



Mentoring

This Website is a collaboration of thirteen graduate and undergraduate students final project in [Leadership Concepts 410/510](#). The Website was created after much debate, suffering and deliberation amongst us. We are proud to present to you our work, mission and vision to bring the U of A campus community a little closer together.

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OUR MISSION:

We provide access to information at the University of Arizona via a WebPage to increase the campus community's awareness of mentoring and thus enhance the University experience.

Students in AED 410/510:



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[Questions or comments](#)

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by [Stacy Enslin](#)

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MENTORING HAS MANY MEANINGS

Thoughts from the literature - by Danielle Hunt

Definition of Mentoring

Defining mentoring is not a clear cut process. Many people have written about mentoring, but there does not seem to be one definition that encompasses the experience of "mentoring." I will not define mentoring here as there are already a multitude of definitions in the mentoring literature. Instead I will give a brief description of the origin of the word as described by Crow and Matthews (1998), and allow you to determine the definition of mentoring for yourself.

The Odyssey

The term mentor originated in Homer's The Odyssey. Odysseus, preparing to go to battle

in the Trojan War, entrusted to his friend Mentor, the charge of his son, Telemachus. Mentor's responsibility went beyond that of provider, nurturer, or teacher, and covered every aspect of Odysseus' sons' life. These included the "physical, intellectual, spiritual, social, and administrative development" of Telemachus (Clawson, as cited in Crow and Matthews, 1998, p. 2). Mentor went even further and facilitated Telemachus' ability "to think and act for himself" (Kay, as cited in Crow and Matthews, 1998, p. 2).

From this description, it is evident that mentoring is more than teaching since it goes beyond intellectual development. The Odyssey seems to take a holistic approach to mentoring as an avenue for personal development.

Mentoring Literature: A Brief Review

In a brief review of the literature on mentoring, there appear to be two basic approaches to mentoring. The "training model" seems to be more discipline oriented focusing on the development of people as teachers, administrators, or managers. This model promotes efficiency and effectiveness as appropriate mentoring outcomes. The "people centered model" appears to focus more on personal development as the primary focus of mentoring. This model promotes self-awareness and personal direction as the primary purpose of mentoring.

Mentor Characteristics & Behavior

The following list illustrates the various perspectives of researchers and writers regarding favorable mentor characteristics and behavior.

Empathy (Head, Reiman, & Thies-Sprinthall, 1992)

Meets mentee where they're at (Gold, 1992)

Supporter, sponsor, guide, counselor, advisor, protector, encourager, confidant, befriender (Neal, 1992)

Develop mentee characteristics: responsibility, accountability, self-reliance (Kay, 1992)

Support students, provide suitable structure, exhibit positive expectations, advocate, explain (Daloz, 1998)

Challenge students by setting tasks, providing alternative perspectives, assisting students to identify personal assumptions, encouraging abstract thinking (hypothetical thinking), give positive feedback (Daloz, 1998)

Avoidance of formal mentee evaluation (Neal, 1992)

Encouragement, unconditional acceptance, provide resources and expertise, mentee

needs come before mentor needs, develop self-reliance (Kay, 1990)

Provides practical advice (Bryant, 1984 as cited in Otto, Mary, 1994)

Successful (Liden, 1985 as cited in Otto, Mary, 1994)

Influential (Fagenson, 1988 as cited in Otto, Mary, 1994)

Willingness to share knowledge & promote growth, honest, competent, provide critical feedback, and direct (Knox & McGovern, 1988 as cited in Otto, Mary, 1994)

Mentee Needs & Characteristics

Needs and characteristics of mentees are also described in the literature.

Needs include the following:

Emotional-Physical: self-esteem, security, acceptance, self-confidence, illness resistance

Psycho-Social: friendships, relationships, collegiality, interactions

Personal-Intellectual: intellectual stimulation, new ideas/knowledge, aesthetic experiences, challenges, innovative techniques (Gold, 1992)

Mentee Characteristics:

Enthusiastic, dedicated, intelligent, aggressive, and ambitious (Collins, 1983 as cited in Otto, Mary, 1994)

Mentoring Relationship Stages

Initiation Phase: establishment of a relationship.

Cultivation Phase: personal and professional similarities promote the development of a more meaningful relationship.

Separation Phase: structural change in the relationship involving some loss as the mentee is launched.

Redefinition Phase: relationship adjustment occurs as both mentor and mentee engage in redefining their relationship, often resulting in a friendship and collegial relationship. (Kram, 1985 as cited in Otto, Mary, 1994)

Mentoring programs should be defined within the parameters of institutional goals, needs, and resources. The program should provide for selection and training of mentors and mentees and the evaluation of mentoring outcomes. (Wunsch, 1994)

Managers as Mentors: *Building Partnerships for Learning* by Chip R. Bell, 1996.

Quotes and Comments:

"This book is about mentoring-but at a deeper level it is about successful partnering" (p. 19)

"Effective mentors are like friends in that their goal is to create a safe context for growth" (p. 7)

"Mentoring is an honor" (p. 12)

"Leaders foster partnership by making sure their mouths match their moves (p. 18).

"Quality learning will not occur until the shield has been lowered enough for the learner to take risks in front of the mentor" (p. 51)

"A good mentor establishes rapport through careful attentiveness to the protégé's feelings early in the encounter" (p. 52)

Authenticity: "The more you surrender to who you are in front of the protégé, the more at home she will feel" (p. 53)

"The challenges for all mentors are "When does too much support become rescuing?" and "When does too little support become a sign of callousness?" (p. 125)

Encourage risk-taking

Be a dramatic listener

Model your values

Identify with your protégé

Be a good listener: focus, mirror, take your cues from your protege

Traps to Avoid as Mentors

I can help

I know best

I can help you get ahead

You need me

Mentor as "SAGE"

Surrendering - Accepting - Gifting - Extending

Mentoring Partnership Qualities

Balance - Truth - Trust - Abundance - Passion - Courage

Discussion: Creating an Effective Format

"Why are we here?"

"What will it mean to you?"

"How shall we talk?" (p. 95)

"If there is ever a time when the word "catalyst" applies to the role of mentor, it is during dialogue" (p. 95).

Discussion Do's & Don'ts

Do not teach

Listen

Disagreement is okay

As your protege learns from you, learn from her/him

Be warm and encouraging

Be conscious of the learning that is occurring

Do not expect particular behavior or answers from your protégé

Fear Interferes With Learning:

"Irrational feelings are still legitimate feelings" (p. 105) Fear: a threatened need & a

"mirror of self-esteem" (p. 107-109)

Dealing With Fear

Use positive affirmations and show appreciation.

"Assume that the protégé has no reason for low self-esteem" (p. 110)

"Tomorrow's master mentors will be enablers, not experts; supporters, not smart persons" (p. 147)

"Healthy mentoring relationships use separation as a tool for growth" (p. 168)

Being a mentor is about being human, being who you are, and giving of yourself. It is an opportunity to give with no self-interest involved. Consider becoming a mentor - or perhaps finding one with whom you can learn and explore.

Web Pages

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Web Links for Mentoring Resources

All undecided freshmen in the [University College](#) are eligible to take advantage of the [ACES \(Advising Center for Exploratory Students\)/\(FYC\) Freshman Year Center Mentor Program](#). Mentors are University faculty and staff members who have volunteered on a year to year basis to assist freshmen in the transition from high school to the University. FYC mentors are excellent resources who can assist students in navigating the University of Arizona system.

What is Mentoring?

A mentor is a wise and trusted friend and guide. Mentoring is a committed relationship between an adult and a youth, or the youth's family, focused on developing the character and capabilities of the young person.

Mentoring is a wonderful way for caring adults to share their wisdom with future generations and to strengthen their communities.

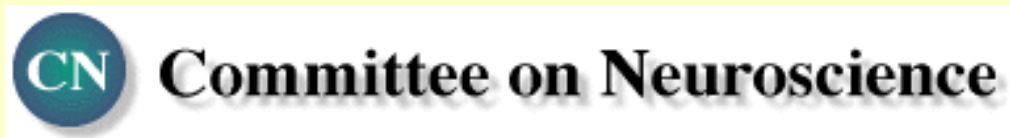
To find out more about peer mentoring, visit [UWM Student life page](#).

Faculty Mentoring Program

In conjunction with the College of Humanities, Minority Student Services coordinates the [Faculty Mentoring Program](#). The Mentoring Program provides first-year students with a network of support and the opportunity to develop connections to senior faculty in the College of Humanities. Students are paired with a faculty mentor and peer advisor throughout the academic year. Activities include cultural and social events, faculty/student lunches, and informal meetings and workshops.

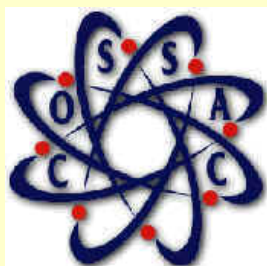
ArtEd Mentor Program

The Art Education Department is initializing a "[Mentors](#)" program to ensure all Art Education majors have access to a faculty mentor on a private and one-to-one basis. The student is encouraged to participate in this program as a way of exploring additional possibilities available to the student for the advancement of their career and the development of their studies. This program is separate from the class advisory program.



MENTORING AND ADVISING

The [Graduate Student Advisory and Progress Committee](#) (GSAPC) advises first-year students and helps them to select courses and appropriate research rotations. The committee also monitors the progress of all first-year students throughout the year.



The College of Science has recently developed a [Mentoring Program](#) for all College classified staff. We currently have a list of 29 mentors in the program. You may contact a mentor directly.

WISE

The [Women in Science and Engineering \(WISE\) program](#) was established in 1976 as part of Women's Studies/Southwest Institute for Research on Women to begin tapping the pool of historically under- represented groups. WISE is the only University of Arizona program that specifically targets women as potential entrants into the labor market

Mentoring Program

The [UA Hillel Mentoring Program](#) provides interested students with mentors drawn from the University of Arizona faculty, staff and greater Tucson community. Mentors assist students in finding their way through the university system, aid students with career choices and act as an inspiration to living a Jewish life. People interested in participating in the Mentoring Program, as either mentors or students, should contact the Hillel office for an application

Project SOAR Mentoring Initiative

[Project SOAR Student Opportunity for Academic Renewal](#) is a school-university mentoring program for students exhibiting multiple risk factors in their lives. Some of the factors include gang involvement, chronic truancy, academic difficulties, teenage pregnancy, and other personal and social problems. Project SOAR was initiated in 1993 at a single middle school with 15 students and their College of Education mentors. It was jointly sponsored by Tucson Unified School District, the National Education Association, and the College of Education. Since then, its success has attracted substantial support from The Coca-Cola Foundation and the Arizona Supreme Court, and it has grown to serve more than 300 students and teen parents in 19 elementary, middle and high schools Statewide. It continues to expand through assistance from the Arizona Supreme Court who is committed to supporting and replicating successful programs for young people. Through this expansion, the program is now known as the Project SOAR Mentoring Initiative.

[WICS - Mentoring Program](#)

Wondering what the world of work is like after graduation? Looking for advice as you go through school? Wondering what opportunities and obstacles you might come across as a woman in a male dominated field? Perhaps a mentor from industry or academia can help you as you make your way through the CS program.

Faculty and Staff Mentors for Freshmen

A [College of Humanities Mentoring Program for First-Year Students](#) Who are the Staff? One of the College of Humanities staff mentors has served in the Peace Corps, another is a published writer, another has won awards for mentoring students, others are currently enrolled at the U of A or are

graduates -- all have administrative experience gained from assisting students and faculty with departmental and University policies and procedures.

[Oasis Center Mentoring Program](#)

University of Arizona Oasis Center for Sexual Assault and Relationship Violence

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Students Conduct Mentoring Survey: Summary Article and Comments

by J.J. Story

Less than one third of the students at the University of Arizona have had a mentor, according to a survey conducted by the Agricultural Education 410/510 class.

The survey, which was conducted of 186 students randomly selected, found that 31 percent of the student body had had a mentor, and that of that percentage, women were much more likely to have a mentor than men.

Jeff Reid, a professor of anthropology and a member of the UA Faculty Fellows program, which places professors in environments outside of the classroom to encourage students to get to know faculty members, said that he did not realize that more women than men were receiving mentorship help, but he was not surprised.

"The modern academic community was primarily developed by white boys to educate white boys," Reid said "It has worked well for white boys, but we need to realize that information is not restricted and we have to make it more diversified.

" Reid felt that women would need to take the step in searching for ways to learn about the university system. Reid also feels that all incoming freshmen should be paired with a faculty member.

"A number of freshmen are at risk and I would like to supply an academic triage so that an incoming freshman with a rural background will be able to find someone with a knowledge of the system," Reid said. The Freshman Year Center is one of the outlets provided by the UA to help students who want a little help throughout their academic career.

Angie Register, administrative secretary for the center, said this semester the center

has invited student mentors to come to brown bag lunches and discuss their majors.

"We have about 20 to 25 students at each pizza lunch, the pre-med was really popular," Register said.

Register said the Freshman Year Center tries to match people with mentors from the faculty, but that most students come in asking for advisors rather than mentors.

An advisor would be more helpful with academic questions, while a mentor will be a resource for difference career goals, emotional support and academic success.

Career and major guidance was featured by the students in the survey, with 45 percent saying that those were the topics they used an mentor for most. Emotional support, class scheduling, life decisions, academic emotional support and volunteer experience were also listed as ways a mentor could help the journey throughout an education at the UA.

Women were more inclined to have a mentor, with 37 percent of those polled, while 13 percent of the men polled had mentors. 89 percent of students felt that mentoring would be beneficial to them.

Despite the advertising of different mentorship programs, 64 percent of students responded they did not know how or where to find a mentor on campus.

"We try to target the undecided freshman," Register said. Any students may go to the Freshman Year Center to receive academic help.

"We've realized that once students learn the tricks-of-the-trade, they're ok," Reid said.

Reid said that being a mentor is a positive experience for him.

"Being a mentor means that I can pass my ideas on to the next generation," he said. "We can talk about bettering society, bettering the world, but I'm not arrogant enough to say that I alone can better society. However, I have given some issues some serious thought and I would like to pass that experience and insight on to people who were born in 1980. I've experience some things (Vietnam, the 50s and 60s) first-hand and that gives me some expertise, at least as a social scientist.

"I don't think I'm right about everything, but I have a lot of true beliefs and they find a fertile ground "any teacher wants their ideas to be remembered and passed on," Reid said.