Preparing to Serve: Online Training Modules

MASSEN, A. AND KOWALEWSKI, B. (EDS.)
COPYRIGHT © 2010. WEBER STATE UNIVERSITY
PREPARING TO SERVE: ONLINE TRAINING MODULES
- PROFESSIONALISM
- CULTURAL SENSITIVITY
- ETHICS
- INTRODUCTION TO TUTORING AND MENTORING
- MENTORING
- TUTORING
- PRE-COLLEGE KNOWLEDGE
- FERPA

HTTP://WEBER.EDU/CCEL/TRAINING.HTML

Mentoring

TRAINING MODULE

Amsel, E. and Massen, A. (2010). *Mentoring Training Module.*
http://weber.edu/WSUImages/ccel/docs/trainingmods/Mentoring.pdf

Mentoring

In this module you will learn about the following concepts and ideas:

- Mentoring and its Role
- Communication
- Mentoring and Instruction
- Tools of Mentoring

Mentoring and its Role

A mentor's goal is to develop a broader academic relationship with students in order to successfully offer academic advice, promote positive academic values, and counsel students regarding their academic goals.

Mentoring and Its Role

By the time you graduate from college, you will have achieved an academic goal realized by only 20% of the population 25 and older. As a mentor you have the power to promote those positive academic goals and skills that put you on the path to postsecondary education.

Communication

The best way to forge trusted relationships with students is through open, honest, and respectful two-way communication. Communication is the first step in creating a positive academic relationship with students. Once that is established students will openly seek mentors' guidance and help.

Communication

Open communication: Students should feel comfortable talking with mentors about areas of confusion. Students should also feel free to express frustrations about their homework or share their academic goals. Part of the mentor's job is to help students overcome those frustrations and broaden the discussion about academic goals.

Communication

Honest communication: Students should have the expectation that anything they say will be important and listened to by mentors. Listening to students is an important part of opening up a dialog that is honest. If hostile communication is directed towards you or towards others, the best response is to acknowledge hearing it, but make clear that that such a response will not solve the students' academic related questions, or you may refer the remarks to a site supervisor.

Communication

Respectful communication: Acknowledging the struggles students are having, and helping them understand the source of their difficulties while guiding them towards possible solutions, will help create respected communication. There can be no talking down to students. That will only demolish any attempt a mentor makes to gain their respect.

Communication

Two-way communication: The two-way process of communication between student and mentor is critical. The mentor learns about the student and the student learns from the mentor. Example, talk about your academic goals with students, and ask them about their future academic goals.

Mentoring and Instruction

It is important for a mentor to verbalize his or her thinking when answering a problem. By doing this, each step is seen and heard by students. Verbalizing the process increases the chances that students will learn from the example.

Mentoring and Instruction

Try to find a related problem to demonstrate to the students. Be sure to choose a different problem than one the students are required to complete. By doing this students learn the process instead of just gaining an answer.

Tools of Mentoring

- **Modeling**: A mentor answers subject questions while verbalizing the thought processes involved, thereby making these processes visible to students.

- **Coaching**: A mentor observes students carrying out a task and provides hints, clues, pointers, reminders, etc. as means of promoting the student's discovery of appropriate strategies.

Tools of Mentoring

- **Articulation**: Students verbalize their knowledge, reasoning, and problem-solving processes as they complete a task. This helps the student to reflect on their own thinking, and provides information to the mentor that will help with academic difficulties.

- **Exploration**: Students are encouraged to solve problems on their own, and learn to evaluate their own performance.

Tools of Mentoring

- **Reflection**: Students are asked to compare their work to that of the text, other students, teachers, or themselves. This teaches them to evaluate and critique their own academic performance.

- **Advice**: A mentor may offer explicit recommendations about what academic goals, values, attitudes, etc. a student should hold. Effective advice giving should wait until a student trusts the mentor.

- **Self-Disclosure**: A mentor reveals their personal academic experience to students as a means of offering insight into the process of learning.

Review Questions

Please go to the following website and complete the review questions for this module. You will need to pass this quiz with a 80% or higher score. If you score lower than that, please review this module and retake the quiz.

https://chitester.weber.edu/test.cfm?testID=35902

You will only be able to print your *Certificate of Completion* once you successfully pass the quiz for this module.

NOTE: If you are not a Weber State University student or employee, you can login and complete the quiz by creating a new account.