



XAVIER UNIVERSITY

MENTORING PROGRAM

CAREER SERVICES CENTER

Student Handbook

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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. Mentees play an important role in this process by seeking the following:

- advice and encouragement on personal growth and development
- knowledge of the world outside of the classroom and of Xavier's campus
- skills to become a confident graduate with exceptional leadership, teamwork, creative thinking and interpersonal skills through mentor's coaching and feedback
- encouragement from the mentor in formulating plans, goals, and strategies for professional and personal development
- guidance 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 Mentee's Role

The mentee's role in the program is to:

- Seek the mentor's guidance in learning how to acquire the skills of successful networking in today's society
- Be open to exploring ways to enhance their own professional and personal development
- Take responsibility for meeting/talking regularly with the mentor at least once per month
- Learn the skills necessary to be a contributing member of society
- Take responsibility for creating a healthy relationship with the mentor.

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 do we talk about when we meet?

It is not unusual for a protégé to feel a bit nervous, eager, anxious and excited. Mentees generally have questions such as: What does it mean to be a mentee? How does one go about it? What do you say and do? How do you get started? Below we have attempted to give you some guidelines as you embark on the mentoring relationship.

The mentee should come to meetings prepared to discuss:

- decisions about which the mentor can give perspective
- issues in reaching the priorities that the mentor can help with, if possible
- progress points for the mentor's update so the mentor can give well-deserved praise
- personal roadblocks, blind spots, and other concerns the mentor can help explore

It is important to remember that the problems, decisions, and plans are related to your priorities. Before meetings you should make a list of questions, issues or concerns you need help addressing. This will help facilitate productive meetings each time you meet.

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

Questions you may have as you enter the mentoring relationship:

- How much time do we plan to be together?
- What are the specific needs I feel 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.

Manage Your Expectations

What will my mentor be like? How will we get along? What will come of this relationship? The answer: **No one knows!** There are so many different factors that affect how a relationship between two people will develop. Have an open mind. You never know what may happen if you let it!

Keith Ferrazzi, author of *Never Eat Alone*, says “The great myth of networking is that you start reaching out to others only when you need something like a job. In reality, people who have the largest circle of contacts, mentors, and friends know that you must reach out to others long before you need anything at all.”

What to expect:

- **The outcome of this relationship will, in part, depend on how much effort you put into it**
- You will have the Career Services Center staff as a resource
- You will initiate and maintain contact with your mentor through the end of the academic year
- Your mentor feels that your future is a worthwhile investment for his/her time and talents
- You will receive honest feedback regarding your communication style and professionalism
- Your relationship building and professional skills will improve as a result of this program

- You and your mentor will behave ethically and professionally at all times
- Your mentor may not be hiring for a job or internship
- Your participation in the program will play an important role in maintaining relationships with Xavier alumni and friends

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.

Prepare Yourself!

Research!

After you receive you mentor's information you should spend some time researching his/her company, position, and the industry he/she is a part of. The more information you can gather, the better. Keep a list of the information you have found and some questions that result from your work. It may be helpful to create a one page "cheat sheet" with all the important facts you have gathered.

Information to Gather	How and Where to Find It
<p>Who is your mentor?</p> <ul style="list-style-type: none"> • What are their hobbies and interests? • What might you have in common with them? • Do they have any advanced degrees or certifications? 	<ul style="list-style-type: none"> • Google • Professional networking websites such as LinkedIn • The company website – check for employee profiles • Read their profile/ résumé (if provided)
<p>What does your mentor do for a profession?</p> <ul style="list-style-type: none"> • What is their job description? • What skills are important for people who work in those types of positions to have? 	<ul style="list-style-type: none"> • Search their company website for a general job description • Google their job title • http://www.bls.gov/OCO/
<p>What does your mentor’s company do?</p> <ul style="list-style-type: none"> • Does the company have various divisions and responsibilities? • Who are their competitors? 	<ul style="list-style-type: none"> • Look at the company website – look for the company mission, a description of company culture, press releases, etc. • Google the company and skim recent news stories • Download the company annual report (if available) at www.sec.gov • Visit the competitor’s websites
<p>What is going on in their industry?</p>	<ul style="list-style-type: none"> • Google the industry • Scan various news sources for current events

What about you?

What do you want your mentor to know about *you*? Consider the information you would like to share with your mentor and expand on the application/biography you sent. You will probably share this information in your first meeting with your mentor.

The following questions are designed to stimulate your thinking and to help you prepare for your mentoring experience. Think about your personal development plan, your professional development plan, and your academic development plan. It is recommended that you complete these questions and use them as an outline for your first meeting with your mentor.

1. What do I consider the most important areas of my personal, professional, and academic life that I want to work on with my mentor this year?

2. What are some areas in which I excel and currently enjoy? What are some areas I am struggling with and don't necessarily like?

3. What are some of my major accomplishments since entering Xavier University?

4. In what areas do I want to improve over the next three to six months?

5. How best can my mentor help me?

6. What have I done in the past for my personal, professional, and academic development?

Formulate Career Related Questions

One of your first interactions with your mentor will most likely take the shape of an informational interview. Be creative! Keep a list of questions that arise while researching your mentor. Try to avoid asking cliché questions – infusing some personalization into questions will definitely work in your favor. Get your mentor excited about talking to you. Show them that you have done your homework and are interested in learning more about their career!

Cliché	Personalized
How does one enter into this career field?	I noticed that you have a degree in history while some of your colleagues studied sociology. How did you decide to apply for and accept this job? What types of experiences does your company look for when hiring employees?
What is a typical day, week, or month like?	Your website mentioned that many of your company's employees travel 50% of the time. Do you have a typical travel schedule or does it vary?
Where do you think your industry will be in five years?	I have read that the healthcare industry is constantly changing and that doctors are leaving Illinois due to high insurance costs. Do you think the industry will be different when I graduate in two years and how?

Potential question topics:

- The mentor's background including their time at Xavier University (if an alumnus/alumna) and subsequent professional/educational experience
- Happenings in the mentor's industry
- The culture at his/her company including work-life balance
- Skills needed to be successful in their profession

Sensitive topics:

- Compensation/salary
- Compensation is a very personal subject and many professionals do not wish to share this information. Be cautious in how you approach this topic.
- Asking for a job

The mentors have agreed to serve as informational resources only, and many may not provide access to interviews, internships or employment opportunities.

Build and Sustain Your Relationship

As you begin this relationship with your mentor ask yourself: How can I build and sustain a relationship with this person? Am I going to treat my mentor as a one-time informational resource or as someone who is a potential friend or confidant? As you begin to cultivate your relationship, remember that **the outcome of this relationship will, in part, depend on how much effort you put into it.** Here are some tips on how to build and maintain a relationship with your mentor:

- **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 school and work? What are you passionate about? Are you dealing with a difficult situation in your professional/academic life? Being open and honest with your mentor will help you develop a friendship and not just a professional relationship.

- **Listen.**

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

- Don't focus on what you are going to say next, rather on what your mentor is saying
- Don't interrupt when your mentor is speaking
- Uncross your arms and maintain some eye contact, nod when you agree
- Re-cap what your mentor said to make sure you heard him/her correctly. State things like "What I think I heard you say was...is that correct?"

- **Follow up – creatively.**

What do you do after your first conversation or meeting? Be creative in how you sustain your relationship. Pay attention to your mentor's interests and use them as a way to build or maintain a friendship. Here are some ideas of things you can do together:

- Read and discuss an article relating to your professional area of interest
- Discuss a movie or book, choose a book to read together
- Send them your résumé and cover letter, ask for feedback
- Work through a case study together
- Try out a new restaurant
- Invite them to a lecture or event on campus
- Email them if you hear about an upcoming TV show/sporting event of interest
- Visit Cincinnati together
- Visit their office

- Participate in a community service activity together
- Have a long distance mentor? Check out the [Guide for Long Distance Mentoring](#).

- **Thank and Reciprocate.**

You are probably wondering how you could possibly be of assistance to someone who is already a working, well established professional. One of the most important characteristics of a successful networker is generosity. Not with money or assets, but being generous with your time and looking for ways to assist others. Maybe your mentor's niece is interested in attending Xavier University; you could take her to lunch and show her around campus. Maybe your mentor is planning a dinner for colleagues; recommend a great restaurant you have eaten at and send him/her a hyperlink. ***Making a small effort to help goes a long way and says "Thank You" much more effectively than any gift ever could!***

Defining Your Relationship Together

This worksheet is designed to help you and your mentor define your relationship. Use this worksheet as a helpful tool during your introduction meeting with your mentor 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 mentor will establish and monitor tasks.

6. Determine how you and your mentor 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 mentor. Define those roles:

Mentee: _____

Mentor: _____

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

9. Discuss and determine how you and your mentor 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 mentor could deliver feedback and how you plan to respond to that feedback.

11. How will you and your mentor 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 mentor would like to address for your next meeting? _____

Track Your Experience!

It is helpful to keep track of your goals as well as your interactions with your mentor; here is a place to do just that! Please hold on to this sheet for your reference to help you learn what you've done with your mentor thus far and what you'd like to do in the future.

What do you want to accomplish in the Mentor Program?

What steps can you take to achieve these goals?

Date of Contact	Topic (s) covered	What I learned about myself, other people, or a specific industry	What I will do to follow up	Extra Notes



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Mentee Agreement

I, _____, have been matched with a mentor and would like to participate in the Xavier University Mentoring Program. I agree to the following:

- 1. Attend a Mentee Match Orientation Session provided to and required of all students who have received a mentor**
- 2. Review and use as a reference guide, the Mentee Handbook**
- 3. Connect with my mentor at least once a month in person if possible during the academic year beginning in September and ending in May.**
- 4. Come prepared to my monthly mentoring meetings ready to discuss my personal, professional and/or academic thoughts, goals and/or needs.**
- 5. Remain open to my mentor's feedback and act upon opportunities that will enhance my personal and professional development**
- 6. Notify my mentor in a timely manner if I cannot meet/connect with him/her for any reason and reschedule any cancelled meetings.**
- 7. 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.**
- 8. Adhere to the Statement on Personal Respect and Harassment (See Page 21).**

Mentee's Signature: _____

Date: _____



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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 mentor. 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

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

Getting the Match Off to a Good Start – has information that may assist you with setting goals

<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 Mentees

<http://www.mentoringgroup.com/mentees.html>

Getting Feedback From Your Mentors

http://www.mentoringgroup.com/html/articles/mentee_29.htm