



Truman State University, Kirksville, Missouri

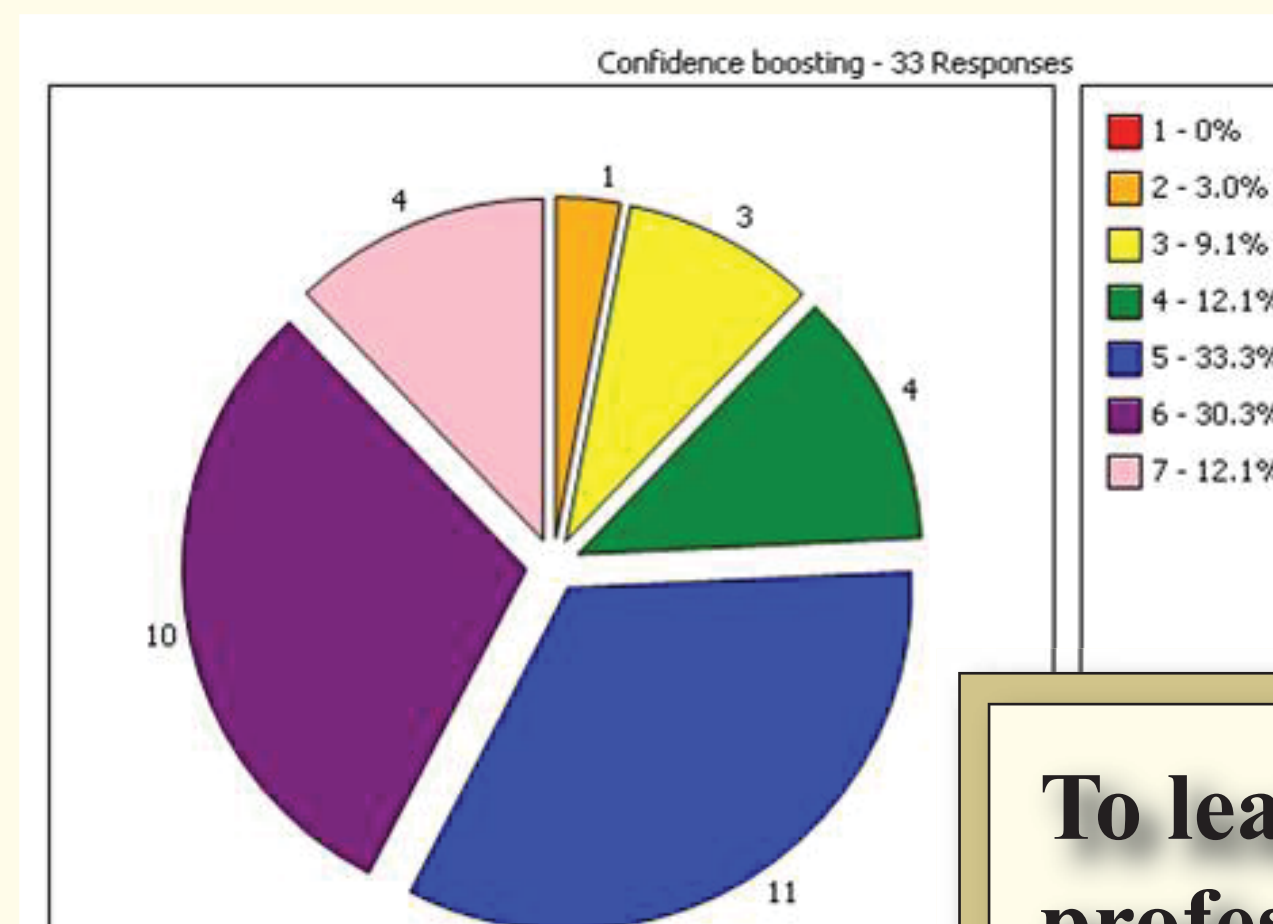
- “Adlerians describe the process of transforming frogs into princes as encouragement.
- Although not Pollyanna-like or subscribing to the pursuit of perfection, the encouraged person is usually willing to rely on self to meet the tasks of life and is willing to rely on self in assuming risk if one either does not know the consequences or faces potentially negative consequences.
- Mosak and Maniacci note that, **“there is reason to believe that the more we encourage others, the more we encourage ourselves.** By helping others’ transformation into princes and princesses we become princes and princesses ourselves. The implications for parents, educators, and therapists are transparent. Encouragement makes the practice of psychotherapy rewarding for both the patient and the therapist (Mosak, 1950).” (“Encouraging Growth,” A Primer of Adlerian Psychology: The Analytic-Behavioral-Cognitive Psychology of Alfred Adler, Harold H. Mosak and Michael P. Maniacci, Philadelphia, PA: Brunner/Mazel, 1999, 148-9).
- I extrapolate that teachers in their roles as mentors, in their act of encouraging students encourage themselves. And, I propose, that therein, in essence, is one major way how SOTL will be sustained in the future.

- Analyzing my mentoring practice:
- Mentored 100+ students over 9 years
- Mentored 200+ projects/presentations/publications
- Sources
 - Survey questionnaire
 - Personal communication (emails):

WHAT I FOUND OUT

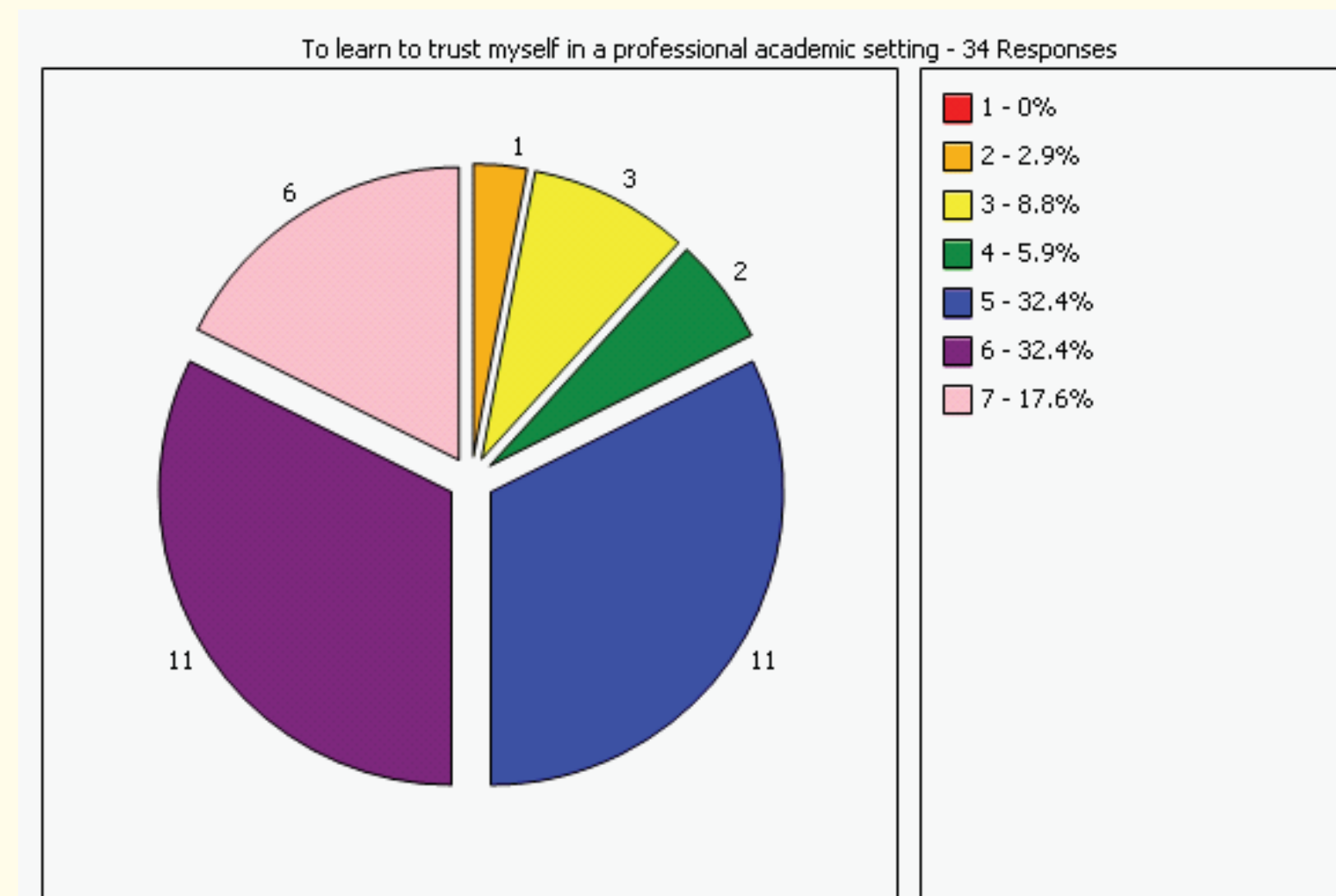
Confidence boosting

- The impact of mentoring as a confidence booster ...
- 74 percent of the students are more in agreement that the exercise is confidence boosting



To learn to trust myself in a professional academic setting

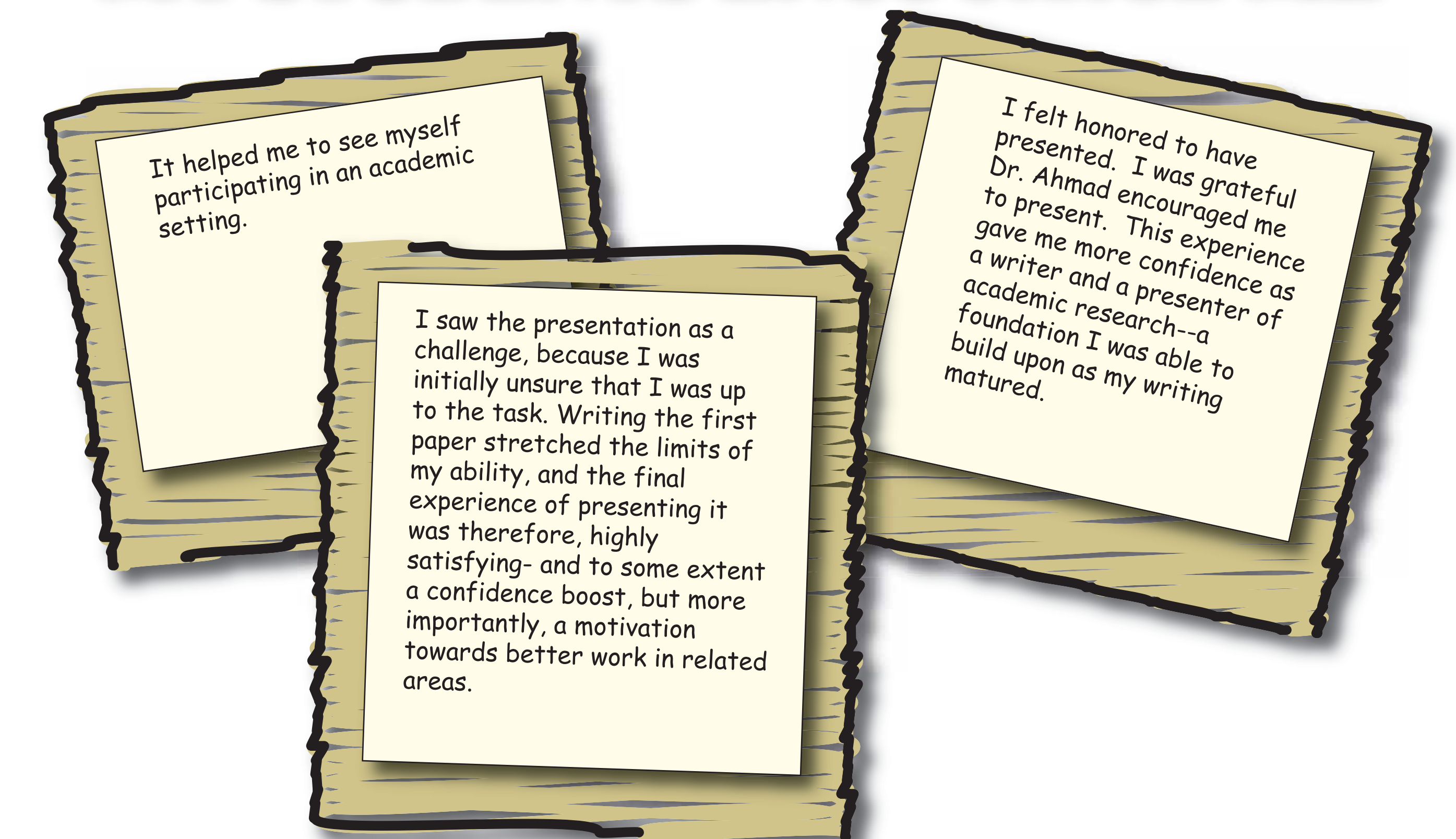
The professional academic setting ...



**MY ENCOURAGEMENT IS THE
MOST IMPORTANT VARIABLE IN
STUDENT SUCCESS WITH
UNDERGRADUATE RESEARCH**

1. Without Dr. Ahmad's guidance I would not have presented research at all. I was very inexperienced academically and I had no idea how scholarly publications were written. Dr. Ahmad gave me examples of scholarly presentations so that I could understand how they were put together, then encouraged me throughout the process. I would have given up if she had not been so encouraging!
2. Probably not. I wouldn't have even known about NCUR if Dr. Ahmad hadn't told me and encouraged me to do it. Also, my paper became significantly stronger with the help of Dr. Ahmad.
3. I probably could have, but it would have been a much more difficult process. The mentoring I received helped me to develop my research, perfect my writing, and understand the appropriate outlet for presenting the research. Without the encouragement of faculty, I probably would have considered presenting my research, but probably would not have followed through.
4. Positive encouragement along the way.
5. That Dr. Ahmad encouraged me to participate in the first place was helpful.

MY STUDENTS ENCOURAGE ME



**THIS ENCOURAGEMENT HAS
RESULTED IN:**

- Course redesign
- Renewed vigor teaching the course
- Reinvigoration & Restoration of my faith in my ability as a teacher

SO I, IN TURN, WANT TO ENCOURAGE YOU

- Undergraduate research connects students firmly to the college experience.
- The most important thing in successful mentoring is the face-to-face interlocation.
- Missed appointments are not allowed.
- From these assumptions I have created a handout: Guide to Mentoring Undergraduate Research.

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INFORMATION:**

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You were also the driving force for having me participate in the 2006 student research conference for the poem "The Love Song of J. Alfred Prufrock," something I proudly included on my resume thanks to you. T.S. Eliot's poem has during my entire college career, especially after revisiting it my senior year to see all that I had missed previously. To see this as a poem of self-doubt, withholding, and isolation from society, I learned the valuable lesson of never I learned the valuable lesson of never taking opportunities pass me by. That poem, along with "Dacca Gauzes" allowed me to have a new appreciation for poetry, an appreciation that set the foundation for my analytic and interpretive skills. Not only that, but you were the professor who always remembered my name, always greeted me with a smile in the hall, and always wished her students to strive for the best. Thank you for introducing me to J. Alfred Prufrock, the man who never acted on opportunities. Because of him and because of you, I continue to strive for academic success.

"Your pedagogy, choice of literature, and support were central in starting a personal momentum for me to begin becoming aware of narrative development, and, possibly even more importantly, realize its centrality in my education. It meant to me to present my autobiographical piece at the conference (you will be happy to know that since that time, I have continued presenting papers at national and international conferences). It has been too long to offer any direct reflection, but I believe that presenting my earliest academic work served as a subconscious affirmation of that personal and intellectual project."

I also wanted to tell you that I'm back from the Peace Corps, and I decided to go to Harvard Law in the fall. Are you still taking students to the Undergraduate Research Symposium? That was a great time and one of my favorite college memories. While I was in Honduras I wrote a full-length novel. Thanks again for all your help ...Andrew