



Society of Georgia Archivists

Preserving the past and the present for the future...

SGA MENTORING GUIDEBOOK

CONTENT

SGA MENTORING PROGRAM	2
WHAT IS MENTORING?	3
BENEFITS OF MENTORING	3
12-MONTH MENTORING RELATIONSHIP TIMELINE	4
MENTOR/MENTEE TIPS & ADVICE	5
SUGGESTED MENTORING ACTIVITIES	7
SUGGESTED READING	8

MENTORING PROGRAM

The SGA Mentoring Program is designed to contribute to the success of SGA members by encouraging individual growth, creating a sense of community within the profession, promoting thoughtful and meaningful engagement with issues, and helping participants develop competencies that strengthen the position of individuals, organizations, and programs.

The SGA Mentoring Ad Hoc Committee's goals are to:

- solicit mentors and mentees for the program
- facilitate the mentor/mentee relationship
- create and maintain guidelines that will help the mentor/mentee relationship grow and flourish
- assess the program to ensure that it continues to be a viable form of professional development
- provide support for program participants if issues and questions arise

Mentoring can be defined as a developmental relationship in which a more experienced person provides support and guidance to a less experienced person. Mentoring goes beyond the traditional teacher-student relationship – effective mentors serve as advisers, coaches, teachers, sounding boards, and critics all rolled into one. Working with a mentor gives a mentee the opportunity to improve his or her understanding of practices, discuss problems, and analyze and learn from mistakes in an atmosphere that is collaborative, constructive, and confidential. The SGA Mentoring Program facilitates mentoring relationships that last twelve months.

If you are interested in participating in the mentoring program as a mentee, the registration/request form for mentees, along with the profiles of the 2011-2012 SGA Mentors, will be available on-line at <http://www.soga.org/involvement/mentoring> starting mid-October 2011. Registration/requests for a Mentor from the 2011-2012 Mentoring Pool will be accepted starting November 3, 2011 and then on a rolling basis through August 2012.

If you are interested in participating in the mentoring program as a mentor, applications for the 2012-2013 Mentor Pool will be available on-line summer 2012.

A meet-and-greet for prospective mentees and the 2011-2012 Mentor Pool will be held at the SGA Annual Meeting at the Georgia Archives on Thursday, November 3 from 4:00 - 4:30 pm.

If you have any questions about the program, please contact one of the Committee Co-chairs:

Luciana Spracher, Lspracher@savannahga.gov

Lynette Stoudt, lstoudt@georgiahistory.com

WHAT IS MENTORING?

Mentoring is defined as a Mentor, an experienced and trusted advisor, providing guidance and support to a developing professional and less experienced person, a Mentee, both of whom are working together in a mutually agreed-upon relationship.

Mentoring is all about learning, for both the Mentee and the Mentor.

A Mentor can:

- TEACH about a specific issue
- COACH on a particular skill
- FACILITATE growth by sharing resources and networks
- CHALLENGE a Mentee to move beyond their comfort zone
- CREATE a safe learning environment for taking risks
- FOCUS on a Mentee's total development

BENEFITS OF MENTORING

Mentor:

- Contribute to the profession by helping to develop future leaders
- Receive satisfaction from contributing to someone's professional growth through the process of engaging in one-to-one learning
- Be exposed to new ideas from the perspective of someone doing everything for the first time
- Gain or strengthen skills and abilities applicable to your own work
- Gain leadership and communication skills
- Career rejuvenation; rekindle creativity, energy and satisfaction
- Organizational rewards and recognition

Mentee:

- Gain knowledge, skills and abilities from a more experienced person
- Receive support, guidance and constructive feedback
- Develop and increase confidence
- Meet and network with other professionals
- Have a sounding board for new ideas
- Enjoy a safe learning environment
- Diminishment of fear that comes from having to go it alone

12-MONTH MENTORING RELATIONSHIP TIMELINE

- Mentee registers for/requests a Mentor from the SGA Mentor Pool.
- Mentor and Mentee receive the other's resume and expectations and are given the opportunity to waive the pairing. Mentee is provided with Mentoring Guidebook (Mentor should have received at SGA Annual Meeting).
- Once both parties accept a pairing, the Mentoring Agreement is signed and returned to the Mentoring Program liaison, after which the liaison provides full contact information to the Mentee and Mentor and they are encouraged to contact each other and initiate the relationship.
- Mentee and Mentor make first contact, within two weeks of receiving full contact information, and establish schedule for their interactions, at least two hours of interaction each month is suggested.
- Mentoring Program liaison will check in on pairings quarterly (via email and phone) to gauge progress of relationship and address any issues.
- At conclusion of twelve-month relationship, Mentor and Mentee will be asked to complete a survey that will be used to evaluate the success of the Mentoring Program.
- Update your Mentoring Program liaison (and Mentee or Mentor) with any contact information changes.
- Contact your Mentoring Program liaison at any point during the relationship if you have concerns, issues or questions.

MENTOR TIPS & ADVICE:

- Begin relationship by: sharing expectations; establishing type, frequency and length of meetings/interactions; build interactions into your schedule
- Be a good listener; share openly; give and receive feedback
- Mentoring is a collaborative and reciprocal relationship, defined by back and forth communication, and a give and take of information; both the Mentor and Mentee must actively communicate for a successful relationship
- Respect privacy and confidentiality; a mentoring relationship is built on mutual trust
- Discuss, listen and respond to issues about the relationship
- Do not neglect your relationship – contact your SGA Mentoring Program liaison with any problems, issues or questions during the relationship
- We teach best by sharing our own experiences, successes and failures; share specific stories that relate to the Mentee's situations
- Ask questions rather than give directions or solutions; exchange observations; provide constructive criticism; troubleshoot problems together
- If you can't help your Mentee on a specific issue, point them to other resources or connections
- Keep in mind that this program is a learning experience for all participants
- Mentoring is what you make of it!

MENTEE TIPS & ADVICE:

- Begin relationship by: sharing expectations; establishing type, frequency and length of meetings/interactions; build interactions into your schedule
- Be a good listener; share openly; give and receive feedback
- Mentoring is a collaborative and reciprocal relationship, defined by back and forth communication, and a give and take of information; both the Mentor and Mentee must actively communicate for a successful relationship
- Respect privacy and confidentiality; a mentoring relationship is built on mutual trust
- Discuss, listen and respond to issues about the relationship
- Do not neglect your relationship – contact your SGA Mentoring Program liaison with any problems, issues or questions during the relationship
- Be proactive and assume responsibility for establishing and maintaining the relationship, and of your own learning
- Have an agenda for interactions with one or two items you want to discuss; be efficient in encounters with Mentor and respect their time
- Assess your needs and strengths and set goals to work on; assessment and goal-setting are on-going activities
- Verbalize and clarify your goals
- Reach out to your Mentor; be curious, interested and willing
- Seek advice and guidance; don't be afraid to ask questions

SGA MENTORING PROGRAM

- Deal with specific issues; practice skills discussed; share successes and failures
- Provide positive feedback and thanks when the Mentor has helped you; at the end of the relationship write a note expressing appreciation for the Mentor's time and influence on your career
- Keep in mind that this program is a learning experience for all participants
- Mentoring is what you make of it!

SUGGESTED MENTORING ACTIVITIES

- Discuss a recent article published in a professional journal (e.g., *Provenance*, *American Archivist*, *Journal of Archival Organization*, or some other relevant professional journal)
- Discuss a recent posting to the SGA or SAA listserv (or some other relevant professional listserv)
- Discuss a current project you are working on or a recent accession/discovery in your collection
- Follow an archives-related blog and discuss postings (e.g., hangingtogether.org, archivesblogs.com, etc.)
- Work on a project together with a tangible outcome (e.g., poster session, SGA newsletter article, etc.)
- Conduct a resume review - provide professional guidance about skill areas needing enhancement or other tips
- Inform about local professional development opportunities and attend a workshop together if possible
- If your primary method of communication is email, have at least one face-to-face meeting (either in person or online)

SUGGESTED READING

Kochan, Frances K. and Susan B. Trimble, "From Mentoring to Co-Mentoring: Establishing Collaborative Relationships," *Theory into Practice*, Vol. 39, No. 1, New Visions of Mentoring (Winter, 2000), pp. 20-28.



Taylor & Francis
Taylor & Francis Group

From Mentoring to Co-Mentoring: Establishing Collaborative Relationships

Author(s): Frances K. Kochan and Susan B. Trimble

Source: *Theory into Practice*, Vol. 39, No. 1, New Visions of Mentoring (Winter, 2000), pp. 20-28

Published by: [Taylor & Francis, Ltd.](#)

Stable URL: <http://www.jstor.org/stable/1477437>

Accessed: 16/10/2011 19:33

Your use of the JSTOR archive indicates your acceptance of the Terms & Conditions of Use, available at

<http://www.jstor.org/page/info/about/policies/terms.jsp>

JSTOR is a not-for-profit service that helps scholars, researchers, and students discover, use, and build upon a wide range of content in a trusted digital archive. We use information technology and tools to increase productivity and facilitate new forms of scholarship. For more information about JSTOR, please contact support@jstor.org.



Taylor & Francis, Ltd. is collaborating with JSTOR to digitize, preserve and extend access to *Theory into Practice*.

<http://www.jstor.org>

Frances K. Kochan
Susan B. Trimble

From Mentoring to Co-Mentoring: Establishing Collaborative Relationships

I WISH I COULD BE OPENLY VERBAL about my ideas in my research course. Tonight I tried but the professor looked away, two students shuffled their papers, and I clammed up. I felt inadequate. I am only a teacher. What can I say about research? (journal entry, Susan Trimble, November 1992)

Fran, I have to tell you what happened at the American Educational Research Association meeting I just attended in New Orleans. I went to a session on educational reform. After the panel discussion, the audience was invited to respond at the open microphones. There were over 400 people present. I was sitting there in the audience listening to the researchers. I was thinking, "These researchers are talking about school reform and they don't know the reality of this movement on the daily life of the teacher. They don't understand the pressures or the stress. I have to say something."

I got up from my seat, went to microphone, and told them what they did not know. I spoke passionately about what it was like to be a teacher trying to implement their theories and the demands of the public into my daily work. As the session ended, one of the panelists said, "The fact that today we heard the voice of a teacher is a sign of the changing times. Five years ago that voice would have been lacking." I felt great! (recollection of conversation, Susan Trimble, April 1994)¹

The experience that helped Susan make a change from the insecurity expressed in the 1992

Frances K. Kochan is director of the Truman Pierce Institute and associate professor of education at Auburn University; Susan B. Trimble is assistant professor of education at Georgia Southern University.

journal entry (above), to engaging in the risk-taking behavior reflected in the 1994 recollection, comprises the substance of this article. The article describes a collaborative mentoring relationship between us (the coauthors)—a relationship that provided opportunities for us to develop dispositions and abilities that have been invaluable in strengthening our capacities to grow personally and professionally. This in turn has enhanced our ability to create and nurture collaborative work cultures.

The interactions we employed in our mentoring relationship included elements of collaboration, shared decision making, and systems thinking. These concepts are becoming widely incorporated into business and educational organizations as they engage in developing cultures that promote partnerships, mentoring (Robinson & Darling-Hammond, 1994), and shared governance structures (Bennis, 1993; Shedd & Bacharach, 1991). In education, the focus is on collaborative co-mentoring (Kochan & Kunkel, 1998; Mullen & Lick, 1999), recognizing interdependence (Kochan, Reed, Twale, & Jones, in press), and building a sense of community (Sergiovanni, 1994). These changes at the organizational level require corresponding changes in the way individuals think about themselves, their relationships, and their place in the work environment (Senge, 1990).

Understanding new concepts and adapting behaviors to operate effectively in new work environments requires practice, feedback, and reflection. The work world provides limited opportunities for engaging

in such developmental sharing and introspection (Murphy, 1993). Some recent attempts to provide guided practice and feedback have included cohort groups (Sirotnik & Kimball, 1996; Twale & Kochan, in press), case studies, reflective journals (Short & Rinehart, 1993), and field-based experiences (Kraus & Cordeiro, 1995; Milstein, 1993). However, traditional graduate classes seldom include occasions in which students can model and practice new concepts and skills. Even when such experiences are made available, unless they are undergirded and sustained by emotional and personal support, the individual's fledgling attempts to form new work skills and behaviors may falter. We, the authors, engaged in an experience that provided such support when we initiated a mentoring relationship that became an avenue for mutual growth.

Our Mentoring Journey

Our journey began in 1992 when Susan was a graduate student and Fran was the director of a university laboratory school (featured in Mullen & Lick, 1999). We have since moved to new roles as academics in higher education. Our mentoring relationship provided us with a sustaining framework throughout this transformation. Since we have found scant research on how mentoring relationships are created, sustained, and changed over time (Kealy & Mullen, 1996), we have continued to examine and reflect upon our experience and have engaged in other research activities related to the mentoring process. We believe our story has significance for professionals who are seeking to acquire collaborative workplace skills. It may be especially relevant for females working in public schools and higher education, for whom mentoring relationships to foster such skills occur only infrequently (Angelini, 1995; Funk & Kochan, 1999).

We have used micro and macro views of mentoring, terms proposed by Kealy and Mullen (1999), to describe and depict our relationship. Our micro view consists of a description of how our mentoring relationship unfolded and our reflections upon it. The macro view is presented through graphics, which attempt to capture the essence of our experience in tabular and pictorial form. These views are offered not as a set of steps to follow

but as part of our lived experience. Our story is meant to provide ideas for consideration as others conceive, create, and evaluate their own mentoring relationships.

The term mentor is usually defined as a guide (Bey & Holmes, 1992), role model (Crow & Mathews, 1998), counselor, coach, or sponsor (Jacobi, 1991). These definitions view mentoring as a one-way relationship in which the mentee is in a subservient role, molded by someone of greater age, wisdom, or position, who appears capable and complete (Allerman, Cochran, Doverspike, & Newman, 1984; Bowen, 1986). In this traditional perspective, when the mentee is "filled," he or she becomes a mentor to another, and the cycle continues.

When we entered into our relationship, this is the view we held. However, as time passed, our relationship became a communal one. The mentee was not someone waiting to be discovered but rather someone discovering herself, and the mentor, rather than serving as a font of perfect knowledge, became a co-learner in a process of discovery. Thus, we became what Bona, Rinehart, and Volbrecht (1995) have termed co-mentors, in a relationship that was "reciprocal and mutual" (p. 119). Mullen and Lick (1999) further developed this concept, coining the notion of "synergistic co-mentoring," which we believe captures the essence of our experience.

We agreed to keep journals about our adventure as it unfolded. We have drawn from these journals to tell our story. Our journey falls naturally into four overlapping phases: groundwork, warmup, working, and long-term status (Trimble & Kochan, 1996).

The Micro View

Laying the groundwork

Prior to entering into a mentoring relationship, Susan initiated a process of preparation we have labeled "groundwork." She engaged in (a) a self-assessment of her strengths and weaknesses, (b) a formulation of her goals, and (c) a search for possible mentors. These steps were critical because they placed Susan in the position of director of her future rather than as someone who was dependent upon others to recognize her talent or determine her destiny. She used a number of inventories to

discover her strengths and weakness and establish her learning goals, including the Thomas-Kilmann Conflict Mode Instrument (Thomas & Kilmann, 1991), the Power Base Inventory (Thomas & Thomas, 1991), the Gregorc Style Delineator (Gregorc, 1985), and the Myers-Briggs Type Indicator (Myers & McCaulley, 1985), to establish her learning goals. She speaks about her findings:

As I examined the data and reflected on my behaviors and attitudes, my greatest weakness became apparent to me. I was timid and lacked assertiveness. In group meetings, I often had good ideas but feared expressing them. Another group member would voice the same idea and be applauded. I wanted the "guts" to voice an opinion, especially when it was contrary to the group leader's viewpoint, in a manner that was authoritative but sensitive to others.

After formulating her goal of increasing assertiveness while maintaining sensitivity to others, Susan engaged in conversations with a wide range of people to identify suitable mentors. She notes:

I tried to cultivate conversations around topical issues while seeking answers to basic questions, such as: Is this person an expert in this area? Is the person a good listener? Does this person keep appointments? Is this someone who is trustworthy?

Through the impressions of others, Susan compiled a list of potential mentors, and after visiting several, selected Fran. She made a second appointment to see her, and thus began what we have called the warmup.

Warmup

At the second meeting, Susan stated that she was seeking a mentor who would help her expand her skills and gain a deeper understanding of herself and the role of an educational leader. She shared her desire to become more assertive while still being perceived as sensitive and caring. She reintroduced herself and said,

As I told you previously, I am a middle school science teacher in the educational leadership doctoral program. I hope someday to be a middle school principal. I asked the dean of the college of education if he could recommend a strong female principal whom he thought could serve as a mentor. He suggested you, so I am here to ask you if you would be willing to serve as my mentor.

Fran recalls her thoughts and feelings about this request:

I had never been a mentor or a mentee. I had never thought of myself in either capacity. When Susan came to see me and asked if I would be her mentor, I didn't know what to say. I was eager to help this person find her way into administration, but I had no idea about how I might be of assistance. However, Susan did two things that made me decide to enter into a mentoring relationship with her. First, she told me what she had done in the way of self-analysis and what her goals were. Second, she expressed concern about the time demands on me and spoke of alternate ways we might connect, such as using the phone, e-mail, and journaling. I realized that she would be proactive and would assume responsibility for the mentorship and her own learning. This helped establish a level of trust. It also helped deflect any concerns I had about my ability to assist Susan and about the time the process would take. Her obvious sincerity about wanting to develop her skills, her ability to share clear expectations, and her consideration for me made me accept her invitation.

During our next few meetings, we worked at developing a relationship. We established norms, such as assuring confidentiality, keeping conversations on professional issues, maintaining time limits on the discussions, and balancing the talk between the two of us. Susan assumed responsibility for organizing the meetings. She speaks about her role:

I tried to make the relationship as easy as I could for my mentor. I arrived on time, bringing a short, typed agenda. I included specific incidents or issues I wanted help with. I kept the meeting to no more than one hour unless Fran indicated otherwise. Sometimes, I would come in with something she had authored or with news items that referenced her school or work. I would have notations on these items along with questions or issues I wanted to clarify. I tried to focus our meeting agenda on no more than two items. I worked at making sure I did not talk too much. It was Fran's reactions and stories that I was seeking. I wanted to learn how she thought about her work and herself. The ball of the conversation bounced between the two of us. I felt she honored me by talking about herself and her struggles. I felt that she allowed herself to be real to me and I in turn felt free to be open with her.

Fran responded to these encounters not only as a mentor but as a learner. She shares her experience:

Susan worked diligently to assure that our meetings were well planned, specific, and did not take too much time. Her preparation enabled me to develop

confidence in her. This in turn made me willing to trust her with my stories, experiences, weaknesses, and concerns. I was learning how to listen more carefully. I was also learning about the extent of my capacity to be open, honest, and trusting within this relationship.

The activities we engaged in during this time were essential in establishing the framework for our future work together. We developed norms of behavior and clarified values. Although we continued to deal with norms and values throughout the mentoring relationship, we believe that taking time at the beginning to establish the parameters within which we would function helped to build a level of trust that permitted us to become comfortable with one another. Thus, we were able to move to a more intense level of sharing that we refer to as “working.”

Getting to work

After several months of biweekly discussions, our relationship reached the “working” level. We began to talk more openly about issues important to each of us, and our dialogue became more personal and free. We dealt with questions such as whether we wanted to change jobs, gender issues in the workplace, and how to deal with ethical conflicts. We also talked about the human side of administration, such as how to deal with the hurt when someone we trusted betrayed us.

A number of specific actions were critical to our discussions during this time. Among these were working on specific problems and openly disclosing concerns, mistakes, and fears. We learned to engage in discussions not by giving answers to one another but by forming guiding questions. It was a time of taking risks, engaging in self-analysis, trying out new behaviors, and seeking and receiving feedback on the results. A typical discussion involved a time when Susan was struggling with what she perceived to be a lack of cooperation among and between her peers. She describes the incident:

I was the science department chair for my middle school team. My school lacked science equipment. We had six science classrooms in which each of us housed and used our equipment. In one of our departmental meetings, I suggested that we use a vacant storage room for housing all of our science equipment so that all teachers could share them. No one disagreed. I was happy and moved all my equip-

ment into the hall closet, but no one else moved their equipment. I had assumed that my idea was accepted by all teachers and was perplexed and angry by the lack of follow-through on the part of my colleagues.

I described the situation and asked Fran, “What do you think is going on?” Fran replied, “Did you get the other teachers’ input and discuss this idea before the decision was made?” I answered, “No, I guess I didn’t. When no one disagreed, I assumed they accepted the concept.”

The following week, Susan asked each teacher privately where they wanted to house the science supplies. Each of them replied that they were afraid to lose the few supplies they had and preferred to keep their supplies in their own room. This experience helped Susan learn that before innovators can set direction, they must listen to the group members to assess their thoughts and feelings. Susan reflects on this experience:

Without a mentor to talk with, I might have thrown up my hands in despair at the futility of making any changes. Fran helped me realize my own mistake in not listening and seeking ideas from others. Talking about it helped me move beyond frustration into another plan of action. Fran didn’t tell me what the problem was. She merely asked a question which opened up my own actions to me in a totally different way. This spurred me to try a new approach, and my so-called “failure” became a catalyst for change.

As we grew more comfortable with one another, we found ourselves better able to analyze ideas and grasp new concepts. Many incidents occurred during this time that made us realize that we were both growing and developing. We share two of these.

Susan: During an early stage of our mentorship, Fran had mentioned “the current movement to privatization of education.” At the time such an idea had no meaning for me. However, as the year progressed and the media became filled with news of vouchers and charter schools, her words gained importance. I found myself thinking and reflecting upon that earlier conversation. Thus one day as we were talking, I said, “Remember last year when you mentioned the privatization of education?” Fran replied, “Yes, we were working through a lot of ideas then. Is it something you would like to readdress?” I nodded and as we engaged in a lively discussion on the topic, I experienced a satisfying sense of growth within myself and our relationship.

Fran: Like Susan, I was finding myself reflecting on past conversations and learning from them. Often

when I shared my professional experiences, situations, and behaviors, Susan would ask, "Why did you handle it that way?" These were wonderful opportunities for me to think about that question and deal with my own values, beliefs, and actions. I found myself more able to discuss successes and failures and learn from them as I shared.

During this period, I became more aware of my own strengths, weaknesses, and needs. This led me to seek my own mentor (Funk & Kochan, 1999). Thus I engaged in the same type of activities Susan initiated when she began her groundwork. I identified areas I wanted to work on, sought out advice from others on potential mentors, selected someone in higher education who was widely admired and respected, and asked her to become my mentor. Having my own mentor added insights to what Susan might be experiencing as we met and shared together.

Boundaries and roles began to shift. Our relationship transcended the hierarchical mentor/mentee roles and entered into a co-mentoring relationship. Fran began to view the relationship as one in which she was also learning. Often she would ask Susan for her perceptions as a teacher and use their sessions together to talk about issues important to her and her school.

One aspect of the relationship caused Susan some difficulties. However, it turned out to be an important arena for learning and caused her to make a significant career decision. On many occasions, our appointments would have to be canceled or interrupted due to school or personnel situations. At first Susan found this extremely frustrating. She became more able to deal with it as time went on, and these experiences enhanced her capacity to be flexible and adaptable. When such events occurred, Fran began to encourage Susan to stay and see the way in which they were handled. These experiences became powerful avenues for learning. Susan speaks about their impact:

I was shocked by the myriad tasks that had to be handled [by Fran]. I was also surprised at how many of them seemed trivial and yet could become major if not handled properly. For example, one day, the maintenance man came in quite concerned about the librarian's use of and need for light bulbs. It was a major issue for him and Fran handled it and him very adroitly, but I remember thinking, "Do I want to deal with light bulbs?"

I began to grasp "the big picture" of the work of the school administrator. I learned about maintenance workers, grant writing, limited resources, and lawsuits. When I entered this mentoring relationship, I

carried a hurt within me resulting from an encounter I had had with my principal. He walked by me in the hall and totally ignored me. I felt slighted. After watching Fran and the often chaotic world in which she operated, I realized that my attitude toward my principal was improper and I made a point of being more sensitive toward him. I also began to wonder about whether the job of the principal was one I really wanted to tackle.

Our relationship took an abrupt turn when, after almost 2 years of working together, Fran decided to leave her position and move to another institution. Thus we transformed this relationship to what we have called "long-term status."

Relating over the long-term

As Fran prepared to leave, our relationship began to move to more personal issues. We began acting like friends, sharing personal hopes and frustrations, and talking about family issues. After Fran left, we continued to keep in touch, and she served on Susan's dissertation committee.

As Susan worked on completing her program, she surprised Fran by telling her she had decided to seek a position as a university professor, rather than becoming a school administrator. When they discussed the reasons for this decision, Susan said,

The more I saw the work you did and the more I reflected on my own desires, personality, and needs, the more I realized that I did not want to have to deal with the constant challenges that comprise a principal's day. You seemed to have thrived in it, but I think I would find it too chaotic. I can't get that maintenance man and his light bulbs out of my mind.

Fran was surprised by Susan's decision. She shares her thoughts:

The most amazing part of our discussion was Susan's reference to the maintenance man and the light bulb episode. I did not remember it and I honestly cannot recall it at all. I suppose it was so much a part of the job, it did not make an impression upon me. I felt a little disappointed and concerned about whether something I had done or not done as a mentor might have negatively impacted her. However, as I listened to her rationale, I felt better. I began to realize that through our co-mentoring experience, she had learned not only about the principalship but about herself. I was glad she was using the insights she had gained to guide her career.

I also began to reflect on the fact that part of my reason for changing positions had been the result of our dialogues and the discussions I had had with my

own mentor. Working with Susan made me realize how much I enjoyed working with and guiding adult students. Even though I had been happy in my previous position, talking with my mentor about her experiences in higher education stimulated me to think of seeking a position as a university teacher and researcher.

Since assuming our roles as university faculty members, we have maintained our relationship as professional colleagues and friends, communicating via phone and e-mail, meeting with each other at professional conferences, and writing together. The changes within us that resulted from our relationship have been powerful. We have become more reflective, willingly vulnerable, and sensitive to our needs and strengths. Both of us have actively sought out and developed co-mentoring relationships with others, some with individuals with more experience and knowledge than we and some with less. We have developed and continue to reflect on and modify a model of mentoring/co-mentoring as a result of these new relationships and other research on the process.

The Macro View

Our personal and research experiences have led us to agree with others that the mentoring relationship changes over time (Merriam, 1983; Mullen, Cox, Boettcher, & Adoue, 1997). Merriam and Thomas (1986) identify four cycles in mentoring: initiation, duration, termination, and assumption of a leadership role. Kram (1991) referred to these changes as phases, and identified them as initiation, cultivation, separation, and redefinition. Our initial reflections on the evolutionary nature of our relationship agreed with these notions of time-lapsed segments. We identified four phases in our relationship: groundwork, warm-up, working, and long-term status (Funk & Kochan, 1999; Trimble & Kochan, 1996). However, we now view these changes not as separate elements but as fluid, sometimes repeated, overlapping, and connected processes or layers. As such, they comprise a unified whole rather than being distinct, linear points on a journey that has a beginning and an end. Conceptualized in the same way as Mullen (1997), we view our relationship as ongoing, adding new dimensions as others become a part of the process (Figure 1).

Table 1 portrays the macro view of our mentoring/co-mentoring relationship. We have summa-

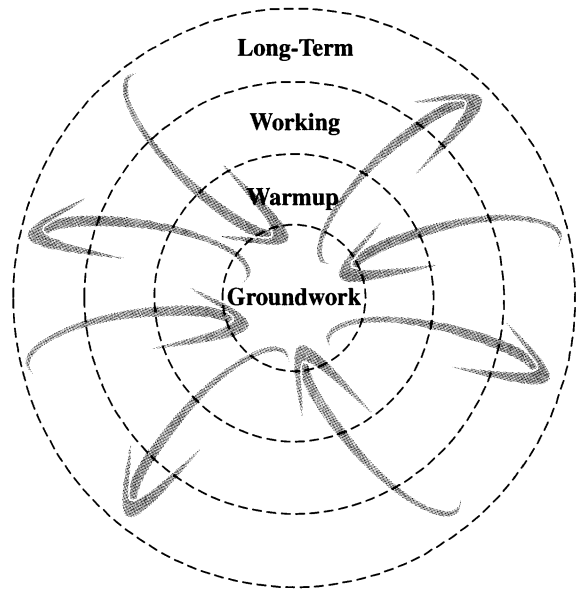


Figure 1. Mentoring/co-mentoring as an ongoing process.

rized the behaviors and skills that were enhanced by the activities we conducted in each phase. Once again, we stress that the phases are overlapping and continuous layers of a holistic process rather than discrete steps in a segmented procedure. Thus the actions and skills enhanced are not meant to be exclusive to each phase, just as each phase is only a mechanism for explanation rather than a static reality. We have symbolized this undivided reality by using broken lines to depict the phases, actions, and skills.

As shown in the table, the groundwork consisted of the mentee taking a proactive stance in initiating a mentoring relationship. The primary skills practiced were taking responsibility for one's learning, establishing goals, networking, and gaining insight in creating relationships. Although this phase set the foundation for the co-mentoring relationship, assessment and goal setting are ongoing activities that have continued to occur within our relationship and in other co-mentoring relationships we have initiated.

The warmup was essential in creating a framework for our future work together. The mentee took the initiative in approaching potential mentors, verbalizing her goals, and making a selection. Together, we established norms of behavior, clarified values,

Table 1
Layered Phases of Mentoring/Co-mentoring Relationship

PHASE/LAYER	MENTEE/CO-MENTOR ACTIONS	MENTOR/CO-MENTOR ACTIONS	SKILLS ENHANCED
Groundwork	Take initiative to engage in the mentoring process Assess needs and strengths Determine goals Identify potential mentors		Self-development Personal responsibility Self-analysis Goal setting Networking Insight into how to create relationships
Warmup	Approach potential mentors Verbalize goals Select a mentor Share values Clarify goals Recommend and model norms of behavior Be prepared for and guide meetings Have an agenda Keep to time limits Establish priorities Share openly	Accept mentor role Share values Assist in establishing norms of behavior Listen and respond with empathy Aid in establishing priorities Share openly	Insight into others' styles Sensitivity and judgment Communication Ability to clarify beliefs Trust building Consistency Organization and planning Priority setting Create collaborative work environments Listening Trust
Working	Deal with specific issues, take action Share successes and failures Practice desired skills Give and receive critical feedback	Share specific stories related to mentee's situation Ask questions rather than give directions or solutions Give and receive critical feedback	Reflection Judgment Collaboration Communication Risk taking Tolerance for ambiguity Acceptance of critical feedback Empathy
Long-term status	Discuss, listen, and respond to issues about relationship Accept and nurture or discontinue relationship Initiate mentoring cycles as mentee/mentor/co-mentor	Discuss, listen, and respond to issues about relationship Accept and nurture or discontinue relationship Initiate mentoring cycles as mentee/mentor/co-mentor	Reflection, sensitivity, communication Appreciate the past Make transitions Adaptability Future orientation Proactive, motivated learning

and worked on building a trusting relationship. We would sometimes find ourselves coming back into this phase, having to recommit to norms of behavior, change them, or reconsider our values. The warmup activities provided opportunities to enhance organizational and human relations skills including sensitivity, communication, and listening. We also became better at planning for discussions and posing appropriate questions. We gained skills in creating a collaborative work environment, which later enabled us to become equal partners.

The working phase formed the core of our relationship and will continue as long as our co-mentoring relationship continues. This phase entails both of us grappling with important issues in a climate of trust and includes trying out new behaviors and receiving feedback on the results. It involves openly sharing ideas, developing and using listening skills, and enhancing our capacity to engage in reflective practice. These actions have helped us to become more reflective, make better judgments, and initiate and engage in collaborative activities, using our enhanced communication skills. We believe our relationship also encouraged us to take risks, tolerate ambiguity, and seek critical feedback to improve our personal and professional capabilities.

We found it valuable to consider the long-term status of our relationship as it evolved. It has been beneficial for us to be constantly prepared to consider dissolving, extending, expanding, and/or renewing it. We are engaged in such a process at this time. These discussions have expanded our sensitivity, reflective skills, and communication skills. Experiencing the transitions in our association and taking time to talk about them has helped us to bring closure when necessary; confront and comfort one another and others; deal with change and transitions; and appreciate the past, look to the future, and create new relationships.

Reflections on Our Journey

This article advances the idea that mentoring/co-mentoring relationships are important avenues for acquiring the professional and personal skills necessary for succeeding in collaborative workplaces. We have stressed the importance of being proactive in seeking these relationships throughout one's career. We have applied Kealy

and Mullen's (1996, 1999) concept of micro and macro views to describe the process as a means for others to reflect on and design their own relationships. Among the most important themes to emerge from our experience are:

1. Both emerging and established professionals can benefit from proactively engaging in mentoring/co-mentoring relationships.
2. Mentoring/co-mentoring relationships involve cyclical and overlapping phases or layers, and specific actions can be taken to foster the development and success of these relationships.
3. Mentoring/co-mentoring relationships that are open and trusting can enhance the development of personal and professional collaborative work skills.
4. Discussing the status of the mentoring/co-mentoring relationship on a consistent basis can be beneficial in maintaining, transforming, or dissolving the relationship as appropriate.

We end our story with a final reflection about the continuous pattern of our co-mentoring relationship. We hope our words will adequately transmit the impact of this experience upon us and inspire our readers to reach out to others who could benefit from and contribute to their own journeys toward wholeness.

Susan: The macro view of our mentor/co-mentor relationship has become continuous and repeated through my mentoring/co-mentoring with other people. Thus, for me the process has become a "gift" (Gehrke, 1998) passed from person to person without end. The skills I have learned and continue to acquire are applicable to my work and collaborative endeavors. The giving and receiving that occurred are two sides of the same coin.

Fran: I have come to realize that engaging in mentoring/co-mentoring is part of an ongoing growth process. The process helped me grow as a person and a professional. Perhaps more importantly, it helped me discover another person's soul and to reach within and discover my own.

Note

1. The block quotes in the article represent either journal entries or the coauthors' recollections.

References

- Allerman, E., Cochran, J., Doverspike J., & Newman, I. (1984). Enriching mentoring relationships. *The Personnel and Guidance Journal*, 62, 329-32.

- Angelini, D. (1995). Mentoring the career development of hospital staff nurses: Models and strategies. *Journal of Professional Nursing, 1*, 89-97.
- Bennis, W. (1993). *On becoming a leader*. Williamstown, MA: Addison Wesley.
- Bey, T.M., & Holmes, C.T. (1992). *Mentoring: Contemporary principles and issues*. Reston, VA: Association of Teacher Educators.
- Bona, M.J., Rinehart, J., & Volbrecht, R.M. (1995). Show me how to do like you: Co-mentoring as feminist pedagogy. *Feminist Teacher, 9*, 116-124.
- Bowen, D. (1986). The role of identification in mentoring female protégés. *Groups and Organizational Studies, 11*, 61-74.
- Crow, G., & Mathews, L.J. (1998). *Finding one's way: How mentoring can lead to dynamic leadership*. Thousand Oaks, CA: Corwin Press.
- Funk, F., & Kochan, F.K. (1999). Profiles in mentoring: Perspectives from female school and university voyagers. In C.A. Mullen & D.W. Lick (Eds.), *New directions in mentoring* (pp. 87-103). London: Falmer Press.
- Gehrke, N. (1998). Toward a definition of mentoring. *Theory Into Practice, 27*, 190-194.
- Gregorc, A.F. (1985). *Gregorc Style Delineator*. Columbia, CT: Gregorc Associates, Inc.
- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of Educational Research, 61*, 505-532
- Kealy, W.A., & Mullen, C.A. (1996). *Re-thinking mentoring relationships*. Paper presented at the annual meeting of the American Educational Research Association, New York. (Microfiche No. ED 394420)
- Kealy, W.A., & Mullen, C.A. (1999). From the next scale up: Using graphic arts as an opening to mentoring. In C.T.P. Diamond & C.A. Mullen (Eds.), *The postmodern educator: Arts-based inquiries and teacher development* (pp. 375-396). New York: Peter Lang. (Counterpoints Series)
- Kochan, F.K., & Kunkel, R. (1998). The learning coalition: Professional development schools in partnership. *Journal of Teacher Education, 49*, 325-333.
- Kochan, F.K., Reed, C., Twale, D., & Jones, G. (in press). Restructuring educational leadership preparation: From organization to community. In M. Richardson (Ed.), *Southern Regional Council on Educational Administration 1998 Yearbook*. Auburn, AL: Truman Pierce Institute.
- Kram, K.E. (1991). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scotts Foresman.
- Kraus, C., & Cordeiro, P. (1995, November). *Challenging tradition: Re-examining the preparation of educational leaders for the workplace*. Paper presented at the annual meeting of the University Council for Educational Administration, Salt Lake City.
- Merriam, S.B. (1983). Mentors and protégés: A critical review of the literature. *Adult Education Quarterly, 33*, 161-173.
- Merriam, S.B., & Thomas, T.K. (1986). The role in the career development of community college presidents. *Community/Junior College Quarterly of Research and Practice, 10*, 177-191.
- Milstein, M. (1993). *Changing the way we prepare educational leaders*. Newbury Park, CA: Corwin Press.
- Mullen, C.A. (1997). Breaking the circle of one through mentorship. In C.A. Mullen, M.D. Cox, C.K. Boettcher, & D.S. Adoue (Eds.), *Breaking the circle of one: Redefining mentorship in the lives and writings of educators* (pp. xv-xxv). New York: Peter Lang. (Counterpoints Series)
- Mullen, C., Cox, M.D., Boettcher, C.K., & Adoue, D.S. (Eds.). (1997). *Breaking the circle of one: Redefining mentorship in the lives and writings of educators*. New York: Peter Lang. (Counterpoints Series)
- Mullen, C.A., & Lick, D.W. (Eds.). (1999). *New directions in mentoring: Creating a culture of synergy*. London: Falmer Press.
- Murphy, J. (1993). Restructuring: In search of a movement. In J. Murphy & P. Hallinger (Eds.), *Restructuring schooling: Learning from ongoing efforts* (pp. 1-31). Newbury Park, CA: Corwin.
- Myers, I.B., & McCaulley, M.H. (1985). *Manual: A guide to the development and use of the Myers-Briggs Type Indicator*. Palo Alto, CA: Consulting Psychologists Press, Inc.
- Robinson, S., & Darling-Hammond, L. (1994). Change for collaboration and collaboration for change: Transforming teaching through school-university partnerships. In L. Darling-Hammond (Ed.), *Professional development schools* (pp. 203-220). New York: Teachers College Press.
- Senge, P. (1990). *The fifth discipline*. New York: Currency, Doubleday.
- Sergiovanni, T. (1994). *Building community schools*. San Francisco: Jossey-Bass.
- Shedd, J.B., & Bacharach, S.B. (1991). *Tangled hierarchies: Teachers as professionals and the management of schools*. San Francisco: Jossey Bass.
- Short, P., & Rinehart, J. (1993). Reflection as a means of developing expertise. *Educational Administration Quarterly, 29*, 501-521.
- Sirotnik, K.A., & Kimball, K. (1996). Preparing educators for leadership: In praise of experience. *Journal of School Leadership, 6*, 180-201.
- Thomas, K.W., & Kilmann, R.H. (1991). *Thomas-Kilmann conflict mode instrument*. Tuxedo, NY: Xicom, Inc.
- Thomas, K.W., & Thomas, G.F. (1991). *Power base inventory*. Tuxedo, NY: Xicom, Inc.
- Trimble, S., & Kochan, F.K. (1996). *Mentoring as an academic journey toward wholeness*. Unpublished manuscript, Georgia Southern University.
- Twale, D.J., & Kochan, F.K. (in press). Restructuring an educational leadership program: The teacup adventure. *Journal of International Studies in Educational Administration*.