EMOTIONAL INTELLIGENCE, INTUITION & MENTORING RELATIONSHIPS

Effective mentorship requires utilizing your EQ — your "emotional intelligence." EQ is the ability to identify, describe, and monitor your own or others' emotions. Take a moment to think about someone who you consider to exhibit emotional intelligence. What are their characteristics? Can you identify and describe their attitudes, values, skills?

5 Principles for Fostering Emotionally Intelligent & Intuitive Mentoring Relationships

Communication

Can you think of a time during either your sessions or a one-on-one when you were able to 'break it down' with your mentee(s), for example, a moment when they felt comfortable sharing something personal or significant with you.

• How did you create the space for this kind of exchange to happen?

• How was this experience for you?

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Balancing Spontaneity with Planning

"...effective mentors should be less task-oriented and more focused on building trust with their mentees. Expressed flexibility is importance to balance with an environment that is not void of structure and giving yourself room to switch gears as they need arises" (Terrion & Leonard, 2007).

- Does this statement resonate with you? How does it fit with the shape of your sessions throughout the term? What role might intuition play in this idea?

"Leaning into Discomfort" or Modelling Vulnerability

"Any classroom that employs a holistic model of learning will also be a place where teachers grow, and are empowered by the process. That empowerment cannot happen if we refuse to be vulnerable while encouraging students to take risks. Professors who expect students to share but who are themselves unwilling to share are exercising power in a manner that could be coercive. In my classroom, I do not expect students to take any risks that I would not take, to share in any way I would not share. When professors bring narratives of their experiences into classroom discussions it eliminates the possibility that we can function as all-knowing, silent interrogators. It is often productive if professors take the first risk, linking confessional narratives to academic discussions so as to show how experience can illuminate and enhance our understanding of academic materials"

    -bell hooks, Teaching to Transgress, p. 21.

- What do you think about hooks' approach to teaching and learning? How might her ideas translate to mentor/mentee relationships? What issues might arise from this method?

Navigating Boundaries While Letting Your Humanity Shine Through

"Although the need to respect ethical boundaries should always be a concern, ultimately "friendship can facilitate a sense of connectedness while still encouraging individual growth" (Terrion & Leonard, 2007).

• How did you foster meaningful connection with your mentees? What personal skills or strengths did you draw on when balancing boundaries and building connection with mentees?

Don't Forget the Body & the Non-Verbal

In terms of the non-verbal, we try to seek a balance between talking and listening. Relatedly, awareness of what our body language communicates to others, for example, having a relaxed brow, smiling, and posture go a long way in communicating our attention and how present we are.

• Can you think of other activities that would allow mentors to nurture the "total person" of the mentee?

To close, we want to share some ways you can develop your emotional intelligence as a mentor:

1. Let your co-mentor, a close mentor colleague, or close friend know how you want to grow and improve. This includes asking yourself:

   What activities help to nourish and refuel you, and what are some possible activities or experiences that will allow you to cultivate yourself in these ways?

By doing so, you are inviting them to help you in this pursuit, and they can hold you accountable.

2. Surround yourself with people and spaces where you can practice the capacities you hope to hone. Ask yourself:

   • What experiences will empower the abilities you already have?
   • Who can help you along the way?