

Mentoring Program

Mentor Handbook



Weigand Center for Professional Excellence



Mentoring Program Mission Statement

The mission of the Weigand Center for Professional Excellence
Mentoring Program is development of students through self-
formation and early professional preparation.

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I. Introduction

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 professionally and personally. The relationship may focus on a particular career or profession as the Protégé is ready to consider these specifics. It always addresses the Protégé's personal development to shed light on the question, "What sort of professional would I like to become?"

In order to assist Mentors in the development of their Protégés, workshops have been developed. The design of the Mentoring Workshop is to give Mentors an understanding of the different types of career exploration; the procedures to be used in the program; provide direction in how to effectively establish the mentoring relationship; and provide a framework in which to develop the Protégés personally and professionally.

The materials in this handbook are designed:

- to provide mentors with practical, workable ideas and suggestions; and
- to provide mentors with the information needed to completely utilize the mentoring relationship as a teaching/educational opportunity for the protégé.

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.

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

Mentors in this Program are professionals who are willing to share their knowledge, skills and talents with their protégé. They identify and address issues of character and competency development within their protégé to facilitate personal and professional growth.

The protégés in this Program are Elmhurst College students who are committed to self-formation and early professional preparation through enriching their academic experience, identifying necessary character and skill development, and accepting responsibility for their personal and professional growth.

II. Design and Goals of the Program

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

- encouragement and support in striving for academic and professional excellence;
- the development of knowledge, skills and attitudes necessary for successful completion of his/her academic goals;
- encouragement to develop supportive relationships with peers, faculty and staff personnel;
- establishing a positive “one-on-one” relationship to promote and enhance protégé self-confidence;
- development of protégé’s leadership skills;
- identification of appropriate professional resources;
- providing encouragement to the protégé in formulating plans, goals, and strategies for professional and personal development; and
- guiding the protégé in learning how to acquire the skills of successful networking in today’s society.

III. The Mentor's Role

The mentor's role in the program is to:

- serve as a role model;
- encourage and support the protégé in striving for academic and professional success;
- guide the protégé in the formation of attainable goals, plans and strategies for professional and personal development;
- help the protégé learn how to acquire the skills of successful networking in today's society;
- help the protégé identify and acquire appropriate professional resources;
- commit to regular meetings with the protégé (once a month is recommended); and
- accept responsibility, along with the protégé, 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 protégé are discovering mutual attractions. This is the “checking-out” stage: the protégé, 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 protégé. The mentor intentionally builds on the strengths of the protégé’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 protégé begins to take responsibility for actions, to test assumptions, and to reflect with the mentor on actions taken. The protégé moves toward increased autonomy and self-confidence and begins to increase ego-strength and belief in self. Key proficiencies 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 protégé – 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.

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

Embracing : The mentor is not just acknowledging and affirming, but is *embracing* the protégé as a unique individual with growth potential. The mentor is natural, positive, and focused on instilling confidence and independence in the protégé.

Integrating : It is essential for the mentor to facilitate the “taking stock” of the relationship and the mutual journey to identify patterns, and to *integrate* the experience. Mentors need to share their sense of renewal, satisfaction, and pride.

Empowering : The overall goal of the mentoring relationship is to *empower* the protégé. The protégé acknowledges personal strengths, holds a belief that there is always something new to learn, views most problems as challenges, and expresses a positive sense of purpose and vision. The mentor uses a repertoire of facilitation skills to draw this out from the protégé and to make the growth explicit.

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. The four stages of the mentoring process are initiation, cultivation, transformation and separation.

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. Protégés generally have questions such as: “What does it mean to be a protégé? How does one go about it? What do you say and do? How do you get started?” Below we have provided guidelines to assist you as you embark upon your mentoring relationship.

The protégé 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; and
- personal roadblocks, blind spots, and other concerns the mentor can help explore.

It is important to remember that the problems, decisions, and plans are typically related to the protégés priorities. Before meetings the protégé should make a list of questions, issues or concerns he/she needs help addressing. This will help facilitate productive meetings.

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

- What are the protégé’s educational and professional goals?
- What would you both like to get out of the program/relationship?
- How can you assist your protégé in reaching their desired outcomes?
- How much time do you plan to be together?

- What are any specific needs the protégé feels at the moment?
- Are there any limits you want to establish up front?
- Are there any assumptions about the relationship that need to be discussed?
- Are there any issues that may have caused previous mentoring relationships to be disappointing that you'd like to talk about before you begin this relationship?
- Do you expect each other to be perfect? If so, how do you discuss this before it becomes an issue?
- What anxieties, uncertainties, uneasiness, and inadequacies do either of you feel about the mentoring relationship?

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

VI. What Protégés look for in a Mentor

Some of the most common fears of the protégé 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 a failure to this person if they knew the *real me* ?” Prior to meeting their mentor for the first time, the protégé often asks him/herself, “Will I appear 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? What will we talk about?”

The following checklist is only a starting point for the mentor to begin assisting the protégé in overcoming their fears of the mentoring relationship:

- Be honest with your protégé. Be willing to take your protégé aside on occasion and tell him/her things they need to hear but frankly don't necessarily want to hear. Don't be afraid to discuss their professional appearance, the habits they have developed and their impact on others, as well as the importance of setting realistic goals for themselves.
- Be a model for your protégé. Part of your role is teaching the protégé by letting him/her watch you in addition to discussing issues with your protégé.
- Be deeply committed to your protégé. Let your protégé know you believe in them and that they can accomplish anything they decide to do. Make spontaneous phone calls before exams and/or send your protégé a note of encouragement or congratulations now and then.
- Be open and transparent with your protégé. Every mentor has struggles their protégé never sees. Share some of the struggles you have encountered or are encountering with your protégé along with the success stories they teach.
- Be a teacher/coach to your protégé. Many people do things well, but don't know how to tell others how they did it. Share with your protégé your

observations as to how and why the protégé did, or didn't do, something they said they would.

- Be someone who believes in the potential of your protégé. This goes hand-in-hand with being deeply committed to your protégé. What you're really saying to your protégé is "I believe this person has tremendous potential. I think if I invest some of my life in this person, he/she has what it takes to make a real difference."
- Be someone who can help the protégé define their dream and a plan to turn that dream into reality. It is important however, for you to remember that just because you say your protégé can or cannot achieve something, it doesn't necessarily make it so. Your protégé should take your input seriously, however, the final decision – and responsibility – of the direction of your protégé's life rests with him/her. A mentor is there only to help.

Once the realism factor has been established, you can help your protégé develop a plan to move from where they are to where they ultimately want to be.

VII. Possible mentoring topics:

As the mentor and protégé seek to build their working relationship, the following suggested topics can be helpful. The mentor can educate the protégé concerning:

- professional behavior and responsibility;
- the importance of balancing work with other responsibilities in their lives;
- the importance of being part of a professional network;
- building a foundation for future success;
- social networking and the professional world;
- professional communication methods;
- appropriate professional appearance;
- career development issues; and
- seeking assistance in preparing for the world of work and/or graduate school.

Managing the Mentoring Relationship

The material in this section is designed to assist in the development of a mutually rewarding and effective mentoring relationship. Use the following material as a resource to prepare for a successful working relationship with your Protégé.

Mentor and Protégé Initial Activities

After arrangement of your initial meeting, an introduction with your Protégé, the following is a list of suggested activities that can be used to guide you through the session. You are also strongly encouraged to use the “Defining Your Relationship Together” handout provided in this section.

- Discuss protégé needs and expectations.
- Discuss mentor expectations.
- Discuss goal setting activities to assist in achievement of protégé’s personal, academic, and professional objectives.
- Identify and share resource information beneficial to the protégé.
- Determine the location, dates, and times for future meetings which will work for both the mentor and protégé.
- Identify at the first meeting the preferred method of communication to be used between meetings.

Defining Your Relationship Together

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

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

Protégé: _____

Mentor: _____

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

Protégé: _____

Mentor: _____

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

Protégé: _____

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:

Protégé: _____

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? _____

Mentor/Protégé Procedures

- Complete and submit to the Center for Professional Excellence the appropriate paperwork (available on CPEssentials.com)
 - Professional Profile
 - Protégé Profile
 - Mentor Agreement
 - Protégé Agreement
- Mentor/Protégé matching
 - Mentoring director facilitates appropriate mentoring match utilizing Protégé and Professional Profiles
 - Mentoring director contacts Protégé and Mentor with match and provides contact information
- Attend appropriate workshops - workshops are provided at no cost
 - Mentor Workshops - mentors attend a Mentor Orientation Workshop prior to being matched with a protégé, and are encouraged to attend a follow-up orientation at least once every three years thereafter. Networking events and developmental workshops are also provided
 - Mentor Orientation Workshop
 - Understand the different types of career exploration
 - Become familiar with Program procedures
 - Understand and appreciate the importance and process of establishing the mentoring relationship
 - Develop an awareness of ways to effectively mentor your Protégé

- Protégé Workshops.
 - Protégé workshop
 - Understand your role and responsibilities as a Protégé
 - Become familiar with program procedures
 - Understand and appreciate the importance and process of establishing the mentoring relationship
- Developmental Workshops
 - Various skill building workshops for students and professionals
- Networking Events
 - End-of-Year Celebration
- Mentor/Protégé introduction
 - Protégé takes responsibility for scheduling the introduction session with their Mentor
 - Follow guidelines provided in handbook
 - Complete protégé preparation forms prior to introduction session
 - Complete “Defining the Relationship” form at introduction session
- Mentor/Protégé meetings
 - Meet no less than once per month
 - Follow goals and guidelines previously established during introduction session identified on the “Defining the Relationship” form
 - May use SMART Goals and Action Plan handout, or other source material, to measure relationship progress

- Complete and return monthly, Mentor and Protégé Activity Reports (available on CPEssentials.com) to the Program Director
- Miscellaneous
 - Communicate issues or concerns impacting the mentoring relationship to the Program Director in a timely manner
 - Notify Julie Nosal, Program Director of any changes to contact information using the Mentor/Protégé profile forms, via email or by telephone

Non-Discrimination and Non-Harassment Policy

Policy 2.27

It is the policy of Elmhurst College (the College) to afford equal opportunity to students, employees and applicants regardless of race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, citizenship, veteran status, marital status or other protected group status as those terms are defined by applicable federal, state and local law.

The College believes that all employees and students should be able to work and learn in an educational environment free from discrimination and harassment. Harassment includes unwelcome conduct, whether verbal, physical, written or graphic, that is based on protected group status such as race, color, national origin, religion, sex, gender identity, sexual orientation, age, disability, veteran's status, or other protected status.

The College will not tolerate discrimination based on protected status or harassing conduct that affects tangible job benefits or that interferes unreasonably with an individual's work or academic performance, or that creates an intimidating, hostile or offensive working, educational or learning environment. Such conduct shall be considered discriminatory harassment and is specifically prohibited by this policy. Sexual harassment is also specifically prohibited by this policy.

Any employee, student, vendor or affiliated person who engages in prohibited discrimination or harassment will be subject to disciplinary action up to and including permanent exclusion from the College or termination in the case of employees.

Prohibited harassment includes but is not limited to:

Harassment

Examples of words or conduct which may violate this policy are:

- Verbal abuse, slurs, derogatory comments, or insults about, directed at, or made in the presence of an individual or group based on a protected status.
- Display or circulation of written materials or pictures that are degrading, based on, protected status.
- Damage to, trespass to, or unauthorized use of property, such as spraying or scratching of a motor vehicle, damage or theft of property, based upon protected status.
- Physical contact or verbal threats based upon the protected status.

Conduct of this sort is prohibited by this policy without regard to whether the conduct would violate applicable law.

Sexual Harassment

Sexual harassment deserves special mention. It shall be defined in this policy as unwelcome sexual advances, requests for sexual favors and/or other physical, verbal or visual conduct based on sex when:

- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or a student's status in a course, program or activity or;
- Submission to or rejection of such conduct by an employee or student is used as the basis for employment or academic decisions; or
- The conduct has the purpose or effect of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile, or offensive employment, educational, or living environment.
- With regard to students, this policy is intended to prohibit harassment as a basis for determination on issues includes: (1) admissions; (2) educational performance required or expected of a student; (3) attendance or assignment requirements; (4) to what courses, fields of study or programs the student will be admitted; (5) what placement or proficiency requirements are applicable; (6) the quality of instruction; (7) tuition or fee requirements; (8) scholarship opportunities; (9) co-curricular programs and activities in which the student will participate; (10) any grade the student will receive; (11) the progress of the student toward completion of a program; (12) what degree, if any, the student will receive.

The following is a partial list of unwelcome behavior, which will generally be considered sexual harassment:

- Sexual jokes, language, epithets, advances or propositions;
- The display of sexually suggestive objects, pictures, magazines, posters or cartoons;
- Comments about an individual's body, sexual orientation, sexual prowess or sexual deficiencies;
- Asking questions about sexual conduct;
- Touching, leering, whistling, brushing against the body, or suggestive, insulting, or obscene comments or gestures; and
- Demanding sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of the same.

Conduct of this sort is prohibited by this policy without regard to whether the conduct would violate applicable laws.

2.27.1 Complaint Procedure

Employees, customers, students, vendors, and other persons affiliated with the College who believe they have experienced or have witnessed discrimination or harassment have the responsibility to immediately notify their Supervisor or the Director of Human Resources, Dean of Students, Senior Vice President for Finance and Administration or Vice President for Academic Affairs/Dean of the Faculty of the situation.

2.27.2 Investigation Procedure

The College will promptly investigate any and all complaints of discrimination and harassment. Any investigation will be confidential to the fullest extent practical. The complainant and the person about whom the complaint is made will be notified of the results of the College's investigation. Decisions may be appealed to the President for review. Decisions made by the President are final.

2.27.3 Sanctions

Any employee or affiliated person who is found, after investigation, to have violated this policy or other policies of the College will be subject to sanctions, depending on the circumstances, from a warning up to and including termination. The College, in its discretion may also require any person violating this policy to go through additional training on the policy and expected conduct.

2.27.4 Retaliation

Retaliation is a very serious violation of this policy and should be reported immediately to any of the persons listed in this policy. Retaliation against any individual for reporting discrimination or harassment will not be tolerated and will be treated as a separate and independent violation of this policy. Each offense will be investigated and sanctioned separately. Individuals who are not themselves complainants, but who assist in a harassment investigation, will also be protected from retaliation under the policy.

2.27.5 Complaints of Student Peer-to-Peer Discriminatory Harassment

A violation of this policy in a student peer-to-peer situation is a violation of the Student Code of Conduct. Complaints of peer-to-peer harassment are considered matters of student conduct and are delegated to the Dean of Students for address under the disciplinary procedures and sanctions outlined in the current edition of the E-Book.

2.27.6 Title IX

Under Federal Legislation for Title IX, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." **Title IX legislation is specific to students and athletes of the college.** Elmhurst College employees have the same form of discrimination protection, though under Title VII. The College has always and will continue to do everything it can to assure that no person is discriminated against for any reason in any way. The College mission, policies, and strategies support the rights of all individuals in the campus community.

Title IX Coordinator for our campus:

Phillip Riordan, Vice President of Student Affairs
phil.riordan@elmhurst.edu
630-617- 3050

If you have a concern that your rights are being violated (whether student, faculty, or staff), you should follow the College's existing guidelines as described in the E-Book (for students), Faculty Manual (for faculty), or the Employee Handbook (for all employees of the College). If you are not sure who to go to, or believe you have a complaint that falls under Title IX, you may reach out directly to the Director of Human Resources.



Mentoring Articles

Frequently asked questions about mentoring:

<http://www.mentoring-association.org/FAQs.html>

A collection of the most frequent questions and responses from International Mentoring Association members and from other mentoring experts.

- What is the difference between a quality program and an effective program?
- What is "Mentoring"?
- How is "coaching" different from mentoring? Do we need both?
- How is coaching & mentoring different from supervision?
- To what extent can mentoring and coaching really improve employee performance?
- What is "Induction" and WHY is it needed in business?
- What should be the most basic goals of a quality induction program?
- What are the essential components of a quality induction program?
- Why don't all excellent employees also make excellent mentors?
- Why do mentors in some programs seem incapable of providing quality mentoring?
- What evaluation questions should an existing mentor program be asking itself?
- Our mentor program seems fine. Is there anything else we should be doing?
- What are the financial benefits of mentoring? - the hidden costs of employee attrition
- What are the non-financial benefits in attracting new quality employees?
- What are the non-financial costs of employee attrition?
- How can your organization help staff define and attain their career goals?

Mentoring: Matching the Mentor and Mentee

http://edweb.sdsu.edu/people/ARossett/pie/Interventions/mentoring_2.htm

- The importance of a successful match
- The value of mentoring
- Research supporting mentoring

Peer Resources – Learning About Mentoring

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

A resource that provides topics of discussion and resources for the mentor and protégé.

- History and rationale
- Famous mentor pairings
- Myths of mentoring
- Mentor program tips
- Ideas, tips and stories