

WHAT THE EXPERTS SAY ABOUT MENTORING

From *Mentoring Adult Learners: A Guide for Educators and Trainers* by Norman H. Cohen, 1995, Krieger Publishing Company, Malabar, FL

(This book contains a “Principles of Adult Mentoring Scale – Postsecondary Education” instrument to measure your mentoring role functions based on 55 items which assess each of the mentoring emphases described below.)

The Mentoring Role

Relationship Emphasis, to establish *trust*

- Practice responsive listening (verbal and nonverbal reactions that signal sincere interest)
- Ask open-ended questions
- Provide descriptive feedback based on observations rather than inferences of motives
- Use perception checks
- Offer nonjudgmental sensitive responses

Information Emphasis, to offer tailored *advice*

- Ask questions aimed at assuring factual understanding of present educational and career situation
- Review relevant background information
- Ask probing questions which require concrete answers
- Make restatements to ensure factual accuracy

Facilitative Emphasis, to introduce *alternatives*

- Pose hypothetical questions to expand individual views
- Uncover underlying assumptions
- Present multiple viewpoints
- Examine seriousness of commitment to goals
- Analyze reasons for current pursuits
- Review recreational and vocational preferences

Confrontive Emphasis, to *challenge*

- Focus on most likely strategies and behaviors for meaningful change
- Openly acknowledge concerns about possible negative consequences of constructive (“critical”) feedback
- Help point out discrepancies between behaviors and goals
- Offer comments (before and after confrontive remarks) to reinforce belief in positive potential for mentee growth beyond current situation

Mentor Model, to *motivate*

- Offer personal thoughts and genuine feelings to emphasize the value of learning from all experiences, even the difficult or unsuccessful ones
- Select related examples from own life (tell your personal story)
- Provide a direct, realistic assessment of positive belief in mentee's ability to pursue attainable goals
- Express a confident view of appropriate risk taking as necessary for personal, educational, training and career development
- Make statement that clearly encourage personal mentee actions to attain state objectives

Mentee Vision, to encourage *initiative*

- Make statements which require reflection on present and future
- Ask questions aimed at clarifying perceptions (positive and negative) about personal ability to manage change
- Review individual choices
- Express confidence in carefully thought-out problem solving and decision making
- Offer remarks that show respect for mentees' capacity to determine own future
- Encourage mentees to develop talents and pursue dreams

From *The Mentor's Guide: Facilitating Effective Learning Relationships* by Lois J. Zachary, 2000, Jossey-Bass, San Francisco

Strategies and Considerations for Initial Conversations

To-Do List	Strategies for Conversation	Mentor Considerations
Take time to know each other	Obtain bio info in advance. If not available, create one through conversation.	Establish rapport Exchange information Identify points of connection
Talk about mentoring	Ask: Have you ever before been engaged in a mentoring relationship? What did you learn from that experience?	Talk about your own mentoring experiences
Determine the mentee's goals	Ask: What do you want to learn from this experience? Give the mentee opportunity to articulate broad goals.	Determine if the mentee is clear about his or her own goals and objectives
Determine the mentee's relationship needs and expectations	Ask: What do you want out of this relationship?	Be sure you are clear about what your mentee needs or wants from this mentoring relationship.
Define the deliverables	Ask: What would success look like to you?	Do you have an area of experience or expertise that is relevant to this person's learning goals?
Share your assumptions, needs, expectations, and limitations candidly	Ask for feedback. Discuss implications for relationship	What are you willing and capable of contributing to the relationship?
Discuss options and opportunities for learning	Ask: How would you like to go about achieving your learning goals? What is the most useful kind of assistance I can provide?	Discuss implications of each other's styles and how that might affect the relationship

From *Making Mentoring Happen: A Simple and Effective Guide to Implementing a Successful Mentoring Program* by Kathy Lacey, 1999, Business & Professional Publishing Pty Limited, Australia

Passion Chart

Use to help mentee reflect on study skills such as time management, note taking, test taking, writing, reading, etc.

	LIKE	DON'T LIKE
DO WELL		
DON'T DO WELL		

From *A Mentor's Companion* by Larry Ambrose, 1998, Perrone-Ambrose Associates, Inc., Chicago

Asking High-Gain Questions

- ❖ Ensures two-way communication in the mentoring relationship.
- ❖ Helps the mentee think through issues instead of having you do it all.
- ❖ Reduces the mentee's defensiveness toward whatever suggestions and ideas you choose to offer.
- ❖ Discloses your mentee's thoughts on issues, giving you a greater opportunity to help him/her clarify courses of action to which he or she can commit.

High-gain questions sound like:

- Tell me more about...?
- O.K., when was another time when...?
- I'd be interested in knowing your reasons for...
- How'd you get to that conclusion?
- What led you there?
- What was the best thing that happened?
- How do you feel about that?
- What have you learned?

Three Types of High-gain Questions: *Investigative, Discovery, and Empowering*

Investigative Questions – What? When? Where? How? Get the Facts!

- Tell me what you have accomplished so far.
- How long have you worked on this?
- Who else has been involved?
- Where do you think this project went off track?
- Why has _____ occurred?

Discovery Questions – Stimulate Thinking, Push Learning

- What have you learned from this experience?
- What does it tell you about your approach?
- What's the best thing that could happen; what's the worst?
- What are your alternatives?
- How do you fit into this problem?

Empowering Questions – Transfer Ownership, Push for Action

- What outcomes are you after?
- What do you have to do to make it happen?
- What's your first step?
- What resources do you have; what do you need?