Mentors facilitate learner growth and development by challenging performance through a variety of constructive intervention techniques. Equally as important, a mentor assesses not only performance, but a learner's own self-assessments. This helps the learner become increasingly able to self-mentor, facilitating his or her own growth.

The concept of mentoring as the **facilitation of growth** was first articulated in *Introduction to Problem Solving Using PC:SOLVE* (Apple, 1990) in which the primary focus was helping students improve their ability to solve problems. This definition was expanded in *Learning through Problem Solving* (Apple, Beyerlein & Schlesinger, 1992) to include mentor interventions intended to improve "skills for life." In 1995 a concept map of mentoring was developed which framed systematic and purposeful interventions as the means by which learner growth is facilitated (Duncan-Hewitt).

Learning to Learn Camps have always recruited faculty members to be coaches (mentors) of learning teams (Pacific Crest, 2015). As described for the Learning to Learn Camp at St. Augustine College, special sessions before and during the camp are organized to train these mentors (Knowles, 1995). The mentoring experiences of the Learning to Learn Camps informed the model of mentoring and led to a strengthened version, published as the Process Map for Mentoring (Duncan-Hewitt, 1999; see Figure 1).

This model was expanded in the *Teaching Institute Handbook* (Apple & Krumsieg, 2000) and included the following:

- Definition of mentoring
- Mentoring process
- Mentoring methodology
- Characteristics of a quality mentor
- Insights on effective mentoring
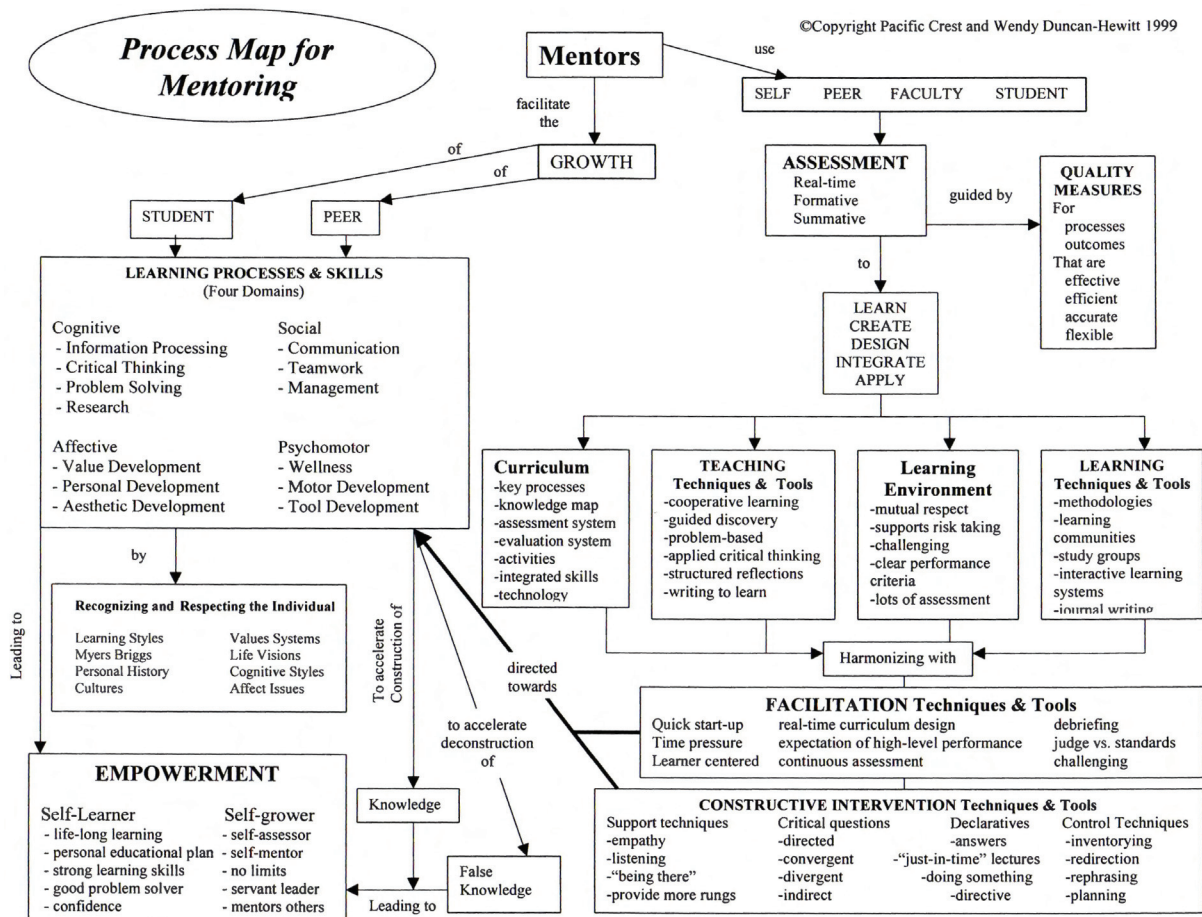
Figure 1 Process Map for Mentoring

Figure 2 The Mentoring Methodology

Relationship Phase	Step
Establishing	1. A need for mentoring is recognized by the mentee.
	2. The mentee selects an appropriate mentor.
	3. The mentor clarifies goals with the mentee.
	4. The mentor and mentee put together a quality plan.
	5. Both mentor and mentee make a commitment to follow through with the plan.
	6. The mentor and mentee design an assessment plan.
Maintenance	7. The mentor and mentee implement the plan (including the assessment plan).
	8. The mentor monitors the progress of the mentee, providing appropriate support & challenge.
	9. The mentee and mentor celebrate growth at key points.
	10. The mentor and mentee celebrate final success.
Closure	11. The relationship between the mentor and mentee is changed.

The *Student Success Institute Handbook* (Apple, 2001) supplied additional mentoring resources that highlighted the critical role mentoring plays in increasing student success. These included the profile of a quality mentor and an improved mentoring methodology (see Figure 2).

The first stand-alone *Mentoring Handbook* was a direct result of collaboration between faculty at the University of Idaho and Pacific Crest. In 2003, the University of Idaho received a 3-year National Science Foundation grant to create an enriched learning environment (ELE) model for the college of engineering. A second goal of this larger project was to create a mentor training program, organized in tiers, for undergraduate engineering majors (University of Idaho, 2002). Many of the faculty involved in the ELE project attended a Pacific Crest Mentoring Workshop held in August 2003 that shared the resources that were currently available. As a result of the assembled expertise and passion, a *Mentoring Handbook* was produced for internal use at the University of Idaho and within Pacific Crest's mentoring institutes (Pacific Crest, 2003).

Mentoring and the Faculty Guidebook

Steve Beyerlein, organizer of the Mentoring Workshop and professor of mechanical engineering at the University of Idaho, was the project director for the first edition of the *Faculty Guidebook*. Beyerlein describes the *Guidebook*, as "a resource for faculty members in any discipline who wish to improve their classroom performance, mentor junior colleagues, and foster graduate student mentoring" (University of Idaho, 2004). The emphasis placed on

mentoring is no coincidence; no fewer than 10 modules in the current *Faculty Guidebook* speak directly to the role of mentor and the process of mentoring. Perhaps the most important is the *Profile of a Quality Faculty Member* (Collins & Apple, 2007), which sets the expectation that a critical role of a high-quality faculty member is that of a **mentor** who should meet the following criteria:

- Challenges mentees to define their own learning objectives, performance expectations, and action plans so that they can realize their personal and professional development outcomes

- Consistently models the behaviors and values of his or her own discipline

- Employs timely, effective interventions related to learning skills that stimulate growth in mentee performance

Modules that speak to mentoring in general include:

- *Overview of Mentoring* (Leise, 2007b)

- *Annotated Bibliography — Mentoring* (Harms, 2007a)

Mentoring and its relationship with growth and personal development:

- *Annual Professional Growth Plan* (Hurd, 2007a)

- *Self-Growth Plans for Faculty Members* (Hurd, 2007b)

- *Becoming a Self-Grower* (Leise, 2007a)

Table 1

On My Own (*This is the work that students do before class.*)
Discovery Exercise: Analyze the impact that people other than parents have had on the student's growth and development (use a Mentoring Gifts Worksheet) **Exploration Questions**: about the characteristics of mentors, their roles, and motivation **Readings**: • Overview of Mentoring (excerpted from the *Faculty Guidebook* module) • More on Mentoring • Key Concepts • Mentoring Methodology • Performance Levels for Mentoring
In My Class (*This in-class learning is active and collaborative.*)
Students do the following: • Share stories of mentors they've had from On My Own • Perform an analysis of a Mentoring Case Study • Answer Critical Thinking Questions about the steps in the mentoring process, the role of self-assessment in the mentoring process, how to make sure that commitment is shared between mentor and mentee, etc.
My Learning & Growth (*After class students practice and apply what they've learned.*)
Preparation 1. Assess a transformational (powerfully positive) mentoring relationship in which the mentee was either yourself or someone you know and with whom you can speak about the mentoring experience. Use the Mentoring Scoring and Assessment worksheet to record and assess that experience. 2. Assess a mentoring relationship that was not effective in which the mentee was either yourself or someone you know and with whom you can speak about the mentoring experience. Use the Mentoring Scoring and Assessment worksheet to record and assess that experience. **Challenge**: Establish two powerful mentoring relationships for the next three to six months using the Mentoring Agreement and Mentoring Planning worksheet. **My Life Vision**: Prompt to write about friends who have had a positive mentor-type influence on the student.

• *Personal Development Methodology* (Leise, 2007c)

Mentoring and its relationship with assessment:

• *Assessing Assessments* (Anderson & Watson, 2007)

Mentoring as coaching:

• *Peer Coaching* (Cordon, 2007)
• *Life Coaching: The Heart of Advising* (Harms, 2007b)

Mentoring and constructive intervention:

• *Accelerator Model* (Morgan & Apple, 2007)
• *Constructive Intervention* (Leise & Smith, 2007)
• *Constructive Intervention Techniques* (Smith & Leise, 2007)

The current *Mentoring Institute Handbook* (Apple, 2009) integrated all of these resources into a single professional development handbook, which also includes a number of activities to help faculty appreciate and become comfortable in the role of mentor. These activities include:

• What Makes Mentoring Relationships Special?
• Speed Mentoring
• Boundaries of a Mentoring Relationship
• Personal Development and Mentoring
• Mentor Self-Assessment
• Tough Love
• Constructive Intervention
• Mentoring with a Vision
• Celebrating Success
• Structured Reflection: Ready to Mentor

Mentoring in Student Curricula

While the vast majority of mentoring resources are written for and offered to faculty, the student resource, *Learning to Learn: Becoming a Self-Grower* (Apple, Morgan, & Hintze, 2013), contains an exercise entitled, "Choosing and Using Mentors Effectively." This is because lack of mentoring is a major risk factor for academic success. As Horton (2015) explains,

> Mentoring is critical for at-risk students, particularly those who (a) come from low income families, (b) are first-generation college students, (c) are members of minority groups, particularly Latinos and African-Americans, and (d) are confronted with life circumstances that create barriers to their success. McGlynn researched the lives of children who had multiple barriers to overcome in order to achieve success. She found that children who were "resilient" (having beaten all the odds against them) had people in their lives that took them under their wings and nurtured them.

Choosing and Using Mentors Effectively is an attempt to address this risk factor by helping students appreciate the difference a mentor can make, think through how to work with a mentor, and then identify a mentor to begin working with. This learning experience offers the readings, challenges, and tools shown in Table 1.

Because of the centrality of mentoring to the process of growth, both the Mentoring Agreement and Mentoring Planning worksheet (see Figure 3) are required parts of the Self-Growth paper that students are required to write at the end of the course. These worksheets are also available in the *Student Success Toolbox* (Pacific Crest, 2011).

Looking Forward

The relationship of measurement to the mentoring process, especially the use of holistic and analytical rubrics to help the mentee self-measure, self-analyze, and then self-mentor, is an area of current research where we believe practice can be improved significantly as performance measures are developed, both in quantity and quality. Another area for future focus is the role that professional development can play in helping those educators who have some experience as mentors, but who have not yet evolved the skills necessary to mentor effectively.

Figure 3 Mentoring Agreement and Mentoring Planning (Available in *Learning to Learn: Becoming a Self-Grower* and the *Student Success Toolbox*).

Mentoring Agreement

We voluntarily enter into a mentoring relationship from which we both expect to benefit. We want this to be a successful relationship, leading to increased growth and performance. We have agreed upon the following terms for our relationship.

Objectives (what we intend to achieve)

Confidentiality

Any sensitive issues that we discuss will be held in confidence. Issues which are off-limits in this relationship include: _____

Frequency of Meetings

We intend to meet at least _____ time(s) each _____. If either party cannot attend a previously scheduled meeting, we agree to notify one another in advance.

Duration

We will continue our mentoring relationship as long as we both feel comfortable and that we are meeting our objectives or until: _____

No-Fault Termination

We are committed to open and honest communication in our relationship. We will discuss and resolve any conflicts as they arise. If, however, either of us needs to terminate the relationship for any reason, we agree to abide by one another's decision.

Mentor _____   Mentee _____

Date _____   Date _____

Mentoring Planning

Name _____   Date _____

Need for Mentoring (Areas for Growth)

Establishing

Who have you selected as a mentor?

Why?

What is your relationship to this person?

How will you approach this person about the possibility of a mentoring relationship?

What are your goals? *(What do you want to accomplish with the mentoring relationship?)*

How will you know you're making progress? *(What is your assessment plan?)*

Maintenance

How often will you meet with your mentor?

How will you celebrate growth and improvement?

Closure

How will you celebrate final success?

How will you end the mentoring relationship?

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