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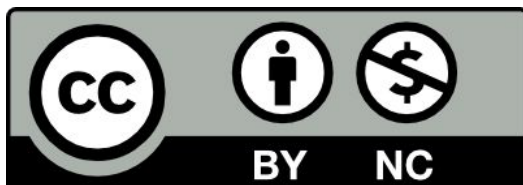
Module 8: Mentoring in Practice

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Module content developed in part by IRIS Project & UNC-Project CLIMB
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Overview & Objectives

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Overview: This module provides an experiential mentor/mentee opportunity drawing on strengths-based lived experiences. With this deliberate practice, participants will benefit from the dialogic approach within the mentor/mentee relationship by engaging in an active listening exercise in both roles: as the mentor and mentee.

Learning Outcomes and Objectives

Upon Completion of this module participants will be able to:

1. Engage in peer mentoring conversations with at least one other colleague.
2. Employ non-evaluative language during a peer-mentoring session.
3. Examine your ability to actively listen as a participant in a peer-mentoring session.
4. Identify types of questions observed in a model mentoring conversation.

Upcoming Activity: Framework

What to expect . . .

As a mentor, you will regularly be engaging in conversation. It is important to deliberately practice the tools given in order to actively engage in these types of participant-driven conversations effectively. In this module, we have carved out space to practice and then self-reflect in these conversations in both roles: as a mentor and a mentee.

These are authentic conversations. When you are in the mentor role, remember that you are there for the mentee. Let them lead the conversation. Take advantage of the silence within this conversation, which allows the mentee to reflect. We, as mentors, are there to create space for a conversation by listening to where the mentee is in their journey without our own agenda. This requires ongoing practice. This activity will allow for active practice and reflection.

When you are in the mentee role, think about your expectations for yourself here in the IRIS Project either as a facilitator or mentor. How would you gauge the learning and needs of your future COL or mentee?

Allow yourself the time to truly explore and externally process your thoughts. This time is for you.

Upcoming Activity: Preparation, Part I

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In preparation for this activity, reflect on the various mentoring tools we have been learning.

Discussion Techniques

1. Questioning
2. Silence
3. Reframing
4. Observation
5. Referring Back
6. Narrowing
7. Expansion
8. Clarification
9. Gesturing
10. Body Language

Core Mentoring Skills

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

As you prepare for your upcoming mentoring conversation, view this video by Cinthia Manuel: Why is Mentoring Backwards? In her talk, Cinthia explains that mentorship does not make sense for many people. However, that does not mean mentorship is broken. Rather, it has been traditionally backwards.

Upcoming Activity: Preparation, Part III

As you prepare for your upcoming mentoring conversation review this video by MJ Jones: [Where are IOC? In Search of Role Models, Mentorship, & Guidance](#). In their article, they outline some critical ways we can support future interpreters of color through mentorship, support, and information-sharing.

Preparing for Mentoring in Practice

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Assignment Directions:

You will be paired with another colleague. Since your communities of learning have participants from all walks of life, this activity will give us an opportunity to engage in dialogue with someone we may not know well.

In this activity you will have two roles:

- **Mentee**: This is where you share with your assigned mentor your expectations, hopes, goals, strengths, and weaknesses as a mentor or facilitator of a current or future community of learning.
- **Mentor**: This is where you will engage and listen to the thoughts of your assigned mentee.

These conversations will require roughly **1 hour and 15 minutes** of your time, **in total**. 30 minutes as a mentee, 30 minutes as a mentor, and an estimated 15 minutes for connecting with your colleague to schedule each of your sessions (two in total). You will have a different partner for each pairing. For example, Sam will be in the mentee role and paired with Rodney as a mentor. Then Sam will become a mentor paired with Adrianne as the mentee. **Login to Canvas** to see your assigned partners for this activity.

Note: When you are doing this meeting, make sure to use some type of synchronous meeting platform (i.e. FaceTime, Zoom, Google Hangout, etc.). Should you need technical assistance please contact your facilitator(s) directly.

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Discussion: Mentoring Conversations in Practice

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

Original post directions:

Upon completing **both** the mentor and mentee sessions as described, post your reflections on this process to the discussion board. Make sure you describe the experience of being in different roles: as a mentor and as a mentee.

Response post directions:

Respond to one colleague identifying the salient points of their reflection that can be applied to your own future mentoring work.

Post-Test

1. Based on your practice with the tools from these modules, what new techniques are you looking forward to using with your community of learning (COL)?
2. What are you most looking forward to when engaging with your community of learning (COL)?

Correct responses: 1.Answers will vary., 2. Answers will vary.

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STOP

References

Hardesty, S., Decker, K., Williamson, A., & West Oyedele, E. (2022). *Cultivating Legal Interpreters from Minority Backgrounds: Project summary, content guidance and materials presented.* UNC-Project CLIMB. https://drive.google.com/file/d/1-3eFNduDGTORroGRL_B2SmdzyiZ1Edwj/view

Jones, MJ. (2021). Where are IOC? In search of role models, mentorship, & guidance. *Street Leverage.* https://streetleverage.com/2021/06/where-are-ioc-in-search-of-role-models-mentorship-guidance/

Project CLIMB (2021) *Playlists* [YouTube Channel] https://www.youtube.com/channel/UCa1zaX0KegrLdWVzQlXUNBA

TEDx Talks. (2010, October 6). *Why is mentoring backwards? | Cinthia Manuel | TEDxMcMinnville* [Video]. YouTube. https://youtu.be/PS3BmHa9yxk

Additional Resources, Part I

The text *Signed Language Interpreting Pedagogy*: Insights and Innovations from the Conference of Interpreter Trainers contains two papers; "Effective Practices for Establishing Mentoring Programs" by Lynne Wiesman and Eileen Forestal (2006) and a reflection on that paper 16 years later titled "A Paradigmatic Shift in Effective Mentoring Practices" by Eileen Forestal and Amy H. Drewek (2022).

ASL summary of the Forestal and Drewek paper.

Additional Resources, Part II

![IRIS logo — Improving Rural Interpreter Skills, University of Northern Colorado]

Black, Indigenous, People of Color: The
BIPOC Interpreter Experience with
Tokenism and Weaponization
English | ASL
by Kenton Myers and Gloshanda Lawyer

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