

OFFICE OF MENTORING AND SERVICE - LEARNING

PEER-MENTOR TRAINING MANUAL

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Peer-Mentor Training Manual

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Welcome to the City College of San Francisco Peer-Mentor Program. As a peer-mentor you are embarking on a life-changing journey, for yourself as well as for the other students you work with. You may not believe that now, but by the end of your first semester of being a mentor, you will have discovered some hidden jewel of truth about yourself or about someone else.

You were probably selected by a faculty member or program coordinator to be a peer-mentor because you have some skill, knowledge or experience in a particular subject or area. However, through the years of running our peer-mentoring program, we've observed that it isn't necessarily the "A" student who makes the best peer-mentor. It's often the "B" or even the "C" student who is an effective and inspirational peer-mentor because s/he had to work hard to overcome obstacles to success.

Now that you've agreed to become a mentor, what is your definition of a mentor?

Individual Activity: YOUR EXPERIENCE WITH MENTORING

Take a few minutes to think about your answers to the following questions. Write down notes to yourself and be prepared to share your answers with your group.

1. Think about a time when a friend, co-worker, or older person gave you advice about your education, job, or personal life. Was it good advice? Why or why not?
2. Do people ever come to you with questions about school, work, or personal goals? Do you feel comfortable answering their questions? In which situations do you feel comfortable?
3. Can you think of a person who has been a "mentor" to you? Who was it and what was the situation?
4. Have you ever wished you had a mentor? If so, in what situation?
5. After answering these questions, how would you define a "mentor"?
6. What skills and qualities do you have that would make you a good mentor?
7. What areas do you think you need to develop to be a good mentor?

What is Mentoring?

We have all heard the word *mentor* used in a variety of situations. Adult mentors often provide guidance and support to youth through national or local mentorship programs. Workplace mentors guide new employees through their initial year at the workplace. We hear about the mentors of famous athletes, actors, writers and business people. Quite often mentorship is informal; many of us have people in our lives who we call our mentors because they had knowledge and experience that we didn't have and they provided us with information and advice.

The Origin of Mentoring

"...Mentoring is one of the oldest forms of influence. Popular mentoring literature attributes the origin of the term mentoring to Homer, one of the ancient Greek Story tellers. In his classical tale Homer tells of the King of Ithaca, who asked his friend Mentor to look after his son Telemachus while he fought to win the Trojan War. However, scholars familiar with the original work believe that the model of mentoring portrayed by Homer would make most relationships fizzle rather than sizzle. In fact the true origin of the modern use of the term mentoring more likely comes from the work of the 18th century French writer Fenelon who was also an educator. African scholars have noted that mentors were commonplace in Africa, long before the ancient Greek civilization.

Regardless of the origins of the term and although not everyone takes the place of a king, most adults can identify a person who, at some time in their life, had a significant and positive impact on them. Mentors can be friends, relatives, co-workers, teachers, as well as historic or contemporary personalities. Most often, a mentor is a more experienced or older person who acts as a role model, compatriot, challenger, guide or cheerleader."

<http://www.mentors.ca/mentorrational.html>

"A positive mentor is one who challenges me, is objective, follows through, celebrates my successes, inspires loyalty, reassures me, is optimistic, is courageous, is perceptive, and empowers me." Anderson and Ramey (1990)

The CCSF Peer-Mentor Program

For our purposes, we see a peer-mentor as an experienced person who provides information, advice, support, and encouragement to a less experienced person, often leading and guiding by example of his/her success in an area.

The CCSF peer-mentor program is unique. A Project Sponsor (faculty, counselor, program coordinator) designs his/her project and selects the peer-mentors to work in this project. The Sponsor decides the goals for that project. For that reason, the Project Sponsor is the key person to lead and guide the peer-mentor. That is, the Sponsor is **the mentor** for the peer-mentor. Clear and consistent communication and direction from the Project Sponsor are critical to the success that the peer-mentor will have.

How the peer-mentor relationship benefits the protégé/mentee:

Past protégées/mentees say they benefited in the following ways:

- Able to remain in the course and not drop and to complete homework assignments
- Able to raise their grades in the course
- Felt more comfortable asking questions to a peer than a faculty member
- Appreciated that peer-mentors were patient and “nice”
- Appreciated the one-on-one time and the casual atmosphere
- Increased their ability to communicate and ask questions
- Increased their self-confidence
- Increased their knowledge about the college and resources

How the mentor relationship benefits the peer-mentor:

Past peer-mentors list the following benefits from their mentor work:

- Increased understanding of academic material through helping others
- Increased communication and interpersonal skills
- Increased level of patience
- Increased knowledge of and sensitivity to the challenges others face
- Increased self-confidence
- Personal satisfaction in helping others and seeing another succeed
- Skills and experience to add to their resume
- Increased knowledge of and sensitivity to diversity issues
- Development of leadership skills

Mentoring versus Tutoring

As a part of the CCSF peer-mentor training, new mentors participate in the Learning Assistance Center Tutor Training. Certain areas of mentoring involve tutoring:

- Helping students understand course material
- Helping students prepare and study for quizzes, exams and projects
- Helping students stay motivated
- Helping students identify learning styles and improve study skills

But past peer-mentors indicate that there is a difference between mentoring and tutoring. Because the mentor meeting often takes place outside of class, the structure of the session is more informal and usually involves more than just academic instruction. Protégées/Mentees may bring up personal issues or challenges that prevent them from being successful in school. They may ask mentors about additional resources or they may be looking for extra encouragement and understanding. As a former peer-mentor (who was also a tutor) said,

“Tutoring is fast food; Mentoring is a long, slow meal.”

Each mentoring relationship is different. The goals and expectations of the Sponsor will help define that relationship and the personalities of the mentor and protégé/mentee will further define the relationship. All members of the relationship need to work to build a comfortable balance and establish clear boundaries.

Individual Activity: **YOUR ROLE AS A PEER-MENTOR**

By this time, you have probably met with your Project Sponsor and gone over the goals of the project that you will be working in. Your Project Sponsor has probably already described what kind of mentoring situation you will work in. Based on that information, please answer the following questions:

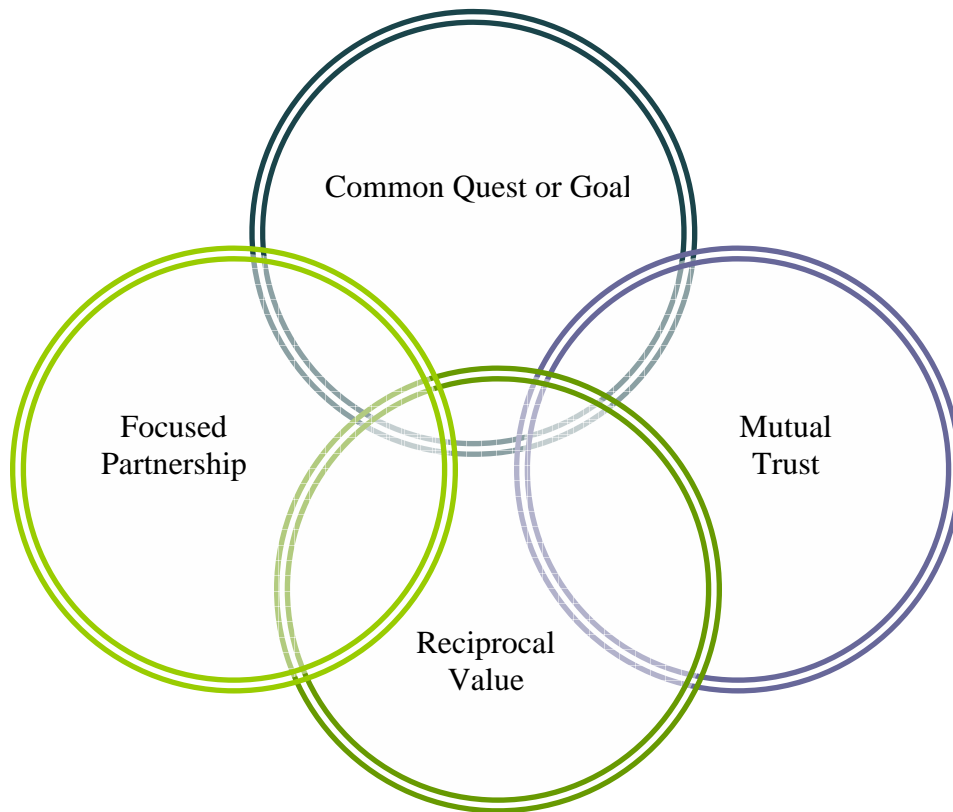
1. Which course or program will you be mentoring for?
2. How comfortable do you feel providing **content** support for this course or program? Why?
3. What environment will you be working in, e.g., the classroom with the teacher, a lab without the teacher, a “mentor room” without the teacher/sponsor, independent sessions established on your own?
4. Will you provide mostly content support to your mentees or general academic and emotional support as well?
5. Do you know any other students who will be mentors for the course or program? Do you have established times to meet to talk with them?
6. How often will you meet with your Project Sponsor?
7. At this point, how comfortable do you feel about being a mentor for this program? Is there any kind of support or information that would make being a mentor easier for you?

Establishing the Mentoring Relationship

“Based on years of experience and research on the development and benefits of mentoring relationships, we have identified four elements as keys to success. Whether the relationships are characterized as professional or personal, formal or informal, effective mentoring relationships possess each of these qualities.”

Janet B. Reid, PH.D., and Vincent R. Brown (partners of Global Lead)

Reid and Brown above identified four qualities: Common Quest, Focused Partnership, Mutual Trust, and Reciprocal Value.



This material was adapted from Global Lead Mentorship manual. Global Lead, 1997.

How to establish the four qualities in a mentoring relationship: Common Quest or Goal and Focused Partnership

1. Getting To Know You:

Some Project Sponsors will announce the availability of peer-mentors to their classes. Other Sponsors will ask the peer-mentors to come to their classes and do a brief presentation to let the students know that you are available. In other situations, the peer-mentors sit in on classes and are there to help students. In the past, peer-mentors have reported that making a brief presentation to the class was the most effective way to get protégées/mentees interested in meeting. It gives the students a chance to associate a face with a name and sets the tone for a personal relationship. If your Sponsor hasn't suggested it, you might ask if you could address the class.

One of the challenges that peer-mentors have mentioned in the past is that not enough students know or take advantage of the mentors that are available. You can be a part of letting students know that you are available to help.

Group Activity: Introducing Yourself

If you haven't already, you will probably soon introduce yourself to a class or group of students to let them know that you are available as a peer-mentor. First impressions can be important and set the tone for your mentoring relationships. What kind of information is important to share with potential protégées/mentees?

- Your experience with the content material
- Your experience at CCSF
- Your experience with other academic institutions
- Your experience in the field, if applicable
- What kind of support you are willing to give
- Your availability

Make some notes here addressing those areas above that are relevant to you:

Now that you have some content, think about effective communication techniques:

- Non-verbal communication: Posture, gestures, eye contact
- Language: vocabulary and register appropriate for your audience
- Verbal Delivery: Volume, pacing, fluency, pronunciation
- Visual aids: Board work, handouts
- Memory aids: Notecards or visual aids

Prepare a one minute introduction of yourself that you could share with a partner or group during this workshop.

2. Identifying Needs and Comfort Levels:

In order to have a good focused partnership, it's important to establish clear goals and limitations. You may not want to do this at your initial meeting, but early in the mentoring relationship, it is important that you and your mentee determine your expectations for the mentoring relationship. We'll talk more about setting goals in the following pages.

Your initial Meeting

1. Set a relaxed and positive tone.

Your first meeting can set the tone for a positive and supportive relationship. Begin by giving your protégée/mentee a little information about yourself and asking a little about him/her:

Your information might include

- Preferred name or nickname
- Academic background: Other schools you've attended, long you've been at CCSF, your experience in the course for which you are mentoring
- What classes you are taking now
- Why you decided to be a mentor
- Any information regarding interests and hobbies that you feel comfortable sharing
- Your availability
- Ways to contact you: e-mail and/or phone if appropriate

You might ask your protégée/mentee for the following:

- Preferred name or nickname
- What classes s/he is taking
- If s/he has had a mentor before
- Any information regarding interests and hobbies that s/he feels comfortable sharing
- His/her availability
- Ways to contact him/her: e-mail and/or phone if appropriate

2. Establish regular times to meet.

While different mentor projects have different expectations of the peer-mentor, we have found in the past that the most successful mentoring relationships are ones that have consistency. Consistency allows the mentor and protégée/mentee to build trust and fosters a feeling of reciprocal value and partnership. It also helps the protégé/mentee to reinforce information and issues that have been addressed.

The following forms can help you and your mentee determine mutual goals for your mentoring relationship:

- Peer-Mentor Inventory Form
- Protégé/Mentee Inventory Form
- Matching Goals and Expectations Form

Forms to Help You Determine Mutual Goals

Peer-Mentor and Protégé/Mentee Inventory Forms

You should take the Peer-mentor Inventory to investigate in which areas you would be comfortable providing information and support. Then give your protégé/mentee the Protégé/Mentee Inventory form. Sit down together and evaluate the areas in which you both show an interest.

You may decide that you do not want to go through the Protégé/Mentee Inventory Form with your partner. In any case, you should discuss the areas in which you are comfortable providing information and support and the areas in which you are not. Being clear at the outset of the mentoring relationship helps maintain a focused and trusting relationship. If you are ever unsure of your role, please talk to your Project Sponsor as soon as possible.

Matching Goals and Expectations

An effective way to focus the work you do in your mentoring relationship is to set goals with your protégé/mentee. You can use the shared areas of interest that you developed from the Inventory forms to help you do this or you can develop your own shared goals together. At midpoint in the semester, you may want to revisit those goals to see if they need to be revised or if you and your protégé/mentee need to adapt what you are doing in your mentoring sessions so that you can more effectively meet those goals.

You'll find the *Inventory Forms* and the *Matching Goals and Expectations Form* in the Appendix section of this training manual. If you need additional copies, feel free to contact the OMSL.

Creating Mutual Trust and Reciprocity: Establishing Boundaries

We've already discussed defining the mentoring relationship for you and your protégé/mentee. You should be open and receptive to your mentee and you should be a good listener. However, if at any time the mentoring relationship is extending beyond what you are comfortable with, you should talk to your Project Sponsor as soon as possible. Your Sponsor can then address the student's situation as appropriate.

The following pages outline the legal limitations to the CCSF academic peer-mentoring relationship and provide guidelines for the protégés/mentees.

Issues of Confidentiality & Harassment for Mentoring

Do's:

1. Do maintain a professional and respectful attitude toward your mentee.
2. Do respect the confidentiality of the information you receive from your mentee. "In general, District employee should consider information they acquire about students, in their capacity as employees, to be confidential information." (CCSF Catalog)
3. Do know your limits. Ask for help and referrals before you get overwhelmed with your mentee's problems.
4. Report concerns "up", but not "out". That means if you feel you should report confidential information, here is the "up" list: your faculty sponsor, the Coordinator of Mentoring & Service-Learning, the Dean of Students, or the Affirmative Action Officer. If you report information, let your mentee know.
5. Report concerns about sexual harassment to a Sexual Harassment Advisor, the Dean of Students or the Affirmative Action Office. See the Brochure on Sexual Harassment for further information.
6. Report concerns about emotional or mental problems to your faculty sponsor. Your faculty sponsor may want to discuss the issue with Psychological Services, Student Health Center, 239-3148
7. If you know someone is being hurt: for example, child abuse, spousal abuse, elder abuse, potential suicide or homicide, you must report it right away to someone on the "up" list.
8. Understand that once you report the situation, it then becomes confidential information to the person to whom you report it, and you will not receive follow-up information. Just continue to be a sympathetic mentor to your mentee, but do not ask for further disclosure on that topic.

Don'ts:

1. Don't give your family or friends confidential information about your mentee.
2. Don't try to solve your mentee's problems by yourself. Your mentee is an adult and has responsibility for his/her own life. You are not a therapist.
3. A romantic relationship is inappropriate. You are his/her mentor, and need to maintain a professional distance. You are the more powerful figure in the relationship and don't want to put pressure on your mentee.
4. Don't communicate by touch. It can be misinterpreted and can make your mentee uncomfortable.
5. Don't make sexually suggestive remarks, gestures, jokes, touches, or teasing. What may be funny to you can be sexually intimidating, hostile, or offensive to your mentee.
6. Don't get discouraged. Mentoring is a process, and does not get instantaneous results.

Guidelines for Protégé/Mentee

Mentors and mentees develop a supportive working relationship during the semester. Here are some guidelines to help you in developing that relationship.

Your mentor will:

- Offer you support and encouragement
- Help you develop the personal and academic skills necessary to be successful in college
- Help you clarify your personal and professional goals
- Offer himself or herself as a person you can talk to

You will:

- Be sincerely interested in developing a good working relationship with your mentor
- Be as clear and specific about your needs as you can
- Commit to have regular contacts with your mentor
- Commit to carry out agreed upon goals and action plans

Confidentiality

- Your mentor will respect the confidentiality of the information he/she receives from you.
- Your mentor will report confidential information only in the case of someone being hurt, for example, child abuse, spousal abuse, elder abuse, potential suicide or homicide. Your mentor would report this information to someone on the “up” list: either to the faculty sponsor or Coordinator of Mentoring and Service-Learning or Dean of Students.
- Your mentor will tell you if he/she feels he must report this kind of information.

Sexual Harassment

- A romantic relationship with your mentor is inappropriate. Your mentor should not put any pressure on you to have a romantic relationship or vice versa.
- If you feel pressured or harassed, you should immediately make your displeasure clear to your mentor.
 - If the pressure continues, you should report it to your faculty sponsor, a sexual harassment advisor, the Dean of Students or the Affirmative Action Officer. See the Sexual Harassment Brochure for a person to contact for support and assistance.

Referring Students to other resources

There will undoubtedly come a time when you will want to refer your mentee to another resource. In some cases, that might be the Transfer Center or the Continuing Student Counseling Department. In other cases, it might be a more sensitive referral to Student Health Services and/or Psychological Services. In this case, our CCSF office of Psychosocial Services gives us some important information to keep in mind.

Tips when making a Referral to Psychological Services

It is often valuable to acknowledge to yourself that the person who is receiving the referral may have feelings/reactions about your referral. From your perspective, you might feel that you are being of “help.” From the person’s perspective, s/he might feel “helped” and/or might have several other feelings. For example, s/he might feel scared or anxious that you think that something is “wrong” with him/her, or s/he might feel rejected that you can’t help him/her yourself. So here are some tips:

1. Anticipate that the person might have a hard time hearing your referral.
2. Be sensitive to this and give the referral gently, acknowledging in your own way that this may not be an easy thing to hear.
3. Explain why you are making the referral, e.g. “I am giving you this information to give you an opportunity to get some help with this hard situation.”

The Mentoring “session”

Process and Product

Both the process and the product are important in a mentoring session. You can think of the product like an essay or composition; there is an introduction, the body of the piece, and a conclusion. The introduction briefly establishes the goals for the session. The body is the content of the session: the learning outcomes or goals that you and your mentee want to achieve. A good conclusion briefly summarizes the main points to reinforce the information and sets the tone for the next session by stating some working goals for the future.

However, without an effective process, you might never achieve the “product” (learning outcomes). Taken together, the process and product for an effective mentoring session might include the following:

1. To continue to nurture the mutual trust and focused partnership that you want to establish and maintain, **Recognize and Address the Affective Variables**. That means, take a few minutes at the beginning of the session to observe your mentee’s emotional state. Is s/he ready to begin talking about content, or are there other emotional issues that need to be addressed first. S/he might be nervous or anxious, angry or frustrated, sad, etc. You might be able to help him/her get rid of some of the negative emotion by recognizing and addressing it. Or you might decide together that this is not the best time for a mentoring session.

2. **Establish goals for the session.** As we said earlier it helps to write them down so that you can see if you are meeting the goals or need to readjust them.
3. **Use effective assistance techniques:**
 - Be an active listener. Listen more than you talk.
 - Question, don't answer. Push your mentee to provide the answer or figure out how s/he can get the answer.
 - Provide praise and encouragement. Try not to use negativity.
 - Guide, but don't do. Sometimes when mentees are frustrated, it seems easier to just do the work for them. Try to encourage your mentee to keep trying or to take a break if the frustration level has gone too high.
 - Check in during the session. Check in both emotionally and mentally to make sure that your mentee is "with" you.
4. **Review:**
 - Take a few minutes to summarize the work that you did in order to reinforce the information.
 - Take a minute to review the feelings that may have been addressed during the session.
5. **Set a plan for the next session.**

Strategies for Effective Mentoring

1. Know yourself, your strengths and your limitations.
2. Be yourself and allow your mentees to be themselves.
3. Try to create a comfortable rapport with your mentees.
4. Be a good listener.
5. Keep your appointments and commitments.
6. Clearly outline and discuss your responsibilities and your mentees' responsibilities.
7. Don't attempt to handle situations which are not qualified to deal with or which you are uncomfortable with.
8. Do not betray confidential information but report any threats or reports of violence or abuse.
9. Remember that you do not have to have all the answers. Refer your mentees to other resources when you need to.
10. Review your goals with your mentees periodically to make sure you're meeting those goals or adjust the goals if needed.

Adapted from the @1995 Mentoring Guide for Community Colleges. Canton and James.

Challenges of the Mentoring Relationship

Here are some challenges and barriers that past mentors and mentees have mentioned. Can you think of a way to address them?

| Challenge or Barrier | Way to address it |
|--|-------------------|
| Not enough students know about the availability of mentors (<i>mentors and mentees</i>) | |
| Inconsistent communication with the other mentors and my faculty sponsor (<i>mentors</i>) | |
| My schedule seems overloaded (<i>mentors and mentees</i>) | |
| Mentees get really discouraged (<i>mentors and mentees</i>) | |
| Mentees stop coming in the middle of the semester(<i>mentors</i>) | |
| Around midterm time I get too busy to put in the hours mentoring (<i>mentors and mentees</i>) | |
| Sometimes I don't know the answer to their questions (<i>mentors</i>) | |
| Sometimes the mentors have a superior attitude (<i>mentees</i>) | |
| I was uncomfortable with casual and joking atmosphere set up in the meeting room (<i>mentee</i>) | |

Appendix

Additional Mentor Training Information

Forms:

Peer-Mentor Inventory Form
Protégé/Mentee Inventory Form
Matching Goals and Expectations Form

Additional Reading:

“The Seven Layers of Mentoring” by David Clutterbuck,
Compass Magazine
“Strategies for Effective Mentoring” by Canton and James

Subsequent Training and Supplemental Material

Active Listening and Study Skills

Active Listening
The SQR3 System
Lecture Notetaking
Preparing for Objective Tests
Preparing for Essay Tests

Learning Styles and Strategies

Learning Style Comparison
Multiple Intelligences

Tutoring Basics

Personal Checklist of Tutoring Skills

Contact Information:

Office of Mentoring and Service-Learning
CCSF, Ocean Campus, Batmale 366
Fax: (415) 239-3791

http://www.ccsf.edu/mentor_sl

Coordinator, Jessica Williams

jrwillia@ccsf.edu (415) 239-3771

Peer-Mentor Inventory Form

In which areas would you feel comfortable providing help as a peer-mentor?

Section I. Academic-Study Needs

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Reviewing notes from lecture/textbook. |
| <input type="checkbox"/> | 2. Reviewing homework/lab work. |
| <input type="checkbox"/> | 3. Taking good notes in lecture classes. |
| <input type="checkbox"/> | 4. Managing time efficiently. |
| <input type="checkbox"/> | 5. Studying for exams/practicums. |
| <input type="checkbox"/> | 6. Writing effective answers on essay exams. |
| <input type="checkbox"/> | 7. Learning how to handle "test anxiety" associated with taking tests. |
| <input type="checkbox"/> | 8. Practicing effective study techniques. |
| <input type="checkbox"/> | 9. Going over specific course/program requirements. |
| <input type="checkbox"/> | 10. Learning how to approach/ talk to professors to get help. |
| <input type="checkbox"/> | 11. Learning about CCSF policies and procedures. |

Section II. Personal & Social Needs

- | | |
|--------------------------|---|
| <input type="checkbox"/> | 1. Making the transition from high school to college. |
| <input type="checkbox"/> | 2. Adjusting to life on this campus (its culture, large classes, heavy study demands). |
| <input type="checkbox"/> | 3. Knowing clearly why I am attending this college. |
| <input type="checkbox"/> | 4. Balancing work, school, and personal commitments. |
| <input type="checkbox"/> | 5. Finding help to overcome personal challenges. |
| <input type="checkbox"/> | 6. Overcoming shyness in order to interact with people more. |
| <input type="checkbox"/> | 7. Learning to be more assertive in speaking up (being less "passive"). |
| <input type="checkbox"/> | 8. Maintaining spiritual/personal beliefs while expanding perspectives. |
| <input type="checkbox"/> | 9. Balancing my academic life with my social life. |
| <input type="checkbox"/> | 10. Adjusting to being "different" than other students. |
| <input type="checkbox"/> | 11. Developing appreciation/tolerance for students from other backgrounds/orientations. |
| <input type="checkbox"/> | 12. Finding out what CCSF services are available for students. |
| <input type="checkbox"/> | 13. Getting involved in clubs or social activities on campus. |
| <input type="checkbox"/> | 14. Developing leadership skills. |

Section III. Work & Career Needs

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Identifying potential careers. |
| <input type="checkbox"/> | 2. Understanding the realities and requirements of a particular career path. |
| <input type="checkbox"/> | 3. Discovering personal strengths in relation to a particular career. |
| <input type="checkbox"/> | 4. Connecting coursework to employment skills. |
| <input type="checkbox"/> | 5. Planning steps to a career path. |
| <input type="checkbox"/> | 6. Developing specific skills and knowledge for a certain career. |
| <input type="checkbox"/> | 7. Improving resume writing skills. |
| <input type="checkbox"/> | 8. Developing competencies needed to start and run my own business. |
| <input type="checkbox"/> | 9. Developing skills in networking and finding a career mentor. |

Protégé/Mentee Inventory Form

In which areas would you like help from a peer-mentor?

Section I. Academic-Study Needs

- | | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Reviewing notes from lecture/textbook. |
| <input type="checkbox"/> | 2. Reviewing homework/lab work. |
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| <input type="checkbox"/> | 4. Managing time efficiently. |
| <input type="checkbox"/> | 5. Studying for exams/practicums. |
| <input type="checkbox"/> | 6. Writing effective answers on essay exams. |
| <input type="checkbox"/> | 7. Learning how to handle "test anxiety" associated with taking tests. |
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| <input type="checkbox"/> | 3. Knowing clearly why I am attending this college. |
| <input type="checkbox"/> | 4. Balancing work, school, and personal commitments. |
| <input type="checkbox"/> | 5. Finding help to overcome personal challenges. |
| <input type="checkbox"/> | 6. Overcoming shyness in order to interact with people more. |
| <input type="checkbox"/> | 7. Learning to be more assertive in speaking up (being less "passive"). |
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| <input type="checkbox"/> | 4. Connecting coursework to employment skills. |
| <input type="checkbox"/> | 5. Planning steps to a career path. |
| <input type="checkbox"/> | 6. Developing specific skills and knowledge for a certain career. |
| <input type="checkbox"/> | 7. Improving resume writing skills. |
| <input type="checkbox"/> | 8. Developing competencies needed to start and run my own business. |
| <input type="checkbox"/> | 9. Developing skills in networking and finding a career mentor. |

Matching Goals and Expectations for Peer-Mentor and Protégé/Mentee

Peer-Mentor:

Protégé/Mentee:

1. Share the results of the Inventory Forms with each other.
2. Discuss mutual areas of interests for the semester.
3. Choose five goals from the Inventory or from your own discussion for the protégé/mentee to achieve with the mentor's help this semester. Be as specific as you can. Make sure these are goals that you both agree that you can work on.

1. _____
2. _____
3. _____
4. _____
5. _____

4. Check in at Midterm time to assess your progress. Is the protégé/mentee making progress in achieving these goals? Do you need to develop new/different goals?
New Goals:

1. _____
2. _____
3. _____
4. _____
5. _____

The Seven Layers of Mentoring

About the Writer:



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Current Reading:

Time to Think by Nancy Kline

Greatest Challenge:

Completing the most ambitious study of mentoring to date—a longitudinal assessment of mentor and mentee interactions, expectations, behaviours and outcomes.

Most Influential Mentor:

My very first—a teacher of English who opened my eyes to a much wider scope of learning

TV Favorites:

I love the witty scripts of *Yes Minister*

E-mail and Internet:

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Bottom Line:

Dialogue in mentoring and in related disciplines such as coaching can be regarded as having seven layers of increasing depth and impact. This short paper provides some guidelines on how to develop the skills of dialogue at each level.

Mentors and their partners are typically enthusiastic and eager to initiate conversations that will be productive. But in some cases their expectations may not take into account the stages required to achieve the depth of discussion they are seeking. In addition, the participants in the discussion may be disappointed that their dialogue is not having the immediate impact they had expected.

We have discovered from our research that effective mentoring conversations consist of several layers or steps. In order for mentoring to have the highest impact, the mentoring conversation must pass through several layers of dialogue (Diagram 1). Each of these layers contributes to an increasing level of trust and an increasing ability to engage in deeper conversation. A skilled mentor can identify what a client or partner can currently manage as a level of dialogue, and then create prompts such as questions or activities that can assist a client or partner to maximize the value at each level and then move towards even greater depth.

We have identified seven levels or layers of dialogue and each layer has its own focus area as well as activities

to ensure that the partner's needs are being met. The seven dialogue layers include social, technical, tactical, strategic, self-insight, behaviour change, and integrative. In this article we briefly describe the purpose of each layer and provide concrete ideas about how to engage in dialogue at each level.

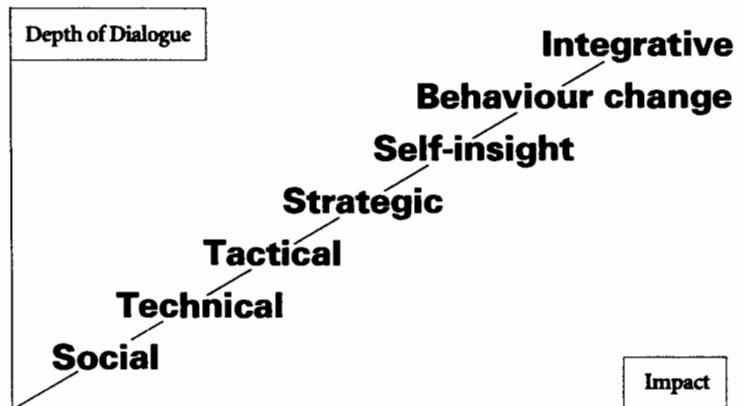


Diagram 1: The Seven Layers of Mentoring

Social Dialogue

Social dialogue is about developing friendship and providing support/encouragement. Here are four ways to develop social dialogue:

- Demonstrate interest in the other person, in learning about them
- Actively seek points of common interest
- Accept the other person for who they are—virtues and faults, strengths and weaknesses
- Be open in talking about your own interests and concerns

Technical Dialogue

Technical dialogue meets the mentee's needs for learning about work processes, policies and systems. Here are five ways to develop technical dialogue:

- Clarify the task and the learner's current level of knowledge
- Be available when needed (just in time advice is always best)
- Be precise
- Explain the how as well as the why
- Check understanding

Tactical Dialogue

Tactical dialogue helps the mentee work out practical ways of dealing with issues in their work or personal life (for example, managing time or dealing with a difficult colleague). Tactical dialogue can be developed in the following six ways:

- Clarify the situation (what do and don't we know?)
- Clarify the desired and undesirable outcomes
- Identify barriers and drivers/ potential sources of help
- Establish fall-back positions
- Provide a sounding board
- Be clear about the first and subsequent steps (develop a plan, with timeline and milestones)

Strategic Dialogue

Strategic dialogue takes the broader perspective, helping the mentee to put problems, opportunities and ambitions into context (e.g. putting together a career development plan) and vision what they want to achieve through the relationship and through their own endeavours. As in tactical dialogue the mentor can use the following five ways to manage the strategic dialogue:

- Clarify the broader context (e.g. who are the other players in this issue?)
- Assess strengths, weaknesses, opportunities and threats
- Explore a variety of scenarios ("what would happen if...?")
- Link decisions and plans closely to long-term goals and fundamental values
- Consider radical alternatives that might change the game (e.g. could you achieve faster career growth by taking a sideways move into a completely different function?)

Dialogue for Self-Insight

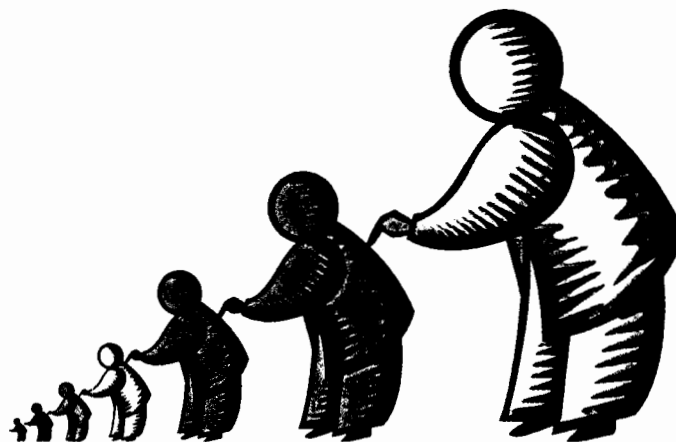
Dialogue for self-insight enables the mentee to understand their own drives, ambitions, fears and thinking patterns. Nine ways to develop dialogue for self-insight include:

- Ensure the mentee is willing to be open and honest with himself/herself
- The mentor merely opens doors—it is the mentee's journey of discovery
- Give time and space for them to think through and come to terms with each item of self-knowledge
- Be aware of and follow up vague statements or descriptions—help the mentee be rigorous in their analysis
- Explore the reasons behind statements—wherever possible, help the mentee establish the link between what they say/do and their underlying values/needs
- Introduce tools for self-discovery—for example, self-diagnostics on learning styles, communication styles, emotional intelligence or personality type
- Challenge constructively ("Help me to understand how/why...")
- Give feedback from your own impressions, where it will help the mentee reflect on how they are seen by others
- Helping the mentee interpret and internalize feedback from other people (e.g. 360 appraisal)

Behavioural Change Dialogue

Dialogue for behavioural change allows the mentee to meld insight, strategy and tactics into a coherent program of personal adaptation. Behavioural change can be achieved by combining the nine skills of self-insight dialogue with the following five skills:

- Help the mentee to envision outcomes—both intellectually and emotionally
- Clarify and reinforce why the change is important to the mentee and to other stakeholders
- Establish how the mentee will know they are making progress
- Assess commitment to change (and if appropriate, be the person to whom the mentee makes the commitment)
- Encourage, support and express belief in their ability to achieve what they have committed to



Integrative Dialogue

Integrative dialogue helps the mentee develop a clearer sense of who they are, what they contribute, and how they fit in. It enables the mentee to gain a clearer sense of self and the world around them, to develop greater balance in his or her life, and to resolve inner conflict. It explores personal meaning and a holistic approach to living.

More than any other form of dialogue, this is usefully characterised as a dance, in which both partners take the lead in turns, often exchanging rapidly. It involves:

- Exploring multiple, often radically different perspectives
- Shifting frequently from the big picture to the immediate issue and back again
- Asking and answering both profound and naïve questions (often it is difficult to distinguish between them!)
- Encouraging the mentee to build a broader and more complex picture of himself or herself, through word, picture and analogy
- Helping them write their story—past, present and future
- Analyzing issues together to identify common strands and connections
- Identifying anomalies between values—what is important to the mentee and how the mentee behaves
- Making choices about what to hang on to and what to let go of
- Helping the mentee develop an understanding of and make use of inner restlessness, and/or helping them become more content with who and what they are

While these are not seven steps to mentoring heaven, they do represent increasing depth of reflection on the part of the mentee and a corresponding need for skills on the part of the mentor. A single mentoring session might delve into several layers. In general, establishing dialogue at the social level assists dialogue at the technical level; technical dialogue can evolve into strategic—and so on up the ladder.

The most effective mentors and coaches invest considerable time and effort in building their repertoire of skills, so they can both recognize the appropriate level of dialogue to apply at a particular point, and engage the mentee appropriately. Very often, the mentee has little or no experience of operating at the deeper levels of dialogue and the mentor has to work with them to establish successive layers of competence, one by

one. In some cases—for example, alienated teenage criminals with poor education and low self-esteem—even social dialogue is a struggle. It may take many sessions of building trust and practicing dialogue, before the mentor can even begin to explore deeper issues with the mentee. This is one argument

for extending the length of such relationships, so that there is time to build the mentee's skills of dialogue. It also suggests that providing additional help, through discussion groups where mentees can learn the basic skills of dialogue in a more structured formal manner, should be an element of mentoring programs for such groups.

As structured mentoring matures as a helping discipline, it is important that the emphasis shifts from how we put people

“It is a rare and a high privilege to be in a position to help people understand the difference that they can make not only in their own lives but in the lives of others by simply giving of themselves.”

Helen Boosalis



together to how we improve the quality and impact of the dialogue in which they engage. The concept of the seven layers has proven very helpful in directing attention to developing the necessary skills amongst professional mentors; it should also have considerable relevance for mentoring within organizations.

→
Clutterbuck Associates—A Global Leader in Mentoring:
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The European Mentoring & Coaching Council—Research & Membership:
www.emccouncil.org

Two Kinds of Mentoring Conversations—An article by Barry Sweeny,
Executive Director of the International Mentoring Association:
www.mentoring-association.org/2MTypes.html

Strategies for Effective Mentoring

James (1993) offers ten strategies:

1. Be yourself and allow proteges to be themselves.
2. Be a good listener.
3. Don't attempt to handle situations with proteges for which you are not qualified to deal with.
4. Clearly outline and discuss proteges' responsibilities.
5. Be available.
6. Monitor your protege's progress.
7. Follow up on commitments made to proteges.
8. Be realistic with your proteges and encourage them to explore career options when appropriate.
9. Do not betray confidential information.
10. Goals and accountability should be encouraged throughout the mentoring process

Mentor/Protege Matching

According to Redmond (1990), the use of mentor/ protege relationships is one of the most effective strategies that universities can use in attracting, retaining, and graduating students. AIoia and Smith (1992) assert that the use of the mentor/protégé relationship is an effective approach with students who are first generation, low income or from under represented groups.

Mentors and proteges need not always share the same race, economic status or gender, but programs should strive to reduce the "social distance" between the two (Gordon, 1990).

According to Morton (1991), mentors choose proteges with whom they can identify thereby limiting the opportunities for mentoring relationships with those who are different. Authentic collaboration is not possible between mentors and proteges without an understanding of the forces that shape their interactions. A willingness to be open to individual differences is a positive step that each individual can take to improve the mentoring relationship.

Although most of the programs do match on similarities, many programs do not. Many such programs have reported successful outcomes even when the mentors and proteges are of different backgrounds and races. These relationships allow for a growth experience, letting each participant share something from another culture and background.

Program staff found that they conned healthy relationships as long as the mentors were prepared for the cultural differences; and were stable, empathetic and nonjudgmental persons (One on One, 1990).

Topic #3

ACTIVE LISTENING & STUDY SKILLS

ACTIVE LISTENING

Prepare with a positive, engaged attitude

- Focus your attention on the subject
Stop all non-relevant activities beforehand to orient yourself to the speaker or the topic
- Review mentally what you already know about the subject
Organize in advance relevant material in order to develop it further (previous lectures, TV programs, newspaper articles, web sites, prior real life experience, etc.)
- Avoid distractions
Seat yourself appropriately close to the speaker
Avoid distractions (a window, a talkative neighbor, noise, etc.)
- Acknowledge any emotional state
Suspend emotions until later, or passively participate unless you can control your emotions
- Set aside your prejudices, your opinions
You are present to learn what the speaker has to say, not the other way around

Actively listen

- Be other-directed; focus on the person communicating
Follow and understand the speaker as if you were walking in their shoes
Listen with your ears but also with your eyes and other senses
- Be aware: non-verbally acknowledge points in the speech
Let the argument or presentation run its course
Don't agree or disagree, but encourage the train of thought
- Actively respond to questions and directions
Use your body position (e.g. lean forward) and attention to encourage the speaker and signal your interest

Follow up activities

- Give the speaker time and space for rest after talking
- Express appreciation for the sharing to build trust and encourage dialogue

Check if you have understood

- Restate key points to affirm your understanding & build dialogue
- Summarize key points to affirm your understanding & build dialogue

COMPASSIONATE LISTENING EXERCISE

What is compassionate listening? It is not a discussion or debate. It offers a window to one's own thoughts and heart, giving the other person a view into life experiences and humanity.

1. Find a partner who is from a different culture from you and who tutors/mentors a subject different from your own subject.
2. Partner A tells his or her "story." Speak from your heart about some of your own life experiences. Be willing to mention something about your history and your ideas that will enable your partner to learn about your culture through your personal story.
3. Partner B listens compassionately to Partner A. Listen to your partner with compassion and empathy from the heart. Avoid quick judgment. Listen with respect. Listen to learn. Listen actively. Try not to let your mind wander or think about what you're going to ask or say while your partner is speaking. Avoid interrupting.
4. Talk together after you have both finished telling and listening to each other's your stories. Ask questions. Share ideas. Dialogue together without one partner or the other doing all the talking.
5. Join with another Partnership pair. Introduce each other to the other Partnership pair focusing your introduction on interesting pieces you learned from your partner.
6. Discuss what you learned from this exercise on compassionate listening that you can take into your tutoring/mentoring sessions.

PERSONAL CHECKLIST OF LISTENING SKILLS

Rate yourself on how well you interact with your students by circling the appropriate number:

1=needs improvement 3=Average 5=Excellent

I TRY TO BE AN ATTENTIVE LISTENER BY PRACTICING THE FOLLOWING TECHNIQUES

1. I use the following non-verbal signals to indicate that I am actively interested in what the student is saying:
 - a) Regular eye contact 1 2 3 4 5
 - b) Smiling, nodding and other expressions or gestures that signal my concentration and receptiveness. 1 2 3 4 5
 - c) Concerned body posture, free of distraction. 1 2 3 4 5

2. I avoid interrupting, even for the purpose of clarification, until a student has completed his or her message. 1 2 3 4 5

3. In order to indicate trust in the student's abilities to make thoughtful judgments, I allow a period of calm silence (wait time) after a student has apparently finished talking. In this way, I can avoid cutting off a student's statements, and provide enough time for reflection and self criticism. 1 2 3 4 5

4. I give my full attention to what the student is saying by:
 - a) Taking notice of how the student is delivering his/her message, including non-verbal cues. 1 2 3 4 5
 - b) While the student is talking, I am thinking chiefly about what he/she is saying, not reveling on my own thoughts on the topic or planning my next brilliant statement. 1 2 3 4 5

5. I encourage a student to answer his/her context of the student's experience, not my own. 1 2 3 4 5

6. To check my understanding of what the student has said, I briefly paraphrase the tutee's idea(s) in my own words. 1 2 3 4 5

7. Using the following techniques, I ask questions in a manner that stimulates thinking and reveals a student's strengths and weaknesses:
 - a) I avoid verbosity and make my questions brief but specific. 1 2 3 4 5
 - b) I don't overwhelm my student with too many questions. 1 2 3 4 5
 - c) On the average, I wait more than five seconds between asking a question and saying something myself. 1 2 3 4 5
 - e) I balance my questions between the open/closed type, 1 2 3 4 5

THE SQ3R SYSTEM FOR STUDYING TEXTBOOKS

Step 1:

SURVEY Get a quick overview of the organization of the chapter. Orient yourself to the chapter to enhance concentration, interpretation, and retention of material. Read and think about the title, introduction, and headings. Study any maps, charts, and graphs. Read the end-of-chapter questions. Think about what you already know of the subject, and try to predict some ideas the chapter might discuss.

Step 2:

QUESTION Turn each subtitle into a question to focus your reading of the subsection and keep you alert while reading. To take notes, write the questions in your notebook skipping a few lines between each questions.

READ Read each subsection actively to find the answer to your question. Pull out main ideas, and read to discover connections to other information and understandings you had conceptualized previously.

RECITE Recite the answer to your question as you finish reading the subsection. Pretend you are explaining the ideas to a study partner. Now write the answer to your question on your notebook paper using only your own words, not those of the author. Reciting and writing are powerful tools that combat massive forgetting.

Step 3:

REVIEW After you have read the entire chapter, subsection by subsection, stand back and look at it as a whole. Discover how each subsection fits into the ideas presented in the title of the chapter. Review your notes to clarify any weak spots.

LECTURE NOTETAKING

This "5R" system of lecture note taking was developed at Cornell University and is used in high schools and colleges throughout the United States because it has been proven the most effective method of note taking.

The purpose of taking notes is to record information that will help you study later. Your notes become a study guide. Reducing notes each night and reviewing them each week will enable you to remember 20% more information than if you never looked at your notes until studying for the test.

RECORD Draw a line three inches from the left side of your paper. During the lecture, record as many facts and ideas as you can on the right of the line. Use an outline format. Listen actively. Think about what the lecturer with a well-rounded concept of the topic.

REDUCE Each night reduce your notes down to key words and phrases, and write those words and phrases in the left column. Write down any questions you have in the left column also.

RECITE Cover up the right column. Recite as much as you can using only your key words and phrases. Uncover the right column and verify what you recited. Write down any further questions you have in the left column.

REFLECT Take a minute to reflect on the day's notes. Think about them as a whole unit. Draw your own conclusions; think about your own opinions.

REVIEW Once a week go back and review all of your notes for each class. This should take only ten minutes.

PREPARING FOR OBJECTIVE TESTS

Prepare for Objective Tests

Learn to recognize the right answer rather than recall it from your memory bank.
Recognition is easier than recall.

1. Prepare a study schedule a week before the test
2. Organize and reduce your class notes and reading notes
3. Make study notes on each topic
4. Memorize your notes and review them
5. Predict questions that may be on the test
6. Review and analyze previous tests from same course
7. Make your own multiple-choice, matching, true-false, and completion questions from your study notes

Practice Making your own Test Questions

Practice making and answering the following types of practice test questions either alone or with study partners:

1. Multiple-choice questions consisting of a stem, one correct answer, and a few incorrect answers
2. Matching questions consisting of a list of stems and a list of their correct answers in separate columns
3. True-false questions consisting of obviously true, partially true, partially false, or obviously false statements
4. Completion questions (or fill-in-the-blank questions) consisting of sentences with important words or phrases missing

Take Objective Tests

Apply the general principles of good test taking

1. Figure out how much time you have for each question or set of questions and budget your time accordingly
2. Read the directions well
3. Attempt every question, but answer only the easiest ones first. Establish a system for going back to difficult questions later
4. Underline key words in the question, making a special note of negative words like "not."

PREPARING FOR ESSAY TESTS

Prepare for Essay Tests

Learn to recall information from your memory bank for essay tests, rather than recognize information as you would for objective tests

1. Prepare a study schedule a week before the test
2. Organize and reduce your class notes and reading notes
3. Make study notes on each topic
4. Memorize your notes and review them
5. Predict questions that may be on the test
6. Make your own essay test questions from your study notes
7. Outline your own answers to the questions
8. Practice writing an essay within the given time limits

Practice Making your own Essay Questions

Practice making and answering your own essay questions either alone or with study partners.

There are five major types of questions. Each type of question has its "key terms" that help the student answer it.

Identify questions. These questions ask you for the bare facts only, to give a name, a date, or a phrase.

Key terms: list, identify, classify, give an example, briefly define, name, state.

Ex: List the five key terms used for making up essay questions.

Describe questions. These questions ask you to tell about the topic using a certain amount of detail.

Key terms: describe, discuss, summarize, outline, trace, review.

Ex: Summarize the usage of the five key terms used for making up essay questions.

Relate questions. These questions ask you to describe the relationships between two or more topics.

Key terms: compare, contrast, distinguish between, compare and contrast.

Ex: Compare and contrast the differences between the five key terms used for making up essay questions.

Demonstrate questions. These questions ask you to show, not tell, why something is true or false. You must make arguments and give evidence, and your answer will be essay length.

Key terms: analyze, demonstrate, explain, interpret, discuss, justify, prove, show.

Ex: Explain why it is important to understand key terms when taking essay tests.

Evaluate questions. These questions ask for your judgment or opinion on the topic. You must justify and support your stand in a logical, consistent manner.

Key terms: evaluate, assess, criticize, interpret, give your opinion, justify, defend.

Ex: Evaluate your ability to use key terms while taking an essay test.

Topic #5

LEARNING STYLES & STRATEGIES

LEARNING STYLES

Each of us has an affinity toward one particular tutoring style and one particular learning style. Although we have traits in both styles, our tendency is to identify most with either the analytic or relational style. Analytic people tend to use their heads and analyze what they encounter whether they are tutoring or learning. By contrast relational people tend to use their hearts and emotions to feel what they encounter whether they are tutoring or learning. Check the points you identify with to determine if you are an analytic or relational person. When you are aware of your personal tutoring style you can note your tutees' learning styles easily and quickly, and adapt your tutoring/mentoring strategies accordingly.

LEARNING STYLE COMPARISON

Check the points you identify with to determine if you are an analytic or relational learner.

ANALYTIC LEARNING STYLE (Left Brain)

- Left-brain strengths
- Reflective in thinking tasks
- Rely on analysis, logical thinking
- Systematic, sequential, linear
- Memory for facts, details
- Long concentration span
- Look for abstractions, pieces
- Go from the parts to the whole
- Competitive: independent learner
- Information focused, rational, logical

ANALYTIC PERSONAL STYLE

- Like to work independently
- Self-defined personal identity
- Self-esteem not dependent on opinion of others

ANALYTIC CONTACT STYLE

- Use sentences to convey meaning
- Emphasis upon written language

ANALYTIC WORLD VIEW

- Value information in its own right
- Interest in long-range goals
- Preference for structured, predictable routines

RELATIONAL LEARNING STYLE (Right Brain)

- Right-brain strengths
- Impulsive in thinking tasks
- Rely on intuition, creative, fluid
- Imaginative, idea-oriented, artistic
- Memory for generalities, essence
- Short concentration span
- Look for uniqueness, puzzles, patterns
- Go from the whole to the parts
- Cooperative: learns best with others
- Visual, creative

RELATIONAL PERSONAL STYLE

- Like to work with and assist others
- Defer to group for identity
- Self-esteem dependent on praise from group or authority figure
- Works well in small groups

RELATIONAL CONTACT STYLE

- Use a wide range of vocal intonations & body movements to convey meaning
- Verbal expression preferred

RELATIONAL WORLD VIEW

- Value information as a tool
- Interest in immediate relevance

TUTORING STYLE COMPARISON

Check the points you identify with to determine if you are an analytic or relational tutor.

ANALYTIC PERSONAL STYLE (Left Brain)

- Play part of an authority figure
- Give interpersonal relationships secondary importance

ANALYTIC TUTORING STYLE

- Emphasizes importance of individual effort
- Encourage students to seek help only when they experience difficulty
- Encourage learning through trial and error rather than modeling
- Focus student attention on assigned tasks
- Follow the plan for the session in an orderly, predictable sequence
- Favor tutoring materials tending toward factual, analytical and useful
- Emphasize facts and principles; teaches tutee how to read charts and formulas
- Start with isolated parts and slowly puts them together to construct rules

RELATIONAL PERSONAL STYLE (Right Brain)

- Display verbal expressions of warmth
- Use personalized rewards which strengthen the relationship with tutees

RELATIONAL TUTORING STYLE

- Express confidence in student's ability to succeed
- Is sensitive to students who are having difficulty and need help
- Encourage learning through considerable modeling
- Emphasize the process rather than the product
- Provide opportunities for tutees to integrate personal experiences
- Use considerable imagery, both visual and verbal
- Personalize materials; relates text to the interests and experiences of tutee
- Attribute human characteristics to concepts and principles

Adapted with permission from San Francisco State University Learning Assistance Center, Kate Kinsella

MULTIPLE INTELLIGENCES INVENTORY

Howard Gardner’s theory of multiple intelligences asserts that all people possess eight capacities for solving problems and creating projects (Gardner, 1983). According to Gardner, to understand means to be able to express information through a “performance of understanding,” that involves students giving presentations that demonstrate their knowledge of academic material. This gives them an opportunity to act as “mini-experts” on a subject and to teach their peers information they have learned themselves.

Rate each statement: 1 = Rarely 2 = Sometimes 3 = Often 4 = Almost Always
 Total your numbers for each section. Look at “Skills and Techniques” on next page.

| | |
|---|--|
| 1. ___ I enjoy physical activities. 2. ___ I am uncomfortable sitting still. 3. ___ I prefer to learn by doing more than by listening. 4. ___ I move my legs or hands when I’m sitting. 5. ___ I enjoy working with my hands. 6. ___ I like to pace when thinking or studying. _____ TOTAL for Bodily-Kinesthetic | 25. ___ I listen to music. 26. ___ I move my fingers or feet when I hear music. 27. ___ I have good rhythm. 28. ___ I like to sing along with music. 29. ___ People have said I have musical talent. 30. ___ I like to express my ideas through music. _____ TOTAL for Musical |
| 7. ___ I use maps easily. 8. ___ I draw pictures or diagrams when explaining ideas. 9. ___ I can assemble items easily from diagrams. 10. ___ I enjoy drawing or taking photographs. 11. ___ I do not like to read long paragraphs. 12. ___ I prefer a map over written directions. _____ TOTAL for Visual-Spatial | 31. ___ I like doing a project with other people. 32. ___ People come to me to help them settle conflicts. 33. ___ I like to spend time with friends. 34. ___ I am good at understanding people. 35. ___ I am good at making people feel at ease. 36. ___ I enjoy helping others. _____ TOTAL for Interpersonal |
| 13. ___ I enjoy telling stories. 14. ___ I like to write. 15. ___ I like to read. 16. ___ I express myself clearly. 17. ___ I am good at negotiating. 18. ___ I like to discuss topics that interest me. _____ TOTAL for Verbal-Linguistic | 37. ___ I need quiet time to think. 38. ___ I prefer to think about a decision before I talk about it. 39. ___ I am interested in self-improvement. 40. ___ I know my thoughts, feelings, & behaviors. 41. ___ I know what I want out of life. 42. ___ I prefer to work on projects alone. _____ TOTAL for Intrapersonal |
| 19. ___ I like math. 20. ___ I like science. 21. ___ I problem-solve well. 22. ___ I question why things happen or how things work. 23. ___ I enjoy planning/designing something new. 24. ___ I am able to fix things. _____ TOTAL for Logical –Mathematical | 43. ___ I enjoy being in nature whenever possible. 44. ___ I would enjoy a career involving nature. 45. ___ I enjoy studying plants and animals. 46. ___ I prefer to be outside whenever possible. 47. ___ As a child I liked bugs, ants, and leaves. 48. ___ When I experience stress I want to be out in nature. _____ TOTAL for Naturalist |

MULTIPLE INTELLIGENCES SKILLS & TECHNIQUES

| Skills | Learning Techniques |
|--|---|
| <p>Bodily/Kinesthetic</p> <ul style="list-style-type: none"> ▪ Connecting mind & body ▪ Controlling movement ▪ Improving body functions ▪ Expanding body awareness to all senses ▪ Coordinating body movement | <p>Bodily/Kinesthetic</p> <ul style="list-style-type: none"> ▪ Move or tap while you learn: pace & recite ▪ Use “method of loci” or manipulatives ▪ Move fingers under words while reading ▪ Create “living sculptures” ▪ Act out scripts of material, design games |
| <p>Musical/Rhythmic</p> <ul style="list-style-type: none"> ▪ Sensing tonal qualities ▪ Creating or enjoying melodies & rhythms ▪ Being sensitive to sounds and rhythms ▪ Using “schemas” to hear music ▪ Understanding the structure of music | <p>Musical/Rhythmic</p> <ul style="list-style-type: none"> ▪ Create rhythms out of words ▪ Beat out rhythms with and or stick ▪ Play instrumental music / write raps ▪ Put new material to songs you already know ▪ Take music breaks |
| <p>Visual/Spatial</p> <ul style="list-style-type: none"> ▪ Perceiving & formatting objects accurately ▪ Recognizing relationships between objects ▪ Representing something graphically ▪ Manipulating images ▪ Finding one’s way in space | <p>Visual/Spatial</p> <ul style="list-style-type: none"> ▪ Develop graphic organizers for new material ▪ Draw mind maps ▪ Develop charts, & graphs ▪ Use color in notes to organize ▪ Visualize material (method of loci) |
| <p>Interpersonal</p> <ul style="list-style-type: none"> ▪ Seeing things from others’ perspectives ▪ Cooperating within a group ▪ Communicating verbally & non-verbally ▪ Creating & maintaining relationships | <p>Interpersonal</p> <ul style="list-style-type: none"> ▪ Study in a group ▪ Discuss information ▪ Use flash cards with others ▪ Teach someone else |
| <p>Verbal/Linguistic</p> <ul style="list-style-type: none"> ▪ Analyzing own use of language ▪ Remembering terms easily ▪ Explaining, teaching, learning ▪ Understanding syntax and word meanings ▪ Convincing someone to do something | <p>Verbal Linguistic</p> <ul style="list-style-type: none"> ▪ Read text & highlight no more than 10% ▪ Rewrite notes ▪ Outline chapters ▪ Teach someone else ▪ Recite information or write scripts/debates |
| <p>Intrapersonal</p> <ul style="list-style-type: none"> ▪ Evaluating own thinking ▪ Being aware of & expressing feelings ▪ Understanding self in relationship to others ▪ Thinking & reasoning on higher levels | <p>Intrapersonal</p> <ul style="list-style-type: none"> ▪ Reflect on personal meaning of information ▪ Visualize information / keep a journal ▪ Study in quiet setting ▪ Imagine experiments |
| <p>Logical/Mathematical</p> <ul style="list-style-type: none"> ▪ Recognizing abstract patterns ▪ Reasoning inductively & deductively ▪ Discerning relationships & connections ▪ Performing complex calculations ▪ Reasoning scientifically | <p>Logical/Mathematical</p> <ul style="list-style-type: none"> ▪ Organized material logically ▪ Explain it sequentially to someone ▪ Develop systems and find patterns ▪ Write outlines & develop charts & graphs ▪ Analyze information |
| <p>Naturalist</p> <ul style="list-style-type: none"> ▪ Deep understanding of nature ▪ Appreciation of the balance in nature ▪ Feeling most comfortable when in nature | <p>Naturalist</p> <ul style="list-style-type: none"> ▪ Form groups of people with like interests ▪ Choose courses related to nature |

PERSONAL CHECKLIST OF TUTORING SKILLS

Rate yourself on how well you interact with your students by circling the appropriate number:

1=needs improvement 3=Average 5=Excellent

I TRY TO BE AN ATTENTIVE LISTENER BY PRACTICING THE FOLLOWING TECHNIQUES

1. I use the following non-verbal signals to indicate that I am actively interested in what the student is saying:
 - a) Regular eye contact 1 2 3 4 5
 - b) Smiling, nodding and other expressions or gestures that signal my concentration and receptiveness. 1 2 3 4 5
 - c) Concerned body posture, free of distraction. 1 2 3 4 5
2. I avoid interrupting, even for the purpose of clarification, until a student has completed his or her message. 1 2 3 4 5
3. In order to indicate trust in the student's abilities to make thoughtful judgments, I allow a period of calm silence (wait time) after a student has apparently finished talking. In this way, I can avoid cutting off a student's statements, and provide enough time for reflection and self criticism. 1 2 3 4 5
4. I give my full attention to what the student is saying by:
 - a) Taking notice of how the student is delivering his/her message, including non-verbal cues. 1 2 3 4 5
 - b) While the student is talking, I am thinking chiefly about what he/she is saying, not reveling on my own thoughts on the topic or planning my next brilliant statement. 1 2 3 4 5
5. I encourage a student to answer his/her context of the student's experience, not my own. 1 2 3 4 5
6. To check my understanding of what the student has said, I briefly paraphrase the tutee's idea(s) in my own words. 1 2 3 4 5
7. Using the following techniques, I ask questions in a manner that stimulates thinking and reveals a student's strengths and weaknesses:
 - a) I avoid verbosity and make my questions brief but specific. 1 2 3 4 5
 - b) I don't overwhelm my student with too many questions. 1 2 3 4 5
 - c) On the average, I wait more than five seconds between asking a question and saying something myself. 1 2 3 4 5
 - e) I balance my questions between the open/closed type, 1 2 3 4 5

EXPLAINING: I TRY TO GIVE CLEAR EXPLANATIONS BY PRACTICING THE FOLLOWING TECHNIQUES:

1. Since I don't want to do all the taking (or the work), I give short explanations with appropriate examples or demonstrations, then I ask the student to perform a task which will help me measure his/her grasp of the concept of skill. 1 2 3 4 5
2. In addition to my examples, I also ask students to provide examples after they have understood my explanation. I also use a lot of rules. 1 2 3 4 5
3. I am cautious about giving prescriptive advice based on my own experience because I am aware that my student's background may be considerably different from mine. 1 2 3 4 5
4. I observe my student's learning habits and structure my teaching approach to his/her needs. I ask for feedback as the session ends. 1 2 3 4 5
5. When it comes to learning/teaching, I'm suspicious of all panaceas and flat yes or no answers. 1 2 3 4 5
6. Once I identify a student's typical learning style, I point out his/her strengths and weaknesses in the hope that the student will become more aware of how he/she learns best. 1 2 3 4 5
7. I delay my correction of a "wrong answer" so that I can first question my own preconceptions. (There may be another way which I've never considered to look at the issue, and it may be more important for me to understand why a student answered the way he did. Sometimes, with enough wait time, a student may self-correct. 1 2 3 4 5

SUMMARY SKILLS:

1. I try to make each tutoring session a joint effort with at least 50% of the work coming from my student. 1 2 3 4 5
2. I find out what the student already knows, I discover what he needs to know, and then I show him how to learn what he needs to know in a way that best suits his individual learning style. 1 2 3 4 5
3. I try to concentrate on relearning and self-improvement, not just on earning better grades. I am aware that certain types of growth are not measured by grades. 1 2 3 4 5