Continuation of... "Seminar 9: Your mentee is not meeting expected tasks and developmental timelines"

The leadership model in the guide book, taken from Paul Hersey and Ken Blanchard, "frames tasks and relationships in the context of the skills and motivations of the followers. This provides insight into the leadership style and decision making approaches that leaders should consider." The model is a "developmental model, meaning that individuals typically move from the bottom right hand box in a counter clockwise manner as they learn the skills and develop commitment to the work."
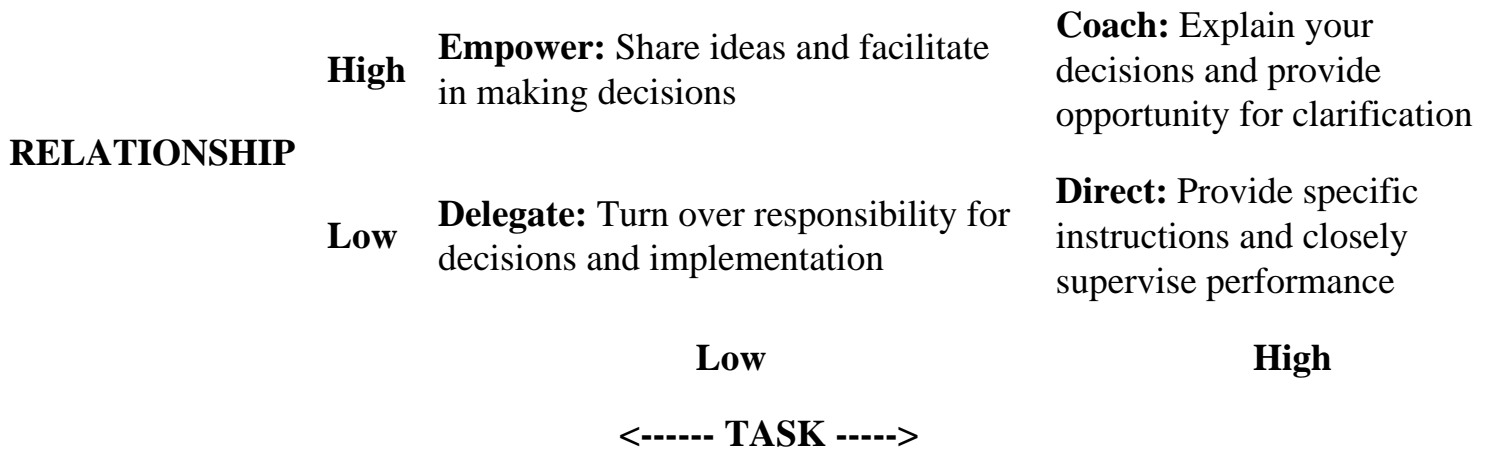
Empowering: **Follower** is capable and experienced, but may lack motivation or confidence for independent action. **Leader** steps back from operational details and joins decisions as needed.	**Coaching:** **Follower** has improved competence and skills and is applying them in new situations; is beginning to see context. **Leader** defines roles and tasks and asks for input.
Delegating: **Follower** is experienced and accomplished; acts independently. **Leader** is involved with strategic direction, problem solving but control with follower.	**Directing:** **Follower** is new to position or work; may lack skills needed and emotional connection to work. **Leader** defines work, teaches skills, makes decision.

Mentors can use situational leadership as a tool, not only to manage a direct report but a mentee, as well. As you mentor you may see your mentee reflect the two dimensions of tasks and relationship in the context of skills and motivations of the mentee. These result in four combinations:

2 dimensions (task, relat) -> 4 combinations:

1. Needs skills, motivation ->
   - **Direct (high task/low relat)**
2. Applying skills in new situation ->
   - **Coach (high task/high relat)**
3. Skilled but needs more confidence, ->
   - **Empower (low task/high relat)**
4. Independent ->
   - **Delegate (low task/low relat)**

The following diagram lists the four stages of the readiness of your followers:

RELATIONSHIP	**High**	**Empower:** Share ideas and facilitate in making decisions	**Coach:** Explain your decisions and provide opportunity for clarification
	Low	**Delegate:** Turn over responsibility for decisions and implementation	**Direct:** Provide specific instructions and closely supervise performance
		Low	**High**

<center><------ TASK -----></center>

Your mentee needs skills in grant writing, as well as project management. Do you direct or coach this mentee? The mentee may need motivation because there is **temporarily** decreased emotional connection to the work, as well as distractions by external stressors, such as relocation or because they are a first generation doctoral student. In addition, there may be concerns about his/her career, such as fewer academic jobs and decreased NIH funding. In this instance, as the mentor, you may need to provide a "Directing" leadership approach. The question becomes, when to move to coaching?

There are four crucial elements for motivation:

1. Is there **Competence**? Does the researcher have the capacity or skills to do this job or the chance to gain them? Our researcher has 1st and 2nd author peer reviewed publications, but no grant writing experience.
2. Is there **Choice**? Does the researcher have some say in choosing this as his/her work and in directing how it is to be carried out? Our research does have choice and chose to write NRSA.
3. Is there **Meaningfulness**? Does the researcher understand the full significance of this work and does it have intrinsic value to him or her? OUr researcher had focused program of research with publication track record, clinical work secondary.
4. Is there **Progress**? Does the researcher have clear goals and does he/she receive regular reports on progress are the reward tied to achieving the goals? Again our researcher, has had growth toward goals with feedback:
   - encouraged use of IDP,
   - provided ongoing formative feedback,
   - mutual evaluation at 4 months.

How does the mentor help the mentee to increase motivation using the four crucial elements? This mentor did the following:

1. Choice/meaningfulness: Reviewed professional and life goals—committed to clinical research career.
2. Skills: Demystified UCSF organizational culture, shared personal experiences in navigating

barriers and developing relationships.
3. Skills: Discussed launching research career, incl. how to be an effective mentee (e.g. IDP), Professional & Academic Success Skills Seminars (PASS).
4. Growth/feedback: Encouraged critical reflection using LEAP SOAP note; continue to encourage fellow to obtain feedback from others, including FSAP.

Additionally, the primary mentor helped the mentee by....

1. Asked fellow to draft project timeline, using example from another grant, provided feedback.
2. Provided links to grant writing instructions for fellow's own grant writing, and feedback on seminar participants' writing.
3. Instructed fellow about how to request frequency data not routinely summarized by clinic, followed up weekly on progress.

All leaders need to decide when it is appropriate to confront the mentee.

- "A number of problems that might be addressed directly are left to grow into major issues."
- "But people need room to grow so being too aggressive can alter development in a negative way."
- How to confront? [See Guidebook...Page 9 for information]
  - "Tie it to a specific, agree upon, work related goal or activity
  - Use real data on performance or behavior and its impact on you or others
  - Don't speculate as to their motivation"