MSU Extension
Guide for Developing Mentoring Relationships with
New Educator and Program Coordinator Staff

According to some accounts, Ulysses entrusted the care of his son, Telemachus, to a person named Mentor during Ulysses' many battles and travels. Mentor, a wise and moral being, had the full trust and support of Ulysses.

*Assumedly from this original arrangement, mentor has come to mean **"A wise and trusted counselor and teacher."** It refers to the patterned interactions, process, and communication whereby one person acts as mentor to another.*

Overview

If you've agreed to provide mentoring support to a new staff person, this guide is for you! It includes tips to help you achieve your goals as a mentor and set expectations, discussion topics and possible activities, and other tools and resources to make your mentoring role rewarding for you and your 'match' or 'mentee.'

Below is an outline of your role and the resources available to assist you; an index of what is included in this Guide follows the outline.

Elements of a successful mentoring role:

✓ Make a mental commitment to the mentoring relationship with identified new employee at least one year in length, although it could naturally last longer or end sooner depending on the goals and expectations of mentor and mentee. Ideally, for most new educators, a three year relationship would bring the mentee to their reappointment review.

✓ Give some thought to what you want to accomplish as the mentor.

✓ Begin the mentoring relationship within a month of the new employee's hire date.

✓ Contact the mentee as soon as possible after their hire, and schedule a meeting.

✓ Agree on goals of the relationship and the process for attaining the agreed upon goals (regular meetings, format of meetings, etc.)

✓ Throughout the relationship identify what assistance is needed to meet goals and success of the mentee. Assistance may be available from the Organizational Development Team, the professional association, the institute director, or peers. Communication of needs is critical.

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Setting Clear Expectations

In your first meeting with your mentee, discuss what you expect from the relationship. Agree on certain guidelines regarding what the relationship will cover, the commitment and time involved. The key to making the relationship work is to not get over involved personally and move away from the guidelines. In a successful mentoring connection, the mentor and the staff member must both want the relationship to work and be willing to commit time and energy to the process. Five elements are essential:

1. **Respect:** This is established when the staff member recognizes the knowledge, skills, and abilities of the mentor, and when the mentor recognizes and appreciates successes achieved by the new staff member.

2. **Trust:** Mentors and new staff members should build trust through communication and being available to each other. In addition, building trust across differences which includes recognizing, understanding and appreciating differences relating to social identity and the impact of differences.

3. **Partnership Building:** The mentor and new employee are professional partners. Barriers to that partnerships face may include miscommunication, and an uncertainty of each other's expectations and perceptions of other people. In order to overcome these barriers, they should work together to maintain communication, address and fix obvious problems as they occur, examine how decisions might affect goals, and have frequent discussions on progress. In addition, work to understand the differing experiences and/or realities that exist for employees based on differences.

4. **Realistic Expectations and Self Perception:** A mentor encourages the new staff member to have realistic expectations of the employee's capabilities, the amount of time and energy the mentor can commit to the relationship, and what the employee must do to earn support for their career development. The mentor gives honest feedback when discussing the employee's traits, abilities, talents, beliefs, and roles.

5. **Time:** Set aside the time to meet, even by ZOOM, e-mail or telephone. Don't change times unless absolutely necessary. Control interruptions. Frequently "check in" with each other via informal telephone calls.

Adapted With Permission from the US Coast Guard Mentor Program, July 2000

Goals for the Mentor

The mentor is an advisor, coach and confidant- not a supervisor. Each new Educator or Program Coordinator could be assigned up to 2 mentors (one more of a generalist and one who is a content/institute specialist) that help to provide different experiences and perspectives to the mentee. The mentors should consider working together to advise the new Educator or Program Coordinator so that all are aware of what has occurred, and each mentor can play to their strengths as mentors. The lists below provide a comprehensive list of goals for a mentoring program. Note that in addition to the formal mentors, informal mentors throughout MSUE will work with new staff addressing these goals as well. And in addition to the goals below, consider how and when you should communicate mentee progress to the institute director, not as a formal assessment but as a way of keeping the ID aware of any potential concerns or successes.

Goal: Complement established orientation program.
- Set up an initial face-to-face meeting within the first 2-4 weeks of the new staff member's employment. Establish a schedule of regular meetings or contacts. In some cases, both mentors may be involved and in other cases the contact may be with one mentor. These could be monthly, with face-to-face meetings less often if you are in distant offices. Discuss specific goals for the relationship and the steps to reach the goals. Explain what the staff member can expect from the mentor, both professionally and personally.
- Assist the staff member in understanding the Extension program planning, evaluation and reporting process. Identify what assistance can be provided by the Organizational Development Team and others within MSUE.
- Help the staff member identify and access Extension resources. Highlight resources on the OD website which you feel are most pertinent to their needs.
- Ask them if they have questions about the two courses in Desire2Learn that they are automatically assigned to as new employees: [MSU Extension New Staff Orientation](#) and [MSU Extension Essential Employee Training](#).

Goal: Help staff realize their potential.
- Foster a confidential relationship in a safe environment.
- Create an atmosphere of trust in the mentor/staff member relationship.
- Be a good listener and take staff member seriously.
- Assist them in developing their professional development plan and annual plan of work.
- Advise the staff member in balancing professional, family and personal life.
- Identify what assistance can be provided by the Organizational Development Team and others within MSUE.
- Begin and sustain ongoing conversations about MSUE's academic employee's Step II and III promotion processes and related resources

Goal: Help new staff understand Extension and its role within Michigan State University.
The mentors should:
- Familiarize the staff member with the Extension organization - its language and culture. Include a focus on the land grant mission and the role of county, state and federal partners. Assess what the staff member already knows about Extension and what questions need to be answered.
- Assist the staff member in learning about Extension and Michigan State University.
- Provide the staff member with practical hints and suggestions for revenue generation and how it fits within the MSU Extension mission.

- Discuss the Step II Career Path and how the staff member can begin planning for that, even at the very beginning of their career with Extension.
- Identify what assistance can be provided by the Organizational Development Team and others within MSUE.

Goal: Familiarize staff with Organizational structures including District Teams, Institutes, Work Teams and Stakeholder relationships/interactions.
The mentor should:
- Share information on the organizational structure including an employee's position within a District, Institute and Work Team.
- Provide guidance about and refer new employee to opportunities and learning experiences related to stakeholder relationships/interactions.
- Share information with new employee on the work of and operation of their prospective work team and more generally, the expectations and operations of their Institute.
- Connect new employee with work team members, district staff and other Extension colleagues that can support their success and knowledge of Extension.
- Be a role model and encourage professionalism in their prospective role and within the Extension system

Goal: Build an effective network of relationships between peers.
The mentors should:
- Make referrals to appropriate staff in the Extension system or elsewhere, as needed.
- Encourage the staff member to work with others in forming partnerships within and outside the Extension system. Work with mentee to establish strategies for accomplishing this goal.
- Help the staff member establish a network of staff relationships within their respective work teams and the Extension personnel system.
- Be a role model, sharing their own involvement and experiences in professional associations.
- Encourage professionalism, including involvement in professional associations. Provide written material, meeting times and places, websites and other information about professional associations.

Goal: Assist current MSUE staff making the transition from one position to another, if applicable.
The mentors should:
- Share their experiences.
- Help the staff member expand a network of relationships with others in similar roles.

Goal: Attend to the development of healthy relationships between coworkers and clientele.
The mentors should:
- Help the staff member identify and maximize their strengths and use these to productively address issues and solve problems.
- Motivate the staff member and bolster personal confidence.
- Challenge the staff member to adopt a fresh perspective, expand horizons or think outside the box.
- Avoid complaining about other people or missed opportunities in an unprofessional manner.

Note: Adapted from Iowa and Missouri Extension Mentoring Program Materials.

Discussion and Activity Guide

Possible Discussion Topics:

Organization
- Daily planning (calendars)
- Organizing work area
- Setting up personal files
- Determining storage location and organization for electronic files (Sharepoint, OneDrive, etc.)
- Handling (returning) phone calls

Time Management
- Scheduling meetings and programs
- Reporting (PEARS, record keeping, calendar methods, contact records, etc.)
- Deadlines
- Balancing job and family
- Mail, e-mail, strategies for efficiency in Outlook
- Farm/home visits/group presentations (purpose, techniques, skills, approaches)
- Volunteer utilization
- Strategies for not over-extending one's self

Public Relations/Marketing
- Community involvement
- Professional image
- Resources for creating community connections: Expect to Connect Toolkit
- Relationships with key leaders (county and state officials)
- Relationships with local media
- Relationships with work team members and other co-workers
- Customer service, response to clients
- Newsletters/news articles. Article Writing Toolkit.

Programming
- Program techniques
- Program development process (advisory systems, planning, reporting and evaluation)
- Programming for underserved audiences
- Ideas on how to reach out to diverse audiences
- County delivery system
- Utilizing specialists and other resources
- Utilizing volunteers to meet program objectives
- Program delivery methods
- Educational technology and online programming
- Evaluation, thank yous, reporting
- Networking with other agencies/associations/departments
- Co-sponsoring of programs with other agencies/ associations/ departments
- Cost recovery

Professional Development
- Career aspirations and goal-setting
- Membership in professional associations
- In-service trainings, program series and events

- Self-directed study (community workshops, continuing education classes)
- Grant writing – how, when, and if to tackle
- Conferences to attend / skip
- Scholarship/publications/MSU News/monthly articles
- Resources from Organizational Development
- MSU Resources (see [Training Resources](#) from OD Professional Development page)
- **General**How Extension is organized (program area, districts, institutes, work teams, administration, organizational development team)
- Appropriate and accepted ways to raise concerns, issues, and problems
- Thinking through or role-playing difficult situations that you will need to negotiate
- Mailing lists, Outlook distribution lists
- Technology and educational technology tools and resources
- Organizational leave policies – annual, sick, professional development, etc.
- Step II portfolio review record keeping and documentation
- Committee work – how much, too much, how /when to decline
- Performance appraisals
- New Staff Orientation
- PCard, travel, budget projections and budget management
- Information on people and centers at and outside of MSU who can be helpful to you

Mentor Activity Suggestions:
- Visit / tour mentor's county office
- Job shadow (accompany mentor in daily activities)
- Assist with reports / paperwork (developing MiPRS reports; submission to County Partner Reports, share record keeping strategies, etc.)
- Discuss "Extensionese" terminology
- Review resources (notebooks; web resources - bookmark sites)
- Host new staff member at regional meetings or professional association meetings
- Share knowledge by jointly preparing an educational program; "team teach"
- Promote building contacts with specialists and potential subject matter mentors
- Share copies of newsletters, brochures, awards programs, etc.
- Invite to attend your county advisory committee meeting
- Invite to attend your work team meetings
- Jointly make home / farm/ site visits
- Attend training, conferences, or workshops together
- Set aside time at Fall Extension Conference to meet

Drawn from:
-        University of Georgia Cooperative Extension Mentoring Web Site
-        Mentoring Handbook for Regional Specialists, University of Missouri Extension
-        Faculty Mentoring Resources at University of Wisconsin, Oshkosh, Website

Onboarding Overview

For mentors, onboarding at MSU Extension is probably very different from when you started. Below is a high-level overview, so you can understand some of the resources new staff are immediately presented with.

- **D2L Coursework:** All new staff are expected to complete two courses in Desire2Learn (D2L). They are automatically added to these courses. The online course MSU Extension New Staff Orientation is a sort of online checklist that orients staff to our organization's structure and history, and sends them to explore various online resources. It is a combination virtual to-do list and resource overview. MSU Extension Essential Employee Training is a course that is a collection of modules on various topics which impact all job positions. Topics include: Budget Basics, Civil Rights, MS Outlook & Productivity, Purchasing Cards, Travel Expense Reports, Zoom Meetings & Webinars, Brand Standards & Marketing, Meeting Efficiency, and Philanthropy and Development.
- **New Staff Orientation** is a two-day, face-to-face orientation in East Lansing. It generally is held 4 times a year, and dates are posted on the OD site's New Staff Onboarding page. This orientation should be attended as soon as possible by new staff.

The OD website's Professional Development page also contains a list of some of the most asked-for professional development resources, including a continuously growing list of courses that are online and developed especially for our people.

Becoming a Multicultural Ally

An ally is someone who stands up and speaks out against hate, prejudice and discrimination against others. A white person can be an anti-racist ally, for example, and a man can be an anti-sexist ally. Here are some characteristics of allies:

★ People who are confident in their own group status and who are comfortable and proud of their own identity.

★ People who take responsibility for learning about their own heritage and that of other's culture and experiences.

★ People who acknowledge that "unearned privilege" is received by members of some groups in society and work to change unearned privileges into responsibility and rights for all.

★ People who recognize that unlearning prejudice and oppressive behaviors is a lifelong process and welcome every opportunity to learn more.

★ People who are willing to take risks, try on new thoughts and behaviors, and act in spite of fear or resistance from others.

★ People who act against social injustice out of a belief that it is in their own self-interest to do so. (Rather than out of pity or to "help" others.)

★ People who are willing to make mistakes, learn from them, and try again.

★ People who are open to being confronted about their own behaviors and attitudes and consider change and growth – without being defensive and in denial.

★ People who work to understand the connections between all forms of oppression.

★ People who believe they can make a difference by speaking out against all forms of oppression – whether or not they are directly affected and part of the group being oppressed.

★ People who know how to build strong support and relationships with other allies to make a positive difference.

Adapted from *"The Hidden Advantage: An Experiential Workshop on Privilege,"* Michigan State University Counseling Center.

Being Sensitive - Being Open - Being Authentic: Considerations for Mentoring Across Differences

Mentoring relationships provide opportunities for growth and learning by both the youth and the adults who are involved. Young people benefit from the time and attention of a caring adult. Adults learn from the wisdom and experiences of youth and have opportunities to gain insights into youth culture. In order to build caring, respectful, trusting relationships across differences, it's critically important that mentors reflect deeply on how they've learned about cultural differences and commit to unlearning inaccurate information they've learned about others based in assumptions, bias, prejudice and stereotypes.

Cultural differences refer to people's beliefs, values, standards of beauty, language patterns and styles of communication. Many of these cultural aspects are connected to group's racial background, gender, class, spiritual or religious affiliation – and other differences. Simply stated, who we are "culturally" reflects all of who we are and the wholeness of ourselves which includes our race, ethnicity, gender, class, sexual orientation and other aspects of our identity.

Becoming culturally sensitive includes learning more about the "impact of differences" – the reality that people are treated differently, oftentimes as "less than" – based on cultural differences. Building a mentoring relationship that supports and nurtures respect, openness, and affirmation and helps to build and sustain trust, can provide a foundation for an authentic relationship across difference. Other important considerations for mentors include:

● Remember that everyone brings their own cultural lens and experiences into the relationship -- including you! This reality can provide both challenges and opportunities within the relationship.

● Be aware that we all enter into relationships across differences with information and misinformation about differences – much of which is grounded in stereotypes, assumptions, prejudice and fear.

● Make a commitment to more fully recognize, understand and appreciate differences and the impact of differences in your mentoring relationship.

● Notice power imbalances and commit to understanding how power and privilege impact your mentoring relationship. Explore how to be an ally to support an authentic relationship across difference.

● Remain open and humble and welcome the gifts and opportunities for learning that mentoring across differences will provide you.

Building and Maintaining Trust in Relationships across Differences

A key fundamental tenet for developing and maintaining healthy relationships across differences is the development and preservation of trust. Being willing to be engaged in an interaction across differences at the interpersonal or organizational level in and of itself does not signify that trust exists in these relationships. Trust must be a mutually defined relational principle that needs continuous work and updating. It is effortful, intentional and ongoing.

Developing trust across difference requires active listening that is focused on attempting to understand the realities of others and honors their realities as being just as relevant as my own. Trust is centered on the ability to reduce denial and defensiveness and a commitment to remaining in the relationship and "at the table" as the relationship develops and when tension or discomfort arises. Trust evolves as we intentionally identify the places where our relationship gets stuck and work together as co-equals to figure out how we will keep the relationship intact operating from a place of wholeness, health and authenticity.

Helpful considerations that assist in the development and maintenance of trust across differences are:

- Never assuming that trust is inherent in a relationship, especially across differences and that instead, it needs to be developed, nurtured and maintained over time.

- Living in a society and within communities that have been historically segregated based on race, class and other differences, we have been overtly and subtly exposed to information about each other based in fear and stereotypes which have supported mistrust rather than trust.

- Many of our past experiences across differences have lead us to mistrust each other, or at the minimum questions each other's motives, which may only be changed through ongoing, positive and supportive interactions across differences.

- The way that trust is defined and earned varies based on differences (race, gender, disabilities, sexual orientation, and class). It is important to use "both/and" thinking related to trust, rather than "either/or" thinking.

Helpful relationship skills that assist in the development and maintenance of trust across differences are:

- Being open and honest

- Being willing to suspend judgment or disbelief when someone of difference shares their reality, which might be vastly different from your own (related to experiences with individuals, within a work setting, within a community context, etc.)

- Being willing to accept (and hopefully understand) the emotions that may be expressed by people of difference attached to their life experiences and not attach negativism to the person or their emotions

- Being willing to be a lifelong learner about issues related to differences on your own and in community with people different from yourself

- Giving up the need to be right

- Being comfortable with unfinished conversations knowing that as we build trust in our relationships through authentic interactions, our conversations and relationship will grow deeper overtime.

- Being committed to change at the personal, interpersonal, institutional and cultural levels

- Fighting against the tendency to want to "fix" (savior mentality) situations for people of difference rather than engaging in conversations related to empowerment or shared power

The Mentor Role: Six Behavioral Functions*

1. **Building Relationship**

Conveys through active, empathetic listening a genuine understanding and acceptance of the employee's feelings, struggles, triumphs, and future goals.

Purpose:

To create a psychological climate of trust which allows the new employee to honestly share and reflect upon personal experiences (positive and negative) as adult learners.

Mentor Behaviors:
- Practice responsive listening (verbal and nonverbal reactions that signal sincere interest).
- Ask open-ended questions related to expressed immediate concerns about actual situations.
- Provide descriptive feedback based on observations rather than inferences of motives.
- Use perception checks to ensure comprehension of feelings.
- Offer nonjudgmental sensitive responses to assist in clarification of emotional states and reactions.

2. **Giving Information**

Directly requests detailed information from and offers specific suggestions to new employee about current plans and progress in achieving personal, educational, and career goals.

Purpose:

To ensure that advice offered is based on accurate and sufficient knowledge of the individual new employee.

Mentor Behaviors:
- Ask questions aimed at assuring factual understanding of present educational and career situation.
- Review relevant background to develop adequate personal profile.
- Ask probing questions which require concrete answers.
- Offer framing comments about present problems and variety of options for solutions that could be considered.
- Make restatements to ensure factual accuracy and interpretive understanding.
- Rely on facts as an integral component of the decision-making process.

3. **Taking a Facilitative Perspective**
   Guides new employee through a reasonably in-depth review of and exploration of interests, abilities, ideas, and beliefs.

   Purpose:
   To assist new employee in considering alternative views and options while reaching personal decisions about attainable individual, academic, and career objectives.

   Mentor Behaviors:
   - Pose hypothetical questions to expand individual views.
   - Uncover the underlying experiential and information basis for assumptions.
   - Present multiple viewpoints to generate a more in-depth analysis of decisions and options.
   - Examine the seriousness of commitment to goals.
   - Analyze reasons for current pursuits.
   - Review recreational and vocational preferences.
   - Assists in identifying barriers to success and strategies to address these barriers.

4. **Providing Reality-Check Support**
   Respectfully challenges the employee's explanations for or avoidance of decisions and actions relevant to development as adult learners.

   Purpose:
   To help the new employee attain insight into unproductive strategies and behaviors and to evaluate the need and capacity to change.

   Mentor Behaviors:
   - Use careful probing to assess psychological readiness of the staff member to benefit from different points of views.
   - Make an open acknowledgment of concerns about possible negative consequences of constructive ("critical") feedback on the relationship.
   - Employ a gentle but confrontive verbal stance aimed at the primary goal of promoting self-assessment of apparent discrepancies.
   - Focus on most likely strategies and behaviors for meaningful change.
   - Use the least amount of carefully stated feedback necessary for impact.
   - Offer comments (before and after confrontive remarks) to reinforce belief in positive potential for professional growth beyond the current situation.

5. **Engage in Role Modeling**
   Shares life experiences and feelings as a "role model" with new employee in order to personalize and enrich the relationship.

   Purpose:
   To motivate the employee to take necessary and calculated risks, to make decisions without certainty of successful results, and to overcome difficulties in the journey toward educational and career goals.

Mentor Behaviors:
- Offer personal thoughts and genuine feelings to emphasize the value of learning from unsuccessful or difficult experiences (as trial and error and self-correction, and not as growth-limiting "failures").
- Select related examples from own life (and experiences as mentor of other employees) based on probable motivational value.
- Provide a direct, realistic assessment of positive belief in employee's ability to pursue attainable goals.
- Express a confident view of appropriate risk-taking as necessary for personal, educational, training, and career development.
- Make statements that clearly encourage personal actions to attain stated objectives.

6. **Help with Developing Vision**
Stimulates the educator's critical thinking with regard to envisioning the future and developing personal and professional potential.

Purpose:
To encourage the employee as personal change is managed and initiatives are pursued during transitions through life events as independent adult learners.

Mentor Behaviors:
- Make statements which require reflection on present and future educational, training, and career attainments.
- Ask questions aimed at clarifying perceptions (positive and negative) about personal ability to manage change.
- Review individual choices based on a reasonable assessment of options and resources.
- Make comments directed at analysis of problem-solving and decision-making strategies.
- Express confidence in carefully thought-out decisions.
- Offer remarks that show respect for employee's capacity to direct a future pathway.
- Encourage the educator to develop talents and pursue dreams.

* Adapted from: Mentoring Adult Learners: A Guide for Educators and Trainers, Norman H. Cohen, 1995

GROW Model – Four Step Questioning Approach*

Goal
Reality
Options
Will / Way
Forward

The GROW (Goal, Reality, Options, Wrap-up) model, first introduced by Sir John Whitmore, is frequently cited in mentoring literature and is used as a common coaching tool. It enables the mentor to structure an effective mentoring meeting and deliver a meaningful result in a short amount of time.

The key to non-directive coaching is helping others to identify and define their specific goals, and then organize themselves to attain these goals. The effective mentor can do this by becoming skilled at asking questions and guiding their match towards appropriate solutions. Below find sample questions that are useful during each stage of the GROW model.

Step #1: Goals (Objectives or topics the match wishes to discuss)

- What would you like to discuss?
- What would you like to achieve?
- What would you like from (to achieve in) this conversation?
- What would need to happen for you to walk away feeling that this time was well spent?
- If I could grant you a wish for this conversation, what would it be?
- What would you like to be different when you leave this conversation?
- What would you like to happen that is not happening now; or what would you like not to happen?
- What outcome would you like from this conversation?
  Is that realistic?
- Can we do that in the time we have available?
- Will that be of real value to you?

Step #2: Reality (The match's realistic starting point)
- What is happening at the moment?
- How do you know that this is accurate?
- When does this happen?
- How often does this happen? Be precise if possible.
- What effect does this have?
- How have you verified, or would you verify, that that is so?
- What other factors are relevant?
- Who else is relevant?
- What is their perception of the situation?
- What have you tried so far?

Step #3: Options (Feasible choices or options)

- What could you do to change the situation?

- What alternatives are there to that approach?
- What possibilities for action do you see? Do not worry about whether they are realistic at this stage.
- What approach/actions have you seen used, or used yourself, in similar circumstances?
- Who might be able to help?Would you like suggestions from me?
- Which options do you like the most?
- What are the benefits and pitfalls of these options?
- Which options are of interest to you?
- Rate from 1-10 your interest level in/the practicality of each of these options.

Step #4: Will / Way Forward (Commitment to an action plan)

- What are the next steps?
- Precisely when will you take them?
- What might get in the way?
- Do you need to log the steps in your journal?
- What support do you need?
- How and when will you enlist that support?

Mentoring Language:
Open-ended, Problem-solving Questions*

Mentoring Language . . . Global
- What do you think about this idea?
- What do you think is important?
- How would you solve this?
- If you were in my shoes, what would you do?
- How are things going?
- What are your goals?
- What are you trying to accomplish?

Problem Identification
- What other factors should we be considering?
- In your opinion, why is this approach going to work?
- What do you see as the obstacles we face?
- What results have you achieved so far?
- Where are you stuck?
- What kinds of problems are you encountering?
- Why do you think that happened?

Options & Solutions
- What solutions have you attempted?
- What do you see as your options?
- Do you want input from me?

Planning
- What is your "go forward" plan?
- How can you apply what you've learned to your job?
- Who else would benefit from knowing this?

Support
- What can I do to better support you?
- Whose support do you need?
- Would it be helpful to talk about this again?

* Faculty Mentoring Resources at University of Wisconsin, Oshkosh
  (http://www.uwosh.edu/mentoring/faculty/home.html)

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Clutterbuck, David; Hussain, Zulfi. 2010. **Virtual Coach, Virtual Mentor**. USA: Information Age Publishing, Inc.

Cohen, Norman H. 1995. **Mentoring Adult Learners - A Guide for Educators and Trainer**. Malabar, FL: Krieger Publishing Co.
An excellent resource with lots of suggestions for anyone involved in helping others in the organization through a mentoring relationship. Includes a copy of the Principles of Adult Mentoring Scale, and complete instructions on how to take and interpret the scale.

Kutilek, Linda M.; Earnest, Garee W. *Supporting Professional Growth Through Mentoring.* 2010. **Journal of Extension (online),** Vol. 48, No. 6. http://www.joe.org/joe/2010december/tt8.php.
This article focuses on approaches for mentoring and coaching employees within Extension. Through presentation of research and discussion of current applications, the authors explore mutual benefits and differences between coaching and mentoring. Several examples are shared of processes that have been implemented within the Ohio State University Extension to support these concepts.

Mincemoyer, Claudia C.; Thomson, Joan S. Thomson. 1998. **Establishing Effective Mentoring Relationships**. **Journal of Extension (online),** Vol. 36, No. 2. http://www.joe.org/joe/1998april/a2.php
This article reports findings from a study conducted to explore and describe mentoring relationships in Pennsylvania State Cooperative Extension's planned mentoring program based on the perceptions and experiences of protégés and mentors in Cooperative Extension. Factors that facilitate or hinder the mentoring relationship were explored and described by the participants. Also, protégés were asked to describe from their perspectives the qualities of an effective mentoring relationship. Data were collected from a series of in-depth qualitative interviews with mentor/protégé pairs.

Murray, Margo. 2001. **Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process**. San Francisco: Jossey-Bass.
This book is filled with real-life examples illustrating what works and what doesn't. It provides both sample models and specific guidelines for designing, implementing and evaluating a facilitated mentoring process within any type of organization. (quoted from inside cover)