

Council on Student Affairs Mentoring Initiative

OKLAHOMA STATE REGENTS
FOR HIGHER EDUCATION



Improving our future by degrees

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WELCOME TO THE COUNCIL ON STUDENT AFFAIRS

MENTORING INITIATIVE

Thank you for volunteering to participate! Through this initiative, student affairs professionals will gain access to an experienced student affairs professional who can provide advice and on-the-job insight into a career in student affairs and higher education as well as both professional and personal enrichment. The initiative strives to create a framework for mentoring and being mentored that will prepare mentees to be actively engaged student affairs leaders in the future.

GOALS AND BENEFITS OF THE MENTORING INITIATIVE

Goals of the Council are to:

- Facilitate and support mentee engagement with a professional mentor as a key component of the Council on Student Affairs
- Provide unique opportunities for professional development
- Increase mentee career satisfaction and success in the mentoring process
- Create a sense of community and connection between COSA members, Mentoring Initiative participants, and other members of the higher education community in Oklahoma
- Satisfy the desire of campus presidents to directly engage with and provide value to current student affairs professionals
- Provide mentees with a model that encourages engagement with COSA
- Serve as a model and resource for future mentoring programs across Oklahoma and other states

Benefits of the Mentoring Initiative

A professional mentor is someone who may be doing what the mentees think they would like to do in the future. Mentors represent various student affairs offices of public and private higher education institutions in Oklahoma. While our mentors are a very diverse group, they all have one thing in common; they are interested in helping student affairs professionals to make the most of this experience and to facilitate success in their careers in student affairs and higher education.

Benefits for the Mentee

The mentee, on the other hand, will benefit from valuable experience, professional advice and perspective, and have the opportunity to create a unique and lasting relationship with a senior-level or chief student affairs administrator.

Every mentoring relationship will be different, and what is gained will depend on the mentee's own goals and objectives, as well as the investment made. The mentor can help to explore career choices, the potential for graduate or professional school, work-life balance, and effective networking.

Other potential benefits include:

- Advice and assistance in completing graduate academic programs and other related interests
- Networking and opportunities to further build a professional network
- Opportunities to practice and strengthen professional communication skills
- Opportunities and access to professional resources
- Help in defining personal and professional goals, and strategies to achieve them
- Development of a friendship and connection in the world of student affairs

*“A lot of people have gone further than they thought they could
Because someone else thought they could” Unknown*

ROLE AND EXPECTATIONS OF THE MENTOR

The following is a comprehensive overview that details the role and expectations of the mentor. A professional mentor can provide the unique perspective of an objective advocate who may play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. Participants should remember that it takes time to build a reciprocal, trusting relationship, and every mentor-mentee relationship will be unique based on the personalities, goals, and experiences of the mentee-mentor pair. Mentors and mentees who commit the time and energy to build a solid relationship will find the Mentoring Initiative experience to be an enjoyable and rewarding one!

COSA Mentoring Initiative mentors are an invaluable resource for student affairs professionals. However, mentors are not expected to “do it all” or “know it all.” The mentees have many resources available to them including their professional network, other leadership programs, as well as a wide range of professional organizations.

Role and Expectations

Mentors are expected to:

- Be willing to mentor student affairs professionals for an academic year;
- Meet with mentee(s) at least three times per semester, in person or by video conference/phone or email (minimal guideline). More frequent informal communication is encouraged as personal schedules allow;
- Commit to being accessible and engaged for the duration of the mentoring relationship;
- Be willing to share personal and professional experience, insights, successes and failures when appropriate;
- Attend kick-off and end-of-year celebration events that bring mentees and mentors together;
- Provide opportunities for mentees to explore career and life choices;
- Assist and foster mentee in cultivating skills for living and working with people of diverse backgrounds and opinions;
- Promote the self-esteem and confidence of the mentee;
- Empower the mentee as a leader, professional, and engaged citizen;
- Maintain focus on skill development;
- Initiate contact with the mentee and establish the relationship;
- Listen with an open mind;
- Offer encouragement when necessary;
- Provide emotional support when needed;
- Communicate regularly, even if just to say “hello;”
- Give and receive feedback, as needed;
- Create a spirit of mutual learning, trust, and respect;
- Lead by example;
- Be at a different institution from that of the mentee; and
- Be a good listener, have a sense of humor, and enjoy the mentoring experience!

Mentees and mentors will be asked to agree to and sign the Mentor/Mentee Contract and Mentoring Commitment found in this guidebook.

Suggested Dos and Don'ts of Mentoring

- Have an open mind; don't discount, dismiss, or minimize.
- Provide constructive criticism; don't patronize or make light of a perceived obstacle or place undue guilt on the mentee.
- Provide support, but don't become a “crutch” for the mentee.
- Maintain personal and professional boundaries, but don't be distant or unapproachable.
- Maintain confidentiality.

Getting to Know Each Other

1. Establish the Relationship – Setting some expectations and a schedule can help keep mentee and mentor engaged and in-touch when both get busy. The “Mentor-Mentee Partnership Agreement” provided in this guidebook can be used to clarify roles and expectations at the outset. Other suggestions for getting off to a good start include:

- *Set a Regular Schedule* – It is highly recommended to set a regular schedule for communication that will work for both mentor and mentee MOST of the time.

- *Make it a “Two-Way Street”* – Mentees are less likely to feel like a burden if they have responsibilities and feel like they’re contributing something.
- *Establish Best Communication Methods* – Determine the best way to reach each other: by email or using a special subject line such as “Mentoring Initiative,” sharing office contact information, or by phone.
- *Create Accountability* – Ask for “deliverables,” whether it’s reading an article, doing research, planning an activity, or calling a contact and reporting back to you. Encourage the mentee to be involved and take action.
- *Start a Mentoring Journal* – This serves as a way to help mentees internalize what they’ve learned and will also provide insight into their perspective. After each discussion, ask them to write a short paragraph with their reflections, insights, and questions for the purpose of identifying good topics for follow-up and future discussion. A journal template might include the following:
 - Meeting date
 - Key topics
 - Reflections (How does this relate to me?)
 - Action items/Follow up
 - Next meeting details: date, time, location, agenda and topics, preparation

2. Build the Foundation

- *Interview the Mentee* – Ask mentees to share their strengths and weaknesses, likes and dislikes, dreams and fears, values and goals – both professional and personal.
- *Tell Your Story* – Mentors should share their career path and “life lessons”; don’t just focus on successes. Encourage lots of questions, talk about what has been done and what was learned.
- *Goal Setting* – Make a plan for the year, set some high-level goals and priorities that can be re-visited or used as the basis for future meetings.
- *Ask Questions* – Ask the mentees to prepare answers to a question or two that will offer insight as to their values, motivations and passions. For example, ask mentees to:
 - Describe their ideal professional position and be as specific as possible (hours, location, salary, environment, etc.) Use this to set goals and define “measurable steps” needed to make progress towards these goals.
 - Describe their favorite job in high school or college. What did they love most? What was their favorite task and why?
 - Tell what their biggest fear might be? This may give an indication of where they are in their professional/personal development, as well as indicate how the mentor can help.
 - Tell who their role models are and why? Ask them to list five to 10 people who they’d like to be able to talk to and figure out HOW to make it happen!

Professional Development, Exploration and Practice Identified by the Mentee

3. Stock the Toolbox – Practical things that can be done to help mentees be better prepared, stand out and be more strategic in their career planning.
 - *Offer to Review Professional Communications* – Such as their resume, cover letters, and email requests.
 - *Help Develop a “Student Affairs Mindset”* – Suggest reading materials, share articles and blogs, suggest local or higher education news sources
 - *Other “Soft-Skills” Development* – Networking, business etiquette, appearance, agenda preparation, meeting planning and note-taking, thank you notes/follow-up.
 - *Advice on Using Social Media* – Discuss how to use appropriately as well as the benefits and pitfalls.
4. Explore Possibilities – Give mentees an idea of the range of opportunities available in student services. Help mentees to broaden their horizons and think creatively and realistically about what they want to do, where they want to go, and why.
 - *Brainstorming and Scenario Planning* – Generate a “portfolio of options” and ideas to investigate. Think about some high risk and high reward options, as well as some safer “bets.”

- *Generate a List of Careers in Their Interest Area* – Come up with a range of job titles within their profession. What are the pros and cons of each? How do they differ? Help them think about “fit.”
 - *Encourage Self Evaluation* – If mentees are uncertain about their plans, help them think about “fit” based on personality, interests, and strengths and weaknesses.
5. Provide Hands-On Experiences – Giving the mentee opportunities for practice and feedback is invaluable. Provide, or encourage the mentee to seek, opportunities to gain experience in a professional setting. Specific ideas for hands-on learning include:
- *Hosting the Mentee at the Mentor’s Office* – Make arrangements for a tour or meeting in which the mentee observes an area which interests them. Following the tour or meeting, mentees should be required or encouraged to write about the best practice they observed. Arrange for someone to review the mentee’s résumé.
 - *Practicing and Giving Feedback* – Help the mentee prepare for different types of professional meetings, a business lunch or dinner through hands-on experience. Debrief afterwards. Were there surprises or awkward moments? Brainstorm solutions.
 - *Invite Mentee to a Professional Conference, like OACADA, or Meeting on Campus* – De-brief afterwards. Mentors should tell why they are involved. Define the professional engagement, learning, growth and connections that the meeting offered.
6. Plan of Action – Early in the academic year, mentees need to begin focusing on specific steps they can take to achieve their goals. From exploration and practice, mentees need to be pragmatic and action-oriented. Mentors can assist them with contacts and connections, while keeping them focused. For example:
- *Revisit and Refine Goals* – Review what they learned through their previous job experience, internships or classes in their major they particularly liked. Create a “top 10” list of goals, dream projects or jobs.
 - *Identify Action Items and Resources* – Help develop a search strategy. Identify specific steps your mentee will take (research, attending meetings or conferences, joining an organization, etc.) and what resources he or she needs to be successful, e.g., connections, references, background reading, an example of their work or a campus activity or project.
 - *Provide Connections, Insights, and More Practice* – Mentors can share what has been learned about higher education and/or its impact on student success.
7. Respond/Revise/Support - Follow-up on successes and disappointments and help brainstorm next steps. Help mentees stick to their plan and goals and develop some resiliency.
- *Give Honest Feedback* – Review experiences and help the mentee to think through new strategies or approaches. Help mentees understand and “own” their missteps and develop corrections.
 - *Share Your Experiences* – Mentors may share their life lessons by revealing insights and perspective.
 - *Be Kind, but Tough* – Help mentees keep their “eye on the prize.” Work with them to adapt their tool kit, develop alternate strategies, and to think outside the box.

Possible Mentoring Pitfalls to Avoid

Based on mentoring research, common reasons why a mentoring relationship may not be successful include:

- Poorly executed first meeting
- Unrealistic expectations
- Unclear goals
- Lack of commitment
- Lack of structure regarding meeting times
- Insufficient follow-up and closure on goals
- Breach of confidentiality

“Mentoring brings us together – across generation, class, and often race – in a manner that forces us to acknowledge our interdependence, to appreciate, in Martin Luther King, Jr.’s words, that ‘we are caught in an inescapable network of mutuality, tied to a single garment of destiny.’ In this way, mentoring enables us to participate in the essential but unfinished drama of reinventing community, while reaffirming that there is an important role for each of us in it.”

Marc Freedman

ROLE AND EXPECTATIONS OF THE MENTEE

Mentees who choose to participate in the Mentoring Initiative will enter a partnership with a senior level student affairs administrator. The mentor is not necessarily a personal friend, but instead will seek to guide and challenge mentees to successfully achieve academic and career goals. The mentees acceptance and continuation in the Mentoring Initiative is contingent upon attending the required Mentoring Initiative meetings and events. As a reminder, other expectations of Mentoring Initiative mentees are as follows:

Be Committed by:

- Knowing the extent of interaction that the mentor is able to provide.
- Knowing what is expected from mentees.
- Having realistic expectations of the mentor's time and the mentee's ability to achieve the desired goals.
- Being willing to learn and accept constructive criticism.

Be an Active Participant by:

- Seeking advice and counsel. The mentor may not know when help is needed.
- Actively exploring and discussing career choices with the mentor.
- Listening and observing. Try to keep an open mind, even if there is disagreement.
- Asking questions. Questioning is a key component in learning.
- Asking for clarification. Don't expect to understand everything at once.
- Inquiring about resources. The mentor probably already has a network established.
- Helping problem solve. Learning is most effective by doing.
- Making suggestions and sharing fresh ideas.
- Being flexible.
- Making sure to attend all meetings and appointments as scheduled.
- Engaging in cultivating skills for living and working with people of diverse backgrounds.
- Creating a spirit of mutual learning, trust, and respect.
- Empowering yourself to become a leader, professional, and engaged citizen with the support of your mentor.
- Following through quickly when contacted by the mentor.
- Taking responsibility for meeting mentoring program objectives.

Mentees and mentors will be asked to agree to and sign the Mentoring Initiative Partnership Agreement. A copy of this document is provided in the Additional Information section at the end of the guidebook.

MENTEE PREPARATION

In preparation for the first meeting with an assigned mentor, all mentees must provide a current resume, write a brief personal statement, and identify their personal mentoring goals for the year. This will help mentors to understand more about their mentees: who they are and what they want from the program.

Resume

Since the mentee's resume will likely be the first piece of information that the assigned mentor will see, it should be up-to-date and completed before the first Mentoring Initiative meeting.

Personal Statement

Every Mentoring Initiative mentee must prepare a brief personal statement to share in the first meeting. This statement should tell mentors who their mentee is as a person, as well as provide some background insights, reveal strengths/weaknesses, passions and values. Some things mentees might want to include, for example, are:

- Family information, where mentees are from, key turning points in life
- Why a career in student affairs was chosen
- Extracurricular activities, hobbies and interests
- Accomplishments, whether academic, personal, or professional
- Aspirations, whether academic, personal, or professional
- Role models and why; what traits are admired in these individuals

Mentoring Goals

Mentees should think about what they want to achieve in the mentor-mentee relationship this year. Finish the statement, “I would like my mentor to help me with...” Mentees may find it helpful to think about where they are now, where they would like to be at the end of the year, and what help is needed to get there. Some possibilities include:

- Professional Knowledge or Skills, e.g., better understanding of the different careers in higher education, stronger networking skills, and insights into the campus culture of higher education or State Regents
- Experience and Practice, e.g., shadowing the assigned mentor, attending a meeting, conference, or business/social event
- Clarifying Goals, e.g., working through questions, real-world insights, help with creating your personal strategic plan
- Connecting/Relationship Building, e.g. networking strategies, use of online resources, or recommendations for resources

MAKING THE MOST OF THE MENTORING INITIATIVE EXPERIENCE

Mentoring Initiative mentors are resources and role models who can help mentees to define and achieve personal and professional goals as their student affairs career advances. The mentor can provide the unique perspective of an objective outsider who may play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. However, the mentor is not expected to be a “silver bullet” in the career development and advancement. A Mentoring Initiative mentor is just one of many resources available. Mentoring Initiative mentors, in conjunction with other available resources such as leadership programs, and membership in professional organizations, can equip mentees to achieve success.

Keys to Mentoring Success

The following ideas and suggestions for a successful mentoring relationship are based on feedback from various mentoring programs, books, articles, and websites on mentoring. Remember, it takes time to build a reciprocal, trusting relationship, and every mentor-mentee relationship will be unique based on the personalities, goals, and experiences of the mentee-mentor pair. If mentees and Mentoring Initiative mentors commit the time and energy to build a solid relationship, the Mentoring Initiative mentoring experience will be an enjoyable and rewarding one!

Mentees should:

- Take responsibility for their own growth and success by being reliable in contacting their mentor regularly and fulfilling commitments.
- Maintain a sincere interest in developing a personal relationship with their mentor.
- Do their homework: on mentors, their institution, bio and experience.
- Take initiative and be clear about what is wanted from the relationship. The best professional or personal development is what mentees commit to achieving on their own, not what someone else dictates.
- Make the relationship a priority and take advantage of this opportunity! Look at the mentor as someone who wants to make a difference and can really help.
- Show appreciation. Send a thank you email or note. Let the mentor know what has been learned and how they have helped.
- Go in with a genuine interest, not an agenda. Recognize that mentoring is a two-way street. Mentees should find ways to involve their mentor in activities and should share thoughts and experiences. The relationship should be a symbiotic one (not parasitic!).
- Ask thoughtful questions. Mentees should think about what they need to do to be successful and should take the opportunity to learn about a range of things and expand their horizons.
- Be willing to take risks. If something is uncomfortable, that is all the more reason to do it. Think about opportunities for learning and personal growth; don't be too narrowly focused.
- Be respectful of the mentor's time and resources. Use time wisely, be prepared for meetings, respond promptly to communications, and follow up on commitments. Practice good professional courtesy at all times.
- Be persistent and patient. If mentors do not respond to an inquiry, try again. Realize that the mentor may be travelling or it may be a particularly busy time. Don't give up and don't take it personally. Sometimes things “fall through the cracks” for all of us. Try an alternate contact or let us know. (See Mentoring Initiative Contact Information.)
- Be open and honest. The better mentors understand their mentees and their interests, the more specific help can be offered.
- Be positive. Be willing to see other perspectives and accept feedback constructively.
- Be trustworthy and able to maintain confidentiality.

Possible Mentoring Pitfalls to Avoid

Based on mentoring research, common reasons a mentoring relationship may not be successful include:

- Poorly executed first meeting
- Unrealistic expectations
- Unclear goals
- Lack of commitment
- Lack of structure regarding meeting times
- Insufficient follow-up and closure on goals
- Breach of confidentiality

ESTABLISHING A RELATIONSHIP WITH THE MENTOR

Whether in person or on the phone, the first meeting is about making a connection with another person. Make sure enough time has been set aside to really listen and learn about each other in order to establish a solid foundation for the coming year.

When? First contact will be at the Student Leadership Retreat in September during the COSA Professional Development session.

What? Before the first meeting, all mentees should have prepared the following to review with their mentors:

- **Professional Resume** – All mentees should send this to their mentor in advance of the first meeting/discussion
- **Who am I?** – A brief personal statement about the mentee's background, important influences, accomplishments and aspirations (career and otherwise)
- **I would like my mentor to help me with...** – Two to three mentoring goals for the year. This may range from specific skills and experience (e.g., improving networking skills, improving project management skills, etc.)
- **Review the "Mentor-Mentee Contract"** – This contract is intended to help the mentee and mentor clarify roles and expectations and provide a solid foundation for the partnership

In addition to the above, other possible topics/ideas for first meeting are:

- **Mentor Background** – Mentors should spend some time telling the mentee about themselves, including professional and personal interests, academic background, and family and higher education connections. Mentors might also explain why they are involved in this program and what they hope to learn from their mentee.
- **Schedule/Communication** – If possible, set up a regular schedule for communication and follow-up. At the very least, participants should make sure to set follow-up expectations at the end of each meeting. Best method(s) of communication and alternate contacts, if appropriate, also should be discussed.
- **"Homework"** – Mentors may wish to ask mentees to read an article, read a book, do some research, or answer additional questions that would be useful in getting acquainted.
- **Make it Social** – Some mentors have found it easier for the first meeting to be in a group setting, either with multiple mentees (if they are mentoring more than one mentee) or with another mentor-mentee pair, if possible. The group can take some pressure off any one individual and also allow for sharing of ideas among mentees and mentors. Don't make it all about work – talk about something fun that each have planned, a sporting event, movies or other interests that will help participants get to know each other and connect.

"Self-esteem is a huge piece of my work. You have to believe it's possible and believe in yourself. Because after you've decided what you want, you have to believe it's possible and possible for you, not just for other people. Then you need to seek out models, mentors, and coaches."

Jack Canfield

MENTORING BLUEPRINT

A calendar, meeting schedule, and workshop topics should be included in this section. The following list of topics and activities are included here only as examples. Specific topics and activities for the Mentoring Initiative will be determined by the Mentoring Initiative committee.

Date	Possible Mentoring Topics	Potential Goals or Outcomes
	<ul style="list-style-type: none"> • Goals for this year—academic, professional, personal • Expectations for relationship • How does current position relate to your career aspirations? What are broad areas of interest within a given area? • “Fit” of position/career interests with personal interests, goals, strengths and weaknesses? • Non-academic likes/dislikes—hobbies, other electives • Networking tips 	<ul style="list-style-type: none"> • Objectives and plan • Agreed upon schedule and communication goals and methods
	<ul style="list-style-type: none"> • Follow-up...next steps? • If feasible, invite your mentee to your office, take to a meeting, professional conference, etc. 	<ul style="list-style-type: none"> • Plan to attend a student affairs conference
	<ul style="list-style-type: none"> • Role of campus culture, colleagues, location in job satisfaction and job choice? • What have participants learned about themselves through the Mentoring Initiative? • Think about “fit” – tangible and intangible benefits of different components of student affairs 	<ul style="list-style-type: none"> • Visit each other • Re-visit goals and plan for the next academic year • Make connections
	<ul style="list-style-type: none"> • Progress towards goals • Roadblocks or unexpected responses • Pros and cons of different jobs, offers, locations • How to broaden their search • How to keep focused and positive if things are going slowly 	<ul style="list-style-type: none"> • Define new options and strategies—devise “back-up” plans • Develop a “resource inventory” of skills, people, etc. that they can bring to bear and may have overlooked • Suggest other resources/tools that might be helpful – books, maybe a course or career assessment • Provide a push, a sense of perspective, or support and reassurance. Apply liberally, as needed!
	<ul style="list-style-type: none"> • What excited participants? Nervous? • Brainstorm “back-up” plans 	

Additional Potential Activities

Please note that where an expense is incurred, such as for a lunch or dinner meeting or travel, expectations about who will pay should be clearly understood in advance between the mentor and mentee.

September: Introductions and setting the stage for the rest of the year.

This meeting will take place at the Student Leadership Retreat and serve as the initial meeting of the mentoring group in a comfortable environment where mentors and mentees can meet and receive training.

October: Mentor/Mentee lunch

The mentor should select a place where both parties will feel comfortable. The conversation can begin with the challenges of balancing academic and personal time. If the mentee is having issues in this area, the mentor can offer some suggestions and discuss time management. The mentor also should inquire about the mentee’s job and may want to share personal experiences.

November/December: As the end of the semester is approaching, the mentee may need the support of his/her mentor. It is possible that both mentee and mentor will not be available for regular meetings and phone calls, but the mentor can be supportive in small ways, such as sending a card or note of encouragement.

Late January: Dinner with mentor and mentee

In late January, as mentees embark upon a new semester, this contact will probably be more casual and relaxed. The mentor and mentee may briefly discuss the last semester's outcomes and make a plan to stay in contact during the current semester.

February: Invite mentee to job-shadow

In celebration of National Job-Shadowing Month, the mentee can shadow his/her mentor for a day. The invitation should be extended by the mentor. While both parties should recognize that no job is "lively" every day, the mentor should prepare to work on items that may be interesting to his/her mentee. The mentor also can set up a shadowing experience with another colleague if he/she deems it appropriate.

March: Mentors vs. mentees game night

This event will be planned by the mentees. Mentees should survey the mentors to find out their favorite board games and/or activities. The mentees may want to consider having the event in the campus game room to remind the mentors of campus life. With all of the expertise of the mentors, this may be the only opportunity for the mentees to feel like they have the edge. If participants are feeling very athletic, consider having a mentor vs. mentee basketball or volleyball game.

April: Invite mentors to lunch

Both the mentor and mentee should be comfortable in the mentoring relationship by now. Therefore, the mentees can step out of their comfort zone and invite their mentor to lunch, possibly at the college or university's faculty dining room or the mentor's favorite restaurant. The mentee should focus on the expertise or accomplishments of his/her mentor. Though this is still a learning experience for the mentee, it doesn't seem like a lot of work for the mentor since mentors are simply talking about themselves and their achievements and challenges. Mentees will be invited to attend the April COSA meeting.

May: Be supportive of your mentee

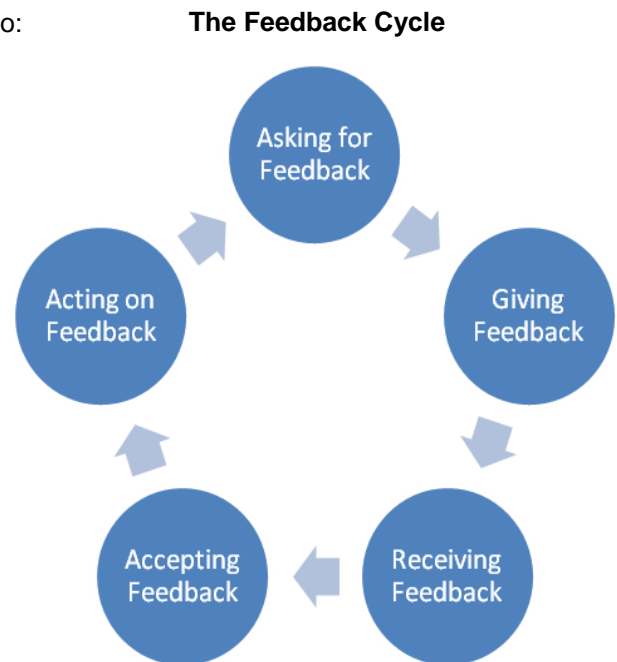
As the end of the semester approaches, mentees will again need the support of their mentor. If possible, schedule a final meeting between both for the purpose of a final get together as a time for reflection, evaluation and goodbyes.

MODEL FOR MENTORING RELATIONSHIPS

- Feedback is a powerful vehicle for learning. Feedback helps to:
- Create a learning environment;
- Build and maintain relationships;
- Monitor process;
- Evaluate progress;
- Foster reflection;
- Assess learning outcomes;
- Build rapport;
- Set clear expectations about the feedback provided, acknowledging the limits of that feedback;
- Be authentic and candid; and
- Focus on behaviors, not personality.

It is important to:

- Provide feedback regularly;
- Ask for feedback on your feedback;
- Make sure that the feedback provided meets the specific needs of the mentee;
- Ask: Was this feedback helpful? In what ways?;
- Consider the timing of the feedback; and
- Make constructive comments.



COSA Mentoring Initiative - Mentee Application

Name: _____

Current Title: _____

Institution: _____

E-mail Address: _____

Office Phone: ()

Cell Phone: ()

Areas where you would like to gain more knowledge: (Check all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Health Services | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> International Student Services | <input type="checkbox"/> Student Veterans |
| <input type="checkbox"/> Career Services | <input type="checkbox"/> Judicial/Conduct | <input type="checkbox"/> Student Leadership Development |
| <input type="checkbox"/> Childcare & Family Resources | <input type="checkbox"/> LGBTQ+ Students | <input type="checkbox"/> Study Abroad |
| <input type="checkbox"/> Counseling & Consultation Services | <input type="checkbox"/> Nontraditional Students | <input type="checkbox"/> Threat Assessment |
| <input type="checkbox"/> Disability Resources | <input type="checkbox"/> Orientation/First Year Experience | <input type="checkbox"/> Title IX |
| <input type="checkbox"/> Diversity/Multicultural Affairs | <input type="checkbox"/> Residence Life | |

Sectors where you would like to gain more knowledge: (Check all that apply.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Community Colleges | <input type="checkbox"/> Research Universities | <input type="checkbox"/> Urban Institutions |
| <input type="checkbox"/> Regional Universities | <input type="checkbox"/> Private Universities | <input type="checkbox"/> Rural Institutions |

Please list two to three mentoring goals, whether for specific skills or subjects related to student affairs, that you hope to attain as a result of your participation in the Mentoring Initiative. You may choose to write your response on a separate sheet.

Selection to participate in the COSA Mentoring Initiative will be made based on the availability of mentors. Those selected will be notified by September 18, 2019.

The first meeting will be held at the Student Leadership Retreat on Friday, September 27, 2019, at the University of Central Oklahoma, from 10 am to 1 pm. You will attend the COSA Professional Development session and lunch. The registration fee is \$25 and online registration is required prior to September 23, 2019. (See registration link below.)

<https://appengine.egov.com/apps/ok/student-leadership-retreat>

Other meetings throughout the year will be as arranged with your mentor. (See Mentoring Blueprint in guidebook.) The conclusion of the program will occur at the April 2020 COSA meeting at the State Regents' office.

All information included in your application will be shared with your mentor. Please email your completed application, personal statement and resume to Debbie Myrick dmyrick@osrhe.edu by **September 16, 2019**.

COSA Mentoring Initiative - Mentor Application

Name: _____

Current Title: _____

Institution: _____

E-mail Address: _____

Office Phone: () _____

Cell Phone: () _____

Areas where you feel you have expertise to share: (Check all that apply.)

- | | | |
|---|--|---|
| <input type="checkbox"/> Academic Advising | <input type="checkbox"/> Health Services | <input type="checkbox"/> Student Government |
| <input type="checkbox"/> Athletics | <input type="checkbox"/> International Student Services | <input type="checkbox"/> Student Veterans |
| <input type="checkbox"/> Career Services | <input type="checkbox"/> Judicial/Conduct | <input type="checkbox"/> Student Leadership Development |
| <input type="checkbox"/> Childcare & Family Resources | <input type="checkbox"/> LGBTQ+ Students | <input type="checkbox"/> Study Abroad |
| <input type="checkbox"/> Counseling & Consultation Services | <input type="checkbox"/> Nontraditional Students | <input type="checkbox"/> Threat Assessment |
| <input type="checkbox"/> Disability Resources | <input type="checkbox"/> Orientation/First Year Experience | <input type="checkbox"/> Title IX |
| <input type="checkbox"/> Diversity/Multicultural Affairs | <input type="checkbox"/> Residence Life | |

Sectors where you feel you have expertise to share: (Check all that apply.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Community Colleges | <input type="checkbox"/> Research Universities | <input type="checkbox"/> Urban Institutions |
| <input type="checkbox"/> Regional Universities | <input type="checkbox"/> Private Universities | <input type="checkbox"/> Rural Institutions |

Please include a brief bio (no longer than one page) if you have not yet submitted one and email it to Debbie Myrick dmyrick@osrhe.edu by **September 16, 2019**.

COSA Mentoring Initiative - Mentor/Mentee Contract

Purpose:

The purpose of the Council on Student Affairs Mentoring Initiative is to enhance the student affairs experience through personal and professional development that also fosters:

- Improved career connections
- An additional layer of valuable mentee advisement, and
- A development of professional expectations

Goal:

The Mentoring Initiative strives to create a tradition and appreciation of mentoring within the Council on Student Affairs that will ultimately prepare mentees to be actively engaged in higher education and to be campus leaders in the future.

Mentor/Mentee Responsibilities:

As a participant in the Mentoring Initiative, we agree to:

1. Attend all required meetings and training sessions.
2. Attend fall and spring events with mentees and mentors.
3. Contribute a minimum of 5-10 contact hours with my mentee/mentor per academic year. Exact hours may vary due to the dynamic of mentoring.
4. Take responsibility for communicating with the mentor if I must miss an event and follow-up on missed activities.
5. Represent the Council on Student Affairs and my institution in a professional manner throughout the program.

We agree to these conditions for participants in the Mentoring Initiative.

Signature of Mentor: _____ **Date:** _____

Signature of Mentee: _____ **Date:** _____

COSA Mentoring Initiative - Mentoring Commitment

Between: Mentee _____ and

Mentor _____

Confidentiality: Commit to confidentiality during and extending beyond the formal ending of your mentoring relationship.

Meeting and Communication Arrangements: How often and for how long? _____

How will you communicate between meetings? _____

Agree how you will share concerns as they arise to maintain open communication.

Discuss preferences for communication (method, time of day, etc.) and expectations for response time.

Contact Information for Mentee:

Primary Email: _____

Office Phone: _____ Other Phone: _____

I certify that I have read and agree to the mentee's role and responsibilities described in this guidebook.

Signature of Mentee

Date

Contact Information for Mentor:

Primary Email: _____

Office Phone: _____ Other Phone: _____

I certify that I have read and agree to the mentor's role and expectations described in this guidebook.

Signature of Mentor

Date

COSA Mentoring Initiative - Post-Assessment for Mentees

Thank you for participating in the Council on Student Affairs Mentoring Initiative. The Council hopes that it was an engaging and rewarding experience. By providing the following feedback, you will enable the Council to effectively assess the goals of the initiative and to make appropriate improvements for the future. Be assured, your comments will be held in complete confidence.

Date: _____ Name of Mentor: _____

Mentor's Institution: _____

Name of Mentee: _____

Mentee's Institution: _____

Please use the scale below to respond to the following:

- 1 (very negative - strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (positive)
- 5 (very positive - strongly agree)

A. Initiative Goals

As a result of the Mentoring Initiative, I experienced a high degree of engagement with my mentor.

1 2 3 4 5

The Mentoring Initiative provided a unique opportunity for satisfactory professional development.

1 2 3 4 5

Participation in the Mentoring Initiative has had a positive impact on my perception of career satisfaction.

1 2 3 4 5

While participating in the Mentoring Initiative, I experienced a greater sense of community and collegiality among student affairs professionals and COSA members.

1 2 3 4 5

If you rated the goals as either (4) positive or (5) very positive/strongly agree, please explain specific ways in which your mentor, or the Mentoring Initiative, accomplished these goals.

If you rated the goals as either (2) disagree or (1) very negative/strongly disagree, please explain specific ways in which a future mentor or the Mentoring Initiative could improve.

Degree of Engagement with Mentor:

Level of Satisfactory Professional Development:

Impact on Perception of Career Satisfaction:

Sense of Community/Collegiality:

What is the single most important thing you gained from your participation in the Mentoring Initiative?

B. Please tell us how you were personally affected as a result of being mentored.

- I feel a greater connection with others in the field of student affairs.
1 2 3 4 5
- I feel a greater freedom to seek counsel from other student affairs members.
1 2 3 4 5
- I feel I now possess more options, knowledge, and resources in matters related to student affairs.
1 2 3 4 5
- I believe there is a greater likelihood that I will attend a conference or workshop for student affairs professionals in the future.
1 2 3 4 5
- My ability to prioritize and manage time more efficiently has increased.
1 2 3 4 5
- I am a better leader.
1 2 3 4 5
- I have a greater skill for finding balances between professional and personal life.
1 2 3 4 5

C. Please rate each of the following program components:

- Information about the program 1 2 3 4 5
- Information about the mentor 1 2 3 4 5
- Regular mentor support 1 2 3 4 5
- Information presented at Mentoring Initiative events 1 2 3 4 5
- Networking with other mentors 1 2 3 4 5
- Networking with other mentees 1 2 3 4 5

COSA Mentoring Initiative - Post-Assessment for Mentors

Thank you for participating in the Council on Student Affairs Mentoring Initiative. The Council hopes that it was an engaging and rewarding experience. By providing the following feedback, you will enable the Council to effectively assess the goals of the initiative and to make appropriate improvements for the future. Be assured, your comments will be held in complete confidence.

Date: _____ Name of Mentor: _____

Name of Mentee: _____

Mentee's Institution: _____

How long have you been matched with your mentee (years or months)? _____

Please use the scale below to respond to the following:

- 1 (very negative - strongly disagree)
- 2 (disagree)
- 3 (neutral)
- 4 (positive)
- 5 (very positive - strongly agree)

A. Mentoring Initiative Goals

As a result of the Mentoring Initiative, I believe my mentee and I experienced a high degree of engagement.

1 2 3 4 5

The Mentoring Initiative provided a unique opportunity for satisfactory professional development. I would recommend it to others.

1 2 3 4 5

Participation in the Mentoring Initiative has had a positive impact on my mentee's perception of career satisfaction.

1 2 3 4 5

While participating in the Mentoring Initiative, my mentee experienced an increased sense of community and collegiality among student affairs professionals and COSA members.

1 2 3 4 5

If you rated the following goals as either (4) positive or (5) very positive/strongly agree, please explain specific ways in which you and your mentee, or the Mentoring Initiative, accomplished these goals.

If you rated the following goals as either (2) disagree or (1) very negative/strongly disagree, please explain specific ways in which a future mentor or the Mentoring Initiative could improve.

Degree of Engagement with Mentee/Mentor:

Level of Satisfactory Professional Development:

Impact on Mentee's Perception of Career Satisfaction:

Mentee's Sense of Community/Collegiality:

In your opinion, what is the single most important thing your mentee gained from participation in the Mentoring Initiative?

B. As a result of our relationship, I think my mentee:

- feels a greater connection with others in the field of student affairs.

1 2 3 4 5

- feels a greater freedom to seek counsel from other student affairs members.

1 2 3 4 5

- feels he/she now possess more options, knowledge, and resources in matters related to student affairs.

1 2 3 4 5

- believes there is a greater likelihood that he/she will attend a conference or workshop for student affairs professionals in the future.

1 2 3 4 5

- has increased his/her ability to prioritize and manage time more efficiently.

1 2 3 4 5

- believes he/she is a better leader.

1 2 3 4 5

- has a greater skill for finding balances between professional and personal life.

1 2 3 4 5

C. Mentor Perceptions:

Has your relationship changed your attitudes, values, and understanding of those who are new to the student affairs' profession and the realities they face?

What did you gain from the mentoring relationship?
