隐含偏见

含蓄偏见

1. If you are giving feedback, have you articulated performance expectations?
2. If you are evaluating them in any way, have you articulated your evaluatory benchmarks?
3. Do you have expectations that you have designated as “professional skills that they should know?”
4. What mitigating steps have you put in place to address your conscious bias?
5. Do you have a mentor board? People who you check in to test your decisions and responses?

Contain your bias

1. If you are giving feedback, have you articulated performance expectations?
2. If you are evaluating them in any way, have you articulated your evaluatory benchmarks?
3. Do you have expectations that you have designated as “professional skills that they should know?”
4. What mitigating steps have you put in place to address your conscious bias?
5. Do you have a mentor board? People who you check in to test your decisions and responses?

1. Assess yourself: What level of mentorship can you provide right now?
  - What types of support am I willing to offer?
  - What are my work style preferences?
  - What are my conscious and implicit biases?

Boundaries, preferences and biases.

1. If you are giving feedback, have you articulated performance expectations?
2. If you are evaluating them in any way, have you articulated your evaluatory benchmarks?
3. Do you have expectations that you have designated as “professional skills that they should know?”
4. What mitigating steps have you put in place to address your conscious bias?
5. Do you have a mentor board? People who you check in to test your decisions and responses?
Your Question: Do we continue, modify or end our mentoring relationship?

| 1. Assess yourself: What level of mentorship can you provide right now? |
| 2. Assess the person: Focus flips from project/productivity to the person |
| 3. Re-Assess the goals: and benchmarks of success |
| 4. Re-Assess the strategy: What’s the optimal method of execution now? |

<table>
<thead>
<tr>
<th>A. We continue to work together</th>
<th>B. We need to take a pause</th>
<th>C. This ends today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider how much time you are still able to invest (weekly) with your intern.</td>
<td>If you need some time to work things out on your own first...</td>
<td>If you feel you really need to focus on other aspects of your life currently and can no longer take on the responsibilities of mentoring an intern this semester please make sure to set up at least a 30min conversation online with your intern to let them know.</td>
</tr>
<tr>
<td>Look over the expectations you had previously set for them (Mentor Expectations Spreadsheet) and determine which of the expectations could still be covered, especially for those interns that will need to work remotely.</td>
<td>Consider how long you may need before you can provide time again to work with your intern remotely (a week or two, a month, maybe reevaluate the timeframe in 1-2wks, etc.).</td>
<td>Discuss with them why you need to end the internship. Let them know if they can see you as a positive reference in the future (if this is not the case, please let them know as well).</td>
</tr>
<tr>
<td>Make sure to have a discussion about which expectations are (and are not) possible while remotely working together.</td>
<td>During this time your intern could possibly do some of the items under 10 potential activities for interns no longer able to work in the lab (see below), but without your feedback/input/assistance for a couple of weeks.</td>
<td>Make sure to communicate your decision with both Laurence Clement and Karen Leung.</td>
</tr>
</tbody>
</table>

Ultimately, you have a decision to make
What we covered

1. How it’s supposed to work
   A one slide summary of the physiology of a mentoring relationship

2. How it goes wrong & what you can do about it

   During a crisis:
   • What are the top 3 reasons that a mentoring relationship starts to deteriorate?
   • How can you effectively assess and support your mentee?
Key questions:
1. **Assess yourself**: What level of mentorship can you provide right now?
2. **Assess the person**: Focus flips from project/productivity to the person
3. **Re-Assess the goals**: and benchmarks of success
4. **Re-Assess the strategy**: What’s the optimal method of execution now?

Key questions:
1. Are my actions promoting my protégé’s agency? (recognizing their values, their assessment processes, their decision making processes?)

Key questions:
1. What types of support am I willing to offer?
2. What are my work style preferences?
3. Have I put in checks and balances to mitigate my biases and tendencies?

Summary

1. **How it’s supposed to work**
   A one slide summary of the physiology of a mentoring relationship

2. **How it goes wrong & what you can do about it**
   During a crisis:
   - What are the top 3 reasons that a mentoring relationship starts to deteriorate?
   - How can you effectively assess and support your mentee?