THE MENTORING PROCESS

Mentoring is a dynamic process, during which the roles of the mentor change with the growth and experience of the protégé. The following model (Friedman, 1986) illustrates the transition which occurs as the relationship progresses.

### On Becoming a Mentor… The Mentoring Process

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>PHASE 2</th>
<th>PHASE 3</th>
<th>PHASE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor as Authority</td>
<td>Mentor as Guide</td>
<td>Mentor as Facilitator</td>
<td>Mentor as Companion</td>
</tr>
<tr>
<td><strong>TEACHING</strong></td>
<td><strong>COACHING</strong></td>
<td><strong>SUPPORTING</strong></td>
<td><strong>EMPOWERMENT</strong></td>
</tr>
<tr>
<td>Mentor initiates meeting and tells mentor about 4-H and Extension</td>
<td>Mentor coaches mentee with job performance skills.</td>
<td>Mentor encourages mentor’s risk-taking and creativity.</td>
<td>Mentor as advocate.</td>
</tr>
<tr>
<td>Mentor provides mentee with instruction</td>
<td>Mentor suggests new information and methods and encourages program expansion.</td>
<td>Mentor provides factual information when requested and supports mentee’s own creative decision-making.</td>
<td>Mentee is given complete responsibility for program.</td>
</tr>
</tbody>
</table>

### GUIDANCE OF MENTOR

### SELF-DIRECTED PARTICIPATION OF MENTEE

### What Mentors Do

The following are some specific functions mentors perform to meet the needs of mentees in the mentoring relationship (adapted from Allerman & Gray, 1986):

- Share knowledge of Extension’s culture, traditions, and values to help them become acclimated and comfortable. Provide information about the university system and other organizational realities, and socialize them to the organization and professions.

- Inspire them to achieve high performance standards. Encourage them to try new ideas and to accomplish beyond the usual expectations.

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• Foster creativity and help them develop their own style.
• Increase their sense of competence by praising them and asking their opinions.
• Encourage them to take risks and assume initiative.
• Help them identify funding, contacts, opportunities, and other resources which will help them advance their careers.
• Be an advocate – Praise mentees and their accomplishments. Recognize their achievements and nominate them for well deserved awards.
• Counsel when necessary – help them deal with professional issues and conflicts that affect job performance.
• Give constructive and honest feedback.
• Take a personal interest, by challenging, giving candid advice, listening and serving as a sounding board. Show genuine interest in their personal values and concerns.

THE MENTORING RELATIONSHIP

Mentors and Mentees: Definitions and Characteristics

*Mentor*: By Webster’s definition, a mentor is a wise and trusted teacher or counselor. A mentor has many roles – friend, role model, advocate, confidant – and has the ability to empower others. Any 4-H educator may become a mentor. It is suggested that mentors have at least one year of experience in the Cornell Cooperative Extension system. An effective mentor possesses the following characteristics:

- High standards; commitment to excellence
- Proven effectiveness in operation
- Respect for the abilities of others
- Commitment to spend time in shared learning
- Willing to be an advocate and supporter
- Trustworthy – able to trust and be trusted
- Caring and empathetic
- Ability to communicate effectively
- Creative – receptive to new ideas
- Positive attitude
- Flexible
- Respect for the differences in others
- Commitment to high standards of ethical behavior
- Professional experience related to the position – Extension and/or other
- Values having more than one mentor

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