A scale for self-assessment of mentor competencies, an explanation of specific behaviors required for effective mentoring practice, and guidelines for continuing education programs for mentors are presented.

The Principles of Adult Mentoring Scale

Norman H. Cohen

The critical importance of lifelong learning is a general tenet of adult and continuing education, especially in a rapidly changing culture (Beder, 1989; Brookfield, 1986; Galbraith and Zelenak, 1989; Schön, 1987). Professionals, in particular, are viewed as benefiting from learning activities that not only enable them to assimilate new concepts and pragmatic information but also help them to apply such knowledge directly to the world of their empirical practice.

However, professionals usually need to reconsider their ideas and attitudes about the type of preparation that will actually assist them in performing as effective mentors. Advocates for this reorientation (Baskett, Marsick, and Cervero, 1992, p. 114) suggest that mentors will often be required to modify their traditional approach to training in a way that "calls for a departure from the prevailing assumptions imbedded in CPE (continuing professional education) practice, that is, what the learner does is more important than what the instructor does."

To prepare for the mentor role, professionals must engage in the critical first step—the self-assessment of their individual mentoring competencies. In addition, they must be receptive to genuinely exploring other legitimate sources of training that are proposed as relevant to improving their proficiencies as mentor practitioners. In examining the mentoring model of learning, this chapter will cover the need for mentors to engage in self-assessment of their own proficiencies, the issue of evaluation as a factor in developing a professional identity, the function and goals of the mentor role, a scale designed to be an educational reference point for mentor self-development, the integration of that scale into continuing mentor education programs, and the responsibilities of seminar facilitators in conducting training to promote effective mentoring practice.

Need for Mentor Self-Assessment

For professionals to perform effectively as mentors, they must possess sufficient knowledge of adult psychology as well as reasonable individual expertise in interpersonal communication skills (Daloz, 1986; Hurst and Pratt, 1984). However, in reviewing the issue of mentor training in the literature of adult and higher education and counseling, critics have concluded that very little, if any, significant education has directly prepared the majority of professionals in postsecondary education for the complexity of the mentor role (Schlossberg, Lynch, and Chickering, 1989).

Moreover, new mentors may not always give high priority to the need to pursue information and specific training about the influence of the mentor, even though others, such as program administrators and experienced mentor staff, believe that participation in relevant continuing education clearly improves the competencies of mentor practitioners. Many professionals may therefore enter into the mentor role with their concerns about improving the quality of the mentoring experience essentially tilted in the direction of observing and commenting on what students do.

Generally, professional faculty development pursuits are considered similar to interactions between peers, and new mentors may understandably anticipate that mentor training, in contrast, will be much more centered on exploring the activities of mentees and much less preoccupied with examining and critiquing the behaviors of mentors. But the transactional dynamics of one-to-one mentoring assume a relationship based on active rather than passive mentor input.

Both those presenting and those attending training seminars must recognize the problem that will be created if there is too much focus on analyzing the performance of the person in the student role (mentee) and too little focus on understanding the importance of the individual in the teacher role (mentor). If the mentoring experience is to truly benefit the mentee, training programs must avoid an imbalance of emphasis on the significant contribution of the mentor, an imbalance that could seriously limit the enriched learning opportunities that derive as much from mentor initiatives as from mentee responses and actions.

As adult learners, credentialed educators involved in continuing learning about mentoring would be best served if they were exposed to a balanced training experience. Such an approach should include the recognition that responsibility for meaningful mentoring cannot reasonably be reduced to a formula based only on scrutinizing the side of the equation labeled "mentee actions."

Professional Identity

Another concern raised by the issue of professional self-assessment and development is that most faculty derive their sense of themselves as important in the lives of their students from the classroom experience. This context can pre-

sent a potential problem because the professionals involved may have an unclear, inaccurate, or distorted sense of their own effectiveness as positive influences in their work with groups of students.

As solo practitioners operating almost exclusively in the world of classroom interactions, postsecondary faculty are particularly characterized by some critics as insufficiently prepared to conduct or participate in meaningful self-evaluation or self-development to improve their skills as instructors (Civikly, 1986). Such a sweeping criticism invites the risk of being dismissed as too harshly judgmental. Nevertheless, if for many faculty recruited as mentors the classroom is an uncritical and unexamined domain of assumed professional competence and if that classroom is their reference point, then what kind of transition are they likely to make into the intensely personal world of one-to-one interaction as a faculty mentor to adult learners?

Mentor practitioners must recognize that the mentoring model of learning extends beyond the basic assumption that student behavior is of more central concern than teacher behavior. To assume the professional identity of a mentor is to fully comprehend and apply the equally important idea that what mentors do also considerably influences the learning of mentees. Perhaps this point should be apparent to all, but as an eminent thinker, Oliver Wendell Holmes, Jr. (1980, p. 644) observed back in 1913, we often "need education in the obvious."

In fact, an acknowledged pioneer in the field of adult education (Knowles, 1970, p. 41) stressed over twenty years ago that the "behavior of the teacher probably influences the character of the learning climate more than any other single factor." And more recently, an often-referenced authority (Daloz, 1986, p. 244) asserted that "far more than any other factor, it is the partnership of teacher and student that finally determines the value of an education. In the nurture of that partnership lies the mentor's art." As participant role models, mentors must acknowledge their own considerable power to create a relatively positive or negative experience—certainly from the learner's point of view—within the collaborative sphere of the mentoring relationship.

Mentor Role

The mentor role in postsecondary education is based on a synthesis of those mentoring behaviors in the adult and higher education literature that are considered essential for the development of meaningful mentor-mentee relationships (Cohen, 1993). The idea of learning as a transaction—an interactive and evolving process between mentors and their adult learners—is considered a fundamental component of the adult mentoring relationship (Brookfield, 1986; Daloz, 1986; Galbraith, 1991). Effective mentors are viewed as possessing interpersonal competency. And this perception of the mentor as a professional who is a skilled one-to-one behavioral practitioner parallels the portrait of the instructor as a professional who demonstrates proficient teaching and group-process skills in the classroom.

A major assumption of mentoring, of the one-to-one model of interaction, is that its purpose is to develop mentor-mentee learning guided by educational rather than therapeutic principles and goals (Cohen, 1993, 1995). Another important premise is that the adult mentoring experience is based on a model of learning that understands that it is the behavioral role of the mentor that in fact makes a mentor-mentee interaction an adult mentoring relationship. However, the mentoring model of learning also sees mentees as responsible for assuming a significant degree of personal involvement as participant adult learners in their own developmental journeys. A clear emphasis, therefore, on mentor behavior is not intended to minimize the accountability of the mentee as a learner but rather to maximize the contribution of the mentor as a vital participant in the learning process—to highlight what the mentor does as an influence (Cohen, 1995).

Purpose of the Principles of Adult Mentoring Scale

The Principles of Adult Mentoring Scale (Appendix A) is based on a composite profile of the complete mentor role. It is a self-assessment instrument designed primarily for use by professionals who have consciously assumed mentoring responsibilities in their relationships with adult learners. (This chapter presents the postsecondary version of the Principles of Adult Mentoring Scale; a government and business version can be found in Cohen, 1995.)

The scale assesses the mentor functions and behaviors that experts in postsecondary education agree are most likely to be of significance in relationships between mentors such as faculty, counselors, and administrators and their adult mentee learners. It evaluates fifty-five specific mentor interpersonal behaviors relevant to establishing and maintaining an evolving mentoring relationship. It also provides both scholars and mentor practitioners with a baseline from which they can document, analyze, understand, and improve professional mentoring practice.

Scoring the Scale. After all fifty-five statements included in the Principles of Adult Mentoring Scale have been answered based on the five possible choices, three separate activities are required to complete the process of scoring. First, instructions for scoring (Appendix B) are used to guide the development of scale scores. Second, the scores are entered on a scoring sheet (Appendix C) that converts the answers into clusters of numerical information and places them under six separate mentor functions. Finally, the results of the scoring sheet are recorded on a mentor role competency form (Appendix D) to reveal the overall scale score, as well as the separate scores for each of the six mentor function categories.

Interpreting the Scale. Finally, the taxonomy of the mentor role (Appendix E) is used as the reference point for understanding mentoring behaviors. It contains the following information: six categories of separate but interrelated mentor functions considered as critical to success in the mentoring relationship; definition and purpose statements that explain the rationale for and

observable actions of each distinct function; and lists of the actual verbal and nonverbal communication behaviors typical of each function that a mentor would demonstrate with an adult learner.

When professionals consider the implications of their mentoring competency ratings (Appendix D), certain basic points should be stressed. Scores in the ranges labeled "not effective" and "less effective" not only indicate an obvious need for improvement but also suggest that there are serious negative mentor behaviors that may create major interpersonal communication barriers if not corrected. For instance, mentors should be particularly alert to low scores in relationship behaviors and attitudes and high scores in confrontive ones, a combination that may reveal too little attention to critical relationship functions and too much investment in confrontive focus behaviors.

While an extreme mentoring scenario by no means automatically follows from such scores, such imbalances explain how the potential of mentoring to generate productive learning could be undermined. Such an out-of-balance mentor profile, in which confrontation occurs in a chilly relational atmosphere, could produce a counterproductive impact, inhibiting a mentee's ability to appropriately disclose needs, goals, and problems and therefore to genuinely trust those who officially represent institutions.

A score in the "effective" category reveals a general competency in the function being reviewed. From the mentee's perspective, the effective mentor would usually be experienced as demonstrating concern and offering assistance through appropriate observable behavior. However, as an illustration of a less-than-obvious implication, an acceptable confrontive score may sometimes (depending on the overall mentor profile) suggest that a mentor has a tendency to remain within the comfort zone of adequate confrontational behavior and to avoid the discomfort often associated with the upper ranges of appropriately confrontive mentor-mentee interaction. For instance, a mentor very high in the relationship and information ranges but average in confrontive behavior could be very effective in the nurturing dimension but less successful when the confrontive component—the proper pointing out of discrepancies—was necessary.

Scores in the "very effective" and "highly effective" areas, of course, indicate rather sophisticated mentoring behavioral skills, which could still be fine tuned since the effective side of the continuum does not imply perfection. Mentors whose overall profiles show highly effective mentoring skills might consider volunteering early in collaborative training seminars to role-play helpful mentoring behaviors and to participate in constructive critiques of participants' particular ideas, attitudes, and techniques.

Development of the Scale

The Principles of Adult Mentoring Scale was formulated to provide mentors with a valid and reliable instrument for use in examining their own mentoring competencies. A comprehensive review of significant scholarly publications

clearly indicated the need for a self-assessment scale that could promote the continuing professional education of staff who had assumed responsibility for the mentoring of adult mentees in postsecondary education (Cohen, 1993).

The definition of the contemporary mentor role and the descriptions of the six behavioral functions were derived from an analysis of the relevant adult education (and related) literature. Authoritative references and experts in the fields of research design, scale construction, and statistical evaluation were used to guide each stage of scale development. Reliability analysis, which tests for the internal consistency of item statements (computed on a scale between 0 and 1), revealed an alpha of .9490 for the Principles of Adult Mentoring Scale (Cohen, 1993).

Use of the Scale for Continuing Learning

Continuing education seminars could emphasize mutual learning between professionals and thereby offer opportunities for expanding the personal self-assessment information provided by the scale (Cohen, 1995). For example, participants could create a directly shared mentoring experience by engaging in role simulations and then basing their evaluative comments on the behavioral guidelines proposed in Appendix E. Also, the content of the fifty-five scale statements (Appendix A) could be used as the basis for examining topics representative of mentor-mentee dialogue.

The scale and its associated materials could be used in seminars to focus participants on a highly specific mentor behavioral competency, review one or more distinct mentor functions, and evaluate an individual's overall performance in the complete mentor role (all six functions). Initially, the purpose and scope of the mentor role could serve as the center of discussion on understanding the essentials of mentoring practice. But the seminars should also explore other topics such as the influence of authority, gender, ethnicity, age, and socioeconomic background on the mentoring relationship (Cohen, 1995).

Responsibility of Seminar Facilitator

In learning to function in the mentor role, professionals should remain ready to question the purpose and value of the content and methods that are employed at mentor training seminars. They may even need to respectfully challenge the knowledge and experience of those offering the training in which they are asked to participate, especially as it applies to the highly significant behavioral dimension of mentoring.

Certainly, the theory and practice of mentoring will be a central point of discussion at the continuing education seminars for new mentors. The ability of those conducting the seminars to create a positive educational and psychological environment will have a significant impact on the perceived value of the training program as a meaningful participatory learning experience. Those selected to represent the organization as "trainers" and facilitators must there-

fore be viewed as important influences on the professionals who are learning how to become effective mentors.

The ability of the seminar facilitator to establish the necessary positive climate should therefore be given serious consideration, because the early attitudes formed by mentors toward continuing training will impact on such realities as their subsequent attendance and involvement. Also, the facilitator's substantive knowledge about mentoring, expertise in one-to-one interpersonal skills, and experience in conducting small-group training sessions will certainly be a major factor in contributing to improved mentoring effectiveness.

For example, in an interactive seminar, the facilitator and other experienced mentors could review the six mentor functions in Appendix E and demonstrate various mentor-mentee behaviors for critique before the whole group. Then, new mentors could participate in role-plays with the more knowledgeable mentors. And finally, all the mentors, in groups of three or four, could rotate in the roles of both mentor and mentee. After every individual had participated in a simulated mentoring situation, each small group could exchange internal feedback, and then the seminar facilitator could assist the entire group in exploring their collective experience with mentoring behavior.

It is vital, of course, that the person being evaluated remain open to the critiques and neither resort to overly defensive verbal responses nor withdraw into resentful silence. In conducting the training sessions, the facilitator could use the technique of consensual validation as a means of balancing and integrating the differing and even opposing views of the participants. This approach promotes positive group interactions and constructive exchanges of viewpoints and thus encourages the individual being critiqued to benefit from multiple feedback.

To use this technique, the facilitator initially points out, without overstating the point or attempting to improperly control the interaction, that although any mentor may certainly refer to another person's critique as merely that of a single and subjective perception, each mentor should also be prepared to consider the collaborative responses of peers as containing a reasonable percentage of objective, factually grounded, and reality-based significance. An important goal of consensual validation is to minimize the tendency of participants to shut down emotionally by giving them guidelines for monitoring inappropriately critical communication by specific individuals within the group, thus ensuring that the potential for relevant mutual learning is maximized for all.

In offering comments, the participants must be careful to respect different points of view. A critique should be regarded as an interpretation of another mentor's unique style of mentoring, not as an opportunity to win an argument. In learning the mentor's art, the primary issue to initially explore is the extent to which a mentor fulfills the baseline requirements of effective mentoring practice. The facilitator can also use the baseline requirements to resolve problems of inaccurate self-assessment, especially with mentors who have a tendency to under- or overestimate their own proficiencies in mentoring relationships.

Also, in the attempt to engage the group in constructive dialogue, the facilitator must ensure that the integrity of the mentor being evaluated not be raised as an issue. In offering a critique, an observer's central concern should be the probable impact of the mentor's observable behaviors on the mentee. Mentors are assumed to operate out of proper motives, and speculative comments about the sincerity or honesty of a mentor's personal intentions are relevant only if such feedback is connected to the possibility of mentee misinterpretation or distortion of a mentor's good intentions due to ineffective mentoring behaviors. If evidence of actual improper behavior should surface, then the facilitator and program administrators would, of course, pursue the matter.

Finally, the videotaping of participants is another option that can enhance the value of mentor training. Obviously, this approach requires a clear sensitivity to the readiness of each particular individual to benefit from the experience. Assuming a continuing education model based on a series of scheduled seminars, video would be introduced into the training program only after the mentors had the opportunity to exchange their views and were reasonably comfortable with each other. Again, the six factors in Appendix E could guide a critique of individual mentor performance.

In general, mentors will benefit most from factual and tolerant feedback that offers them an opportunity to reflect on and respond to the specific observations of their peers. Use of the six factors will help ensure that seminar participants all use the same criteria for evaluating mentoring behaviors. Critiques that are genuinely and sufficiently balanced and comprehensive will promote constructive dialogue and enrich the shared learning experience among professionals.

Conclusion

Mentoring is viewed as highly relevant to promoting the continuing development of adults in our learning society, and its principles are generalizable to academic, business, government, and community settings. Professionals functioning in the complete mentor role offer the active participation necessary for the creation of meaningful mentoring relationships that enrich and advance adult learning. Mentees benefit from direct one-to-one interaction with concerned professionals who are committed to help them pursue personal, educational, and career objectives. Mentoring, as a holistic learning experience, enables mentees to learn and apply the adaptive skills necessary for handling the complexity of change in our culture.

The Principles of Adult Mentoring Scale is designed to help professionals assess their own competencies in the mentor role. Scale results offer a guide to the continuing education options professionals might individually choose to enhance their own proficiencies in the mentor's art. Moreover, as an attempt to establish and clarify effective mentor behaviors, the scale, along with its associated information, is valuable as an educational source that helps professionals understand the behaviors of effective mentoring practice. With proper

attention directed toward meeting the adult learning needs of the professionals who participate, the scale materials can also be used as a component of more formal training programs for mentors.

Appendix A:
Principles of Adult Mentoring Scale:
Postsecondary Education

Instructions for Completion

A. Circle *one* of the following choices for each of the following 55 statements. Choose the one that is *most representative of your actual behavior as a mentor.**

Never   Infrequently   Sometimes   Frequently   Always

Note: If you have functioned as a mentor, your answers should be based on your past (and, if applicable, current) mentoring experience. If you have very little or no actual experience as a mentor of adults, your answers should be based on how you would probably interact at this time with a mentee.

B. Answer all of the statements, then refer to the instructions for scoring and interpreting located at the end of the scale [Appendixes B through E].

Scale Statements

1. I encourage students to express their honest feelings (positive and negative) about their academic and social experiences as adult learners in college.

   Never   Infrequently   Sometimes   Frequently   Always

2. I discuss with students who are discouraged (due to poor scholastic performance or other difficulties) the importance of developing a realistic view of learning that can include both success and disappointment (mentioning other students who have been frustrated as learners but have continued their education).

   Never   Infrequently   Sometimes   Frequently   Always

3. I ask students for detailed information about their academic progress.

   Never   Infrequently   Sometimes   Frequently   Always

4. I refer students to other staff members and departments to obtain information they need about academic and career plans.

   Never   Infrequently   Sometimes   Frequently   Always

5. I attempt to be verbally supportive when students are emotionally upset.

   Never   Infrequently   Sometimes   Frequently   Always

6. I suggest to students that we establish a regular schedule of meeting times.

   Never   Infrequently   Sometimes   Frequently   Always

7. I make a good deal of eye contact with students.

   Never   Infrequently   Sometimes   Frequently   Always

8. I suggest that students who indicate concerns about serious emotional or psychological problems meet with a college counselor.

   Never   Infrequently   Sometimes   Frequently   Always

9. I ask students to explain (in some detail) the reasons for their college plans and career choices.

   Never   Infrequently   Sometimes   Frequently   Always

10. I encourage students to provide a good deal of background information about their academic preparation, success, and problems in college.

Never   Infrequently   Sometimes   Frequently   Always

11. I inquire in some depth about students' study strategies and (if necessary) offer practical suggestions and/or refer them for help to improve their academic performance.

Never   Infrequently   Sometimes   Frequently   Always

12. I explain to students that I really want to know what they as individuals honestly think about issues (such as balancing college commitments and outside responsibilities) so that I can offer advice specific to them.

Never   Infrequently   Sometimes   Frequently   Always

13. I arrange my meetings (when possible) with students at times when I will probably not be interrupted very much by telephone calls or other people.

Never   Infrequently   Sometimes   Frequently   Always

14. I explain the need to explore degree and career options to students who have insufficient information (such as adult learners in transition between job fields or facing long-term commitments to fulfill degree requirements).

Never   Infrequently   Sometimes   Frequently   Always

15. I encourage students to consider nontraditional (such as television-based) courses as well as more formal educational opportunities they have not yet explored to develop their personal interests.

Never   Infrequently   Sometimes   Frequently   Always

16. I point out inconsistencies (rationalizations) in students' explanations of why their academic goals were not achieved if I believe my comments will help them develop better coping strategies to deal with their problem.

Never   Infrequently   Sometimes   Frequently   Always

17. I try to stimulate students to do more rigorous critical thinking about the long-range implications (time commitments, life-style changes) their academic choices may have for increasing the complexity of their lives.

Never   Infrequently   Sometimes   Frequently   Always

18. I explain to students why they should discuss (even with someone else) significant academic problems they are presently confronted with even if they prefer not to deal with these issues.

Never   Infrequently   Sometimes   Frequently   Always

19. I offer recommendations to students about their personal academic learning needs (from remedial to honors courses, tutoring, course loads) based on specific information provided by them (as well as placement tests and academic records, if available) during our meetings.

Never   Infrequently   Sometimes   Frequently   Always

20. I follow up on students' decisions to develop better personal strategies (study habits, getting accurate information, making realistic decisions) by asking questions (and offering comments, if appropriate) about their actual progress at later meetings.

Never   Infrequently   Sometimes   Frequently   Always

21. I tell students when I think their ideas about career or academic concerns (such as job entry or degree requirements) are very clearly based on incomplete or inaccurate information.

Never   Infrequently   Sometimes   Frequently   Always

22. I attempt to guide students in exploring their own personal commitment to career or academic interests by posing alternative views for them to consider.

    Never   Infrequently   Sometimes   Frequently   Always

23. I verbally communicate my concerns to students when their negative attitudes and emotions are expressed to me through such nonverbal behaviors as eye contact, facial expression, and voice tone.

    Never   Infrequently   Sometimes   Frequently   Always

24. I discuss students' general reasons for attending college and then focus on helping them identify concrete educational objectives, degrees, curricula, and courses.

    Never   Infrequently   Sometimes   Frequently   Always

25. I provide a reasonable amount of guidance in our discussions so that students will explore realistic options and attainable academic and career objectives.

    Never   Infrequently   Sometimes   Frequently   Always

26. I ask students to review their strategies for managing the changes in their lives (such as impact of increased time pressures on personal relationships or ability to handle current jobs) while they pursue their "dreams" regarding educational goals.

    Never   Infrequently   Sometimes   Frequently   Always

27. I question students' assumptions (especially about career options and the value of education) as a way of guiding them through a realistic appraisal of the extent to which their important ideas and beliefs are based on adequate personal experiences and facts.

    Never   Infrequently   Sometimes   Frequently   Always

28. I discuss my own work-related experience as a way of helping students think about and carefully examine their career options.

    Never   Infrequently   Sometimes   Frequently   Always

29. I share with students personal examples of difficulties I have overcome in my own individual and professional growth if these experiences might provide insights for them.

    Never   Infrequently   Sometimes   Frequently   Always

30. I engage students in discussions that require them to reflect on the new competencies they will need to achieve their future goals.

    Never   Infrequently   Sometimes   Frequently   Always

31. I point out (using personal examples as well as stories about students) that achievement in college is primarily based on personal commitment (rather than just "luck"), to students who are having problems completing the work but appear unrealistic about the amount of discipline and energy needed to cope with the pressures of an academic workload.

    Never   Infrequently   Sometimes   Frequently   Always

32. I express my personal confidence in the ability of students to succeed if they persevere in the pursuit of their academic goals.

    Never   Infrequently   Sometimes   Frequently   Always

33. I confront students with the reality of continued or probable negative consequences in a direct (but supportive) manner when they repeatedly do not follow through on their stated intentions to deal with serious academic problems.

    Never   Infrequently   Sometimes   Frequently   Always

34. I encourage students to use me as a sounding board to explore their hopes, ideas, feelings, and plans.

    Never   Infrequently   Sometimes   Frequently   Always

35. I engage students in discussions aimed at motivating them to develop a positive view of their ability to function now and in the future as independent, competent adult learners.

Never   Infrequently   Sometimes   Frequently   Always

36. I use my own experience (personal as well as references to other students I have advised) to explain how college courses or activities students believe will be boring, too demanding, or not relevant could be valuable learning experiences for them.

Never   Infrequently   Sometimes   Frequently   Always

37. I offer students constructive criticism if I believe their avoidance of problems and decisions is clearly limiting their growth as adult learners.

Never   Infrequently   Sometimes   Frequently   Always

38. I encourage students to make well-informed personal choices as they plan their own educational and career goals.

Never   Infrequently   Sometimes   Frequently   Always

39. I explore with students who express a lack of confidence in themselves the ways in which their own life experience might be a valuable resource to help them devise strategies to succeed within the college environment.

Never   Infrequently   Sometimes   Frequently   Always

40. I assist students in using facts to carefully map out realistic step-by-step strategies to achieve their academic and career goals.

Never   Infrequently   Sometimes   Frequently   Always

41. I share my own views and feelings when they are relevant to the college-related situations and issues I am discussing with students.

Never   Infrequently   Sometimes   Frequently   Always

42. I listen to criticism from students about college policies, regulations, requirements, and even colleagues without immediately attempting to offer justifications.

Never   Infrequently   Sometimes   Frequently   Always

43. I offer comments to students about their inappropriate behavior (in college) if I have a reasonable expectation that they are prepared to work on positive change and will most likely experience some success as a result.

Never   Infrequently   Sometimes   Frequently   Always

44. I inform students that they can discuss "negative" emotions such as anxiety, self-doubt, fear, and anger in our meetings.

Never   Infrequently   Sometimes   Frequently   Always

45. I express confidence in students' abilities to achieve their educational goals, especially when they are having personal difficulties in fulfilling their academic responsibilities due to outside pressures (work, family, relationships).

Never   Infrequently   Sometimes   Frequently   Always

46. I question students' decisions and actions regarding college-related issues and problems when they do not appear to be appropriate solutions.

Never   Infrequently   Sometimes   Frequently   Always

47. I discuss the positive and negative feelings students have about their abilities to succeed as adult learners.

Never   Infrequently   Sometimes   Frequently   Always

48. I offer as few carefully chosen criticisms as possible when I try to get students to understand the (often difficult to accept) connection between their own self-limiting (defeating) behaviors and their inability to solve a particular problem.

Never   Infrequently   Sometimes   Frequently   Always

49. I ask probing questions that require more than a yes or no answer, so that students will explain (in some detail) their views regarding their academic progress and plans.

Never   Infrequently   Sometimes   Frequently   Always

50. I explore with students the extent of their commitment (such as willingness to spend time and energy) as adult learners in achieving their educational goals.

Never   Infrequently   Sometimes   Frequently   Always

51. I base the timing of my "confrontive" questions and comments to students on my knowledge of their individual readiness (often related to the stage of our relationship) to benefit from discussions about clearly sensitive issues.

Never   Infrequently   Sometimes   Frequently   Always

52. I discuss my role as a mentor with students so that their individual expectations of me are appropriate and realistic.

Never   Infrequently   Sometimes   Frequently   Always

53. I try to clarify the problems students are explaining to me by verbally expressing my understanding of their feelings and then asking if my views are accurate.

Never   Infrequently   Sometimes   Frequently   Always

54. I ask students to reflect on the resources available (college, family, community) to help them manage their lives effectively while they pursue their educational and career goals.

Never   Infrequently   Sometimes   Frequently   Always

55. I emphasize to students, especially those who appear uncertain about what to expect from our meetings, that one of my important goals is to assist them in reaching their own decisions about personal, academic, and career goals.

Never   Infrequently   Sometimes   Frequently   Always

Appendix B:
Instructions for Scoring

1. Assign point values:

   Never   1 point
   Infrequently   2 points
   Sometimes   3 points
   Frequently   4 points
   Always   5 points

2. Refer to the sheet headed "Scoring Sheet: Postsecondary Education" [Appendix C], which shows the fifty-five items from the scale (identified by number) distributed under the six factors.

3. Under each factor, enter the appropriate point value (1 to 5) on the blank printed below each item number. Then add up the points for each factor and record the cumulative factor score on the "total" blank.

4. Next, total the six separate factor scores and record the cumulative score on the "grand total for overall score" blank.

5. Refer to the sheet headed "Mentor Role Competencies: Postsecondary Education" [Appendix D]. Record the overall composite score and then enter the separate scores (totals) for each of the six factors in the appropriate boxes.

Appendix C:
Scoring Sheet: Postsecondary Education

Factor 1: Relationship Emphasis

Items:	1	5	7	12	13	23	42	44	47	53	Relationship
Points:	—	—	—	—	—	—	—	—	—	—	

(total)

Factor 2: Information Emphasis

Items:	3	4	6	9	10	11	19	24	40	52	Information
Points:	—	—	—	—	—	—	—	—	—	—	

(total)

Factor 3: Facilitative Focus

Items:	15	22	25	34	39	49	Facilitative
Points:	—	—	—	—	—	—	

(total)

Factor 4: Confrontive Focus

Items:	8	16	18	21	27	31	33	37	43	46	48	51	Confrontive
Points:	—	—	—	—	—	—	—	—	—	—	—	—	

(total)

Factor 5: Mentor Model

Items:	2	28	29	32	36	41	Mentor
Points:	—	—	—	—	—	—	

(total)

Factor 6: Student Vision

Items:	14	17	20	26	30	35	38	45	50	54	55	Student
Points:	—	—	—	—	—	—	—	—	—	—	—	

(total)

Grand total overall score: _____

Appendix D:
Mentor Role Competencies: Postsecondary Education

Overall score

55–190	191–205	206–219	220–234	235–275
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Relationship Emphasis

10–35	36–38	39–41	42–44	45–50
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Information Emphasis

10–33	34–36	37–39	40–42	43–50
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Facilitative Focus

6–18	19–20	21–22	23–24	25–30
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Confrontive Focus

12–39	40–43	44–46	47–50	51–60
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Mentor Model

6–18	19–21	22–23	24–25	26–30
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Student Vision

11–37	38–41	42–44	45–47	48–55
Not Effective	Less Effective	Effective	Very Effective	Highly Effective

Appendix E:
The Mentor Role: Six Behavioral Functions

Factor 1: Relationship Emphasis

Conveys through active, empathetic listening a genuine understanding and acceptance of mentees' feelings

Purpose

To create a psychological climate of trust that allows mentees to honestly share and reflect upon their personal experiences (positive and negative) as adult learners

Mentor Behaviors

- Responsive listening (verbal and nonverbal reactions that signal sincere interest)
- Open-ended questions related to expressed immediate concerns about actual situations
- Descriptive feedback based on observations rather than inferences of motive
- Perception checks to ensure comprehension of feelings
- Nonjudgmental sensitive responses to assist in clarification of emotional states and reactions

Factor 2: Information Emphasis

Directly requests detailed information from and offers specific suggestions to mentees about their 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 individual mentees

Mentor Behaviors

- Questions aimed at assuring factual understanding of present educational and career situation
- Review of relevant background to develop adequate personal profile
- Probing questions that require concrete answers

- Directive comments about present problems and solutions that should be considered
- Restatements to ensure factual accuracy and interpretive understanding
- Reliance on facts as an integral component of the decision-making process

Factor 3: Facilitative Focus

Guides mentees through a reasonably in-depth review of and exploration of their interests, abilities, ideas, and beliefs

Purpose

To assist mentees in considering alternative views and options while reaching their own decisions about attainable personal, academic, and career objectives

Mentor Behaviors

- Hypothetical questions to expand individual views
- Uncovering of underlying experiential and information bases for assumptions
- Presentation of multiple viewpoints to generate more in-depth analysis of decisions and options
- Examination of seriousness of commitment to goals
- Analysis of reasons for current pursuits
- Review of recreational and vocational preferences

Factor 4: Confrontive Focus

Respectfully challenges mentees' explanations for or avoidance of decisions and actions relevant to their development as adult learners

Purpose

To help mentees attain insight into unproductive strategies and behaviors and to evaluate their need and capacity to change

Mentor Behaviors

- Careful probing to assess psychological readiness to benefit from different points of view
- Open acknowledgment of concerns about possible negative consequences of constructive ("critical") feedback on relationship
- Confrontive verbal stance aimed at primary goal of promoting self-assessment of apparent discrepancies
- Selective focus on most likely behaviors for meaningful change
- Attention to using least amount of carefully stated feedback necessary for impact
- Comments (offered before and after confrontive remarks) to reinforce belief in positive potential for growth beyond current situation

Factor 5: Mentor Model

Shares (self-discloses) life experiences and feelings as a role model to mentees in order to personalize and enrich the relationship

Purpose

To motivate mentees to take necessary risks (make decisions without certainty of successful results) and to overcome difficulties in their own journeys toward educational and career goals

Mentor Behaviors

- Offering of personal thoughts and genuine feelings to emphasize value of learning from unsuccessful or difficult experiences (as trial and error and self-correction and not as growth-limiting "failures")
- Selection of related examples from own life (and experiences as mentor of other mentees) based on probable motivational value

- Direct, realistic assessment of positive belief in mentees' abilities to pursue goals
- Confident view of appropriate risk taking as necessary for personal, educational, training, and career development
- Use of statements that clearly encourage personal actions to attain stated objectives

Factor 6: Student Vision

Stimulates mentees' critical thinking with regard to envisioning their own future and to developing their personal and professional potential

Purpose

To encourage mentees as they manage personal changes and take initiatives in their transitions through life events as independent adult learners

Mentor Behaviors

- Statements that require reflection on present and future educational, training, and career attainments
- Questions aimed at clarifying perceptions (positive and negative) about personal ability to manage change
- Review of individual choices based on reasonable assessment of options and resources
- Comments directed at analysis of problem-solving strategies
- Expressions of confidence in carefully thought out decisions
- Remarks that show respect for capacity to determine own future
- Encouragement to develop talents and pursue "dreams"

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