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Mentoring for University Outreach and Extension

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**Mentoring for University Outreach and Extension
University of Missouri – Lincoln University & School of Optometry
University of Missouri – St. Louis
July & September, 2000**



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Definition of Mentoring

- **Process whereby 2 individuals of varying experience engage in a dynamic, nurturing relationship designed to provide stability, guidance, modeling and facilitation of personal growth**
- **Characterized by trust, respect, authenticity and care**

THE FIRST MENTOR

The word "mentor" comes from *The Odyssey*, written by the Greek poet Homer. As Odysseus ("Ulysses," in the Latin translation) is preparing to go fight the Trojan War, he realizes he is leaving behind his one and only heir, Telemachus. Since "Telie" (as he was known to his buddies) is only in junior high, and since wars tend to drag on for years (the Trojan War lasted ten), Odysseus recognizes that Telie needs to be coached on how to "king" while Daddy is off fighting. He hires a trusted family friend named Mentor to be Telie's tutor. Mentor is both wise and sensitive—two important ingredients of world-class mentoring.

The history of the word "mentor" is instructive for several reasons. First, it underscores the legacy nature of mentoring. Like Odysseus, great leaders strive to leave behind a benefaction of added value. Second, Mentor (the old man) combined the wisdom of experience with the sensitivity of a fawn in his attempts to convey kingship skills to young Telemachus. We all know the challenge of conveying our hard-won wisdom to another without resistance. The successful mentor is able to circumvent resistance.

Homer characterizes Mentor as a family friend. The symbolism contained in this phrase is apropos to contemporary mentors. Effective mentors are like friends in that their goal is to create a safe context for growth. They are also like family in that their focus is to offer an unconditional, faithful acceptance of the protégé. Friends work to add and multiply, not subtract. Family members care, even in the face of mistakes and errors.

Superior mentors know how adults learn. Operating out of their intuition or on what they have learned from books, classes, or other mentors, the best mentors recognize that they are, first and foremost, facilitators and catalysts in a process of discovery and insight. They know that mentoring is not about smart comments, eloquent lectures, or clever quips. Mentors practice their skills with a combination of never-ending compassion, crystal-clear communication, and a sincere joy in the role of being a helper along a journey toward mastery.

Just like the first practitioner of their craft, mentors love learning, not teaching. They treasure sharing rather than showing off, giving rather than boasting. Great mentors are not only devoted fans of their protégés, they are loyal fans of the dream of what the protégé can become with their guidance.

Effective mentors are like friends in that their goal is to create a safe context for growth.

**WHAT WAS
BENEFICIAL AND DYSFUNCTIONAL
ABOUT A MENTORING SITUATION
YOU EXPERIENCED?**

Axioms Of Adult Learning

- * Adults Motivated By Learning Needs**
- * Adults Oriented By Life & Work**
- * Adults Experience: A Rich Resource**
- * Adults Need To Be Self-Directing**
- * Adults Are Each Unique**

Effective Adult Learning Programs

- **Learner Needs and Uniqueness' Respected**
- **Learner Abilities and Life Achievements
Acknowledged and Respected**
- **Intellectual Freedom, Experimentation,
and Creativity Encouraged**

Effective Adult Learner Programs (cont'd)

- Learner Treated as Intelligent Adult Whose

Opinions Are:

- ▶ Listened To
- ▶ Honored
- ▶ Appreciated

- Self-Directed Learning Encouraged
- Learners Intellectually Challenged

Effective Adult Learner Programs (cont'd)

- **Interaction Promoted:**
 - ▶ **Between Instructor and Learners**
 - ▶ **Among Learners**

- **Academic Feedback from Instructor**
 - ▶ **Timely**
 - ▶ **Regular**

Effective Adult Learner Programs (cont'd)

- **Learner Treated Fairly by Instructor who:**
 - ▶ **Listened**
 - ▶ **Responded**
 - ▶ **Made Adequate Changes**

Characteristics of Highly Effective Adult Learning Programs

Dorothy D. Billington, Ph.D.

8a

It was as though this research snapped multiple pictures of a barely visible phenomenon from various angles, and when developed, all pictures revealed the same clear image.

Results revealed that adults can and do experience significant personal growth at midlife. However, adult students grew significantly only in one type of learning environment; they tended not to grow or to regress in another type. What was the difference? The seven key factors found in learning programs that stimulated adult development are:

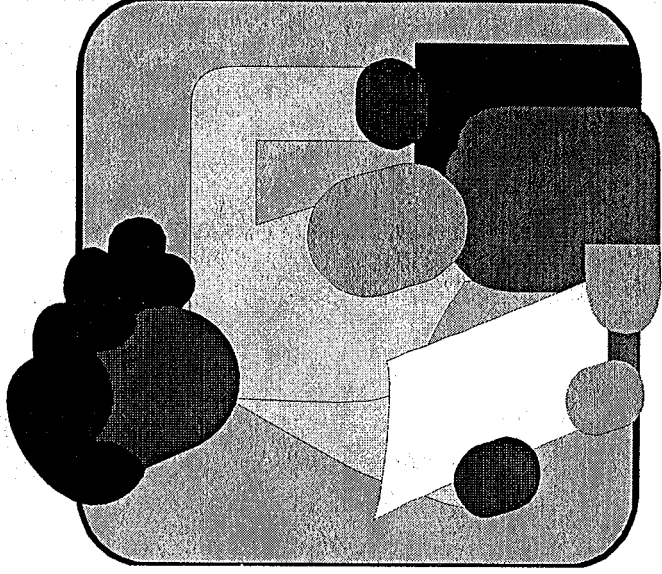
1. An environment where students feel safe and supported, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.
2. An environment that fosters intellectual freedom and encourages experimentation and creativity.
3. An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.
4. Self-directed learning, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.
5. Pacing, or intellectual challenge. Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation--to the point of feeling discomfort--grew more.
6. Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
7. Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input.

In contrast, in learning programs where students feel unsafe and threatened, where they are viewed as underlings, life achievements not honored, those students tend to regress developmentally, especially in self-esteem and self-confidence. In programs where students are required to take identical lockstep courses, whether relevant to professional goals or not, and where they are often expected to spend several years working on a dissertation that is part of a professor's research project instead of on a topic of their choice, they grow less. In other words, students grow more in student-centered as opposed to faculty-centered programs.

A General Blueprint Mentor / Mentee Interpersonal Development Including Adaptation & Modification

<i>Mentoring Role Behavioral Functions</i>	<i>Mentoring Phases</i>
Relating / Trusting	Early
Informing / Advising	Middle
Facilitating / Introducing Alternatives	Later
Confronting / Challenging	
Modeling / Motivating	
Encouraging / Visioning	Last

**If I were responsible for mentoring
or becoming a mentee, what do I
consider the important elements to
be regarding:**



If I were responsible for mentoring or becoming a mentee, what do I consider the important elements to be regarding:

- 1. Relating / Trusting**
- 2. Informing / Advising**
- 3. Facilitating / Introducing Alternatives**
- 4. Confronting / Challenging**
- 5. Modeling / Motivating**
- 6. Encouraging / Visioning**

If I were responsible for mentoring or becoming a mentee, what do I consider the important elements to be regarding:

1. Relating / Trusting

Relationship Emphasis

Conveys through active, empathetic listening a genuine understanding and acceptance of the mentees' feelings



Relationship Emphasis - Purpose

To create a psychological climate of trust which allows mentees to honestly share and reflect upon their personal experiences (positive and negative) as adult learners.



Relationship Emphasis - Mentor Behaviors

- * Practice Responsive Listening
- * Ask Open-Ended Questions
- * Provide Descriptive Feedback
- * Use Perception Checks
- * Offer Nonjudgmental Sensitive Responses



Relationship Emphasis

Conveys through active, empathetic listening a genuine understanding and acceptance of the mentees' feelings

Purpose

To create a psychological climate of trust which allows mentees to honestly share and reflect upon their personal experiences (positive and negative) as adult learners

Mentor Behaviors

- * Practice responsive listening (verbal and nonverbal reactions that signal sincere interest).
- * Ask open-ended questions related to expressed immediate concerns about actual situations.
- * Provide descriptive feedback based on observations rather than inferences of motives.
- * Use perception checks to ensure comprehension of feelings.
- * Offer nonjudgemental sensitive responses to assist in clarification of emotional states and reactions.

If I were responsible for mentoring or becoming a mentee, what do I consider the important elements to be regarding:

2. Informing / Advising

Information Emphasis

Directly requests detailed information from and offers specific suggestions to mentees about their current plans and progress in achieving personal, educational, and career goals.



Information Emphasis - Purpose

To ensure that advice offered is based on accurate and sufficient knowledge of individual mentees.



Information Emphasis-Mentor Behaviors

- * Ask Questions
- * Review Relevant Background
- * Ask Probing Questions
- * Offer Directive-Type Comments
- * Make Restatements
- * Rely On Facts



Information Emphasis

Directly requests detailed information from and offers specific suggestions to mentees about their current plans and progress in achieving personal, educational and career goals

Purpose

To ensure that advice offered is based on accurate and sufficient knowledge of individual mentees

Mentor Behaviors

- * Ask questions aimed at assuring factual understanding of present educational and career situation.
- * Review relevant background to develop adequate personal profile.
- * Ask probing questions which require concrete answers.
- * Offer directive-type comments about present problems and solutions that should be considered.
- * Make restatements to ensure factual accuracy and interpretive understanding.
- * Rely on facts as an integral component of the decision-making process.

If I were responsible for mentoring or becoming a mentee, what do I consider the important elements to be regarding:

3. Facilitating / Introducing Alternatives

Facilitative Focus

Guides mentees through a reasonably in-depth review and exploration of their interests, abilities, ideas, and beliefs.



Facilitative Focus - Purpose

To assist mentees in considering alternative views and options while reaching their own decisions about attainable personal, academic, and career objectives.



Facilitative Focus - Mentor Behaviors

- * Pose Hypothetical Questions
- * Uncover Underlying Experiential & Informational Basis For Assumptions
- * Present Multiple Viewpoints
- * Examine Seriousness Of Commitment To Goals
- * Analyze Reasons For Current Pursuits
- * Review Recreational & Vocational Preferences



Facilitative Focus

Guides mentees through a reasonably in-depth review and exploration of their interests, abilities, ideas and beliefs

Purpose

To assist mentees in considering alternative views and options while reaching their own decisions about attainable personal, academic and career objectives

Mentor Behaviors

- * Pose hypothetical questions to expand individual views.
- * Uncover the underlying experiential and informational basis for assumptions.
- * Present multiple viewpoints to generate more in-depth analysis of decisions and options.
- * Examine the seriousness of commitment to goals.
- * Analyze reasons for current pursuits.
- * Review recreational and vocational preferences.

**If I were responsible for mentoring
or becoming a mentee, what do I
consider the important elements to
be regarding:**

4. Confronting / Challenging

Confrontive Focus

Respectfully challenges mentees' explanations for or avoidance of decisions and actions relevant to their development as adult learners.



Confrontive Focus - Purpose

To help mentees attain insight into unproductive behaviors and to evaluate their need and capacity to change.



Confrontive Focus - Mentor Behaviors

- * Use Careful Probing
- * Make An Open Acknowledgment Of Concerns
- * Employ A Confrontive Verbal Stance
- * Focus On Likely Strategies & Behaviors
- * Use The Least Amount Of Carefully Stated Feedback
- * Offer Comments To Reinforce



Confrontive Focus

Respectfully challenges mentees' explanations for or avoidance of decisions and actions relevant to their development as adult learners

Purpose

To help mentees attain insight into unproductive behaviors and to evaluate their need and capacity to change

Mentor Behaviors

- * Use careful probing to assess psychological readiness of the mentee to benefit from different points of view.
- * Make an open acknowledgment of concerns about possible negative consequences of constructive ("critical") feedback on the relationship.
- * Employ a confrontive verbal stance aimed at the primary goal of promoting self-assessment of apparent discrepancies.
- * Focus on most likely strategies and behaviors for meaningful change.
- * Use the least amount of carefully stated feedback necessary for impact.
- * Offer comments (before and after confrontive remarks) to reinforce belief in positive potential for mentee growth beyond the current situation.

**If I were responsible for mentoring
or becoming a mentee, what do I
consider the important elements to
be regarding:**

5. Modeling / Motivating

Mentor Model

Shares life experiences and feelings as a "role model" with mentees in order to personalize and enrich the relationship.



Mentor Model - Purpose

To motivate mentees to take necessary risks, to make decisions and take actions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals.



Mentor Model - Mentor Behaviors

- * Offer Personal Thoughts & Genuine Feelings
- * Select Related Examples From Own Life
- * Provide Direct, Realistic Assessment
- * Express A Confident View Of Appropriate Risk Taking
- * Make Encouraging Statements



Mentor Model

Shares life experiences and feelings as a “role model” with mentee’s in order to personalize and enrich the relationship

Purpose

To motivate mentees to take necessary risks, to make decisions and take actions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals

Mentor Behaviors

- * Offer personal thoughts and genuine feelings to emphasize the value of learning from unsuccessful or difficult experiences (as trial-and-error and self-correction, and not as growth limiting “failures”).
- * Select related examples from own life (and experiences as mentor of other mentees) based on probable motivational value.
- * Provide a direct, realistic assessment of positive belief in mentees’ ability to pursue attainable goals.
- * Express a confident view of appropriate risk taking as necessary for personal, educational, training and career development.
- * Make statements that clearly encourage personal mentee actions to attain stated objectives.

**If I were responsible for mentoring
or becoming a mentee, what do I
consider the important elements to
be regarding:**

6. Encouraging / Visioning

Mentee Vision

Stimulates mentees' critical thinking with regard to envisioning their own future and developing their personal and professional potential.



Mentee Vision - Purpose

To encourage mentees as they manage personal changes and take initiatives in their transitions through life events as independent adult learners.



Mentee Vision - Mentor Behaviors

- * Make Statements Which Require Reflection
- * Ask Questions To Clarify Perceptions
- * Review Individual Choices
- * Make Strategic Comments
- * Express Confidence
- * Offer Remarks Showing Respect
- * Encourage Mentees



Mentee Vision

Stimulates mentees' critical thinking with regard to envisioning their own future and developing their personal and professional potential

Purpose

To encourage mentees as they manage personal changes and take initiatives in their transitions through life events as independent adult learners.

Mentor Behaviors

- * Make statements which require reflection on present and future educational, training and career attainments.
- * Ask questions aimed at clarifying perceptions (positive and negative) about personal ability to manage change.
- * Review individual choices based on a reasonable assessment of options and resources.
- * Make comments directed at analysis of problem-solving and decision-making strategies.
- * Express confidence in carefully thought-out decisions.
- * Offer remarks that show respect for mentees' capacity to determine their own future.
- * Encourage mentees to develop talents and pursue dreams.

**A General Blueprint
Mentor / Mentee Interpersonal Development
Including
Adaptation & Modification**

Mentoring Role Behaviors/ Functions	Mentoring Phases
Relating / Trusting	Early
Informing / Advising	Middle
Facilitating / Introducing Alternatives	Later
Confronting / Challenging	
Modeling / Motivating	Last
Encouraging / Visioning	

**Mentoring is a
Learning Transaction Process**

Engenders Three (3) Types of Risks:

- ✓ Commitment
- ✓ Confrontation
- ✓ Independence



SAGE: A Recipe for Mentoring

- S**urrendering -
Yielding To An Interaction Greater
Than Either Player In The Process
- A**ccepting -
The Act Of Inclusion And Embracing
- G**ifting -
The Act Of Generosity:
Bestowing Something Of Value Upon Another
Without Expecting Anything In Return
- E**xtending -
Pushing The Relationship
Beyond Its Expected Boundaries

ASSESSING YOUR MENTORING TALENTS

A Self-Check Scale

S

SELF-ASSESSMENT: does the term make you think of navel gazing? Perhaps you've had enough of the joys of testing, performance reviews, exams, and the like. Seems more about masochism than mastery! However, drawing a finer bead on our gifts and blind spots can be a helpful preamble to improvement and growth—and that, after all, is what mentoring is all about.

The goal of the Mentor Scale is to provide a painless way to determine what personal attributes you bring to the mentoring relationship. The goal is not to judge, evaluate, or criticize you as a person; there are no right or wrong answers. The objective is to offer you a picture of your gifts and your potential blind spots. For example, if I know I have a tendency to procrastinate, I can take steps to counter that tendency, to break the habit of putting things off until the last minute.

At this point, you may be thinking of zipping on past this chapter. Please resist the temptation. I encourage you to take the instrument. There will be many references to it throughout the rest of the book. If you haven't done the self-assessment, you will miss out on some potential mentoring insights. You do not have to put your answers in the book; simply write them on a separate sheet of paper. This way you can easily review your answers as we revisit the Mentor Scale at various points throughout the book.

Now, pencils ready? Here goes ...

THE TEST

On the following pages are listed thirty-nine sentence stems, each with two possible endings. Keeping your work environment in mind, quickly review each item and circle the letter of the ending that best completes the sentence. Read each item carefully, but choose your response quickly. Instruments like this tend to be more accurate if you go with your immediate reaction rather than pondering your choice. Do not leave items blank. You will find some items in which neither choice is perfectly accurate; select the one that seems better. After completing the inventory, proceed to the scoring sheet.

ASSESSING YOUR MENTORING TALENTS: A SELF-CHECK SCALE

The Mentor Scale

1. People probably see me as
 - a. a soft touch
 - b. hard nosed
2. Workdays I like the most are
 - a. unpredictable
 - b. planned
3. When it comes to celebrations, most organizations need
 - a. fewer
 - b. more
4. When I evaluate people, my decisions are based on
 - a. mercy
 - b. justice
5. My approach to planning my personal activities is
 - a. easygoing
 - b. orderly
6. People generally see me as a person who is
 - a. formal
 - b. personable
7. When it comes to social situations, I tend to
 - a. hold back
 - b. jump in
8. I like to spend my leisure time in ways that are fairly
 - a. spontaneous
 - b. routine
9. I believe leaders should be more concerned about employee
 - a. rights
 - b. feelings
10. When I encounter people in need of help, I'm more likely to
 - a. avoid
 - b. pitch in
11. When I am in a group, I typically
 - a. follow
 - b. lead
12. Most people see me as
 - a. private
 - b. open
13. My friends know that I am
 - a. gentle
 - b. firm
14. If I were in a group of strangers, people would most likely remember me as a
 - a. listener
 - b. leader
15. When it comes to expressing my feelings, most people probably see me as
 - a. guarded
 - b. comfortable
16. When people I depend on make mistakes, I am typically
 - a. patient
 - b. impatient

17. When I eat out, I generally order food that
- a. sounds unique b. I know I like
18. In general, I prefer
- a. the theater b. a party
19. In a conflict, when anger is involved, my emotional fuse is usually
- a. long b. short
20. In an emergency situation, I would likely be
- a. calm b. anxious
21. I prefer to express myself to others in ways that are
- a. indirect b. direct
22. I am likely to be ruled by
- a. emotion b. logic
23. When in new and unfamiliar situations, I am usually
- a. carefree b. careful
24. In a festive social situation, I am usually
- a. passive b. active
25. When I am blamed for something I did not cause, my initial reaction is to
- a. listen b. defend
26. If I am in a situation in which I lose or am left disappointed, I get
- a. sad b. mad
27. If someone came to me in tears, I would probably feel
- a. awkward b. at home
28. Most people see me as
- a. an optimist b. a pessimist
29. People usually see me as
- a. uncritical b. critical
30. If people were given a forced choice, they would say I was
- a. too quiet b. too loud
31. At the end of a long party, I usually find myself
- a. exhausted b. energized
32. When I work on projects, I am best at getting them
- a. started b. completed
33. I believe people should approach their work with
- a. dedication b. inspiration

ASSESSING YOUR MENTORING TALENTS: A SELF-CHECK SCALE

34. My social blunders typically leave me _____
a. embarrassed b. amused
35. When my organization announces a major change, I get _____
a. excited b. concerned
36. People are likely to see me as _____
a. firm b. warm
37. After a tough day, I like to unwind _____
a. alone b. with others
38. Change is most often your _____
a. friend b. adversary
39. My work and social life _____
a. are separate b. often overlap

The Scoring Form
Sociability

Using simple hash marks, tally your A's and B's for the 13 sociability items.

	<i>A's</i>	<i>B's</i>
1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37	_____	_____
Totals	_____	_____

Dominance

Do the same for the 13 dominance items ...

	<i>A's</i>	<i>B's</i>
2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38	_____	_____
Totals	_____	_____

Openness

... and for the 13 openness items.

	<i>A's</i>	<i>B's</i>
3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39	_____	_____
Totals	_____	_____

INTERPRETATION

The Mentor Scale is inspired by the FIRO-B®, an excellent instrument developed by Will Schutz and distributed exclusively by Consulting Psychologists Press. The scale measures—at one point in time—a mentor's need for sociability, dominance, and openness, all crucial components of an effective mentoring relationship. (Shultz's FIRO-B® instrument labels these components "inclusion," "control," and "affection," respectively.)

Sociability has to do with your preference for being with or apart from others. People with high column-A scores in sociability tend to be reserved loners; those with high column-B scores tend to be outgoing joiners. People with similar numbers of A's and B's are neither highly sociable nor highly reserved; they can be moderately sociable or moderately reserved, depending on the situation.

What does sociability have to do with mentoring? People who have high sociability scores will find the rapport-building and dialogue-leading dimensions of mentoring easier. They will have to work hard to avoid dominating discussions. Low sociability scores are found among people whose reserve may make them a bit unapproachable. These people will need to work harder at helping protégés open up and communicate.

Dominance is about your preference regarding being in charge. People with high column-A scores are comfortable having someone else do the leading, and often prefer it. People with high column-B scores tend to like being in control and often assert that need. Low dominance scores can also indicate a high need for independence. People with balanced scores are neither highly dominant nor highly submissive. They can control moderately or not at all, depending on the situation.

Dominance is a major issue in mentoring with a partnering philosophy. The whole concept of mentoring today is based on a relationship of shared power. High dominance scorers are reluctant either to give up control or to share control of the

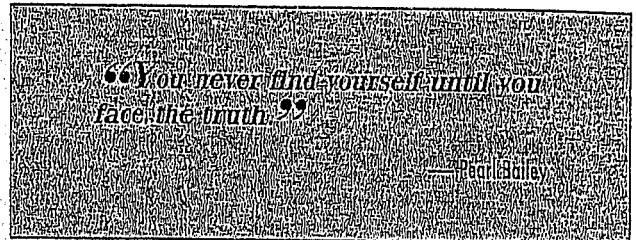
ASSESSING YOUR MENTORING TALENTS: A SELF-CHECK SCALE

relationship; they have to work hard to listen rather than talk. Low dominance scorers, on the other hand, may need to work to assume leadership of the relationship. They may take such a low-key, laissez-faire approach that the protégé feels insecure and without guidance.

Openness refers to how easily you trust others. High column-A scores are found among people who are cautious, guarded, and reluctant to show feelings. High column-B scores are typical of people with many close relationships, who are comfortable being vulnerable and tend to express their feelings easily. People with similar A and B scores are moderately open or moderately cautious, depending on the situation.

High openness scorers will find it easy to reveal themselves in a mentoring relationship. In fact, their challenge is to be candid and open enough to encourage the protégé to do likewise, while not being so aggressive as to overwhelm or intimidate the protégé. Low openness scorers, however, will need to work at overcoming their caution in order to take early emotional and interpersonal risks with the protégé; their instinctive guardedness can make the protégé feel that mistakes might have dire consequences.

Several chapters ahead have sidebars addressing the implications of your Mentor Scale scores in terms of each chapter's issues and challenges. The goal is to show you how to use your strengths and compensate for your weaknesses. Can one be too sociable or too open? Of course! Is it not important in some situations to be highly dominant? Again, of course! For effective mentoring, however, my view is that you push toward the high side of sociability and openness, toward the low side of dominance. For interpretations of the sidebars found on pages 72-73, 114-115, and 126, we will consider high column-A scores



to be *low* sociability, dominance, or openness and high column-B scores to be *high* sociability, dominance, or openness.

Remember, the Mentor Scale gives you a reading at a moment in time, one that may change with the circumstances.

Keep in mind also that the scale assesses only three aspects of your leadership personality. Don't generalize the results

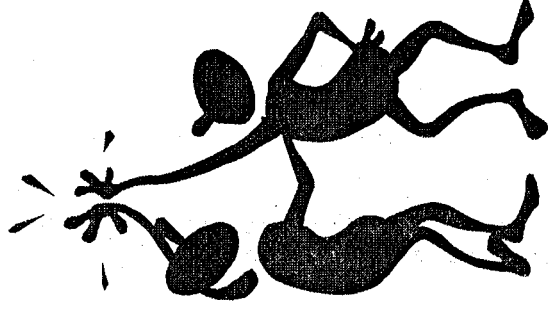
beyond their intent; too often, personality instruments are used to label or categorize people, to discount their individual

uniqueness. Learn from the Mentor Scale—but avoid using the

results as though they were holy writ.

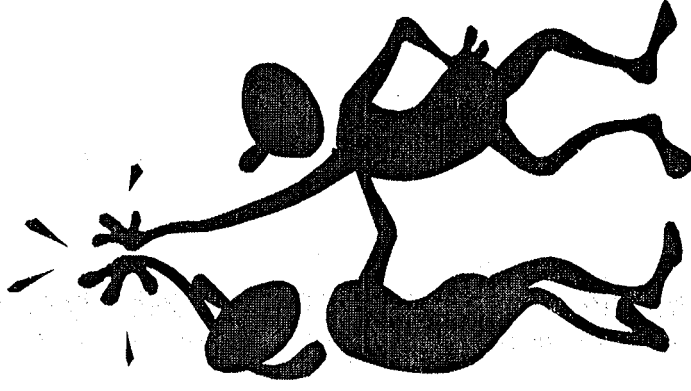
Mentor / Mentee Relationship

- * Created For The Benefit Of The Mentee
- * The Mentor Functions
 - ✓ As A Guiding Influence
 - not*
 - ✓ As A Controlling Influence
 - ▶ On The Mentee's
 - X Choices
 - X Goals



Relationship Emphasis - Mentor Behaviors

- * Practice Responsive Listening
- * Ask Open-Ended Questions
- * Provide Descriptive Feedback
- * Use Perception Checks
- * Offer Nonjudgmental Sensitive Responses



Early Phase

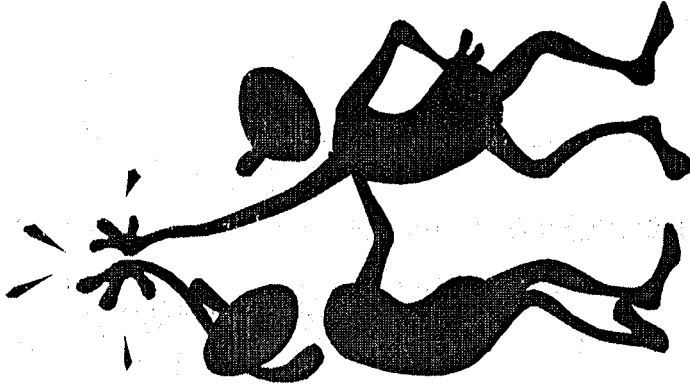
1. Relating/Trusting -- Establishing the Foundation of Trust Required for

- Personal Understanding**
- Non-Judgmental Acceptance**
- Meaningful Dialogue**
- Relevant Self-Disclosure**

***A POSITIVE AND REASONABLY SAFE
PSYCHOLOGICAL CLIMATE IS CREATED***

Information Emphasis-Mentor Behaviors

- * **Ask Questions**
- * **Review Relevant Background**
- * **Ask Probing Questions**
- * **Offer Directive-Type Comments**
- * **Make Restatements**
- * **Rely On Facts**



Middle Phase

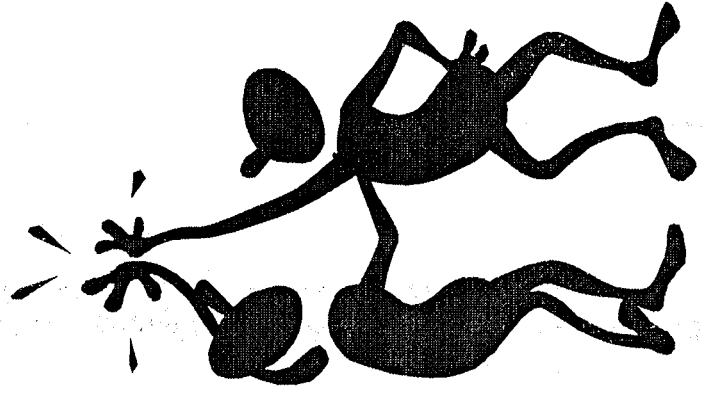
2. Informing/Advising -- Accumulating and Exchanging Information to Ensure

- Factual Understanding of
- Each Mentee's
 - Concerns &
 - Goals

***CRITICAL RELATIONAL & INFORMATIONAL
DIALOGUE CONDITIONS ARE CREATED***

Facilitative Focus - Mentor Behaviors

- * **Pose Hypothetical Questions**
- * **Uncover Underlying Experiential & Informational Basis For Assumptions**
- * **Present Multiple Viewpoints**
- * **Examine Seriousness Of Commitment To Goals**
- * **Analyze Reasons For Current Pursuits**
- * **Review Recreational & Vocational Preferences**



Later Phase

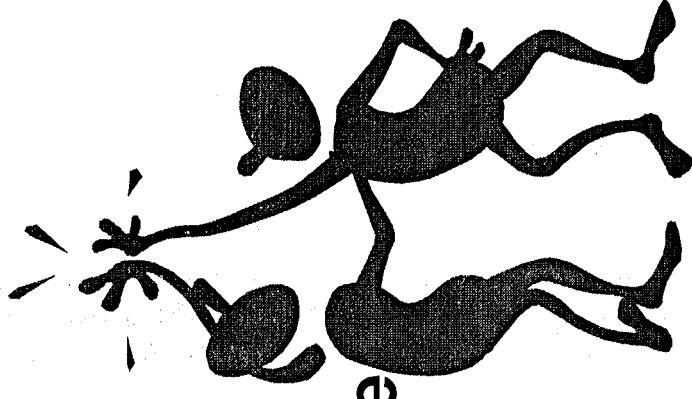
3. Facilitating/Introducing Alternatives --
Exploring Through Interaction, The
Mentee's

- Interests
- Beliefs
- Reasons for Decisions

**SUFFICIENT ALTERNATIVES FOR ACTION
HAVE BEEN CREATED AND EXPLORED**

Confrontive Focus - Mentor Behaviors

- * **Use Careful Probing**
- * **Make An Open Acknowledgment Of Concerns**
- * **Employ A Confrontive Verbal Stance**
- * **Focus On Likely Strategies & Behaviors**
- * **Use The Least Amount Of Carefully Stated Feedback**
- * **Offer Comments To Reinforce**



Later Phase (continued)

4. Confronting/Challenging -- Engaging (As Necessary) Mentees

- Carefully &
- Selectively

In the Confrontive/Challenge Dimension

- * To Elicit The Mentee's
- * Appraisal of His/Her Own Self-Limiting
 - + Strategies &
 - + Behaviors

Later Phase (continued)

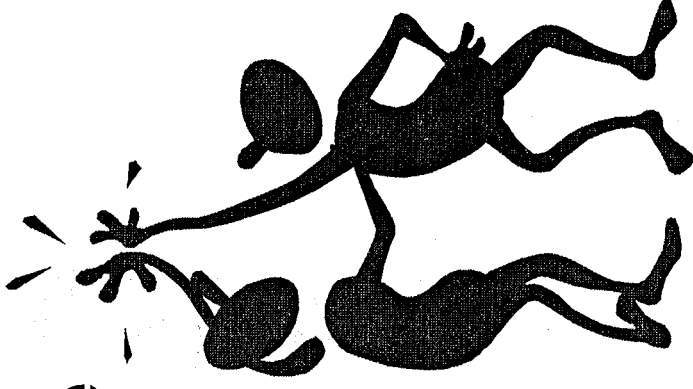
4. Confronting/Challenging (continued)

**AN ATTITUDE OF MEETING NEW
CHALLENGES HAS BEEN CREATED**

**SELF-LIMITING STRATEGIES & BEHAVIORS HAVE BEEN
CONFRONTED & CHALLENGED TO BE OVERCOME**

Mentor Model - Mentor Behaviors

- * Offer Personal Thoughts & Genuine Feelings
- * Select Related Examples From Own Life
- * Provide Direct, Realistic Assessment
- * Express A Confident View Of Appropriate Risk Taking
- * Make Encouraging Statements



Last Phase

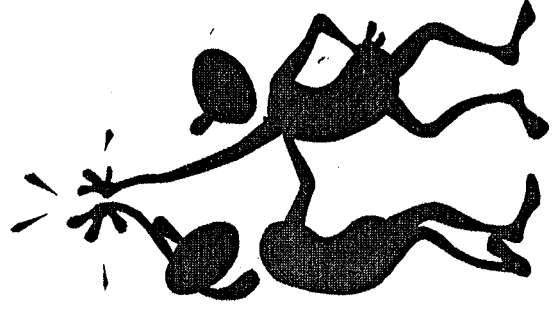
5. Modeling/Motivating -- Acting As A Mentor
Model Who Directly Motivates Mentees To
 - Critically Reflect on Their Own Goals &
 - Pursue Challenges

A MOTIVATED MENTEE HAS BEEN CREATED

MENTOR MODELS REFLECTING ON GOALS &
PURSUING CHALLENGES, AND MOTIVATES
MENTEE TO DO THE SAME

Mentee Vision - Mentor Behaviors

- * **Make Statements Which Require Reflection**
- * **Ask Questions To Clarify Perceptions**
- * **Review Individual Choices**
- * **Make Strategic Comments**
- * **Express Confidence**
- * **Offer Remarks Showing Respect**
- * **Encourage Mentees**



Last Phase (continued)

6. Encouraging/Visioning -- Encouraging Faithfulness by Mentees To Their Own Mentee Vision Of Their Chosen Paths

- Personal
- Educational
- Career

Last Phase (continued)

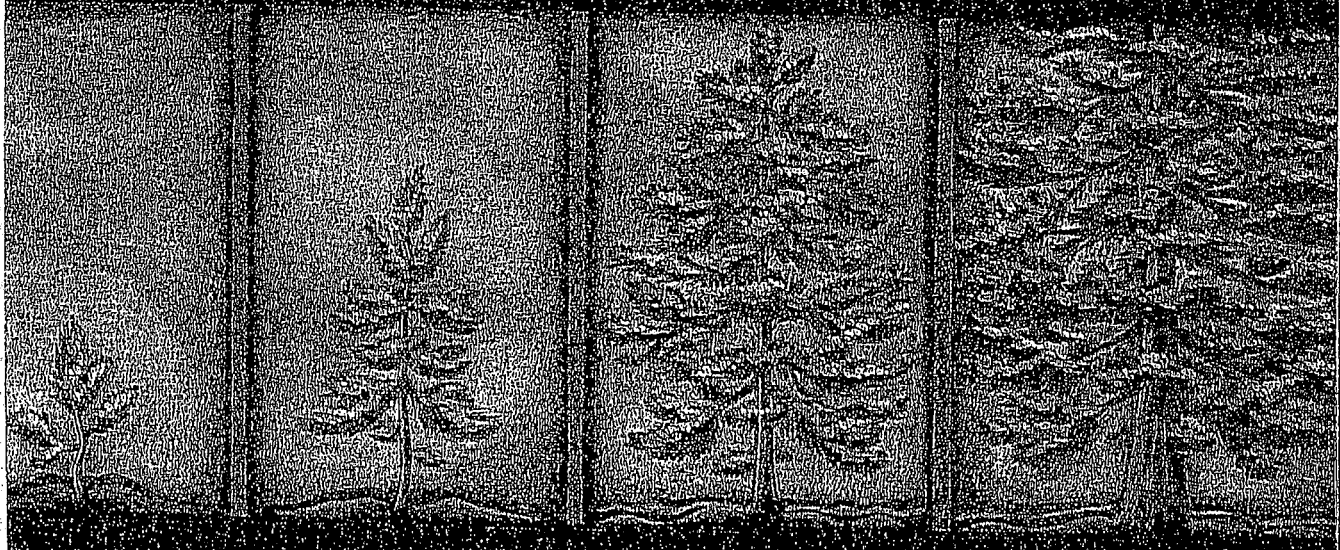
6. Encouraging/Visioning (continued)

***AN EXCITED MENTEE WHO IS LIVING
HIS/HER VISION HAS BEEN CREATED***

**ENCOURAGEMENT IS ADEQUATE FOR
MENTEE TO LIVE THEIR VISION OF
THEMSELVES**

MANAGERS *AS* MENTORS

Building Partnerships for Learning



CHIP R. BELL

Author of the Best-Selling Customers As Partners

PROFESSIONAL PRACTICES IN
ADULT EDUCATION AND HUMAN
RESOURCE DEVELOPMENT

Mentoring Adult Learners

A Guide for
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Norman H. Cohen