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Mentoring Association

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Every person's potential is realized through a mentoring relationship

Articles

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Every person's potential is realized through a mentoring relationship.

From the Executive Director

Here is a hard question for you: "What is the value of mentoring?" Another way to ask this question is "What is the value of people?" Even though these are hard questions, we know that mentoring and people are important.

An individual's personal and professional growth are necessary not only for an individual but also for the community. The individual has a sense of satisfaction and security through attaining personal goals and assisting other community members, and the community becomes increasingly stronger and better able to support individuals through the collective efforts of its members. In this way, the individual contributes to the community, and the community contributes to the individual.

When an individual becomes stronger, the community becomes stronger. When the community becomes stronger, it can help individuals become stronger.

Personal and professional growth occurs through two processes.

- Individual process: Conscientious, systematic, and critical reflection on one's knowledge, experiences, beliefs, values, and inputs (such as guidance from others). The individual is responsible for this process.

- Community process: Mentoring from a person experienced in the area of concern, able to help an individual learn new skills, and skilled in helping others engage in critical reflection. The community is responsible for this process.

One key to personal and professional growth, therefore, is mentoring.

In this issue of *Connect*, we look at the interaction between the mentor and the protégé. In particular, articles address how a mentor can help the protégé engage in reflection. Through this process, the mentor helps the protégé reach goals and makes the community stronger, which also benefits the mentor!

The IMA board of directors, too, is engaged in this reflective process. The board, as a whole, continually reflects on its combined strengths and goals, and it responds to inputs from the mentoring community at large. Through this process, the IMA board becomes better able to contribute to the mentoring community.

So now we can return to the original question: "What is the value of mentoring?" The answer, as we see, depends on goals, whether an individual's goals or the community's goals.

My goal for the IMA is simple: *To be connected in some way to every mentoring program in the world.* How do we reach this goal? By listening to, responding to, and providing critical services to the mentoring field at large. We reach this goal by strengthening the entire mentoring community.

Beginning with development of mentoring program standards several years ago, the IMA board of directors has found new ways to support and strengthen the mentoring community. Indeed, the new IMA services are the result of the board listening to the mentor community and drawing on the strengths of its members and operational team to respond to community needs. The IMA board of directors reaches its goals by assisting the community, and the mentoring community becomes increasingly stronger and better able to support individual members.

As members of the mentoring community, what is your role? At a minimum, and to receive the most benefit from the IMA, you need to be an IMA member. Without membership, you can access some of the IMA's online content, read *Connect*, and purchase resources as they become available. However, to gain the most benefit from the IMA, you need to be a member. Then, you can participate in IMA services, including mentoring program accreditation and/or consultant certification. These services will help you reach personal and professional goals and, thereby, will strengthen your ability to assist the mentoring field, as a whole.

The Socratic Method—The Key to Effective Mentoring

by Doug Lawrence

When we facilitate the International Certification for Mentoring mentor training courses, the discussion around the Socratic Method is always a good one. We don't realize that we use this technique in a lot of our day-to-day situations. It does take some practice in order to fine tune the technique, but the journey is well worth the time and effort.

This method dates back to the era of its namesake—classical Greek philosopher Socrates. It is described as a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. It has evolved over time but has never been truly used to its full benefit. The Socratic Method is a perfect solution to the development of "critical thinking skills," which are needed by most of us today. We are faced with many challenges and opportunities where solid problem solving and reasoning are crucial, no matter what level we are at in an organization.

The Socratic Method is something that "effective mentors" have in their tool box. It is a means for us to work with people to help them grow on a personal and professional basis. It will also help us determine when it is timely to introduce the services of a coach to assist in the professional growth.

Active listening is another tool that we must have in our mentoring tool kit. I want you to take your active listening skills to another level where you are listening for trigger words in the conversation that will guide you to the next series of questions. The trigger words may provide you with some guidance on what to ask next, and they may also be an attempt to get you away from that particular topic due to sensitivities that will need to be explored. One of the techniques that I recommend you practice is the visualization of a conversation before it happens. Imagine the conversation starting off and then branching off into other areas. If you can visualize how you might respond to these changes in direction, you will be better prepared for your meeting with your mentee. Mental imagery/visualization is a technique that we use with sport athletes to help them mentally prepare for their competition. It can be used in a business setting as well. A book called *Miller's Bolt* by Thomas Stirr is an excellent reference on how this can work in a business setting.

Here are some samples of the Socratic Method to use as reference points for your own journey as an effective mentor.

- How could we frame that in a positive context?
- When we talk in a negative manner, how does that make you feel?
- Help me understand what we mean by that?
- Is there a different way that we could do [blank]? (Use of critical thinking skills)
- What would happen if we were to do [blank]? We are giving the answer but asking them to focus on outcomes.)
- When you answered my last question, I sensed you were holding back. What do we need to do to work through that?

You will note that I have used the term "we" a lot in the questioning. If you can imagine being asked a series of questions with a frequent use of the term "I" and "You," you would likely become defensive at some stage and feel that the questions were more of an attack than anything else. Using the terminology of "we" and "us" signifies a more collaborative approach to problem solving but still places the accountability for the outcomes with the mentee.

Instructing people what to do is the easiest way to do things. Taking the time to walk them through problem solving using the Socratic Method is the better approach. If you continue to solve the problems [for your protégés], they will keep coming back to you with those very same problems. You need to look seriously at what is in your leadership tool kit and ensure it includes the Socratic Method and Mentorings.

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http://www.amazon.com/Thomas-Stirr/e/B001IZTDE0

[Editor's note: For more on the topic of pronoun use, please see "Personal Pronoun Power in Mentor Questions" by Barry Sweeny, also in this issue.]

About the author of
The Socratic Method—The Key to Effective Mentoring

Doug Lawrence is the founder of TalentC® a Human Resources solution provider. He has over 30 years of mentoring and leadership experience in both federal and provincial environments as well as the private sector.

Doug was instrumental in launching the first Provincial Human Resources mentoring program in Saskatchewan and has worked with the HR Association in Manitoba to launch their Human Resources Mentoring Program. Doug is a member of the Advisory Boards for HR.com. and Futures Institute Inc. and the Program Advisory Committee for Saskatchewan Institute of Applied Science and Technology. Doug is a member of the Board of Directors for the Nigeria Canada Forum.

Doug was instrumental in developing a curriculum to train people on how to become effective mentors. He has also created an International Certification for Mentors. The curriculum and the designation are accredited by a 3rd party and are ISO compliant. TalentC is the only Accredited Training Organization in the world today that can deliver the International Certification for Mentoring program. The curriculum is Gold Seal Certified by the Canadian Construction Association and has been pre-approved as a recertification credit provider with HRPA, BCHRMA, HRIA, SAHRP, HRMAM, IPMA and the SHRM (HRCI) in the United States. Doug is a Certified Mentor Practitioner and a Certified Mentor Facilitator.

Research Survey about Mentoring in Post-secondary Education

Mentoring made it happen: Or did it?

Participate in mentoring research.

Dr. Jean Ostrom-Blonigen, North Dakota State University (NDSU), Dr. Cindy Larson-Casselton, Concordia College (CC), and Dr. Susan E. Bornsen, North Dakota State College of Science (NDSCS) are researching the role mentoring played in helping you obtain your post-secondary degree(s).

The survey consists of a questionnaire to determine the best method(s) to examine the mentors whom you may have turned to as you navigated through your post-secondary degree(s). The questionnaire, which takes about 15 minutes to complete, asks typical demographic questions and examines the nature and extent of your mentoring relationships.

The survey closes on June 30, 2014. For more information about the survey or the research study, please contact the researchers at jean.ostrom-blonigen@ndsu.edu, clarson@cord.edu, or susan.bornsen@ndscs.edu.

NDSU IRB #XX13269

Take the survey here:

https://ndstate.qualtrics.com/SE/?SID=SV_bw35zEsnh4CsW21

Mentor Well: Lessons from Positive Psychology

by Dr. Laura Gail Lunsford

Most enjoyable activities are not natural; they demand an effort that initially one is reluctant to make. But when interaction starts to provide feedback to the person's skills, it usually begins to be intrinsically rewarding. Csikszentmihalyi (1990, p. 68)

In this article, I call attention to relationship quality and advance the idea that we need to focus more on promoting and studying high-quality mentoring relationships. I present a technique from positive psychology to illustrate how we might integrate findings from other fields into our mentoring practice and research.

Until recently researchers and practitioners neglected a close consideration of relationship quality. Those individuals who first focused on relationship quality examined the "dark side." However, our assumption is that mentoring relationships are beneficial. This suggests that we believe the quality of the relationship matters and that mentoring has a "bright side." Yet I rarely see tools or skills from positive psychology integrated into mentoring training or much consideration of how to develop mentoring's "bright side."

Positive psychology has roots in community and counseling psychology. This line of research coalesced into a field after the 2000 American Psychologist issue on the topic (Seligman & Csikszentmihaly, 2000). The overarching goal of positive psychology is to help individuals, communities, and society to flourish. This perspective emphasizes well-being, the good life, and the meaningful life (Seligman & Csikszentmihaly, 2000). The coaching literature (e.g., Gordon, 2012; Kauffman, 2006) has started to draw upon positive psychology, but mentoring researchers and practitioners have not.

An emphasis on high quality relationships aligns well with evidence-based practices in positive psychology. We know that certain positive psychological, state-like characteristics, such as efficacy, hope, optimism, and resiliency, are associated with positive work behaviors and outcomes. These characteristics are referred to as "Psychological Capital" (PsyCap) and can be developed through mentoring. There are several techniques that promote the development of rapport, listening skills, and PsyCap that can be integrated into a mentor's skill set.

Building PsyCap

One way that mentors and protégés engage with one another is to talk about bad events experienced by the protégés. An important role for the mentors is to help their protégés reframe their thinking about the bad events in a way that helps them overcome their challenges. The *ABCDE* model (Seligman, 2002) is a five-step process that can guide a conversation to develop PsyCap. Each step is reviewed below along with an example of how it might unfold in a mentoring interaction.

Adverse situation. The first step is for the mentor to identify the adversity (A) faced by the protégé. Consider a mentor–protégé pair in an organizational setting. The mentor Maria is an engineer at a prestigious software company. The protégé Alex is a newly hired computer scientist who believes he has offended a team leader in a recent team meeting. Maria first seeks to understand the adverse event. Alex relates how the team leader shot down Alex's ideas in meeting yesterday.

Beliefs. The second step is for the mentor to listen for the protégé beliefs (B) that occur as a result of the adverse situation. Maria asks Alex to explain his beliefs as a result of this event. Alex says, "The team leader thinks I'm an idiot."

Consequences. Protégés are then asked to describe the consequences (C) of having these beliefs. Maria asks Alex to state the consequences of his belief. Alex thinks for a moment before replying that he thinks he will never be promoted under this team leader or be assigned to an important project.

Disputation. The fourth step is often the most difficult one. In this step, the mentors ask the protégés to dispute (D) their beliefs. In other words, the protégé is asked to come up with alternative possible explanations of the adverse event. The transformative aspects of this approach occur when Maria asks Alex to imagine other reasons the team leader may not have liked Alex's idea. At first, Alex may struggle to come up with other ideas. It is important for Maria to listen supportively and to help Alex think about other explanations. For example, Alex recalls that the team leader was recently out on vacation and may not have received the email updates that Alex

sent the team. Alex observes that his idea may take longer and may cost more initially, even if it will save money on updates over the long term.

Energized. Upon considering other possible explanations, protégés often realize that a different explanation is more appropriate and realistic. As a result, protégés are energized (E) to handle the adverse situation in a different way. Thus, in the final step, Maria will ask Alex what beliefs he might have about the event if the other explanations are true. Alex observes that he might need to provide more documentation to the team leader or help the team leader make a case for the long-term savings. Alex may realize that the team leader may not believe he, Alex, is an idiot after all.

Take Away

Research clearly points to the negative effects of ruminating or over-thinking bad events. The *ABCDE* model is useful for when mentors encounter protégés facing challenging situations. Mentors have an opportunity to build PsyCap in their protégés by having conversations that reframe challenges into opportunities.

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About the Author

Laura Gail Lunsford is a Southern transplant to the Southwest, where she is an assistant professor of psychology at the University of Arizona. She studies the psychology of mentoring, is a frequent speaker, and is an academic and popular writer on mentoring and leadership. In 2007, the International Mentoring Association awarded her the Dr. Hope Richardson dissertation award. She is a friendly critic of mentoring and recently redirected her talents from studying the "dark side" of mentoring to focus on its "bright side."

Power of Relationships:
Mentorship in the Classroom

By Truman Hudson, Jr., Ed.D.

Students on the margins face many challenges, and oftentimes lack the supports necessary for overcoming barriers associated with the various systems that influence their development (Kozol, 2005; Bronfenbrenner, 2005; Anyon, 1981). Due to their limited capital, these students' voices are often absent in the areas of curriculum design and instruction (Noguera 2012; Norwood, 2006; Delpit, 1988). Moreover, in many cases, because the dominant discourse perpetuates the negative stereotypes that at are associated with students' on the margins, some teachers reinforce inequities that inhibit students from realizing their potential (Haberman, 2010; Freire, 1970).

By exhibiting the qualities of care and empathy, teachers can develop a safe space for student learning and expression (Noddings, 2005). In addition, intentional acts of care, guidance, and support can positively affect students' development (Kawamura, 2013; Apps, 1996). Furthermore, student-centered teaching strategies that focus on engaging students in intentional relationship building through dialogue and action (mentoring), can aid teachers with creating environments that challenges societal prejudices while reinforcing student success (Hudson, 2013; Noguera, 2012; Fletcher 2005).

This paper explores how the actions of a teacher functioning as a mentor (the principal investigator), influenced the voices of students on the margins feelings of empowerment and engagement in the classroom. It is based on my earlier study *Investigating Student Voice: Embedding Bronfenbrenner's Ecological Systems Theory In An Economics Teacher's Classroom*, which was undergirded in auto-ethnography and participatory action research methodologies (Hudson, 2013). While investigating the research question: how does an economics teacher's intentional actions of embedding Bronfenbrenner's Ecological Systems framework into instruction influence students on the margins?, I identified the following intentional actions were key towards influencing students' voice, engagement, and feelings of empowerment in my classroom:

1. Teacher's care;
2. Teacher's listening;
3. Teacher's addressing students' basic and physiological needs; and,
4. Teacher's engaging students in critical discourse in unmasking hegemonic structures.

In order to protect the anonymity of the individuals and institutions in this study, pseudonyms were assigned .

Literature Review and Theoretical Framework

Dictating the type of education and supports students in public schools will need and receive are demographic shifts, coupled with a forever-evolving family structure, along with the development of new markets in the employment sector, as well as the changes in socialization patterns and in technology. Amidst current reform efforts, much attention has been given to curriculum and practice, educational leadership, and facilities improvement as the means for addressing student development. Although we have witnessed an increase in the cost per pupil allocation via foundation, corporation and governmental grants, too many students on the margins are still underperforming (Noguera, 2012). While the research, such as Kozol's (2005), has provided evidence that argues for providing more resources for addressing the challenges students on the margins face, changing the interaction between students and teachers should be given equal weight (Dods, 2012; Haberman, 2010; Ladson-Billings, 1994; Anyon, 1981).

A New Classroom Strategy: Embedding Systems Framework and Mentoring

Students are influenced by multiple factors in and outside the classroom. A review of Bronfenbrenner's (2005) ecological systems framework sheds light on how various systems shape student development. According to Bronfenbrenner (2005) the microsystems, mesosystems, exosystems, macrosystems, and chronosystems affect student development. Bronfenbrenner (2005) contends, because the five systems act as agents of the broader culture, teachers should intentionally embed the framework into instruction. In doing so, teachers

may be better poised to develop appropriate student-centered instructional strategies for addressing the needs of students on the margins (Noguera, 2012).

In a recent study that employed Bronfenbrenner's (2005) framework in an economics classroom, I implemented student-centered instructional strategies that encouraged students to engage in critical discourse (Hudson, 2013). The aims of our weekly discussions were to assist the students with identifying and unpacking the hegemonic structures that influenced student development (Hudson, 2013). When I reflected on my experience with the students in the study, a common theme emerged: when I was willing to exhibit constant care, guidance, and support in the classroom, many of the students stated that they saw me as me a mentor.

Further analysis of my findings suggested that my acts of caring, i.e., actively listening, intentionally following up, being responsive to students needs, and talking to students about their life experiences, established a pattern of student and teacher interactions that led to increased student empowerment and engagement in the classroom (Kiefer & Ellerbrock, 2012; Fletcher, 2005; Noddings, 2005; Noguera, 2007; Bettinger, Boatman & Long, 2013). Moreover, in review of Schwartz, Lowe & Rhodes (2012), and Dods (2013), when examining figure 1, the recursive pattern of interaction that is represented in my conceptual framework mirrors the types of interactions that are associated with successful school-based mentorship models.

Figure 1. Student Voice Conceptual Framework.
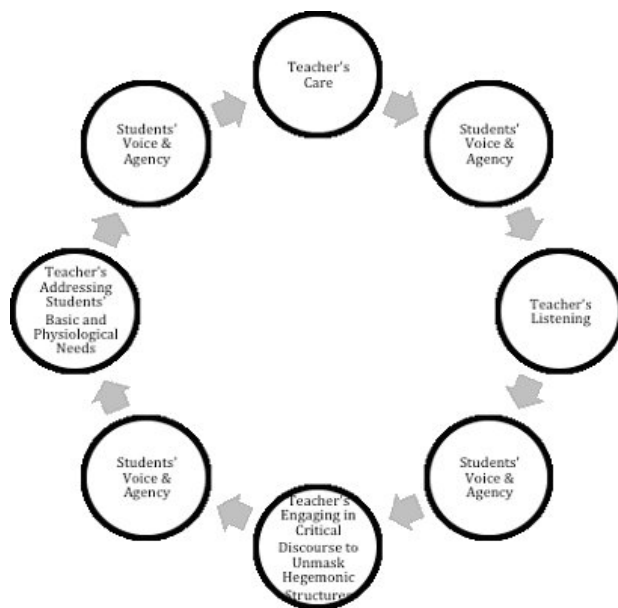
The student voice conceptual framework informed my study on mentoring in the classroom

Mentoring in the Classroom

A mentor is someone who teaches or gives help and advice to a less experienced, and often younger person ("Mentor," 2014, para. 1). In carrying out the duties of a mentor, teachers provide guidance and support to students. Teachers as mentors also create caring communities that make each student feel like they are important (Noftall, 2012). Teachers who mentor in the classroom increase expectations beyond curriculum standards and "dare students to define truth about a problem through language, dialogue, and pure research" (Brinkerhoff, 1999, p. 10). By operating in loco parentis, teachers as mentors are morally obligated to assure that students achieve the true goal of education, intelligence plus character (King, 1947, para 6).

Care and respect are key attributes of the teacher-mentors. "To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin" (hooks, 1994, p. 13). Caring teachers are guided by a moral consciousness, which struggles "to create a just society" (Nieto, 2012, p. 29). In teaching students on the margins, a teacher-mentor acknowledges that while her/his students may have limited agency to address social ills, the teacher-mentor has a moral and social responsibility to use her/his capital and influence to break down barriers (systems) that impede student success (Brodeur, 2013; Whipp, 2013; Freire, 1970).

To determine the systems that affect students' development, teacher-mentors must become familiar with the community's history from the social, economic, and political perspectives (Noguera, 2012; Schwartz, Lowe & Rhodes, 2012). Walking and actively participating in community activities outside of the school is a suggested strategy for successful teacher-mentors (Noguera, 2012). Continuous dialogue with community stakeholders is another approach that may yield additional supports for students' development in the classroom (Bettinger et al., 2013).

Teacher-mentors must also become attuned to their students' personal goals and needs. To understand each student's goals and needs, teacher-mentors must cultivate open and honest relationships with each

student. The relationships should be built on the ethics of care and justice (Brodeur, 2013; Nieto, 2012; Noguera, 2012). While engaging students, teacher-mentors must also be transparent as it pertains to her/his strengths, weaknesses, and personal challenges that were overcome. Transparency empowers students to feel safe to openly discuss hard issues that may affect their development. Furthermore, when serving as a mentor to students, teachers must keep in mind "a teacher's personal discretion is of utmost importance" (Noftall, 2012).

Methodology

While investigating the research question: How does an economics teacher's intentional actions of embedding Bronfenbrenner's Ecological Systems framework into instruction influence students on the margins?, the primary aim of the Community Economic Development Club afterschool summer program, was to provide the participants with additional opportunities to engage in economics instruction. Based on my prior experiences with three students (Alis, Dionne, and Jared) whom I had taught in a dual enrollment program at an underperforming high school in a high poverty Midwestern urban center, I engaged Alis', Dionne's, and Jared's services as advisors to the Community Economic Development Club. In their roles as advisors, Alis, Dionne, and Jared reviewed and provided input on the course design. Additionally, Alis, Dionne, and Jared assisted me with developing the survey instruments, interpreting the data, and analyzing the findings (Johnson & Christensen, 2008; Weiss, 1994). Due to the value that this study placed on students' voices, the autoethnographic case study method was employed (Mitra, 2010; Romo, 2005; Wharton, 2007). Based on Alis', Dionne's, and Jared's participation in two focus group sessions in January 2014, this study unpacked the students' responses to six questions: (a) What is a mentor?; (b) Are mentors important?; (c) Do you believe that teachers should be mentors to their students?; (d) Who are your mentors?; (e) How did you develop your relationships with your mentors?; and (f) How have your mentors influenced your development?

In analyzing the data, I carried out a two-step approach that included dividing the data into categories and identifying emerging themes (Saldaña, 2009).

Findings

The data presented in this section are based on my reflections from my study *Investigating Student Voice: Embedding Bronfenbrenner's Ecological Systems Theory In An Economics Teacher's Classroom* (Hudson, 2013). These data also represent an analysis of (a) the results from my (the teacher) intentional actions to serve as mentor to students and (b) how my actions in the classroom influenced students' voices and agency. Alis', Dionne's, and Jared's responses to the focus group questions (a) What is a mentor?, (b)Are mentors important?, (c) Do you believe teachers should be mentors to their students?, (d) Who are your mentors?, (e) How did you develop your relationship with your mentors?, and (f) How have your mentors influenced your development?, provides insight on their perceptions and experiences specific to our teacher-mentor relationship.

Study Participants

The initial study was conducted over a period of three months (June - August 2012). Alis, Dionne, and Jared had backgrounds similar to the 30 African American students who participated in the Community Economic Development Club after-school project. Like the participants in the initial study, Alis, Dionne, and Jared attended a high school, The Arts On Jam High, where the majority of the students' families met the federal guidelines for free and reduced lunch. Similarly, The Arts On Jam High, offered a myriad of programs to the students and the community, i.e., dual-enrollment, parenting workshops, college preparation courses/seminars, mentorship, sports, and internship placements (Hudson, 2013). Furthermore, Alis, Dionne, and Jared experienced challenges with issues that resided in the microsystem, mesosystem, and chronosystem levels of Bronfenbrenner's (2005) framework.

Alis. When I met Alis in her junior year at The Arts On Jam High, she was a very inquisitive and engaged student. She was always prepared for class discussions and oftentimes served as a team leader and scribe for our in-class assignments. Alis is a highly motivated individual who seeks help when needed from adults, i.e., family, teachers, and counselors. As a second semester freshman at a Big Ten university, Alis wants to major in women's studies. Alis is one of two children. Alis' mother was the custodial parent. Alis' mother emphasized the importance of academic

achievement. Although her parents are divorced and lived in separate households, Alis' father was engaged in her development. Alis' grandfather was also very influential in her development.

Dionne. I met Dionne during the fall term of her junior year at The Arts On Jam High. Dionne was a silent leader who helped her team create a powerful social-entrepreneurial project that focused on the assets of the students at The Arts On Jam High. Dionne was quite familiar with the latest desktop publishing software and expressed interest in the field of management information systems. Prior to graduation, Dionne expressed concerns about completing the FAFSA and passing the ACT. Although I was not Dionne's teacher during her senior year of high school, she was comfortable enough to approach me to elicit support towards achieving her academic endeavors. Dionne is the youngest of two. Her mother is a social worker and is a single head-of-household. Although her parents are divorced, her mother and father are quite supportive. Dionne attends a Mid-Atlantic Conference university in the Midwest. It is her intent to major in Health and Informatics and Information Management.

Jared. Jared is a bi-racial young man whose parents are African American (mother) and Italian (father). Jared identifies as African-American. Over the years, he has had limited contact with his father. As the only child born to his mother, Jared loves music, travel, and international affairs. The summer after graduating from The Arts On Jam High Jared went on a four-week European tour with his orchestra. Although he received several music scholarships, he selected to defer his musical career to pursue a major in marketing. Jared is currently a second semester freshman at top 100 nationally ranked university in the Midwest. Like Alis and Dionne, I met Jared during his junior year at The Arts On Jam High.

Focus Group Results

In an effort to understand how my intentional actions to be a teacher-mentor influenced student development, I facilitated two focus group sessions. During session 1 Alis, Dionne, and Jared responded to my prompts. I utilized the second focus group session as opportunity to validate my findings via member checking. The following data are a summation of the findings from the focus groups:

- Participants' Feedback - What is a mentor?
- Alis - A person who has wisdom about life and more experiences than the mentee.
- Dionne - Someone with a lot of experience, who is close to you and will provide you with leadership and a listening ear.
- Jared - Someone who is older, a leader, and willing to provide guidance and help.
- Participants' Feedback - Are mentors important?
- Alis - Mentors are important because they are quite influential on the decisions we make.
- Dionne - Yes, because they help us develop direction and provide a good example of what can be.
- Jared - Yes, but it also depends on the mentee's receptivity.
- Participants' Feedback - Do you believe teachers should be mentors to their students?
- Alis - I believe that teachers should be mentors because they are in a good position to push students further than they thought they could go.
- Dionne - Yes, because they can encourage students to (a) do better and (b) push to do more.
- Jared - Yes, because they can inspire and help students develop a picture of what they want to accomplish in life.
- Participants' Feedback - Who are your mentors?
- Alis - Family (aunts, papa, mother) and you
- Dionne - Family (aunts, papa, mother) and you
- Jared - You, mom, and aunt
- Participants' Feedback - How did you develop your relationship with your mentors?
- Alis - You saw my potential and wanted to invest in me. When the school would not give us books or technology you advocated for us.
- Dionne - You made connections with us by sharing your prior experience in the failing school district. You showed empathy because you knew our situation. You wanted to help us reduce barriers and cared about us succeeding.
- Jared - You made a strong student-teacher connection. You were authentic and cared about us and where we were going and what we were doing. Based on your past experiences you were able to relate to students' needs.
- Participants' Feedback - How have your mentors influenced your development?
- Alis - You have encouraged me to use my voice

and exposed me to social justice (school system, money, banking). You have sparked my drive and influenced my (a) work ethic and (b) desire to want more for my community and me.

- Dionne - You encouraged me to want better and do better than you. You raised the bar and promoted high expectations. Through your guidance and support, you taught us how to balance and push harder.
- Jared - You provided us with a stable foundation and a set of morals and concepts that we can pass down to our children and mentees.

Conclusion

School reform measures must move from replicating broken practices in failed models to implementing strategies from successful models that are servicing high-risk populations (Noguera, 2012). In doing so, it will require a paradigm shift from the pedagogy of poverty to an ideology which unpacks poverty and requires teachers to get to know the students they service (Haberman, 2010). The feedback from the focus group participants suggests that my students and I know each other. My intentional actions to be a teacher-mentor not only influenced student success but also created long lasting relationships (community).

In my analysis of the students' feedback, I learned students on the margins value opportunities to connect instruction to their lived experiences (Norwood, 2006; Delpit, 1988, 2006). Additionally, based on Alis', Dionne's, and Jared's feedback, I ascertained they valued my transparency and intentional actions to engage them in discussions on how I developed strategies to overcome the systems that impacted my development. Moreover, by sharing lessons learned from my life experiences, the data from the focus group respondents suggests I provided Alis, Dionne, and Jared with the support and guidance that was necessary for them to realize their potential (Schwartz, et al., 2012).

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Truman Hudson, Jr, Ed.D. is a social economist with more than 25 years' experience in developing, implementing, and evaluating educational and community economic development projects. Truman is the president of DEXDesign Community Development Club, L3C.

Call for Chapters: Edited Book

Mentoring through the Glass Ceiling: A global perspective or Mentoring and Women in Academia: A global perspective (For submission to International Mentoring Association Publishing)

Edited by: Brenda Marina, PhD., Associate Professor, Educational Leadership/Higher Education, Georgia Southern University

This text honors and extends previous work on the experiences of women academics from diverse backgrounds. Through this book, I call for new ways of understanding the vital role that narratives of women play in speaking truth to the power of mentoring. Utilizing narrative inquiry (your voice, your story), this text will bring insights from women academics to exposé the extent to which politics, equity agendas and mechanisms of quality assurances for mentoring have supported or failed these women.

It is a goal and purpose that this body of work will further discussions regarding how higher education institutions can be more proactive in mentoring, and preparing qualified women for upper level and leadership positions. It is also a goal and purpose of this book to incite reflection and introspection to consider the possibility for successful mentoring relationships in academe where difference may be associated with inferiority and marginalization. The diverse stories told in this book are positioned as counter in "an attempt to break that silence and bridge some of those differences between us, for it is not the difference which immobilizes us, but the silence" (Lourde, 1984, p. 44).

Proposed sections and topics include but are not limited to the following:
- **Part I** – Looking Back
  Possible topics: reflections from childhood– who were your mentors
- **Part II** – Present and (Un) Accounted
  Possible topics: current career issues and mentoring, the lack of mentoring)
- **Part III** – Cultural Contracts in mentoring
  Possible topics: interpersonal relationships, culture, and values
- **Part IV** – Disciplinary Domains
  Possible topics: organizational bureaucracy in mentoring, policies, formalized practices for mentoring)
- **Part V** – Where we go from Here
  Topics: lessons learned, conclusion

Please email a 500-word abstract, a proposed chapter outline, and a résumé or curriculum vitae to Dr. Brenda Marina at bmarina@georgiasouthern.edu. This volume is intended for publication in Spring 2015.

About the Author

Dr. Brenda Marina is an Associate Professor for Educational Leadership and the Director for the Higher Education Administration programs in the College of Education at Georgia Southern University. Her research interests include: Leadership though Mentoring, Women in Leadership, Multicultural Competence in Higher Education, and Global Education Issues. Dr. Marina holds professional affiliations at the state, national, and international levels and serves as a speaker and presenter for issues related to her research.

Barry Sweeny was a leader not only in the IMA as a former emeritus board member but also in the mentoring field worldwide. Mr. Sweeny's specialty was the development of teacher mentoring and induction programs and practices that result in high quality instruction and increased student learning. Barry trained thousands of mentors and administrators, and helped develop or improve hundreds of programs in school districts, professional associations and collaboratives, universities, regional agencies, community and governmental agencies, and businesses. His "High Impact" model of induction and mentoring is used all over the world for accomplishing the goals of supporting and guiding new teachers into the profession and for creating programs that help districts accomplish their strategic initiatives. Barry was a founder of the ASCD Mentoring Leadership and Resource Network and was a Director Emeritus of the International Mentoring Association.

Personal Pronoun Power in Mentor Questions

by Barry Sweeny

A BRIEF DISCOVERY ACTIVITY

Below are a description of the three kinds of "High Impact" questions that mentors often ask in problem solving conversations with their protégé. They are each followed by a series of examples.

STEP #1: Please read the descriptions and the examples looking for a pattern in the examples.

1. *FOR THE MENTOR:* Questions that the mentor asks the protégé that that are for the mentor's own information.

    Examples:
    - What do you think is the problem?
    - What do you think is the cause of this problem?
    - How long has this been true for you?
    - What have you done so far to address this problem?
    - How has any of those solutions worked for you?

2. *FOR THE PROTÉGÉ:* Questions that are asked by the mentor of the protégé to get the protégé to analyze the situation.

    Examples:
    - Do you think that you might be causing a part of the problem?
    - What have you learned about your approach?
    - What's the best thing that can happen for you?
    - What's the worst that can happen to you?
    - What do you think are your alternatives?

3. *FOR A PLAN: Questions the mentor asks of the protégé to guide the protégé's decision making and planning.*

    Examples:
    - What result do you want to achieve that would be the "best case scenario"?
    - What could you do that could lead to the best case?
    - What problems or obstacles might occur that would prevent achieving the best result?
    - What can you do that might avoid problems or obstacles?
    - Are there any other alternative routes you could take to that same best case result?
    - Which of your alternatives is most likely to lead to that result?
    - How will you start the process?
    - What will you do if the first plan does not work as well as you expect?
    - How will you know it's time to switch to the second plan?
    - What resources do you have that can help?
    - Are those all the resources that you need?

- How can I help you succeed?

STEP #2: Now look back through all the examples again, looking for the personal pronouns that were used. Examples of personal pronouns are: me, my, I, we, you, us, our, etc. Again, look for a pattern.

STEP #3: What do you notice about the personal pronouns used in ALL these examples except the very last one? Is there a pattern?

Yep! These questions all use the personal pronoun you or your.

Although it seems so subtle, there is a powerful effect in using the pronoun you this way. Here's what it accomplishes.

- The *you* assumes the protégé can figure out the problem and what would be the best solution (with the mentor's questions as a guide).
- The *you* keeps the ownership of the problem and the responsibility for that decision making and solution finding with the protégé.
- It allows the mentor to ask the kind of open-ended questions that the mentor knows more experienced people would ask themselves. Done a number times with different problems, the protégé will begin to anticipate the questions to be addressed. This shows that the protégé is starting to internalize those questions and learn to think that way as well, which is the goal.

Is This Assumption True?

If the assumption stated in the first bullet item above is true, this strategy is very empowering and can serve to help the protégé learn to think like a more experienced person. If it is true, the success of the protégé's plan will give the protégé an increasing sense of self-efficacy and self-confidence, as well. However, often this assumption will not be what the mentor believes.

What if the Assumption is NOT True? What Can the Mentor Do?

However, if the mentor is concerned that the protégé lacks sufficient experience to know some of the answers and can NOT analyze and solve the problem alone, what should the mentor do that is most helpful?

The answer is that the mentor should change the personal pronouns in the questions from you, which excludes the mentor from participating in answering the questions, to more inclusive pronouns, such as we, our, and us. Switching to inclusive personal pronouns has the effect of including the mentor in the ownership of the problem, and it keeps the mentor in the thinking, and decision-making process.

The net result of including the mentor in the process is that it

- Allows the mentor to let the protégé do as much as possible, but…
- Also allows the mentor to reflect and wonder about things out loud and, thereby, to model expert thinking and choice making, all of which would be invisible to the protégé unless the mentor is part of the process, "unpacking" his or her own thinking.

Notice below the effect on all the same questions of this subtle but powerful pronoun change.

1. *FOR THE MENTOR:* Questions that the mentor asks the protégé but that are for the mentor's own information.

   Examples:
   - What do you think is our problem?
   - What do you think is the cause of our problem?
   - How long has this been true for us?
   - What have we done so far to address this problem?
   - How have any of those solutions worked for us?

2. *FOR THE PROTÉGÉ:* Questions that are asked by the mentor of the protégé to get the protégé to analyze the situation.

   Examples:
   - Do you think that we might be causing a part of the problem?
   - What have you learned about our approach?

- What's the best thing that can happen for us?
- What's the worst that can happen to us?
- What do you think are our alternatives?

3. *FOR A PLAN:* Questions the mentor asks of the protégé to guide the protégé's decision making and planning.

   Examples:
   - What result might we try to achieve that would be the "best case scenario"?
   - What could we do that could lead to the best case?
   - What problems or obstacles might we encounter that would prevent us from achieving the best result?
   - What can we do that might avoid problems or obstacles?
   - Are there any other alternative routes we could take to that same best case result?
   - Which of our alternatives is most likely to lead us to that result?
   - How will we start the process?
   - What will we do if the first plan does not work as well as we expect?
   - How will we know it's time to switch to the second plan?
   - What resources do we have that can help?
   - Are those all the resources that we need?
   - How can we help each other succeed?

Finally, the mentor can change the pronouns anytime that it becomes clear the basic assumption is not true. Even in the middle of speaking a sentence, the mentor can switch from using *you* to *we*.

BEST OF THE BEST
IMA MENTORING PROGRAM ACCREDITATION

The International Mentoring Association (IMA) provides accreditation of mentoring programs to recognize programs that meet rigorous mentoring program standards based on years of research and practice in the field of mentoring. All accredited programs are well designed, meet participant developmental and growth needs, and achieve the program's purposes.

Accreditation provides many benefits:
- Provides program leadership with an external review of their program design and implementation—in support of their continuous improvement efforts;
- Rewards program managment and participants for their commitment to personal and professional growth;
- Provides organizations with a competitive edge for attracting candidates and applicants; and
- Helps programs gain or maintain funding by confirming their value.

MORE INFO: http://mentoringassociation.org/recognition/

Nuturing Mentoring Through Its Varied Stages

by By Meenalochani Kumar

"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves" – Steven Spielberg

So aptly said, and true, as well! In my years of experience as the mentoring program head for an information technology organization, the intent has been to create transformational mentoring experiences for participants: the mentors and the mentees. The mentor playing the role of a guide or person to bounce your thoughts on, someone rich with experience. The mentee playing the role of an avid learner in the entire mentoring journey.

As much as this has been a "Chase Me" dream, I have wondered on aspects of mentoring sessions, relationships, paradigms, and, most of all, the challenges associated in the Mentoring Life cycle. The discovery has ranged from the most expected results to completely unexpected outcomes.

Mentoring is akin to a teenager. A teenager knows that something else or someone is right but is extremely confident that only his approach would work until he walks the experience and realizes he would have been better off with wisdom from experienced people.

What has been observed is quite similar. Any amount of pre-qualifying information on challenges or what to expect sometimes goes unheard, and so, we as program champions experience what we experience. All is fair in the game, as they say!

The past several years in this space has gotten me to reflect on mentoring frequently. Mentoring with its potential benefits comes with a challenge like other organizational development interventions—the ability to sustain and scale the program. For sustaining the program, a deep dive into mentoring relationships is vital.

Every mentoring relationship contributes to the overall sustainability of the program. Showcasing internal success stories of mentoring relationships leads to better participation from the potential audience. This, in turn, results in an increase in scale of participation in the mentoring program.

In this article, I have tried to capture my observations and realities of mentoring stages as seen on the ground. I propose a few probable approaches to tackle challenges, a few that have worked for me, and a few that are still underway.

I focus on two aspects of mentoring:

- The stages of every mentoring relationship (a small component of mentoring sustainability), and
- The associated challenges observed in each stage.

So, are there stages in a mentoring relationship really? In a real time corporate world, the best analogy for the stages in a mentoring relationship is the human life cycle. The four stages can be observed and are true for every mentoring relationship. I have categorized the four stages of mentoring as follows:

- Nascent stage (akin to birth in the human life cycle)
- Advancement stage (akin to growth)
- Established stage (akin to maturity)
- Move on stage (akin to demise in the human life cycle)

What are a few things that happen at each stage and what are some challenges seen in the real time corporate world?

Each stage involves multiple participants, the core being the mentor and the mentee. Each stage has typical behaviors exhibited and similar questions in the minds of mentors and mentees, as well as corresponding challenges. These have been captured in the simple format below for ease of comparison and understanding.

A Comparative Perspective on the Mentoring Stages and Associated Challenges

	Nascent	Growth	Mature	Move on
Core activities	First meeting "Getting to know" each other	Objective setting Planning and Actioning	Applying and experimenting with the learning from the mentoring relationship Talking about the next learning plunge Moving north towards progress and achievement	Looking for a new mentor Feedback, closure, and sign off
Key behavioral observations	Excitement, enthusiasm Apprehension and nervousness	Being complacent Giving excuses for lack of time for mentoring sessions Lack of follow through for actions planned	A feeling of "I have learnt all I want" Over-confidence at times	Urge to move on Lack of excitement or energy in mentoring sessions
Key questions in the mentee's mind	Do I need mentoring? Is she the mentor for me? Will this relationship work?	Am in on track? How do I achieve what I want? How do I get my mentor's time? How do I apply my learning at the workplace and in life?	Is this what mentoring is all about? Have I learnt what I want? Is it time to move on?	Is it time to move on? Should I look for another mentor or do I need to give myself a gap before seeking new skills and a new mentor? How could I apply my learning and move forward in my career?

Key questions in the mentor's mind	What should I know about my mentee? What can I expect from my mentee? Will this relationship work? Am I equipped with skills that will help me guide my mentee?	How do I set objectives that are meaningful and relevant for my mentee? How do I excite my mentee to work towards his goals? How could I sustain interest in my mentee? What could we do better for an effective relationship? Why is my mentee skipping mentoring sessions?	Is my mentee becoming complacent? How has she applied her learning? Is it time for me move on?	Should I find another mentor for my mentee? Would my mentee be able to manage on her own now? Have I equipped my mentee with skills such that I can be a "shadow dancer" now?
Challenges	First meeting syndrome—When should the first meeting happen? Now/today/ tomorrow/later	Goal setting is difficult, I am confused on which goals to choose Lack of time for consistent meetings Adherence to action plans Keeping mentoring momentum alive Creating " Mentoring Moments" and focus on continuous engagement Ensuring conversations that are engaging, relevant and providing a stretch in thought process for the mentee	Complacency in learning Need for a new mentor Urge to move to the next level of learning Reflection on objectives achieved/ not achieved	Too much emotional bonding resulting in " I will not let you go" Moving to the "Stay in touch" mode

Now that we have seen the many facets of mentoring, are there possible approaches to tackle these challenges? I have summarized a few that have worked for me and hope they will work for you.

Nascent stage: This stage starts post the pairing of the mentor–mentee and the journey of learning begins.

- Appropriate positioning of the program within the organization goes a long way in creating excitement and enthusiasm about the program. This can lead to the first meeting of the mentor–mentee pair as part of the nascent stage.
- The key to getting the mentoring relationship kick-started is to communicate the importance of the first meeting and equip the mentor–mentee pair for the same.

Growth stage: This stage needs focus and commitment to making things happen and requires intent. It is also a stage when things can start to go awry because it involves deep activities, such as goal setting and creating and adhering to action plans to achieve set goals. The crux is to also create "mentoring moments" and keep the momentum alive. Lack of time for meetings from both mentors and mentees is the biggest killer of the relationship.

The following strategies have worked in this stage.

- Engaging with the mentor–mentee pair closely.
- Having pep talks on motivating the pair to move forward.
- Doing small checks on progress.
- Sharing success stories of mentor–mentee pairs who have progressed well.
- Internally creating a forum for discussions on challenges faced.
- Enabling mentors and mentees to plan on time. This is yet another aspect that needs consideration and could be done at the time of orientation. This would better prepare the mentors and mentees and create realistic expectations on time constraints. It also helps to have pre-planned templates available for the goal-setting process for effectiveness in documentation and follow-ups towards closure.
- Equipping the mentee. A common derailer for a mentee is inability to translate action points to actual actions. This could be due to lack of understanding of "What next" or inability to see the big picture of what the actions could lead to and the possible outcomes. This requires the mentor to equip the mentee to understand the macro picture of the positive outcomes of working with action plans.
- Helping the mentor and mentee have positive and thought-provoking conversations that help stretch the thought process of the mentee is a huge advantage for the relationship to survive and grow stronger. The sessions that are interactive and thought provoking strengthen the mentoring engagement in the long run. Many such sessions and relationships result in a holistic mentoring program.

Mature stage: This stage has a mix of behaviors, such as complacency in the mentee, urge to seek a new mentor, a feeling of "I know it all now," "Can this mentor teach me anything else?" and multiple such aspects. A few approaches to overcoming barriers and challenges in this stage are

- To remind the mentee gently that learning is an ongoing process.
- To allow the mentee to move ahead by connecting him to a wider network of possible mentors thus helping him advance in his steps if you discover that the mentee is looking for the next push.
- To review the objectives or goals achieved, which helps the mentee grasp reality and refocus based on the need.

"Move on" stage: A few insights here are that many times, the mentor is unwilling to let go of a mentee with whom he has shared a great bond and enabled learning.

- This challenge can be surmounted if the mentor has a broad-based view of the mentee's needs and is graceful enough to let the mentee move on. This brings a lot of respect for the mentor in the mentee's eyes and reflects the mentor's maturity in understanding the mentee's learning curve.

To sum all of it up, mentoring is not a cakewalk; however, challenges are not insurmountable either. "Mentoring the mentoring relationships" is the crux. So, go for it because the benefits overshadow everything else.

As Meg Whitman (CEO and President of eBay) was told by her mentor, her father, "Be nice, do your best—and most important, keep it in perspective."

About the Author of Nurturing Mentoring Through Its Varied Stages

Meenalochani (Meena) practices Organization and Leadership development in India and consults for Mindtree Limited, a leading information technology organization. She is the Program Head for Mentoring and Coaching apart from the other portfolios she takes care of like Careers and Capability, mid-level Talent management and Leadership development in Mindtree.

Meena has pioneered corporate Mentoring in India and has presented in several forums in the Mentoring space and has published many articles. She has been featured in the media and has been a guest speaker in varied events. She has served on the board of the International Mentoring Association. Meena has a Masters degree in Science and a certification in Business Management from XLRI, a leading Business school in India.

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The In-Person Connection: An interview with IMA board member Allison McWilliams

1. What about mentoring inspires you?

Everything! I have been fortunate to have personally benefited from great mentoring in my personal and professional life, and I know first-hand how impactful it has been. In my current role, I get to see the impact of mentoring every day on a new generation of current and future young professionals. It is a gift, every single day.

2. How, and when, did you get into the mentoring field?

I have been involved both formally and informally since I first started working in higher ed., roughly 17 years ago.

3. What do you know now that you wish you knew then?

You don't always have to have the right answer. More often than not, it's about asking the right question at the right moment, and then paying attention and listening.

4. Other than being an IMA board member, what is your role now, and how does it contribute to the mentoring field?

I am director of the Mentoring Resource Center at Wake Forest University. I work with people across the university who are leading mentoring programs and serving as great mentors and mentees, and I help to grow and enhance their skills and programs.

5. Describe a specific success story in your work as a mentoring leader and how you achieved it.

When I came to Wake Forest four years ago, the Mentoring Resource Center did not exist. I was charged with creating it from scratch. Now, we have more than 20 formal mentoring programs in place, we have trained more than 3,000 people, and we have seeded mentoring initiatives across the institution and in multiple cities. Key to all of this work has been great collaborative partners—there is no way I could have done it on my own!

6. Describe a specific challenge in your work as a mentoring leader and how you overcame (or are overcoming) the challenge.

Working in higher education, there is an ongoing opportunity and challenge in that every four years, you have an entirely new population. So, in real terms, our work is never done! I am always thinking about how we grow our programs, educate a new class of students, and continue to engage people across the institution in this work.

7. What mentoring program models have you experienced, and what seems to work best and in what conditions?

We have both formal and informal programs, one-on-one, group models, distance models. We're willing to try pretty much anything that facilitates great conversation! But I have a strong bias towards in-person, one-on-one relationships. There is just nothing like that interpersonal connection. Interestingly, a lot of people talk about how this generation of young people is so "wired" that they don't know how to have in-person conversations. My experience is just the opposite. Perhaps because of their high reliance on technology, I find that these young people are starving for that in-person connection, for someone to just say, "I'm paying attention to you." It's not hard.

8. What are the top challenges faced by mentoring programs, and what advice do you have for overcoming those challenges?

At the end of the day, these are programs built around people, and they will only be as good as those people choose to make it. Mentoring programs require constant tending. It takes time, and work, and resources. Mentoring is a strategic intervention and should be managed as such. Mentoring programs

fail when they are taken lightly.

9. How do you respond to people who think formal mentoring programs are unnecessary?

I think there are benefits to both formal and informal mentoring relationships. Formal mentoring programs provide structure and oversight that can mitigate some of the potential obstacles that may arise. Informal relationships have the benefit of building upon more natural connections but often lack that needed structure. Particularly with young people, I think structure is crucial. They don't necessarily know how to navigate these relationships, and they are building important skills along the way.

10. What needs to happen to further develop the field and profession of mentoring?

We need more empirical research on the impacts, processes, and practices of mentoring across multiple sectors.

11. Where would you like to see the mentoring field in 20 years, and why?

I would love to see the day when we no longer have to use the word "mentoring," actually. I would love to see a world where this is just the way that we engage with one another as human beings. To me, it's a philosophical and an ethical move.

12. What else would you like to share with the mentoring community?

The IMA is a great resource and community of individuals who are engaged in the work and practice of mentoring. Use this group to your benefit! You won't regret it.

Calling All Consultants and Trainers

Mentoring programs and organizations are looking for consultants and trainers to help their programs grow and succeed. Do you have the knowledge, skills, and abilities they need?

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What is the International Mentoring Association?

The IMA is a worldwide leader in mentoring. The IMA is an association of mentoring professionals, practitioners, and leaders. The IMA believes that every person's fullest potential is realized through a mentoring relationship, and the IMA provides the leadership, services, and opportunities to make this vision a reality. The IMA provides a host of leadership services to the mentoring community, in general, and to IMA members, in specific.

Current Leadership Services to the Mentoring Field

Membership

The IMA provides various levels of membership, from student and individual memberships to corporate and organizational memberships. Not only does membership provide discount rates on international conferences but also provides access to all content and articles on the IMA website. Members can participate in the services described below.

Mentoring Program Accreditation

The International Mentoring Association (IMA) provides accreditation of mentoring programs to recognize programs that meet our rigorous mentoring program standards. Accreditation provides program leadership with an external review of their program design and implementation, rewards program management and participants for their commitment to personal and professional growth, and improves the credentials of program participants. The IMA board of directors also offers specific advantages to accredited programs, including international recognition and the use of IMA accreditation logos.

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The IMA recognizes consultants and trainers who are able to help mentoring programs meet the IMA's rigorous standards. Certification assures program leaders that the IMA has vetted the consultant for excellence. With this experience-based certification, consultants (and consulting companies) demonstrate that they are among the best.

Publication

The International Mentoring Association accepts manuscripts and manuscript proposals from IMA members. We welcome any and all submissions with the potential to promote and enhance the field of mentoring. Authors receive royalty payments that are more generous than major publishing companies, and authors retain all copyrights. Publications are sold through a wide variety of channels, on- and off-line.

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