MENTORSHIP TRAINING PROGRAM DEVELOPMENT

by

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MENTORSHIP TRAINING

Preface

I. MENTORING: A GLOBAL VIEW

An Historical Overview

Mentors have been a part of humanity since time immemorial. The term "mentor" is derived from the Greek poet Homer's *The Odyssey.* The original Mentor, friend of Odysseus, is appointed to look after his estate and more importantly his son. Mentor becomes the son's guide, helping him on his journey into adulthood.

History abounds with famous mentor/mentee relationships: Socrates and Plato, Freud and Jung, Haydn and Beethoven. Literature, likewise, immortalizes mentors such as Merlin the Magician for King Arthur, the Skin Horse in *The Velveteen Rabbit,* and the wise spider Charlotte of *Charlotte's Web.* Historically younger media, such as movies and videotapes abound in mentors: Yoda of the *Star Wars* trilogy, Jiminy Cricket of Pinocchio, Sebastian the crab in *The Little Mermaid.* Humanity has embraced mentors from childhood to death. So it should come as no surprise that as formal education and the business world increasingly dominate the average person's life, mentors in these arenas are needed and sought.

The idea of mentorship is not new to the field of Sign Language interpretation, or to the acquisition of American Sign Language (ASL). It is common knowledge in our field that aspiring students of ASL with open minds and good attitudes are often taken under the wing by Deaf or hearing people in the field. A Deaf friend will see potential in the student, and take on the informal role of mentor: inviting him/her to Deaf parties *when appropriate*, advising the student on which instructors and classes to take, or what program to enroll in, and spreading the word to others in the community that this person is worth investing in.

The process does not end with ASL and Deaf community mentors. When a newcomer to the language and culture of the American Deaf community becomes functional in the language, s/he is encouraged to begin interpreting in "informal" situations. In the early days of our profession, and in many communities still, members of the Deaf community searched for situations which were appropriate but not critical for the interpreter-in-training. Common situations were Tupperware parties, home cosmetic demonstrations (e.g. Mary Kay and Jaffra cosmetic lines), and Discovery Toys exhibitions.

When communication broke down, as it invariably would with the beginning signer, there was time and an understanding among all involved to straighten out the communication. The interpreter-to-be left the situation with a taste for interpreting, an appreciation for how much is involved in the task and a positive feeling about his/her work.

As the interpreter continued building skills, Deaf mentors would mention his/her name to other community members for like opportunities, and thus continue guiding the interpreter on a path to professionalism.

In the scenario described above, the interpreter was clearly *mentored*. In fact, mentoring was often the only form of instruction for the first interpreters, as Interpreter Education Programs (IEPs) were not yet in existence, and formal coursework was limited to workshop and seminar-style formats if offered at all.

As the interpreter entered the professional realm an older, more experienced interpreter would notice his/her effort and promise, and provide ongoing guidance. The new mentor would encourage the neophyte interpreter to begin taking certain paid assignments, work to get the interpreter teamed with a good interpreter model, and encourage her to take workshops and classes which would provide the formal training needed. The interpreter mentor also kept an eye on the interpreter's mental and emotional state: "I misjudged a little with the speaker last week. She left feeling crushed. I better line up a job which will be easy and re-build that self-esteem." Or, "She's getting a little too cocky and is taking assignments out of her league now; she needs a reality check before she ends up doing some real damage."

Interpreters who grew up with ASL as one of their home languages (primarily, but not exclusively Children of Deaf Adults, or CODAs) had an advantage with mentors for the acquisition of ASL. Mentoring often happened informally, and as part of parenting or sibling coaching.

As the child grew more confident in both languages, informal interpreting situations were abundant, and certain children were given even more of these responsibilities. When formal interpreting education was offered, parents heard about it and encouraged their interpreter children to go. However, formal education often came too little or too late for this group.

These early interpreters were generally on their own for years before education became available, or until they were old enough to enroll. Yet someone was needed who could bring the interpreter into the adult world of the profession, which included adult expectations and business strategies. If these interpreters were lucky, they were spotted by a mentor and given the encouragement and guidance they needed.

Because mentoring in the early years of the profession was informal, the quality varied greatly. Some newcomers to Deafness were able to lock into the community and get consistent mentoring; many never did and entered the profession with a startling lack of knowledge about the language and the culture of the Deaf community they were trying to serve. Many of these interpreters remain in the field today: some have found the mentors and education they need; others remain too separated from the community to see the chasm.

The introduction and proliferation of formal education and IEPs in our field has provided the most significant boost to bringing newcomers to the field. These educational programs, ironically, often "replaced" mentoring in the interpreting and Deaf community's eyes, and left developing interpreters in the dark. The advancement of these programs left many–interpreters, educators, and community members–feeling a false sense of security. The sometimes overwhelming job of mentoring interpreters which the community members had been providing seemed to be relieved.

Our field took a breath, supported the programs, and waited for the certified professionals to walk out of certificate and degree programs, ready to handle any situation.

After more than a decade of waiting unsuccessfully for these results, the field began to re-examine its expectations. The programs were not long enough: certificate programs should be AA programs; AA programs should be BA programs; BA programs should be divided into language (BA programs) and Interpreting (MA) programs. The Conference of Interpreters was established, standards were proposed and (October of '94) adopted, curricula were studied, compared, and revised. We analyzed our task, broke it down into sub-tasks, developed interpreting models, learned how to diagnose interpreting breakdowns, and scoured the related fields of linguistics, foreign language interpretation, and intercultural communication for new information.

The result has been significant, to say the least. While we are often the first to highlight what work is left to be done in the area of interpreter education, a long-term view must acknowledge what has been accomplished. And what has emerged as a critical component of interpreter preparation, within interpreter education programs of all kinds, is the recognition and incorporation of mentoring. IEPs now regularly include mentorship components in the form of in-service, practicum, or formal mentoring.

We are now at the point in our field where mentoring is not only seen as beneficial, but as indispensable. Interpreters need mentors to begin their work; they need mentors to expand their areas of expertise; they need mentors to make their businesses succeed. And in the wisdom of the last two decades, we have learned that formal education and mentoring are two parts of a whole; that increasing one without providing the other can stunt our growth and ability to work effectively.

Corporate Mentoring Today

Over the last decade, the concept of mentoring has exploded in virtually every sector of society. Large corporations provide mentorship programs to refine new management, facilitate corporate takeovers, build bridges between supervisors of one ethnic group and employees of another.

On the international scene of corporate ventures, where a company may transplant itself into a new nation with a different culture, mentoring is used to blend the corporate cultures of both parent and host country. It helps reduce turnover and increase job satisfaction (Swartz, in press) and productivity of all parties. In *The Mentor Connection: Strategic Alliances in Corporate Life,* Michael Zey discusses several aspects of business aided by mentorships.

With the introduction of formal mentorship programs, corporations and academic institutions alike are finding some common threads. Mentees who have had successful mentoring relationships tend to look for them at later stages in their career. Some mentees have had several mentors, or sequential mentorships (Zey 54-56). Cross-functional or inter-functional mentoring (a mentor from one facet of a career/organization mentoring a protégé in another area) appears beneficial, and, according to Zey (62-63), produces some of the most influential mentors.

Mentorship is a form of professional development which has recently been rediscovered in the business world. Mentors are often sought in the corporate world to provide the guidance and infrastructural support budding professional needs to get necessary promotions. Mentors provide protection, psychological support, and visibility.

Research consistently shows mentors benefit from the relationship as well. Corporate administrators often seek younger colleagues of potential to mentor, hoping to build strong leadership for a company they soon may be leaving in retirement. These veterans enjoy sharing the experiences, views, values, and wisdom they have acquired. Successful protégés also enhance a mentor's career, building an empire of loyalty, exposing him/her to new ideas and knowledge, and increasing one's reputation among colleagues (Zey, chapter 4).

Mentoring in Education

In the field of education, mentoring is used for a variety of purposes: to help "older" students re-enter college, to provide extra support to groups often left out of mainstream education, to provide supervision to learning environments which extend outside a classroom or campus. In these situations, mentors are often found among the faculty, in informal and invisible guises.

Mentoring is also relied on for the preparation of faculty and administrators in the educational arena. Muse, Wasden, and Thomas espouse formal mentorship for the preparation of elementary and secondary school principals, and developed a model program which utilizes mentor principals from the public schools with teachers in training for administrative positions. (For a more in-depth look at this successful program, please see *The Mentor Principal.*)

Formal mentoring is found among many adult educational formats, especially involving students beyond the traditional college years of the late teens and early twenties. Laurent Daloz, in *Effective Teaching and Mentoring*, likens a student's educational progress to a journey, one which necessitates a guide at major junctures. A mentor in a college program for several years, Daloz draws upon years of experience to understand students. She has studied adult students as they organize and assimilate new information into their lives, develop new values, and re-evaluate old ones. Her insights are fascinating and

applicable to anyone mentoring adults, and will be discussed later in this handbook (Section III).

Mentoring in the Field of Sign Language Interpretation

There are many commonalties among educators and interpreters that appear in mentorship programs. Like interpreters, most educators work in isolation from their peers. Sometimes interpreters and educators develop a sense of turf, either in physical settings or domains of expertise.

Isolation can lead to self-doubt among interpreters as well as educators. Interpreters notoriously dislike working in front of other interpreters. Foreign language interpreting colleagues relate similar stories. Fear that our colleagues may not approve of our choices in an interpretation, or our method of teaching, can drive some professionals to maintain isolation unnecessarily.

Stages of Professional and Personal Development

Research shows adults progress through similar stages during their journey through career and life. When building a mentorship program, it is important for program developers and coordinators to recognize the stages of all participating interpreters, mentors and mentees. Wasden, Muse, and Thomas discuss the stages of professional and personal development presented by Dalton, Thompson, and Price as they apply to educational administrators. These stages also apply to interpreters advancing through a career of interpretation, and are adapted to our field below.

Stage I of professional development, apprentice, describes an individual who has just entered the field, and is acquiring the skills and organizational knowledge necessary to have a satisfactory career and gain advancement. An apprentice is often at the initiation stage of personal development, seeking personal and business relationships to help establish him/herself and move past the dependence necessitated by this stage.

Most IEP graduates are in the apprentice stage of their career. Due to the limited educational opportunities in our field, these interpreters often step into the world of interpretation too soon with a partial background in the field, an insufficient understanding of the code of ethics, underdeveloped language skills, and non-existent

business expertise. These same interpreters bring with them an awe for what we do, and eagerness to learn everything they can to become competent, and a dream of being the interpreter whom others can count on to "deliver the message." Apprentice interpreters often volunteer as "go-fers" or aides at Deaf events, for the opportunity of more exposure to the community and in search of informal mentors.

Stages of Personal and Professional Development				
	Stage I	**Stage II**	**Stage III**	**Stage IV**
Stages of Career Development	apprentice	colleague	mentor	sage
Major Function/ Activity	learning; performing routine tasks; forming mentor relationship	contributing; working as team member; ending first mentor relationship	training; supervising; becoming mentor; reviewing accomplishments	creating network; building next generation
Stages of Adult Development	initiation	growth	reassessment	fulfillment
Major Concerns	forming a dream; finding occupational and personal identities	solidifying career; solidifying personal and family relationships	adjusting to future; giving to next generation; adjusting relationships	being satisfied with accomplishment
Psychological Stage	dependence	independence	generativity	interdependence
Adaptation taken from Muse, Wasden, and Thomas, 1988.				

Some mentors, especially beginning mentors, seem to thrive with mentees in Stage I. The mentees' dependence and loyalty is rewarding and a confidence-builder. However, if a

mentor's *need* to have dependent mentee interpreter surpasses his/her concern for the mentee, the mentorship can become unhealthy; the mentor may become threatened when the mentee begins to equal or surpass him/her in skill, or when the mentee evaluates a situation differently.

In informal situations, it is easy for a mentee interpreter to remove him/herself from the "mentor" at this point, and seek another. In formal mentorship programs, however, the coordinator must be alert to warning signals of an unhealthy mentor relationship. A solution might be to get a mentor for the mentor, to help him/her move on in both personal and professional growth. It is helpful to understand the stages of adult cognitive development (see Section III), to understand where the mentor and mentee may be cognitively.

As interpreters enter Stage II, "colleague," they become part of the community of interpreters. Their work is steady, though often limited in scope, they attend meetings, they have begun to integrate the code of ethics into their work. If they have been exposed to a comprehensive background in interpretation, i.e. including the bilingual/bicultural model of interpretation and have not been limited to a system(s) of transliteration or manual coding, the interpreters will begin to trust their intuition and make their own decisions about sign choices, cultural adjustments, and ethical applications. The "colleague" interpreters begin to view their original mentors as colleagues, realizing that no interpreter is perfect and that all interpreters have something to offer.

Interpreters in this stage often seek mentors to help them develop this independence. They need guidance to keep them on track, encouragement to take the more challenging jobs, and advice as they move on to more complex settings. It is often at this stage that interpreters realize their ASL development has plateaued, or their understanding of the interpreting process is limited. These interpreters will seek ASL mentors, or interpreter mentors to guide them into more processed interpretation.

In Stage II, the interpreter is often developing independence in his/her own personal life as well. For the young IEP graduate, this necessitates establishing a home of his/her own, building lasting relationships, becoming confident as an adult.

For the returning student, this can include building financial and/or psychological independence in a well-established home environment. Our field, predominantly women,

often attracts individuals returning to school and career after a hiatus to raise young children. Depending on the individual, this return may be a step toward establishing independence outside the home. Sometimes these interpreters choose the field anew, but often they are completing a dream. Many interpreters in this category were apprentice interpreters before they left, and seek mentors to upgrade their skills and enter the field as a full colleague.

Occasionally interpreters are in this stage professionally but have surpassed it personally. Examples of these are interpreters who have a well-established career in a related field and have decided to branch out, or interpreters who have developed a sense of independence while dedicating themselves to home and family and have decided to pursue a career. The maturity of these students is often a joy for mentor interpreters, who report they can accomplish a great deal because personal issues are not interfering with task-oriented issues.

Stage III, mentor, defines the point professionally and personally at which an interpreter is ready to mentor. The interpreter has developed independence, is often a trainer or supervisor, and is ready to share with others. "Giving back to the field" is a common phrase heard among interpreters in this stage. Mentor interpreters have years of experience in the field, ten years seeming to be a minimum, fifteen to twenty years being the standard.

Mentor interpreters are secure and confident, have a long-term view of the field, and are comfortable with mentees at Stage I, Stage II, or Stage III (collegial mentoring). These interpreters have been informally mentoring for years now, though the relationships may have been shorter, less intense, and not part of any program. Mentor interpreters are often mentoring in other areas of their life as well, as experienced faculty training new interpreter educators, as consultants in side vocations or avocations, as parents and grandparents imparting wisdom to children or grandchildren.

Stage IV, "sage," is the final stage proposed for career development. Sages are those rare interpreters, found among certain communities, who have been at the task since before some of us were born. Sage interpreters were there in the beginnings of the RID, have watched the field change and grow, and are revered for their constant dedication to the field and to the newer generation of interpreters now guiding it. And while sages have

mentored numerous interpreters in their lifetime, interpreters as a group now look to them more for wisdom and guidance than for mentoring.

I am reminded clearly at this point of a sage in my community. This interpreter was instrumental in the beginning stages of RID, worked to develop and implement the first legal training and certification, and has personally recruited, trained, supervised, mentored, and encouraged hundreds of interpreters. But when asked to join our program, she laughed and stated for the one hundredth time that she was retiring (we are still waiting to see her fully retire), and that she had "done her time." I then saw her at the next RID convention, arguing a point at a business meeting with the same passion and clarity of vision that has characterized her career. This interpreter is a sage.

Generally, sages are informal consultants to program coordinators, or formally sit on the program's advisory board; occasionally they mentor. Sages are welcomed and appreciated in whatever capacity they feel appropriate.

Stages of Personal and Professional Development

Stage I: Apprentice

Activities: learning, performing routine tasks, forming mentor relationship.

Adult Development: initiation stage.

Focus: forming a dream; finding occupational and personal identities.

Psychological Stage: dependent.

Stage II: Colleague

Activities: contributing; working as a team member, ending first mentor relationship.

Adult Development: growth

Focus: solidifying career; solidifying personal and family relationships.

Psychological Stage: independence.

Stage III: Mentor

Activities: training, supervising; becoming mentor; reviewing accomplishments.

Adult Development: reassessment.

Focus: adjusting to future; giving to next generation; adjusting relationships.

Psychological Stage: generativity.

Stage IV: Sage

Activities: creating network; building next generation.

Adult Development: fulfillment.

Focus: being satisfied with accomplishment.

Psychological Stage: interdependence.

Adaptation taken from Muse, Wasden, and Thomas, 1988.

II. LAYING THE FOUNDATION

Five basic steps necessary to establish a program became so predictable that they are included here.

Establishing a Mentorship Program: Five Basic Steps
1. Approach and Consensus
2. Identification of Community and Needs
3. Design of Program Structure
4. Mentor Recruitment and Preparation
5. Program Implementation

Approach and Consensus

Approach the community about the community's need for interpreting services. It is helpful if the community at large (Deaf and interpreting) can hold a forum to begin the process. A committee representing a range of interests in both communities could also provide the impetus.

The first step is to discuss the need for *qualified* interpreters. How much of need exists? How many interpreting assignments are left unfilled, given to under-qualified interpreters, or not requested due to a lack of interpreters? The community must come to a consensus that its pool of interpreters is unable to meet the current demand for services.

Next, the community must recognize that this is a complex problem, requiring a creative and multi-faceted response. Often it is easy for a community to blame a local IEP for not providing proper education, a local college district for the lack of an IEP, or extraneous factors such as working conditions.

Because the problem is so complex, a forum or committee which focuses on assigning blame will be ineffective. The focus must remain on what needs can be met through the cooperative partnership found in mentoring. Interpreters and Deaf community members

must realize that even the best IEP cannot prepare interpreters alone; a joint effort is mandatory.

Identification of Community and Needs

1. Identify the political/geographical community you will serve. Communities have their own cohesiveness and tend to identify with a major urban area. For example, some communities in South Carolina are: Charleston; Columbia; Florence; Greenville; Hilton Head Island; Myrtle Beach; Spartanburg; and Turbeville.

2. With various community members, define interpreting needs in the community and see which needs mentorship can address.

3. Identify key persons in your community, both hearing and Deaf, and approach them about the mentorship idea. Set up an ad hoc committee to review the idea and provide ongoing support. This committee may meet regularly, or it may only need to meet once or twice a year.

Design of Program Structure

Design the basic structure for your program. Points to discuss are:

1. Mission Statement/Statement of Purpose
2. Mentor/mentee criteria
3. Mentoring hours
4. Mentorship length
5. Program coordination
6. Mentor/mentee incentives
7. Funding
8. Participant feedback

1.   **Mission Statement/Statement of Purpose**

A good mission statement and/or statement of purpose will guide the program design and its future revisions. Without a mission statement for to guide them, organizers, participants, coordinators, and future steering committee members can easily lose sight of

the mission, causing disjointed leadership and hampering the effectiveness of the program.

To arrive at a clearly defined mission, it is helpful to designate a steering committee (very likely the original advisory committee), and seek a leader with experience in group decision making.

Sample mission statements, and other items, can be found in Chapter V of this handbook.

2.   Mentor/Mentee Criteria

Mentor Criteria.

Define the qualities you want in a mentor. For example, an interpreting mentor must be competent and ethical, actively involved in the field, seasoned, supportive, and secure in him/herself. A Deaf community mentor must likewise be supportive, comfortable working with hearing people, positive about the field, and secure in his/her knowledge of ASL and Deaf culture.

While most communities will define mentor qualities similarly, some communities will include qualities needed to function well in a particular environment. For example, in a politically active community, a sought-after quality of mentors may be respect for political diversity; in an ethnically varied community, sensitivity to and experience with various ethnic groups may be a desired quality. As the "ideal mentor" begins to take shape, so do the mentor criteria and the potential mentor pool.

One note of caution: Do not define the ideal mentor so specifically that no one can qualify. It is tempting to demand near perfection from future mentors, only to find no interpreters or Deaf individuals willing to participate. As in teaching or parenting, the only way to become proficient at mentoring is to learn about the art while practicing it. Set your goals, but recognize that mentors are learners in this project, too.

Criteria for interpreter mentors will emerge from the qualities which define an ideal mentor. Here are some examples of how communities translated mentor qualities into criteria.

Quality	Corresponding Criteria
1. "competent"	a. RID certified: CSC or CI
	b. RID certified: IC/TC, CSC, CI or CT

c. RID certified (any), *or* IQAS: levels IV and V

d. RID certified or NAD: levels IV and V

2. "experienced"   a. minimum of 3 years experience

b. minimum of 5 years paid experience

3. "actively involved"   a. currently employed as an interpreter

b. hands-on interpreting at least 15 hours/week

c. hands-on interpreting at least 5 hours/week

d. attends local events/keeps current with profession

Certification expectations clearly vary from community to community, depending on the history of evaluations in each community and the community's pool of qualified interpreters. In some communities where RID certification has not been required or implemented, the community may opt to set certification criteria as RID *or* the highest level of the currently used certification system.

In some communities there may be no interpreters of mentor caliber, so the community may opt to bring in a mentor or go outside its community to seek quality mentorship. A viable option in many circumstances is to use mentor pool consisting primarily of Deaf people as interpreters work to upgrade their skills.

The Deaf community is another major resource for mentors. Some Deaf individuals may be experienced ASL educators; others are grass-roots members who have a touch for making "hearies" feel welcome and guiding them to appropriate behavior and signing. Translating qualities into objective criteria may be harder for this group, as there are fewer applicable certifications or evaluations (e.g. RID and SIGN certification are rare among many communities). However, here are some examples of how qualities translated into criteria for Deaf mentors.

Quality	**Corresponding Criteria**
"experience with ASL and Deaf culture"	a. minimum of 3 years as ASL instructor/aid
	b. trained ASL Proficiency Interview rater
	c. RID certified RSC, CDI
	d. SIGN certification

	e. personal recommendation from Deaf mentor with above qualifications
"comfort with hearies"	a. experience as teacher/aid in IEP b. recommendations from hearing co-workers (e.g. in schools)

Mentee Criteria.

The criteria for mentees are similarly determined. One community initially limited its program to interpreters working toward RID certification with at least three years of experience in the field. As the program expanded, however, this community began accepting interpreters just entering the field from IEPs. Other communities focused on recent graduates at the outset, and later expanded to include practitioners who had reached a plateau in their skills development.

Depending on the resources available to each community, the "ideal mentee" and corresponding criteria will vary. As mentorship becomes a stronger part of each community, the doors open to more and more interpreters seeking mentorship.

3.   Mentoring Hours

Define the number of hours a mentorship will include. I believe that twenty hours is a good number, as it divides well into semester hours and the school year. It is enough to accomplish goals, but not too long. You may want to set up less intensive mentorships with ten hours for inexperienced mentors.

It is also important to define what is meant by mentoring hours. Does this include time when the mentor and mentee are team interpreting, and the mentor is giving feedback? Does this include only the additional time spent between, before and after interpreting assignments in which the mentor provides feedback? It may include times when mentor and mentee meet with no relationship to an assignment.

If credit for CEUs, in-service time, or subsidies is part of the mentorship package, it is important to clearly define who receives the sponsorship and how the time should be recorded. For example, if an outside source is subsidizing, it may be necessary to ensure

all mentoring hours are used *outside of paid assignment time,* to prevent the practice or appearance of "double-dipping."

4. Mentorship Length

How long will a mentorship run? Generally speaking, four weeks is the minimum. If the mentor and mentee are not working together, three months seems to be the minimum. Interpreters' schedules are notoriously helter-skelter, and two interpreters often have difficulty arranging time together. Set a deadline for completion of the mentorship, so meeting times are kept and momentum holds.

5. Program Coordination

You will need a qualified supervisor to help match mentors and mentees appropriately, to provide ongoing recruitment, and to help mentorships reach their full potential. Three points are vital in selecting a supervisor:
   * The supervisor must have the respect of both Deaf and hearing communities;
   * The supervisor must be both knowledgeable and skilled in the field of interpreting;
   * The supervisor must be positive, supportive, and have "people skills";
   * The supervisor must be accessible.

The first two points are self evident. A supervisor will have difficulty understanding the needs, recruiting participants, and accessing the community's resources if s/he does not understand the field. In a field where personal communication is still the backbone of the networking system, a supervisor must have a solid standing in both communities to bring them together in a formal mentorship program.

It is vital that the supervisor be positive and supportive. Both mentors and mentees enter mentorship programs with reservations: the mentors worry that they cannot adequately mentor; the mentees wonder if they will be viewed unfavorably by mentors or an agency once they let their guard down. The supervisor must believe in the power of learning guided by mentors and the hidden talents possessed by long-standing interpreters.

It is important to note here that the "hidden talents" are often truly hidden. Mentors need some training in providing feedback, describing what they are seeing or not seeing, and

finding the "teachable moments." You will find a wide range of backgrounds among mentor interpreters. In many communities, you will want to review developments in the field and provide updated training to long-standing practitioners. Section III, "The Making of a Mentor" in this handbook provides a theoretical and practical base to preparing mentors for their task.

An additional benefit to mentor training has been the spirit of community that forms among mentor interpreters as a result. Interpreters are used to working in isolation, and some tension often develops between interpreters of various backgrounds: the "old-timers," the "bilingual/bicultural" interpreters, the hearing Children of Deaf Adults (CODAs) and non-CODAs, the educational interpreters, the community interpreters, and so forth. It is vital that the supervisor find a mentor trainer who values the diversity of experiential backgrounds while holding to current developments and values in our field. It is not necessary that the supervisor provide the training.

Finally, the supervisor must be accessible. Often the most sought after interpreters in a community are initially approached to supervise a program. Unfortunately, these interpreters often have such heavy schedules that they are almost unreachable. A supervisor must have times that he or she can be reached (generally by phone), or have the ability to respond to mentors, mentees, and inquirers *promptly.*

Some individuals dislike using the phone, and procrastinate phone work. These individuals will have difficulty coordinating a mentorship program. While some "in-house" programs, such as those coordinated through a single school campus or an interpreting agency, may be supervised via direct contact, few, if any community mentorship programs can be coordinated in a face to face fashion.

The supervisor must also be accessible in an emotional sense. Mentors need a coordinator who provides an environment of safety, who listens to concerns without judgment, who provides insights in a spirit of collegiality, and who has knowledge of resources. Mentee interpreters likewise need a supervisor they can contact if their mentorship needs help.

6.   Mentee/Mentor Incentives

Mentee Incentives.

It is helpful if places of employment provide incentives for the mentees. Many incentives, outlined below, are already in place.

Incentives for Mentees

* Certification Education Units (CEUs);
* Pay increases commensurate with skill upgrades;
* Increased job opportunities;
* Increased job satisfaction;
* In-service and "down" time reserved for mentorship.

Mentor Incentives.

What is the incentive for mentors to participate? Most mentors have been informally mentoring for several years. A formal program provides them with additional benefits, outlined below.

Incentives for Mentors
* Collegial support and recognition;
* Personal and professional growth;
* Continuing Education Units (CEUs);
* Access to resources;
* Funding;
* Opportunity to take a proactive stance in the struggle for qualified interpreters.

7. Funding

Funds *do* play a critical role in the success of a mentorship program.

Interpreters and Deaf community members are generally not wealthy people. In addition to countless "non-billable hours," the average interpreter invests a fair amount of wages earned in ongoing training, the purchase of books and videotapes, and services donated or provided at reduced rates. These economic burdens in our field often make it hard to reserve those few hours a week for mentoring and to resist the urge not to cancel a mentoring appointment if a paying job comes through.

Likewise, Deaf community leaders are often overburdened. The same individuals are called upon to teach ASL classes, instruct interpreting courses, sit on numerous committees, attend a myriad of events, and make time for that one-on-one networking and support which is the heartbeat of the American Deaf community.

Stipends can help relieve the burden so interpreters and Deaf community members can afford to participate in formal mentorship programs. Stipends can also provide validation

to Deaf "grass-roots" community members that their native/native-like knowledge of ASL and Deaf culture is highly valued in the interpreting community, and can serve as an impetus for Deaf community members to seek formal education in these areas.

Some common funding sources are:
* Local school districts/mainstream programs;
* Service organizations, such as Lions/Kiwanis clubs;
* State telephone relay services;
* Local grants and "seed monies."

Increasingly, employers of interpreters, such as schools, colleges, and agencies are designating down time or in-service time for mentoring. When speakers are brought in for faculty in-service days, interpreters are requesting mentors be brought in for small group mentorships. Institutions and agencies with active in-house mentorship programs can pair up mentee interpreters with their mentors for some assignments. For example, staff interpreters can be provided a certain number of hours each week to mentor the hourly (contract) interpreters. This benefits all concerned: the mentor and mentee have the opportunity to work together; the mentor can help monitor the skill development and level of competence of the mentee for future assignments; the agency raises the overall quality of its interpreter pool. As mentoring becomes more accepted and widespread, both mentors and mentees are finding part or all of this time paid for via salaried time.

Bartered incentives also have a place. Interpreters can offer donated services for mentoring time with a Deaf mentor. Mentee interpreters can offer other talents for time from a mentor interpreter. Bartered services exchanged for mentoring time have included editing, computer coaching/instruction, piloting of new materials, and seamstress work.

8.   Participant Feedback

Be sure to include at the outset a system for gathering feedback from both mentors and mentees at the conclusion of the mentorship. Feedback can be gathered in a variety of ways: via interviews (formal or informal), written evaluations, phone interviews. Some of the most helpful areas of feedback are:
* Were the mentee's expectations fulfilled?
* Were the mentor's expectations fulfilled?

* What support helped the mentor, and what additional support would be appreciated?
* What parts of the mentor training were most helpful?
* Was the coordinator supportive? Accessible?

The coordinator should review the information regularly and incorporate suggestions into the program. Mentors and mentees need to know their feedback is necessary to the development of the program. A simple newsletter or updates at local interpreter meetings and Deaf clubs is usually sufficient.

Mentor Recruitment and Preparation

Mentors need orientation, education, and a support system to serve at their highest level. An overview of our experience in recruiting and developing mentor education is included here. However, mentor preparation is so vital to the success of a program that an entire section of this handbook was written specifically for mentor educators (those who prepare mentors). For an in-depth view of how to prepare mentors, see Section III, The Making of a Mentor in this handbook.

Mentors come from as many different backgrounds as do the interpreters they guide. At the outset of a program, the developers seek mentors from the pool of interpreters who have a reputation for quality work in their community–a valid starting point. Any mentor interpreter must be a competent and ethical interpreter.

However, mentoring involves more than interpretation skills. It involves effective communication, feedback, and knowledge of current trends in the field. Successful interpreter practitioners may or may not have knowledge of current practices in the field or of educational trends. Most long-time interpreter practitioners lack some current education, and need an update to effectively mentor the newer generation.

It is important to recruit as mentors interpreters who are qualified but may have low profiles, work part-time, or have less experience than the long-standing interpreters. These interpreters often make excellent mentors. Their schedules are more accessible to mentee interpreters, their personal growth in the process is often great, making them very dedicated to mentoring, and they often feel a strong bond with the mentee, having experienced some of the mentee's challenges just recently. In addition, the mentor and

mentee in these cases may have skill levels closer to one another, providing more opportunities to work together and decreasing the chance for the mentee interpreter to feel overwhelmed by the mentor's interpreting skills.

To provide a standardized, quality program, the mentor educator must touch base with all mentor interpreters and be sure they are current with developments in the field, use standard terminology, and have a theoretical background comparable to graduating IEP students.

The mentor pools in some communities may require nothing more than an overview to assure a standard background. Mentor pools in other communities may require preparation in this area ranging from a weekend session to a few days of catch-up training.

Interestingly enough, dynamic potential mentors often shy away from mentoring programs because they are not familiar with the terminology being used by recent IEP graduates, and assume they do not have enough knowledge to mentor "the new generation" of interpreters. The contrary is most often true: mentors have the knowledge but lack the terminology to discuss their work in a standardized way. Mentor training can give mentors this edge without talking down to them, or making them learn at a painfully slow pace in an IEP with beginners who are still acquiring the language.

A classic example of this terminology gap occurs when ASL grammatical features are discussed. In one community, long-time veterans initially refused to participate in the program because they did not know the "new stuff." On closer examination, the coordinator found they did indeed know the "new stuff," but lacked the terms (e.g. SASSes, non-manuals, classifiers) to communicate this knowledge. One day of instruction on terminology brought old-timers together with the younger set, and provided a strong pool of mentors for the community.

Regardless of how new the updated information may be to the aspiring mentor, his/her assimilation of it should be rapid and thorough compared to an IEP student receiving the same information. Mentor-caliber interpreter practitioners will have years of experience assimilated in their own format, and reorganizing it according to modern theories and terminology is a relatively simple matter. If a mentor is having great difficulty processing

this information, the coordinator may want to review his/her qualifications, *regardless of certification status or reputation in the community.*

Mentor preparation helps program supervisors and mentor interpreters assess an interpreter's work according to the latest standard in a non-threatening manner. Occasionally a mentor candidate realizes during the training that he or she is not on a par with the other mentors-in-training, and is temporarily removed from the mentor pool. The most common means of working with this situation is to allow the mentor candidate to enter the program as a mentee until his or her skills improve sufficiently.

Program Implementation

The first four steps generally happen over a period of six to eighteen months. After these steps have been completed, it is time to implement the program.

There is almost universal hesitancy at starting a formal mentorship program. What if the mentee interpreters are disappointed? What if mentorships are not satisfactory? What if the mentorship length determined by the community is too long or too short? Have we made our criteria too strict?

Establishing and building a formal mentorship program is very similar to growing a tree. First the ground must be chosen, then tilled, prepared, and sometimes enriched. Next, a small sapling is planted, and watched over carefully. If the wind blows away the soil, the caretaker brings more; if water is lacking, the caretaker irrigates. With time the roots will take hold, and the tree will become strong. With continued nurturing, the tree will bear fruit. And as the tree grows strong and drops ripe fruit, it provides new seeds and protects them as they grow.

It may be easy for us to choose and till the soil, but it takes a step of faith to plant the sapling. However, a sapling that is never planted cannot bear fruit, and will eventually wither and die. Your job now is to plant the tree.

Exercises

1. *You would like to establish a mentorship program in your community, but the concept is new. How could you help lay a solid foundation for community support? What are some possible roadblocks to a successful mentorship program?*

Points for discussion leader:

    a. What is the Deaf community's perception of interpreting services? (Generally, lack of qualified interpreters.)

    b. How can you involve the Deaf community as partners in mentoring from the beginning? (Deaf consumers on consultant team; Deaf mentors; Deaf liaisons to the community, etc.)

    c. Discuss with Deaf community members the parameters of shadowing. What do they consider an infringement on confidentiality? (Remember, interpreters often respond differently than Deaf consumers on this issue.)

    d. What incentive do interpreters in the community need to mentor? (Commitment from mentees, stipends, collegial mentoring, ASL mentoring bartered for personal interpreting services, CEUs, etc.)

2. *You have been appointed chairperson for your local RID chapter's future mentorship program. The committee has defined program goals, criteria for mentor and mentee, and length of time for the mentorship. Now, however, progress has ceased for over nine months as the committee seeks input on how to structure the program in a way to ensure successful completion of goals. What can you do to regain momentum on this project?*

Points for discussion leader:

    a. Don't get bogged down in a quest for perfection. A mentorship program can never be refined if it is not piloted.

    b. Does the planning committee represent the diversity of the interpreter and Deaf communities in your area? If so, there is no reason for community-wide surveys with each step. If not, revise your committee and get rolling again.

    c. Design a structure that is flexible enough to accommodate changes in the first couple of years. No one will know how the mentoring program needs to adjust until it is tried out in the community.

3. *You have been appointed to coordinate the mentorship program in your urban area. Although the community has received the idea of formal mentorship with great enthusiasm and many interpreters have asked to be mentored; only a handful of interpreters have agreed to serve as mentors. You are afraid to open the program without a sufficient pool of mentors to serve the requests. What should you do?*

Points for discussion leader:

    a. Do not expect the program to start out big. Formal mentorship is still new. Take advantage of small numbers of mentors to train and supervise as you get used to coordinating the program.

    b. Interpreters are often wary of formal mentorship and wait to observe before coming forward. Use any extra time you have because of the small numbers to give additional support to the first mentorships. Success of the program will spread word of mouth.

    c. Discuss the number of mentorships you hope to have in process at any one time. For example, if twenty mentees are involved and ten mentors, the program may have only seven mentorships in progress at any one time. *Remember, the goal of mentorships is quality, not quantity.*

    d. How much time will you need to coordinate your program? (One hour per week per urban area seems to be sufficient.)

III. THE MAKING OF A MENTOR: Mentor Preparation and Support

Mentor Training Sessions

Mentors need preparation to begin their task and ongoing support once they have commenced a mentorship. You should offer initial mentor preparation sessions to all incoming mentors. These sessions should last from six to twelve hours, and can be accomplished in a Friday evening - Saturday day format. You may wish to hold other training sessions held via evening sessions, a weekend retreat, two day workshops, and individual meetings.

Several areas of the training are seen as paramount to the effective preparation of mentors: understanding adult cognitive development, principles of adult education, successful communication, and intercultural awareness (Deaf/hearing, mainstream America/ethnic minorities). This section of the handbook is dedicated to an in-depth look at the above four areas, including theoretical backgrounds, teaching strategies, and ready-made overheads. The goal of this section is to provide those who prepare mentors with an adequate background in these areas and with materials to help prepare mentors.

Adult Cognitive Stages of Development

Jean Piaget enlightened the world with his research on the stages of childhood cognitive development. These stages explain why some children can synthesize the world using certain cognitive skills, while others cannot or do not. The father of stage theorists, Piaget suggested a progression through these stages, showing that one developmental stage must be attained before one can move on to the next stage.

With a new focus on returning adult students, career transitions, and vocational re-training, emphasis is being placed on understanding the developmental stages of adults, and how they apply to adult education. The mentor who understands these stages can more readily identify the stage of development a mentee interpreter may be in, enabling a more effective mentorship.

The more any mentor learns about adult development the more capable s/he becomes at mentoring. Laurent A. Daloz, who has worked extensively with returning college students, suggests three books embodying theories of adult development.

1. *The Seasons of a Man's Life,* by Daniel Levinson;
2. *The Evolving Self,* by Robert Kegan;
3. *Forms of Intellectual and Ethical Development in the College Years: A Scheme,* by William G. Perry.

Perry's book, *Forms of Intellectual and Ethical Development. . . A Scheme* was based on his interviews with students at Harvard over a fourteen year period. During these interviews, he studied the way students assimilated the diversity of information and experiences brought to them during their college years. His work culminated in a nine-position continuum, beginning with the simplistic, black and white thinking of some adults, and ending with a more complex and relativistic way of thinking. While his data was gathered from college-aged students at Harvard, an admittedly narrow spectrum of adults, the continuum applies to adult learners of any age.

Perry's Main Line of Development

                                                         9. Commitment: forms identity.

                                              8. Commitment: perceives responsibilities.

                                         7. Commitment: orients world accordingly.

Transition

                                    6. Contextual Relativism: the world is relativistic.

                              5. Multiplicity/Relativism: all is contextual; right/wrong is rare.

                        4. Multiplicity Prelegitimate: diversity is legitimate; Authority is still right.

Transition

                  3. Multiplicity: accepts diversity temporarily, until Authority finds "The Answer."

            2. Dualism / Multiplicity: perceives diversity of opinion, blamed on unqualified Authority.

1. Dualism: perceives world in terms of right vs. wrong.

The purpose of this, or any descriptive literature on the developmental stages of adults, is not to label (and thereby limit) adults to any one stage, but to recognize the stage as a part of the process of adult cognitive development. This will better enable the mentor to provide information in a manner accessible to the interpreter and become more apt at guiding him/her to the next stage of development.

Perry's stages of development can be divided into three groups: dualism, relativism (or multiplicity), and commitment. While development tends to move upwards, that is from a dualistic perception (Stage 1) to one based on commitment (Stage 9), it is never static and *can* move in either direction. Perry suggests that these stages are merely identifiable respites during one's progression across the continuum.

Dualism describes the organization of information into right or wrong, black and white. Adults in this stage of development view all knowledge and ethical behavior in terms of one standard: one either adheres to or deviates from it. As an adult progresses through this stage, s/he begins to accept the existence of other opinions, but does not accept them as accurate (Dualism/Multiplicity). "Unqualified" authorities sometimes espouse differences, but that doesn't make them right. At the end of this stage, the adult begins to view legitimate diversity of opinions with regards to the same information (multiplicity/relativism).

Interpreters in a dualistic stage want a one-to-one correspondence on many things: one "right way" to handle an ethics situation; a delineated sign-for-word/word-for-sign relationship; a theoretical model of interpreting reduced to a formula for plugging in the right pieces to get an interpretation. Interpreters in this stage either have difficulty accepting several target language choices for an interpretation, or accept them as viable options but acknowledge only one as correct. Interpreters at the end of this stage may accept a mentor's suggestions of several options but view them more as a readiness exercise than as a permanent facet of interpretation.

Dualistic thinking is pervasive in our field, especially among newcomers to ASL and the Deaf community. While past instructional practices of teaching word-Sign gloss equations reinforced a dualistic perspective, modern ASL instructional approaches with no dualistic base, such as the immersion method, often confound students, who want a "right" and "wrong" way to sign something. This way of thinking also appears in ethical situations, among interpreters wanting to know "the way" to handle a situation.

Interpreters in the dualistic stage pose special challenges to mentors. The process of interpretation or its application to the environment (ethics) cannot be explored fully through a dualistic perception. In addition, a mentor who offers too many options to the learner (and indeed, the task of interpretation can be approached in an infinite number of ways) may puzzle, confuse, or frustrate the mentee interpreter who is seeking an authority to provide *the* right answer.

The mentee interpreter needs to grow cognitively before tasks such as cultural unfolding and expansion are tackled. Mentors in this stage may suggest concrete elements as goals, such as vocabulary building, the study of grammatical structures, and cultural information. Such mentors will want to guide these interpreters into a multiplistic perspective of the world while working on goals attainable in this stage.

As the adult college student is exposed to a variety of opinions and views, s/he moves into the next stage: multiplicity/relativism.

In this stage, the authority is no longer the absolute. Individuals in this cognitive stage are beginning to deal with complex issues and acknowledge there may be more than one "right" answer, although all correct knowledge is still presented by the authority. Students in this stage will accept more than one right way to interpret something; they will accept more than one appropriate response in a given ethical situation.

As adults enter relativism/multiplicity, Stage 4, they will develop according to one of the following paths.

      4(a). Everyone has their own opinion, and all opinions hold equal value.

      4(b). Diversity of opinion is accepted because Authority *wants* us to have diverse opinions. (Eventually, discovery of diverse opinions to please Authority leads the individual to value diverse opinions on his/her own.)

It is important to note one of the changes taking place between dualistic and relativistic thinking is the locus of control. With the dualistic thinker, the world is evaluated according to another person's values, interests, beliefs, and experiences. With the relativistic thinker, the world is now evaluated through the individual's values, interests, beliefs, and experiences.

Interpreters at this stage who take the first path are often too accepting of options. These interpreters have decided ASL means whatever the consumer is satisfied with; there is no right or wrong ethical behavior, everyone is just supposed to use common sense and trust their own feelings; the differences between ASL and PSE are non-important and perhaps non-existent. Cultural domains are reduced to individual preferences, making the discussion and application of cultural adjustments in interpretation difficult if not impossible. Of the two paths of Stage 4, this one is less traveled.

Most adults travel the second route through Stage 4, where they seek a variety of options to please Authority, often a teacher or mentor. Perry states this is a prelude to accepting relativism on its own. A mentor needs to gently guide the interpreter through this stage.

As adults continue their progression, they enter Stage 5, where they begin to view the world as relative. Dualistic thinking becomes subordinate and appears only in special cases.

This is an exciting stage for interpreters, for it is now they can see the world through different eyes. Interpreters who have advanced into multiplistic thinking can "get into the skin" of persons from other cultures. For hearing interpreters, this means seeing the world through Deaf eyes. For Deaf interpreters, who have been both mentors and mentees in our program, it involves seeing the world through hearing eyes.

The precepts of the code of ethics start to make sense. A mentor can discuss the reasoning behind ethics, and how ethics apply similarly to a variety of situations but demand a variety of responses, all of which can be appropriate.

Finally, the adult moves into Stage 6, where s/he views the world with relativism and begins to develop a form of personal commitment. This commitment is not to any Authority, as in the beginning of this continuum, but is an outgrowth of orienting oneself to the world in a relativistic manner.

Carol Hodes, in her discussion of teaching styles related to Perry's cognitive scheme of development, identifies several traits of adults who are relativistic/multiplistic thinkers.

> Locus of control: individuals process information according to internal points of reference.
> Analysis: individuals can see cause and effect, and diversity.

Synthesis: individuals more readily integrate complex concepts.

Self processing: individuals are now able to analyze their own actions and thinking.

Openness to alternatives: individuals now accept other, even opposing viewpoints as valid.

Assumption of responsibility: individuals accept consequences for their actions.

Accept new roles: individuals take on new activities/tasks and work to master them.

Risk taking: individuals can enter the unknown without endangering the ego.

Mentors have already entered this stage. In fact, taking part in a formal mentorship program is often a manifestation of commitment, the move toward Stage 7. Mentee interpreters who come to a mentorship program at this stage are seasoned interpreters, often mentors themselves, who want to specialize, or who want to "own" ASL and Deaf culture / English and hearing culture more thoroughly. They are not only comfortable with multiplicity; they seek it and are committed to it.

Perry suggests most college students are in a multiplistic stage of development when they graduate. Our experience is that most interpreters seeking mentorship are also in this stage. They realize there are a variety of options, and seek to expand their options and organize this information in a manageable way.

The final three stages of progression posed by Perry are centered around commitment to a person, career, or a set of beliefs. In Stage 7, the adult affirms commitment. In Stage 8, s/he explores the implications of commitment and its responsibilities. Additional commitments may be accepted at this stage. Stage 9 is the culmination of commitment, where the individual's choice of commitment affirms his/her identity. Priorities have been established, the world reorganized to uphold commitments. Responsibilities surrounding commitment are accepted and incorporated into one's lifestyle.

Perry is the first to caution readers when applying his continuum to individuals. No one lives in a single stage at any time. Some individuals may be dualistic thinkers in some aspects of their lives, relativistic thinkers in others. Progression through one stage may take years, even decades; progression through two others may happen almost simultaneously. At times, an individual may even move back on the continuum. However, the progression is hierarchical. A relativist thinker, for example, may function

dualistically in some circumstances, but a dualistic thinker will not function relativistically until s/he has entered that stage.

The mentor who is aware of these stages and their progression can more effectively guide mentee interpreters to the next level. The mentor needs to recognize that time is involved to progress to the next developmental stage, and the amount of time may vary among interpreters. But now, during the journey of cognitive/personal/professional development, the mentor has a map.

Perry's Main Line of Development

1. Dualism: perceives world in terms of right vs. wrong.

2. Dualism / Multiplicity: perceives diversity of opinion, blamed on unqualified Authority.

3. Multiplicity: accepts diversity temporarily, until Authority finds "The Answer."

Transition

4. Multiplicity Prelegitimate: diversity is legitimate; Authority is still right.

5. Multiplicity/Relativism: all is contextual; right/wrong is rare.

6. Contextual Relativism: the world is relativistic.

Transition

7. Commitment: orients world accordingly.

8. Commitment: perceives responsibilities.

9. Commitment: forms identity.

Effective Adult Education

developed by Eileen McCaffrey

Sign language interpreters recognize the need to grow and learn as individuals and as a community. This quest for professionalism and competence is a lifelong one. Mentorship provides an opportunity for a partnership during this quest. This partnership is based upon values and common goals and leads us to a broader goal: the building of a community. "The building of a community encompasses a concern for the whole, integration and collaboration, openness and integrity and inclusiveness and self renewal." (Boyer 1992, p. 1).

With an understanding of how adults learn and grow, the task of preparing individuals to become competent mentors becomes clearer. Both mentors and mentees are in a state of constant change, of continued growth.

Mentors almost always request an orientation and training before committing to a formal mentorship program. Orientation to a program is a simple matter–provide materials and walk the participants through the system.

Teaching mentoring strategies and evaluating the mentors' ability to incorporate this new knowledge is a more complex task. In fact, the development and testing of mentor preparation materials has been one of the most challenging aspects of mentorship in the field of sign language interpretation. Mentors must have the ability to identify need areas in an interpreter's skill development, to know how to effectively communicate with an adult, and to have at hand a plethora of suggestions, both in activities and materials, to help effect the desired change.

This portion of the handbook was written for those educators who will prepare both deaf individuals and hearing interpreters to become mentors. It is assumed the educator will be a competent interpreter who has years of experience, knowledge of the field, familiarity with at least one model of interpretation from which to identify patterns, and experience as a mentor in either formal or informal situations. If the educator is Deaf training Deaf language/culture specialist mentors, he or she must have an understanding of the field of interpretation and familiarity with at least one model of interpretation; the educator's

background may be stronger in areas such as in consumer relations, expectations, cultural bridging or ASL enrichment than in interpretation.

Below is a ten-step planning model that the mentee and mentor can use as a guide and the communicative and interactive techniques which can facilitate this process.

A Ten Step Plan

Effecting Change

"*Changingness, a reliance on process rather than upon static knowledge, is the only thing that makes sense as a goal for education.*" *Carl R. Rogers*

Learning is change; it occurs by layers and not by lumps (Rabe 1994, videotape). It is often said that people are resistant to change, the very thing we need to do in order to learn. It is not that people resist change, it is rather that they resist being changed. Therefore in establishing an adult learning partnership, both the **teacher** (mentor) **and the learner** (mentee) **must be a part of the change. They need to be involved in a) identifying the need for change, b) in planning the change, c) in implementing the change and d) in monitoring the results and in redesigning the change** (Rabe 1994, videotape). This allows us to adjust to the changing needs of the learner, or mentee, and to the changing community we live in. The process requires incremental steps that will be unique for each individual.

A look at the unconscious and conscious ways in which we manage information and learn can help us to be prepared for and to embrace the process of learning as change. As John Seymour and Joseph O'Connor (1990) have written, "One way we learn is by consciously mastering small pieces of behaviors, and combining them into larger chunks, so they become habitual and unconscious. We form habits so we are free to notice other things." (p. 25) Our consciousness is limited to seven plus or minus two pieces of information (O'Connor 1990, p. 25). Our unconscious, by contrast, contains our world view, knowledge bank, scripts, linguistic and cultural information and all other information that we have acquired.

Four Stages of Learning

Seymour and O'Connor (1990, p. 27) have identified **The Four Stages of Learning** as:

      1. Unconscious incompetence
      2. Conscious incompetence

3. Conscious competence
4. Unconscious competence.

The following scenario exemplifies these four stages.

Janice steps into a canoe for the first time, feeling confident that she can paddle and guide the canoe, remaining safe inside and enjoying the surroundings and the ride.
As she unsuccessfully attempts to paddle and steer the canoe, splashing her surrounding friends until they are soaked to the bone, she becomes aware of her incompetence.

We need to arrive at this stage, **conscious incompetence,** to be aware that we need to learn. We then learn the set of skills necessary to successfully paddle a canoe: entering the canoe, paddling techniques, safety measures, working the waves and the winds, and disembarking. We are now **consciously competent.** After a period of time we achieve **our ultimate goal, unconscious competence.** Now we can enjoy the scenery and talk with others in the canoe while still paddling the canoe both comfortably and safely.

In most situations (even canoeing!) the knowledge is gained in a spiral manner. (We learn the basics of paddling and then learn some more advanced techniques as we become more experienced, adding to our previous knowledge bank.) Certainly this is true in working with language and culture.

Previously acquired knowledge and skills that are present and available in our unconscious may need to be revisited, refined, or relearned as we acquire more information and become more sensitive to the nuances of such information.

The goal of mentors is to recognize this tendency of learners to resist being changed and to be conscious of the stages of learning that we all experience. Mentors must include the mentee in the learning process, and allow them to own their own learning. They must guide them through this learning process, as a docent would guide a visitor through an art gallery, increasing the reserve of the unconscious and opening doors through the conscious.

A 10-Step Planning Guide
How do we establish and go through this process successfully? Peter Franz Renner (1989, p. 97) has a 10 Step Planning Model which can serve as a guide:

A Ten-Step Planning Guide

- Assess your own skills
- Assess the mentee's skills
- "Psych out" the system
- Determine learning objectives
- Select teaching and learning strategies
- Evaluate resources
- Select evaluation techniques
- Make a tentative lesson plan
- Do it!
- Evaluate as you go along

The model has been adapted to consider the unique role of the mentor/mentee relationship. It is your plan and you can change it. Do not try to use the model in a linear fashion. Start anywhere; try to cover all the points at some time.

Step 1: Assess your own skills. Mentors are the center of the plan and need to be comfortable with and aware of their strengths and weaknesses, personalities, attitudes, and values. In order to teach adults, there are three requirements: 1) a love for your subject
2) a desire to share it, and 3) a basic competence in the subject (Drives 1984, p. 17).

Step 2: Assess the mentee's skills. It is important to get a clear picture of the mentee's skills. This will be determined through discussion between the mentor and mentee, through a mentor's observation of the mentee's work (either live or on videotape), or from feedback by an outside source such as a diagnostic company. The mentor will want to learn about the mentee's abilities, interests, expectations and previous learning experiences. Also, what background and experiences does this interpreter have with ASL, English, cultural information and implications, and interpreting?

This is a time to establish a comfortable climate to work in–one that exudes trust, mutual support, respect, and warmth. It is in this climate that the learner can begin to feel comfortable with risk taking, become open to the opinions, ideas and contributions of others, and begin to see himself as a growing person with the potential to learn (Renner 1989, p. 90).

Step 3: "Psych out" the system. Deal with the necessary paperwork, details, and logistics that every organization will require. This will help in setting the objectives and in assuring the right course. Take care of this at the onset!

Step 4: Determine learning objectives. Work together to determine mentorship expectations: what will the interpreter be able to do, know and feel at the <u>completion</u> of the mentorship? Be specific with the words you use in the objectives. Communicate and determine the objectives together.

Malcolm Knowles (1978, p. 31), determined the "Foundation stones of modern adult learning theory":

• Adults are motivated to learn as they experience needs and interests that learning will satisfy.
• Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
• Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
• Adults have a deep need to be self-directed; therefore, the role of the teacher is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it (Knowles 1978, p. 31).

There are three major categories of objectives for learning: cognitive, psychomotor, and affective. Here are two lists of action verbs that can trigger possible objectives in describing the learner's behavior. These will help in articulating the goals to be focused on during the mentoring process.

According to Bloom's Taxonomy:
1.   *KNOWLEDGE:* define, arrange, recognize ,reproduce.
2.   *COMPREHENSION:* restate, tell, indicate, identify
3.   *APPLICATION:* operate, demonstrate, interpret, practice
4.   *ANALYSIS:* discriminate, compare, analyze, appraise
5.   *SYNTHESIS:* arrange, formulate, plan, prepare
6.   *EVALUATION:* argue, value, predict, judge
(Kemp, 1977, p. 31)

According to Learning Behavior:
1.   *CREATIVE BEHAVIOR:* paraphrase, regroup, restructure, generalize
2.   *LANGUAGE BEHAVIOR:* pronounce, spell, state, translate
3.   *SOCIAL BEHAVIOR:* discuss, invite, join, contribute
4.   *DISCRIMINATIVE BEHAVIOR:* evaluate, infer, compare, distinguish
(Renner, 1989, p. 99)

In summary, decide what the end product will be, choose an action word to describe the mentee's behavior in performing the result, and discuss and determine the objectives together.

Step 5: Select teaching and learning strategies. Teaching someone to swim by the lecture method will yield little real learning (Renner 1989, p. 11). Instead of the talking head method, the subject may require activity, practice, discussion, exploration, and questioning. The method chosen will depend on the skills of the mentor and mentee, the needs of the mentee at the given time and the skill objective to be focused on.

The following are some ideas for coaching and providing effective feedback for mentors working with mentees. This information was gathered from *ZAPP The Power of Enlightenment* (1992, p.):

Coaching Steps
1.   Explain the purpose and importance of what you are trying to teach.
2.   Explain the process (the steps) to be used.
3.   Show how it's done (model the behavior).
4.   Observe while the person practice the process.
5.   Provide immediate and specific feedback (coach again or reinforce success).
6.   Express confidence in the person's ability to be successful at the task.
7.   Agree on follow-up actions.
(Byham, p. 147)

Step 6: Evaluate resources. A variety of resources are available to you as a mentor: other mentors, Deaf people and hearing people with specific areas of expertise, videotapes, audiotapes, and written materials. Other resources such as public libraries, college libraries, personal libraries, bookstores, and video stores have a wealth of information. Be resourceful and creative. An inspirational text, audiotape or videotape may be helpful for a mentee working on self esteem issues. A handout on processing or use of lag time may help a mentee with the process of the chunking of information. A friend with knowledge of computers may help a mentee with specific technical vocabulary. Again, work with and encourage the mentee to develop and access resources.

If resources in your geographic area are sparse, work toward building them. Contact the local public library. Ask them to purchase sign language video-tapes and books. Donate some texts and tapes from your local RID chapter.

Step 7: Select evaluation techniques. How will you know that learning is taking place? A well-written objective provides the basis for such an assessment. The successful achievement of objectives may be assessed in written form, through a sample of the mentee's interpreting on videotape (which allows for further input and feedback), or from a teamed interpreting assignment (mentor and mentee) in which the mentor has an opportunity to observe the mentee, provide feedback and analysis and discuss the work in relation to the mentorship objectives.

Step 8: Make a tentative lesson plan. Determine a meeting schedule, develop a tentative plan to be covered during the allotted time, make adjustments as needed and be flexible to changing course when appropriate. Communicate!

Step 9: Do it! In *A Whack on the Side of the Head* Roger von Oech (pp. 171-181) encourages us to think differently. His suggestions:

JUST DO IT!

- **Be dissatisfied.** (If we are satisfied with our progress we will not see the need to improve!)
- **Map out your plans.** (Can you visualize yourself reaching your objective?)
- **Take a whack at it.** (Go for it! Do it!!)
- **Get rid of excuses.** (We can spend the time listening to excuses or we can focus on the goals and objectives we have established.)
- **Have something at stake.** (Will the mentee be taking the RID evaluation next week?)
- **Get support.** (Get support from family, friends, acquaintances...to help you achieve your goal.)
- **Sell, sell, sell!** (Have confidence as the mentor in what activities you provide, advice you give, knowledge you share, etc.)
- **Be courageous.** (Feel the fear and do it anyway.)
- **Give yourself a deadline.** (Focus, focus, focus.)
- **Fight for it, be persistent.** (Try it again and again. As one saying goes, "I have learned that I cannot pay someone else to practice for me.")

Step 10: Evaluate. Obtain information throughout the mentoring cycle that either supports what you are doing or provides the opportunity for change. Obtain this information at the beginning, throughout and at the conclusion of the program. The following are some examples:

Self Evaluation by Mentee: Following a mentoring session ask the mentee to write comments/observations/responses with statements beginning with any of the following phrases: I learned, I was surprised, I'm beginning to wonder, I rediscovered, and I feel (Rabe, 1994, videotape). The process of writing down these answers allows the mentee the kinesthetic process of summarizing the information learned in writing. During the mentoring period, have the mentee fill out a 3 x 5 card indicating what they learned during that session. And always talk with mentees about their progress.

Self Evaluation by Mentor: Throughout the process the mentor can assess sessions by considering the following questions:

ASSESSING EFFECTIVENESS

Before Mentoring**:**

1. What will I be looking for in the mentee as a result of_____?
2. What will the mentee be doing that will tell me how well they are_____?

After mentoring:

1. How do I really feel about what happened during the session?
2. What did I see happening that made me feel this way?
3. What was I thinking about when I decided to_____?
4. What might have been the link between the way I did _____ and the way the students   responded?
5. When I look at the way I PLANNED the class, then what I actually DID, and how it turned out, what is my conclusion?
6. To what extent did the mentee perform at the level that I had hoped/expected?
7. What did I see them doing that indicated their level of performance?
8. What might I do the same way–or differently–the next time I teach this content or this mentee.

(Stoner & Martin 1992, Handout p. 10)

Evaluation of the Mentoring Process: At the end of the mentoring cycle discuss the objectives established and the outcome of those objectives. Refer to the evaluation contained in the mentor packet to be completed at the end of the program. Ask questions such as: What do you consider to have been the most valuable experience? What aspect of the mentor sessions could have been strengthened?

The 10-step planning model provides us a guide to use and refer to throughout the process. It keeps us on track and provides us with a system of checks and balances at the beginning, throughout and at the end of the process.

Communicative and Interactive Strategies: As mentees increase their self-awareness of their skills and knowledge base throughout the mentoring process, mentors can guide them in acquiring the skills for self-development. This can occur by providing an environment in which mentees increase their level of confidence. Encouraging critical thinking, allowing for teachable moments and creating an atmosphere of gender equity and embraced diversity can allow for individual expression and growth.

Critical Thinking: When working with a mentee, one of our goals is to guide the mentee in self analysis and self learning. Throughout the process, we can guide a mentee in critical thinking in order to achieve these goals.

ENCOURAGE CRITICAL THINKING

1. Ensure that students process information.
2. Ask broad, open-ended questions.
3. Wait before calling on students.
4. Wait before answering a question yourself.
5. Follow up student responses by pausing to reflect, then asking for clarification, elaboration, evidence, thinking processes.
6. Decide on a specific kind of thinking that you intend for the students to perform in a given instance and plan a sequence of events to accomplish it.
7. Make students conscious of their own thinking processes.
8. Model your own problem solving and other decision making processes.
9. Teach students to use and recognize a taxonomy of thinking skills.
10 Restructure assignments for higher cognitive demand on students.
11. Teach a specific critical thinking skill.
12. Have groups engage in decision making.

(Stoner & Martin 1992, Handout p. 5)

The Teachable Moment: The sociologist Havighurst first defined the "teachable moment" in 1947 as a time in one's life when one is ready to learn, eager, and able to absorb what the teacher has to offer (Draves 1984, p. 56). The time occurs in the mentoring process, often at a time least expected. The mentor has established an agenda, determined a plan, or is constructing an orderly plan of ideas, when this diversion occurs. Often the catalyst for the moment takes the discussion off the central point previously discussed. This may seem like a time to regain control and direct discussion back to the prior central theme. This may be the time, however, for the mentor to participate as a learner in the situation. This can be a magical moment; allowing the mentee an "aha" experience.

Gender Equity: Educational research has shown that male and female experiences in academic settings can be vastly different. Both male and female mentees will be prone to

gender biased instruction. As mentors, we will want to consider the type of interaction, gender-related language, and gender-related patterns of communication that we typically use. We will need to begin to explore our own subconscious assumptions to become aware of them and question their validity (Handbook, UC Davis, p. 5).

In our interactions with mentees we can use gender sensitive material and consider our use of gender-related language. Mentors can consciously use videotapes, audiotapes, printed materials, etc. that clearly include men and women. We can also be conscious of the time allowed to mentees for responding. Provide an adequate wait time of at least four or five seconds for information to be processed and answered.

Sensitivity in using gender-related language can incorporate: inclusive language and thoughtful use of analogies and generalizations. Non-gender specific terms or inclusive language such as the use of he/she can be used. When relating analogies use examples that can apply to all students; perhaps sports analogies will not apply to all mentees. Choose language and statements that include everyone. As we become aware of our patterns of language and communication we can increase gender equity in our approach to mentoring.

Conclusion

In its most direct form, the education of adults focuses on the individual: his/her unique needs and learning styles, knowledge base and skill sets. Mentors are present because they feel knowledgeable and skillful in providing services. This relationship is an interdependent one: because neither party can perform their function without the other and thus, form a partnership. This integration and collaboration focuses on both the individual interpreter and the community as a whole in this course of lifelong learning. Focusing on the uniqueness of the mentees and introducing ideas and developing activities towards their goals while considering the needs of the Deaf, hearing and interpreting communities is our quest as mentors.

Successful Communication

developed by Eileen McCaffrey

One goal of mentor training is to provide the mentors with techniques they will need for mentoring. Mentor educators found that a mentor must have skills in the following three areas to successfully mentor: communication, providing feedback, and setting goals.

Below each skill is highlighted for a mentor training session according to three facets: instructional goal, theoretical background, and teaching strategies. In some cases, critical incidents are provided. Copies of some charts can be found at the end of this section in extra-large print, ready for duplication onto an overhead transparency.

A. Communication

Instructional Goal: *Mentors will be able to refine their skills regarding professional communication through effectively receiving and sending messages.*

Theoretical Background

Communication is, of course, key to the success of any mentorship. Some of the key factors include interpersonal dynamics, journal writing, coaching, and problem solving. The way the mentor sets the tone and the manner in which the mentee approaches the process affects the entire mentorship.

Interpersonal dynamics

Sending and receiving messages effectively is the goal of good communication. Johnson and Johnson (1972, 1978, videotape by Sandra Gish, #100H) provide the following guidelines. They have been adapted to the mentoring process.

GUIDE TO GOOD COMMUNICATION

1. Think before you speak.
2. Talk.
3. Maintain good eye contact.
4. Make verbal and nonverbal cues congruent.
5. Make your message complete and specific.
6. Make your message appropriate to the receiver's perspective.
7. Speak for yourself.
8. Describe people's behaviors without making value judgments.
9. Ask for feedback.
10. Be redundant.

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1. Think before you speak.

Allow some time to process and analyze the information involved prior to providing the mentee with feedback, discussing some options in handling a sensitive situation, or posing questions to elicit the knowledge the mentee has on a given subject. The mentor needs to be clear on a response, the manner in which the feedback ought to be given in this situation and the ways in which the mentee may best process the response. Perhaps the mentor should pose a question to the mentee, ask the mentee for their perception of the situation, or allow silence during which both the mentor and mentee can process!

2. Talk.

The goal of mentorship is to allow the mentee the opportunity to grow. They must receive feedback, be asked tough questions, and think about their own interpretation. Mentors must provide mentees with the catalyst. Wishing we had said something doesn't provide the mentee with concrete information to focus on. Process what we would like to say, then say it. In addition, there are times when we have neglected to or forgot to say something. There are often other opportunities to communicate this information. Say it then!

3. Maintain good eye contact.

Maintain good eye contact so that the mentee knows that you are both interested in listening and in being listened to. If there are some outside distractions, issues, etc. address those so that the focus can be brought back to this process.

4. Make verbal and non-verbal cues congruent

The way in which we interact with the mentee is crucial. If the facial expression, posture (i.e. folded arms), tone of voice, and words are not congruent the message can be confusing.

5. Make your message complete and specific.

Provide the mentee with clear and accurate statements while giving feedback and during other interactions. Once you've made your point, stop talking.

6. Make your message appropriate to the receiver's perspective.

While some professional jargon should be used, enabling the mentee to update their professional lexical use, the receiver's knowledge base and skill level must be considered. Consider the best way to provide the information that will achieve the desired outcome.

7. Speak for yourself.

Use personal pronouns such as "I" and "me" (i.e. "In my observations...." "From my own interactions..."). Describe your own thoughts and ideas, not those of Deaf people, other interpreters, other mentors etc.. Provide suggestions for how mentees can tap into these other resources (i.e. articles, video-tape and audio-tape references).

8. Describe people's behaviors without making value judgments.

Describe what you see and what you hear. In some instances asking mentees a question about their interpretation can give you an indication of how they are feeling and/or processing. For example, if the mentee seems to be struggling with receiving feedback during a particular session, we might ask mentees for input on their view of the interpretation and/or how they are feeling about the feedback provided.

9. Ask for feedback.

It is difficult to know how the mentee is receiving and processing the information. Mentors need to ask to ensure clarity. This can be done verbally ("Tell me how you felt about the mentoring session today.") or in writing ("Write on a 3 x 5 card something that was learned in the session today.")

10. Be redundant.

Sometimes the mentee does not process what we have said. If you feel this is so, paraphrase, repeat, provide examples, model, or show a video-tape of the interpretation discussed. Be willing to provide the same information in a number of ways.

There are many ways to communicate. Another effective strategy is to incorporate journalizing into the mentoring process. This allows the mentee another avenue to think, process, problem solve, identify and raise questions with the mentor and other, etc. Bobbie Jackson-Vann provides potential journal themes in an article entitled "Interpreting Journal," found in the RITC Region IX corresponding handbook, the *Mentor Reference Manual.*

The following tools, enhancing self esteem and coaching steps, from *ZAPP: The Power of Enlightenment* can greatly benefit the mentor in this process of communication with the mentee.

1.   Maintain or enhance self esteem

2.   Listen and respond with Empathy

3.   Ask for Help and Encourage Involvement

4.   Offer help without taking responsibility for action.

The purpose of these skills is to guide mentees while maintaining their self esteem and allowing them to be responsible for their own growth.

(Zapp, p. 116)

Coaching Steps:

1.   Explain the purpose and importance of what you are trying to teach.

2.   Explain the process (the steps) to be used.

3.   Show how it's done (model the behavior).

4.   Observe while the person practices the process.

5.   Provide immediate and specific feedback (coach again or reinforce success)

6.   Express confidence in the person's ability to be successful at the task.

7.   Agree on follow up actions.

(Zapp, p. 147)

B. The Feedback Process

Instructional Goal: *Mentors will be able to identify miscues/patterns, provide feedback, and suggest prescriptive strategies.*

Within the feedback process diagnostic and feedback as well as prescriptive strategies are introduced, discussed and applied. Critical incidents are used to introduce actual situations for analysis and application.

Theoretical Background

Mentors are provided with general information about effective feedback. The information contained here includes the process for effective feedback and the provision of prescriptive strategies. It is most useful for the mentee when the mentor provides *an analysis of trends or patterns* noted within the interpretation versus a scorecarding approach wherein every miscue and/or error is noted by the mentor. These trends or patterns are often based upon the goals previously determined. However, on occasion the

goals of the mentorship may change due to some analysis undertaken by the mentor and mentee that highlights a different aspect of the interpretation that requires focus. Throughout this process, the mentor refers to the model of interpretation to connect the pattern with the overall process of interpretation.

Process for effective feedback:
1. Ask how they did and how they felt about their performance.
2. Ask open-ended questions about their process and the choices they made (this will likely guide how much feedback to give).
3. Plug into their knowledge.
4. Focus on the interpretation (not the interpreter). Do this in a positive manner.
5. Give concrete examples of trends and/or items relating to their specific goals–deal with cause and effect.
6. Allow for digestion and dysfunction.

Strategies for Improvement

Strategies for improvement will be determined by a number of factors: the aspect of interpreting that needs attention, the knowledge of the mentor and mentee in this area, the available resources, etc. The mentor and mentee can work together to determine possible strategies. Mentees can be assigned some "homework" in acquiring more information about this aspect of the interpreting process. They can speak to other interpreters and consumers. They can consult various texts and videotapes to acquire more information. They can observe model interpreters or deaf or hearing consumers modeling the desired skills.

Teaching Strategies
Identify the patterns.
There are numerous ways in which to approach the instruction of the feedback process. Initially, the mentor must be able to note patterns where an interpreters' work succeeds and patterns where it breaks down. Mentors invariably want more time with training on identifying patterns. The following are some strategies.

1. Outline the process for effective feedback.
2. Show a videotape of a sign language interpreter. Ask the mentors to:

    a. note miscues

    b. determine patterns and trends from the miscues

    c. relate the miscue with a specific aspect of the model of interpretation

    d. practice providing the feedback to another member as if they were the mentee, incorporate the interpersonal communication techniques, the coaching steps outlined and the process of effective feedback.

3. Provide the mentors with feedback about their feedback.

4. Provide small groups with critical incidents (found at the end of Chapter III). Ask the mentors to:

    a. work alone and determine the best option provided.

    b. work within a small group and discuss the options provided.

    c. work with the whole group, discuss options, and determine the best choice.

Once mentors have identified patterns in an interpretation, they often feel unprepared for the next step–identifying strategies for improvement. Below are some activities which help mentors find the ideas for improvement they already hold.

1. Provide a stimulus such as a video-tape or audio-tape of an interpreter. After the group has identified possible miscues, patterns and ways in which this information can be relayed to the mentee, the mentors can brainstorm possible prescriptive methods.

2. Given a critical incident provide groups of mentors with different Creative Whack Pack (von Oech, 1992) cards to determine creative solutions. For example, use the cards entitled:

    a. Ask a Fool

    b. Focus on the Real Truth

    c. Imagine How Others Would Do It

    d. Change Its Name.

3. Given a stimulus or incident in which a trend or pattern has been determined consider Mind Mapping (Gelb, audiotape) possible strategies. These strategies help you use both sides of your brain to synergize and come up with possible strategies. These are based on the following principles:

    a. Draw an image of the aspect of interpreting that needs focus in the middle of the page.

    b. Print one word per line and write only one word on the line of a possible prescriptive strategy. Connect these to the inner image.

    c. Connect all the lines together.

C. Goal Setting

Instructional Goal: *The mentor will be able to work with the mentee to identify and outline a clear and achievable goal.*

Theoretical Background

Goals are determined to set a course, provide a map, allow for focus, effectively use time allotted, and to establish a clear understanding of the objectives between the mentor and mentee. The goals will be specific achievable, and measurable objectives (SPAMO). It is imperative that goals be realistic and attainable.

There are a variety of ways in which goals can be determined.

1. Consider information acquired through an outside diagnostic service.
2. Read and complete the accompanying worksheet "Setting Goals for Mentees and Mentors" (Chapter IV) by Rachel Locker McKee, which includes these four steps:
   a. Identify the problem areas.
   b. Prioritize.
   c. Get specific.
   d. Set goals.
3. Review Bill Isham's article, "Beyond the Classroom." (Reflector)
   a. List personal strong suits.
   b. Consider what you have to offer as a person.
   c. Consider areas that need work.
   d. Take areas of improvement and rewrite as specific, reasonable, and attainable goals.
4. Consider some Creative Whack Pack ideas.
   a. Focus on the Real Truth.
   b. Solve the Right Problem.
   c. Get Out of Your Box.
   d. Change Viewpoints.

Teaching Strategies

During the mentor training, provide mentors with an interpreter sample and a situation for which goals need to be determined. Describe the goal in a word or phrase, then try one or more of the following strategies:

1. Divide the mentors into groups or pairs and ask them determine a goal or goals.
2. Ask mentors to write a goal or goals (no more than two) using the SPAMO technique
3. Invite mentors to summarize some ways in which goals can be determined.
4. Ask mentors to jot down goal setting strategies and then compare with a neighbor.

ENCOURAGE CRITICAL THINKING

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2.   Ask broad, open-ended questions.

3.   Wait before calling on students.

4.   Wait before answering a question yourself.

5.   Follow up student responses by pausing to reflect, then asking for clarification, elaboration, evidence, thinking processes.

6.   Decide on a specific kind of thinking that you intend for the students to perform in a given instance and plan a sequence of events to accomplish it.

7.   Make students conscious of their own thinking processes.

8.   Model your own problem solving and other decision making processes.

9.   Teach students to use and recognize a taxonomy of thinking skills.

10.   Restructure assignments for higher cognitive demand on students.

11.   Teach a specific critical thinking skill.

12.   Have groups engage in decision making.

(Stoner & Martin, 1992, Handout, p. 5).

ASSESSING EFFECTIVENESS

Before Mentoring**:**
1.   What will I be looking for in the mentee as a result of_____?

 2.   What will the mentee be doing that will tell me how well they are_____?

After Mentoring:
1.   How do I really feel about what happened during the session?

2.   What did I see happening that made me feel this way?

3.   What was I thinking about when I decided to_____?

4.   What might have been the link between the way I did _____ and the way the students responded?

5.   When I look at the way I PLANNED the class, then what I actually DID, what is my conclusion?

6.   To what extent did the mentee perform at the level that I had hoped/expected?

7.   What did I see them doing that indicated level of performance?

8.   What might I do the same way-or differently-the next time I teach this content or this mentee.

(Stoner & Martin, 1992, Handout, p. 10)

JUST DO IT!!

- **Be dissatisfied.**

- **Map out your plans.**

- **Take a whack at it.**

- **Get rid of excuses.**

- **Have something at stake.**

- **Get support.**

- **Sell, sell, sell!**

- **Be courageous.**

- **Give yourself a deadline.**

- **Fight for it; be persistent.**

From *A Whack on the Side of the Head,* pp. 171-182.

Coaching Steps

1. Explain the purpose and importance of what you are trying to teach.

2. Explain the process (the steps) to be used.

3. Show how it's done (model the behavior).

4. Observe while the person practice the process.

5. Provide immediate and specific feedback (coach again or reinforce success).

6. Express confidence in the person's ability to be successful at the task.

7. Agree on follow-up actions.

Compiled from *ZAPP: The Power of Enlightenment* .

GUIDE TO GOOD COMMUNICATION

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6. Make your message appropriate to the receiver's perspective.

7. Speak for yourself.

8. Describe people's behaviors without making value judgments.

9. Ask for feedback.

10. Be redundant.

Johnson and Johnson, 1972, 1978, on videotape by Gish, #100.)

Intercultural Awareness

developed by Charlotte Toothman

A. Collectivist versus Individualistic Societies

Instructional Goal: *Mentors will develop an awareness of cultural differences within the Deaf community, within the interpreting community, and between these communities in order to be more effective in the mentoring process.*

Theoretical Background

A person identifies him/herself and relates to the world according to his cultural identity. Some cultures are collectivist that is they emphasize group cohesiveness. Other cultures are individualist, and emphasize each individual's identity apart from the group.

When considering the dynamics of working in and with the Deaf community, it is important to consider cultural issues. One important issue is the differences between collectivist and individualistic societies. Mainstream American culture is an individualistic society, which values the competency of the individual and fosters competitiveness. Deaf culture adheres more closely to the norms of a collectivist society, which values the group and fosters cooperative efforts.

This fundamental difference in an individual's identity creates interesting dynamics when members of the individualistic society function as service providers for members of a collectivist society. The RID code of ethics often presents an interesting dilemma when asking interpreters **not** to function in a "cooperative" (collectivist) manner but, instead to encourage the Deaf person to do it on their own (individualistically). How is this perceived by the Deaf person whose habit is to operate cooperatively? What kind of conflict arises for the bilingual/bicultural interpreter? What about interpreters whose culture of origin is more collectivist than mainstream American culture (e.g. Latino or Asian)?

Pursuit of Goals

Individualistic societies encourage and expect their members to pursue their own career objectives; collectivist societies encourage the individual to participate in the group's pursuit of common goals. For interpreters from individualistic societies, career

advancement and success are highly encouraged, and are often measured by promotions (e.g. moving on to an administrative position) or pay raises. But what are the unintended consequences for the Deaf community when interpreters "move up"?

Members of the Deaf and interpreter communities might find themselves competing for the same employment opportunities. In such cases, will members of the Deaf community, who value and fight for the right to govern their own agencies and institutions, view the interpreter as part of their group? Or will they consider him/her an outsider, taking some of the very limited resources of the community (a good job, power, influence) which could have been earmarked for a Deaf person? When interpreters are provided increases in pay, there is a potential cost to the Deaf community. At the same time, we must consider the long-term impact on the Deaf community if there is no incentive for interpreters (individualistic) to stay in the field of interpreting, viewed by the Deaf community as a community resource. Interpreters must achieve a level of income which allows them an acceptable standard of living and a degree of professional satisfaction. There are no clear answers to these concerns. What is clear is that we are involved in an intercultural dance, a dance which requires that both communities work together to achieve "values balance."

Reciprocity and Cultural Expectations

Individualistic cultures often measure reciprocity in terms of individual compensation; collectivist cultures view reciprocity in terms of giving and taking from the "community pot," or a sharing of favors, talents, and services.

Historically, the Deaf community has operated from a collectivist view of reciprocity. The talents, services, and financial resources of the community are donated to a "community resource pot," where regular contributors can take from the pot regularly. Theresa Smith notes that this give and take system is not necessarily an exchange or barter system, where one commodity is directly traded for another. Rather, it is a more open system which allows individuals to tap into the resources they need from the community just by being a member of the system. While exchanges and bartering also have a place in a collectivist society, the "direct exchange/barter" system noted by the interpreting community reflects more the mainstream cultural view of individual compensation than a collectivist view of resource sharing. The evolution of the interpreting profession has altered how the Deaf community operates in terms of sharing and allocating interpreting resources. ASL is one of the most prized possessions of the

Deaf community. Interpreters have been allowed to take from the community pot, which is learning ASL from supportive Deaf community members. Most developing interpreters, unaware of the system of community resource sharing, may not realize they have already dipped into the "community pot" to begin acquisition of the language, and feel no obligation to return resources to the same pot. With the professionalization of interpreting services within mainstream American culture, this resource was taken out of the Deaf community pot. Interpreting became a service that was provided in exchange for monetary compensation.

Life on the Fringe

Monetary compensation for interpreting services has not been the only area in which professionalization of the field has had counter–cultural effects. In an effort to stay impartial, interpreters have sometimes been encouraged to remain on the "fringe" of the Deaf community, to avoid placing Deaf individuals in potentially uncomfortable situations within their own community. For example, consider the scenario where an interpreter attends a local Deaf community spaghetti dinner and runs into a Deaf person for whom they recently interpreted in court. The Deaf person could feel awkward, and wonder if confidentiality of his legal situation was at risk among his friends.

The consequence of staying "on the fringe," however well-intentioned, has made many interpreters more isolated, behaving even less according to Deaf cultural norms. The result is the perception among some members of the Deaf community that interpreters are a group of people who take from the community pot but do not contribute in kind. In some circles, interpreters are referred to as "SMELL MONEY."

What are some ways in which we as professionals can begin to alter this view and become more bicultural?   Furthermore, how are people valued according to Deaf culture? It is interesting to note the different language used when referring to the kind of interpreter valued by these two respective communities. A Deaf person will state that they want a "SKILLED" (sign choice) interpreter while interpreting professionals refer to themselves with the sign "PROFESSIONAL."   What semantic value does the sign PROFESSIONAL hold within ASL and the Deaf community?

B. Balancing the Scales of Power

> *"Language and power are so intimately related that an interpreter cannot translate a single word, cannot even appear on the scene, without communicating messages about group loyalty. Much of what the interpreter mediates between two cultures, explicitly and implicitly, is a struggle for power."*
>
> Harlan Lane
> 1985 RID Convention
> Keynote address

Instructional Goal: *Mentors will learn to recognize various positions which carry power, how this relates to an individual's perception of control over his/her life, and behaviors of oppressed/oppressor peoples in order to mentor more effectively in a culturally and individually respectful manner.*

Theoretical Background

Categories of Power

There are three general categories of power: positional, situational, and personal. Positional power is related to authority. A person who holds a managerial title or holds a supervisory position has positional power: s/he has the authority to enforce rules and to make decisions that affect other peoples' lives. Situational power is related to influence. In groups of people working together for any reason, there will emerge someone who has influence over the group process, decisions, and/or products/services. That person may or may not hold positional power. A situational leader does not necessarily have the authority to make decisions that affect our lives; nevertheless, for some reason that person is respected (or feared) enough by the group to provide a leadership function.

In contrast to positional and situational power, personal power has more to do with an individual's self-value and internal set of rules and values. Regardless of our positional or situational power, we have the authority and influence to make decisions that affect the way we feel about ourselves and about the quality of our work. To exercise this personal power, we must give some thought to the kinds of situations in which we function well and to those which create dissonance within us, preventing a sense of professional satisfaction when we leave. We must also have a clear understanding of our personal

boundaries. In this way, we can communicate clearly, both to consumers and to other service providers, about the kinds of assignments we are willing to accept, about our needs, and about our expectations on the job.

Perceptions of Power

In terms of the various types of power described, where might we find intercultural differences? As members of any particular culture, we likely have some an expectation about which group has more or less control with respect to our own culture.

The Deaf community, as a minority culture, for example, is likely to consider itself less powerful than the majority hearing culture. With the exception of some Deaf-governed organizations and a few educational programs for Deaf people, positional power even within the Deaf community is not common for Deaf people. Likewise, due to communication barriers between Deaf and hearing people, it is rare for Deaf people to hold situational power in mixed groups of both Deaf and hearing people. This creates a power imbalance that is important for interpreters to consider. Our sense of fairness and equity as members of a majority culture might create an expectation about how the Deaf and hearing consumers of our services "ought to" behave. This, in turn, can have an influence on the choices that we make both linguistically and attitudinally.

If we are an interpreter from a minority culture (e.g. Latino or Asian), there are ways in which our cultural experiences and expectations influence our behaviors. Additionally, gender issues might have an influence. We might, for example, find it difficult to assert what we expect and need in order to provide the service that we are hired to provide. We also need to consider that most interpreters are from the mainstream majority culture. This dynamic by its very nature is a factor that cannot be ignored in the interpreting process. Additionally, we need to consider the potential that the interpreter has for yielding situational power. The control over the communication process is a dynamic worth seriously considering. In what ways might interpreters abuse this situational power? How might we use it in a way that supports our function and ethical responsibility? How does our own sense of personal power come into play with this dynamic?

Oppression: Group and Individual Responses

As people we likely have a set of expectations (conscious or unconscious) based on our experiences during socialization. These experiences form our perceptions, whether real or

perceived, of having been victims of oppression, or of having experienced our lives relatively free of dominance by others. When shared with others, these perceptions form a group response to the experience of oppression, which might lead to a perception that members from the "other" (dominant) culture probably do not have our best interests in mind.

As members of the majority culture, an interpreter might experience a variety of responses from Deaf individuals that can be confusing. The underlying issue is the Deaf person's perception of the interpreter, and to which community his/her loyalty lies. It is important for interpreters as intercultural workers to move beyond this confusing and yet very real dynamic. This change will, of course, require the participation of both the Deaf community and the community of hearing interpreters. How might we be instrumental in this dialogue? In thinking about our own personal power, how might we better manage this dynamic on the spot?

C. Cultural Awareness And Tolerance

Instructional Goal: *Mentors will become more aware and appreciative of their own culture, enabling them to become more tolerant of the differences in other cultures.*

Theoretical Background
The importance of knowing both ourselves and our own culture cannot be stressed enough in terms of working interculturally with others. Without this knowledge, we cannot have the ability to separate what is personal from what is cultural. For those of us who are primarily Caucasian Americans this may not be an easy process. What is mainstream American culture? How have we been socialized? Has this awareness begun for us? Is it conscious?

In many ways, we feel culture-less and are unable to see ways in which we respond from a culturally biased point of view. This lack of self awareness can certainly have an impact on the ways in which we interact both with Deaf consumers and with interpreters we wish to mentor.

Cultural Identities
Sometimes a mentor may observe manifestations of an individual's desire for group identification and a sense of belonging. This is especially true among interpreters new to

the Deaf community who have experienced little or no group identity in their lifetime. Lack of awareness of one's own cultural identity can create confusion for intercultural workers. One of the ways this might be manifested is through over-identification with the "other" culture. This may also be a significant factor in the drive of some hearing people to be identified as "members" of the Deaf community. We certainly see a competitive edge at play among hearing people working in the Deaf community, both interpreters and signers. Is this based in individualistic versus collectivist cultural differences or is it based in the hearing person's lack of a sense of a personal cultural identity, which creates in them an intense need for group identification? When working as mentors, it is important that we explore our own cultural roots and motivation for choosing cultural identification with the Deaf community, and encourage this process with the mentee.

As we begin and continue the process of cultural self-awareness, we develop the ability to be more empathetic and tolerant of others who hold differing perceptions of the world. Richard Brislin's work (1981) documents that people who have experienced a variety of cultures and peoples have greater tolerance for and success in working with others from varying cultures and backgrounds. In order to attain this tolerance and success, we must first develop an awareness of our own culture which forms the foundation for having the flexibility to "switch frames" and glimpse another's world.

Beyond Culture: Individual Style Preferences

While our cultural socialization certainly plays a critical role in how we view the world, we must not overlook the role of personality and its influence on personal style and preference. Sometimes the group process is more influenced by our own personal way of doing things than by any sort of cultural influence. We can, in fact, mistakenly identify as a cultural difference a belief or behavior that results more from personal style and preference. It is important that we consider both of these influences carefully. Otherwise, we run the risk of forming cultural stereotypes.

Conclusion

The above issues have been discussed here to provide trainers of mentors with a basic framework to begin looking at ways in which cultural differences might impact the mentorship experience. Each topic is rich in content and could be expanded into many class sessions. My brief treatment here is meant to stimulate discussion among trainers and mentors and, hopefully, to extend them to interactions between interpreters and members of the Deaf community.

MENTOR PREPARATION EXERCISES

1. *You recently accepted a mentee interpreter from your community. You have some assignments next week which you feel would be appropriate for observation. Can you invite the mentee interpreter to shadow you without breaking confidentiality regarding your assignment?   If so, how?*

Points for discussion leader:

     a. Have you discussed your work as a mentor with your employer/hiring agency?

     b. Do you need to get additional permission from the Deaf consumers? The hearing consumers?

     c. If you are independently contracting, what steps should you take ethically, culturally and professionally before you invite a mentee to observe you on the job?

2. *The interpreter you mentor dresses in a manner you feel is inappropriate to the situation. You have tried to counsel her on the importance of how she presents herself, but seem to hit a brick wall every time. What should you do?*

Points for discussion

     a. Is this a "teachable moment"? There are probably many other things you can focus on with better effect. Perhaps put this one on a back burner.

     b. Look for examples to get your point across instead of stating your point.

     c. Re-examine your judgment on the appropriateness of her dress, and make sure this is not a matter of personal discretion.

3. *A few weeks into your new mentorship , you realize the interpreter you are mentoring does not have enough competence in ASL to tackle true interpretation. What do you do?*

Points for discussion

     a. Discuss the role of an ASL Specialist mentor.

     b. Perhaps suggest a mentorship with a Deaf Liaison Mentor.

     c. Work on aspects of ASL enrichment.

     d. Discuss what happens when you attempt ASL - English interpretation without bilingual competence (Anna Witter-Merithew discusses this well in her outline of historical models.)

4. *You are working with an interpreter who insists she is "interpreting" when she is in fact transliterating, using highly inflected English--like signing. Your gut tells you to straighten her out on the reality of a different grammar for ASL, the depth of what interpretation entails, theories of the bi-bi model, etc. Given your role as a mentor, what should your actions be?*

Points for discussion:

    a. Remember, you are a mentor, not an interpreter-cop. Over-reaction and exclusion on the part of "professionals" may be why this interpreter is out of the loop to begin with.

    b. Perhaps you should suggest a professional diagnostic from an outside source, not as a way to validate your claim, but as a method to find patterns that help or hinder the mentee's interpretations.

    c. Find out where this interpreter is in the long view of our historical development in the field. There are often interpreters who were trained in a previous model (e.g. conduit) that may have the resources for much better interpretations, but don't know how to tap them.

    d. Focus initially on what the interpreter has, not what the interpreter is lacking. A seasoned mentor can find an interpreter's strengths unknown to even him/her, and use those as a stepping stone to areas the interpreter still needs to master.

5. *The interpreter you have accepted has a poor reputation in the community. Although her competence in both languages is strong and her interpreting skills are good, her professional behavior is so lacking that she is underemployed. She seems oblivious to why she can't make it in the field. What should you do?*

Points for discussion

    a. Is it your place to address issues which are not identified as goals of the mentorship?

    b. How can you address an issue such as "reputation" without being a gossip?

    c. Remember to capitalize on the strengths of the interpreter (she has good interpreting skills) and look for "teachable moments" to address other issues.

6. *You are certified for legal work by the RID (either a SC:L or a CLI). In your area, there are no other interpreters certified for legal work, so the courts use the local CSC or NAD-certified interpreters. One of the CSC interpreters approaches you and requests a*

legal mentorship. Should you mentor this interpreter who is not certified for this work and who lacks the formal coursework?

<u>Points for discussion</u>
    a. A mentorship is not a replacement for formal coursework.
    b. In many areas, courts regularly hire non-certified or inadequately certified interpreters for court work. If the interpreter is qualified for community work, a mentorship might help him/her determine what legal work they can do, their limits, and to provide guidance until they can get appropriate training. In addition, a mentored interpreter may be a good team for the legal specialist interpreter.
    c. Mentors should consult with mentor colleagues before accepting a mentorship in this situation, and get ongoing support during the mentorship.
    d. Make clear to court personnel that completion of the mentorship does not equate or imply certification for legal work.

7. You are interpreting a trial. An interpreter you are mentoring wants to observe you. As the court proceedings are open to the public, this seems like a good opportunity for observation. Should you invite him?

<u>Points for discussion</u>
    a. If the trial is open to the public, does that mean you are free to tell others you will be interpreting there?
    b. What are the possible ramifications of inviting a member of the Deaf community to a trial involving Deaf persons in comparison to inviting a member of the hearing community to a trial involving hearing persons? (Discuss the contrasting dynamics of the Deaf and hearing communities in terms of intimacy.)
    c. What effect, if any, would an observing mentee have on your ability to effectively mediate between Deaf and hearing consumers in the situation?
    d. What are some possible options for this situation?

8. *You have been mentoring a recent IEP graduate, Laura, for over a month now. Laura espouses the bilingual/bicultural model of interpretation, but wants you to tell her exactly how much "cultural unfolding" is "right", how much expansion is "correct." As her mentor you are becoming frustrated, because her insistence on exact answers prevents you from exploring options and building her skills. How could you handle this situation?*

Points for discussion

    a. What stage of cognitive development do you think Laura is in?

    b. How are you presenting the information? Are you operating from a different cognitive stage of development?

    c. What can you do to find a common ground with this interpreter? (Recognize her current needs, guide her in critical thinking skills, work on tasks that she can process according to her way of thinking)

    d. Does Laura have bilingual competence? If she does not have a solid experiential base with ASL in the Deaf community, she may not have the background necessary to guide her use of expansion and cultural unfolding techniques.

Critical Incident #1

by Charlotte Toothman

Objective: Cultural Awareness

Background of Incident

Louise is an experienced and competent interpreter. She was raised in a suburban environment and has been working in an urban environment for several years. She has agreed to mentor Kim.

Kim was born and raised in Korea and has been living in the United States since her high school years. While attending community college, she met a Deaf student taking one of the same classes that Kim was taking. Kim was asked to be a note taker for this student, in the course of which she became friendly enough with the Deaf student that she became interested in learning sign language. She completed the interpreter education program at the community college and is now working at the same college interpreting classes. She is also doing some free lance interpreting for the local Deaf agency on a limited basis. She has been very enthusiastic about interpreting but recently has begun to experience "burn out."

In discussions between Kim and Louise, it has become apparent that Kim frequently experiences interpreting sessions that last longer than the time originally scheduled, leaving her with little or no break and obliging her to rush between interpreting assignments. Louise has worked with Kim to set goals around clear boundaries regarding ending times of assignments and to develop strategies for ensuring that assignments will end on time. Kim agrees to the goals, yet does not follow through and continues to experience assignments going overtime. She is beginning to experience symptoms of overuse syndrome. Louise is feeling increasingly frustrated with Kim and considers her to be unassertive and unable to take care of herself.

What is the question?

What are the issues here? What other strategies could Louise use to mentor Kim?

Explanations

    a. Kim is burned out, and not that interested in staying in the field. It is not important enough to her to be assertive.

    b. Kim does not have a strong enough character to assert her needs related to working conditions.

    c. Culturally, Kim has learned to respect people in authority positions, and is therefore experiencing anxiety because of the cultural bind she feels herself in.

    d. Kim is exhibiting behaviors consistent with the "helper model" and needs mentoring to experience problem solving and to realize options that are respectful to both the Deaf community and to professional boundaries.

What do you think?

    1. What intercultural conflicts might Kim be experiencing?

    2. What do we know about collectivist and individualistic societies that might help us better understand Kim's dilemma?

    3. In what ways might there be gender considerations?

    4. In what ways might Kim be supported by professional development opportunities that you would design?

Critical Incident #2

by Eileen McCaffrey

Objective: In Search of Clarity

Background of Incident

Nancy is a friendly and personable person who has recently moved to a metropolitan area with her family. She had been interpreting for over 15 years prior to moving to the area. She began to receive feedback from deaf consumers for whom she interpreted indicating that she needed to work on "clarity." In addition, she learned of evidence of slurred signs, skewed semantic choices and unclear use of phrasing through her work with other interpreters.

As her mentor, you initially worked with Nancy on shorter texts allowing the opportunity to pursue a variety of lexical and syntactic options. Throughout, Nancy was able to determine semantically appropriate options which were executed clearly. The experience was an enjoyable one with work interspersed with laughter. Subsequently, Nancy was videotaped interpreting for longer chunks of information. It was during this sample that some signs were produced with a lack of clarity and some inappropriate semantic choices were evidenced. In addition some sentences ran into others which caused some distortion of the source message. When Nancy was asked to determine a semantic option, to produce a given sign or to determine the phrasing—the grammatical structure for a given segment —she could clearly and accurately interpret the passage.

What is the question?

What is the most likely reason for this discrepancy?

Explanations

    a. Nancy has evidence of sign production errors which need to be corrected individually. This should be focused on extensively.

    b. The speed and density of the text provided proved to be challenging both mentally and physically causing the slurring, skewed semantic choices and run-on sentences.

    c. Given a longer chunk of information, Nancy tended to focus less on the processing of the information and more on keeping up with the text. Thus,

Nancy did not have the needed lag time to process the information accurately.

    d. Nancy needs to increase her lexicon.

    e. Nancy's acquisition of ASL exhibits gaps in semantics and syntactic transitions. Work on these two areas should be your first priority.

What do you think?

1. What feedback would you give Nancy regarding your observations?
2. If Nancy were unable to identify with and understand your feedback, what tasks and/or tools would you use to exemplify your observations?
3. If Nancy asks you to suggest when she might be ready to try for certification, what feedback would you provide her?
4. What ideas would you provide Nancy with to assist her in continuing to focus on these areas on her own?

Critical Incident #3

by Jean Kelly

Objective: Matching Register

Background of Incident

David has been working as an interpreter for five years, graduating from the local ITP four years ago. His signing skill is exceptional for someone this new to the field, yet he feels stilted and awkward when he needs to interpret Sign to English. While he understands what the Deaf consumer is saying, he has difficulty putting it into sentences, and often feels stuck when it comes to finding the right words.

As his mentor you first want to assess his skills. You bring in videotapes of Deaf people telling stories and jokes, and ask him to interpret. You observe that his word choices are at a higher register than is appropriate for the type of storytelling and jokes being exhibited on the tapes. When you present David with a tape on psychological issues dealing with anger, the register of Sign being very formal, David has the English vocabulary to carry this off; but when you present a tape in ASL about a camping expedition, you notice the English register again jumps above the text.

Whenever you stop the tape and ask David to tell you what was said using a "storytelling"/narrative or character voice, or to tell the joke as if he were just telling a friend, he was able to do this with a very creative ability.

What is the question?

What are possible reasons for an interpreter choosing a higher English register than is appropriate for an informal or consultative ASL text?

Explanations

    a. David tends to talk at a higher register, using larger words than the average person, and brings that tendency to the task of interpreting ASL-to-English.

    b. David does not assess the register level of the text and thus his interpretations do not appropriately reflect register.

    c. David needs to relax and not use the vocabulary of academics or educational settings for all interpreting tasks.

d. David does not have competence in a range of English registers; he must learn how to "talk down" and joke around in English first.

e. David thinks he is a better interpreter if he uses fifty dollar words whenever possible.

What do you think?

1. What feedback would you give David regarding your observations?
2. What assignments could you give David to help him
     a. identify the correct register of the source language (ASL)?
     b. match that register in English?
3. If David asks whether he is ready for (RID) certification, knowing that the RID often tests at higher registers, what would your answer be?
4. After the mentorship is over, what ideas or suggestions could you give David to help him continue his work on registers?

Mentor Training Outline

I. RITC Program Orientation

    A. RSA/RITC Grant Background

    B. Mentorship Program

        •Program Overview

        •Procedures Walk - through

II. The Mentoring Process

    A. The Mentorship Experience.

        •Informal Mentoring Experiences

        •Types of Mentorship Relationships

        •Professional/Formal Mentorship

    B. The Mentor's Role

    C. The Mentee's Role

III. Professional Development

    A. The Interpretation Process

        •The Sociolinguistic (Cokely) Model

        •The Cognitive Processing (Colonomos) Model

    B. Historical Interpreting Models

        •The Four Historical Models

    C. The Sign Language Interpreting Argot

IV. Mentoring Techniques

    A. Communication

        •Interpersonal Dynamics

        •Journalizing (Mentee)

        •Problem Solving

    B. The Feedback Process

        •Diagnosis and Feedback Strategies

        •Prescriptive Strategies

        •Practicum

C. Goal Setting

      •How to set specific, achievable, measurable objectives

      •Practicum with video tape or live interpreter model

      •Using the Mentorship Log

V. Resources and Materials

A. Local Materials

      •Libraries

      •Agencies/institutions

      •Interpreter networking

B. Non-local Materials/Resources

      •RITC - developed

      •Public Domain

      •Private Enterprise (companies)

C. Networking

      •Interpreters/mentors

      •Experts in Related Fields

      •RITC Support Network

D. Suggested Resources for Supporting Goals

VI. Evaluations

A. Mentee's Progress

B. Mentorship and Mentorship Program

C. Mentor Preparation Workshop

IV. RITC REGION IX: One Mentorship Program up Close

Program Philosophy

The foundation for any mentorship program is a clearly agreed upon and worded statement of mission and purpose. The mission statement is a concise wording of the goal of the program; the statement of purpose, a more detailed and expanded presentation of the mission statement.

Mission Statement

The RITC Region IX Mentorship Program recruits, trains, and supports competent, certified interpreters to work with developing interpreters through a mentoring relationship within a structured yet flexible format.

Statement of Purpose

The RITC Region IX Mentorship Program is committed to promoting excellence in the field of Sign Language interpretation and contributing to its advancement. Towards that end, we strive to:

- develop professionalism and competence in linguistic/cultural mediation among all working interpreters;
- provide interpreters with avenues for continued professional growth;
- increase the pool of competent interpreters;
- support interpreters already in the field, diminish burn-out, and decrease the attrition rate.

We are working to develop, refine, and in many instances introduce a new facet of professional development to the working interpreter–mentorship. We are developing a program which recognizes and responds to the unique developmental needs and working environments of individual interpreters.

We recognize the need for ASL language development among working interpreters, and acknowledge Deaf community members as the primary users and true experts of ASL and American Deaf culture. We work within the Deaf community to recruit and prepare qualified members to be specialist mentors in the area of ASL and Deaf culture. We

constantly seek a better understanding of the Deaf community's interpreting needs, and work to integrate that perspective into the mentorship program.

Mentor Profile

Most seasoned, certified interpreters have been mentoring informally for several years. However, when asked to join a formal program where payment, goals, and other forms of accountability become involved, many potential mentors shy away. They request formal orientation, guidance, training, and ongoing support. In response, the RITC developed an outline and support materials for the preparation of mentors, provided mentor support via preparation workshops and ongoing support from regional consultants, and developed a mentor reference manual.

Mentoring is often seen by mentors as a way to revitalize themselves in the field. Most mentors state they learned as much from the mentorship process as did the interpreters they mentored. All mentors entered the program voluntarily, and were eager for the opportunity to share with developing interpreters.

While money was never the motive for mentors to take interpreters under their wing, its presence made it possible for them to give adequate time to mentoring. While only one interpreter (out of more than one hundred) declined to mentor in our program, citing pay as the issue, several more interpreters entered the program when the subsidy was raised. The RITC subsidy equaled about one third a working interpreter's market rate; combined with the mentee's co-payment, it equaled about one half the market rate. The presence of the subsidy never made mentoring a money-making proposition, only an economic possibility.

Communities often target the best known and most skilled interpreters as potential mentors. While these interpreters usually make excellent mentors, they are often the most in demand and have difficulty fitting formal mentorship into their schedules. Look for effective mentors among qualified interpreters with lower profiles and reduced schedules. Some outstanding RITC mentors were interpreters on reduced workloads due to repetitive motion injuries, or interpreters who had opted for reduced and more flexible schedules while raising young children. Additionally, our experience was that *some* developing interpreters are intimidated by the overwhelming skill of the "top" interpreters, and are less anxious with a lower profile mentor, enabling a more effective mentorship.

Another large, untapped resource for mentors is the Deaf community. Many Deaf community members have informally mentored interpreters for years, and are eager to be part of a formal system. However, as with the hearing interpreter mentors, they request orientation, guidance, and support.

The RITC recruited Deaf community members to mentor in two capacities: as ASL Specialists and as Deaf language-culture guides. ASL Specialists are those professionals with a great deal of knowledge in the structure of ASL and experience in ASL instruction. This is a small percentage of the Deaf community, and these individuals are often in very high demand. Other mentors were Deaf community members, "guides" who are supportive of interpreters and will provide guidance as the interpreters learn the language and behavior necessary to becoming part of the Deaf community.

Mentee Profile

All mentees in the RITC program were *working interpreters* who had completed whatever interpreter education was available in their locale. In some cases, the education was a full program. In other cases, it consisted only of Saturday workshops or an isolated course or training session. At any rate, the RITC made sure that it was not duplicating any educational services already offered in the community.

Some mentees were also mentors who wished to hone their own skills. These mentees often requested a specialty mentorship, as with an ASL Specialist mentor or with a mentor who specialized in interpreting in legal settings.

Most mentees were very motivated and worked as much as eight hours a week on their outside assignments to make the most of the time with their mentor. Over half of all RITC mentees cited preparation for RID certification as the primary incentive for requesting a mentorship.

Mentorship Components

Mentorship can include several things. Most often, mentorship conjures up the idea of a mentee interpreter shadowing a mentor on assignments, gradually beginning to work with him/her, and meeting outside the assignment to discuss observations.

The RITC mentorship program expanded the breadth of what mentorship can and should include. The program extended across a vast geographical region–Arizona, California, Nevada, Hawaii, Guam, and the Pacific Trust Territories. We were obligated to serve interpreters throughout the region, whether or not there were interpreter agencies, common places of employment, IPPs, or mentors in the area.

With this in mind, we developed a mentorship framework which could be applied to interpreters in various settings, and to mentors who might or might not be near their mentees. Mentors in our program were committed to serving these developing interpreters within a wide range of contexts.

Mentorships are intense, and usually included a combination of formal learning, videotape work, outside assignments, and observations. Most mentors in our program limited themselves to two mentorships at a time, and often took a break between mentorships.

In comparing the RITC program with other mentorship programs around the United States, you will undoubtedly find similarities. We also noticed some differences, which are described below.

- **The Role of "Shadowing"**

"Shadowing" or observation of mentor by mentee, while encouraged and included whenever possible, was not the crux of an RITC mentorship; it was rarely included as part of the 20 hours of mentoring delivered by the mentor. (Only the *mentor's* time was counted toward the 20 hours.) A mentee could shadow the mentor as often as was permissible by the working environment, and as often as the mentee's schedule permitted. However, our experience showed that in most communities and work environments, with the exception of educational interpreters working at a common site, the limited pool of mentors and diverse scheduling of interpreters prohibited extensive shadowing.

The mentor had to clear any shadowing arrangement with the employing agency, institution, or individuals beforehand, as the RITC was not an employment agency for interpreters and could not speak for any employer.

- **Dual and Small Group Formats**

While the majority of mentorships were one-to-one, mentors could work with more than one interpreter simultaneously. Often, the mentor worked with two interpreters at a time, creating a "dual mentorship." For this arrangement to be effective, the mentees needed to be of similar skill levels, working toward similar goals, and compatible. It was helpful if they were working in similar situations or at the same place of employment, so they could work together between meetings.

The RITC found working in small groups (between three and eight interpreters) very effective. Small group mentorships were formed where a group of interpreters were beginning to specialize (e.g. working in a mental health setting), or where the interpreters were already working in a common setting, such as a school. Our suggestions for mentoring small groups are summarized in the "Guidelines for Small Group Mentorships," found on page 76 of this Handbook.

While the decision to set up small group and dual mentorships was due in part to a lack of resources (not enough mentors and limited subsidies), the results of these mentorships were so positive that we decided to keep the formats as a permanent part of our program. Mentee interpreters repeatedly requested this arrangement, as it enabled them to work with a colleague in between their meetings with the mentor. The collective energy and resources of the mentees added to the experience, while each mentee maintained a personal bond with the mentor.

- **Instruction through Mentorship**

Some RITC mentorship sessions resembled tutoring sessions. Mentors set goals, helped locate support materials, and often taught basics such as use of space, ethical behavior, and business practices. As our program was open to any working interpreter, we found many gaps in what is assumed to be basic interpreter education. These basics had to be covered to lay the foundation for effective mentoring.

- **Videotape Mentorships**

In order to serve more rural areas in a cost-effective manner, the RITC piloted videotape mentorships. In these cases, a mentor from one region would take on a mentee from an area where there were no mentors, and work through videotaped correspondence. Some

suggestions were provided to interpreters embarking on a videotaped mentorship, and are included under "Guidelines for Successful Long-Distance Mentorships," found on page 79. The RITC staff foresees this type of mentoring will develop greatly over the next few years, as the concept becomes more common and as technological developments allow.

Documenting the Mentorship

Documentation is necessary to verify the background of mentors, the time dedicated to a mentorship (for compensation and for CEUs), and to learn from and build more effective mentorships in the future. However, keep it as simple as possible; the amount of paper involved should be minimal.

- **Skills Development**

We encouraged the mentee to keep some record of the mentorship, such as a journal, a videotape, or a record of assignments. It is very encouraging to look at the progress an interpreter has made through the course of one or more mentorships or after a few months in the field applying the skills learned in the mentorship.

- **Certification Education Units (CEUs)**

The Registry of Interpreters for the Deaf (RID) includes mentorship as an area for certified interpreters to earn CEUs. At the close of the grant, many RITC mentors and mentees were receiving CEUs from RID for providing or undergoing a mentorship. The availability of CEUs for mentorships is one of the strongest incentives a program can offer to draw in certified interpreters. At the outset of any mentorship program, the program coordinator should apply to be a CEU sponsor or find a sponsor to work with the mentorship program.

Program Outline

Below is the step-by-step guide used by the RITC Region IX Mentorship Program, which served as a blueprint for dozens of community mentorship programs. All forms referred to in this outline are included at the end of this chapter. **Again, this information is public domain**—its purpose is to provide groundwork for mentorship programs anywhere. The RITC program staff hopes the contents, forms, and program basics provided here will be reproduced and/or adapted (with credit) by communities across the United States.

The Application Process

- **Mentor**
  - The applicant reviews the proposed "Criteria for Mentors."

  - S/he must complete the mentor application and return it to the RITC office including the names and phone numbers of at least one Deaf and one hearing reference who can speak knowledgeably of the applicant's skills.

  - The applicant should include a professional resume.

  - If the application is accepted, the mentor will receive a postcard welcoming him/her and providing the name of the local RITC coordinator for the area. The local coordinator will contact the mentor to invite him/her to the nearest upcoming mentor training workshop. Mentors should complete the initial training before they are matched. (If a mentor application is not accepted, the mentor will be contacted by the RITC Home Office or by the local coordinator with an explanation.)

  - Upon successful completion of the training/orientation, the mentor is matched with a mentee ("Pairing of Mentors and Mentees").

- **Mentee**
  - The interpreter reviews the proposed "Criteria for Mentees."

- S/he must complete the mentee application and return it to the RITC office, including the names and phone numbers of at least one Deaf and one hearing reference who can speak knowledgeably of the applicant's skills. The application will be reviewed by the Program Coordinator, and the applicant will receive a postcard including the mentee's acceptance status, and his/her local coordinator's name and phone number.

- *(Optional)* The mentee may apply for a diagnostic analysis or personal feedback session and submit materials for review. If the applicant has been accepted as a mentee, the RITC will subsidize the cost up to $100.

- Upon acceptance into the program, the mentee chooses the mentorship format most appropriate for his/her situation outlined under "Determining a Mentorship Format." (The RITC program coordinator or local consultant will discuss format options with the mentee.) If the mentee has opted for an analysis or feedback, s/he should receive the results before beginning the mentorship.

Mentor Education

Working Interpreter Mentors

After being accepted as a mentor in the program, the mentor interpreter is required to attend an initial training and orientation session sponsored by the RITC, which runs ten to twelve hours. Mentors are not compensated for their time invested in initial training, but can earn CEUs from the RID.

The mentor preparation workshops include the following:
- Orientation to the mentorship program, including use of forms, payment procedures, resources and support networks;
- Overview of the philosophy of mentorship, roles of mentors and mentees;
- Review of current practices, terminology, and models of interpretation;
- Instruction and practice in identifying breakdowns in the interpretation process;
- Instruction and practice in giving constructive feedback.

All preparation workshops for working interpreter mentors are conducted by RITC consultants who are RID certified interpreters and experienced interpreter educators.

ASL Specialist Mentors

ASL Specialist mentor preparation workshops include the following:

- Orientation to the mentorship program, including use of forms, payment procedures, resources and support networks;
- Overview of the philosophy of mentorship, roles of mentors and mentees;
- Overview of history of Sign Language interpretation, current terminology and models of interpretation;
- Review of ASL linguistic structure and terminology;
- Instruction and practice in giving constructive feedback;
- Examination of opportunities for working together and providing feedback.

All ASL Specialist mentor preparation sessions are led by Deaf ASL Specialists who are native signers, experienced educators in ASL and American Deaf Culture, and experienced in the field of Sign Language interpretation.

Determining a Mentorship Format

The RITC offered mentorships in three formats:

- Single (one mentee, one mentor);
- Dual (two mentees, one mentor);
- Small Groups (four to eight mentees, one mentor-educator).

- **Single Mentorships**

Single mentorships are the most common, and are arranged between one mentor and one mentee.

- **Dual Mentorships**

Dual mentorships operate as follows: One mentor may accept two mentees (dual) if the mentees request it. The mentor must document goals, meeting times, and progress for both mentees on the Mentor's Mentorship Log; each mentee is responsible for keeping track of his/her work on the Mentee Mentorship Log.

- **Small Group Mentorships**

Small groups must apply as such. There is a special application which reflects the needs unique to small groups. Only mentors with interpreter education experience (mentor-

educators) can accept small group mentorships. The RITC has guidelines available for discerning whether a small group mentorship would be appropriate in a specific situation.

Why the different formats?

The RITC piloted these different formats in response to a variety of needs: requests from mentees to be mentored with a colleague with whom they could practice their mentored skills; feedback from mentors that they were running identical mentorships simultaneously with two or more mentees; a limited supply of mentors and a waiting lists of mentees; an obligation to the sponsors of our grant to try new and innovative avenues of upgrading interpreters' skills within the broad context of mentorship.

Pairing of Mentors and Mentees

The mentee will be provided with a list of available mentors, and asked for any preference. Factors to be considered are the needs of the mentee, areas of expertise of the mentor, work situations of mentor/mentee, geographical proximity, available meeting times of mentor/mentee and personal preferences.

After the mentee has chosen a mentor, the mentor is contacted and asked if s/he would like to accept the mentee for a mentorship. If the mentor accepts the mentee, the pair begin the mentorship. If the mentor does not accept, the mentee is contacted again and a new mentor is selected. This process is repeated until there is a match with which both mentor and mentee feel comfortable.

A mentor may choose not to accept a mentee for a variety of professional reasons, such as conflict of interest, current availability, areas of expertise, or personality differences. Each mentor is encouraged to consider these factors before accepting a mentorship.

The Mentorship Process

Meeting of Mentor and Mentee

- Local Matches

  The mentor and mentee arrange their first meeting.

- Long Distance Matches

The mentor and mentee can set up an appointment via phone, teleconferencing, E-mail, or any other method that provides for an interactive meeting.

Tracking the Mentorship

Guided by the mentorship log, the mentor/mentee pair will set goals for the mentorship and develop a plan for achieving them. It is the mentor's responsibility to record goals at the outset of the mentorship, meeting times, progress, suggested activities, and a brief evaluation of the goals at the completion of the mentorship. The mentor's log is printed in triplicate so all parties will have a final copy. The white (RITC) copy is given to the RITC Home Office at the conclusion of the mentorship as verification of mentoring. The RITC subsidy is authorized upon receipt of the mentor's completed log.

The Mentorship Agreement

- Local Matches

  The mentor and mentee(s) must fill out the specifics on the mentorship Agreement Postcard, sign it, and return it to the RITC office immediately.

- Long Distance Matches

  Both the mentor and mentee must fill out the Agreement Postcard with the same information, and sign his/her name only, and return it to the RITC office immediately.

- Small Group Mentorships

  The mentor and mentees must fill out the specifics on the Mentorship Agreement, sign it, and return it to the RITC office. The schedule of meetings times may be adjusted by mentor and mentees during the course of the mentorship, but a tentative meeting arrangement must be outlined initially on the Mentorship Agreement.

  All RITC mentorships run 20 hours, to be completed in approximately three months.

Additional Opportunities

Mentor/mentee pairs are encouraged to explore possibilities for growth outside
the paid mentorship sessions. On the job observations of mentor/mentee,
working as a team, employer-sponsored "in-service" time, and sub-contracting team work
all might provide opportunities to enrich the mentorship experience.

- **Making arrangements**

  The RITC staff will work with mentors and mentees, local agencies and institutions, employers or other personnel to support additional mentoring opportunities. Our experience shows that most people in the field of interpreting are eager to provide opportunities for growth and skills enhancement. *However, it is important to note that the RITC is not an interpreter employment agency, and cannot make final arrangements for any employers.* Both mentor and mentee are obligated to clear special arrangements with employing personnel *before* bringing a mentorship partner to the job.

- **Confidentiality**

  When a mentor or mentee is only observing an interpreter and not providing the interpreting service, **the observing interpreter is bound by the same RID Code of Ethics as the working interpreter**. It is made clear to all parties involved that the purpose of the visit is to upgrade the mentee's skills, that any discussion pertaining to the assignment will be *in relationship to the interpretation,* not to participants or the situation, and that all matters will remain confidential among the mentor and mentee interpreter.

  In situations where the mentor is an ASL Specialist and not an interpreter, s/he will be bound by the same Code of Ethics outlined above.

Concluding the Mentorship

- **Evaluation**
  - Local Matches

    The mentor and mentee are asked to meet and review the mentor's mentorship log and sign it as verification that the log accurately reflects the mentorship. Both mentor and mentee have a short program evaluation form each must complete.

  - Long Distance Matches

    The mentor and mentee must set up an appointment through any method that provides for interactive communication. Both are asked to sign their mentorship logs, fill out the program evaluations, and send them to the RITC Home Office.

- **Re - Enrollment**
  - **Mentor**

    Mentors are encouraged to accept new mentorships with previous or new mentees. There is no limit as to how often a mentor may participate in the program.

  - **Mentee**

    Mentees may reapply for a new mentorship, requesting the same mentor or a different one. The RITC considered two subsidies per mentee per fiscal year. RITC sponsorship of a new mentorship was dependent on the availability of funds and mentors.

Funding the Mentorship:

RITC Subsidy

The RITC subsidized all single and dual mentorships with $250, payable in one check upon the conclusion of the mentorship, RITC staff's receipt of the mentor's mentorship log, and both mentor and mentee's program evaluation.

Mentee Co-payment

The mentee pays the mentor a fee agreed upon at the beginning of the mentorship. The suggested mentee co-payment is $75.00. This fee may be adjusted with the agreement of both mentor and mentee at the beginning of the mentorship, and should be noted on the Mentorship Agreement. The mentee's payment is due at the first meeting of the mentorship, and is paid directly to the mentor. Alternate forms of payment such as installments or exchange of services are permissible, but as mentee co-payments are not channeled through our office, the RITC cannot be responsible for overseeing them.

Guidelines for Small Group Mentorships

Mentees may opt to work with other mentees of similar skills and needs in a small group mentorship. Small groups typically include four to eight mentees. The mentor works with the mentees as a small class.

Each group mentorship is individually planned to best serve the needs of the mentees. Groups which request such a mentorship tend to share some common characteristics, such as the following:

- The group members work together in a specialized setting.
- The group members live in a rural area.
- The group members are at similar levels of skill development.
- The group members have similar, unique needs which cannot be addressed by traditional classes and workshops.

The benefits of a small group mentorship as compared to individual mentorships include the following:

- Small group mentorships are more cost-effective.
- Small group mentorships provide mentees with a support / study group for assignments between mentorship meetings.
- Small group mentorships provide the mentor with more options for instruction (e.g. trial and observation, dyads and triads, role play, small group discussion, and mini-lectures).
- Small groups often have more access to facilities. For example, employers may provide meeting places or videotape equipment for a group if some members of the group are employees.

Small group mentorships *are not encouraged* if the following characteristics exist in a group:

- Group members have widely varying skill levels.
- The needs of the participants vary greatly.
- The group mentorship is requested solely for financial reasons.
- The group exceeds more than eight participants.
- All group participants will not be equally involved.

A group mentorship is conducted much like individual mentorships. It is conducted differently in the following respects:

- A separate Mentorship Agreement for small groups is used. All mentees and the mentor must agree to a set format of meetings and agree to abide by the terms of the Agreement.
- The RITC will draw up only one contract for the group mentorship.
- The mentor uses one mentor handbook for the whole group.
- Each mentee is responsible for documenting his/her own progress on the Mentee's Mentorship Log during the course of the mentorship, and distributing the appropriate copies to all parties when the mentorship ends. The mentor is responsible only for signing each mentee's Log at the end of the mentorship.
- RITC will contract only with mentor-educators to provide mentoring services for small groups.

While preparation for the mentoring sessions may be done as a group, the mentor is still responsible for each mentee's individual progress. Therefore, the mentor will need to devote some time to observing/evaluating each mentee. This may be done through a variety of methods, such as short observations (e.g. 10 minutes) of a mentee's work, or "quick-checks" of skills progress via video and audio tape. The mentor-educator is encouraged to explore a variety of possibilities for individually tracking a mentee's progress.

If the mentor-educator feels the group is not appropriate for a group mentorship, she/he is encouraged to speak honestly at the outset. Again, we depend on a mentor's professional judgment to build successful group mentorships.

Organizing a Small Group Mentorship

 The RITC Region IX Mentorship Program subsidized small group mentorships as well as individual mentorships. Small group mentorships are much like individual mentorships, which focus on the individual needs of developing interpreters. The format of a small group mentorship differs in that all or part of the mentoring sessions are conducted in class-like environments.

If a group of interpreters is interested in a small group mentorship and want to know how to proceed, the following steps may be helpful.

1. Organize a group of interpreters who have similar needs and skills. Discuss among yourselves what you would all like from a group mentorship.

2. Review literature on the mentorship program and the "Small Group Mentorship Guidelines." Make sure a small group mentorship as offered by the RITC Region IX program is what you want and need.

3. Review the criteria for mentees. Check to be sure you and others you have in mind for the group satisfy the criteria.

4. Apply to the program. Encourage others to send in their applications as soon as possible. *(A mentorship subsidy cannot be approved until all the applications have been received by the RITC Home Office and approved.)*

5. The group must select one mentee to be a contact person. The contact person will be responsible for organizing the group and serving as liaison between the small group and both the mentor and RITC Home Office.

Guidelines for Long-Distance Mentorships

In an effort to serve isolated interpreters in rural areas, the RITC sponsored long distance mentorships. A "long distance" mentorship can describe a relationship where the mentor and mentee live more than one hour apart, in separate states, across an ocean, or theoretically (although not yet in our program) anywhere in the world.

Long distance mentorships offer unique challenges and rewards. Below are some helpful hints to a successful mentorship. As you discover which factors help you get the most out of your mentorship, please share them with the RITC at the bottom of this page.

1. Determine if you and your mentoring partner can meet at all. If you live only a couple hours apart, try to meet at least once or twice. As your meeting time will be limited, use it for work you do best face-to-face: e.g. observing, modeling, rapport-building.

2. Explore at the outset other options for communication: e-mail; phone appointments; computer video-conferencing; videotaping; reading/writing; audio taped questions and answers, or teachings.

3. Be sure you have a list of materials available to the mentee in his/her area (RITC Home Office will include this information in your blue mentor folder when you are matched).

4. Make regular appointments for mentoring, even if the "meetings" are not in person. For example, if you are working on a skills development goal and you are providing feedback through videotape, make an appointment on your calendar for your mentoring work, just as if you were meeting the mentee in person. This will help you stay on track, and prevent the mentorship from losing momentum.

5. Set deadlines for mailing your next video/audio tape, and stick to them.

6. Provide the mentee interpreter with times that you are usually accessible (e.g. at home or an office) so you can be reached for questions, advice, etc. which need immediate attention.

For mentoring time via videotape, try the following suggestions:

7. Invest in some bubble manila mailers, or a videotape mailer box.

8. Be sure to write "**MAGNETIC MEDIA--DO NOT X-RAY!**" on the mailing envelope.

9. Keep stamps handy. The U.S. Postal Service charges approximately:
    $2.16   for the weight of one videotape in a manila bubble mailer (8 oz);
    $2.39   for one videotape plus one audio tape (10 oz).

    UPS will track your package at all times, and is therefore recommended.
    The U.S. Postal Service is generally reliable, but does not track. Also, you may be eligible for "institutional support" to cover mailing costs. Consult your local coordinator or the RITC Home Office if mailing expenses are hampering your effectiveness as a mentor.

10. Try viewing the mentee's work <u>while</u> giving feedback. We have at least two suggestions for accomplishing this:
    a. View the videotape while audio taping your feedback, noting when you are pausing the playback machine to make comments and when you are resuming;
    b. View the videotape with your camcorder filming over your shoulder. When you stop the monitor, look directly into the camcorder and give your feedback. This gives you the opportunity to repeat signs you are discussing, model signs, etc.

11. Ask the mentee to videotape him/herself on the job, so you can observe.

Mentor Criteria for Working Interpreters

Listed below are the criteria for hearing interpreters who wish to become mentors in the RITC Region IX mentorship program. While the majority of our mentors are interpreters, we do include specialists in other areas such as ASL/English enrichment, business practices, and RMI problems.

1. The interpreter must hold current RID certification, **OR** have a professional development plan which shows evidence of work towards certification **and** sets a definite deadline for obtaining certification.

2. The interpreter must have at least five years professional experience as a paid, working interpreter.

3. The interpreter must be currently working as an interpreter.

4. The interpreter must have an active interest in current issues and literature in the interpreting field.

5. The interpreter must be willing to commit him/herself to 20 hours of mentorship, to be completed within a 3 month period.

6. The interpreter must attend an initial mentor preparation workshop sponsored by the RITC.

Mentor Criteria for Legal Interpreting Mentorships

Listed below are the criteria for interpreter or ASL Specialist mentors who wish to provide mentorships in the area of legal interpreting. Criteria for mentee interpreters requesting a legal mentorship are more stringent than criteria for other interpreter applicants in the RITC Region IX mentorship program.

1. The interpreter must hold current RID certification, as well as specialty certification, i.e. a CLIP or SC:L (hearing), and a CLIP-R or RSC/CDI (Deaf) with a documented legal background.

2. The interpreter must have at least five years professional experience as a paid, working interpreter.

3. The interpreter must be currently working as an interpreter in the American judicial system.

4. The interpreter must have an active interest in current issues and literature in the interpreting field.

5. The interpreter must be willing to commit him/herself to 20 hours of mentorship, to be completed within a 3 month period.

6. The interpreter must attend a mentor orientation sponsored by the RITC.

Mentor Criteria for ASL Specialists

Below are the criteria for ASL Specialists who wish to become mentors in the RITC Region IX mentorship program. ASL Specialist mentors may work with mentees individually, or in small groups (four to eight) in class-like settings.

1. The mentor must have at least three years experience working directly with ASL, i.e. tutoring/teaching ASL, aiding in ASL classes, or participating in ASL research.

2. The mentor must achieve a level four rating on the ASL Proficiency Interview (the ASLPI). (This will be explained in more detail during the mentor training.) Mentors who do not achieve a level four may be recommended as Deaf Language/Culture Guides.

3. The mentor must achieve at least 75% accuracy on an evaluation of ASL and Deaf Culture provided by the RITC.

4. The mentor must commit to twenty hours of mentoring, to be completed within a three month period.

5. The mentor must satisfactorily complete an RITC-sponsored mentor preparation/ orientation session.

6. The mentor must demonstrate an active interest in the field of ASL, staying current with new developments in the field, e.g. through literature and workshops.

Mentor Criteria for Specialist: Cued Speech Transliteration

Listed below are the criteria for hearing interpreters who wish to become mentors specializing in Cued Speech transliteration in the RITC Region IX mentorship program.

1. The mentor must hold current certification from the TECUnit (TSC:3 or TSC:4) **OR** have a professional development plan which shows evidence of work towards TECUnit certification **and** sets a definite deadline for obtaining certification.

2. The interpreter must have at least five years professional experience as a paid, working interpreter.

3. The interpreter must be currently working as an interpreter.

4. The interpreter must have an active interest in current issues and literature in the interpreting field.

5. The interpreter must be willing to commit him/herself to 20 hours of mentorship, to be completed within a 3 month period.

6. The interpreter must attend an initial mentor preparation workshop sponsored by the RITC.

Mentor/Educator Criteria

Listed below are the criteria for interpreters who wish to become Mentor/ Educators in the RITC Region IX Mentorship Program. Mentor Educators are also experienced interpreter educators. RITC ASL Specialists may also mentor small groups.

1. The interpreter must hold current RID certification.

2. The interpreter must have at least five years professional experience as a paid, working interpreter.

3. The interpreter must be currently working as an interpreter.

4. The interpreter must have a Bachelor's Degree; a Master's Degree is preferable.

5. The interpreter must have a teaching credential, *or* provide evidence of working as an interpreter educator in formal contexts (e.g. with academic institutions, private companies or state agencies).

6. The interpreter must be willing to commit him/herself to 20 hours of mentoring services within a 3 month period.

7. The interpreter must attend an RITC mentorship program orientation or view an orientation tape before beginning the mentorship.

Mentee Criteria

Listed below are the criteria for interpreters who wish to become mentees in the RITC Region IX mentorship program. If you do not satisfy all of the criteria, but feel you are still a suitable candidate, please submit your application with a note explaining why you feel you should be accepted. The program coordinator will review your application and inform you of your eligibility status.

1. The applicant must be currently employed as an interpreter.

2. The applicant must have completed an Interpreter Training/Preparation Program or equivalent.

3. The applicant must be recommended for the program by at least one Deaf/hard of hearing person and one interpreter (preferably certified).

4. The applicant must be willing to commit to a two to three month period of mentorship, including 20 hours of mentoring.

5. The applicant must be willing to follow through with outside work given by his/her mentor through the course of the mentorship.

6. The applicant must pay the mentor the agreed-upon co-payment, suggested by the RITC to be $75.

Mentee Criteria for Legal Interpreting Mentorships

Listed below are the criteria for interpreters who are requesting a mentorship in legal interpreting.

Requests for legal interpreting mentorships are reviewed case by case.

A mentorship should never be considered a replacement for formal classroom instruction, and is sponsored only in conjunction with a plan to receive formal instruction as soon as is possible.

1. The applicant must hold current certification by the Registry of Interpreters for the Deaf, Inc.

2. The interpreter must present a plan for obtaining formal instruction for interpreting in the American judicial system **or** present documentation that s/he has completed such a program.

3. The applicant must be currently employed as an interpreter, and available to interpret in the legal arena.

4. The applicant must be recommended for the specialty mentorship by at least one Deaf/hard of hearing person and one certified interpreter.

5. The applicant must be willing to commit to a two to three month period of mentorship, including 20 hours of mentoring.

6. The applicant must be willing to follow through with outside work given by his/her mentor through the course of the mentorship.

7. The applicant must pay the mentor the agreed-upon co-payment, suggested by the RITC to be $75.

Mentor Interpreter Application

LAST NAME   FIRST NAME   MIDDLE INITIAL

STREET/PO BOX   CITY   ZIP

PHONE   ALTERNATE PHONE   BEST TIME TO CALL

SOCIAL SECURITY NUMBER

Because RITC is a federally funded grant, the following identifications are requested for statistical purposes only (optional).

Identification:	Ethnic Heritage:		Gender:
Deaf	Afro-American	Asian	Female
Hard of Hearing	Caucasian		Male
Hearing	Hispanic	Native American	
	Native Pacific Islander	Other (specify) _____	

FOR WHICH CATEGORY OF MENTOR ARE YOU APPLYING?

Working Eng/ASL Interpreter (hearing)   Working Relay Interpreter (Deaf)

ASL Language Specialist (Deaf)   Consumer Specialist (Deaf)

Other Deaf/Hearing _____

(circle one)   (please specify)

DO YOU HAVE RID CERTIFICATION?   YES   NO

Please check appropriate box(es) and include year granted.

    RSC___   IC/TC___   CSC___   CI___   CT___

If "NO", are you planning to take the RID evaluation?   YES   NO

If "YES", when? _____

OTHER CERTIFICATION: _____

PROFESSIONAL AFFILIATIONS / SUBSCRIPTIONS:

HOW MANY YEARS HAVE YOU WORKED PROFESSIONALLY AS AN INTERPRETER?

EDUCATIONAL BACKGROUND

List all post secondary educational study (e.g. vocational training, community colleges, four year and advanced degrees). Include the names of the institutions and the area(s) of study.

Degree

INTERPRETING EXPERIENCE

Please check the settings in which you have worked.

	0-1	2-5	5-10	10-15	15+
Educational (as applies):					
K-12					
Post-secondary academic					
Vocational					
Community (as applies):					
Legal					
Medical					
Mental health					
Performing arts					
Religious (specify):					
Rehabilitation/Employment					
Interpreting for Special Populations: (averaging at least once a month)					
Oral interpretation					
Deaf/blind interpretation					
Minimal Language Competency (MLC) consumers					

To assist the screening process, please provide us with the names and telephone numbers of two people who can accurately speak of your skills and background. Include both Deaf and hearing references.

1._____   _____
    Name   Phone   Work   Home

2._____   _____
    Name   Phone   Work   Home

RESUME
If you have a resume, please include it with your application.

CERTIFICATION
Please include a copy of your certification(s).

RELEASE for the RITC Mentor Directory (optional)
I hereby give permission to have the information listed below printed in the RITC Mentor Directory.

Name: _____ Degree(s): _____

Address: _____ Interpreting Focus(es): _____

_____ _____

City, State, ZIP:_____

Phone: _____ Fax: _____

SIGNATURE

_____   _____
Signature   Date

THANK YOU!

Mentee Interpreter Application

LAST NAME	FIRST NAME	MIDDLE INITIAL

STREET/PO BOX	CITY	STATE ZIP

PHONE	ALTERNATE PHONE	BEST TIME TO CALL

Because RITC is a federally funded grant, the following identifications are requested for statistical purposes only (optional).

Identification:	Ethnic Heritage:		Gender:
Deaf	Afro-American	Asian	Female
Hard of Hearing	Caucasian		Male
Hearing	Hispanic	Native - American	
	Native Pacific Islander		

DO YOU HAVE RID CERTIFICATION?   YES   NO

Please check appropriate box(es) and include year granted.
   RSC___   IC/TC___   CSC___   CI___   CT___

If "NO", are you planning to take the RID evaluation?   YES   NO

If "YES", when?   _____

OTHER CERTIFICATION: _____

PROFESSIONAL AFFILIATIONS / SUBSCRIPTIONS:

_____

_____

Are you currently employed as an interpreter?   YES   NO

How many years have you worked professionally as an interpreter?   _____

EDUCATIONAL BACKGROUND
List all post secondary educational study (e.g. vocational training, community colleges, four year and advanced degrees). Include the names of the institutions and the area(s) of study.   **Degree**

INTERPRETING EXPERIENCE

Please check the settings in which you have worked.   Total years experience

	0-1	2-5	5-10	10-15	15+
Educational (as applies):					
K-12					
Post-secondary academic					
Vocational					
Community (as applies):					
Legal					
Medical					
Mental health					
Performing arts					
Religious (specify):					
Rehabilitation/Employment					
Interpreting for Special Populations: (averaging at least once a month)					
Oral interpretation					
Deaf/blind interpretation					
Minimal Language Competency					

To assist the screening process, please provide us with the names and telephone numbers of two people who can accurately speak of your skills and background. Include both Deaf and hearing references.

1. _____

Name   Phone: Work   Home

2. _____

Name   Phone: Work   Home

RESUME

If you have a pre-prepared resume, please include it with your application.

DEAF COMMUNITY EXPERIENCE

Briefly describe your involvement with the Deaf community.

_____

_____

_____

_____   _____

Signature   Date

THANK YOU!

Mentor Interpreter Application for Cued Speech Transliterators

LAST NAME	FIRST NAME	MIDDLE INITIAL
STREET/PO BOX	CITY	STATE ZIP
PHONE	ALTERNATE PHONE	BEST TIME TO CALL

Because RITC is a federally funded grant, the following identifications are requested for statistical purposes only (optional).

Identification:	Ethnic Heritage:		Gender:
Deaf	Afro-American	Asian	Female
Hard of Hearing	Caucasian		Male
Hearing	Hispanic	Native - American	
	Native Pacific Islander		

DO YOU HAVE TECUnit CERTIFICATION?　　　　YES　　　　　NO

DO YOU HAVE RID CERTIFICATION?　　　　　　YES　　　　　NO

Please check appropriate box(es) and include year granted.
　RSC___　　　　IC/TC___　CSC___　　　　CI___　　　　CT___
　TSC: 2___　TSC: 3____TSC: 4____

If "NO", are you planning to take the RID evaluation? YES   NO   If "YES", when? _____
If "NO", are you planning to take the TECUnit evaluation? YES   NO   If "YES", when?_____

OTHER CERTIFICATION: _____

PROFESSIONAL AFFILIATIONS / SUBSCRIPTIONS:

_____

_____

Are you currently employed as an interpreter?　　YES NO

How many years have you worked professionally as a Cued Speech Transliterator?　　_____

Do you also work professionally as a Sign interpreter/Transliterator?　　_____

If so, for how many years? _____

EDUCATIONAL BACKGROUND
List all post secondary educational study (e.g. vocational training, community colleges, four
year and advanced degrees). Include the names of the institutions and the area(s) of study.　　**Degree**

_____

_____

_____

CUED SPEECH TRANSLITERATING EXPERIENCE

Please check the settings in which you have worked.

	0-1	2-5	5-10	10-15	15+
Educational (as applies):					
K-12					
Post-secondary academic					
Vocational					
Community (as applies):					
Legal					
Medical					
Mental health					
Performing arts					
Religious (specify):					
Rehabilitation/Employment					
Interpreting for Special Populations: (averaging at least once a month)					
Oral interpretation					
Deaf/blind interpretation					
Minimal Language Competency					

(Total years experience)

To assist the screening process, please provide us with the names and telephone numbers of two people who can accurately speak of your skills and background. Include both Deaf and hearing references.

1. _____

Name   Phone: Work   Home

2. _____

Name   Phone: Work   Home

RESUME

If you have a pre-prepared resume, please include it with your application.

DEAF COMMUNITY EXPERIENCE

Briefly describe your involvement with the Deaf community.

_____

_____

_____

_____   _____

Signature   Date

THANK YOU!

Mentor/Mentee Working Files

When the RITC first began pairing mentors and mentees, paperwork was distributed in loose-leaf fashion, and with verbal directions. The result was ineffective, to say the least. Mentors often lost essential pieces of work, coordinators found themselves guiding mentors and mentees through the process repeatedly, and mentors felt too much of their time was being consumed by tracking paperwork, not by mentoring.

RITC program staff and mentors realized the information needed to be localized, a reference to the process needed to be readily available, and progress needed to be easily tracked. The result of our experience is the mentor and mentee working files.

Mentor and mentee working files are created from simple manila file folders, with holes and brads placed at the tops of each side of the folder for holding in paperwork. The RITC preferred a color-coded system: blue for mentors/ red for mentees. Copies of all pertinent paperwork were filed in the home office in similarly fashioned file folders.

Following are the basic forms used for mentor and mentee file folders. The reference guide is placed to the left; the forms used are placed on the right. In the footer of each form is marked the placement of the form in the file, "Mentor Folder, left, page 1" and so forth. As any program defines itself, new forms will be created, old forms revised, and obsolete forms deleted. Experience shows the folder will remain.

MENTOR WORKING FILE

The checklist below highlights each step you must complete in the RITC Mentorship Program. The following pages provide a more detailed guide, should you wish to use it. Good luck!!

1. **Mentor work guide:** Familiarize yourself with the paperwork. .... __

2. **Contact the mentee:** Arrange first meeting time and place. .... __

3. **Mentoring Agreement:** Sign and mail to RITC.

Collect co-payment (optional).. __

4. **Mentorship Log:** Begin recording activity. .... __

5. **Final Meeting:** Sign off / mail in log and program evaluation. .... __

All people learn by example and practice.

Mentoring provides both.

Earl Behrmann, Mentor

Mentor File
Left side, page 1

Welcome to the exciting world of mentoring. In an effort to ease you through the mentorship process, we have developed this work guide. All forms are on the right hand side, so that you may view each form while following the guide.

1. Look through your work guide. You should find the following:

   --an article on setting goals;
   --a Mentoring Agreement postcard;
   --a Mentorship Log;
   --a Program Evaluation;
   --an Observation and Feedback Form;
   --Material Database Request;
   --a self-addressed envelope from RITC.

If you are missing any of the above, please call the RITC office and we will send the missing document to you immediately.

2. Contact your mentee. Decide on a time and place for your first meeting.

3. At the first meeting, please complete the following:
 a. *(Applicable only if the mentee has had diagnostic feedback or other recent skills assessment.)* Review the mentee's **Goals and Objectives Worksheet** (two pages). Discuss what insights were gained as a result of the feedback. The mentee should keep this worksheet in his/her folder.

 b. *Fill out, sign, and mail in* the **Mentoring Agreement** postcard. The RITC *cannot* guarantee funds to subsidize this mentorship until the Home Office has received the Mentorship Agreement.

> All of the RITC's money is channeled through the CSUN Corporation. Therefore, **your RITC subsidy will be provided via a contract and invoice from the CSUN Corporation.**

 c. Collect the mentee's copayment, suggested by RITC to be $75.00. *You may agree to an installment system of payment if you wish, but this is not monitored by the RITC and we have no way of enforcing it. Also, you and your mentee may agree upon a larger or smaller copayment. Please note the exact amount of the copayment on the Mentoring Agreement.*

4. Begin the Mentorship Log (in triplicate). This is the most important form in the folder. On this form you will record the amount of time you contribute, the mentee's goals and progress, and activities you used to help achieve those goals. When the mentorship is completed, this signed log will serve as verification of your time contributed for purposes of compensation and/or CEUs.

Mentor File
Left side, page 2

Do not fill out the entire Mentorship Log at the first meeting.
***It is intended to be a running record of the time, progress and   methods
used throughout the mentorship.*** *If you need more than   one log to record your
mentorship activity, inform your coordinator or the   RITC Office and we will send
you a second log.* We suggest you select   no more than three objectives (or as
few as one) per mentorship cycle.

You may want some guidance in setting appropriate goals, or in
identifying resources which are applicable to the goals set. Please   contact
your local coordinator or the RITC for support. <u>You are not alone,   and are not
expected to have all the answers</u>.

Remember, you are committed to **20 hours of mentoring services.**

5. Final Meeting. At the final meeting, please complete the following:

   a. Review the **Mentorship Log**. Make any final notations, sign and date it at the
   bottom, and distribute the copies to the appropriate parties.

   b. Fill out the **Program Evaluation Form** for mentors, which evaluates the
   program in general and RITC's involvement. We encourage you to include
   any observations, feedback, and suggestions on the back of the form.

   c. You should now have the self-addressed envelope ready to mail to the RITC
   with the following forms enclosed: **the white copy of the Mentorship Log;
   the Program Evaluation.**

   Upon receipt of these forms, the RITC office will authorize payment of your
   subsidy.

CONGRATULATIONS!!
YOU HAVE MADE A DIFFERENCE!!

Mentor File
Left side, page 3

RITC REGION IX MENTORSHIP AGREEMENT
DEAF STUDIES DEPARTMENT, C.S.U.N.
18111 NORDHOFF STREET, NORTHRIDGE, CA 91330-8265
(818) 885-2553 V&TTY / (818) 885-4737 FAX

Mentor:_____   **Co-payment (per mentee) $**_____
Print or type.
Mentee(s): 1._____   **2.**_____
Print or type. (individual mentorships only)   (dual mentorships only)
Mentorship Starting Date:_____   **Projected Ending Date:**_____
MENTOR AND MENTEES: Read the following and sign. This agreement is between the above-named mentor and mentee(s) in the RITC Region IX Mentorship Program. **(MENTOR)** I understand that is my responsibility to provide a minimum of 20 hours of mentoring services. Upon completion of services and the return of RITC paperwork, I will be paid a fee specified on the CSUN Corporation contract. (**MENTEES**) I understand that it is my responsibility to follow through with any outside assignments given by my mentor, and to be prepared and accountable for all mentoring sessions.(**MENTOR AND MENTEE**) The terms of this Agreement are acceptable.

Mentor:_____
Signature   Date
Mentee(s): 1._____   **2.**_____
          Signature   Date   Signature   Date
*Please mail this postcard immediately, as the RITC **cannot** hold a mentorship subsidy until the completed Mentorship Agreement has been received by the RITC Home Office.*

Mentor File
Right side, page 1

RITC REGION IX
SMALL GROUP MENTORSHIP AGREEMENT
DEAF STUDIES DEPT.
CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
18111 NORDHOFF STREET, NORTHRIDGE, CA 91330-8265
(818) 885-2553 V&TTY / (818) 885-4737 FAX

Print or type.

Mentor:_____ **Co-payment (per mentee) $** _____

Mentee(s): 1._____ **5.**_____

2._____ **6.**_____

3._____ **7.**_____

4._____ **8.**_____

The services will follow the format below. (Please outline the meeting arrangement to the best of your ability.)

Date	Site	# of Hrs	Type of Meeting (group meeting, V-T feedback, one-to-one meeting)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

This agreement will be active for a period of not more than 3 months, and will include a minimum of 20 hours of mentoring services. This agreement is between the above-named mentor and mentee(s) in the RITC Region IX Mentorship Program.
MENTOR AND MENTEES: Read the following and sign.
The terms of the Agreement as stated above are acceptable. (**MENTEES**) I understand that it is my responsibility to follow through with any outside assignments given by my mentor, and to be prepared and accountable for the mentoring sessions outlined in the arrangement above.

_____   _____
Mentor   Date

1._____ **5.**_____
Mentor   Date   Mentee   Date

2._____ **6.**_____
Mentee   Date   Mentee   Date

3._____ **7.**_____
Mentee   Date   Mentee   Date

4._____ **8.**_____
Mentee   Date   Mentee   Date

*The RITC **cannot** guarantee funds to subsidize this mentorship until the Mentorship Agreement has been completed and returned to the RITC Home Office. Please return the signed Agreement immediately.*

WHITE - RITC   **YELLOW - MENTOR**   **PINK - MENTEES**
Mentor File
Right Side, Page 2

118

Setting Goals for Mentees and Mentors

by Rachel Locker McKee,
CSUN: RITC, Region IX. 1992.

This guide and worksheet is designed to help you translate your diagnostic feedback report into realistic goals for your work in the mentoring partnership. People who are experienced in mentoring[1] emphasize that the single most important step to making progress in your work together is setting specific and achievable goals for yourself, and focusing on those.

1. Identifying Problem Areas

The first step in your work with a mentor is to identify and define problem areas from your diagnostic feedback. This should not be too difficult since the diagnostic report should have identified and discussed these for you. Examples might include: inappropriate facial grammar, unclear fingerspelling, or a lack of cultural adjustments in the message. You might have a long list of identified problems in your diagnostic feedback, or there could be just one or two main, over-riding problems - such as, weak ASL skills, or a lag time problem which interferes with your overall interpreting.

When you meet with your mentor for the first time, spend some time going over the diagnostic report and discussing what you understand or don't understand from the feedback. Check that you both understand the same *definition of terms* - e.g. what does 'cultural adjustment', or 'unclear fingerspelling' mean to each of you?

2. Prioritizing

The next step is to prioritize your problem areas, deciding which ones you want to, or can, work on immediately - and which ones will be put on hold for a while. Since it is difficult to concentrate on more than about two things at a time while actually interpreting, you will probably find it more productive to clearly identify those two things, and focus primarily on them for the period of your mentorship. As Isham (see reference below) points out, our task is highly complex and stressful as it is, so that if we try to attend to several weak areas all at once, we risk ending up frustrated and overwhelmed, with little evidence of

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[1] Some ideas in this worksheet draw on: Linda Siple's Practicum Manual, Department of Support Service Education,NTID, and Bill Isham's article, "Beyond the classroom: Self Directed growth for interpreters", The Reflector (5) Winter 1983. This article is recommended as further useful reading on this topic.

Mentor File
Right Side, Page 3

progress. So choose two or three areas of importance to your skill development, and describe each problem, in order of priority.

3. Getting Specific

Once you have narrowed down and prioritized two or three areas that you want to work on, take another look at how you have defined these: are the problems you have described really *specific* enough to allow you to work productively on them? What exactly do you want to achieve in each problem area? If you are not sure about this, ask yourself another way: *how will you know for sure, or measure, when you have improved this particular skill?*

For example, a problem area such as "facial grammar" is <u>not</u> specific. This covers a whole range of different signals for many grammatical constructions. Narrow down your focus to those markers of facial grammar which seem to cause you the most problems - for example, conditional sentences, or WH questions, or topic marking. Probably one or two of these would be enough to concentrate on for a start. Later, when you feel you are beginning to get control of these, add one more type, without forgetting about the initial ones you started work on!

Another example of a <u>non</u>-specific problem area would be "fingerspelling". Look at your work and your diagnostic feedback more carefully and decide which aspect of your fingerspelling is the real problem. Is your spelling ability poor? Is there a problem with the positioning of your hand? Is the articulation of letters sloppy, or too jerky? Is the fingerspelling too rushed, or too slow? These are *specific* problems, and one or two of these would be the most appropriate focus for your work.

If you have an identified weakness in sign to voice (ASL to English) interpreting and wish to concentrate on this during your mentoring work, look for some specific features of your work that need improvement. Do you fail to complete your sentences? Do you need to increase your range of vocabulary for expressing adverbs of affect? Is your range of vocabulary appropriate to different registers limited? Do you find it difficult to interrupt a Deaf speaker for clarification? Again, these are examples of specific problems that you could usefully choose to work on, rather than attempting to generally improve your "sign to voice skills".

Mentor File
Right Side, Page 4

4. Setting Goals

Supposing you've done a fine job of narrowing down some very specific aspects of your interpreting that you want to work on... you're not finished yet! The next step is to set some definite goals for yourself. Remember that identifying a problem is not the same thing as setting goals. A "goal" describes a specific measure of change or improvement. It is something concrete that you can measure your work against, objectively deciding if you have attained the goal or not.

For example, "making my fingerspelling more clear" is not a very helpful goal unless you can explain how you will measure "more clear". A more useful goal might be something like: " all letters will be visible in 90% of the fingerspelled words in five samples of my interpreting that I record, during the mentorship period".

If you have decided that one of your weak areas is your understanding of Deaf culture, your immediate goal might be: "to read the Padden & Humphries book (Deaf in America: Voices from a culture), and talk about it with at least two Deaf people I know within the next month". Or, if your diagnosis shows that your English vocabulary needs to be expanded in more formal or more academic registers, then your goal could be "to learn and practice using at least twenty new synonyms (appropriate to an academic or formal context) within the next two weeks". These are just examples, but the idea is to make your goals *concrete* and *measurable* - that is, you will be able say definitely whether or not you met the goal.

How you work towards achieving these goals is something that a mentor and mentee can think about together. You can also ask the RITC curriculum coordinator for ideas about activities and materials appropriate to your goals.

Remember: your work together as mentor and mentee will be most successful and satisfying to both if you set specific and realistic goals before you start work. The mentor can be an invaluable guide in this process, but the recognition of specific problem areas, and final decisions about goals need to belong to the mentee herself or himself.

Mentor File
Right Side, Page 5

MENTOR:_____   **MENTEE:**_____

The goal(s) set for this mentorship are: **MENTORSHIP STARTING DATE:**_____

GOAL #1:_____

GOAL #2:_____

GOAL #3:_____

Please evaluate the progress made toward each goal during the mentorship.

GOAL #1:_____

_____

GOAL #2:_____

_____

GOAL #3:_____

_____

Date	Mtg Hrs	Summary Of Meeting	Progress Achieved	Suggested Activities
Sub-Total		(Continued on next page)		

Mentor File
Right Side, Page 6

MENTORSHIP LOG-MENTOR - Page Two

Date	Mtg Hrs	Summary Of Meeting	Progress Achieved	Suggested Activities
Sub-total from page 1				

Mentor's Total Time

Estimate time to the nearest quarter hour.

(Mentor: At the conclusion of the mentorship, please review the Mentorship Log above. Sign and date the form below as verification that this Log accurately reflects the mentorship .

MENTOR'S SIGNATURE: _____   **MENTORSHIP ENDING DATE:** _____

Mentor File
Right Side, Page 7

RITC REGION IX MENTORSHIP PROGRAM
EVALUATION for MENTOR

This short survey is designed to help us improve our service to the Deaf and interpreter communities. It should take no more than five minutes to complete. Feel free to make any additional comments on the back. Your feedback is greatly appreciated.

*Rate the following using a **scale of 1 - 5 or N/A - not applicable:***
***5** - very satisfactory; **4** - satisfactory; **3** - fair; **2** - unsatisfactory; **1** - very unsatisfactory.*

PREPARATION/SUPPORT FOR MENTORING

1. Applicability of mentor training to your task as mentor........ **5 4 3 2 1 N/A**
2. Ability to set and work toward goals .... **5 4 3 2 1 N/A**
3. Quality of match between you and your mentee (areas of expertise, ability to meet together, personal rapport) .... **5 4 3 2 1 N/A**

PROGRAM PROCEDURES

4. Clarity of instructions in mentor packet................................ **5 4 3 2 1 N/A**
5. Usefulness of forms in the mentor packet............................. **5 4 3 2 1 N/A**
6. Payment procedures from RITC home office for mentorship services.. **5 4 3 2 1 N/A**
7. Turnaround time from your chosen diagnostics company (Please specify your chosen company.)_____ **5 4 3 2 1 N/A**

AREA COORDINATOR/RITC HOME OFFICE (CSUN)

8. Support from area coordinator.. **5 4 3 2 1 N/A**
9. Courtesy of area coordinator.. **5 4 3 2 1 N/A**
10. Support from RITC home office at CSUN .... **5 4 3 2 1 N/A**
11. Courtesy of RITC staff... **5 4 3 2 1 N/A**
12. Ability to contact RITC staff or area coordinator with needs **5 4 3 2 1 N/A**
13. Ability to locate and use resources to support goals of the mentorship.. **5 4 3 2 1 N/A**

ADDITIONAL ACTIVITIES (meeting hours not included in the 20 hours of mentoring)

14. Were you and the mentee able to team interpret during the mentorship? ...___Yes ___No
    If so, approximately how many hours?_____
15. Did the mentee observe you on the job (not teaming)? ....___Yes ___No
    If so, approximately how many hours? _____
16. Did you observe the mentee on the job?...___Yes ___No
    If so, approximately how many hours? _____
17. Which component of the mentorship (e.g. diagnostics, videotape work or observations) was the most beneficial? _____
18. Which component of the mentorship (if any) was the least useful? _____

Mentor File
Right Side, Page 8

124

RITC REGION IX

OBSERVATION AND FEEDBACK FORM

INTERPRETER'S NAME:

SETTING:

MENTOR:

SOURCE LANGUAGE	TARGET LANGUAGE	COMMENTS

Mentor File
Right Side, Page 9

SOURCE LANGUAGE	TARGET LANGUAGE	COMMENTS

OVERALL PATTERNS AND OBSERVATIONS

1._____

2._____

3._____

4._____

Mentor File
Right Side, Page 10

Computerized Materials Database

Throughout the mentorship program, the RITC kept in touch with mentors through community coordinators, the Home Office, and written evaluations. The most common feedback the Home Office received from mentors was the need for more materials.

The consultant team began working on this problem immediately. In individual sites, some materials libraries were opened. However, mentors and mentees in the program often found themselves searching for support materials and having few options to turn to for help.

The RITC grant was not funded to buy large amounts of materials. In addition, the cost to fund materials centers across four states and the Pacific Basin (i.e. the Region IX) would have been exorbitant. However, with careful planning and research of the available resources, we found we could help interpreters access these materials from within their own communities, and supplement existing centers with carefully selected products to ensure participants had adequate support materials.

The Computerized Materials Database was the product of this effort. The consultant team and coordinators throughout Region IX started an extensive campaign to organize and catalog appropriate materials in each community. Next, these catalogs were sent to the Home Office in any format, where they were entered into a massive database in our computer. Finally, the Home Office staff and consultant team added information to the catalogs to aid mentors and mentees in identifying appropriate materials for specific skills development. This final task would have never been completed were it not for the able work of Dr. Jeff Davis, our former consultant from Arizona and RITC mentor. For his outstanding contribution we are truly thankful.

Using the Catalog
The catalog was too massive to be printed and distributed easily. Instead, the Home Office offered to each consultant a local listing, and drew upon the catalog to find materials suited to a mentee's individual needs.

The catalog is organized according to the following:

> **Title**
> **Author**
> **Media Type** (e.g. book, video, etc.)
> **Description**
> **Area** (e.g. Bay Area, L.A.)
> **Site** (e.g. U of A or Tucson Public Library)
> **Access Criteria** (*who* can borrow, and *when*?)

In addition, the RITC has suggested uses for many materials. We noted what materials may be good for practice in areas such as Sign-to-Voice interpretation or transliteration and exposure to register variation. The suggested uses are taken from the following categories:

1. **ASL linguistics**
2. **Classifiers**
3. **Deaf Culture**
4. **Educational Interpreting**
5. **Ethics and Professional Behavior**
6. **Facial Grammar/Non-Manuals**
7. **Fingerspelling**
8. **Idiomatic and Figurative Language**
9. **Interpretation Practice** (ASL-English)
10. **Interpretation Practice** (English - ASL)
11. **Models of Interpretation** (e.g. Colonomos, Cokely)
12. **Register Variation** (ASL)
13. **Register Variation** (English)
14. **Translation Practice**

A mentor would fill out his/her needs on the attached form and mail it in, or call the RITC Home Office directly and tell us what they needed. Our information specialist could pull up the information and send it in an easy-to-read format.

It is important to note that every category was not filled in. The database was an ongoing effort. For example, sometimes catalogs were submitted with the "Description" provided; sometimes we had to track a description down or preview the material and create one. Therefore, the description category may be blank. Also, the "Suggested Uses" category was recently added and was still in process.

Finally, a catalog such as this was, and is an ever-changing thing. We constantly asked for updates (is this item no longer here? Have new videos been added?) to keep it useful.

The size of our program necessitated a computerized database. However, most communities can organize their materials by contacting key people at schools, agencies, and local libraries, and gathering local listings.

Request for Materials

Locale of Mentee　　　　　　　　　　_____

Media Type Preferred *(if applicable)*　　_____

Use of Material　　　　　　　　　　　_____
(What skill is the mentee developing?)

Request for Materials

Locale of Mentee　　　　　　　　　　_____

Media Type Preferred *(if applicable)*　　_____

Use of Material　　　　　　　　　　　_____
(What skill is the mentee developing?)

Request for Materials

Locale of Mentee　　　　　　　　　　_____

Media Type Preferred *(if applicable)*　　_____

Use of Material　　　　　　　　　　　_____
(What skill is the mentee developing?)

MENTEE WORKING FILE

The checklist below highlights each step you must complete in the RITC Mentorship Program. The following pages provide a more detailed guide, should you wish to use it.

1.   **Mentee work guide:** Familiarize yourself with the paperwork. .... __

2.   **Contact the mentor:** Arrange first meeting time and place.............. __

3.   **Mentoring Agreement:** Sign and have mentor mail to RITC. .... __

4.   **Mentorship Log:** Begin recording activity. .... __

5.   **Final Meeting:** Sign off log; mail in program evaluation. .... __

"Be what you are

and become

what you are capable of becoming."

—Robert Louis Stevenson

Mentee File
Left Side, Page 1

Welcome to the exciting world of mentorship. We at RITC Region IX hope the one-on-one attention you receive through mentorship will address your specific needs as a developing interpreter.

To help you prepare for your mentorship, we have developed this folder. A reference guide to our mentorship procedures is on the left; all the forms you will need are on the right.

1. Look through your folder. You should find the following:
- **--an article entitled "Setting Goals";**
- **--a two-page Goals and Objectives optional worksheet;**
- **--a Mentorship Log;**
- **--a Program Evaluation;**
- **--a receipt for co-payment;**
- **--blank pages for note taking;**
- **--a self-addressed envelope from RITC.**

If you are missing any of the above, please call the RITC office and we will send the missing document to you immediately.

2. Contact your mentor. Decide on a time and place for your first meeting. In preparation for your first meeting, you should complete the following:

    a. Read the article on **Setting Goals**, and (if you have requested and received a diagnostic evaluation or personal feedback session) fill out the **Goals and Objectives** worksheets.

    b. Begin considering specific goals you can work on during the course of one mentorship. You may wish to use the Goals and Objectives worksheet to guide you in this process.

3. At the first meeting, please complete the following:

    a. If you received a diagnostic evaluation or personal feedback session, discuss what insights you have gained from it.

    b. Discuss the terms of the mentorship found on the **Mentoring Agreement** postcard (supplied by the mentor). Review the completed agreement, make any necessary corrections, and sign it. Your mentor will return it to the RITC office.

    c. Pay the mentor your co-payment, suggested by RITC to be $75. *You and your mentor may agree to larger or smaller copayment or an installment system of payment if you wish, but this is not monitored by the RITC and we have no way of overseeing it. Please note the exact amount of the co-payment on your Mentoring Agreement.*

Mentee File
Left Side, Page 2

4. Begin the Mentorship Log. With your mentor, discuss and select goals   for the mentorship, and record them **Log**. Your mentor will have an   identical log for his/her records. We suggest you select no more than three goals (or as few as one) per mentorship.

   After you identify one goal, "**Goal #1,"** discuss with your mentor how
   you can work to achieve that goal. At the end of the meeting, note your
   work (**"Summary of Meeting").** At subsequent meetings, note the   progress you've made **("Progress Achieved")**, and any assignments due before your next meeting **("Suggested Activities")**.

   Some goals may take several weeks to accomplish; others may be
   accomplished in the course of one week. Be sure to log your progress!   A visual record of progress is both rewarding and encouraging for   everyone involved.

The Mentorship Log will not be completed during the first meeting. It is intended to be a running record of your progress throughout the mentorship. The **Mentorship Log** will stay in your folder during the course of the mentorship. At the conclusion of the mentorship, a copy will be mailed to the RITC, and you and your mentor will receive a copy for your records.

Your mentor is committed to 20 hours of mentoring.

5. Final Meeting. At the final meeting, please complete the following:
   a. Review the **Mentorship Log** in your <u>mentor's folder</u>. Be sure you
   and your mentor make any final notations, and sign and date as
   confirmation that this log accurately reflects the mentorship just
   completed. Collect your copy of the mentor's triplicate log.

   b. Fill out the **Program Evaluation** for mentees, which evaluates the
   program in general and your satisfaction with it. We encourage you to
   include any observations, feedback, and suggestions on page 2 of the
   form. Give the form to your mentor to include with his/her final mailing to   the RITC. <u>(If you would like to keep your evaluation confidential, you may   fill out the form at home and mail it to us using the envelope provided.)</u>

You will probably feel good at the progress you have made during the mentorship. Keep in mind, however, that in the course of a couple months you may have only had time to plant some good seeds. Be sure to watch for the fruit of your work during the next few months.

<div align="center">

**Always remember, your colleagues
in the field of interpretation are behind you.**

Good Luck !!!

</div>

Mentee File
Left Side, Page 3

Setting Goals for Mentees and Mentors

by Rachel Locker McKee,

CSUN: RITC, Region IX. 1992.

This guide and worksheet is designed to help you translate your diagnostic feedback report into realistic goals for your work in the mentoring partnership. People who are experienced in mentoring[2] emphasize that the single most important step to making progress in your work together is setting specific and achievable goals for yourself, and focusing on those.

1. Identifying Problem Areas

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When you meet with your mentor for the first time, spend some time going over the diagnostic report and discussing what you understand or don't understand from the feedback. Check that you both understand the same *definition of terms* - e.g. what does 'cultural adjustment', or 'unclear fingerspelling' mean to each of you?

2. Prioritizing

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[2] Some ideas in this worksheet draw on: Linda Siple's Practicum Manual, Department of Support Service Education, NTID, and Bill Isham's article, "Beyond the classroom: Self Directed growth for interpreters", The Reflector (5) Winter 1983. This article is recommended as further useful reading on this topic.

Mentee File
Right Side, Page 1

overwhelmed, with little evidence of progress. So choose two or three areas of importance to your skill development, and describe each problem, in order of priority.

3. Getting Specific

Once you have narrowed down and prioritized two or three areas that you want to work on, take another look at how you have defined these: are the problems you have described really *specific* enough to allow you to work productively on them? What exactly do you want to achieve in each problem area? If you are not sure about this, ask yourself another way: *how will you know for sure, or measure, when you have improved this particular skill?*

For example, a problem area such as "facial grammar" is <u>not</u> specific. This covers a whole range of different signals for many grammatical constructions. Narrow down your focus to those markers of facial grammar which seem to cause you the most problems - for example, conditional sentences, or WH questions, or topic marking. Probably one or two of these would be enough to concentrate on for a start. Later, when you feel you are beginning to get control of these, add one more type, without forgetting about the initial ones you started work on!

Another example of a <u>non</u>-specific problem area would be "fingerspelling". Look at your work and your diagnostic feedback more carefully and decide which aspect of your fingerspelling is the real problem. Is your spelling ability poor? Is there a problem with the positioning of your hand? Is the articulation of letters sloppy, or too jerky? Is the fingerspelling too rushed, or too slow? These are *specific* problems, and one or two of these would be the most appropriate focus for your work.

If you have an identified weakness in sign to voice (ASL to English) interpreting and wish to concentrate on this during your mentoring work, look for some specific features of your work that need improvement. Do you fail to complete your sentences? Do you need to increase your range of vocabulary for expressing adverbs of affect? Is your range of vocabulary appropriate to different registers limited? Do you find it difficult to interrupt a Deaf speaker for clarification? Again, these are examples of specific problems that you could usefully choose to work on, rather than attempting to generally improve your "sign to voice skills".

4. Setting Goals

Supposing you've done a fine job of narrowing down some very specific aspects of your interpreting that you want to work on... you're not finished yet! The next step is to set some definite goals for yourself. Remember that identifying a problem is not the same thing as setting goals. A "goal" describes a specific measure of change or improvement. It is something concrete that you can measure your work against, objectively deciding if you have attained the goal or not.

Mentor File
Right Side, Page 2
For example, "making my fingerspelling more clear" is not a very helpful goal unless you can explain how you will measure "more clear". A more useful goal might be something

like: "all letters will be visible in 90% of the fingerspelled words in five samples of my interpreting that I record, during the mentorship period".

If you have decided that one of your weak areas is your understanding of Deaf culture, your immediate goal might be: "to read the Padden & Humphries book (Deaf in America: Voices from a culture), and talk about it with at least two Deaf people I know within the next month". Or, if your diagnosis shows that your English vocabulary needs to be expanded in more formal or more academic registers, then your goal could be "to learn and practice using at least twenty new synonyms (appropriate to an academic or formal context) within the next two weeks". These are just examples, but the idea is to make your goals *concrete* and *measurable* - that is, you will be able say definitely whether or not you met the goal.

How you work towards achieving these goals is something that a mentor and mentee can think about together. You can also ask the RITC curriculum coordinator for ideas about activities and materials appropriate to your goals.

Remember: your work together as mentor and mentee will be most successful and satisfying to both if you set specific and realistic goals before you start work. The mentor can be an invaluable guide in this process, but the recognition of specific problem areas, and final decisions about goals need to belong to the mentee herself or himself.

Mentee File
Right Side, Page 3

Goals and Objectives Worksheet

1. List all the consistent patterns identified in your diagnostic feedback report.

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2. Do any of the patterns which are connected to a breakdown of the interpretation process seem to be related? If so, which ones—and how are they related?

3. Of the patterns listed above, choose two which you consider to be the most important to work on for the development of your interpreting skills. List them in order of priority.
   1.
   2.

4. Find examples in your diagnostic sample, and describe each pattern, and its possible causes, in as much detail as you can.

   1.

   2.

Mentee File
Right Side, Page 4

5. For each of areas in which the interpretation process breaks down, discuss two concrete goals to work towards to strengthen this part of the process, and list them below.

Priority #1 is: _____

My goals are: a) _____

                   b) _____

Priority # 2 is: _____

My goals are: a) _____

                   b) _____

6. Now you will need to think about *how* you can work towards achieving these goals, and what materials you might need. You are ready to begin work!

Remember that these goals should be reviewed as you near the end of your agreed mentoring period, by measuring your progress against your stated goals. Don't change goals at the first sign of improvement: keep working at it until the new skill, knowledge or behavior has become second nature to you. Even if you do move on to new priorities and goals, don't discard the old ones because assimilating new skills takes a long time. While you may want to concentrate on new goals for your next mentoring assignment, remember to do regular checks-ups on the goals that you set yourself earlier, to see if you are maintaining the progress you made.

Mentee File
Right Side, Page 5

MENTORSHIP LOG-MENTEE

MENTOR:_____   **MENTEE:**_____

The goal(s) set for this mentorship are: Mentorship Starting Date:_____

GOAL #1:_____

GOAL #2:_____

GOAL #3:_____

Date	Prep Time	Mtg Hrs	Travel Time	Summary Of Meeting	Progress Achieved	Suggested Activities
Totals			Mentee's Total Time:			

Estimate time to the nearest quarter hour. **Please evaluate the progress made toward each goal during the mentorship.**

GOAL #1:_____

_____

GOAL #2:_____

_____

GOAL #3:_____

_____

(Mentee: At the conclusion of the mentorship, please review the Mentorship Log above. Sign and date the form below as verification that this Log accurately reflects the mentorship .

MENTEE'S SIGNATURE:_____   **MENTORSHIP ENDING DATE:**_____

Mentee File
Right Side, Page 6

RITC REGION IX MENTORSHIP PROGRAM
MENTEE PROGRAM EVALUATION

Your feedback is greatly appreciated. Below is a short survey designed to help us improve our service to the Deaf and interpreter communities. The survey is designed to take no more than five minutes. You are welcome to make any additional comments on the back.

*Rate the following using a **scale of 1 - 5 or N/A - not applicable:***

1 - very satisfactory **2 -** satisfactory **3 -** fair **4 -** unsatisfactory **5-** very unsatisfactory

N/A - not applicable

Program Procedures

1. Clarity of instructions in the mentee handbook .... **1 2 3 4 5 N/A**
2. Usefulness of forms in the mentee handbook .... **1 2 3 4 5 N/A**
3. Turnaround time from your chosen diagnostics company........... **1 2 3 4 5 N/A**
   (Please specify your chosen company.) _____
4. What was the turnaround time (in weeks / months)? _____
5. Usefulness of a diagnostics in setting goals for the mentorship .. **1 2 3 4 5 N/A**

Program Effectiveness

6. Ability to meet with your mentor regularly .... **1 2 3 4 5 N/A**
7. Ability to complete assigned tasks on time................................. **1 2 3 4 5 N/A**
8. Effectiveness of assigned tasks on skill development .... **1 2 3 4 5 N/A**
9. Overall satisfaction with the program... **1 2 3 4 5 N/A**
10 For every hour of time spent working with your mentor,
    approximately how much time did you spend   *(Circle one.)* (Per **1** hr of mentoring)
    doing outside assignments (homework)? **.5 hr 1 hrs 1.5 hrs 2 hrs Other___**
11. Were you able to interpret with your mentor during the course of mentorship? _____
12. If so, approximately how many hours?_____

Cost Effectiveness

13. How many hours do you devote to professional development
    (e.g. classes/workshops) in one year? _____
14. Approximately how much money do you spend per year on
    professional development? $ _____
15. What percentage of time from classes/workshops would you estimate is directly relevant to
    your skill development? _____
16. Do you feel professional mentorship is an economical
    form of professional development?   **Yes   No   Undecided**

Future Mentorships

17. Would you like to start another mentorship?   **Yes   No   Undecided**
18. Would you recommend this form of professional
    development to other interpreters?   **Yes   No   Undecided**

Other

As this is a pilot program, we are trying to ascertain what aspects of a mentorship, if any, seem to have the strongest impact on the success of a mentorship. We would appreciate a few moments of your time for some feedback. You may use the reverse side of this form or your own sheet of paper.

Mentee File
Right Side, Page 7

RITC Region IX
Mentorship Program

MENTEE RECEIPT

FOR MENTORSHIP SERVICES

Mentor Name: _____

Street Address: _____

City: _____**State:**_____**Zip:**_____

Mentee Name: _____

AMOUNT RECEIVED FROM MENTEE: $_____

_____   _____
Mentor Signature   **Date**

Mentee File
Right Side, Page 8

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