
The Mentor's Guide: Facilitating Effective Learning Relationships

Second Edition

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Transition Guide

According to Larry Daloiz, a thought leader in adult development and learning, after more than a decade in print *The Mentor's Guide* “is still the best. It has stood the test of time and remains an indispensable tool in the kit for mentors across all fields.” Since the first edition appeared in 2000, interest in and knowledge about adult learning and development has grown exponentially. We now recognize that adult learning is more than a cognitive process; it is a multidimensional phenomenon. The uniqueness of the adult learner has been accentuated over the last decade as we continue to learn about more the complexities of the brain, multiple types of intelligence, and our emotional selves. In our current model, the mentee is no longer a passive receiver but an active learner, and the mentor is no longer authority but a facilitator of learning.

All of this has meant fundamental changes for mentoring and for this guide. Among the major changes in this book:

- **Updated chapter on learning.** The chapter on learning has been updated to reflect its importance as fundamental to the mentoring relationship with a new section on emotional intelligence, transformational learning, and more.
- **New section on context.** A full two chapters are now devoted to the importance of context in mentoring, including the context of difference and the context of how people come together to connect with one another in the relationship.
- **Four Phases of Mentoring updated:** The names of the four phases of the mentoring cycle are now more explicit and descriptive. Rather than the simple cycle presented in the first edition, they are now discussed as an interactive, evolving process.

- **Updated section on Enabling Growth phase.** This important phase, the heart of mentoring, has been expanded to two full chapters. The first explores the components of support, challenge, and vision, and the second deals with engaging in feedback and working with obstacles.
- **New and updated exercises.** Almost all of the chapters include new examples and exercises, and some from the original book have been updated for ease of use. Conversation between mentors and mentees are drawn from actual mentoring experiences in a variety of situations, including business, government, nonprofit, and higher education, and reflect the diversity of the global workplace.
- **Distance mentoring updated.** The chapter on distance mentoring reflects the evolution beyond simple phone conversations and has been updated to reflect our current use of e-mail, social networking, Skype, and other technology-driven tools.
- **Even more user-friendly.** In addition to the book's engaging style, other changes have been made to enhance learning. For example, citations have been moved to endnotes to allow for ease of reading; and many exercises now include examples to aid in completing them.
- **Expanded annotated resources section.** The Digging Deeper section has become a chapter and has been updated with new references and resources that enlarge on specific topics discussed in the book.

1. Learning: Grounding the Work of Mentoring

Learning—on the part of both mentor and mentee—grounds the work of mentoring. It requires real collaboration between the mentoring partners and a safe environment that honors the mentee's integrity and learning style.

Because this important chapter lays the groundwork for everything you will do in mentoring, it has been reorganized around a full discussion of the elements of the learning-centered mentoring paradigm. This discussion includes updated adult learning research references, new examples, new mentor-mentee dialogues, and new exercises. You'll also find these new features:

- A new section on emotional intelligence with an example and exercise
- An updated discussion of self-directed learning
- A new section on transformational learning with an example
- A discussion of the Four Stages of Learning and the Levels of Competence model
- William Perry's model as an example of cognitive frameworks

- A facilitator's reference guide you can use to stay on track with all of your mentoring relationships

Part I: Considering Context

Context determines how we perceive reality, what we see as possible and achievable. Its importance to the mentoring relationship cannot be underestimated. The two chapters in this new section draw from some of the material in Chapter 2 in the first edition, but have been greatly expanded. They emphasize that mentoring relationships are embedded in context and address the importance of understanding the mentee's context as well as your own.

2. The Context of Difference: Bringing Who We Are to What We Do

No two people—including you and your mentee—see the world through precisely the same lens. Too often, we make meaning through “difference filters” that blind us to our own cultural biases and lead us to misunderstand people who are communicating with us through their own cultural filters. This new chapter greatly expands the territory with new dialogues, new exercises, and new examples. You will also find these new features:

- An introduction to the notion of context filters
- An in-depth discussion of the importance of cultural context
- An exploration of the context of intergenerational understanding with tables, examples, and implications for mentoring different generations, with an exercise for reflection
- A consideration of the context of other differences—sexual identity, gender, and race—in the mentoring relationship, with many examples
- A consideration of the context of power, drawing from examples previously presented in the chapter

3. The Context of Connection: Linking Up and Linking In

The spaces and places in which mentoring partners convene, connect, communicate, and learn with one another add another context for learning. This new chapter looks at some of the approaches and configurations in which mentoring partners connect, and then turns to distance and virtual mentoring connections and to the deeper connections of mentoring. In addition to many new and updated examples, you will also find these new features:

- A discussion of virtual mentoring connections (social networking, e-mail, Skype, etc.) that offer new ways to create and enhance positive mentoring relationships
- A sampling of the multiple configurations for mentoring beyond the one mentor–one mentee model
- A discussion of points of connection between mentoring partners and steps mentors can take to make the connection easier
- Suggestions for connecting on a deeper level with your mentee
- Suggestions for keeping reflection at the forefront of connection, a theme throughout this book and the first edition

Part 2: The Predictable Phases of Mentoring

The four predictable phases of mentoring are significant signposts for both mentor and mentee:

Phase 1: Preparing (getting ready)

Phase 2: Negotiating (establishing agreements)

Phase 3: Enabling Growth (facilitating learning)

Phase 4: Coming to Closure (looking back, celebrating the work, moving forward)

In addition, this new introductory section:

- Adds more specificity to each phase and prepares readers for the in-depth discussions that follow
- Includes the ROS (Readiness, Opportunity, Support) model that was previously in Chapter 3

4. Preparing: Getting Ready for a Mentoring Relationship

Consciously setting aside the time needed to prepare yourself for a new mentoring relationship promises a satisfying and productive mentoring experience for both mentor and mentee. Self-awareness—understanding our own motivations, our strengths and challenges—is the key to getting ready to mentor. Getting to know your mentee engenders the respect, trust, and understanding you will need for effective work together. This chapter has been reorganized and includes many more examples. Also new in this edition:

- An emphasis on putting conversation front and center—engaging in it and staying in it
- An example that takes you through the steps of assumption awareness

5. Negotiating: Establishing Agreements

The negotiating phase of a mentoring relationship builds consensus and commitment. You and your mentee are now concerned with the question, “How will we move our work forward?” The agreements and ground rules—updated for this edition—that grow out of this conversation will define your work together. Also new in this chapter:

- A fuller discussion of SMART (specific, measurable, action-oriented, realistic, and timely) goals versus not so smart goals
- An new conversation guide to help mentors evaluate mentee learning goals
- A new example demonstrating breach of confidentiality
- An added section on “hot buttons”
- A summary of accountability assurances

6. Enabling Growth: Support, Challenge, and Vision

Once your agreements are made and your work plan is in place, you and your mentee are ready to implement the plan you've developed together. The work of this phase falls into three broad categories: managing the process, maintaining momentum, and creating vision. The name of this phase, Enabling Growth (formerly, Nurturing Growth) has been changed in response to feedback. Facilitated learning phase is the heart of the mentoring process, and this edition expands its discussion to two full chapters.

This chapter connects the process with Daloz's three core conditions for facilitating learning: support, challenge, and vision. It contains new examples and exercises, and these new elements:

- A rich example of dialogue begins “support” and is followed throughout the chapter to demonstrate going deeper into the relationship
- A self-reflection exercise on the mentor's facilitation experience sets the stage for the exercises that follow
- A Mentoring Partnership Check-In Tool
- Ways to effectively manage your mentoring time

7. Enabling Growth: Engaging in Feedback and Overcoming Obstacles

Engaging in feedback—giving it, accepting it, and acting on it—is a vital part of enabling growth for your mentee. Mentoring partners who are prepared to engage in a meaningful feedback process have a much easier time overcoming the almost inevitable obstacles in every mentoring relationship. This new chapter:

- Addresses engaging in feedback and provides dialogue that illustrates key points
- Includes a new table that captures what mentors need to do in setting the stage, giving feedback, and asking for feedback
- Explores the dynamics of the feedback process with many more examples and a feedback checklist for mentors
- Explores overcoming obstacles with new examples and a new section on journaling as a way of preventing obstacles

8. Coming to Closure: Looking Back, Moving Forward

Coming to closure should be a mutually satisfying learning experience. For this to happen, however, mentoring partners must be prepared for it and mindful of it throughout the mentoring process. This means building in closure protocols and processes from the beginning, and letting them evolve with the relationship. This important chapter has been expanded, reorganized, and includes:

- More examples addressing each of the elements of closure
- Sample closure conversations
- A Mentor Self-Reflection on Learning

9. Digging Deeper: Reengagement and Resources for Learning

This new final chapter combines Chapter 8 and the appendix from the first edition to demonstrate that a mentoring relationship can continue to light your path when you use what you have learned to reengage with life in new ways, and to explore new resources for learning. This chapter includes:

- Forty annotated books described in conjunction with topics presented in this book
- New resources, especially in learning, emotional intelligence, self-directed learning, transformational learning, context, gender, and generational differences