

# Mentoring eNews

## Setting Sail: Getting the Match Off to a Good Start

(Adapted from <http://www.edmentoring.org>)

Everyone knows that first impressions are important to any new relationship. The first few meetings will set the tone for the rest of the relationship. Some key practices for getting the match off to the right start are included below.

- For students: ask why your mentor chose you. For mentors: ask why your student decided to participate in the mentoring program.
- Create agreements for your relationship, including when you will meet, where, how often, how to contact each other, what to do if someone cannot make a meeting, etc.
- Tell each other what you expect of your relationship.
- Set goals (for more on this topic, see the bottom of the page).
- Have fun!



## Start right: Set SMART Goals

It is important for you to set goals no matter what you do in life. Even more, it is important to set goals with your mentor to help you know what you want to do and where you want to take your mentoring relationship. These goals should be both short and long term. It's also helpful to include academic goals into other

goals such as career exploration and extra-curricular involvement.

Goals help you both determine how much progress is being made along the way.

Goals should be broken down into short, medium and long range plans. This

gives you something to work on immediately (with immediate satisfaction in achieving them), goals that take a little more effort but whose realization is still within your grasp, and those long range goals that help you see a desirable future.

(see GOALS, pg. 2)

**Got a question,  
comment, or concern?**

**Have a friend/  
colleague you want to  
refer to the program?**

**Contact**

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## GOALS, continued

So, what are SMART goals? They are:

Specific  
Measurable  
Attainable  
Realistic  
Timely

*Specific* addresses the “who, what, where, when, which and why.”

*Measurable* asks the question, “how?”

According to topachievement.com, “students can work on *attaining* most any goal they set when they plan their steps wisely and establish a time frame

that allows them to carry out those steps.”

A goal is *realistic* when it is truly something both you and your mentor are capable of working on together.

And lastly, to be effective, the goal must be *timely*. Without one, the goal is not measurable.

Once the goals are set, work with your mentor to decide on the resources or assistance needed to reach the goal and set a date for reaching it.

The essential thing to know is that *you* set the goals and *you* drive

where you want to go. Your mentor helps you determine how to get there! Your goals should be an exciting journey—have your mentor assist you with activities associated with your goals such as job shadowing or informational interviewing.

Finally, remember that goals are not set in stone, you can refine them as you go along.

**Did you know that setting goals help you develop:**

- ◆ Self confidence
- ◆ Motivation and sense of purpose
- ◆ Sense of accomplishment
- ◆ Self-control
- ◆ Connections to personal, vocational, and academic lives
- ◆ Self-reliance and self-management
- ◆ Awareness of options to accomplish goals
- ◆ Positive outlook

*Please consider setting goals with your mentor today!*

### CHECK OUT XAVIER'S UPCOMING CAMPUS EVENTS:

<http://www.xavier.edu/campusuite/modules/calendar.cfm?>

## Mentor & Mentee Relationship Cycle

(adapted from edmentoring.org)

In each newsletter, you will find characteristics of various stages within mentoring relationships as well as communication tips associated within each stage. Though not everyone will go through these stages, it's helpful to know what could potentially occur.

### Stage 1: The Beginning of the Match

*Characteristics:* Getting to know each other, the first impressions, trying to see the positive in the relationship, bonding.

*3 Effective Communication Tips:*

1. Ask open-ended questions
2. Use body language that is open and not guarded
3. Be an active listener

## Mentor/Mentee Preferences Form

Discuss the most convenient place to meet. (Rank sites with #1 being most desirable)

- Mentee says: (the best time to reach me is \_\_\_\_\_ )  
\_\_\_\_\_ Mentor's work place  
\_\_\_\_\_ On campus  
\_\_\_\_\_ Doesn't matter / will drive  
\_\_\_\_\_ Some other specific place \_\_\_\_\_

- Mentor says: (the best time to reach me is \_\_\_\_\_ )  
\_\_\_\_\_ Mentor's work place  
\_\_\_\_\_ On campus  
\_\_\_\_\_ Doesn't matter / will drive  
\_\_\_\_\_ Some other specific place \_\_\_\_\_

*Note:*

⇒ *When choosing meeting places, try to select a location that will work for both of you. Be flexible.*

⇒ Remember, some conversations can also be conducted by phone or e-mail if necessary.

**As a pair, we agree that we will be able to meet at the following place(s) or talk at the following days/times:**

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Based on answers generated by this worksheet, plan four meetings or conversations that meet mentee needs and mentor availability. Record dates and times on personal calendars or in the space provided below.

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