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Indian Bank

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ALLAHABAD

MENTORING MAKES DIFFERENCE



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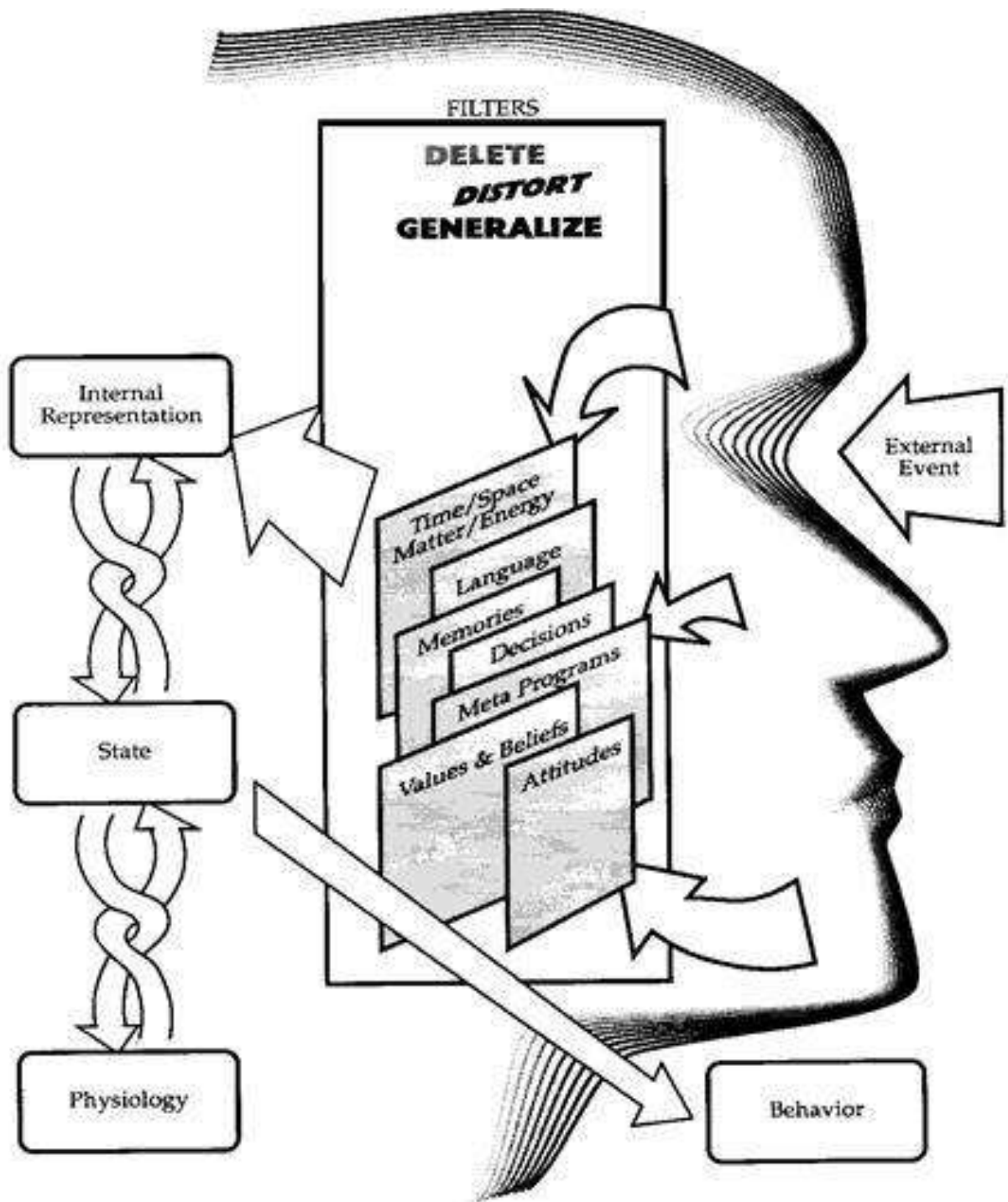
Indian Bank Management Academy for Growth & Excellence

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NLP and Communication



Introduction to NLP

NLP is the study of how our brain works, how we think and feel, how we communicate those thoughts, how we act and achieve our goals. NLP is about our subjective experience (what goes on inside our mind). This study of the structure of our subjective experience can be broken down into their smallest components (chunks) and it can be changed, improved upon or can be removed. This allows a framework for growth and change at much deeper levels and also more quickly than ever thought possible. NLP is the science of excellence. It studies human performance and shows how you can model (copy) the success strategies. It is about what works in thinking, language and behaviour. These skills are invaluable for personal and professional development.

NEURO – refers to our brain and nervous system. The mental (neural) pathways of **our five senses by which we see, hear, feel, taste and smell.**

LINGUISTIC – refers to the way we use language and how it affects us. We use language to interpret our sensory experience and all sensory information is given meaning through language.

PROGRAMMING – refers to our ability to organize and sequence our actions to get a specific result. Our behaviors are nothing but habitual programs designed to get some results.

NLP – VARIOUS DEFINITIONS

NLP is the study of the structure of subjective experience.

NLP is the study of human excellence and how it can be duplicated (Modelling).

NLP is the study of the influence of language on our mind and subsequent behaviour.

NLP is the systematic study of human communication.

NLP is the ability to be your best more often.

NLP is the powerful and practical approach to personal change.

NLP is the software for the brain.

NLP is whatever works.

NLP is an attitude and a methodology.

NLP is right brain learning.

NLP is the art and science of excellence.

THREE UNIVERSAL MODELLING PROCESSES

Our beliefs generalize, delete and distort our reality. These processes are both helpful as well limiting in certain areas. The strange paradox of the human condition is that the processes which allow us to survive, grow, change and experience joy are the same processes which can block our growth, if we mistake the model for reality.

GENERALIZATION:

We generalize when we take one example to represent a whole group. For example, we see how our parents treat each other and take that as the model of how men and women live together. Generalization is the process by which elements or pieces of a person's model of the world become detached from their original experience and come to represent the entire category of which the experience is just an example. Whenever we go from an example to general conclusions, we use generalization.

It is the process of finding a unifying characteristic in a series of events. We learn to function in the world by generalizing. For example, as a child we learned to open a door by turning a knob or turn on the light by pushing a switch, and now as adults, whenever we see a door, we look for the knob, even though, this knob looks different, we have no difficulty in opening the door. Similarly as soon as we enter in any dark room, we immediately look for a switch to turn on the lights.

Have you ever suffered because a friend betrayed you? On that occasion did you jump to the conclusion that "true friends do not exist"? In fact generalizations consist in stating universal truths or in sorting out the human kind into categories: the good, the bad, the rich, and the beautiful. These simplifications allow us to save our energies and, above all, spare us the need to observe a person for a long time and in depth in order to understand "what kind of person they are". On the other hand, just imagine, in fact, how restraining may be a generalization like, for example "all men are rascals" or "women are all liars."

Generalizations also produce "phobias." If once we were bitten by a dog since then we have elaborated the "belief" that "all dogs are dangerous. Generalization can be dangerous when we expect future events to fit in with our past experience and when we become inflexible in our thinking and see the world in fixed categories.

DELETION:

Deletion is the process by which we selectively pay attention to certain aspects of our experience and exclude others. This allows us to focus our awareness and attend to one portion of our experience over others. This process makes coping possible and protects us from being overwhelmed by external stimuli. Examples of deletion are that you are able to read a book while the television is on and children are playing. You are able to exclude all other noises in the room full of people talking in order to listen to one particular voice.

Do you agree on the fact that it's very easy to remember certain things and even easier to forget certain other things? We selectively pay attention to what is happening around us. Deletions happen; for instance an excessive focalization of attention on a target. We are reading the winning numbers of the lottery while around us people are panicking and running away because of a 7th degree earthquake. But we are happy and unaware because we have won one crore rupees! Actually we have entered a trance state without realizing it and without knowing what a trance state is!

Deletion is a sort of economy of our nervous system: when it is necessary to concentrate our energies on a task, we delete every extra perception in order to focus on what we consider most crucial. Even in non critical moments of our lives we delete about 80% of the data reaching our brain. Don't you believe that? Then, close your eyes and listen to the noises your neighbor does now as he is entering his apartment, to the noises of the traffic down the road, and also to your heart beat, to the air entering

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your nose, open your eyes and observe the room around you in the tiniest details, you will find that they are many things that have escaped your attention.

As you can see, you have to ignore a huge quantity of details in order not to be choked by this excess of information. Deletion is neither good nor bad in itself. It depends on what we delete. Sometimes we delete (don't pay attention to) important information. It is very useful to train at noticing those things which miss our attention because we think they are meaningless while they are not. For example, someone may feel they are unjustly treated without perceiving their own participation in bringing the situation in to existence. Another example is that someone who sees only the negatives in a person or a situation and misses all the positive characteristics.

DISTORTION:

Distortion is the process which allows us to make shifts in how we experience sensory data. Without this process, we cannot plan for the future or turn dreams in to reality. A microscope, a novel and a painting are all examples of our ability to distort and misrepresent reality. All artistic creations and revolutionary scientific discoveries involve the ability to distort and misrepresent reality. Distortion is how we change our experience. We can take any experience, make it larger, smaller or we can blow it out of proportion. If you have ever seen a blue sky on a sunny day and found an animal or some pattern in the clouds formation, you know what distortion is.

Another example is; my boss didn't say good morning to me today: he must be angry with me!" while perhaps the boss was depressed because his wife wants a divorce. We all agree on the fact that "finding meanings" very often means "seeing things which do not exist". NLP calls this behavior "hallucinating". A glance, a gesture may have a thousand meanings and it is easy to catch the wrong one. Distortion like deletion is neither good nor bad. It depends on what and how you distort. It can make you unhappy and paranoid. It is also the basis of creativity and artistic talent.

PRESUPPOSITIONS

Presuppositions relate to the unconscious beliefs or assumptions embedded in the structure of an utterance or action. To presuppose means to "suppose beforehand". NLP presuppositions are the primary ideas and beliefs from which everything else in the field is derived. They form the philosophy behind all NLP models, distinctions and techniques. The following are the major NLP presuppositions.

The map is not the territory:

Our mental maps of the world are not the world. That is they are not the territory of the outside (world). We respond to our internal (mental) map of the reality and not to the external (physical) reality itself. Our perceptions are subjective. What we perceive is a selective and not a complete (or true) account of reality. Our senses and beliefs give us a map of the world from which we operate, but the map can never be accurate, otherwise it would be the same as the ground (territory) it covers. We do not (and cannot) know the territory, so for us the map becomes the territory. NLP is the art and science of changing these mental maps so that we have greater freedom of action. Hence make sure your map is as big as possible to include many possibilities.

The mind and body are one system:

Our mental thoughts instantly affect our body's muscle tension, breathing, feelings and postures and these in turn affect our thoughts. When we learn to change either one, we have learned to change the other.

Experience has a structure: Our thoughts and memories have a pattern to them. When we change that pattern or structure, our experience will automatically change. We can neutralize unpleasant memories and enrich memories that serve us.

If one person can do something, then it is possible for anyone to do the same thing:

We all share the same neurology, so if someone can do something, then it is potentially possible for all of us to do that same thing. It is just the question of using the same strategy. This is the basis for modelling in NLP.

There is no failure, only feedback:

If things do not work out the way we planned, we usually think we have failed. But what we forget is that we have succeeded in getting a different result than what we planned. NLP views what happens not as success or failure (good or bad) but as a feedback. Every experience has something to convey that can be useful.

All behaviour has a positive intention:

Every hurtful, harmful and even the so called thoughtless behaviour has a positive purpose and intention behind it. Yelling in order to get acknowledged, hitting to fend off danger, hiding to feel safe. Rather than condoning or condemning these actions, we can separate them from the person's positive intent, so that new and more positive choices of behaviour can be added to meet the same intent. NLP separates the intention behind the behaviour from the behaviour itself. It says that "*the person is not their behaviour*". When a person has a better choice of behaviour that can also achieve their positive intention, they will take it.

Every behaviour is useful in some context:

A shoe that pinches one person fits another person and also the same shoe that pinches you now fitted you some time ago. Every behaviour is appropriate and useful in some context. For example, an angry behaviour may ward off an aggressive salesman. Another way of putting this is: if we adopt certain behaviour it's because once upon a time it worked. The trouble is that we often go on using certain behaviour even though it is no longer appropriate.

The meaning of the communication is the response you get:

Others receive what we say and do through their mental map of the world. When someone hears something different than what we meant, it is a chance for us to notice that communication means what is received. There are no failures in communication, only responses and feedback. If our communication does not produce the desired effect, our usual tendency is to blame the other person. He/she just does not understand. NLP says that "*it is not the intention of the communicator, but the*

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perception of the receiver” that determines the effectiveness of the communication. So, by taking responsibility and noticing how our communication is perceived and received (by the other person) allows us to change our communication till we get the desired response from the other person.

We communicate:

We are always communicating. Even when we are not using words, we are communicating nonverbally. A sigh, a smile and a look are all communications. Even our inner thoughts are communications with ourselves and they are revealed to others through our eyes, facial expressions, body postures and movements.

People already have all the resources they need:

We have within ourselves a vast reservoir of abilities and talents. Achievement is generally more about what you bring to a situation than external elements. Mental images, inner voices and feelings are the inner resources which we can use to build any thought, feeling or skill and then place them in our lives where we want or need them. NLP says that *“there are no unresourceful people, only unresourceful states of mind”*.

People always make the best choice available to them at that time:

Every one of us has our own unique personal history. Within it, we have learned what to do and how to do it, what to value and how to value it, what to learn and how to learn it. This is our map (or model) of the world and with this map, we always make what we think is the best choice at that point of time. Give them a new and better map and they will make new and better choices.

Choice is better than no choice:

NLP says that one choice is no choice. Two choices may be a dilemma. Three or more choices give you freedom. Always try to have a map that gives you more number of choices. Always act to increase choice. The more choices you have, the more free you are and the more influence you have.

If what you are doing is not working, then do something else:

If you always do what you have always done, you will always get what you have always gotten. If you want something new, do something new, especially when there are so many alternatives. Flexibility is the key to effectiveness; if you vary what you do until you get the desired result, you are more likely to be effective than if you continue to carry out the same behaviour which is not getting the result you want.

Chunking:

Something looks difficult or impossible when you see it as one BIG thing. Anything can be accomplished if we break it down into small pieces. For example, how do you eat an elephant? Answer: One bite at a time.

People work perfectly:

Instead of thinking of people as faulty because they do not do what seems to be appropriate, conventional or effective, it is useful to think of them as being extremely effective in getting particular results, even though these results may not be the best in the circumstances. No one is wrong or broken. We are all executing our strategies perfectly, but the strategies may be ineffective in getting the results we want.

The unconscious mind is benevolent:

The unconscious is everything that is not in consciousness at the present moment. It contains all the resources we need to live in balance.

REPRESENTATIONAL SYSTEMS

In NLP the term “representational systems” refers to the neurological mechanisms behind the five senses. The basic representational systems are considered to be: Visual (sight), Auditory (hearing), Kinesthetic (feeling and touch), Olfactory (smell) and Gustatory (taste).

Representational Systems

Sight Sound Feeling Smell Taste

Visual Auditory Kinesthetic Olfactory Gustatory

V A K O G

“The Five Fundamental Senses or “Representational Systems”

We use our senses outwardly to perceive the world and inwardly to “re-present” the experiences to ourselves. The five senses provides the mind with information about qualities in the outside world that fell into a certain range. Each representational system is designed to perceive certain basic qualities of the experiences it senses. These include characteristics such as colour, brightness, tone, loudness, temperature, pressure, etc. These qualities are called “Sub modalities” in NLP since they are subcomponents of each of the representational systems. As the term implies, a “representational system” is more than simply an information channel. It includes the entire system of processes relating to a particular sensory modality including input, processing, storage, retrieval and output.

PRIMARY REPRESENTATIONAL SYSTEM

Our brain uses our five senses to represent perceptual input from the outside world. NLP shows how to recognize clues to which systems someone may be using at any given time. In NLP, a person is said to have a “primary representational system” when that person values or uses one sense over the others in order to process and organize his or her experience of the world. According to NLP co-founders Richard Bandler and John Grinder, an individual’s ongoing experience is comprised of some combination of information from each of his or her senses or “representational systems”. Each person uses his or her visual, auditory, kinesthetic, olfactory and gustatory senses to create his or her model of the world. Due to the influences in the personal backgrounds of individuals, and the environments in which they develop their representational systems, there is a tendency for many people to develop or value the information processing capabilities of one of their representational systems to a greater degree than others.

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People will often find themselves more at home with one sense than the others as they build their mental maps. For some people “seeing is believing”; others rely much more heavily on their feeling; while others value what they hear and seek the verbal opinions of other people.

Auditory oriented people are those who prefer their ears in perception and who depend on spoken words for information. Visually oriented people primarily use their eyes to contact the world around them, and emphasize visualization for memory and in decision making. Kinesthetically oriented people are sensitive to touch and emotions. They rely on feelings when learning and making decisions. Smell and taste are typically not primary senses; however, there are people, such as cooks, who have a highly developed sense of tastes or smells. People of different representational preferences live in different worlds. The representational system that is most highly valued will always greatly affect the way that person perceives and acts upon the world. A challenge often arises when people with differing primary representational systems attempt to communicate with and understand one another. A person's primary representational system will determine many of his or her personality traits, decision making preferences, and learning capabilities.

Visual Sub modalities:

Visual sub modalities relate to the basic distinctions we are able to make with our eyes and visual cortex of the brain. Different types of receptors in the retina of the eye respond to different inputs to distinguish

BRIGHTNESS: dim - bright

SIZE: large - small

COLOUR: black & white - colour

MOVEMENT: fast - slow - still

DISTANCE: near - far

FOCUS: clear- fuzzy

Auditory Sub modalities

Auditory sub-modalities relate to the basic characteristics we are able to perceive in sound. Receptors in the inner ear fire in response to varying intensities and frequencies in pressure in the air around us to distinguish

VOLUME: loud - quiet

TONE: bass - treble

PITCH: high - low

TEMPO: fast - slow

DISTANCE: close - far

RHYTHM

LOCATION

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Kinesthetic Sub modalities

Kinesthetic sub modalities cover the entire range of tactile, proprioceptive and visceral sensations of the body, including:

INTENSITY: Strong - weak

AREA: large - small

TEXTURE: rough - smooth

PRESSURE: tight - loose

DURATION: constant - intermittent

TEMPERATURE: hot - cold

WEIGHT: heavy

RAPPORT

One of the most important skills in NLP is the ability to establish rapport with others. Rapport involves building trust, harmony and cooperation in a relationship. "Harmonious mutual understanding", "agreement", being "in tune" and "in accord", are some of the words used to describe the process or state of being in rapport with another. Think of a time when you and another person were completely in sync. It could be a friend or a lover or a family member or someone you just met by chance. Go back to that time and think what it was about the person that made you feel so attuned to him/her. Chances are that you found you thought alike or felt the same way about a certain movie or book or experience. You might not have noticed it, but maybe you had similar patterns of breathing or speech. Maybe you had a similar background or similar beliefs. Whatever you come up with will be a reflection of the same basic element rapport.

Rapport is the ability to enter someone else's world, to make him feel that you understand him, that you have a strong common bond. It's the ability to go fully from your map of the world to his map of the world. It is the essence of successful communication.

When people are like each other, they tend to like each other. Do people form clubs of people who are different from them? No, they get together as fellow war veterans or stamp collectors or volleyball players because they have something in common. Where do problems begin? They begin when we focus on the differences. Conflicts and turmoil can result from differences. Harmony tends to result from similarity. People of the same religion, culture or language seem to get along well more than the people of the other religion, culture or language. One common use of the word rapport, for example, is in relationship to music, and the states achieved by musicians making a beautiful song together. In day-to-day interactions, people generally experience more rapport with people who share a similar model of the world as themselves. Thus, the ability to establish rapport involves finding the points of overlap between different models of the world for the purpose of creating and maintaining "harmonious mutual understanding." When communicating, we hope to achieve goals or outcomes while maintaining a quality relationship with others involved in the interaction. In fact, the quality of information you can communicate to others will directly relate to the amount of rapport you have with them.

MIRRORING OR MATCHING

NLP offers many skills and techniques to achieve and maintain rapport. How do we create rapport? We do it by creating or discovering things in common. In NLP language, we call this process “mirroring” or “matching. Rapport is the process of building and sustaining a relationship of mutual trust, harmony and understanding. This happens through matching the body language, behaviour, words and the breathing of the other person. This might mean sitting down if they are

seated, breathing slowly like them or speaking at a fast pace with them. They will have a sense that you are “with and for” them rather than against them. The advantage of matching is that the other person recognizes at an unconscious level that you understand, value and respect what they are communicating. ”Have you ever noticed how some people naturally seem to match body language when they are truly engaged with each other? Their heads move closely together and their body movements seem to be totally synchronized. This kind of rapport is often compared to a dance, in which two people glide effortlessly across the ballroom, matching steps, head movements and gestures. They have a shared rhythm and timing that is unconscious. From the NLP perspective, learning to understand another map of the world requires that we have some “guide posts” which point us in the correct direction. These include distinctions relating to different learning styles, representational system, language pattern and body language. Through developing our abilities to attend to these guide posts in ourselves and others, we can attune ourselves to another person’s map of reality. In NLP, rapport is not about knowing the content of another person’s experience, but about having an understanding of how the other person builds their maps and process information. Matching language patterns, for example, is one way of going to someone else’s model of the world. Identifying and incorporating key words (predicates), micro metaphors and examples commonly used by others is another way of sharing their map of the world and attaining rapport.

Pacing or subtly mirroring people’s non-verbal communication can also greatly enhance the experience of rapport because the others will perceive you as being “like them”. Some ways to nonverbally pace or mirror a person include putting yourself into a similar body posture, using similar intonation patterns and expressions, dressing similarly, etc. This is a powerful form of putting oneself ‘into the shoes’ of another person. One of the best ways to develop rapport is through mirroring or creating a common physiology with that person. So, how do you mirror another person’s physiology? Start with his voice, mirror his tonality and phrasing, his pitch, how fast he talks, what sort of pauses he makes, his volume. Mirror favourite words and phrases. Mirror his posture and breathing patterns, eye contact, body language, facial expressions, hand gestures or other distinctive movements.

To be an effective communicator, it is critical to keep in mind that everybody has his or her own map of the world. When a person wants to communicate or understand something, that person will construct a mental map of the idea or concept. It is the job of the communicator to recognize the thinking styles of others and adapt his or her communication to fit those styles. One of the key abilities of effective communication is to recognize and respect other people’s models of the world. If you can do this, you can benefit from diversity - otherwise you will constantly fight with it.

EMOTIONAL INTELLIGENCE

Emotional intelligence (EI) is the ability to understand and manage your own emotions, and those of the people around you. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

For leaders, having emotional intelligence is essential for success. After all, who is more likely to succeed – a leader who shouts at his team when he's under stress, or a leader who stay in control, and calmly assesses the situation?

According to **Daniel Goleman**, an American psychologist who helped to popularize EI, there are five main elements of emotional intelligence:

1. Self-awareness.
2. Self-regulation.
3. Motivation.
4. Empathy.
5. Social skills.

The more that you, as a leader, manage each of these areas, the higher your emotional intelligence. So, let's look at each element in more detail and examine how you can grow as a leader.

Emotional Intelligence in Leadership

1. Self-awareness

If you're self-aware, you always know how you feel, and you know how your emotions and your actions can affect the people around you. Being self-aware when you're in a leadership position also means having a clear picture of your **strengths and weaknesses**, and it means behaving with **humility**.

So, what can you do to improve your self-awareness?

Keep a journal – Journals help you improve your self-awareness. If you spend just a few minutes each day writing down your thoughts, this can move you to a higher degree of self-awareness.

Slow down – When you experience anger or other strong emotions, slow down to examine why. Remember, no matter what the situation, you can always choose how you react to it.

2. Self-regulation

Leaders who regulate themselves effectively rarely verbally attack others, make rushed or emotional decisions, stereotype people, or compromise their values.

This element of emotional intelligence, according to Goleman, also covers a leader's flexibility and commitment to **personal accountability**

So, how can you improve your ability to self-regulate?

Know your values – Do you have a clear idea of where you absolutely will not compromise? Do you know what values are most important to you? Spend some time

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examining your "code of ethics." If you know what's most important to you, then you probably won't have to think twice when you face a moral or ethical decision – you'll make the right choice.

Hold yourself accountable – If you tend to blame others when something goes wrong, stop. Make a commitment to admit to your mistakes and to face the consequences, whatever they are.

Practice being calm – The next time you're in a challenging situation, be very aware of how you act. Do you relieve your stress by shouting at someone else? Practice deep-breathing exercises to calm yourself. Also, try to write down all of the negative things you want to say, and then rip it up and throw it away. Expressing these emotions on paper (and not showing them to anyone!) is better than speaking them aloud to your team. What's more, this helps you challenge your reactions to ensure that they're fair!

3. Motivation

Self-motivated leaders work consistently toward their goals, and they have extremely high standards for the quality of their work.

How can you improve your motivation?

Re-examine why you're doing your job – It's easy to forget what you really love about your career. So, take some time to remember why you wanted this job. If you're unhappy in your role and you're struggling to remember why you wanted it, try the **Five Whys** technique to find the root of the problem. **5 Whys** is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?" Each answer forms the basis of the next question. The "5" in the name derives from an anecdotal observation on the number of iterations needed to resolve the problem.

The technique was formally developed by Sakichi Toyoda and was used within the Toyota Motor Corporation during the evolution of its manufacturing methodologies. In other companies, it appears in other forms.

Starting at the root often helps you look at your situation in a new way.

And make sure that your goal statements are fresh and energizing. **Know where you stand** – Determine how motivated you are to lead.

Be hopeful and find something good – Motivated leaders are usually **optimistic**, no matter what problems they face. Adopting this mind-set might take practice, but it's well worth the effort.

Every time you face a challenge, or even a failure, try to find at least one good thing about the situation. It might be something small, like a new contact, or something with long-term effects, like an important lesson learned. But there's almost always something positive, if you look for it.

4. Empathy

For leaders, having empathy is critical to managing a successful team or organization. Leaders with empathy have the ability to put themselves in someone else's situation. They help develop the people on their team, challenge others who are acting unfairly, give constructive feedback, and listen to those who need it.

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If you want to earn the respect and loyalty of your team, then show them you care by being empathic.

How can you improve your empathy?

Put yourself in someone else's position – It's easy to support your own point of view. After all, it's yours! But take the time to look at situations from other people's perspectives.

Pay attention to body language – Perhaps when you listen to someone, you cross your arms, move your feet back and forth, or bite your lip. This **body language** tells others how you really feel about a situation, and the message you're giving isn't positive! Learning to read body language can be a real asset in a leadership role, because you'll be better able to determine how someone truly feels. This gives you the opportunity to respond appropriately.

Respond to feelings – You ask your assistant to work late – again. And although he agrees, you can hear the disappointment in his voice. So, respond by addressing his feelings. Tell him you appreciate how willing he is to work extra hours, and that you're just as frustrated about working late. If possible, figure out a way for future late nights to be less of an issue (for example, give him Monday mornings off).

5. Social skills

Leaders who do well in the social skills element of emotional intelligence are great communicators. They're just as open to hearing bad news as good news, and they're expert at getting their team to support them and be excited about a new mission or project.

Leaders who have good social skills are also good at managing change and resolving conflicts diplomatically. They're rarely satisfied with leaving things as they are, but they don't sit back and make everyone else do the work: They set an example with their own behaviour.

So, how can you build social skills?

Learn conflict resolution – Leaders must know how to resolve conflicts between their team members, customers, or vendors. Learning **conflict resolution** skills is vital if you want to succeed.

Improve your communication skills – How well do you communicate? Our **communication quiz** will help you answer this question, and it will give useful feedback on what you can do to improve.

Learn how to praise others – As a leader, you can inspire the loyalty of your team simply by **giving praise** when it's earned. Learning how to praise others is a fine art, but well worth the effort.

KEY POINTS

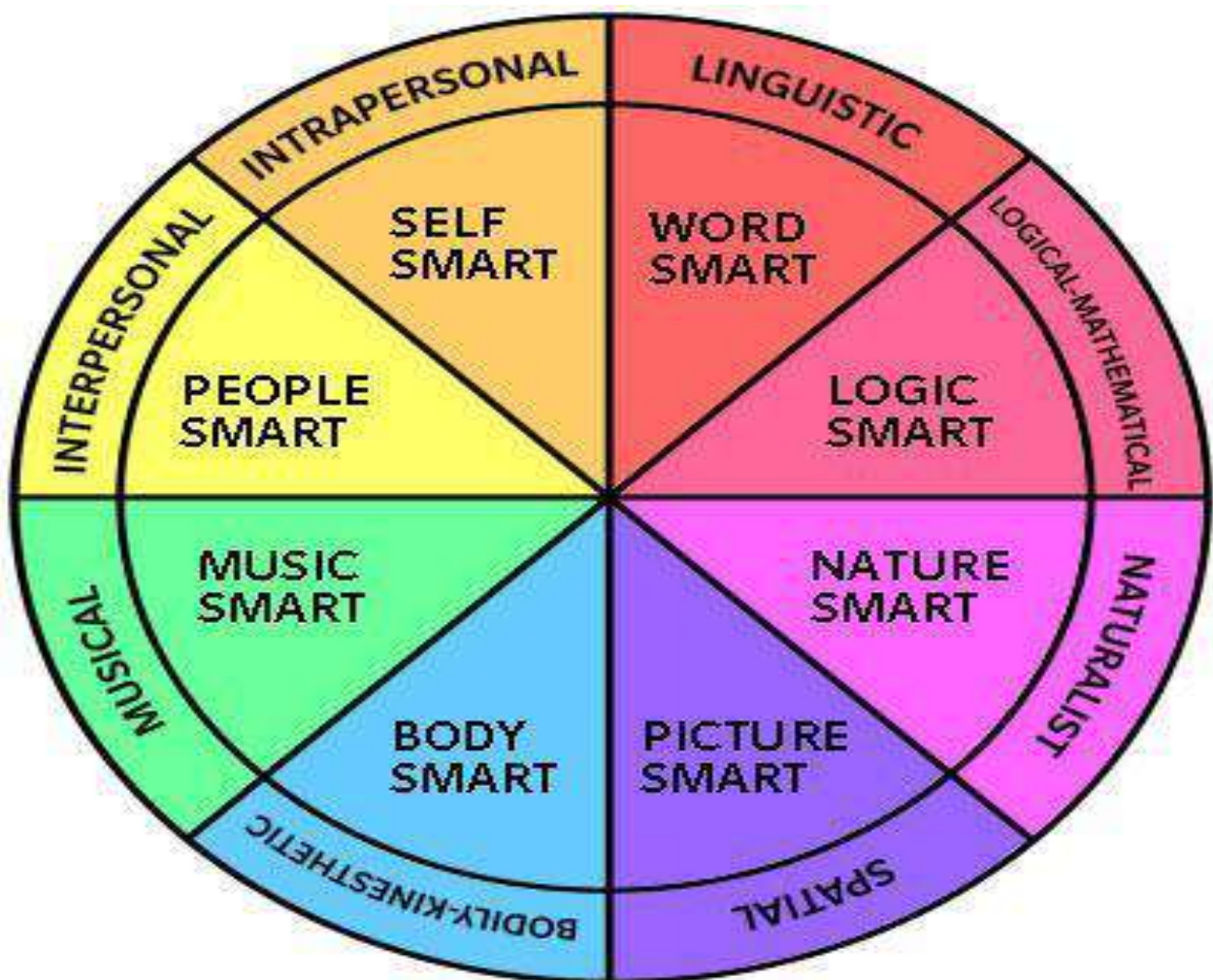
To be effective, leaders must have a solid understanding of how their emotions and actions affect the people around them. The better a leader relates to and works with others, the more successful he or she will be.

Take the time to work on self-awareness, self-regulation, motivation, empathy and social skills. Working on these areas will help you excel in the future as a leader!

MULTIPLE INTELLIGENCES

The **theory of multiple intelligences** differentiates intelligence into specific (primarily sensory) 'modalities', rather than seeing intelligence as dominated by a single general ability. **Howard Gardner** proposed this model in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*

Gardner chose eight abilities that he held to meet these criteria: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalistic. He later suggested that existential and moral intelligence may also be worthy of inclusion. Although the distinction between intelligences has been set out in great detail, Gardner opposes the idea of labelling learners to a specific intelligence. Gardner maintains that his theory of multiple intelligences should "empower learners", not restrict them to one modality of learning. According to Gardner, intelligence is "a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture."



Musical-rhythmic and harmonic

This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

Visual-spatial

This area deals with spatial judgment and the ability to visualize with the mind's eye. Spatial ability is one of the three factors beneath *g* in the hierarchical model of intelligence.

Verbal-linguistic

People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. Verbal ability is one of the most *g*-loaded abilities.

Logical-Mathematical

This area has to do with logic, abstractions, reasoning, numbers and critical thinking. This also has to do with having the capacity to understand the underlying principles of some kind of causal system. Logical reasoning is closely linked to fluid intelligence and to general intelligence (*g* factor).

Bodily-Kinaesthetic

The core elements of the bodily-kinaesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses.

People who have high bodily-kinaesthetic intelligence should be generally good at physical activities such as sports, dance, acting, and making things.

Gardner believes that careers that suit those with high bodily-kinaesthetic intelligence include: athletes, dancers, musicians, actors, builders, police officers, and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

Interpersonal

In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments, motivations, and their ability to cooperate in order to work as part of a group. According to Gardner in *How Are Kids Smart: Multiple Intelligences in the Classroom*, "Inter- and Intra- personal intelligence is often misunderstood with being extroverted or liking other people...". Those with high interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They often enjoy discussion and debate. Gardner has equated this with emotional intelligence of Goleman."

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Gardner believes that careers that suit those with high interpersonal intelligence include salespersons, politicians, managers, teachers, lecturers, counsellors and socialworkers.

Intrapersonal

This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what one's strengths or weaknesses are, what makes one unique, being able to predict one's own reactions or emotions.

Naturalistic

Not part of Gardner's original seven, naturalistic intelligence was proposed by him in 1995. "If I were to rewrite Frames of Mind today, I would probably add an eighth intelligence - the intelligence of the naturalist. It seems to me that the individual who is readily able to recognize flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productively (in hunting, in farming, in biological science) is exercising an important intelligence and one that is not adequately encompassed in the current list." This area has to do with nurturing and relating information to one's natural surroundings. Examples include classifying natural forms such as animal and plant species and rocks and mountain types. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef.

This sort of ecological receptiveness is deeply rooted in a "sensitive, ethical, and holistic understanding" of the world and its complexities – including the role of humanity within the greater ecosphere.

Existential

Gardner did not want to commit to a spiritual intelligence, but suggested that an "existential" intelligence may be a useful construct, also proposed after the original 7 in his 1999 book. The hypothesis of an existential intelligence has been further explored by educational researchers.

Transactional Analysis & Interpersonal Relationships

Transactional Analysis is a theory of personality and interpersonal relationships providing skills for personal and professional growth and change.

It is a theory of human development, personality, and communication. It was founded by Eric Berne (1910-1970). It has tools and techniques that can be used by individuals and groups, to enable and help themselves and others, to grow and develop to their full potential. This theory offers concepts that can be learned to allow personal and professional growth and change. The underlying philosophy is one of mutual self-respect and caring and a belief in peoples' ability to be responsible, think for themselves and make their own decisions. Knowing about TA can be very useful for improving our communication skills.

Value Base of Transactional Analysis

- People are OK
- Everyone, except the severely brain damaged, have the capacity to think
- People decide their own destiny
- These decisions can be changed

An **interpersonal relationship** is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring. Clarity and trust are very important in building such strong bonds. Contracting and stroking are two tools that can be used to build a strong foundation for personal and professional interpersonal relationships. Contracting helps in providing clarity and commitment towards each other. Stroking helps in reaching out to the other person by acknowledging their OKness and worth.

Contracts

Berne defined a contract as an explicit bilateral commitment to a well-defined course of action.

Contracts specify:

- who both parties are;
- what it is they are going to do together;
- how long this will take;
- what the goal or outcome of that process will be;
- how they will know when they have gotten there; and
- how that will be beneficial and/or pleasing to each other.

The three levels of a contract are administrative, professional, and psychological. Having clear and explicit contracts while interacting with others gives an opportunity for both the parties to understand what is expected, therefore, avoid conflict. Contracting provides both the parties involved with the permission to be clear and competent, it offers protection to the parties involved, and provides avenues for tremendous psychological awareness and growth.

Strokes

Stroke is a unit of recognition, so called because of the human infant received the first recognition through touch. A stroke can be a smile, a phrase, criticism or any of the numerous interactions between people.

Strokes can be

- Positive (“Well Done” etc)
- Negative (“You are useless” etc)
- Conditional (“Your performance was good”)
- Unconditional (“You are intelligent”).

Conditional strokes are recognition that we get for what we do; Unconditional strokes are recognition of what we are as we are.

The need for strokes is a hunger in us and hence whatever we do or not do is to receive strokes. **Therefore, strokes are powerful tools for interpersonal effectiveness**

Stroke Economy

According to Steiner, the way children give/ receive strokes is often conditioned by some of the following rules.

- Don't give strokes even you want to.
- Don't ask for strokes even when you want them.
- Don't accept strokes even when you need them.
- Don't reject strokes even when you don't want them.
- Don't stroke yourself.

We continue to follow these rules even after we are grown-ups. However we can develop a **healthy stroke economy** by dropping the don'ts.

- We can give a stroke when we want to
- When we want, we can ask for a stroke
- We can take strokes when we are offered
- We can reject a stroke if do not want them
- We can stroke ourselves



Jim McKenna devised a diagram which he calls the stroking profile that analyzes our stroking patterns.

	How often do you give positive strokes to others?	How often do you accept positive strokes?	How often do you ask others for the positive strokes you want?	How often do you refuse to give the positive strokes others expect from you?
Almost Always				
Usually				
Frequently				
Often				
Rarely				
Almost Never				
	Giving	Taking	Asking For	Refusing to Give
Almost Always				
Usually				
Frequently				
Often				
Rarely				
Almost Never				
	How often do you give negative strokes to others?	How often do you accept negative strokes?	How often do you ask others indirectly or directly for the negative strokes that you want?	How often do you refuse to give negative strokes?

Stroking reinforces the behavior which is stroked. Stroking also reinforces the OKness in people and provides them with an opportunity for growth and change. It provides with avenues to reach out to another person with mutual respect and trust.

Learning and practicing contracting and stroking in our daily life can make a world of difference to the way we relate to other people, helping us build strong relationship with the people around.

THE STORY OF MENTOR

This story goes back to 12th century BC when the Great Trojan war was fought. The war on Troy was launched by a coalition of kings of the Greek Nation States in retaliation to the abduction of Queen Helen by Paris, the prince of Troy. In order to avenge insult, the Greeks gathered a huge army representing different Greek states and islands. Ulysses, the proud and mighty king of Ithaca kingdom too joined the battle. But the great Ulysses was worried and anxious because he had a young son namely Telemachus, barely 10 years of age, and wondered what will become of him while he was away fighting the Trojan War.

The king knew that he had been called on duty to reclaim the Greek honour, but Ulysses was also aware that despite Telemachus being upright and of impeccable character, the prince, because of his tender age, needed care and guidance in his absence. A few days before his departure, Ulysses summoned a person named Mr. Mentor to his court and put the care of his son Telemachus in his hands.

Mr. Mentor had worked for several years in the household of the king. He was on the older side of age but was known for his wisdom and fortitude. Ulysses had implicit faith and trusts in the capabilities of Mentor and treated him as part of his own family. According to the Greek legends, Mentor is supposed to be the personification of the Greek Goddess namely Athena. Athena has somewhat contrasting qualities. She is the goddess of wisdom, inspiration, arts and agriculture. Yet, at the same time she also personifies just, warfare, courage and conviction. When Ulysses gave the care of his son to him, Mentor asked him what precisely did he expect him to do? The king told him that he expected Mentor to give him guidance and wisdom such that Telemachus learnt the art of state-craft and took charge of his destiny and that of the people of Ithaca.

Ulysses felt happy putting the care of his son in the hands of Mentor and knew that he could give his full attention to the war at hand without worry and anxiety. During the times, when Ulysses had gone fighting the Trojan war, Mentor initiated Telemachus in the craft of running a state and inculcated in him the values cherished by his father, the great Ulysses – the values of justice, patriotism, service and superordination.



Telemachus was a keen learner. He knew what he wanted to achieve out of the relationship and pressed Mentor for advice after he had mulled over a problem and even figured out its tentative solutions. Every time he met Telemachus, the Mentor could see in him his intense desire to learn, to communicate his needs clearly and gratefully acknowledge the guidance he received. Over time, the relationship had matured to a level where both Mentor and Mentee were freely challenging each other, without any defense, leading to reciprocal discovery and learning.

The Mentor approached his task with all the seriousness it deserved. Despite knowing Telemachus for a number of years, the Mentor spent the initial time talking to Telemachus in order to create in him a sense of comfort and understanding on how their relationship would work and unfold. He found that their temperaments were almost similar and their needs complementary. They worked in perfect harmony. There was a distinct shift in the relationship after some time. The Mentor started focussing much

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more on understanding the areas in which Telemachus needed help and gave it to him unreservedly. They used to work for long hours with sword and shield and the spear or engaged in intense discussions on the craft of offensive and defensive warfare and managing and leading the affairs of the state. Telemachus, despite his young age used to work long hours in the night practicing his learning and going back next day to report his progress to the Mentor. In some encounters Mentor used to talk in a severe tone and gesticulate at Telemachus or hold him in his arms and comforting him.

Telemachus was expressive and always reached out to the Mentor when he needed him. He invariably thinks through his problems before meeting the Mentor and used to do deep contemplation and introspection after the meeting. With the passage of time, Telemachus became self assured and confident of himself, shared his learning with Mentor to the latter's delight. He became very discerning and learnt how and what questions to pose to the Mentor to elicit constructive response from him. As Telemachus gained in stature and confidence, he used to share his learning with the young nobles in the court. He even used to reach out to the military commanders, eminent priests and philosophers and sought their counsel when Mentor wasn't accessible.

After spending 15 years of his time with Telemachus, the Mentor felt that time had arrived for him to leave Ithaca. When he broached this idea with Telemachus, the Prince was initially inconsolable and did not know how he could carry on without Mentor's assistance. The Prince begged Mentor to stay back. However, Mentor was firm in his resolve and told the Prince that he had received a call from the neighbouring state to take charge of a young Prince there who was expected to hold the reins of power at a young age while the king lay dying on the sick bed. After comforting Telemachus, Mentor left the shores of Ithaca to be with the Prince in the neighbouring island. The young Telemachus quickly came to grips with the absence of Mentor and discovered that the wisdom Mentor had shared with him gave him the ability and confidence to rule the kingdom of Ithaca in accordance with the wishes of his father, the great Ulysses. Telemachus brought great joy and happiness to the kingdom and has carried on the rich traditions of the great Ulysses.

The siege of Troy and its eventual fall took 10 long years. It took another 10 years for Ulysses to return to his kingdom Ithaca, as on his way home, he was shipwrecked a number of times and met with amazing but arduous adventure. When Ulysses finally reached his kingdom, he could barely recognize the place and wondered whether it was the same town that he had left twenty years back. Ulysses was amazed by the expanse and grandeur of the town. On his way he passed many hamlets surrounded by fruit orchards and granaries full with a rich harvest. He also passed lush green meadows where the cows and the bulls, the sheep and the goat grazed and raised their calves and lambs in the nature's abundance. He passed village folks celebrating the rich harvest and singing songs of love and contentment and in praise of their king Telemachus. At several places, he saw warriors engaged in war games, running chariot races and sword duels. Ulysses felt a surge of happiness inside him and thanked the God that despite his anxiety, when he left the shores of Ithaca 20 years back, Telemachus, his son, had become a wise, just, merciful and revered king.

DEEP REFLECTION EXERCISE

In a quiet reflection recall those moments and events in your life when someone’s advice or guidance helped you deal with personal and professional dilemmas. Now invite yourself to think about such persons who contributed to your growth the maximum and influenced you the most. This person may have helped you manage successfully many significant situations and turning points in your life. You’d have consciously and unconsciously emulated him or her over the years.

What are the most significant skills, attributes and values that you admire in this person?

Name	Traits of your Mentor	What values he has added in your life

MENTORING – FELT NEED



Indian Bank has got the best Human Resources in the Banking industry. This was proved in the past, with the revival of the bank from weak bank to the best bank. The Indian Bank staffs are highly qualified, talented and hard working. With passing of age the experienced talent of the bank is attaining superannuation. To fill the vacuum, bank is opting for massive recruitment of man power in various cadres. Though highly qualified and talented, the new recruits are not able to cope with the work because of lack of experience and exposure. The employee strength of the bank is divided broadly into two age groups people above 50 and the other set below 30. Hence for transformation of knowledge, skills, experience and exposure there should be in place a mechanism, where in the seniors transform their skills to the newly recruited youngsters. The concept of mentoring is the best tool to support this transformation.

What is Mentoring?

Mentoring is a system designed to promote professional development by linking and employee with a mentor who will focus on the overall development of the mentee. Mentoring is an incredibly powerful tool for individual who want to learn and grow. It is a process of informal transmission of knowledge, skills and the psychosocial support perceived by the recipient as relevant to work, career, or professional development.



Definition:

Mentoring is a collaborative, mutually beneficial partnership between a Mentor, who possesses greater skills, knowledge and experience and a protégé, who is looking to increase his or her skills, knowledge and experience.

The Concept:

- M** – Manages the relationship
- E** – Encourages
- N** – Nurtures
- T** – Teaches
- O**– Offers mutual respect
- R**– Responds to the Mentees needs

Skills required being an affective Mentor:

- ❖ Active listening
- ❖ Good communication
- ❖ Ability to encourage
- ❖ Providing correct feedback
- ❖ Inspiring
- ❖ Developing capabilities of Mentee
- ❖ Managing risks
- ❖ People oriented



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- ❖ Good motivator
- ❖ Introspection
- ❖ Facilitation

What Mentee look for in a Mentor?

Whether mentee intends to be part of a formal, informal or a situational mentoring relationship, some vital qualities to seek in a mentor are that he:

- Has the energy and ability to support
- Possesses a strong professional network
- Has experience in the area or field that you have identified for development
- Is an excellent listener
- Is trustworthy, non-judgmental, and ethical
- Has a genuine interest in helping you develop personally and professionally
- Is well respected by their peers in their field of expertise



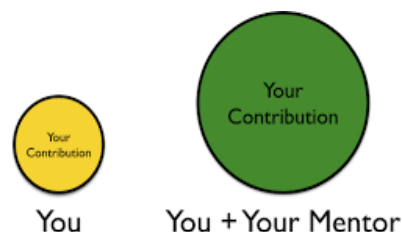
Tips for Mentor:

- ✓ *Maintain regular contact*
- ✓ *Always be honest*
- ✓ *Avoid being judgemental*
- ✓ *Recognise that you have your own need for support*
- ✓ *Don't expect to have all answers*
- ✓ *Help your mentees access resources and further support*
- ✓ *Be clear about expectations and boundaries*
- ✓ *Stand back from the issues raised by mentees but work on them together*
- ✓ *Respect confidentiality*
- ✓ *If the relationship falters, hand on there*



Tips for Mentee:

- ❖ *Accept challenges willingly*
- ❖ *Maintain a positive view of self*
- ❖ *Share with mentor how you feel about the way the relationship is working*
- ❖ *Be active in self development*
- ❖ *Have faith and trust on mentor*
- ❖ *Be willing to discuss issues openly*
- ❖ *Take a few risks in order to progress*
- ❖ *Don't expect too much of Mentor*
- ❖ *Think about other ways to develop oneself outside the mentoring relationship*
- ❖ *Talk about the end of relationship when it comes*



Tips for a Successful

Mentor/Mentee Relationship

- ✚ *Keep communications open.*
- ✚ *Offer support*
- ✚ *Define expectations*
- ✚ *Maintain contact.*
- ✚ *Be honest*
- ✚ *Actively participate*
- ✚ *Be innovative and creative*
- ✚ *Get to know each other*
- ✚ *Be reliable and consistent*
- ✚ *Stay positive*



The most successful people have mentors guiding their progress. Mentoring is not coaching nor Mentor is a teacher. Mentoring is about relationship. Mentor is a friend, philosopher and guide. Mentoring is a collaborative approach for the mutual benefit of both Mentor and mentee there by over all development of the organisation. A committed mentor won't just introduce to the new people; he will introduce the mentee to new opportunities and seek opportunities on behalf of mentee.



The purpose of mentoring

- Organizational Perspective

- Individual Career Cycle

Stages	I	II	III	IV
Primary Role	Learner	Colleague	Manager	Leader
Central Activity	Learning; Follow Directions	Independently contribute	Manage and direct others	Setting the Direction; Shaping the Direction of the Organization
Psychological Issues (Managing Transitions)	Dependence ↓ Autonomy	Independence ↓ Interdependence	Taking Responsibility for others ↓ Letting Go	Exercising Power ↓ Coercive or Socialized Power/

This frame describes the essential purpose of mentoring from the perspective of the organization, which is:

- To enable the new recruits to develop understanding of and capabilities to make transitions through the 4 stages of the career span and become part of the organization’s leadership pipeline.
- To help new recruits deal with inexperience and dependence and learn to exercise autonomy, interdependence and constructive authority and power.

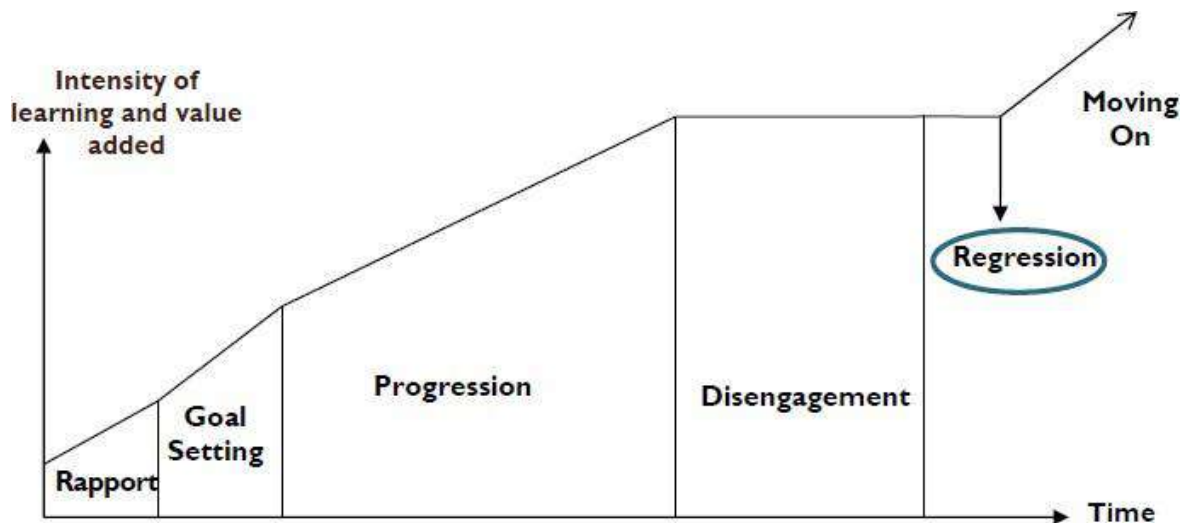
Learning Impact of Mentoring



This frame illustrates the key benefits of mentoring for the mentee.

- These benefits can be viewed in the immediate context (facilitating transition from the world of academics to the world of work) and long term (developing personal effectiveness, leadership capabilities, etc.)
- In the immediate context, the learning from role taking contributes to better integration of the mentee with organization’s culture, strategy and structure. In the long term, it generates ability to choose roles and career paths that allow performance enhancement and valued contribution.
- Mentoring contributes to enhancing mentee’s awareness about his/her strengths and unique capabilities. In the immediate context, this awareness enables him/her to pursue development of relevant skills. In the long term, it helps the accomplishment of congruence between individual aspirations and organization’s expectations that brings personal enrichment and discovery of one’s unique talent and potential.

Phases of Mentoring Relationship



Mentoring is a relationship that follows a logical step-by-step process which unfolds over time. The relationship will mature and yield learning and value only if the mentor and the mentee maintain the discipline of this process.

There are five phases in this relationship as it unfolds and gains maturity over time. The mentor and the mentee should follow the sequential logic of these five phases and avoid the pitfall of jumping the gun.

- The first phase called the Rapport is the initial phase in which the mentor and the mentee develop personal chemistry and gain understanding of how they are going to work together.
- The second phase called Goal Setting is the phase where the mentor and the mentee achieve clarity about the developmental goals of the mentee and the specific support the mentor would render.
- Progression, the third stage is the core of the relationship in which the mentee accomplishes personal change and the mentor provides enabling support and feedback.
- Disengagement is the fourth stage in which the relationship formally terminates because the mentee has acquired sufficient learning and maturity and can be entirely on his/her own.
- The mentor has to choose the moment of termination with care. If it happens before the mentee has acquired sufficient maturity, it might lead to regression in the learning and behaviour of the mentee.
- Despite formal termination the relationship must move to a level where the mentor and the mentee can continue professional friendship.

Mentor Skills Questionnaire

Instructions for filling the questionnaire:

This questionnaire will help you generate new insights and learning critical to successful mentoring. In the enclosed questionnaire, please tick the number (√) on the scale, ranging from 1 to 5, which most closely represents your current opinion about yourself.

RAPPORT:

To what degree are the following statements characteristic of your actions or behaviours in situations where you have to offer professional help?

5	4	3	2	1
Very Characteristic	Moderately Characteristic	Somewhat Characteristic	Moderately Uncharacteristic	Very Uncharacteristic

In my relationship with those I Help

		5	4	3	2	1
1	I initiate conversation with them to help them resolve their concerns					
2	I am easily accessible to them					
3	I do not put them down with behaviours like sarcasm or ridicule					
4	I give full attention to them when they are speaking					
5	I show sensitivity to their feelings					
6	I encourage mutual, two-way communication					
7	I help structure the conversation so that it develops in a logical way					
8	I help them understand the organisational history and precedents behind issues and problems					
9	I help them identify key organisational players whose support is critical in gaining acceptance of new ideas					
10	I help them become sensitive to the aspects of the organisation's culture that affect their success					
11	I make them aware of senior managers' likes and dislikes					
12	I mutually clarify expectations about performance with them					
Based on understanding, I think						
13	I am highly regarded and respected for my knowledge, skills and leadership					
14	I lead by example and am widely seen as a role model					

In the rapport building phase, the mentor should:

- ❖ Initiate contact with the mentee and not keep him/her waiting
- ❖ Not make them feel as if they are interfering
- ❖ Not do all the talking
- ❖ Remain focused on the problem than on mentee's motives
- ❖ Manage conversations to ensure that it remains focused on key issues
- ❖ Sensitize mentees to the irrational underbelly of the organization
- ❖ Project wisdom on the basis of personal credibility and not false claim
- ❖ Act as a role model



GOAL SETTING

To what degree are the following statements characteristic of your actions or behaviours in situations where you have to offer professional help?

5	4	3	2	1
Very Characteristic	Moderately Characteristic	Somewhat Characteristic	Moderately Uncharacteristic	Very Uncharacteristic

In my relationship with those I Help

		5	4	3	2	1
1	I make it easy for them to open up and be candid with me					
2	I make it easy for them to acknowledge that they need help in improving their knowledge					
3	I make it easy for them to inform me about problems					
4	I develop a full understanding of the problems before helping to solve them					
5	I provide them with practical career advise					
6	I help them identify what new knowledge or skills they need to acquire					
7	I serve as a resource to them on technical matters					
8	I help them gain expert status in their areas of responsibility					
9	I check with them to ensure that they have the knowledge and skills to do their jobs					
10	I develop strategies with them to improve their performance					
11	I am concrete and specific in talking about performance problems					
12	I develop concrete strategies for solving performance problems					

Based on understanding, I think

13	I demonstrate ability to influence decision making that affects people I am helping					
14	I am meticulous in planning / scheduling periodic meetings with people I am helping to review agreed tasks and relationship					
15	I understand fully the irrational side of the organisation but act in a transparent and ethical manner					
16	I generate commitment of people I am helping to agreed goals by fully involving them in goal setting					
17	I enable people I am helping to accomplish their goals by providing guidance to them in develop in a realistic and workable plan of action					

In the Goal setting stage, the mentor should:

- ❖ Not make the mentee feel as if his/her opinions are worthless
- ❖ Never assume that he/she understands mentee's problems.
- ❖ Never withhold support/information
- ❖ Avoid making subjective judgments
- ❖ Enable mentee to make personal choices on his/her career
- ❖ Avoid forcing improvement strategies on the mentee
- ❖ Avoid exerting influence that disempowers the mentee
- ❖ Avoid adhoc goal setting for the mentee
- ❖ Deal with the naïve understanding mentee may have of political structures in the organization



PROGRESSION

To what degree are the following statements characteristic of your actions or behaviours in situations where you have to offer professional help?

5	4	3	2	1
Very Characteristic	Moderately Characteristic	Somewhat Characteristic	Moderately Uncharacteristic	Very Uncharacteristic

In my relationship with those I Help

		5	4	3	2	1
1	I emphasize solving problems rather than blaming others					
2	I request their opinions before expressing mine					
3	I help them identify problems accurately for themselves					
4	I help them find their own solutions to their problems					
5	I help them gain a deeper understanding of their own feelings about the problems					
6	I help them gain new insights into the problems					
7	I stimulate them to explore alternative solutions to the problems					
8	I help them take responsibility for solving their own problems					
9	I serve as a resource for new ideas					
10	I help them gain commitment to the organisations goals and values					
11	I encourage them to test new knowledge and skills that they acquire					
12	I follow up with them when they have acquired knowledge and skills to ensure they are able to use them					
13	I give them positive feedback when they have acquired knowledge and skills					
14	I gain commitment from them to lean continually					
15	I promptly identify performance problems with them as these problems occur					
16	I challenge them to take on more and more difficult and complex tasks					
17	I confront performance problems in a way that maintains a positive relationship between me and them					
18	I emphasize improvement in the future rather than failure in the past					
Based on understanding, I think						
19	I provide honest feedback even if it is unpalatable to the person I am helping					

In the Progression stage, the mentor should:

- Not solve mentee’s problems but empower him/her to deal with them
- Explore various possibilities and career choices
- Never withhold knowledge
- Increase learning challenge for the mentee by not treating his/her current pace as the standard
- Encourage mentees to test their knowledge in the real world
- Avoid emphasizing mentee’s past failures
- Pushing the mentee to new levels of achievement.
- Including and engaging the mentee without belittling his/her opinion
- Securing mentee commitment to organizational goals than narrow loyalties
- Without avoidance, provide both positive and negative feedback to the mentee

DISENGAGEMENT

To what degree are the following statements characteristic of your actions or behaviours in situations where you have to offer professional help?

5	4	3	2	1
Very Characteristic	Moderately Characteristic	Somewhat Characteristic	Moderately Uncharacteristic	Very Uncharacteristic

In my relationship with those I Help

		5	4	3	2	1
1	I enable them to develop their own personal and professional networks in order to secure help as and when they need it					
2	I empower them to take personal responsibility in managing their own careers					
3	I encourage them to look for new learning opportunities					
4	I gain commitment from them for continuous learning and performance improvement					
5	I let them find their own best ways to improve their performance					

In the Disengagement stage, the mentor should:

- ❖ Have implicit belief in the self sufficiency of the mentee
- ❖ Avoid tendency to feel guilty if the mentee hasn't improved despite your support and guidance
- ❖ Connect mentee with other support networks. Avoid becoming the only source of help for him/her
- ❖ Obtain commitment from the mentee to continue learning and not rest on the laurels of advancement already accomplished
- ❖ Push the mentee with care to be on his/her own by withdrawing the crutch of mentor's dependency.

MOVING ON

With reference to people I am helping, I think

		5	4	3	2	1
1	I create access for them to information and support need by effectively using internal networks of formal and informal contacts					
2	I am able to support them by linking them to various sources of power (formal/informal) in the organisation					
3	I am good at helping them recognise and achieve their potential					
4	I provide them with friendly guidance even when they are not bound with me					
5	I sustain non encroaching friendship with them beyond formal roles and relationships					
6	I do not feel jealous over their success					
7	I leave the door open for further contact after they have moved away to other Department / Location					
8	I maintain a balanced relationship in which they do not become over attached or overly dependent on me					

In the Moving On stage, the mentor should:

- Maintain a constructive contact (informal friendship) with the mentee after the formal termination of mentorship contract
- Empower the mentee in accessing other sources of help by removing hurdles in accessing them.
- Show flexibility in taking relationship with the mentee to the level of casual friendship
- Avoid taking credit for the achievements of the mentee out of own sense of insecurity. Celebrate shared successes.

Triggers for Emotional Intelligence

The following questions are “triggers” to help you understand and estimate the dimensions of emotional intelligence that are strongly developed or may need development in yourself. Answer them honestly.

1. I am aware of even subtle feelings (disappointment, worry, frustration etc.) as I have them.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

2. I find myself using my feelings to make big decisions in my life.

(5) Never (4) Rarely (3) Sometimes (2) Usually (1) Always

3. Sad moods overwhelm me.

(1) Always (2) Usually (3) Sometimes (4) Rarely (5) Never

4. When I am angry, I blow my top or fume in silence.

(1) Always (2) Usually (3) Sometimes (4) Rarely (5) Never

5. I can delay gratification in pursuit of my goals instead of getting carried away by impulses.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

6. When I am anxious about a challenge, such as a test or public talk, I find it difficult to prepare well.

1) Always (2) Usually (3) Sometimes (4) Rarely (5) Never

7. Instead of giving up in the face of setbacks or disappointments, I stay hopeful and optimistic.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

8. People don't have to tell me what they feel – I can sense it.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

9. My keen sense of others feelings make me compassionate about their situation.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

10. I have trouble handling conflict and emotional upsets in relationships.

(1) Always (2) Usually (3) Sometimes (4) Rarely (5) Never

11. I can sense the pulse of a group or a relationship and state unspoken feelings.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

12. I can soothe or contain distressing feelings in a group so that they don't affect relationships or performance.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

13. I am honest and open about the things that hurt or bother me at work and home.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

14. I am able to lead a group discussion to solve a complex problem even where there is strong disagreement and argument.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

15. I can genuinely feel the hurt, sorrow or anger of another person when he or she describes a major problem or upset he or she has.

(5) Always (4) Usually (3) Sometimes (2) Rarely (1) Never

Brain Teaser

1. If 8 men can build a wall in 5 days, how many days it will take for 5 men to build the same wall?
2. What is that comes once in a year but twice in a week?
3. Where does Saturday come before Thursday?
4. What will happen if you come from sun and I go there?
5. Can u write hundred words without using A B C D?
6. Some months have 30 days some months have 31 days. How many months have 28 days?
7. If a doctor gives you three pills and tells you to take one pill every half an hour how much time will it take for you to complete all the three tablets?
8. Divide 30 by half and add ten. What will you get?
9. A farmer had 17 sheep. All but 9 died. How many alive?
10. Take 2 apples from 3 apples. What do you have ?
11. Can a Hindu marry his widow's sister?
12. If you drive a bus with 43 people on board from Chennai and stopped at Nellore to pickup 7 more people and drop off 5 passengers and at Vijayawada drop off 8 passengers and pickup 4 and eventually arrive at Hyderabad 12 hours latter. What is the name of the driver?
13. Sun rises in the east on a no moon day and sets in the west. Which direction moon sets on that day?
14. Emily loves cats and she keeps some as pets. All but two of them are completely black. All but two of them are completely white. All but two of them are completely ginger. How many cats does she have in total?
15. A family of five people drove in a car for 300 miles at an average speed of 50 miles per hour. For the whole journey nobody noticed that the card had a flat tyre. How come nobody noticed?
16. Try to re-arrange the letters of NEW DOOR to make one word?
17. A school orchestra with six musicians can play the first section of Beethoven's 5th symphony in 7 minutes and 23 seconds. How long would it take to play if they doubled the number of musicians?
18. Tom owns an antique grandfather clock made in the year 1877. How long is it designed to without winding?
19. Emma was running in a 5 mile marathon. With the end in sight she sprinted past Chole who was in second place and triumphantly crossed the finish line. Why didn't Emma win the marathon?