Mentoring Module

Circle with outstretched hand in the middle.

TEACHING ALL STUDENTS, REACHING ALL LEARNERS

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Center on Disability Studies

University of Hawai'i at Manoa

Honolulu, HI

Overview

- Mentors in Your Life

- What is Mentoring?

- History of Mentoring

- Why is Mentoring important?

- Types of Mentoring

- Mentoring Model

- The Mentoring Partnership Project

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- Where are we going?

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Mentors in Your Life

If you've had mentors, think about some of your mentors.

- **What did you like best about the mentoring relationship?**

- **Was there something about the mentoring relationship you didn't like?**

- **What, if anything, would you have changed?**

- **If you haven't had mentors what would you like from a mentor?**

- **Think of one experience or story from one mentoring relationship you'd be willing to share with the group to describe something you really liked about your mentoring relationship.**

What is Mentoring?

Outstretched hand

- **Mentoring** is a dynamic, reciprocal, long-term formal, or informal, relationship that focuses on personal and/or professional development. A mentor is a sounding board and guide. Mentors provide perspective, resources, and ask thought-provoking questions. In the ideal mentoring relationship, mentors and mentees or protégés learn and teach each other.

The History of Mentoring

- **Mentoring, both conceptually and in practice, is ancient.**

- **Greek author Homer described Odysseus leaving for battle and requesting his friend Mentor to guide and protect his son in his absence.**

- **Since the 20th Century when organizations such as the Big Brothers, Big Sisters and 12-step programs were popularized, mentors models have proliferated.**

Why Mentoring is Important

Learning   Connecting   Thriving   Working   Leading

# Why Mentoring is Important in Postsecondary Education

- **Helps to develop relationships with professors**

- **Assist in the alliance with peers**
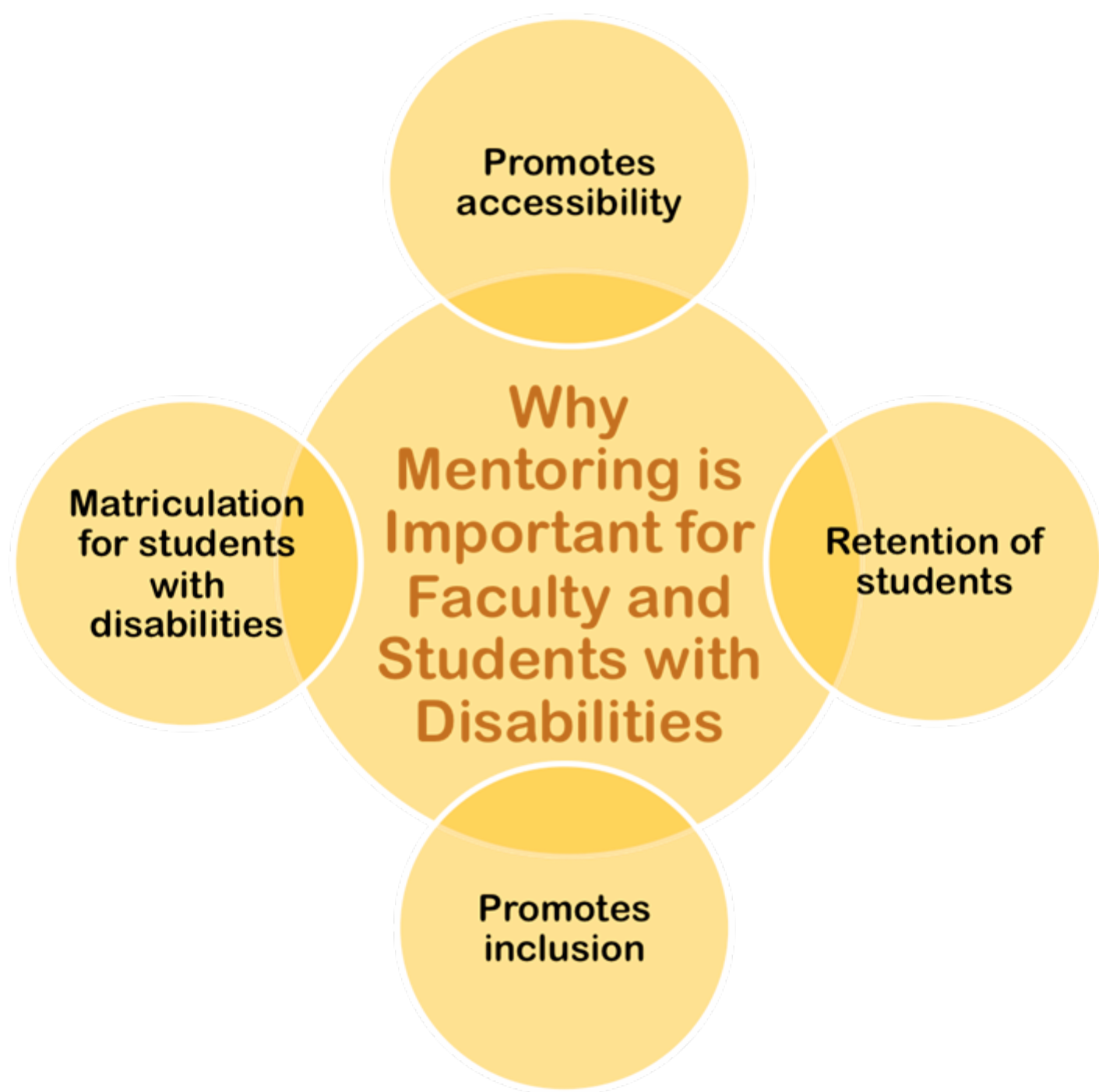
- **Helps to develop a support system**

Five hands overlaying one another depicting comfort and support.

Some Postsecondary & Work Statistics

- **In 2007, only 18.1% of working age IWDs had bachelor or higher degrees compared to 30.4% of individuals of working age without a disability.**

- **For people aged 21 to 64, only 44% of people with disabilities are employed, compared with 80% of non-disabled people in Hawai`i.**
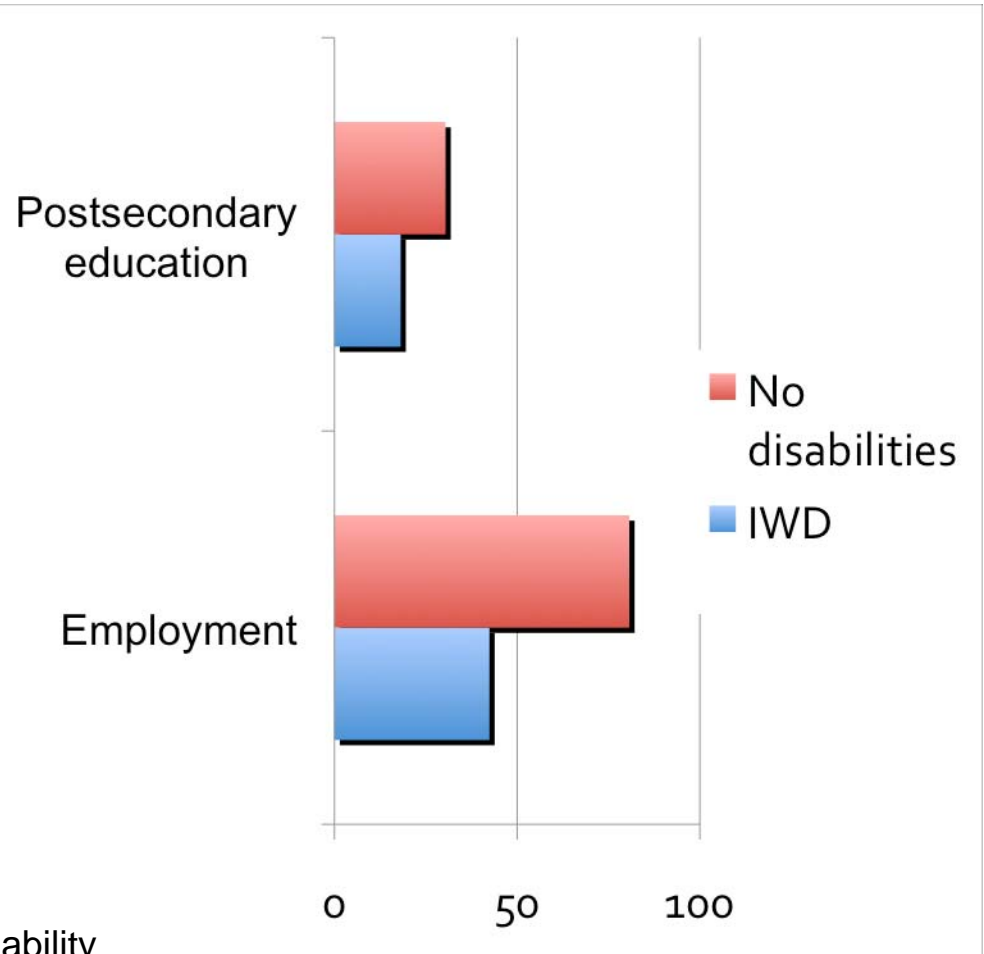
Source: Research and Training Center on Disability Demographics and Statistics (2008), Retrieved September 18, 2009, from http://www.ilr.cornell.edu/EDI/p-srrtc.cfm

Why Mentoring is Important for Faculty and Students with Disabilities

- Promotes accessibility
- Matriculation for students with disabilities
- Retention of students
- Promotes inclusion

Creates inclusive environments

Increases the knowledge, skills and awareness of faculty members related to disability issues

Transfer skill sets to other areas

Why Mentoring is Important for Faculty and Students with Disabilities

Students with disabilities are both mentees mentors

Friendships

Why Mentoring is Important for Faculty and Students with Disabilities (Cont'd)

a) **Mentoring can be an essential component of higher education**

b) **Students provide insight into the disability experience within and outside of postsecondary education**

Types of Mentoring:

Outstretched hand

- **One-to-one mentoring**

- **Group mentoring**

Group of people laying down with their heads touching each other forming a circle.

- **Community-based mentoring**

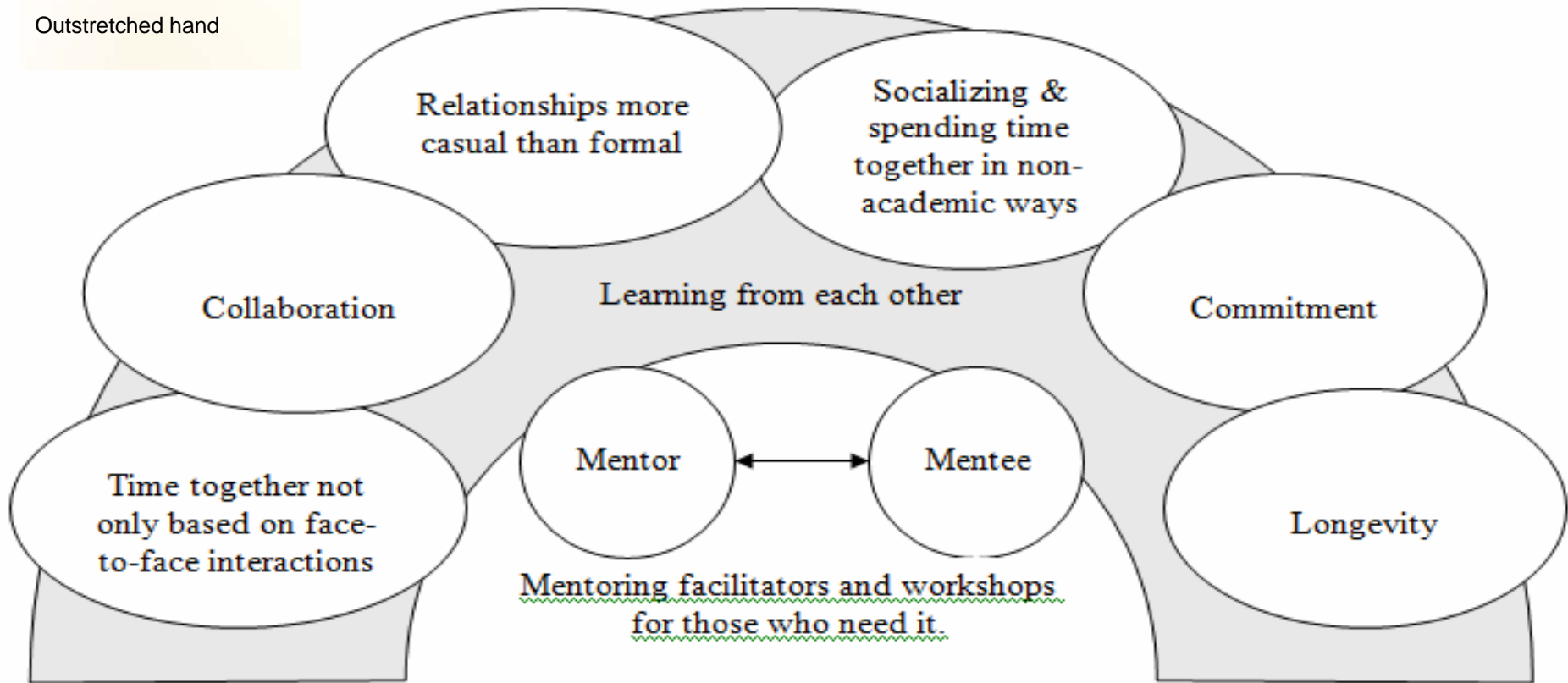# Types of Mentoring (Cont'd)

- **Electronic mentoring**

- **Peer mentoring**

Metallic figures with their torsos coming out of laptop computers shaking hands.

Mentoring Model

Outstretched hand

Relationships more casual than formal

Socializing & spending time together in non-academic ways

Collaboration

Learning from each other

Commitment

Time together not only based on face-to-face interactions

Mentor ⟷ Mentee

Longevity

Mentoring facilitators and workshops for those who need it.

Mentoring Model

Mentoring is a dynamic, reciprocal, long-term formal or informal relationship that focuses on personal and/or professional development. A mentor is a sounding board and guide. Mentors provide perspectives, resources, and ask thought-provoking questions. In the ideal mentoring relationship, mentors and mentees, learn and teach each other.

What We Know About Mentoring in Postsecondary Education

Faculty mentoring may be a valuable resource to students through:

- **Dynamic, reciprocal and/or professional development**

- **A sounding board and guide**

- **Mentors provide a perspective, resources, while asking thought provoking questions**

- **Mentors/mentees learn from one another**

Girl looking straight ahead holding a pencil.

Communication

- **Face-to-face**

- **Email messages**

- **Phone conversations**

Woman sitting at her computer talking on a cell phone and sitting in a wheelchair.

Mentoring Partnership Project

Mentoring Partnership Project logo. Three hands forming a circle with the letters MPP in the middle.

What We Wanted To Know:

Does the evidence demonstrate what works in mentoring for students with disabilities attending postsecondary education ?

A Brief MPP Description

Purpose: Accessibility, Inclusion, Retention, Graduation

Participant Selection: Students as mentors; faculty as mentees

Data Collection: Surveys, Literature Review

Analysis: Eight themes emerged from surveys; Literature Review demonstrates lack of evidence about mentoring in postsecondary education for students with disabilities

Eight Themes

- Reciprocity
- Informality
- Longevity
- Socializing

- Technology
- Collaboration
- Commitment
- Transference

Themes

- **Reciprocity - Both the mentor and the mentee learn from the experience.**

- **Informality - Most mentors/mentees considered their relationship as more casual than formal.**

- **Longevity - Mentor and mentee being together for longer than a year.**

- **Socializing - Shared time drinking coffee, socializing, and spending time together in non-academic ways.**

Theme

Technology

For example: **E-mentoring (Disabilities, Opportunities, Internetworking and Technology) (DO-IT) Program.**

- **For more information, see**http://www.washington.edu/doit/mentor/

Theme

Collaboration

- **Value of cooperation**

Four metallic figures holding a piece of a puzzle attempting to come together.

Mentoring Partnership logo

Commitment

- **Mentors and mentees should make a long term commitment (generally at least a year)**

- **Mentors/mentees shared a strong sense of loyalty**

- **Desire to create lasting relationships**

Theme

Transference

- **Faculty and student mentoring relationship can evolve over time.**

- **Relationships can continue after a student graduates.**

- **Mentoring relationships are fluid and can take a different shape as time lapses.**

What Have We Learned About Student-Faculty Mentoring?

- **Students with disabilities are both mentees of faculty in areas of the faculty's expertise and mentors to faculty in areas about disability.**

- **Sharing perspectives. Communicating and interacting are the essence of the mentoring relationship.**

Things to consider when mentoring SWD

- Does the **student need accommodation in order to** participate?

- Is the mentor prepared to foster development in a SWD who may have significant academic challenges social problems/skills, boundary issues and medical complexities?

- What disability related information/training does the Mentor need?

- How can mentors acknowledge the needs of SWD while encouraging excellence and help them develop an orientation towards success?

Recommendations

- Be open to working with students with disabilities.

- Keep in mind that good mentor/mentee relationships do not happen overnight.

- Open communication is important.

- Mentor/mentees need to develop the best way to work together.

- Seek opportunities to maintain contact.

Resources

American Association of People with Disabilities (AAPD): http://www.aapd.com/

Association of Higher Education and Disability (AHEAD): http://ahead.org/

DO-IT (Disabilities, Opportunities, Internetworking, and Technology): http://www.washington.edu/doit/

STRIDE (Successful Transitions in Diverse Environments) Hawai'i: http://www.hawaii.edu/stride/

References

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