

medical and mental health benefits. However, the federal parity bill does not mandate mental health or substance abuse services, still allows insurers to use managed care strategies to control costs, and still permits insurers to exclude certain diagnoses if they so choose.

Nonetheless, it is expected that the utilization of outpatient mental health will increase by about 10% in Pennsylvania as a result of this bill.

HEALTHCARE ISSUES-STATE

On the state level, the PPA supported a bill that would restrict the ability of insurers to require authorizations for mental health treatment. However, this bill was stopped in the Insurance and Banking Committee of the Pennsylvania Senate, chaired by Senator Don White of Indiana, PA. A decision has not yet been made whether or not to reintroduce this bill.

The Psychologist's Role in Workplace Mentoring

Rex Gatto, Ph.D.

www.rexgatto.com

rex@rexgatto.com

One of the current initiatives in the workplace is to implement a mentor training and career development process. Implementing such a process helps everyone: mentors, executives, managers, and employees. A psychologist as a mentor can provide an invaluable service to clients in their development of the skills necessary to be successful in the workplace.

Mentoring (Coaching) helps employees (mentees/protégés) by giving them the opportunity to discuss their issues with an experienced business person and trained listener (psychologist). Ultimately, the organization is strengthened through the mentoring development process. The business reason for doing this is to retain the right people. We have all heard the adage that people are our greatest asset, but surely even greater is the *retention* of the *right* people.

In working with younger or new employees, a mentor can support and help the client grow, thereby positively influencing his/her career. Today, executive coaching has become a cottage industry. Unfortunately, this is also an unregulated industry.

Psychologists, counselors and social workers spend thousands of hours in study and preparation to learn how to work with and counsel clients. People who call themselves executive coaches may have limited or even no knowledge of how to establish a healthy counseling or coaching (mentoring) relationship.

Below is an outline for psychologists to follow to effectively mentor in the workplace. The outline, coupled with counseling skills, will benefit the client who presents with workplace issues or problems.

What is the Mentor-Protégé Relationship?

Mentoring is a process of an experienced person (mentor/psychologist) working with a less experienced person (protégé). In Greek mythology, the mentor was the designation given to a trusted and experienced advisor. Odysseus, absent from home because of the Trojan Wars, charged his servant, whose name was Mentor, with the task of educating and guiding his son. Thus, the term "mentor" came into being. In work organizations, a mentor can provide coaching, friendship, sponsorship, and role modeling to a younger, less experienced protégé (mentee). In many ways, the psychologist is a mentor to clients.

Mentor Responsibilities

The process of mentoring employees begins with a clear understanding of the organization, goals and directions of the business. Psychologists need to know the various leadership styles so that they can guide the client to be able to utilize the best, most effective style within a particular organizational culture. Further, communication is the lifeline of an organization. There are two types of organizational communication—formal and informal. Psychologists can help guide the client to the appropriate utilization of both forms of communication.

Mentors also need to discuss specifics concerning: personal vision; career and business objectives; strengths and qualities; areas for enhancement; anticipated changes; and future expectations.

The workplace mentor's responsibilities include:

- have a vested interest in mentee success
- build a professional relationship
- be a role model
- create a safe environment in which the mentee can ask for guidance
- Support, don't evaluate
- influence and guide in a positive direction
- guide in two ways: professional and personal
- observe and discuss the mentee interactions and work-related skills
- provide adequate and appropriate feedback for the mentee.

Orientation

How someone is oriented into the organization has a major influence on work and productivity.

Hiring and orientation should include introduction to employees and customers, review of the employee handbook and the organization's mission, identification of career potential, expectations of how to work with customers and how to work internally, and explanations about how people succeed in the organization. The psychologist needs to become familiar with all aspects of a business or firm's organizational culture.

Organizational Structure/Culture

Teamwork is how people in an organization work together and how management relates to and treats employees. This is a powerful communication regarding the characteristics and skills that are valued and will determine success within the business. To work with clients, a psychologist/mentor needs to understand the teamwork milieu to develop the skills needed to be effective and to truly help mentees in that work environment.

Career Path

From the beginning, it should be clear to all persons being mentored that they know the opportunities that are available to them in their individual workplace. These opportunities, of course, would be based on confidence level, work experience, knowledge, education and image, to name a few. The psychologist's job is use *Guided Discovery* to mentor clients to realistic views of their potential and help them accomplish all that is possible. *Guided Discovery* is based on Socratic Questioning, and entails asking a series of questions to lead the mentee to a clearer understanding of a topic or issue, rather than simply telling the mentee what to think or do.

One helpful technique is to have the mentees write retirement speeches outlining personal and professional accomplishments they wish to have achieved at the end of their careers. These "in-the-future" written accomplishments can then be translated and outlined as present-day mentoring goals.

Summary

As a coach/mentor to business people, you can share your insights about building relationships and resolving conflicts. Remember that you are not providing psychological services per se, but rather supportive coaching and mentoring. You can help mentees transform negative thinking into positive thinking and help them have a realistic understanding of their capabilities. You can provide a valuable service by creating an opportunity for the mentees to discuss their issues with an experienced professional.

For all the latest, more than will fit here, and the best of the past

www.GPPAOnline.org

The Need for Assertive Telemarchians: Part I

Irv Guyett, Ph.D.
ipguyett@comcast.net

Mentor! Mentor! Mentor! All we hear about is Odysseus's friend Mentor and what a great job he did in raising Odysseus's son, Telemachus. But the contributions, responsibilities, benefits, and impediments for Telemachus and successive protégés have not been adequately extrapolated and clarified for contemporary use. To understand and reap the full advantages of this role as a protégé or journeyman, several points need to be considered.

First, what has mentoring come to mean as a process? According to Kram (1985), it includes "professional guidance, instruction, and support to a less experienced individual. Mentoring relationships are characterized by an active and personal investment from both parties; ideally, these relationships are mutually beneficial, enhancing the growth of both participants".

Second, what is the implication for a mentor's protégé? At a minimum, Telemachus and his successive "telemarchians" have had a responsibility to make the relationship "mutually beneficial." An ideal mentor brings to the relationship capacities for emotional intelligence, flexibility, empathy, patience, humor, encouragement, and support as well as being ethical and psychologically well adjusted. The protégé will be most helped by bringing such qualities as independence, ego strength, a clear sense of boundaries, and a value system fostering ethical behavior. Also, it is important to recognize the benefits s/he fosters for a mentor such as pleasure in teaching, assistance in projects, and the attendant respect by colleagues. Perhaps the most powerful incentive for mentoring is a protégé's genuine enthusiasm for learning and appreciation for what is offered.

Third, the protégé needs to appreciate the profound benefits to being

mentored. Considerable outcome research attests to the fact that people who are mentored are more successful, satisfied, well off and likely to serve as mentors to others compared to those who have not had this supportive guidance (Fassinger and Hensler-McGinnis, 2005). This holds true whether one is considering success as a graduate student or in the world of work or in private practice.

From an individual's point of view, not being or learning how to be an assertive "telemarchian" reflects an "inadequacy of professional training and development, self limiting strategies for career success, and may represent a serious risk to both the community at large and the image of professional psychology" (Johnson and Huwe, 2002). Approximately three times as many psychologists who are not members versus members of PPA are censured by the State Licensing Board (Sam Knapp, personal communication).

Fourth, let me address some subtleties of gender in relation to the problem of language (Fassinger-and Hensler-McGinnis, 2005). "Mentor" in both derivation and history is masculine. Its generic use also camouflages the relevance of gender. It's like the sound grating on one's ears when girls use "guys" to refer to other females. A bit of linguistic creativity is needed for the nouns referring to the instructing and caring teacher as well as something to replace a similar problem with the journyperson noun "mentee." To accentuate the point, let me propose the simple solutions I'll use in this column:

GENERIC	MALE	FEMALE
TEACHER	<i>Mentor</i>	<i>Mentar</i>
JOURNEY-PERSON TELEMARCHIAN	<i>Mentee</i>	<i>Menta</i>

Create plurals simply by adding "s." Similarly, the generic "teacher" (in the classic sense of a personal, caring tutor) or "counselor" could be used (I'm open to suggestions on this). Trades and