



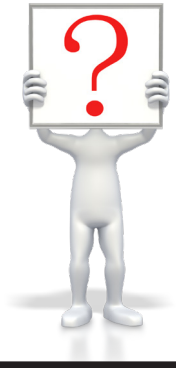
Today's Agenda

- A. What is success?
- B. Touching Tomorrow – and yesterday
- C. The Recipe for Mentorship
- D. Mentors, Influencers, Coaches, Leaders
- E. The Leadership Lid
- F. Characteristics of Great Mentors (and Mentees)
- G. The Benefits of Mentoring
- H. The 80/20 Rule: Listening and Speaking
- I. Goal Setting/The Mentorship Framework
- J. Case Studies
- K. Wrap up

Shari Robertson, PhD, CCC-SLP, ASHA Fellow

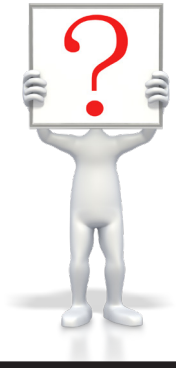
SHAV 2024

WHAT DO I WANT FROM MENTORING? (MENTOR)



- Provide encouragement and support others
- Help others discover and develop their talents/skills
- Extend my influence into the future
- Raise my leadership lid
- Contribute to leadership skills of others
- Act as a positive role model
- Help build/strengthen my organization
- Contribute to a psychologically safe workplace
- Gain a new or different perspective
- Be challenged
- Get a better understanding of colleagues from cultural backgrounds, ages, viewpoints than my own
- Reflect on my own career
- Refresh my thinking
- Learn new skills
- Network and expand contacts
- Stretch my mind, be inspired
- _____

WHAT DO I WANT FROM MENTORING? (MENTEE)



- Discover/develop my talents and skills
- Discuss my career aspirations and options
- Set goals and strategies for achieving them
- Receive feedback on my ideas
- Tap into information communication channels
- Learn the “unwritten rules”
- Gain a new or different perspective
- Identify strengths and explore potential
- Receive guidance related to a specific goal
- Engage with an expanded network
- Tap into knowledgte of a more experienced colleague
- Build relationships, expand contacts and networks
- Be challenged
- Receive support during transition stage
- Learn new skills and extend knowledge
- Develop my leadership skills
- Access role models
- Learn about new resources
- _____

Shari Robertson,

Four Characteristics of a Terrific Mentoring Relationship

1

2

3

4



We exist temporarily through
what we take, but we live forever
through what we give.

Douglas M. Lawson

HOW WELL DO YOU LISTEN?

Rate yourself on the following barriers to listening on the following scale

0 = Never 1 = Sometimes 2 = Often 3 = Never

When I Listen, I find myself.....	
1. Easily distracted	
2. Faking attention	
3. Reacting to emotional words	
4. Interrupting frequently	
5. Tuning out on uninteresting topics	
6. Daydreaming if the speaker is slow (or not!)	
7. Jumping to conclusions	
8. Finding fault with the message	
9. Thinking of what I want to say	
TOTAL	

WHAT TO ASK A MENTOR

(GENERAL TOPICS/QUESTIONS TO GET YOU STARTED)

Skill areas you want to develop that the mentor already has

- How can I improve my communication skills?
- Which skills areas should I focus on to advance in my career?
- Which skills do you think I need to improve on?
- How did you learn to ____?

Stories, lessons, and insights from mentor's career journey

- How did you get your start in ____?
- Was there anything you wish you knew or did differently when you first started?
- How did you reach your current position?

Constructive feedback to improve job performance/advancement

- How could I have improved my presentation at ____?
- Is there anything I should do differently to improve my performance?
- What would you have done differently when ____ ?

Situational advice for immediate, specific problems at work.

- How do I deal with a difficult person?
- How do I manage stress and avoid burnout?
- How do I keep my faculty focused while downsizing rumors swirl?

Shari Robertson,

MENTOR ROLES AND RESPONSIBILITIES

- Maintaining confidentiality of matters discussed
- Being accessible and providing an appropriate amount of time
- Listening empathetically and genuinely
- Encouraging mentee to think critically, consider situations from multiple perspectives, and explore options
- Promoting good decision-making
- Motivating and supporting mentee in the achievement of their goals.
- Referring to appropriate resources
- Opening networking doors
- Offering advice, but only when asked
- Being a role model
- Setting up structure of mentorship relationship
- Creating first agenda, then relinquishing that role to mentee
- Helping to keep the mentee on track and accountable
- Opening professional doors and opportunities as appropriate and available
- Allowing mentee to move forward into the future using your skills, knowledge, and expertise as a launch ramp
- Keeping the best interests of mentee at center of relationship
- Relinquishing mentor role when appropriate

MENTEE ROLES AND RESPONSIBILITIES

- Maintaining confidentiality of matters discussed
- Initiating contact and creating agendas (mentor may create first agenda)
- Candid discussion of issues
- Openness to considering various perspectives and options
- Gathering information from a variety of sources
- Making decisions and choices
- Taking action to achieve self-determined goals
- Setting up ongoing meetings, checking in
- Being accountable
- Scheduling and attending meetings
- Being respectful of mentors time
- Ensuring a professional relationship
- Taking on the mentor mantle for someone else

PRIOR TO FIRST MEETING

MENTEE

MENTOR

- Share vita/resume
- Develop “Professional Story”
- Ponder possible goals
- Consider availability

- Share vita/resume
- Develop “Professional Story”
- Prepare and share first meeting agenda
- Consider availability

FIRST MEETING AGENDA OUTLINE

TASK	EXAMPLES
Build Rapport	learn about each other, discuss professional (and personal if comfortable) history, look for common ground
Discuss mentoring topics	potential goals/goal areas, skill-building, situational advice, professional opportunities, leadership, vision of success
Set initial expectations	mentoring agreement, mentee/mentor roles, meeting schedule

MENTORING AGREEMENT

(TEMPLATE)

We commit to:

•

Regular Contact

Term (Start and End Dates)

Frequency (How often)

Duration (For how long each time)

Method (email, phone, zoom, etc.)

Professional Courtesy

Specific expectations (e.g., confirming appts, being prepared, being on time, notice if change is needed)

Ground Rules

What we will and won't do (e.g. maintain confidentiality)

Scope and Boundaries

Topics we will/will not discuss

Signed (Mentee)_____

Signed (Mentor)_____

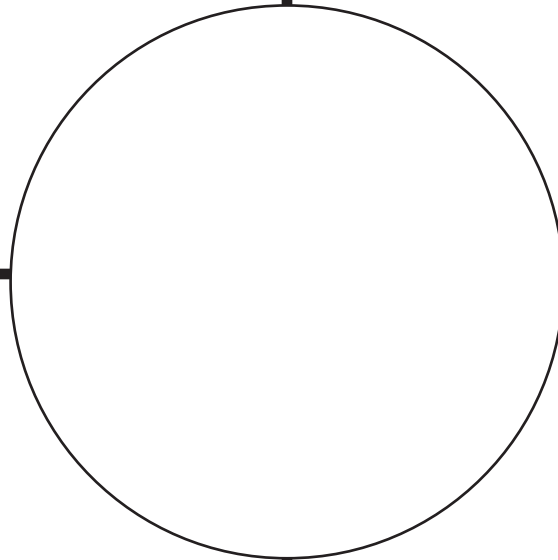
GOAL MAP

WHAT
NEXT?

WHY?

HOW?

WHAT?



The Magic of Mentoring

SHAW, 2024

YOUR RECIPE FOR PERSONAL AND PROFESSIONAL SUCCESS

Shari Robertson, Ph.D.

1

DISCLOSURES

FINANCIAL: No financial relationships to disclose

NONFINANCIAL: No non-financial relationships to disclose

Shari Robertson, Ph.D., CCC-SLP,
ASHA Fellow
2019 ASHA President
CEO Dynamic Resources
Professor Emerita, Indiana University of PA

2

Learning Outcomes

Today we will:

- Discuss: The ingredients of a successful mentoring relationship
- Identify: the benefits of mentoring for mentors, mentees, and the profession
- Apply: mentorship skills to increase success potential for both mentors and mentees

3

Money Back Guarantee

You Will Learn Something That Will Help You INCREASE Your:

- ✓ Skills
- ✓ Influence
- ✓ Leadership
- ✓ Personal well-being
- ✓ Legacy
- ✓ Success

4

When we join the mentoring web, we **AMPLIFY** our impact and success – as well of the success of our professions!

5

Mentoring is not a new concept

- In fact, it is a very OLD concept
- Probably began around communal fires in prehistory.
- Immortalized in Greek mythology

6

The original Mentor

King Odysseus left his son and heir, Prince Telemachus to the care of a wise old friend to help him grow and develop and be ready to take his rightful place if his father did not return

HELLO my name is **MENTOR**


7

Some notable mentee/mentor relationships

8

Luke Skywalker/
Obi Wan Kenobi

9




**Oprah Winfrey/
Maya Angelou**


"When I first met Maya, in the '70s, I couldn't have guessed what the next few decades would bring — or that she would be there for me every step of the way, a wise, loving presence and the greatest mentor I've ever known."

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Martin Luther King and Benjamin Hays




Benjamin Mays was the president of Morehouse College from 1940 to 1967



King was 15 when he became a freshman at Morehouse College, and Mays mentored him throughout his education and his life.

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Benjamin Hays delivered MLK's eulogy after he was murdered in 1968



"No! He was not ahead of his time. No man is ahead of his time. Every man is within his star, each in his time."

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Identify:

Four Ingredients (Characteristics) of an Ideal Mentoring Relationship

- 1.
- 2.
- 3.
- 4.

I COOK AS GOOD AS I LOOK

Template in Handout

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Recipe

MENTORING "SECRET SAUCE"

INGREDIENTS:

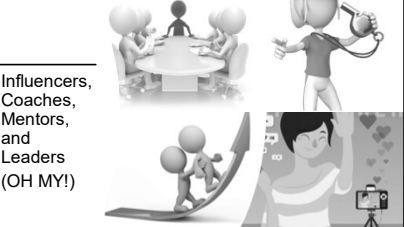
1. Equal Partners
2. Effective Communication
3. Curiosity
4. Future Focused

METHOD: Mix together. Enjoy

I COOK AS GOOD AS I LOOK


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Influencers, Coaches, Mentors, and Leaders (OH MY!)



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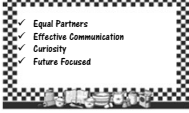
Mentor



- Relationship between two EQUAL partners
- Future focused and mutually beneficial
- Focus is on helping the other person establish and meet their goals.
- A mentor's authority derives from the mentee's esteem.

16


Mentor



- Relationship between two EQUAL partners
- Future focused and mutually beneficial
- Focus is on helping the other person establish and meet their goals.
- A mentor's authority derives from the mentee's esteem.

17

Influencer



- Someone has had an influence on your life by way of their advice, their behavior, or their personal characteristics.
- Influencers affect the direction of your life, but they have no direct influence on your success.
- We may be an influencer on someone's life without being aware of it.

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"You need to get your Ph.D."

- Equal Partners
- Effective Communication
- Curiosity
- Future Focused

19

Coach

- Trains, tutors, or prepares a person to develop a *specific skill*.
- Partners do not have equal status
- Directive/concrete/evaluative
- Targets immediate performance to a level established by someone else.

20

Coaching

- Equal Partners
- Effective Communication
- Curiosity
- Future Focused

21

"How well you lead determines how well you succeed."

-John Maxwell

22

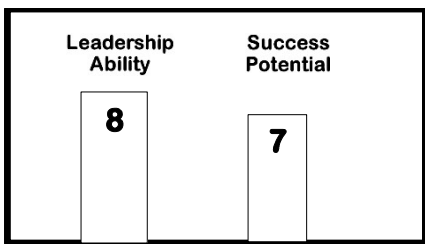
The Law of the Leadership Lid

John Maxwell

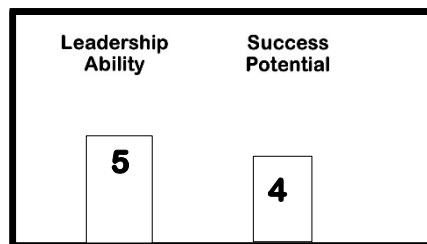
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Leadership is the "Lid" on your Potential

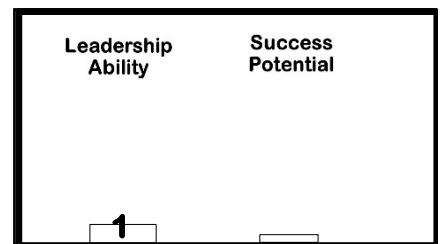
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These are the MOVERS and SHAKERS in any profession, business, organization, or Industry!

28

"The higher you want to climb and the greater success you want to achieve, the more you will need leadership."

John Maxwell

29

Leadership is NOT...

30

A Title or a Position

- True leadership cannot be awarded, appointed, or assigned.
- A title only "buys time – either to increase your ability to influence and lead others or for them to discover you aren't actually able to lead.
- Leaders have to earn their followers

31

Mentoring and Leadership include many of the same core skills

32

Engaging in a mentoring relationship is an excellent way to raise your leadership lid

True for both mentees and mentors!

33

Do I have what it takes to be a good mentor or mentee?

34

MOST IMPORTANT QUALITY

MENTORS

Sincere willingness to share your time, talents and expertise in support of someone else's success

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MOST IMPORTANT QUALITY

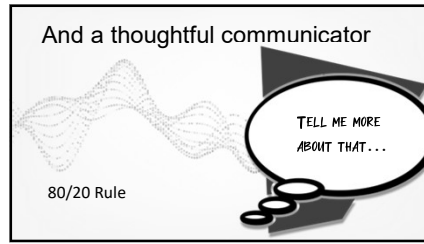
MENTEES

Sincere interest in growing your professional and leadership skills in collaboration with a mentor

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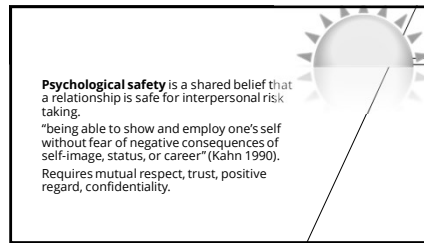
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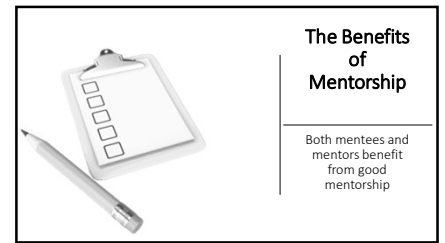
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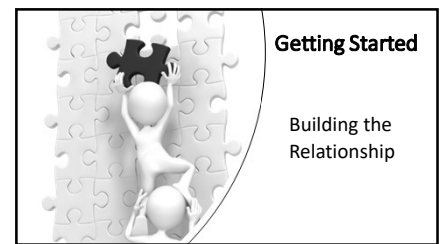
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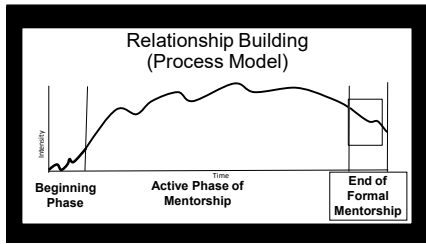
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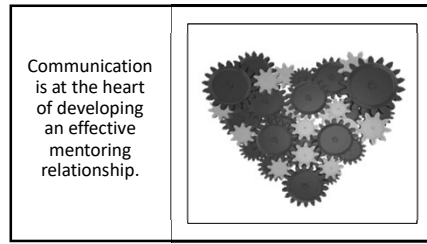
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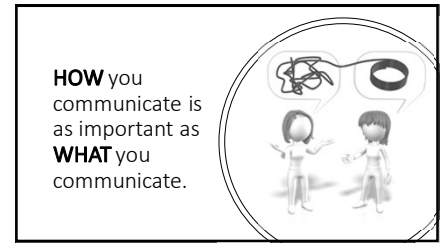


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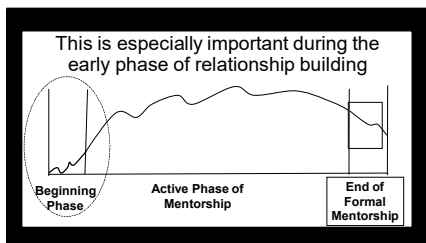
Communication is at the heart of developing an effective mentoring relationship.

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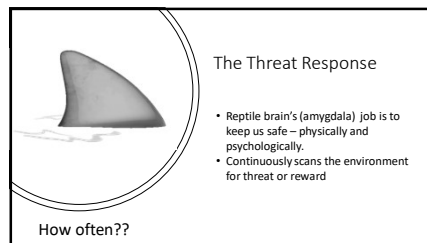


HOW you communicate is as important as **WHAT** you communicate.

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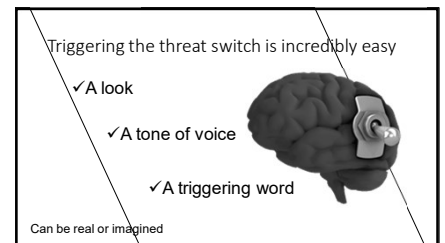


The Threat Response

- Reptile brain's (amygdala) job is to keep us safe – physically and psychologically.
- Continuously scans the environment for threat or reward

How often??

50

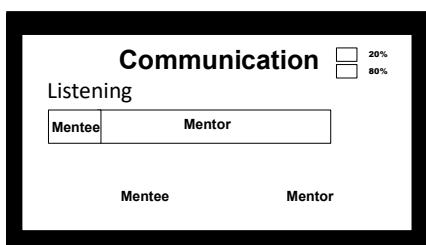


Triggering the threat switch is incredibly easy

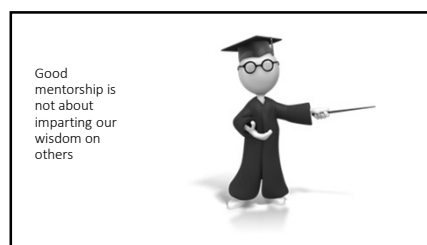
- ✓ A look
- ✓ A tone of voice
- ✓ A triggering word

Can be real or imagined

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Good mentorship is not about imparting our wisdom on others

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We want our mentees to:

- Feel respected
- Think for themselves
- Reflect on their experiences and gain insights
- Share concerns, goals, and interests
- Come up with their own ideas, answers, and options

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How well do you listen?



Self-Test *
In Handouts

55

How well do you listen?

0 = Never
1 = Sometimes
2 = Often
3 = Always

When I listen, I find myself:	
1. Easily distracted	
2. Faking attention	
3. Reacting to emotional words	
4. Interrupting frequently	
5. Tuning out on uninteresting topics	
6. Daydreaming if the speaker is slow (or not)	
7. Jumping to conclusions	
8. Finding fault with the message	
9. Thinking of what I want to say	
TOTAL	

56

Communication 20% 80%

Listening

Mentee Mentor

Talking

Mentee Mentor

57

Communication 80% 20%

Talking

Mentor 20%

58

Communication 20% 80%

Talking

Mentee 80%

59

Start by helping mentees



SOAR

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Strengths



- What do you do really well?
- What are your greatest accomplishments, so far?
- What has helped you accomplish this?
- What are you most proud of?
- What attributes helped you do that?
- What three adjectives describe you, at your best?
- What do you see as your biggest asset?
- What challenges have you overcome?
- What do others compliment you on?

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Opportunities



- What do you want to learn or develop?
- What motivates you?
- Where do you see that you have a contribution to make?
- Who are the people in your support system?
- How can you link your strengths with current opportunities?

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Aspirations



- Where do you want to be this time next year?
- What is important to you?
- Who are your role models?
- What are your values?
- What roles attract you?
- What would you want your legacy to be?
- What is your long term vision for yourself?

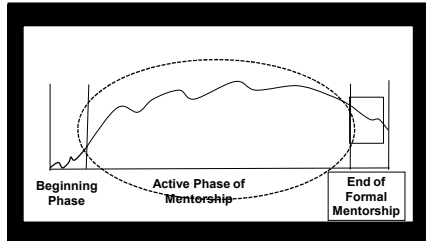
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Results



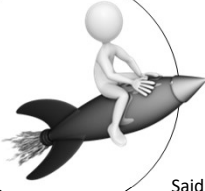
- What outcomes do you intend to achieve?
- What would success look like for you?
- How will you know that you have achieved your goal?
- How will you measure results?
- What are the reasons you want to achieve this?

64



65

GOAL SETTING




"Oh, I don't know. Maybe we will just shoot a couple astronauts up there in a rocket and see what happens."

Said no Nasa Scientist EVER.

66

If you don't know where you are going, how do you know when you get there?


Mentoring needs an established outcome/endpoint.




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Setting Goals

- Some mentees come to the table with well-established goals (may need help tweaking...)
- Goals may not be immediately obvious for some mentees

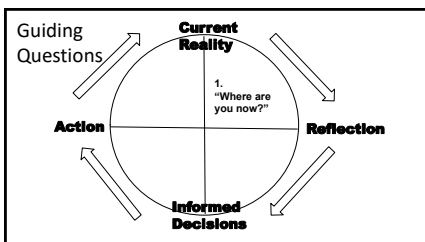


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- ✓ Mentees are responsible for setting and achieving their goals.
- ✓ Mentors provide a supportive framework to help identify and accomplish them.

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-1. Where are you now?"



- The goal of this step is for the MENTEE to reflect on what's going on, clearly understand the current reality, problem, situation, or event, so that they can contribute to the solution.
- MENTOR's role is to ask the questions and facilitate a discussion about what needs to change and why.

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2. Where do you want to be?




- Goal here is to compare and contrast the current situation and the ideal one.
- The mentor supports the mentee in making informed decisions and setting realistic goals.

72

3. How do you get there?"

- Having established where the mentee is and where they want to go, the mentor provides support to plan actions to produce outcomes.



73

4. How are you doing now?


- Follow-up conversations include a review of the action and outcomes.
- Non-judgmental, non-threatening, collaborative, and supportive



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In a Nutshell


- It is the mentee's responsibility to set their goals
- It is the mentor's responsibility to facilitate their success



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QUESTIONS TO ASK A MENTOR

Mentees
The other side of the communication equation

$$E = MC^2$$


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WHAT TO ASK A MENTOR
(GENERAL TOPICS/QUESTIONS TO GET YOU STARTED)

What areas you want to develop that the mentor already has

- What are your greatest strengths/weaknesses?
- What skills do you think I need to be able to do in my career?
- What are the most important skills I need to succeed?
- What are your goals?

Skills, resources, and insights from mentor's career journey

- How did you get your start in ... ?
- How did you find your way into your field or industry when you first started?
- What did you learn your hardest lesson?

Constructive feedback to improve job performance/advancement

- How could I have improved my presentation at ... ?
- How can I improve my skills in ... ?
- How can I improve my skills in ... ?

Situational advice for immediate, specific problems at work

- How can I solve this problem?
- How do I handle this situation?
- How do I handle this situation?
- How do I handle this situation?

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The Mentoring Partnership



78

Mentoring Partnership

80%	20%
-----	-----

- Not problem solving
- Problem solving, decision making, goal setting

79

It doesn't always have to be about problem solving!

- Celebrating Success
- Sharing Ideas
- Long Term Goals
- Personal Development

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Logistics

Product	Mentee	Mentor	what
Process	Mentee	Mentor	how

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PAIR TO FIRST MEETING		MENTORING AGREEMENT (TEMPLATE)
MENTEE	MENTOR	
<ul style="list-style-type: none"> Share timeframe Develop "Professional Story" Provide possible goals Consider availability 	<ul style="list-style-type: none"> Share timeframe Develop "Professional Story" Prepare and share first meeting agenda Consider availability 	<p>We commit to:</p> <ul style="list-style-type: none"> Regular Contact: Name, Email and End Dates) Frequency (How often) Duration (How long each time) Method (email, phone, zoom, etc.) Professional Courtesy: Search for opportunities (e.g., confirming status, being prepared, being on-time, notice if change is needed) Confidentiality: What we will and won't do (e.g., maintain confidentiality) Scope and Boundaries: Topics we will and won't discuss <p>Signed (Mentee): _____ Signed (Mentor): _____</p>
FIRST MEETING AGENDA OUTLINE		
TASK		
EXAMPLES		
<p>Learn about each other, discuss professional (and personal if comfortable) history, look for common ground</p> <p>Discuss mentoring topics</p> <p>Set initial expectations</p> <p>Develop agenda for subsequent meetings</p> <p>Discuss professional goals, professional opportunities, leadership, scope of support</p> <p>Monitoring agreements, discuss interest topics, meeting schedule</p>		

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MENTOR RULES AND RESPONSIBILITIES	MENTEE RULES AND RESPONSIBILITIES
<ul style="list-style-type: none"> Maintaining confidentiality of matters discussed Being accessible and giving an adequate amount of time Showing empathy and generosity Encouraging mentees to think critically, analyze their ideas for realistic perceptions, and explore options Providing good decision-making Helping mentees in the achievement of their goals Helping to separate reactions Opening mentoring doors Being a role model for when asked Being up-to-date Being up-to-date on mentoring relationship Creating the specific, clear relationship that one-to-one Helping to keep the mentee on track and accountable Creating professional goals and opportunities to air Advocating and leading Allowing mentees to move forward into the future using their own resources, and experience as a search value Keeping the best interests of mentee at center of new meetings Introducing mentor role when appropriate 	<ul style="list-style-type: none"> Maintaining confidentiality of matters discussed Being accessible and giving an adequate amount of time Showing empathy and generosity Encouraging mentees to think critically, analyze their ideas for realistic perceptions, and explore options Providing good decision-making Helping mentees in the achievement of their goals Helping to separate reactions Opening mentoring doors Being a role model for when asked Being up-to-date Being up-to-date on mentoring relationship Creating the specific, clear relationship that one-to-one Helping to keep the mentee on track and accountable Creating professional goals and opportunities to air Advocating and leading Allowing mentees to move forward into the future using their own resources, and experience as a search value Keeping the best interests of mentee at center of new meetings Introducing mentor role when appropriate

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MENTOR'S ROLE	
	<ul style="list-style-type: none"> Helps mentee make informed decisions No vested interest in the outcomes other than positive intentions for the mentee Not a boss or an authority Cares and facilitates, but does not interfere.

84


MENTEE'S ROLE	
	<ul style="list-style-type: none"> Commits to the process Sets goals and takes action to achieve them Creates agendas and runs meetings after initial contact Eventually takes on mentoring role to ensure success of someone else

85

How do I find a potential mentor/mentee?

86

ASHA MENTORING PROGRAMS



MULTIPLE MENTORING PROGRAMS

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STEP	Student to Empowered Professional Connects self-motivated undergraduate and graduate students with experienced audiologists and SLPs in meaningful, one-to-one virtual mentoring relationships.
AMP-S	Audiology Mentoring Program - Students Doctor of Audiology (AuD) students pair with practicing clinical audiologists who provide feedback and support students on their journey to becoming practicing professionals.
MARC	Mentoring Academic Research Careers PhD students, postdocs, and early-career faculty participate in individualized mentoring from experienced faculty on academic-research career development topics.

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LDP	Leadership Development Program ASHA members interested in developing their leadership skills and becoming more involved in volunteering are matched with seasoned volunteer mentors.
CTMP	Career Transition Mentoring Program Experienced SLPs who are transitioning to a new job or expanding on an area of practice are self-matched with SLP mentors who are proficient in their setting.
AMP	Assistants Mentoring Program Audiology assistants pair with audiologists, and SLPAs pair with SLPs to plan and achieve their professional goals together.

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OR SIMPLY..



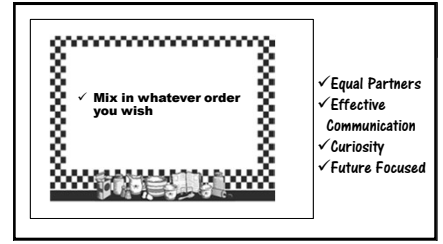
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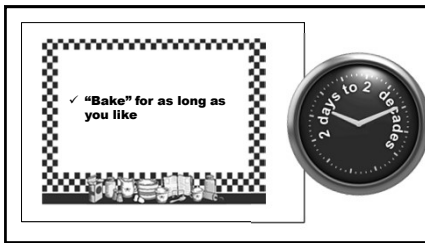
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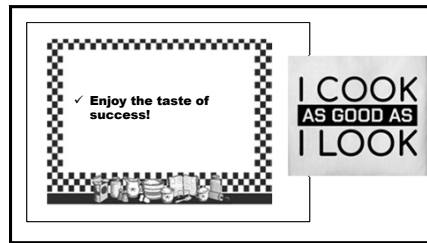
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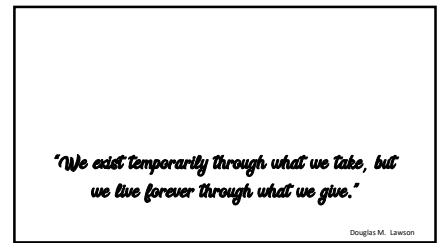
93



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