

TIPS FOR MENTEES ENGAGING IN FEEDBACK

What to do	How to do it	Examples
Early on provide feedback about what works for you.	Cite what helps you and what you don't respond well to. Offer concrete examples.	"Here's the kind of feedback that I'm looking for..." "What works for me is..."
Be aware of your communication style and how it meshes with your mentoring partner.	Share information about each other's learning style and discuss the implications for feedback.	"I am someone who needs to think about what is said before I respond." "I am more receptive when I receive a balance of positive and negative feedback."
Identify incidents and areas in which you are seeking help and ask for feedback on situations that you did/can do something about.	Tell your mentor what you did, how you did it. Describe your thinking process.	"How do you think I handled it?" "What would you have said if that had happened to you?"
When you talk from your perspective, remember that there might be another reality.	When seeking feedback, set a context and be descriptive, but not defensive, so that your mentor can understand the situation fully.	"Here's where I was coming from." "The way I saw it was..." "What I was trying to do was..."
Check out your understanding of what is being said.	Listen actively. Clarify and summarize.	"If I understand what you are saying..." "Do you mean..."
Use a tone of respect, especially if you see things differently.	Take care not to be defensive or attack your mentor's feedback or point of view.	"I appreciate that you are trying to give me another point of view..." "I am wondering why you think that approach wouldn't work..." "Can I ask you a question about that feedback?"
Avoid responding to feedback when you are angry, defensive, or need more time to process it.	Ask for time to get the information you need. Faking acceptance doesn't work.	"To be honest with you, I need to think about that a little more." "I think I was hoping for a bit more support from you."
Think about feedback as movement forward rather than interruption from the journey.	Continuously link progress and learning to the big picture and the journey and learning goals.	"I have been focusing on the goal of...and your feedback helps me see a pattern I have developed that is getting in the way."

Adapted from Lois J. Zachary, *The Mentor's Guide: Facilitating Effective Learning Relationships*. San Francisco: Jossey-Bass, 2000, p.153