**EPSRC Inclusion Matters**

**Mentee Attributes**

In the next four videos we look at mentee attributes.

Question:

1. What do you think are the core attributes required to be an effective mentee?

Take two minutes to consider your response to this question.

We then offer six core attributes around:

1. being motivated to succeed,
2. developing a positive mental attitude and what this might mean for gaining and understanding of our own personalities, using DISC psychometrics as developed through Dr. William Marston,
3. open to learning, and developing a Growth mindset as identified in the work of Dr. Caroline Dweck,
4. issue of honesty for both mentor and mentee,
5. respect,
6. communication.

**Motivated to succeed**

This helps ensure that mentoring isn’t wasted on someone who won’t act on the knowledge he or she has received. This connect to the able / willing matrix:

* Willing and able mentees will fly.
* Willing but unable mentees might need support to identify the skills and experiences that will enhance their ability.
* Unwilling mentees will not benefit from a mentoring relationship (especially if they are also unable) as they have too many barriers, unless they can be convinced to address their limiting beliefs that are holding them back and making them currently unwilling.

It is important we don’t make assumptions based on someone’s personality that might be different (or even opposite) to our own.

**Positive mental attitude**

A useful tool here might be DISC psychometrics which identify four core personality traits:

* Dominant – outgoing and task orientated – might appear direct, abrupt. Positive mental attitude might manifest as someone who is to the point, but doesn’t look at other options.
* Influencer – outgoing and people orientated – might appear as quick, unfocussed. Positive mental attitude might manifest as someone who is bright and optimistic, but doesn’t do too much detail.
* Steadiness – Reflective and people orientated – might appear as slow and stuck. Positive mental attitude might manifest as someone who is careful and considered, but doesn’t want too much challenge.
* Conscientious – Reflective and task orientated – might appear as risk averse and pedantic. Positive mental attitude might manifest as someone who is focused on the detail, but doesn’t see the big picture.

We all have each of these traits within us, but are driven by one and supported by another. You therefore can’t assume someone else’s position (if different from your own) is a display of negative mental attitude.

**Open to learning**

We work predominantly from a growth mindset or a fixed mindset, as identified in the work of Dr. Caroline Dweck. Although everyone is actually a mixture of fixed and growth mindsets, and that mixture continually evolves with experience.

* Do we avoid or embrace challenges?
* Do we give up or put in effort when we meet obstacles, and learn?

When we face challenges, receive criticism, or fare poorly compared with others, we can easily fall into insecurity or defensiveness, a response that inhibits growth. Although we need to bear in mind, a ‘pure’ growth mindset doesn’t exist.

A growth mindset orientation thought is significant for leading the self. Individuals who believe their talents can be developed (through hard work, good strategies, and input from others) have a growth mindset. They tend to achieve more than those with a more fixed mindset (those who believe their talents are innate gifts). This is because they worry less about looking smart and they put more energy into learning.

**Honesty**

Honesty is important for both mentor and mentee: in terms of what they can and can’t do, will and won’t do; or where they are and where they want to be. Anything else is a waste of time.

We connect this to working through the GROW Model (Grow, Reality, Options, Will / Way Forward) and the Johari Window for identifying our Blind Spots.

We go on to discuss big goals and stepping stone goals, and break this down to an understanding of how this might work for our four different personality types.

* Dominant – might have only one option (there option) – might need to be challenged to see other options.
* Influencer – might have lots and lots of options and need to be challenged to focus on the relevant one/s.
* Steadiness – might have options, but go for one’s that are not very stretching because they like to stay in their comfort zone. They might need to be challenged to take action outside their comfort zone.
* Conscientious – might analyse the situation to such a degree they fall into paralysis by analysis, and might need to be challenged to lift their head out of the detail.

Becoming aware of these aspects of ourselves allows us to identify our blind spots and so expand who we are.

**Respect**

Respectful relationship, shown through timeliness, preparation, value for knowledge and experience, and valuing each as an individual through inclusive use of experiences and personality. Personality helps shape our characteristics. Personality therefore needs to be recognised and incorporated into our thinking.

We then utilise the important / urgent matrix to support a focus on long term development.

* Important / urgent – better managed these
* Important / not urgent – plan for these, so our development (which invariably sits within this quartile) comes to the fore
* Not important / urgent – delegate these aspects
* Not important / not urgent – eliminate these

**Communication**

Highlight the importance of communication, remembering all those non-verbal aspects of communication.

Important to understand differences in communication styles related to the different personality traits. Eg;

* Dominants tend to tell
* Influencers tend to sell
* Steadiness tend to want collaborative dialogue
* Conscientious tend to want things written down

**Push / Pull Spectrum**

This refers back to the directed / non-directed continuum mentioned in the section on ‘Mentoring – what is it?’ where the priority is to tip people over into the pull section where gravity takes over and people start taking ownership and responsibility for their own decisions and future direction.