



**C**ommunity **o**f **M**entors **P**roviding **A**ccess to **S**kills for **S**uccess

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*The University of Mississippi.*  
experience **amazing**<sup>™</sup>

# Purpose

## Statement of Purpose

The purpose of the Community of Mentors Providing Access to Skills and Success (COMPASS) is to support the values outlined in the University's Creed and Mission by implementing a voluntary mentoring program to benefit University staff.



Community of Mentors Providing Access to Skills for Success

# Agreement

- What have you agreed to?
  - Commit to one semester
  - Attend mandatory on-campus workshop
  - Agree to meet with mentee at least monthly
  - Agree to communicate with mentee by phone or email at least every other week
  - Agree to keep conversations confidential

# General Overview

- Matching
- Timeline
- Supervisor's Approval
- Log Sheet

# What is a mentor?

- Webster's Definition:
  - an experienced and prudent advisor
- Mentoring vs. Coaching vs. Supervisor
  - Mentor: person focused
  - Coach: job focused
  - Supervisor: results/productivity focused

# Roles Of Mentors

ROLE	FUNCTIONS
1 <i>Model</i>	<ul style="list-style-type: none"><li>– to inspire</li><li>– to demonstrate</li></ul>
2 <i>'Acculturator'</i>	<ul style="list-style-type: none"><li>– to show mentee the ropes</li><li>– to help mentee get used to the particular professional culture</li></ul>
3 <i>Sponsor</i>	<ul style="list-style-type: none"><li>– to 'open doors'</li><li>– to introduce mentee to the 'right people'</li><li>– to use their power (ability to make things happen) in the service of the mentee</li></ul>
4 <i>Support</i>	<ul style="list-style-type: none"><li>– to be there</li><li>– to provide safe opportunities for the mentee to let off steam / release emotions</li><li>– to act as a sounding board – for cathartic reasons</li></ul>
5 <i>Educator</i>	<ul style="list-style-type: none"><li>– to act as a sounding board – for articulation of ideas</li><li>– to consciously create appropriate opportunities for the mentee</li><li>– to achieve professional learning objectives</li></ul>

Figure 1 Roles of mentors  
(Fullerton and Malderez 1998)

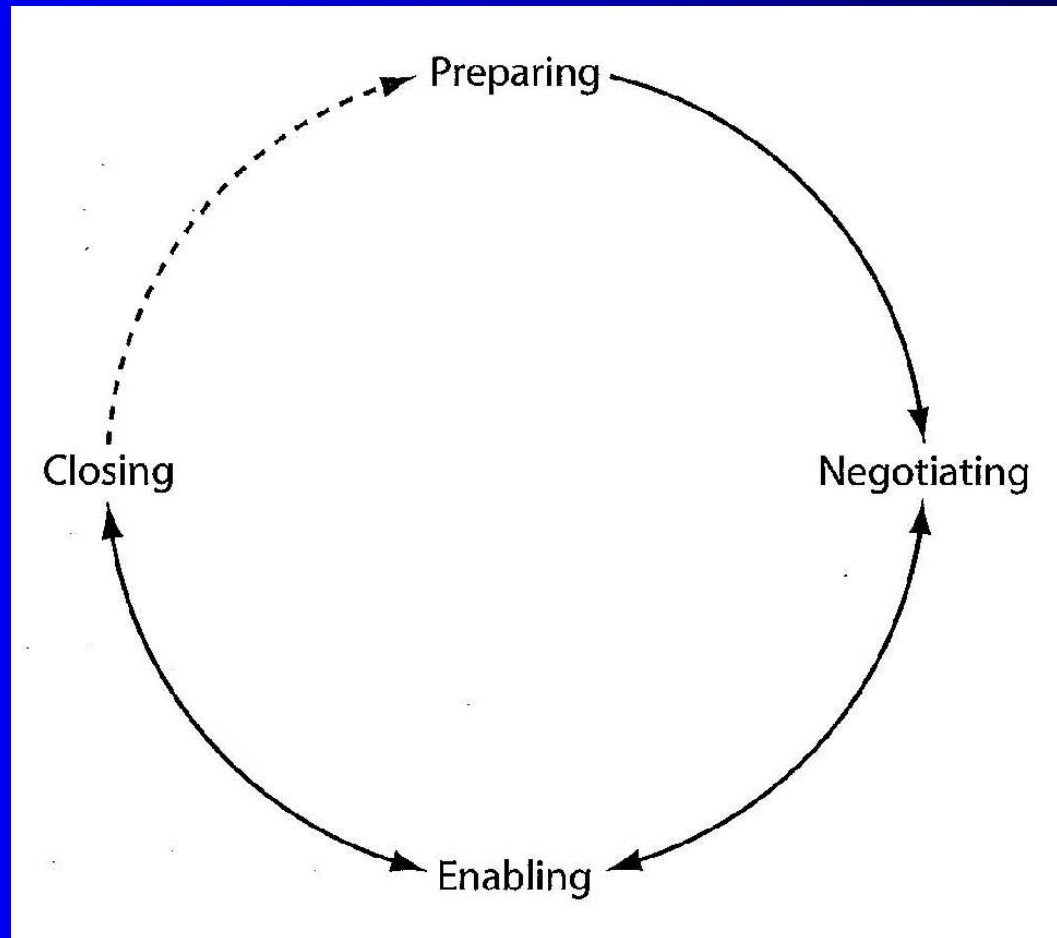
Mentor Courses

The resource book for trainer-trainers

Angi Malderez and Caroline Bodóczyk

Cambridge University Press 1999

# Phase Cycle of Mentoring



The Mentor's Guide  
Facilitating Effective Learning Relationships  
Lois J. Zachary  
John Riley & Sons, Inc, 2000

# Preparing

- Mentor's motivation –
  - What interest you about being a mentor?
- Skills Checklist  
(activity)



# Preparing Skills Required

Brokering Relationships	Goal Setting
Building and maintaining relationships	Guiding
Coaching	Managing Conflict
Communicating	Problem Solving
Encouraging	Providing & receiving feedback
Facilitating	Reflecting

# Negotiating

- Role definition
- Expectations & Goal Setting
- Ground Rules  
(including confidentiality)

Mentoring  
Agreement

# Negotiating Role definition

Recall -

Model

“Acculturator”

Sponsor

Support

Educator

What your role shouldn't be

Mentee's role? Active participation!

# Negotiating Goal Setting

What are the expectations?

What is the mentee trying to accomplish?

What are the goals?

What are the expected results?

Are the goals reasonable and realistic?

Is there enough time?

What resources are available?

# Negotiating Ground Rules

- Time
- Active Participation
- Respect any differences
- Confidentiality
- Boundaries

# Enabling

- Creating a “learning environment”
- Strategies
  - Asking questions
  - Reformulate statements (paraphrase)
  - Summarize
  - Listen reflectively
- Ask for feedback along the way

# Enabling Asking Questions

That is a good perspective, how would you use that here at the University?

Could you tell me a little bit more about...?

Let's think about this more and discuss it further next time we meet...

# Enabling Paraphrasing

“I think what I heard you saying is....”

“My understanding is....”



# Enabling Summarize

“We’ve spent our time discussing....”

“To recap...”

Leave out judgments and opinions when  
summarizing

Deal with the facts of the situation

# Enabling

Listen with silence and reflectively

Don't be afraid of silence.

Be authentic. Use "I" statements.

"What I'd like to see is"

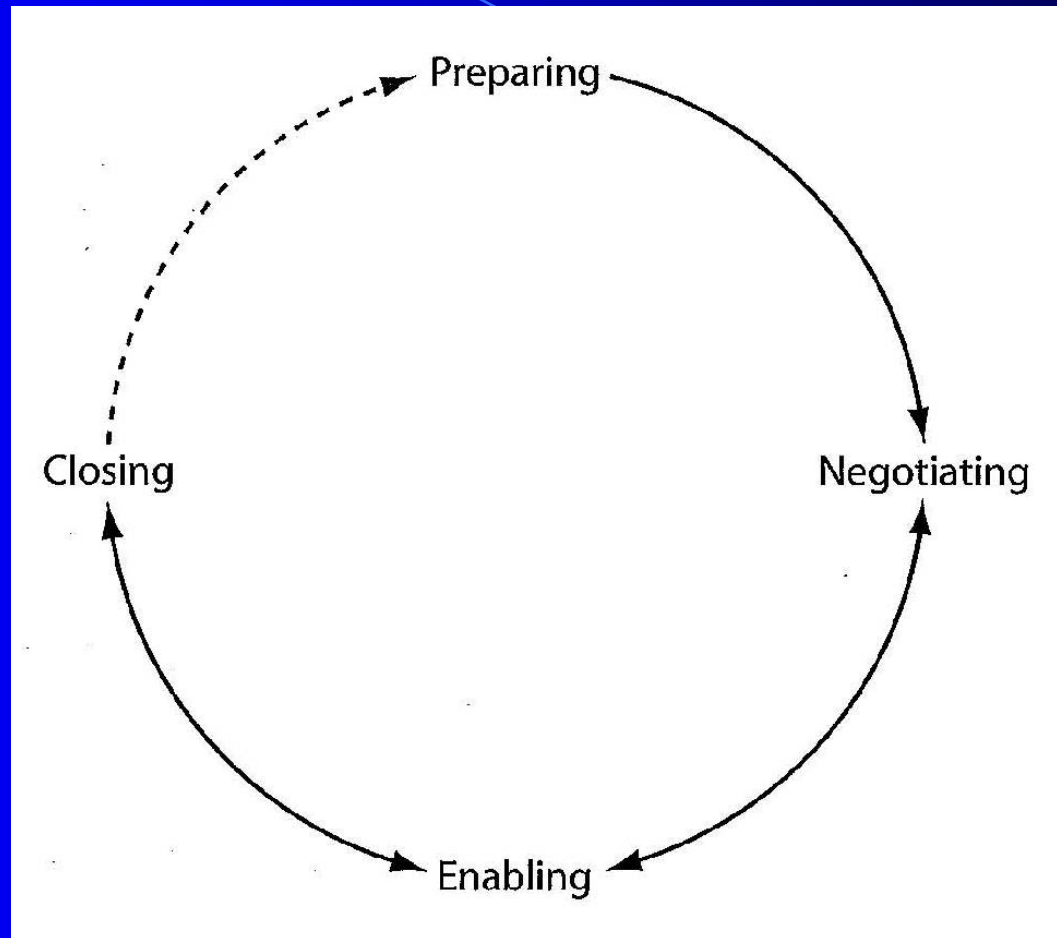
"You did a great job with that. I like the way you...I also thought that....Next time you might want to try...."

# Closure

- End of the semester
- Evaluation
- What will the relationship be like when it is over?



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