# **campus logoCollaborative FACULTY Mentoring Program**

# **Preparation Exercises: Mentors**

These exercises help form the foundation of your mentoring relationships and the basis for the “get to know each other” conversations with your mentoring team members. Many of you have likely completed exercises like this before, but please go through them again as a refresher.

# Please complete the exercises on the following pages prior to our first program meeting on September 11, 2009

What Has Your Journey Been Like?

(Based on Zachary, 2000)

1. The line below represents your life’s journey as an adult. You decide when your life as an adult started and continue it to this date. Above the line, using words, symbols, or drawings write down significant events, milestones, and transitions that influenced you the most in a positive and negative way. Do not limit these to just work and mentoring related events, because all our experiences influence who we are.
2. Below the line mark
   1. The events and opportunities *you* planned or purposefully took advantage of that helped you grow and develop
   2. Which events were obstacles that derailed, slowed down, or otherwise impeded your journey
   3. Which were unexpected opportunities that came along without you having planned them
3. As you reflect on your journey to date
   1. What did you learn from your experiences at the time? How did they impact you?
   2. What are you learning right now?

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Reflecting on the Mentors in Your Life

1. Identify the people who were most instrumental in helping you grow. Who were they and what did they offer you?
2. What was their impact on you? What did you learn from each mentor and how did you apply that in your own life?

1. What did you learn from them about being a *Protégé*?
2. What did you learn from them about being a *mentor*?

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Work is NOT the Only Thing in Your Life

Work is only one aspect of our lives, and many other forces place demands on our time and resources. In the diagram below, sketch your “personal ecology” (Zachary, 2000). In the bubbles enter who are the people, and what are the activities and events in your life at this moment that require your time and attention (add more balloons if needed). Identify for each its direct and indirect impacts. For example, **Direct Impact**: your parent’s illness requires frequent visits to their home taking much of your time; **Indirect Impact**: you’re always worrying what the next phone call will bring.

My Life

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Mentor Motivation Checklist

(Adapted from Zachary, 2000)

You will not have to turn in this list, it is designed to have you think about why mentoring appeals to you. For each item below check the “yes” column if that item is a reason why mentoring appeals to you. If the item is not why you want to mentor check the “no” column. For each item list a concrete example to illustrate your choice. Note that this is ***not*** a mentor selection tool, but an exercise to increase your awareness.

|  |  |  |  |
| --- | --- | --- | --- |
| **Reasons Mentoring Appeals to Me** | **Yes** | **No** | **Example** |
| I like having others come to me for advice and guidance |  |  |  |
| Helping others succeed is personally rewarding |  |  |  |
| I have specific knowledge that I want to pass on to others so it is not lost |  |  |  |
| I enjoy collaborative learning |  |  |  |
| I find working with others who are different from me to be energizing |  |  |  |
| I see mentoring as an opportunity to further my own growth |  |  |  |
| Through mentoring I can contribute to the success of UTEP |  |  |  |

**My primary motivation for mentoring is:**

Mentoring Skills Inventory (from Zachary, 2000)

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In the collaborative mentoring setting mentors are expected to have certain mentoring skills. However, because there are several Protégés in the group, there may be moments when the Protégés have an opportunity to mentor as well. For example, the Protégés in your group may be mentoring students. This exercise asks you to reflect on how comfortable you are using the various mentoring skills listed in Column 1.For each skill check whether you are *very comfortable* (**V**), *moderately comfortable* (**M**), or *uncomfortable* (**U**) in Column 2. After you have completed the checklist, rank your overall comfort level on the scale from 1 to 5 at the bottom of the table with *1 being “most uncomfortable*” and *5 being “most comfortable*,” and indicate at the bottom which skills you would like to strengthen.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Column 1** | | **Column2** | | | | **Column 3** | | | |
| **Skill** | | **V** | **M** | | **U** | **Example** | | | |
| Reflective and active listening (attending, clarifying, and confirming) | |  |  | |  |  | | | |
| Checking for clear understanding through paraphrasing and questioning | |  |  | |  |  | | | |
| Showing genuine interest and empathy | |  |  | |  |  | | | |
| Providing and receiving honest, constructive feedback | |  |  | |  |  | | | |
| Maintaining a global view to accurately identify the importance of various issues | |  |  | |  |  | | | |
| Accurately identify feelings and emotions in the Protégé | |  |  | |  |  | | | |
| Observe and check personal assumptions, biases, and stereotypes | |  |  | |  |  | | | |
| Suspending judgment | |  |  | |  |  | | | |
| Maintaining emotional calm in difficult situations | |  |  | |  |  | | | |
| Modify communication style to accommodate individual differences | |  |  | |  |  | | | |
| Adjust to differences in cultural perceptions of time, space, authority, and protocol | |  |  | |  |  | | | |
| **Overall Comfort Level** | **1** | | | **2** | | | **3** | **4** | **5** |

**Skills I would like to improve:**