It's that subtle shift between pushing ourselves to be the best in the world, and allowing ourselves to be the best for the world.
Module Six

Elements of Effective Mentoring

- Mentoring Preparation
- Generations and Cultural Differences
- Trust Building Reflective Questioning
- The Ending...The Beginning...Action!
ESSENTIAL QUESTIONS

• You came with notions and assumptions about mentoring. How has your thinking changed during this training?
• What is going to be your biggest challenge in applying your learning?
• What actionable steps will you take to promote mentoring?
Mentoring Novice Principals
Getting Started

Note to self: just breathe.
Will your protégé embrace a mentoring relationship?
Mentoring in the World of Business

Business Research....

Maximizing the Impact of Executive Coaching: Behavioral Change, Organizational Outcomes, and Return on Investment

By Joy McGovern, Ph.D., Michael Lindemann, Ph.D., Monica Vergara, M.A., Stacey Murphy, Linda Barker, M.A., & Rodney Warrenfeltz, Ph.D. 2001
Non-Compliance Study Results

• They didn’t know what they were supposed to do or how to do it.
• They think they are already doing it.
• There are obstacles beyond their control.
• They think it won’t work.
• Something else is more important.
• There is no positive consequence for them doing it.
• There is no negative consequence for them doing it.
• Personal limits
• Personal problems
• Fear (anticipate future negative consequences)

If your protégé is resistant, consider the possible contributing factors.
“The demands of the organization allow me a relatively small amount of time to focus on the coaching.”

Factors Impacting Effectiveness of Mentoring and Coaching

Enhancing
- Coach/Participant Relationship 87%
- Quality of Feedback 62%
- Quality of Assessment 57%
- Participant's Commitment 51%
- Manager's Support 43%

Distracting
- Participant's Availability 44%
- Organizational Support 25%
- Communication Issues 25%
- Participant's Commitment 13%
CHALLENGES TO THE IMPLEMENTATION
OF EFFECTIVE COACHING PROGRAMS

• An **unstated belief** is that school leaders should know what to do when they are hired

• Insufficient number of skilled mentors and coaches **achieving results**
Today’s Generation

HI SWEETIE, HOW WAS SCHOOL TODAY?

YOU CAN READ ALL ABOUT IT ON MY BLOG, DAD.
Generational Differences
Generation X ≈ 1965-1980
Generation Y ≈ 1981-2000
Generational Differences: The Mix Up

1. Styles of dress and grooming?

2. Increased expectations at work?

3. Feedback and communication styles?

THE MILLENIALS
“A mentoring culture fulfills the promise of generativity.
A mentoring culture is one of inclusion and sensitivity.
It values, honors and celebrates the uniqueness of the individual.
It continuously strives to create value at all levels of the organization.”

Louis Zachary
Importance of a *Safe* Environment

“The quality of the environment is so crucial to how we develop.”

“When we feel safe, we can trust our growing ‘edge’ more fully.”
Trust-Building Statements or Prompts

Begin to build trust with your protégé by making generic statements that focus on non-judgmental facts (not positive or negative) and are applicable to a particular standard.

These statements set the stage for open minded reflection and should focus on the students, curriculum, the school, or a particular situation, not on the protégé.

Make statements without “you”.
An effective prompt should be a non-biased contextual lead-in that begins to invite reflection.

WHAT DID YOU SEE, HEAR, OR NOTICE?

I noticed that the Vision and Mission Statements are posted in the front hall of the school.
PRINCIPAL STANDARDS

• **Standard One**: Lead schools in a way that places student and adult learning at the center.

• **Standard Two**: Set high expectations and standards for the academic, social, emotional and physical development of all students.

• **Standard Three**: Demand content and instruction that ensure student achievement of agreed-upon standards.

• **Standard Four**: Create a culture of continuous learning for adults tied to student learning and other school goals.

• **Standard Five**: Manage data and knowledge to inform decisions and measure progress of student, adult and school performance.

• **Standard Six**: Actively engage the community to create shared responsibility for student performance and development.
Reflective Questions

After stating the context of the situation through the lead-in trust building statement or prompt, ask your protégé a question that promotes reflection.

A true reflective question should be used without expecting an answer. There is no wrong answer.

REFLECTIVE QUESTIONS:
- Are single focused.
- Are honest questions, designed to foster thought and reflection.
- Are stated in non-judgmental language.
- Are open ended.
- Are stated in the present or future tense.

How do you collect input from all stakeholders to design your vision statement?
Action Planning

What actionable steps will you take to promote mentoring?
Programming Questions:

• Is there funding to support the mentors?
• Does the district have clear guidelines?
• Will the mentors be one-on-one or take a cohort approach?
• How will the mentor/protégé match take place?
• Will similar demographics of schools be important?
• Is there ‘time’ to support the relationship?
• What does the protégé ‘bring to the table’?
ESSENTIAL QUESTIONS

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• What is going to be your biggest challenge in applying your learning?
**Peanuts**

**Charlie Brown:** Do you ever think much about the future, Linus?

**Linus:** Oh, yes... all the time.

**Charlie Brown:** What do you think you'd like to be when you grow up?

**Linus:** Outrageously happy!
Vision

“When vision is clear, then passion and creativity are there. Do you have a vision like that?”

Choose seven words that tell why you do what you do.

Dewitt Jones