

Become a Mentor
Compliments of CORE Faculty Development

- I. Reiterate the Importance of Mentoring
Learning is the fundamental process and the primary purpose of mentoring.

- II. Review Characteristics of an Effective Mentor
 - an exemplary role model
 - skilled in questioning
 - recognizes mentee as individuals
 - assures a supportive environment for learning
 - observes mentee's performance
 - comfortable with ignorance
 - assesses learning needs
 - liberal with feedback
 - exhibits patience
 - wise and faithful counselor
 - possesses interactive charisma
 - stretches the mind of the mentee
 - has experience
 - shows empathy
 - listens
 - sets a good personal and professional example.

- III. Remind yourself of the Do's and Don't's of Mentoring
DO
 - advise
 - mentor
 - suggest
 - nurture
 - watch
 - relax, be yourself
 - encourageDO NOT
 - direct
 - mother
 - choose
 - smother
 - act
 - distance yourself
 - disparage

- IV. Practice Mentoring Skills (Zachary, L. (2000). *The mentor's guide*. San Francisco: Jossey-Bass).
- Brokering relationships: Brokering relationships means skillfully making the right contacts and laying the groundwork for mentees to connect with other people who can be resources to them.
 - Building and maintaining relationships: The processes of building and maintaining relationships require tending, patience over time, and persistence.
 - Coaching: Coaching within the context of a mentoring relationship has to do with the skill of helping an individual fill a particular knowledge gap by learning how to do things more effectively.
 - Communicating: Effective communication is critical to successful mentoring, just as it is in any other relationship.
 - Encouraging: Encouraging can encompass cheerleading, confidence building, gently pushing at the right time and in an appropriate manner, motivating, and inspiring.
 - Facilitating: Facilitating is the means by which mentors enable learning.
 - Goal Setting: Skill in being able to assist a mentee in crystallizing, clarifying, and setting realistic goals is essential.
 - Guiding: Mentors are guides – they clear a path and prepare the mentee for what it is they are about to see and learn.
 - Managing Conflict: Managing conflict involves managing a conversation about differing points of view.
 - Problem Solving: Problem solving means engaging the learner in the solution of the problem.
 - Providing and Receiving Feedback: Feedback is an enabling mechanism throughout the mentoring relationship.
 - Reflecting: Reflection is a significant tool for facilitating the growth and development of mentee and mentor.
- V. Change Your Old Mentoring Paradigm to the Learner-Centered Mentoring Paradigm (Appendix)

References

Zachary, L. (2000). *The mentor's guide*. San Francisco: Jossey-Bass.

Appendix (Learner-Centered Mentoring Paradigm)

| Mentoring Element | Changing Paradigm | Adult Learning Principle |
|------------------------|--|---|
| Mentee role | From: Passive receiver To: Active partner | Adults learn best when they are involved in diagnosing, planning, implementing, and evaluating their own learning. |
| Mentor role | From: Authority To: Facilitator | The role of the facilitator is to create and maintain a supportive climate that promotes the conditions necessary for learning to take place. |
| Learning process | From: Mentor directed and responsible for mentee's learning To: Self-directed and mentee responsible for own learning | Adults have a need to be self-directing |
| Length of relationship | From: Calendar focus To: Goal determined | Readiness for learning increases when there is a specific need to know. |
| Mentoring relationship | From: One life = one mentor; one mentor = one mentee To: Multiple mentors over a lifetime and multiple models for mentoring: individual, group, peer models | Life's reservoir of experience is a primary learning resource; the life experiences of others add enrichment to the learning process. |
| Setting | From: Face-to-face To: Multiple and varied venues and opportunities | Adult learners have an inherent need for immediacy of application. |
| Focus | From: Product oriented: knowledge transfer and acquisition To: Process-oriented: critical reflection and application | Adults respond best to learning when they are internally motivated to learn. |