*Effective Mentoring Practices-TIEM Center*

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# Effective Mentoring Practices

# **Philosophy and Design**

Mentors are experienced practitioners who are also specialized educators with the requisite knowledge and skills to guide adult learners in a process of professional self-discovery.  Interpreters paired with mentors can work on particular issues they are facing.  Usually, there is an immediate benefit in terms of skill growth, but in addition, interpreters who are mentored begin to lay foundations for their own long-term skill improvement.  That is because with effective mentorship they have learned how to analyze the expectations and needs of all participants in interpreting settings, to negotiate the powerful impacts of power, privilege and oppression (PPO) on each participant, and to assess, and effectively provide feedback and strategies for interpreting skill and knowledge growth. They know how to assess their own skill levels and how to set specific targets for themselves that are directly related to the enhancement of their work lives.  Interpreters can also help others to lay those foundations when they begin to mentor each other.

The Effective Mentoring Practices Program described here is designed around the concept of learning as discovery, an approach to learning that requires students to take on the risky process of self-challenge and personal investment in skill development (e.g. Daloz 2012). The program offers the best current understanding of the processes and functions of mentoring.  Participants delve into complex understandings of the tasks and activities of interpreting and mentoring, and develop a deeper understanding of the private and personal tasks they need to undertake to grow as mentors, as well as interpreters.  Each module is built around a "learn-by-doing" approach and takes participants through the difficulties and triumphs adults experience when they agree to climb on to a new learning curve.  By going through the challenge and struggle that produces self-development, participants are also learning how to guide that growth process in others. The modules within this program focus on the knowledge and skills necessary for effective mentoring. Although presented discretely in this proposal, an underlying thread throughout the program is that each builds on the previous, and feeds into the next, with concepts and ideas intermingled through the entire program.

Program Design: The program is designed with 6 inter-dependent modules. Each module highlights specific factors that are essential to effective mentoring, and each is led by an expert primary facilitator, with the support of the other facilitators. This holistic approach allows participants to specifically benefit from the expertise of the individual module facilitators while also having continuity of the program team throughout the course.

Program Methodology: The program is offered through a variety of methods, materials and practices. Participants should expect to dedicate between 6-10 hours per week to their activities for the program.

Activities and learning experiences may include:

- Reflective input about assigned readings, videos, and practice activities on a weekly basis.
- Weekly online, asynchronous interactions with peers and facilitators (usually 2 timely and relevant original postings and 4 responses to others are required each week)
- 3-4 individual meetings with one or more of the facilitators during the program
- Portfolio preparation: participants will compile reflections and examples of their own learning and growth, to be compiled into a final portfolio demonstrating their understanding and application of the materials presented

Upon successful completion of all required activities, and based on review by the facilitators, the participant will receive a certificate of completion of the Effective Mentoring Practices Program.

## Overview of Schedule

- Weeks 1: Module 1: Introduction to Mentor Training Program
- Weeks 2-5: Module 2: The Role-Space Model: Fundamental Principles and Applications to Mentoring
- Weeks 6-10: Module 3: Mentoring through a Systematic Analysis of Power, Privilege, and Oppression
- Weeks 11-14: Module 4: Assessment of Interpreting for Mentors
- Weeks 15-18: Module 5: Peer mentoring application and practice
- Weeks 19-20: Module 6:Portfolio Submission and review

# Mentoring Modules 1-6: Descriptions & Goals

## Module 1 (1 week): Introduction to Effective Mentoring Practices Program

**(**pt_Lead Facilitator: Betsy Winston_)

This module serves to introduce participants to the training, to provide an overview of the topics and approaches, and to offer an orientation to online learning resources, definitions of mentoring for interpreters.

This module introduces participants to/In this module we introduce participants to:

- each other and the facilitators
- the resources to be used through the programme, including
  - online learning management system (Canvas);
  - online skills development tools (e.g. GoReact);
  - collaborative meeting resources (Canvas Collaborations, Zoom, Whereby, and/or similar)
- Exploring Mentoring for interpreters

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Module 2 (4 weeks): The Role-Space Model: Fundamental Principles and Applications to Mentoring

**(***Lead Facilitator: Robert G. Lee)*

This module provides an overview of the role-space model of interpreted interactions developed by Peter Llewellyn-Jones and Robert G. Lee (2014). The core premise is that a 'role' is not something that people have, rather is it something that people do. Interpreters must learn to make use of not only their linguistic and cognitive processing skills in interpreted interactions, but also must strategically employ interpersonal skills (e.g., presentation of self, participant alignment, empathy, etc.) in order to facilitate successful interactions between and amongst the primary participants in the interaction. Knowledge of these skills in the interpreter's working languages are vital for effective interpreting to occur.

The role-space model proposes three interrelated dimensions of interpreter decision making and behavior: interaction management, participant alignment and the presentation of self.  Decisions made by interpreters during interactions can be mapped to these axes. The interaction between and amongst them axes forms the role-space an interpreter occupies in any given interaction. After the overview, the interpreter's role related to each axis is explored.

The model provides a framework for mentors to work with interpreters in understanding the dynamics of decisions made during interpreted interactions. Initially, mentors explore their own understanding of their interpreting practice through the lens of the role-space model. They then explore how to use this model in their own mentoring practice. By exploring the reasons behind decisions made, mentors are able to use the role-space model to help guide the mentees to a deeper, more principled understanding of their work.

 Through lecture and discussion, the participants will:

- Review fundamental ideas that underpin all communicative interaction (including the various roles that all speakers/signers undertake during interactions)
- Be presented with a unified model of interpreter behavior that describes the space that interpreters occupy in a given interaction.
- Review and discuss implications of the model in mentoring contexts
- Analyze and discuss their own interpreting practice using the role-space model
- Develop strategies that can be used in mentoring sessions to guide mentees in their professional development

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Module 3 (4 weeks): Mentoring through a Systematic Analysis of Power, Privilege, and Oppression

**(***Lead Facilitator: Jeremy L. Brunson)*

The dynamics of power, privilege, and oppression can be seen throughout the interpreting process interpersonally, socio-historically, and systemically in many domains. This is also true in the practice of mentoring. Practitioners, mentors, and mentees/apprentices need to become familiar with the ways in which these dynamics shape interpreter-consumer relationships and mentor-mentee relationships. This is done through identifying the systems that are created to produce and perpetuate forms of inequality.

In this module, we explore and reflect on our own participation and experience with power, privilege and oppression both at the individual and systemic level. Our readings and discussions examine the manifestation of power, privilege and oppression at various levels within our society. The focus of these discussions allows for one to be reflexive about their own practice and explore opportunities and strategies for broaching issues of power, privilege, and oppression within the mentoring relationship.

Participants identify how the exercise of power, privilege, and oppression occurs at various levels within society. Interpreted events often become a nexus of these dynamics.

- Study a variety of work about the nature and impact of power, privilege, and oppression.
- Reflect on your previous and expanding understandings of power, privilege, and oppression.
- Connect power, privilege, and oppression to interpreting and mentoring.
- Discuss your reflections about your own participation and experiences with power, privilege, and oppression, at both the individual and systemic level. Discussion occurs via online forums.
- Formulate plans for drawing the attention of mentees to the functions of systems in perpetuating marginalization.
- Synthesize your understanding and learning through optional summaries of discussions and readings.
- Apply your learning to interpreting, and consumer needs, and mentoring through discussion and optional projects.

Learning to see the mechanisms of power, privilege, and oppression positions participants as active rather than passive. Being active allows one to see their own participation in the systems of power, privilege, and oppressions. It also changes the focus from the individual perpetrator to the system organization of these dynamics. This newfound paradigm helps practitioners, mentors, and mentees manage the settings in which they interpret.

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## Module 4 (4 weeks): Assessment of Interpreting for Mentors

(*Lead Facilitator: Betsy Winston)*

This module expands on the discussions and learning in Module 1 (Exploring Mentoring for Interpreting) and continues to build on the learning from Modules 2 and 3. Here we explore the essential elements of assessing the development and performance level of interpreting skills for mentors. The ability to assess and, just as importantly self-assess, is the foundation of skill growth and effective interpreting. The module begins with a brief introductory review of meaning-based interpreting as the foundation of assessment approaches. We explore the types of performance assessment-formative, diagnostic, and summative, and the types of feedback resulting from each. Participants then discuss the concept of interpreting vs. language use, and study various rubrics, including a broad meaning-based assessment rubric, and the rubrics they have used. Finally we narrow the focus to diagnostic assessment, practicing the assessment and self-assessment of a variety of interpreting samples. By exploring these critical elements that contribute to effective assessment of interpreting performance, participants examine how to conduct assessments that incorporate research with reflective assessment practices.

On successful completion, participants will:

- Discuss meaning-based interpreting & transliterating performance assessment concepts and goals.
- Describe differences between language fluency assessment and interpreting/transliterating assessment
- Assess interpreting performances based on consumers' needs and goals, with a focus on discourse features in both the source and target texts.

## Module 5 (4 weeks): Peer mentoring application and practice

(*Lead Facilitators: All)*

This module emphasizes practical application of mentoring through ongoing peer mentoring of interpreting and interpreting settings. It provides hands-on opportunities to practice, assess, give and receive feedback about both interpreting and mentoring skills. Participants work collaboratively to provide mentoring to other participants, participate in being mentored, and to observe and "mentor" mentoring practices of their colleagues. During this module, participants also review and reflect upon their own learning and growth as mentors, and begin to assemble a portfolio that demonstrates their abilities as mentors.

At the end of this module, participants will demonstrate application of effective mentoring practices, including the synthesis of learning from previous modules:

- Mentoring Approaches
- Role-Space Model: Fundamental Principles and Applications to Mentoring

- Mentoring through a Systematic Analysis of Power, Privilege, and Oppression
- Assessment of Interpreting for Mentors

Module 6 (2 weeks): Portfolio Submission and review

(*Lead Facilitators: All*)

This final section of the programme provides participants with the opportunity to assess their own samples of interpreting and of mentoring other about interpreting, to demonstrate their understanding and applications of the mentoring knowledge and skills they learn throughout the programme, and to present their own approach to mentoring while also preparing a tangible example of their work that can be shared with future employers, and any who seek mentoring services from them. Successful completion of the training will result in participants having a portfolio that demonstrates their skills, knowledge, and approaches to mentoring interpreters.

# Guidelines & Requirements for Successful Completion

Successful completion of this program results in a Certificate of Completion, reflecting a minimum of 100-180 hours of study and completed activities. *Note: Participation time is anticipated to include a **minimum** of 6-10 hours total every week.*

Course Content: Most module content is contained in the Canvas area either as readings or via links to web-based content. Each section will contain the reading materials as well as any specific assignments. Each section needs to be completed within the deadlines posted. Additional content is also found int the text you have been provided, *Redefining the role of the community interpreter: The concept of role-space*. (Llewellyn-Jones, P., & Lee, R. G. 2014. SLI Press).

Logging in: You will need to log in at regular intervals (at a minimum of twice a week) and are responsible for being up-to-date on all announcements, information, and discussions. You will also be asked to participate in discussions in a variety of ways, including in small groups and via individual postings in the Discussion Board.

*\*Some people find it helpful to envision their learning as a paid interpreting assignment-it needs to be effectively prepared for ahead of time, you need to arrive for every class or assignment on time (which for interpreters means being early), and be fully present for your cohort.*

Activity Log: The hours spent on the course need to be logged and submitted weekly, using the form provided here. Download it and use it every week to submit your documentation. You need to include a listing of time and dates that you studied and prepared activities, a brief description of the activity, a copy of your original postings, and other additional artifacts as outlined for each assignment.

Program discussions: Discussions are guided by questions and the assigned materials, but they are also yours, and the goal is to foster collaborative learning with your peers. To get the most benefit you need to actively participate. When someone poses a question, you need to try to respond to it. Each person has valuable insights and perceptions to bring to the group. The purpose is not a simple question and answer interchange; the goal is to explore the ideas and investigate new information both individually, and with your peers. The role of the facilitators in these discussions is to monitor and guide; we will not be responding to each of your comments and questions during these discussions but we will be monitoring them.

**Weekly Activities** include but are not limited too

1. Time logs
2. Hands-on activities (for example, quizzes, interpretations, partnered interactions)
3. Reflective Application Postings, as described here below:

**Types of Reflective Application postings\*:** In general, there are 3 types of regular postings that participants will post. These are:

- **Original Posts**: These demonstrate your reflections and applications of your learning from the readings and materials posted in the module. As a guideline: 1 Original Post = 500 written wds/3 minute ASL video)
- **Substantive Responses:** These are created in response to other people's original posts, and comment on, expand, and/or discuss the points in the original posts. As a guideline: 1 Substantive Response = 250 written wds/1.5 minute ASL video
- **Informal interjections**: These are quick, supportive posts such as "That idea really expanded my thinking" or "Thanks for helping me think about that!" These are not expected from each person to every post.

\*Please respect everyone's time: if your posting is in written English, insert it INTO the message box (don't attach a file); if it is in a sign language, EMBED the video (don't attach it). As you will see, attachments are discouraged in the discussion areas due to the extra time required to access them.