

## Scenario 1 - Clarity

Mentor: Hi! Good to see you!

Mentee: It's nice to see you too. Thanks for taking the time to meet.

Mentor: I am happy to meet. So tell me what you are trying to accomplish in your career and how I can help you.

Mentee: If I am honest. I am not really sure what is next for me. I wanted to check in with you first to see if we could kind of brainstorm a little and kick around some ideas about things that might be good for me.

Mentor: I see. Talk me through your last couple of assignments, your education, and your background.

Mentee: Well ... I've been in the same position for 3 years. I just can't understand that. When I asked my supervisor why I wasn't promoted this last time, she had the nerve to tell me that I was not in the top three. When she told me that, I just said..."What!!!??? I work harder than anybody in this office." I have a lot of talents to share, and I feel like I am being underutilized and micromanaged. I see people who are much less qualified than I am get promoted all the time. They are the ones getting the awards. I never get anything and I'm sick of it. I was telling my supervisor that I was really tired of being undervalued.

*Continue the conversation to closure.*

## Scenario 2 – Compassion

Supervisor: I am glad we were able to meet today. How are you?

New Employee: I guess I am ok but my personal life is a mess.

Supervisor: I am sorry to hear that and I hope things improve at home. But let's focus on career development. What types of things most interest you?

New Employee: In my life?

Supervisor: In your work—for example, what would you like to accomplish? What do you value? What would you do even if no one paid you to do it?

New Employee: Honestly I can't think of anything that I would like to do work-wise that I would do for free, you know? But those are all pretty good questions. I don't have any real answers just yet. That's really why I'm here today . . . .

Supervisor: Right. I'd like you to get on my calendar again in about a month. Before you come to that meeting, I'd like you to think about what career development you're interested in, and I'd also like you to send to me, ahead of time, some written career goals. Although I can help you think through your career goals, it's probably better if you do some of that work on your own.

New Employee: (reluctantly) OK. . . . But I thought you were here to help me?

*Continue the conversation to closure.*

### Scenario 3: Curiosity

An assistant professor in his second year is asked by the chair to be the department's representative at a weekend transfer student orientation event. The chair sees this as crucial to the department, feels this faculty member can relate well to students at such an event, and needs to start to provide leadership in development of the program. The faculty member sees this as a less than prestigious service commitment in the midst of a demanding semester.

Chair: Hey, I was hoping to corral you to serve at the welcome event this weekend. We could really use your presence there to help recruit more students to the program.

Faculty: I appreciate the offer, but I feel that more senior colleagues know more about the program and would be a better choice to attend.

Chair: Most of them have done this before and have found the questions aren't too tough to handle. I think your enthusiasm and approachability – you are closer to the students in age than most of us – really do make the best choice.

Faculty: I'm not sure I even see the value of this kind of event. I care about quality, I don't care about numbers, and we can't handhold or babysit students all the time, so why pretend we can? It always feel like senior colleagues are happy to assign junior colleagues to this kind of time-sucking event that doesn't really count for anything.

*Continue the conversation to closure.*

### Scenario 4: Confirmation

Colleague 1: You arrive at the meeting upset. You are concerned about comments made by a colleague that imply you have a poor work ethic. You are indignant and are considering filing a complaint. You want your colleague to defend you and make you feel better.

Colleague 2: You are dreading this meeting. You have noticed that your colleague does not have a great sense of professionalism, arriving at meetings unprepared and often late, and not making good use of your time together. You have tried to gently indicate your concerns but your colleague seems unaware of what you are trying to tell them. You are worried that they are not able to deal with constructive feedback.

Colleague 1: Oh my gosh! I can't believe that just happened! Sorry to come in here all flustered but I work with idiots.

Colleague 2: Nice to see you too! Do you want to take a breather, go get a drink of water or relax for a few minutes so we can refocus?

Colleague 1: No, I jam just so done with people who make a big deal out of nothing and then spread rumors. Like it really matters if you are a few minutes late!

*Continue the conversation to closure.*

## Scenario 5: Commitment

Faculty: Your Department Chair is capable, smart and well connected. They seem eager to help but are so busy you are constantly rescheduling meetings. Consequently, you feel very low on their list of priorities. You were determined to talk with them about your course load and research; of course, it was cancelled due to yet another emergency. You are frustrated and feel unappreciated.

Department Chair: You value being of service to others, and feel you are able to help aspiring professionals and those who have been in the department for some time. But this year has been a crazy one for you and you are overcommitted. You do not feel like you are connecting with the faculty in the department because of lack of time and searching for alternatives to connect with them.

Faculty: I am so glad we were able to reschedule.

Chair: Me, too. I apologize for yet another glitch. I had hoped that things would settle down this fall but that hasn't proven to be the case!

Faculty: Yeah, I know you are busy and more important people need your time.

Chair: You are important to me. This was genuinely something I could not avoid.

Faculty: It is ok. I know you have to prioritize. But I this time to work through my course redesign and research with you.

*Continue the conversation to closure.*

### Five C's of Great Coaching Conversations

Clarity (data collection)

- Get clear and specific on what you need to communicate or resolve
- What is the impact you want to have on the individual

Compassion (awareness of emotions)

- Be compassionate toward oneself and the person you're coaching
- Put yourself in their shoes
- Feedback is a gift

Curiosity (listening and asking good questions)

- 90/10 rule (90% listening; 10% talking)
- Come from a place of curiosity rather than judgement or attachment to our own point of view

Confirmation (reassurance)

- Be straight "with care"
- Seek confirmation that you're both on the same page

Commitment (path for action)

- Clear commitment to results and strengthened trust in the relationship
- Be specific in the list of agreements