



XAVIER UNIVERSITY

MENTORING PROGRAM

CAREER SERVICES CENTER

Mentor Handbook

Acknowledgements: Lake Forest College Mentor Program Handbook 2008-2009; Never Eat Alone by Keith Ferrazzi; The Vault Guide to Schmoozing; Cornell Alumni-Student Mentoring Program Student Handbook; Elmhurst College Mentor Handbook; entrepreneur.com

Dear Mentor,

Welcome to the Xavier University Mentoring Program! This program is designed to create opportunities for students to connect with alumni and career professionals. The Career Services Center is proud to support the program as a valuable step in the professional development of students.

Students have elected to participate in this program and are excited to build and sustain a relationship with you. Our students are hard-working and intelligent - some have very clear career paths, while others are still exploring their options. No matter what their future plans are, they are eager to learn from you and your experiences.

This handbook will guide you through your first year of your relationship. Please take some time to reflect on what makes a great mentor; you may want to recall someone who has been especially helpful in your own career. Even our most experienced mentors can benefit from the tips and student feedback that we have included.

If at any time you have a question, concern, or thought about the program, please do not hesitate to contact me. I look forward to working with you!

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I. Introduction

Research has shown that people can and have benefited from mentoring relationships. It is also known that mentoring relationships can be designed and structured to benefit particular groups of people.

The material in this handbook is designed to provide the mentee with:

- practical, workable ideas and suggestions
- information needed to completely utilize their educational opportunities at Xavier University.

Mentoring is a very old concept. One mentor in Greek mythology was Odysseus' trusted counselor under whose disguise Athena became the guardian of Odysseus' son, Telemachus. A mentor since then has come to mean a wise and trusted counselor, coach, or teacher. A mentor is a guide, a friend, a listener, and a responsive adult.

Simply stated, mentoring is a helping relationship in which a more experienced person (the mentor) assumes limited responsibility for assisting a less experienced person (the protégé) in order to enhance the probability that the less experienced person will develop and grow professional and personally.

Mentors are individuals who are willing to share their knowledge, skills and talents with the mentee. They address issues of character development and competencies in their field of study, while assisting the mentee with identifying opportunities to grow professionally.

The mentees are Xavier University students who are committed to enriching their academic experience, along with identifying and developing the necessary skills required of a true professional.

II. Design and Goals of the Program

The program is designed to assist students in developing their character, academic and professional skills and social responsibilities. Mentors play an important role in this process by providing the following:

- advice and encouragement on personal growth and development
- knowledge of the world outside of the classroom and of Xavier's campus
- prepare the student to become a confident graduate with exceptional leadership, teamwork, creative thinking and interpersonal skills through mentor's coaching and feedback
- encouragement to the mentee in formulating plans, goals, and strategies for professional and personal development
- guidance to the mentee in learning how to acquire the skills of successful networking in today's society
- insight and tools to make informed and ethical career decisions

III. The Mentor's Role

The mentor's role in the program is to:

- serve as a role model
- encourage and support the mentee in striving for academic and professional success
- assist the mentee with the formulation of plans, goals, and strategies for professional and personal development
- help the mentee learn how to acquire the skills of successful networking in today's society
- help the mentee identify and acquire appropriate professional resources
- meet regularly with the mentee (once a month is recommended)
- along with the mentee, take responsibility for creating a healthy mentoring relationship

IV. Establishing the Mentoring Relationship

The mentoring relationship should be viewed as a process which passes through various developmental stages. Joseph Pascarelli developed the four stage mentoring model: initiation, cultivation, transformation, and separation.

The initiation stage consists of a set of experiences during which the mentor and the mentee are discovering mutual attractions. This is the “checking-out” stage: the mentee, sensing experience, knowledge, and authenticity; the mentor, a chance to influence, a willingness to connect, and the potential of fulfillment.

The cultivation stage is marked by opportunities for the mentor to encourage, affirm and accept the views of the mentee. The mentor intentionally builds on the strengths of the mentee’s skills, competencies, talents and interests – and very sparingly, shares his/her own.

The transformation stage is marked with taking risks and translating intentions, beliefs, and feelings into action. The mentee begins to take responsibility for actions, to test assumptions, and to reflect with the mentor on actions taken. The mentee moves toward increased autonomy and self-confidence and begins to increase ego-strength and belief in self. Key competencies during this stage include providing feedback, exploring the immediacy of the relationship, goal setting, and critiquing.

The final stage - actually a beginning path for the mentee - is separation. It represents the culmination of the mentoring arrangement. It marks the beginning of empowerment-taking risks, inventing and trying out new approaches, striking out on one’s own, and beginning to act on one’s vision of a positive future.

This is the most critical stage of the mentoring process – a time for reflecting, acknowledging, making learning explicit, and projecting.

Excerpts from Mentor and Tutoring by Students: “A Four-State Mentoring Model That Works”, Joseph Pascarelli, (231-243) were used in composing the previous four-stage model.

V. Developing the Mentoring Relationship: What to Expect

What we see depends mainly on what we are looking for. – John Lubbock

What will my mentee be like? How will we get along? What will come of this relationship? How can I help him/her? The answer: **No one knows!** There are so many different factors that affect how a relationship between two people will develop.

The best way to approach this relationship is with an open mind. Some of our most experienced mentors know that mentees vary in their interests, passions, goals, level of professionalism, and communication style. Take some time to get to know your mentee and read our “What Mentees look for in a Mentor” section for some advice.

Expectations

Mentors:

- **will initiate contact with your mentee at least through the end of the academic year**
- **will respond to contact attempts within 48 hours**, even if it is only to say that you are busy and will get back to the mentee at a later date
- will contact the Mentor Program Coordinator with questions or concerns
- will behave ethically and professionally at all times; practice the behaviors you admire in your mentors

Mentees:

- **will maintain contact with you at least through the end of the academic year**
- regard this match as a professional contact, and are learning to keep commitments, conduct informational interviews, and sustain professional relationships
- are prepared to meet you and have done research on you, your company, and your profession
- have formulated questions they would like answered
- do not expect to gain a job or an internship from this experience

- are expecting to receive honest feedback regarding his/her communication style and professionalism
- will behave ethically and professionally at all times

“I learned how to act when in the presence of executives. She is the president of a hospital and meets with high-powered individuals on a daily basis. The nature of her position is motivation to reach beyond what I previously thought I was capable of achieving.”—Student, Mentor Program Survey, 2008

Setting Boundaries

It is important that both you and your mentee agree to certain boundaries surrounding the mentoring relationship. You may want to use the following as a guideline when setting boundaries with your mentee:

- What are your educational and professional goals?
- What would you like to get out of this program?
- How can I assist you in reaching your desired outcomes?
- How much time do we plan to be together?
- What are the specific needs the mentee feels at the moment?
- Are there any limits we want to establish up front?
- Are there any assumptions about the relationship that we want to discuss?
- Are there issues that may have caused previous mentoring relationships to be disappointing that we would like to discuss before we start?
- Do we expect each other to be perfect? If so, how do we discuss this issue?

- What anxieties, uncertainties, uneasiness, and inadequacies do we feel about the mentoring relationship

Setting limits and boundaries early in the mentoring relationship makes it possible for both the mentor and the mentee to build a strong mentoring relationship.

VI. What Mentees look for in a Mentor

Some of the most common fears of the mentee are: “Why would this person want to put up with me, or want to help me? Will this person reject me? Will I look like too big a failure to this person if they knew the real me?” Prior to meeting their mentor for the first time, the mentee often asks him/herself, “Will I look awkward? Will I look like a fool? Will I blow it? Will I say the wrong thing? Will I do the wrong thing? Will I ask too much? Will I ask the wrong thing?”

The following tips are only a starting point for the mentor to begin assisting your mentee in overcoming their fears of the mentoring relationship

To teach is to learn again. –H.J. Brown

Trust your natural mentoring skills: You probably already serve as a mentor in a variety of settings in your life; parents, supervisors, and friends all act as mentors. Trust your instincts!

Get to know your mentee: What interests them? Why are they pursuing their major/career? What are they passionate about? Understanding your mentee’s communication style and personality will allow you to more effectively communicate and connect with your mentee.

Share your story: Not in the sense that you should share every intricate detail of your personal life, but don’t be afraid to share some personal information. What is important in your life other than work? What are you passionate about? What were you like a student?

*“I like that you get to talk to someone who has already gone through college and has dealt with the same choices and problems that you face and can give you advice.”–
Student, Mentor Program Survey 2008*

Be enthusiastic and encouraging: Enthusiasm to learn and share information shows your mentee that this is a relationship you care about!

Be an active listener: Your mentee wants to know that you appreciate and care about what they say.

- Don’t focus on what you are going to say next, rather on what your mentee is saying
- Don’t interrupt when your mentee is speaking

- Uncross your arms and maintain some eye contact, nod when you agree
- Re-cap what your mentee said to make sure you heard him/her correctly. State things like “What I think I heard you say was...is that correct?”

Manage your helpfulness: You don’t always need to offer an answer or a solution; and sometimes what mentees really need is someone to listen and support them. Encourage your mentee to explore different solutions/resources. Ask questions such as “What options are you considering?” “What has worked well for you in similar situations?” or “What resources do you need to further explore this issue?” Provide guidance when possible, but be realistic about what you can and cannot do for you mentee.

Respond to your mentees attempts: Mentees are learning to network and build and sustain relationships with professionals. We encourage them to come up with creative ways to do this. Make time for your mentee and respond to their attempts within 48 hours.

Provide constructive feedback: Mentees benefit from feedback! See the next page for more details!

Effective/Ineffective Mentor Behaviors¹

The deepest principle in human nature is the craving to be appreciated. – William James

EFFECTIVE	INEFFECTIVE
Advisor Sounding board, facilitator	Rescuer Problem fixer, assumes responsibility
Protector Supports, is a safety net	Bodyguard Fights mentee's battles, overprotective
Coach Provides structure, gives feedback and direction	Svengali Dictates, controls learning
Diamond Cutter Suggests, polishes rough edges	Mechanic Wants a quick-fix, insensitive to self-esteem
Broker Identifies resources, develops	Buckpasser Abdicates, doesn't follow-up
Challenger Positively provokes, pushes toward highest standards	Adversary Pushes too far too soon, always plays devil's advocate
Clarifier Teaches professional values	Minesweeper Removes obstacles so mentee doesn't have to deal with them
Affirmer Gives needed support, enhances self-esteem	Smotherer Gives too much feedback, discounts mentee's feelings or concerns

¹ Exelon Mentoring Toolkit

VIII. Managing the Mentoring Relationship

This section is designed to assist with the development of a mutually rewarding, effective mentoring relationship. Use the materials as resources to prepare yourself for a successful working relationship.

Mentor and Mentee Initial Activities

After arranging the initial meeting, an introduction with your Mentor, the following is a list of suggested activities that can be used to guide you through the session.

1. Discuss mentee needs and expectations.
2. Discuss mentor expectations.
3. Discuss goal setting activities to assist in achievement of mentee's personal, academic, and professional objectives.
4. Identify and share resource information beneficial to the mentee.
5. Determine the location, dates, and times for future meetings which will work for both the mentor and mentee.
6. Identify at the first meeting the preferred method of communication to be used in between your monthly meetings.

Defining Your Relationship Together

This worksheet is designed to help you and you mentee define your relationship. Use this worksheet as a helpful tool during your introduction meeting with your mentee to guide you in establishing a solid foundation for your mentoring relationship.

1. Together, discuss your reasons for becoming a part of this program.

Mentee: _____

Mentor: _____

2. Together, discuss your goals and expectations for this relationship.

Mentee: _____

Mentor: _____

3. List the contributions you and your mentor can make in order to meet your expectations and goals.

Mentee: _____

Mentor: _____

4. Discuss and jointly agree on the “purpose” of your relationship. _____

5. Discuss and determine how you and your mentee will establish and monitor tasks.

6. Determine how you and your mentee will measure your progress (i.e.: evaluate your relationship from time to time _____

7. Discuss and share your perceptions of the roles and responsibilities of yourself and your mentee. Define those roles:

Mentee: _____

Mentor: _____

8. Discuss and determine how frequently you and your mentee will meet (once per month is recommended). Where and when will those meetings take place?

9. Discuss and determine how you and your mentee will keep the lines of communication open. How do you plan to communicate between meetings?

10. Sometimes it is difficult to receive feedback. Discuss ways in which your mentee could deliver feedback and how you plan to respond to that feedback.

11. How will you and your mentee determine when the mentoring relationship has come to a conclusion? How will you provide yourselves closure?

12. What are some items that you and your mentee would like to address for your next meeting? _____

Provide Feedback!

This program is designed to help mentees grow personally and professionally and **mentees benefit from honest, constructive feedback**. How you give feedback depends on your style and your mentee's needs.

Here are some questions to think about and/or review with your mentee.

	Positive Comments	Things to work on	Resources/Suggestions
Preparation: Did your mentee adequately research you and your company? Did he/she come up with good questions? Is he/she prepared to conduct other informational interviews?			
Communication: Does your mentee contact you? Does he/she work to build and sustain the relationship? Does he/she communicate in a professional, effective way? Does he/she follow up after conversations?			
Planning: Is your mentee adequately preparing for the professional or academic world?			

<p>Is he/she utilizing all the resources at Xavier University?</p>			
<p>Mentor/Mentee Relationship: Did both of you put effort and energy into the relationship? How did each of you benefit? Did your mentee act on your suggestions? Did you provide enough/too much guidance?</p>			



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Mentor Agreement (Agreed to upon signing up for the program)

I wish to participate as a mentor in the Xavier University Mentoring Program. I agree to the following:

- 1. Review and use the Mentor Handbook as a reference guide.**
- 2. Connect with my mentee at least once a month, in person if possible, during the academic year beginning in September and ending in May.**
- 3. Notify my mentee if I cannot meet/connect with him/her for any reason and reschedule any cancelled meetings.**
- 4. Be a resource to my mentee between our regular scheduled monthly meetings**
- 5. Communicate in a timely manner with Jonika Moore-Diggs (513-745-3764 or moorej3@xavier.edu) if I feel uncomfortable or experience problems during my participation in the Xavier University Mentoring Program.**
- 6. Adhere to the Statement on Personal Respect and Harassment (See Page 20).**
- 7. Facilitate and/or assist my mentee with identifying short-term career exploration experiences in the form of informational interviews and/or shadowing experiences from time to time as my situation permits. *These experiences can be facilitated via friends, associates, colleagues, co-workers, family and/or other mentors.***



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STATEMENT ON PERSONAL RESPECT AND HARASSMENT*

Xavier's Mission is to be a community of inquiry in the Catholic, Jesuit tradition dedicated to forming students intellectually, morally and spiritually, with rigor and compassion, towards lives of solidarity, service and success. Only a campus environment of mutual respect and genuine care for all individuals enables this Mission to be realized. The Xavier University Mentoring Program is likewise part of that Mission.

All forms of harassment or disrespect for the immutable characteristics of another individual are behaviors that destroy Xavier's precious campus environment and Mission. Xavier is committed to eliminating barriers that impede learning and research, as well as establishing and maintaining diverse human relationships that are essential to living harmoniously in a global society. Therefore, it is essential that members of the University community, including those who serve in the Mentoring Program as a University-related-off-campus activity, function effectively and justly when exposed to ideas, beliefs, values, personal characteristics and cultures that are different from their own. Incidents of harassment jeopardize the proper functioning of the Xavier community and, therefore, the University takes all claims of harassment seriously.

Harassment is the creation of a hostile or intimidating environment, in which conduct, because of its severity or persistence, is likely to interfere significantly with an individual's life by affecting a person physically or emotionally. Such harassment will not be tolerated. This harassment could be uninvited or unwelcome verbal, physical or visual conduct. Harassing conduct is often, but not always, in reference to an individual's or a group of individuals' sex, gender, identity, race, color, economic status, class, religion, culture, national origin, citizenship or veteran status, ethnicity, sexual orientation, position, age, handicap or disability.

In circumstances where an individual feels that he or she has been harassed, the University provides several channels of communication, information and an informal or formal complaint resolution process. Persons or groups involved in the Xavier University Mentoring Program who believe that they are victims or have been negatively impacted by such harassment are encouraged to promptly report the incident to the Assistant Director of the

Mentoring Program in the Xavier University Career Services Center. All complaints are considered to be serious and are dealt with through the Xavier University Harassment Code and Accountability Procedures implemented on August 14, 2006 that are available at www.xavier.edu. The conduct alleged to constitute harassment will be evaluated from the perspective of a reasonable person similarly situated to the complainant and in consideration of all relevant circumstances.

*adapted from The Statement on Personal Respect and Harassment for the Executive Mentor Program, Williams College of Business

IX. Additional Resources

In addition to this handbook, please find listed below links to additional information that may assist you in establishing and maintaining a positive and productive relationship with your mentee. Please do not hesitate to contact me with any questions or concerns.

Xavier University Mentoring Program Contact:

Jonika L. Moore-Diggs
Assistant Director, Experiential Education & Mentoring
Career Services Center
Conaton Learning Commons, Rm 530
513-745-3764
Moorej3@xavier.edu

Xavier Mentoring Program Success Tools Webpage – has a variety of resources as well as links to the most recent Career Services newsletter, the Career Builder which includes Moments in Mentoring column for mentees. The Moments in Mentoring might assist you with conversation topics.

<http://www.xavier.edu/career/mentor/resources.cfm>

Career Development Objectives for Students – a useful resource when working with your students to assist them with their career development goals.

<http://www.xavier.edu/career/mentor/documents/CAREEROBJECTIVES-mentoringresource.pdf>

Getting the Match Off to a Good Start – has information that may assist you and your mentee with goal setting

<http://www.xavier.edu/career/mentor/documents/GettingMatchofftoaGoodStart-updated1011.pdf>

Overcoming Relationship Pitfalls

<http://www.xavier.edu/career/mentor/documents/overcomingrelationshippitfalls-updated1011.pdf>

Tips for Mentors

<http://www.mentors.ca/mentorideas.html>

Mentoring Publications

<http://www.mentors.ca/topmenbks.html>

Amazon also has some more recent publication such as:

The Mentor's Guide: Facilitating Effective Learning Relationships by Lois J Zachary (available October, 2011)

The Person Who Changed My Life: Prominent People Recall Their Mentors by Matilda Cuomo (available December, 2011)

A Game Plan for Life: The Power of Mentoring by Don Yaeger and John Wooden