

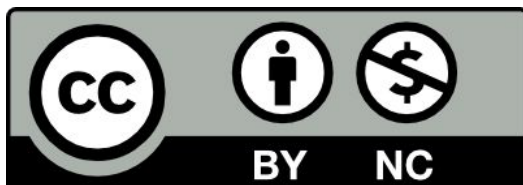


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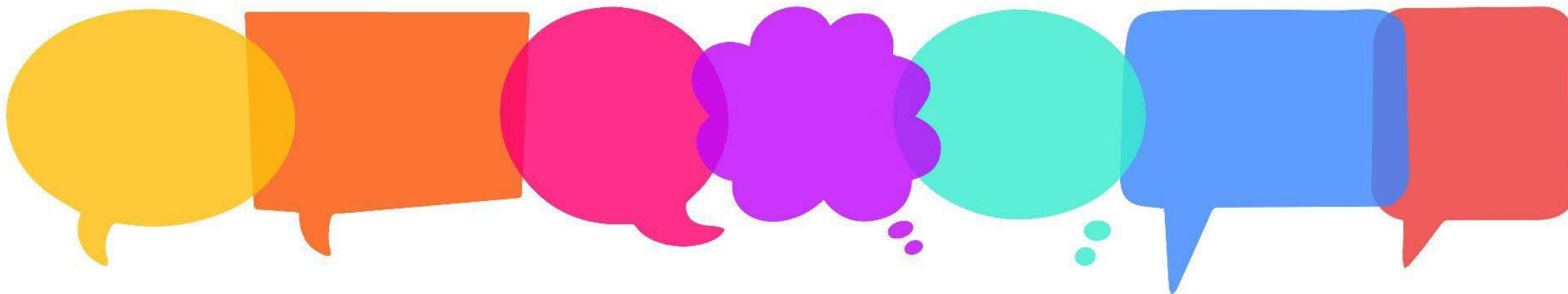
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# Module 7: Mentoring in Focus



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Module content developed in part by [UNC-IRIS Project](#) & [UNC-Project CLIMB](#)  
[ASL lectures](#) by: Shira Letison-Grabelsky and Kristina Marie Balao Miranda

# Overview & Objectives

**Overview:** This module focuses on scaffolding and discussion techniques within a mentoring relationship to support the more novice interpreter's development of knowledge and skills when working in various settings.

## Learning Outcomes and Objectives

**Upon Completion of this module participants will be able to:**

1. Define mentoring in your own words.
2. Identify, list, and describe four core mentoring skills.
3. Assess mentoring competencies.
4. List, identify, and describe discussion techniques used in mentoring sessions.
5. Develop and enhance your own discussion techniques.
6. Identify affective and performance scaffolding techniques used in the mentoring process.



# Mentoring Definition

## What is mentoring?

Mentoring, via the IRIS Project, as you recall from the orientation module, is defined as a mentee driven activity focusing on the professional development needs and goals as identified by the mentee.

Each relationship between the mentor and mentee is nuanced, requiring core mentoring skills and fluid conversational techniques that you will learn during the course of this module.



# Discussion: Mentoring Thought Question



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

Think back to a time you were in a learning situation where you were the **less skilled** other as you were learning a new task. Think back to a time when you were in a learning situation where you were the **more skilled** other and you were facilitating someone else's learning of a new task. Maybe this was a mentor or mentee relationship, a teacher/student relationship, or an informal situation. What skills do *you think* are most important for a facilitator or mentor to have?

## Response post directions:

When responding to the post of one of your colleagues, consider how your responses were similar/different. Are there clarifying questions you could ask? Or could you express an idea that encourages critical thinking and moves the conversation forward?



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# Mastery in Mentoring

## Getting started . . .

Please view the [Mastery in Mentoring: Lifelong Learning](#) (2018) video Betty Colonomos and Kelly Decker ([English version](#), p. 32).

For further information about mentoring, you can review the *optional* reading [Mentorship in Sign Language Interpreting](#) (2013) by Betty Colonomos and Lianne Moccia Moccia.



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# Core Mentoring Skills

## Reciprocity in Mentoring

Colonomos and Decker (2018) point out that understanding a person's "why" and active dialogue are important factors in the mentoring process. In [The Mentor's Guide](#) (2000), Linda Phillips-Jones identifies four core mentoring skills that are central to the process of mentoring. These skills promote dialogue within the mentoring relationship thus allowing the mentor/mentee to "contribute to the mastery of one another" (Colonomos & Decker, 2018).

The four core mentoring skills:

1. Active Listening
2. Building Trust
3. Encouraging
4. Identifying Goals and Current Reality

On the following pages, we will look at each of these skills more closely.



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# Core Mentoring Skill #1

## Active Listening

Active listening is the most basic mentoring skill; other skills build on and require that skill. Here are some key ways to demonstrate genuine interest in what a speaker is saying:

- Paraphrasing or reflecting back on certain comments shows you have grasped the meaning and feelings behind the message.
- Back-channeling (nodding, gesturing, other facial expressions/body language) conveys that you are an engaged listener.





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# Core Mentoring Skill #2

## Building Trust

Trust is the cornerstone of an effective mentoring relationship. This trust develops over time— it starts in the rapport-building phase of the relationship and builds throughout the entire mentoring process. Some key concepts in building trust are:

- Keeping confidences
- Spending an appropriate amount of time together
- Following through on what you said you would do
- Respecting boundaries
- Admitting your errors and taking responsibility for correcting them
- Tactfully sharing when you disagree or are dissatisfied with something that happened during or between sessions, and creating a safe space for the novice interpreters to share the same information with you

Brené Brown shares more on building trust in her video “[The Power of Vulnerability](#).” Watching this video is *optional* (length 20 minutes).



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# Core Mentoring Skill #3

## Encouraging

Part of the mentor's role is to be the cheerleader. Novice interpreters are in the process of developing in this profession, and they bring to this experience their identity as a person and as an interpreter.

As mentors, we support them through difficult conversations, encountering obstacles, and self-discovery all while believing in their personal and professional competence.

Research has shown that one of the most valued components of mentoring is encouragement. The following are two key ways to encourage more novice interpreters:

- share how you see them improving and what personal traits you value about them, and
- encourage them both personally and professionally, both in person and, at times, through a follow-up email after mentoring sessions



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# Core Mentoring Skill #4

## Identifying Goals and Current Reality

An essential aspect of your work with a more novice interpreter is to be attentive to the performance based and mastery based goals identified by the mentee in the relationship (Colonomos & Decker, 2018).

In their [chapter, Colonomos and Moccia \(2013\)](#) share that IMI practitioners have adopted several core principles to get at mastery in mentoring that include:

- the interpretation work is separate from the interpreter,
- the use of precise, non-evaluative, non-judgmental language allows for discussion of process instead of product, and
- each individual is respected for "where they are" in terms of their development as an interpreter.



# A Refresher: Non-evaluative language, Part I

## *How we talk about the work*

Non-evaluative language is a way that we can be deliberate about *how* we talk about interpreting work apart from the person. Non-evaluative language is objective evidence, based on what we see from both the source and target texts. Placing evaluation (i.e. good/bad, right/wrong, clear/unclear) ascribes value on the person versus looking at the work.

As you engage in mentoring challenging yourself to look deeper about decisions that are made that affect the work product. We encourage you to reframe the language you use.



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# A Refresher:

## Non-evaluative language, Part II

Evaluative	Non-evaluative
<ul style="list-style-type: none"><li>• I would have...</li></ul>	<ul style="list-style-type: none"><li>• What led you to _____ choice/decision?</li></ul>
<ul style="list-style-type: none"><li>• You could have/should have...</li></ul>	<ul style="list-style-type: none"><li>• How have you seen other Deaf people/interpreters discuss this concept?</li></ul>
<ul style="list-style-type: none"><li>• Clear/unclear</li><li>• I like the way...</li><li>• A better way to communicate that would be...</li></ul>	<ul style="list-style-type: none"><li>• How have you seen other Deaf people/interpreters/attorneys/etc. discuss this concept?</li></ul>
<ul style="list-style-type: none"><li>• Good/bad, Right/wrong</li><li>• Same/different, Match/didn't match</li><li>• Equivalent/not equivalent</li></ul>	<ul style="list-style-type: none"><li>• What signs/words did you see/hear that impacted your decision making in that moment?</li><li>• When you saw/heard _____ what did you understand that to mean?</li></ul>

Colonomos, B. (2001 & 2013).



# Discussion: Applying What You Have Learned: Video Analysis #1



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

For this discussion posting, you will analyze a video, then post your findings to the group. Watch [this video](#), which contains several clips from a discussion session. Analyze it for the following:

1. Identify the places where the Betty Colonomos (seated to the left) exemplifies the ***four core mentoring skills*** you have learned about in this module.
2. Note the time codes and make a note of the examples so that you can discuss them later.
3. Post the findings of your analysis in the discussion board.

## Response post directions:

Read the posts of others to see what others identified. Are your findings similar to or different from your colleagues' findings? Respond by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.



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# What is Scaffolding?

Scaffolding is a teaching/mentoring method that provides the learner with support or assistance to complete a task or solve a problem that would not have been mastered without their support. This includes actively engaging the learner while providing learning aids when needed and fading these away so that the learner can eventually function without the additional support.

Phyllis Rogers, Mentoring Program Lead at Gallaudet University's RESULTS! Mentoring Program, [talks about two different kinds of scaffolding](#); affective scaffolding and performance scaffolding.

**Affective Scaffolding** addresses the meta-cognitive process of interpreting.

- Discussion-based.
- Focuses on talking about the process of interpreting, rather than the product.
- Utilizes an array of discussion techniques.
- Type of mentoring commonly used in our field.

**Performance scaffolding** addresses discrete interpreting skills and how to build skills toward integrated performance.

- Select discrete tasks that are part of a holistic understanding of what the interpreter needs to develop.
- Provide the appropriate amount of support. As interpreters gain skills, decrease support.
- Slowly increase the challenge to match the growth of interpreters.
- If interpreters are not successful, add more support.

# Scaffolding: Practical Application

## Further thinking . . .

When you are working with a more novice interpreter, how do you choose which interpreted interactions are appropriate for the particular interpreter you are working with?

As Dean and Pollard (2013) remind us, the demands of an interpreting assignment are the same (other than intrapersonal) for all interpreters. However, the controls interpreters bring to the situation are different depending on the interpreter's background, education, knowledge, and experience.

An experienced interpreter who is well-versed in the systems thinking of a particular setting may find an assignment relatively “easy” (low demands, high controls). In contrast, a novice interpreter lacking experience and new to the systems thinking of a particular setting may find the exact same assignment quite difficult (high demands, low controls).



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# Low vs. High Demand Features, Part I



There are specific assignment features that tend to lessen or increase the number of demands that an interpreter will find demanding. When identifying which assignments would be best for a more novice interpreter, those should be assignments that include as many low demand features as possible.



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# Low vs. High Demand Features, Part II

## Low Demand Features

- **Content:** familiar/rehearsed
- **Content:** low density, basic, common knowledge
- **Speed and pace:** slow, manageable
- **Logistics:** basic, clear, no disruptions/distractions
- **Format:** familiar, predictable, routine, repetitive, informal
- **Goals:** shared between participants, realistic goals
- **People:** familiar, laid back, 'agreeable', 'capable', few in number
- **Profile:** low, non critical outcomes, casual
- **Duration:** short

## High Demand Features

- **Content:** novel/ "cold"
- **Content:** high density/complex
- **Speed and pace:** rapid, uncontrolled, rapidly shifting
- **Logistics:** complex, disruptions/distractions
- **Format:** unfamiliar, unpredictable, complex, dynamic
- **Goals:** conflicting among participants, unrealistic
- **People:** unfamiliar, oppressive, stressed, demanding, large numbers
- **Profile:** high, critical outcomes
- **Duration:** long






# Discussion Techniques

Your mentoring time with more novice interpreters is essential for them to generate new ideas, reflect on their experiences, and move their learning from short- to long-term memory. Sometimes these conversations flow seamlessly; in different situations, these can be a challenge.

As mentors, you can use a variety of discussion techniques when you meet with a more novice interpreter. See the list below, and further expanded on the following pages. You may already utilize these techniques unconsciously.

- Questioning
- Silence
- Reframing
- Observation
- Referring Back
- Narrowing
- Compare/Contrast
- Expansion
- Clarification
- Gesturing
- Body Language

 Remember the idea of making it stick from RIPPLE module 1? The next time you are in a mentoring conversation try some of these discussion techniques to make sure the more novice interpreter is getting it out, and **you are *not* the one** putting it in.



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# Questioning, Silence, and Reframing

## Questioning

- Why: Why do you think this is coming up for you?
- When: When does this happen?
- Where: Where do you want to start?
- Which: Which of the challenges you listed do you want to focus on today?
- Who: Who do you think might have what you're looking for?
- What: What things can you try?
- How: How will you measure your success?

## Silence

After asking a question, allow 3-5 seconds of silence for the novice interpreter to reflect.

## Reframing

This technique allows an interpreter to take a specific perspective and see it in a new context.

# Observation, Referring Back and Narrowing

## Observation

With this technique, a mentor shares an observation of a pattern or a specific comment from a novice interpreter and asks the interpreter to share more of a reflection on what is observed.

## Referring Back

Referring back or bringing back is a technique to bring back something that was discussed at a previous session or bring back a work sample to review and assess for patterns.

## Narrowing

Narrowing helps interpreters take a list of skills they want to work on and narrow it down to something that is manageable. It may be asking them to take all of the skills they want to work on and pick the top three. Or you can ask them to rank skills in order of importance.



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# Compare/Contrast, Expansion, and Clarification

## Compare and Contrast

Compare and contrast is a technique that can help isolate where an issue comes from by comparing and contrasting when the issue appears.

## Expansion

Expansion can be used when an interpreter shares information about their process and you want to gain more insight into what was happening for them at a given moment.

## Clarification

Clarification can be used when you do not fully understand what an interpreter means by a specific comment, word, or idea. Asking them to clarify what they mean will often help them better understand their meaning themselves.



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# Gesturing and Body Language

## Gesturing

Gesturing is using your body to get more information. It can include common gestures such as leaning forward and nodding your head. Gesturing signals that you are listening and want them to share more information without any verbalization on your part.

## Body Language

As mentors, how we present ourselves through body language is extremely important. By signaling through body language that we are interested and want to hear more, we encourage more novice interpreters to be more open with us so we can help them achieve their goals.

The above discussion techniques are important. Equally important is being able to scaffold a more novice interpreter's work.



# Discussion: Applying What You Have Learned: Video Analysis #2



**NOTE:** You have to log into Canvas to complete this assignment

## Original post directions:

For this discussion posting, you will analyze a video, then post your findings to the group. Watch [this video](#), which contains several clips from a discussion session. Analyze it for the following:

1. Identify places where the Betty Colonomos (seated on the left) exemplifies the ***scaffolding and discussion techniques*** you have learned about in this module.
2. Note the time codes and make note of the examples so that you can discuss them later.
3. Post the findings of your analysis in the discussion board.

## Response post directions:

Read the posts of others to see what others identified. Are your findings similar to or different from your colleagues' findings? Respond by asking clarifying questions, seeking additional information, or expressing an idea that encourages critical thinking and moves the conversation forward.



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# Post-Test

**NOTE:** You have to log into Canvas to complete this post-test

1. List three discussion techniques you can use in mentoring sessions. Explain each one.
2. What is the difference between affective scaffolding and performance scaffolding? Explain the difference.
3. True or False? The four core mentoring skills discussed in this module are 1) active listening, 2) building trust, 3) encouraging, and 4) providing effective feedback.



*Correct responses:* 1. The answer will vary depending on the techniques chosen. The techniques are: questioning, silence, reframing, observation, referring back, narrowing, compare/contrast, expansion, clarification, gesturing, and body language., 2. Affective scaffolding addresses the meta-cognitive process of interpreting. Performance scaffolding addresses discrete interpreting skills and how to build skills toward integrated performance., 3. False.



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