MENTOR METAPHORS
These metaphors were created by participants of e-Mentor Course 2. The courses are provided by a partnership between the SD Department of Education and Technology & Innovation in Education.

Robin Cochran-Dirksen The mentors journey is "the road taken". The reading instructs that mentors must be aware of their own journey or personal history, and that of their mentee as well. Our personal experiences make us who we are, and by articulating ours, and having the mentee articulate theirs, we can better find the right questions to ask to engage them in reflection. For me, an analogy would be those moments when you're with someone who seems really bitter, or crabby, and you say, “what's the matter, did your dog die”, and their dog actually did die, and there your stand, embarrassed. The older I get, the more I realize that I can't make assumptions about others and that I really need to know how their experiences have made them who they are if I want to build a genuine relationship with them.

Ellie Cooch At first I thought I would go with mentoring as a dance. But dancing kind of implies that someone is leading and someone is following. From the reading it seemed like there should be no more of a mutual relationship. That led me to mentoring as modern dance, with no clear leader, moving across the stage with a plan but one that plays off the strengths of each other. But then I decided, couldn't take that far enough. So I tried music. How about mentoring as a jazz composition? Each musician brings her own instrument and set of strengths and weaknesses, past experiences and learnings. You can follow the stream of each instrument if you listen carefully. While alone each of them is engaging, they have to work together to make the music. Creating the music is a process and a learning experience for each participant. They have to know the other musicians and adjust to the flow of the piece. However, even though we may think the music is free form and without direction, each of them need to have an understanding of the other, where the other is going and what they need from each other.

If that one doesn’t work, how about mentoring is a tandem bicycle ride. Sometimes we are shouting “Whee!!” as we cruise down the hill, feet stuck out to the side and hands in the iar (OK safe bicycle riders, we have both hand on the handlebars and we are wearing our helmets but our feet are still sticking out) and other times we are puffing and panting as we tackle some heavy uphill issues. We need to take turns, sometimes I steer the bicycle at the front and other times I pump away at the back (and maybe just slack off with my feet on the bars while the person in front pulls me along). We have to decide together where we want to go - what does the mentee want and what can I offer because one can’t go off in one direction and one in the other – we are tied together. We also have to make sure we periodically check the map - reflect together on the mentoring session - and make adjustments when we find we are heading in the wrong direction. However, we have to be open to side trips on our bike ride when things arise that might be beneficial to the relationship. We don’t want to miss the giant ball of twine because we are so focused on the road ahead.

Reva Potter Mentoring is very much like using a periscope with mentor and mentee serving as mirrors bouncing images back and forth with the ultimate goal of seeing higher and farther than a single mirror could ever do. This “reflective” process can allow one to see over, around and beneath obstacles, much as a mentoring team does with its reflective dialogue. A simple periscope made with a skinny milk cartoon is a structure devised to reach the goals established in the mentee/mentor learning partnership. Another interesting thing about a periscope is that it can reach to great heights and still reflect the vision; it just takes magnifying lenses to increase the image, much as the critical reflection process of mentoring can amplify the learning from shared experience.
**Roxie Ahlbrecht** The Mentor’s Journey is a vine clinging to the trellis in a garden. There are twists and turns in its growth, yet it has the strength to lift up the leaves, provide food for continued growth, and nourish the fruit to full ripeness. As I trimmed my backyard vines today, I realized our path as mentors is much like the vine. There are times when we nourish and time when we rest. The path twists and turns, some of our leaves fall off, but most flourish to their fullness and produce a delicious, tasty fruit. The fruit itself reproduces to again repeat the circle.

**Ramona Lundberg** I have worked with colts many times in my life. I do not call this “colt training” because there is really very little I can train a colt to do. What I believe one must do to help a young horse become the confident, strong animal that he can be is to nurture the positive qualities the colt already possesses and help to give the colt courage to meet any obstacle head on with inner strength and good judgment.

The journey begins with getting to know the colt and begin to build a relationship with the colt where the colt is. Once the “colt mentor” has learned about the colt’s personality and strengths and weaknesses, the two can begin to work together. It is the role of the colt mentor to start the colt here he is and to encourage the colt, in a trusting relationship, to expand his world perspective and to provide opportunities for growth, such as venturing into new places and new situations. The mentor needs to be at the colt’s side, observing and encouraging the colt to make good choices and decisions. Praise and encouragement provide great support and the mentor must continuously remember the world is big and scary to the colt. The amount of input and the rapidness with which the colt must make decisions may seem overwhelming to the colt. The mentor should not push the colt to go faster in his growth than he is comfortable and the mentor should be gentle with suggestions. Often, more will be gained for the colt if the colt is given opportunities to “get his feet wet” even if he missteps into a puddle of muck, than by having the mentor sternly lead the colt or force the colt to avoid a learning situation. Once the colt starts to build internal confidence, the mentor can help the colt continue to advance and meet new challenges.

**Marietta “Cookie” Cady** The metaphor I identify with is “the time of the season” as it relates to the mentor/mentee journey. In the spring, you plant and water and allow the sun to nurture the tiny shoots to the surface. They stretch and grow and become strong as the season extends to summer. The miracle of fruit is plump, luscious and nourishes the soul as well as the palate. Fall is the time to harvest the bounty of your efforts and the winter is the time to reflect over the past season and know that the next will be better. The journey will be easier because you come to realize that mistakes will turn into successes because you have LEARNED! I am an avid gardener and I try to make it relevant in all the aspects of my life. I share my crop and devise delicious recipes to share with others. This is no different than the garden out back and I welcome the challenge every time and grow in the rich rewards!

**Katie Anderson** The mentoring relationship is much like a symbiotic relationship between two living organisms where both species contribute and benefit/thrive off of each other. In the mentoring journey building a trusting relationship is essential. As a mentor, knowing your mentee personally as well as professionally is essential. Once a trusting relationship is built both parties are able to listen to each other, and grow as a team. Reflection on success and developing steps for growth becomes a focus. In order to maintain an environment conducive to growth tending to the relationship is essential. Conversations need to be engaging and focused on both sides in order for the relationship to thrive and where both the mentee and mentor can grow professionally!
Ann Beesley Mentoring and first years of teaching are much like a snow storm. With the technology that we have today, we prepare and prepare---do we listen to the meteorologist (experienced teacher), or do we ignore it and strike out on our own without chocolate chips in the cupboard.

Allen Hogie A mentor’s journey is as far reaching as concentric ripples formed after throwing a stone into a body of water on a warm sunny day.

Kelly Hinds The mentor/mentee relationship is a five course meal. The appetizer is the mentor’s self-awareness, so that he/she is able to facilitate an effective learning relationship. The salad is understanding the mentee’s journey. The soup is the mentor in the role of the facilitator creating a supportive climate and the mentee’s role of active partner who is diagnosing, planning, implementing and evaluating his/her own learning. The entrée is the learning process—where the mentee is self-directed and is responsible for his/her own learning that is goal determined. Dessert is realizing that mentor and mentee are co-learners who both benefit and grow from the relationship. And of course every good meal has lots of meaningful conversation involving questions, paraphrasing, summarizing and listening.

Nancy Hallenbeck The metaphor that kept coming to my mind as I read the chapters in The Mentor’s Guide was that of a broken record. While the concept of a broken record is one that’s not familiar to people much younger than I, and while the concept has a bit of a negative connotation, the processes that lead to successful mentoring keep repeating themselves in other learning. For example, in project based learning one must come up with questions that promote problem solving, and in my Reading Recovery classroom, my questioning must be done without judgment and must lead to problem solving on the part of my first grade student.

In thinking of additional metaphors, I also thought of the idea that “It takes a village to raise a child.” When thinking of each of our mentors, we know that our successes are products of mentoring by many “teachers” across our whole lifetimes!

Eileen Wahlstom The mentoring journey is a tidal river with fresh and salt water blending for a time before moving on to other waters. The idea of blending appeals to me because it does not imply dominance by either element or person.

Becky Mohr The mentoring journey is a reflection pond of pennies that reveal the paths taken, the paths that have intersected, and the paths yet to be chosen.

Jean Gomer The first metaphor that came to my mind was that mentoring is like the change in seasons. At the beginning of the relationship, the discussions are like the frail, spindly flowers that grow in early spring. As time goes on, the conversations take on the richness of the lush summer growth. As our progress toward learning goals gets closer to fruition, the image of autumn harvest appears. Once the goals have been achieved, we lapse into the winter of our relationship where after a period of dormancy the cycle starts again.

Jean Gomer The second metaphor that came to my mind was that mentoring is like making chocolate milk. The mentor is the milk, solid and full of good things, And a long time staple of life. The mentee is the chocolate syrup, something extra to enrich the goodness that was there. Put them together and you have something better than either one is alone.
**Kela Keiry** "The Mentor's Journey" is like a Driver's Ed instructor. If you do your job well, then the mentee (driver) takes on more of their own responsibility, until eventually, the thought processing is more "automatic" for them. At first, you may answer more direct questions, but the goal is to bring the mentee to the place, where they want to "drive" for themselves and reflect on how well they're doing. You become colleagues, both contributing to the conversations.

**Nancy Block** The Mentor's Journey is a see saw. There is a lot of back and forth, give and take, call it what you wish. To me, when questions are brought up, several solutions/replies/answers are given which prompts more questions, creating a give and take relationship. Another aspect of the see saw metaphor is how one action causes another action. When the "action" is to help/listen/suggest/question the "reaction" is to try something new/respond/consider/ponder in a different light.

**Darlene Dulitz** The mental picture that comes to mind when considering mentoring is the picture of the person about to go canoeing on the Colorado River. There is the excitement and anticipation of the beginning of the journey (much like the anticipation and excitement of the beginning teacher). There is the preparation of getting all the tools together. There is the getting the feet wet. There are the smooth calm waters that allow for the reflection of what has happened up to now. There are the rapids and rocky moments. Those moments help to strengthen the mentors and the mentees as there is the learning that comes from working to find the right methods to stay afloat in the midst of the chaos. Finally, there is the safe reaching of the shore and the exhilaration of completing a part of the journey. And, of course, even though we wonder sometimes during the journey why we even embarked on it, we hopefully will rest and will reembark on the journey again and again.

**Cheryl Erdman** The Mentor’s Journey is a give and take. We as mentors give as well as take. The more we question, the more we want to know. This goes hand in hand with our journey and that of our mentees. With the mentee generally being younger than myself, I find that I am taking a lot of what they share with me. I know that I do not have "answers" but I can question and learn right along with everyone else.

**Hollie Hoffman** A mentor’s journey is like a hiker(mentee) and a compass(mentor). The hiker has a path and knowledge about where they would like to go(mentee’s goals). The compass serves as a guide(knowledge and experience) to help keep you on course.

**Jayne Gottsleben** A mentor is like hair spray to a hair stylist (mentee). Hair spray is a valuable resource that gives support. As much or as little can be used at any given time. It can be applied in layers and used in conjunction with other products (other mentors/resources). The hair stylist designs and implements the hair-do (goal). Sometimes brushing out and refining the amount of support the hair spray gives. Whatever the amount of support is need, the hair spray remains until necessary. The hair stylists work does not always depend on the use of hair spray. Over time the stylist learns which products to use and how much.

**Ann Beesley** When I read the posted metaphors, I wanted to also refer to something in my life that could relate--hiking, hair spray, throwing stones...... We are the spine, and they are the pages of a book?? They are the ingredients, and we are the tools to bake the cake???? It comes down to support. We are the support that they need to continue their career. We can help them hold things together, and be there when they need us. We also must learn when to loosen our support to let them fall down and get themselves back up.
Mandie Menzel "The Mentor's Journey" is like the circle of life. We start as babies, learning what others have to offer us and as we grow we find that we are constantly returning to that stage; learning what others have already discovered. Then in turn we take what we know and hope to pass that onto someone else and the circle continues.

Lori Keleher The Mentor's Journey is a geometric proof. The "given" is that you want to become the best teacher/mentor you can be. The "prove" is what that looks and sounds like in actual practice. Then there are "statements" (things you can do and say) and there are "reasons" (why these things result in self-improvement).

Cindy LeFebvre A metaphor to describe "The Mentor's Journey"....well my favorite metaphor is "Life is like a box of chocolates, you never know what you're going to get". So, I suppose this can also work with mentees. There are so many different personalities, backgrounds, and experiences. A mentor does not always know who or what type of mentee they will get to help. So, just think of your mentoring as a "box of chocolates" to enjoy and appreciate all the differences.

Lisa Richardson "The Mentor's Journey" is a puzzle. Experiences and people in our lives resemble the individual pieces that make up our puzzles. Each person puts their puzzle together in a different way, and often there are challenges in the process. Eventually, we discover who we are as more pieces of the puzzle are put together. Once we reveal ourselves in a completed picture, we are able to provide our mentees with experiences that become pieces in their own puzzles.

Brenda Murphey A mentor’s journey is a trip to the pantry filled with personal and professional experiences ready to be distributed and replenished.

Penny Louks Mentoring is a novel. The setting and characters vary according to the circumstances; however, the plot line is fairly predictable. Like any exciting novel, complications inevitably present themselves, and conflicts, both external and internal arise. The two main characters begin to develop individually and bond more closely as a team in direct response to each conflict that they discuss and resolve, building to the climax, or high point of the relationship, when the mentoring satisfactorily morphs into an equal learning partnership.

Julie Nikolas The Mentor's Journey is creation of life. From the beginning as one-cell, to the beautiful complexly creative exquisite successful leader, it develops, intertwines, and prospers.

Roxie Ahlbrecht The Mentor's Journey is a vine clinging to the trellis in a garden. There are twists and turns in its growth, yet it has the strength to lift up the leaves, provide food for continued growth, and nourish the fruit to full ripeness. As I trimmed my backyard vines today, I realized our path as mentors is much like the vine. There are times when we nourish and time when we rest. The path twists and turns, some of our leaves fall off, but most flourish to their fullness and produce a delicious, tasty fruit. The fruit itself reproduces to again repeat the circle.

Wanda Ottenbacher The Mentor's Journey is the pit stop on a race track. As the pit crew assists, helps to maintain, and encourage the driver, so do we as mentors assist, help to maintain, and encourage the mentee to meet their challenges in their next phases (laps) in the race of teaching our children. As the driver helps to plan his/her path to success, so can the beginning teacher build the framework of solid teaching.
Dianne Rider The Mentor’s Journey is like a traveler that uses a GPS system to tell where he is at and asks for directions for where he is going. The mentee is the traveler and the GPS system is the mentor. The traveler can ask for help as needed and ignore the advice as he chooses. When planning on a trip the GPS system needs to be set up with a destination / goal and the kind of travel is requested, best time or best roads. A mentor would find out that information about the mentee’s plan to be the guide along the trip. When the GPS system says "recalculating" that is the time the mentor needs to appropriately choose what support is needed by the mentee.

Julie Steen The Mentor’s Journey is a rainstorm. The mentee is a raindrop and the mentor is the air pressure around it... to lift the raindrop, support it, let it fall, always giving challenges in the travels of the raindrop, give it time to reflect---until the raindrop becomes part of the rainbow, and begin a new process and let the wind and raindrops grow stronger--more vibrant through a rainbow for the next "year" rainstorm.

Kirsten Rohla The mentor’s journey is like the infinity sign- the sideways 8. Depending on where a person is in his/her life, he/she can be mentoring or the mentored. As we travel through life, we may be both at the same time, but what goes around, comes around. As we mentor or are mentored, we create new opportunities to continue the cycle of helping others through their experiences, be that personal or professional. As we grow, of course, we have new needs and change from one experience to the next, and back again.

Sharon Rendon The Mentor’s journey is like a bed of tulips. The mentor is like the soil, water and fertilizer and the mentee is the flower. Through some work and effort and time, the mentors efforts will pay off as they watch a mentee bloom into a beautiful creation.

Patricia Sjurson The journey of a mentor is a germinating seed. Like the sprouting seed, when given the proper time and nourishment, the relationship between mentor and mentee will blossom. The connection between the mentor and mentee needs to be nurtured and tended to if it is to grow. Then, like the flowering plant which creates more seeds, the relationship will thrive. Once the relationship flourishes, genuine give-and-take can transpire between the participants. When mentoring student teachers, I quickly realized that I could learn as much from them as they could learn from me. I have always felt that once we stop learning (growing) as educators, that we become stagnant.

Shana Smidt A mentor’s journey is that of a parent. Our child/mentee grows and needs different things, our roles can change as the journey continues. We need and have to offer different things while on this journey. In the past I have learned things from my mentee and their fresher perspective and I think/hope that my mentee has learned or been able to use my suggestions gleaned from years of experience.

Marie Slovek The mentor’s journey is a walk along a river flowing with ideas with the mentee on the other side, walking along as a partner to the mentor, yet clearly not fully interconnected to the mentor as a being. They see one another as distinct with different realities traveling along this river of knowledge that they are working to make sense of. The mentor is a sort of lifeline providing tools that the mentee requires in order to reflect and act.

Jennifer Roberts To me the mentor's journey is like being a librarian. The mentor is a librarian who can provide information from their own experiences and pull from the shelves the learning of others for the
mentee, the patron, to use and combine with what they brought with them to create their own new story.

**Sharla Steever** The mentor's journey is that of an accomplished accompanist. As the mentee sings their song, the mentor joins them on their journey adjusting speed and tempo and key and creates the foundation that their song can float upon. A good accompanist doesn't play the song as it is written, but adjusts to the one they accompany to make the blending of the two truly beautiful.

**Deb Schaeffer** The mentor's journey is like the New York City Marathon. You spend a lot of time preparing for the race. We do that with all the college courses and student teaching. Now we enter the real race, the real teaching. We derive our strength from those in the race with us. We look to the other racers (just as a mentor and mentee do) for energy and inspiration. We see all different kinds of racers like the many kinds of teachers we will work with on this journey. We will take from each one of them and they from us some tidbits of wisdoms.

**Marlene Rothermel** I first thought of the metaphor of the formation of a pearl - and since you all are 'pearls of great value' I first thought of mentors as the pearl, and then it occurred to me that you are perhaps more the grain of irritant that begins the growth of the pearl. Mentors are most effective when they serve as the core of learning for the new teacher and layer, by lustrous layer, the mentor forms an accomplished teacher, not in a perfect image of them, but rather in individual beauty. To extend the metaphor a bit more – we know that natural pearls are very rare, much like the person who can enter the teaching profession without guidance and still be an accomplished teacher - a process that takes a long time and is not assured. I see mentor’s as forming cultured pearls, where their wisdom creates the same beautiful gem, but in less time and with more certainty of quality. As to our students, they seem to be the fortunate recipients of the gems that result and they ‘wear’ the quality of the pearl that is presented to them. Through all of your hard work, more of our children will be the recipients of the most valuable pearls.
Jamie Tucker  A mentor's journey is rollercoaster ride. You choose your speed first of all. Your journey through mentorship or life for that matter can be adventurous and exciting, or smooth sailing and comfortable. The length of your mentorship can be long and lasting, or brief and short. When the ride is over the emotions that are there will either be of excitement or disappointment. There are a lot of variables that factor into a good rollercoaster ride: weather, who you are sitting by, intensity of the other riders, etc. There are a lot of variables that factor into a mentor’s journey: intensity of yourself and the person that you are mentoring, atmosphere of the current classes taught and students, cultural commonalities between the mentor and mentee, etc. With that said, our journey even with all of the outside factors is what we make it. If the journey is good, keep thinking of how to improve because it always can be better. If the journey turns sour, there’s no getting off early; make the best of it and figure out how to fix it. If the journey has no goals and you feel in the dark, the ride is not going to be as smooth. Be knowledgeable and be self directed.

Kimberly Soldatke  The mentor/mentee journey is like the journey to learn to ride a bike. Training wheels are the support that the mentor provides in those first stages as we are learning about each other and each other’s needs. It might seem like we are independent on the bike, but the resources and questions are there to move us forward without falling. We wobble back and forth and have good times and uncertain times as we navigate different terrains or unfamiliar, new situations. Then there comes a time, when the training wheels are there for support, but are really not needed. Then we remove them, but run alongside for a short time until our mentee is riding/teaching confidently. We’re still along, beside, but they are independent. We offer reassurance, but begin closure of the relationship once the training wheels come off. Zachary wrote about an end and closure to the mentoring relationship once set goals have been met. That closure is represented in the running alongside the independent bicyclist. We can’t just disappear, but be there for short time more. All learners are different and the time needed with training wheels is different for everyone. So is the time needed for a mentor.

Gloria Wiedmann  A mentor is like a gardener. To produce a successful garden one must prepare his/her heart and mind. The mind is filled with the knowledge from books and individuals that have had experience in the field of gardening. The heart is filled with the wonderments of what is and things to come. The knowledge helps to prepare the soil, plant the seeds, and care for the tender, young plants until they reach maturity knowing that factors such as weather and animals may alter the desired outcome. It is the heart that greets the garden hourly, daily, and weekly. The earth and plants become a part of who the gardener really is and what he/she believes in. The gardener knows the beauty of the end result.

Roxanne Everhard  My initial impression of the book reading is that the author really expects time and work be put into the foundation of the mentoring process...aha! My metaphor appeared: Mentoring is like building a house. The planning must be done, being thoughtful about what you want and need from the relationship and in the case of the house, if you are the builder/architect you need to find out the needs and wants of the home owner. A builder/architect that bases a house plan on just what they want in a house will fail as miserably as a mentor that only considers their own needs and wants. Even the Ecology section of the book addresses that aspect of considering a variety of seemingly unrelated factors like Prince’s mother’s health and his recent home displacement. Being practical, preparing for all current and possible future scenarios and opening the lines of communication are all important in either building a house or building a good mentor/mentee relationship.

Jessica Wheeler  I have been doing some traveling lately and thinking about my metaphor. As I was reading I was thinking about the weather. My metaphor came to mind when I combined the two.
Mentoring is like an interstate in the winter. There's a famous song that says, Life is a Highway, I'm gonna drive it all night long. To me, that, in a nutshell, describes the mentor/mentee process and relationship. Education and the school systems (the job) are the highway. It may curve or sway, develop a few potholes and ridges, be smooth and stable, or connected by a bridge, precariously holding together the path we are traveling along. I see the mentor as the as the keeper of the road. We are always there, blending into the background, keeping a watchful eye on things and offering assistance when needed. The mentees are the motorists, traveling the long and winding highway. We are all traveling at our own pace, the road maintainers, snow plows and highway patrol side by side with the day to day traffic. As the mentor, I need to know when to send out my sandtrucks and plows, when to turn on the lights and sirens, or when to fill a pothole. The mentees are driving themselves, going about their business, but are confident in the fact that when their bridge collapses, the potholes become too big, or the pavement gets too slippery, we are there to guide them back onto the right road, help them smooth out the bumps, and keep them from skidding into the ditch.

Rebecca Umenthum A mentor's journey is a road trip. Sometimes we know exactly where we're going and drive there by the "best" route. The various "mentors" could be maps, oral or written directions, directions from the "navigator" in the front seat next to you, or possibly advice from a "back seat driver". Other times we might be out for a pleasure drive in the hills and just follow roads that look appealing. Road signs along the journey might grab our attention and we might choose to take a side trip.

When I think of my relationship with a mentee, I envision myself as a GPS unit. My mentee inputs their destination (what they want to improve in their practice). I would provide directions (resources, reflective questions, etc.) for a path towards that destination. If they choose a different route (wrong turn, detours, or preference for another route), I "recalculate" and provide new directions. If they change their focus, they can input their new destination. At all times, the mentee is in control and I'm assisting them to reach their goals.

Lisa McNeely The Mentor's Journey is much like basic home maintenance. There's always those things that must be done, the things that should be done, and the things that are nice to do. A mentor needs to support their mentee regularly, just like mowing the lawn or removing the snow. A mentor should also be intuitive, and look for those things that need a bit of honing/pruning within their mentee, such as classroom management skills, interactions with colleagues, and professional growth. The nice things to do would be arranging a lunch date just to meet and discuss how things are going, which is similar to changing the paint color on the walls. It would be nice to do, but not necessary.

Conni Virtue The Mentor's Journey is Amish friendship bread. Both need daily attention and care. If the proper ingredients are added; support, challenge, vision, the end result can nourish and benefit many people. Just like with the friendship bread, as we think the cycle is coming to an end, it is time to separate and begin the process all over again. It grows and continues to reach more people. One website said Amish friendship bread is more than a recipe – it’s a way of thinking. So too is the Mentor’s journey. The website asked in our hi-tech world where almost everything comes prepackaged & designed for instant gratification – where a recipe that takes ten days fits in. http://www.armchair.com/recipe/bake002.html. Again I was reminded about the mentoring journey described in this book – although technology makes it possible to communicate quickly, much time and thought needs to be spent if an effective relationship is going to develop.
**Conni Virtue** I was thinking just as a hostesses or bread maker might share the bread with others for them to enjoy, the students learning is the ultimate benefactor of a successful mentors journey. I believe the mentoring process nourishes the participants emotionally, but emotional issues have a toll on the physical body as well. If we don't tend to the emotional need, the body will suffer.

**Sandi Ransom** "The Journey of Mentoring" brings to mind a couple entering into marriage. This is the bringing together of the mentee and mentor. Each brings a rich resource of previous and current mentors from various walks of life. As you enter into this covenant, you have the common goal of (1) continuous learning and (2) a desire to refine your teaching skills. The partners (mentor and mentee) have mutual respect for each other. The mentor brings a rich resource of experience to the partnership and the mentee brings the refreshing, energizing perspective of a novice. Each has a high regard for the other and the combination brings renewed enthusiasm for both.

When you enter a treasured relationship, you learn more about yourself as a mentor and you yearn to discover more about your mentee. Each wants to bring an understanding that provides a productive learning environment. You yearn to develop and nurture each other's strengths and desire to listen with discernment as each shares.

The heart of an enduring relationship includes the gift of silence. Silence respects the speaker’s opinions and observations. Silence permits the listener to quiet oneself and center on what is being said without having to give an opinion or advice unless it is asked for. The gentle "tension" between silence and guidance can be developed with practice.

**Alayna Siemonsma** The mentor's journey is like a river full of tributaries. We are all headed down a similar path (teaching and learning) but we all bring different experiences, knowledge, personalities, desires, fears, strengths, weakness, etc. which are all the tributaries.

**Sheryl Larson** A successful mentor's journey is a viaduct. A viaduct goes over an obstruction such as railroad tracks and usually is two directional. The mentoring experience should aid the mentee through an obstacle course of learning. The mentee sets the course with their goals. In addition, learning, needs, and desired outcomes go two ways.

Certain "rules of the road" apply to both situations. Experience, commitment, context, learning styles, and cultural morays are factors that impact the success of the mentoring relationship.

**Laura Williams** The mentor's journey is a musical composition. We begin with certain themes or goals in mind. We set the tone for the rest of the song. In the middle we can change keys, or tempo, but our theme, or goals remain the same. In the end, we revisit our original ideas with a slightly new perspective and wrap things up with a final note.

I liked the idea in the book that you have different mentors for different goals and different stages of your life. It's reassuring both as a mentor and as a mentee that this isn't the only song we'll ever get!

**Kaye Wickard** The mentor’s journey is a hike to Harney Peak. Understanding the person you are hiking with is of first importance which relates to the learning styles and abilities of the mentee. How fast can they go? Jog, walk, use a walking stick at times? Hiking together builds the relationship with the mentor and mentee first. Walking, talking, and learning about each other’s journey is part of the hike. Giving support to your fellow hiker may mean helping to carry the pack, knowing when it is time to stop, rest,
and reflect upon the beauty of the hike, or challenging the hiker to go just a little farther and not get discouraged. Together you have a vision or goal which is to make it to the top to see the view and feel the thrill of accomplishment.

**Betsy Knodel** The mentoring journey is road construction season. It is full of both old and new experiences and plenty of detours. Sometimes you can go fast while at others times the caution signs are up and warn you to go slower. There will be detours and there will be places that will bring you to a halt to reflect on your practice and whether or not it is working. You will meet people along the way that will direct you and share with you.

Mentoring is a journey that takes a teacher on a path much like a never-ending highway. As a mentor, I am like the construction supervisor. I'm there to give advice and direction. As a guide (like the guide car), I am there to help my mentee through the triumphs and challenges of a new teacher. I am not there to tell him/her what to do or how to run his/her classroom. My job is to use the roadmap that I have used in my classroom to guide them through the maze of their first years of teaching. Hopefully, my mentees students will benefit from our relationship by having a smooth new road to experience all the joys of learning with someone who cares about them. They will be the ones to build new roads and discover new horizons together.