Leading Effectively from the Middle: A Guide to Communication & Influence

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Director, Self-Supporting Programs, UF
In this session, you will learn how to:

- Build strong relationships with your team members and superiors (mentoring & mentoring up)
  - Communicate effectively in a variety of settings
  - Resolve conflict
  - Delegate tasks effectively
ABOUT ME

1 ABERDEEN, SD
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UNIVERSITY OF NEBRASKA-LINCOLN
- B.A. in PSYCHOLOGY
- Minors in EDUCATION & ENGLISH
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- B.A. in PSYCHOLOGY
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ALEC DEPARTMENT
- M.S. in LEADERSHIP EDUCATION ('18)
- PH.D. in HUMAN SCIENCES ('20)
  - Program Director, NHRI Leadership Mentoring
  - Professor of Practice
ABOUT ME

NEBRASKA

VIRGINIA TECH
- ASSISTANT PROFESSOR
- LEADERSHIP
- EDUCATION/DEVELOPMENT
- SCIENCE OF TEAM SCIENCE
Jonathan Orsini, Ph.D.

- Triple Gator - BS, MBA, PhD
- 15 years of experience at UF in academic administration
- Deeply interested in graduate student mentorship
- Past president of Graduate Student Council (GSC)
DEFINING MENTORING
Graduate Courses

Presentations are communication tools that can be demonstrations, lectures, speeches, reports, and more.

RELATIONSHIP BETWEEN A MORE EXPERIENCED PERSON & A LESS EXPERIENCED PERSON

(EBY & ALLEN, 2008)
Graduate Courses

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RELATIONSHIP BETWEEN A MORE EXPERIENCED PERSON & A LESS EXPERIENCED PERSON

1. FOCUSED ON MENTEE'S GROWTH

(EBY & ALLEN, 2008)
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1. Relationship between a more experienced person & a less experienced person

2. Focused on mentee's growth

3. Ever-changing relationship

(EBY & ALLEN, 2008)
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1. RELATIONSHIP BETWEEN A MORE EXPERIENCED PERSON & A LESS EXPERIENCED PERSON

2. FOCUSED ON MENTEE'S GROWTH

3. EVER-CHANGING RELATIONSHIP

4. DIFFERENT FROM OTHER ROLES, SUCH AS COACHING OR ADVISING

(EBY & ALLEN, 2008)
MENTORING IS...

INVESTMENT FOR DEVELOPMENT

(EBY & ALLEN, 2008; BEARMAN, BLAKE-BEARD, HUNT, & CROSBY, 2007)
<table>
<thead>
<tr>
<th>Career Functions</th>
<th>Psychosocial Functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coaching</td>
<td>Role Modeling</td>
</tr>
<tr>
<td>Sponsorship</td>
<td>Acceptance-and-Confirmation</td>
</tr>
<tr>
<td>Exposure-and-Visibility</td>
<td>Counseling</td>
</tr>
<tr>
<td>Protection</td>
<td>Friendship</td>
</tr>
<tr>
<td>Challenge</td>
<td></td>
</tr>
</tbody>
</table>
BREAK OUT

- Get into small groups of 2 or 3
- Spend 2-3 minutes discussing:
  - Your best mentoring experience of the past three years (as mentor or mentee).
  - What happened and how did it make you feel?
EFFECTIVE MENTORS
Effective Mentors...

- Are intentional role models
- Are accessible
- Clarify expectations
- Deliver feedback
- Provide encouragement and support
- Teach and train
- Initiate sponsorship
- Provide insider info
- Provide scaffolded challenges
- Provide affirmation

- Provide professional exposure
- Provide protection
- Foster networks
- Provide professional socialization
- Self-disclose when appropriate
- Offer counsel
- Allow increasing mutuality and collegiality
- Are thoughtful about time and resources
- Share power

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What matters to you most on this list (as a mentor & mentee)?

Effective Mentors...

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- Offer counsel
- Allow increasing mutuality and collegiality
- Are thoughtful about time and resources
- Share power

One mentor will not fulfill all your mentoring needs.

What matters to you most on this list (as a mentor & mentee)?

CREATE A NETWORK OF MENTORS to “innoculate” against the challenges of grad school/life (e.g., imposter phenomenon & burnout)

Who is your network?
Other Grad Students
Advisor
Committee
Family & Friends
Faculty at Other Institutions
Industry Members
EFFECTIVE MENTEES
### Effective Mentees...

<table>
<thead>
<tr>
<th>Takes Initiative</th>
<th>Lacks Initiative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow through on advice</td>
<td>• Only contacts mentor when in crisis</td>
</tr>
<tr>
<td>• Be proactive in making and keeping appointments</td>
<td>• Lack drive and motivation and wants the mentor to tell them what to do</td>
</tr>
<tr>
<td>• Be a self-starter = be prepared with things to talk about/ask about</td>
<td>• Never initiates discussions</td>
</tr>
</tbody>
</table>

### Effective Mentees...

<table>
<thead>
<tr>
<th>Learning Orientation</th>
<th>Lacks Learning Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curious and eager to learn</td>
<td>• Ignores opportunities for further learning</td>
</tr>
<tr>
<td>• Actively seeks feedback</td>
<td>• Takes feedback personally or rejects it</td>
</tr>
<tr>
<td>• Open to constructive criticism</td>
<td>• Won’t admit weaknesses</td>
</tr>
<tr>
<td>• Not afraid to say I don’t know (humility)</td>
<td>• Acts like a know-it-all</td>
</tr>
<tr>
<td>• Adequately knowledgeable</td>
<td>• Wants quick fix answers</td>
</tr>
</tbody>
</table>

### Effective Mentees...

<table>
<thead>
<tr>
<th>Goal Orientation</th>
<th>Lacks Goal Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Possesses good time management</td>
<td></td>
</tr>
<tr>
<td>• Has good organizational skills</td>
<td></td>
</tr>
<tr>
<td>• Effective prioritizing</td>
<td></td>
</tr>
<tr>
<td>• Sets own goals, has own vision</td>
<td></td>
</tr>
<tr>
<td>• Poor time management</td>
<td></td>
</tr>
<tr>
<td>• Unorganized</td>
<td></td>
</tr>
<tr>
<td>• Struggles to prioritize work effectively</td>
<td></td>
</tr>
<tr>
<td>• Looks to mentor to set goals &amp; is short-sighted</td>
<td></td>
</tr>
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### Effective Mentees...

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<th>Relational skills</th>
<th>Lacks Relational skills</th>
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</thead>
<tbody>
<tr>
<td>• Trustworthy and ethical</td>
<td>• Untrustworthy</td>
</tr>
<tr>
<td>• Builds relationships w/others (networks)</td>
<td>• Relies on mentor to build relationships</td>
</tr>
<tr>
<td>• Approachable and positive</td>
<td>• Talks too much/too little</td>
</tr>
<tr>
<td>• Active listener</td>
<td>• Relies on mentor to maintain lines of communication</td>
</tr>
<tr>
<td>• Keeps lines of communication open</td>
<td></td>
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## Effective Mentees...

<table>
<thead>
<tr>
<th>Reflective</th>
<th>Unreflective</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learns from mistakes</td>
<td>• Refuses or unable to learn from mistakes</td>
</tr>
<tr>
<td>• Can articulate reflection to the mentor</td>
<td>• Cannot articulate reflection</td>
</tr>
<tr>
<td>• Open and transparent</td>
<td>• Withholds information, doesn’t share</td>
</tr>
<tr>
<td>• Regularly engages in self-assessment</td>
<td>• Does not self-assess and lacks self-knowledge</td>
</tr>
</tbody>
</table>

Effective Mentees...

- Take initiative
- Learning Orientation
- Goal Orientation
- Relational Skills
- Reflective

What matters to you most on this list? Where are you excelling? Where can you grow?

CONFLICT
HOW DO YOU APPROACH CONFLICT? WHY?
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EXPLORE

- Ask others for input
- What is the source of the conflict?

(Thomas & Kilmann, 1974; Ma et al., 2008)
SOURCES OF CONFLICT

**ECONOMIC**
Attaining scarce resources

**VALUE**
Beliefs, morals, values - "right" way of life

**POWER**
Need for control

(KATZ, 1965)
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EXPLORE
1. Ask others for input
2. What is the source of the conflict?

(Thomas & Kilmann, 1974; Ma et al., 2008)

PLAN
1. What is your approach to conflict?
2. What is your attitude towards the conflict?
What is your approach to conflict?

(Adapted from Thomas-Kilmann’s (1974) conflict resolution strategies and Blake and colleagues’ (1964) strategies.)
What is your approach to conflict?

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EXPLORIDE

1. Ask others for input
2. What is the source of the conflict?

PLAN

1. What is your approach to conflict?
2. What is your attitude towards the conflict?

ORGANIZE

1. How will you approach this conflict?
2. How will you keep the conversations moving forward?

(Thomas & Kilmann, 1974; Ma et al., 2008)
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**EXPLORE**
- Ask others for input
- What is the source of the conflict?

**PLAN**
- What is your approach to conflict?
- What is your attitude towards the conflict?

**ORGANIZE**
- How will you approach the conflict?
- How will you keep the conversations moving forward?

**IMPLEMENT**
- Choose a conversation where everyone feels safe (free of distraction)

(Thomas & Kilmann, 1974; Ma et al., 2008)
HOW DO WE ENGAGE IN CONFLICT PRODUCTIVELY?

- Identify & understand the problem
- Stay curious
- Getting it right > being right
- "You + me VS. the problem"
  not "you vs. me"
Recognize that conflict occurs in all relationships.
Be willing to initiate conversations.
What are 3 things you can do following this workshop to strengthen your relationships?
HOW TO GET IN TOUCH

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