



Discovery. Diversity. Distinction.

# Staff Mentoring Program Handbook 2013-2014

Center for Leadership Equity And Research



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# Staff Mentoring Handbook

## Table of Contents

<b>Statement of Purpose</b>	3
<b>Mentoring Background</b>	4
<b>Mentor Procedures</b>	9
Structuring Meetings	10-12
Role of the Mentor	13-16
<b>Protégé Procedures</b>	17
Role of the Protégé	18-20
<b>Mentoring Program Forms</b>	21
<b>Resources</b>	29
<b>References</b>	30

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## Statement of Purpose

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Mentoring derives its meaning from the name of a friend, “Mentor” to whom Odysseus entrusted his son Telemachus while he was away fighting in the Trojan War. Just as Odysseus expected Mentor to counsel and guide Telemachus in order that he might become successful and assume his rightful role in society, we expect mentors to achieve similar objectives today. The notion that one generation can help the next is certainly not new and seems fundamental. Indeed, it is difficult to imagine how modern civilization would have evolved, or even survived, if each successive generation did not effectively build on the lessons of the past (Reinarz, 2001). The Staff Mentoring Handbook is designed to provide professional development and networking opportunities to staff interested in “growing as leaders.” They will be paired with a more experienced mentor who will have the opportunity to share their knowledge and experiences through activities that are arranged by the protégé or the protégé and mentor together.

### ***A protégé is expected to...***

- Make a one year commitment to participate in the program
- Make a minimum of bi-weekly contacts with your mentor
- Maintain contact and keep your appointments
- Follow through on agreed upon activities
- Take advantage of your mentors knowledge and experience
- Be trustworthy, ethical, and responsible

### ***A mentor is expected to...***

- Make a one year commitment to participate
- Be available for bi-weekly contacts with the protégé
- Maintain contact and keep your appointments
- Be trustworthy, ethical, and responsible

## Mentoring Background

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### Developing an Effective Mentor – Protégé Relationship

*Leadership mentoring is a dynamic, reciprocal relationship in an environment between an experienced mentor and a less experienced leader (protégé) intended to promote the professional development of both.*

*Adapted from: "Mentoring Relations" by Charles C. Healy & Alice J. Welchert, Educational Researcher, Vol. 19, No. 9, (12/90) pp. 17-21*

### Characteristics of Effective Mentors

1. Mentors should have experience in a position of leadership and their peers and others should generally regard them as being effective.
2. Mentors must demonstrate generally accepted positive leadership qualities such as, but not limited to, the following:
  - Intelligence
  - Good oral and written communication skills
  - A capacity to understand the messages of the past as a guide
  - Acceptance of multiple alternative solutions to complex problems
  - Clarity of vision and the ability to share that vision with others in the organization
3. Mentors ask the right questions of beginning (or less experienced) leaders and don't just provide the correct answers.
4. Mentors must accept an alternative way of doing things and should avoid the tendency to tell less experienced leaders that the way to do something is "the way that I used to do it."
5. Mentors should express the desire to see people go beyond their present levels of performance, even if it might mean that the protégés are able to do some things better than the mentors can.
6. Mentors need to model the principles of continuous learning and reflection.
7. Mentors must exhibit the awareness of the political and social realities of life in at least one system in which they have experience; they must know the "real ways" in which things get done.

Excerpted from: [Leaders Helping Leaders](#) by John C. Daresh

## Five Important Attitudes and Beliefs

Mentors must have:

1. A willingness to invest time and energy in the professional learning of their colleagues
2. A strong conviction and belief that other mentors are likely to have a positive effect on the quality of community and educational leadership
3. Confidence in their own abilities
4. High standards and expectations for their own abilities and for the work of their colleagues
5. A belief that mentoring is a mutually enhancing professional learning opportunity where both partners will achieve equal satisfaction from the relationship

## General Responsibilities of Mentors

1. **Advising:** The mentor responds to a colleague's need to gain information needed to carry out a job effectively
2. **Communicating:** The mentor works consistently to ensure that open lines of communication are always available
3. **Counseling:** The mentor provides needed emotional support to a colleague
4. **Guiding:** The mentor works to acquaint a new colleague to the informal and formal norms of a particular system
5. **Modeling:** The mentor serves as a role model by consistently demonstrating professional and competent performance on the job
6. **Protecting:** When needed, the mentor serves as a buffer between a colleague and those in a system who might wish to detract from that person's performance
7. **Skill developing:** The mentor assists others in learning skills needed to carry out their jobs effectively

Excerpted from: Leaders Helping Leaders by John C. Daresh

## Differences between Mentoring and Coaching

	<b>Mentoring</b>	<b>Coaching</b>
<i>Key Goals</i>	To support and guide personal growth of the protégé. Will include professional networking upon request	To correct and/or improve professional performance, to teach the employee new skills
<i>Plan for Mentoring</i>	The protégé is in charge of his/her learning (what is it you want to learn?)	The coach directs the learning, instruction and activities
<i>Participation</i>	Both the mentor and protégé act as volunteers	Although the employee is offered the opportunity to agree to be coached, it is not necessary
<i>Focus</i>	Long-term personal career and relationship development	Address immediate problems and professional intervention
<i>Roles</i>	Listening to a role-model with previous experience. Focus on making suggestions, communicating and networking	Telling, with limited and appropriate feedback as determined by the coach
<i>Length</i>	Long-term, development of a lifelong relationship	Concentrates on short-term needs. Provided on an “as needed” basis
<i>Relationship</i>	Mentor is not the protégés supervisor. No performance evaluation	Coach is often the employee’s supervisor. Evaluation is part of the process

# Mentor Experience Checklist

Below is a list of Mentor characteristics.

Please think about what other Mentors have done for you.

Check each circle that applies to your experience as a protégé or mentor.

- Encouraged professional growth
- Respected each other's time demands
- Assisted regarding a particular problem
- Shared a professional network
- Modeled Best Practices
- Was an advocate for the protégé
- Provided corrective feedback in a timely and professional manner
- Is an active participant in the mentoring relationship
- Created a shared vision for the mentoring relationship
- Provided a special insight to the demands of leadership

# Benefits of Mentoring



## Benefits for Protégé

Having a mentor and receiving more mentoring functions is associated with more favorable objective (compensation, promotion) and subjective (career/job satisfaction) outcomes.

## Benefits for Mentors

Include developing a personal support network, information and feedback from protégés, satisfaction from helping others, recognition (including accelerated promotion), and improved career satisfaction.





## Mentor Procedures

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### Mentor Guidelines

As a mentor in the Staff Mentoring Program, it is important to understand your role in ensuring that the mentoring partnership between you and your protégé is successful.

The following include just a few of the mentor expectations:

1. Set challenging but realistic stretch goals that remain at the center of the relationship
2. Respect confidentiality
3. Be honest and avoid being judgmental
4. Maintain regular contact; keep your appointments / commitments
5. Establish rapport at the beginning of each session
6. Play the role of devil's advocate / assist with decision making and critical evaluation skills
7. Share successes and challenges / lend strength

# First Meeting Checklist

## Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your protégé/mentor

## Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting? How
- will we exchange feedback?
- How will we measure success?

## Partnership Agreement

- Review partnership agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

## Confirm Next Steps

- Schedule date, time and place of future meetings

# Structuring Meeting Time

Determine how to use your time together. One suggestion is the “**10/20/60 Rule**” that will help you to establish a solid partnership and address mentoring goals and everyday issues. For a meeting of about 1½ hours split the time roughly as follows:

## **First 10 Minutes**

Engage in personal/professional—“check-in”

## **Next 20 Minutes**

Focus on ‘front burner’ issues (upcoming presentation, manuscript revision, etc.)

## **Last 60 Minutes**

Discuss current and long term goals and priorities



# Mentor's Meeting Checklist

- Set aside adequate time for meetings
- Obtain and review protégé's resume prior to meeting
- Be sure to review contact information and other meeting arrangements
- Clarify what the protégé expects from you--and what you expect from protégé
- Review protégé's short/long term goals
- Be sure that you have accurate, up to date information on advancement and promotion policies for your protégé
- Ask protégé to help you with writing, presentations, project development etc. that is consistent with their career goals
- Be aware of potential conflicts of interest if you are both a supervisor and mentor for the protégé
- Be sure that the protégé has joined committees and professional organizations helpful for career development
- Assist your protégé to find other mentors within and outside Fresno State

# Characteristics of an Effective Mentor: The Three C's

## Competence

- Professional knowledge and experience
- Respect
- Interpersonal skills and good judgment

## Confidence

- Shares network of contacts and resources
- Allows protégé to develop his/her own terms  
Demonstrates initiative, takes risks
- Shares credit

## Commitment

- Invests time, energy and effort to mentoring
- Shares personal experience

# Mentors Role in Protégé Development

## Support

- Listening—actively (empathically)
- Expressing positive expectations

*(Mentors) balance both a present sense of where their students are and a dream of what they can become.*

- Serving as advocate
- Sharing ourselves

## Challenge

- Setting tasks
- Setting high standards
- Modeling
- Providing a mirror

## Vision

- Provide a vision for a satisfying and successful career

# Evaluating Your Protégé's Goals

Use the checklist below to appraise your protégé's goals:

## Specificity

- Has your protégé identified specific short and long term goals?
- Are the goals definite and precise?

## Measurability

- Are your protégé's goals quantifiable in nature?
- Has your protégé determined how to measure success?

## Work Plan

- Does your protégé have an action plan to achieve their goals?
- Has your protégé considered the outcome of achieving these goals?

## Reality Check

- Are your protégé's goals realistic given the circumstances?
- Has your protégé determined a completion date?
- Can success be achieved within the time allocated?
- Will additional resources or tools be needed to achieve success?

## Your Role

- Is your role to advise, suggest or listen?
- Will your protégé's goals require you to provide something other than guidance?
- How can you be most helpful to your protégé?

# Mentor Dos and Don'ts

<u>Do</u>	<u>Don't</u>
<ul style="list-style-type: none"><li>• Listen actively</li><li>• Support and facilitate networking and brokering</li><li>• Teach by example</li><li>• Be aware of role conflict</li><li>• Encourage and motivate protégé to move beyond their comfort zone</li><li>• Promote independence</li><li>• Promote balance</li><li>• Rejoice in success and convey your joy</li><li>• Encourage reciprocity</li></ul>	<ul style="list-style-type: none"><li>• Fix the problem</li><li>• Take credit</li><li>• Take over</li><li>• Threaten, coerce or use undue influence</li><li>• Lose critical oversight— allow friendship to cloud judgment</li><li>• Condemn (mistakes or lack of agreement are not career altering disasters)</li></ul>



## Protégé Procedures

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### Protégé Guidelines

As a protégé in the Staff Mentoring Program, it is important to understand your role in ensuring that the mentoring partnership between you and your mentor is successful.

The following include just a few of the protégé expectations:

1. Set challenging but realistic stretch goals that remain at the center of the relationship
2. Respect confidentiality
3. Be honest and avoid being judgmental
4. Be self-motivated and take the initiative
5. Create an agenda in advance of meeting
6. Follow through / complete agreed upon assignments
7. Maintain regular contact; keep appointments
8. Provide feedback about how you feel things are going in the partnership
9. Maintain a positive point of view and realistic expectations
10. Take a few risks in order to progress
11. Identify other ways to develop yourself outside of the mentoring partnership
12. Document your progress

## Being a Pro-Active Protégé

The most successful mentoring partnerships are those in which the protégé takes the initiative and truly drives the partnership. In a protégé-driven partnership, the protégé determines the pace, route and destination. The mentor is then able to offer insights and counsel that is focused on the protégé's objectives.

**Consider the following questions:**

- Are my objectives clear and well defined?
- Am I comfortable asking for what I want?
- Am I open to hearing new ideas and perspectives?
- Do I allow myself to be open and vulnerable?
- Am I receptive to constructive feedback?
- Am I able to show I value and appreciate feedback?
- Am I willing to change or modify my behaviors?
- Do I consistently follow through on commitments?
- Do I make an effort to instill trust?
- Do I openly show appreciation and gratitude?

# Protégé Dos and Don'ts

<b><u>Do</u></b>	<b><u>Don't</u></b>
<ul style="list-style-type: none"><li>• Take initiative</li><li>• Look for opportunities to teach your mentor</li><li>• Be respectful of mentor's time</li><li>• Communicate agenda and goals with mentor prior to meeting</li><li>• Clarify goals and expectations</li><li>• Practice self-reflection</li><li>• Support your peers</li><li>• Keep your Resume, IDP, etc. up to date</li><li>• Have multiple mentors</li><li>• Clarify your values</li></ul>	<ul style="list-style-type: none"><li>• Be passive—don't wait for the mentor to initiate interactions</li><li>• Be late, disorganized</li><li>• Stay in the comfort zone</li><li>• Stay in a mentoring relationship when it is no longer</li></ul>

# Protégé Strategies to Achieve Mentoring Objectives

Whether your objectives focus on broad issues or more specific developmental areas, your mentor's ability to help you attain those objectives will be enhanced when you have clearly defined where you want to go and how you want to get there. It's important to think carefully about your objectives and the challenges to achieving them.

**Use the questions below to appraise your objectives:**

## **Specificity**

- o Have you identified a specific objective for the partnership?
- o Are your objectives definite and precise?

## **Measurability**

- o Are your objectives quantifiable in nature?
- o Have you decided how to measure success?

## **Work Plan**

- o Do you have an action plan to achieve your objectives?
- o Have you considered the outcome of achieving your objectives?

## **Reality Check**

- o Are your objectives realistic given the circumstances?
- o Have you determined a completion date?
- o Is your timeline realistic?
- o Will you need additional resources or tools to be successful?

## **The Mentor's Role**

- o Will your objectives require your mentor to provide you something other than guidance?
- o How can your mentor be most helpful to you?

## **Mentoring Program Forms**

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The following forms are to be completed during your time in the Mentoring Program:

**1. Partnership Agreement**

- a. This form will set the norms for your meetings throughout the year.

**2. Guidance/Goals**

- a. This form outlines your goals and how best to reach them. It should be shared with your Mentor.

**3. Formal Mentoring Session Agenda**

- a. Use this form to guide each meeting with your mentor.

**4. Monthly Reflection Journal**

- a. Each month, you will email this reflection to your program consultant. This form will help you track your own progress throughout the year.

**5. Protégé Mid-Year Assessment**

- a. This form will help to evaluate the Staff Mentoring Program mid-year.

**6. Protégé End-Year Assessment**

- a. This form will help to evaluate the Staff Mentoring Program at the end of the year.

# Staff Mentoring Program

## Partnership Agreement

**Mentor:** \_\_\_\_\_ Home phone: \_\_\_\_\_

Business phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

**Protégé:** \_\_\_\_\_ Home phone: \_\_\_\_\_

Business phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

*Directions: This form is intended to help you create and identify the structure of your mentoring relationship. Discuss the suggested topics with each other and then complete the form. Please remember that the two of you are welcome to update and modify your pledge throughout the partnership.*

**Agreements we have with each other regarding the goals of this partnership. How we will work together to reach the protégés goals in a timely manner:**

**Goal 1:**

**Goal 2:**

**Goal 3:**

In addition to face-to-face meetings, what are other methods of communication will we use?

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We agree to handle confidentiality in the following manner (determine whether everything discussed between you is confidential or just the things that you specify).

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Role of the protégés immediate manager in the mentoring relationship:

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Other agreements, if any:

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This partnership agreement describes how we will work together in our partnership. We agree to commit ourselves to the Staff Mentoring Program for the specified period and to make a good faith effort to resolve any issues that may arise between us during the term of the this agreement.

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Mentor: \_\_\_\_\_

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Protégé: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# Staff Mentoring Program

## Guidance/Goals

(Assisting with your responsibilities)

Name \_\_\_\_\_

1. You have a number of professional goals previously developed? How can your mentor help you reach one or more of those goals?

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2. How can your mentor best provide the following guidance?

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3. Guidance as it pertains to community demands:

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4. Meeting job stress and time demands:

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5. Help with job skills and knowledge:

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6. Assistance in the areas of professional growth and leadership:

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7. How can your mentor assist you with meeting organizational norms and *expectations*?

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# Staff Mentoring Program

## Formal Mentoring Session Agenda

Date: \_\_\_\_\_

Protégé: \_\_\_\_\_

1. Review previously developed goals:

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2. Current accomplishments and opportunities for leadership growth

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3. Strategies for meeting opportunities for leadership growth:

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4. Specific assistance Mentor may be able to provide:

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5. How will we measure success?

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6. Action steps to be completed before next meeting:

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# Staff Mentoring Program

## Monthly Reflection Journals

Date: \_\_\_\_\_

Protégé: \_\_\_\_\_

1. What valuable insights did you gain from your Mentor Meetings this month?
2. Have you made any advancement in your professional goals?
3. Have you made any advancement your personal goals?
4. Do you feel the Staff Mentoring Program is helping you achieve your goals? If not, what can the program provide to better assist you?
5. Please share any thoughts you have to help increase the quality of the program.

# Staff Mentoring Program

## Protégé Mid-Year Assessment

*Directions: Please take a few minutes and complete this Mid-Year Assessment. It will help us determine if we are on track to meet both your professional and personal goals.*

1. Outcomes:

List examples of specific personal development and leadership skills that you have acquired or improved thus far: (increased confidence, setting and achieving goals).

2. List established goals that have come to fruition as a result of the Staff Mentoring Program.

3. List any additional benefits you have received from the Staff Mentoring Program.

4. List any items you have appreciated about the Staff Mentoring Program.

5. Provide one or two examples, if applicable, of how the Staff Mentoring Program could be more effective.

6. List recommendations or goals you suggest for the remainder of the year.

7. Additional comments:

# Staff Mentoring Program

## Protégé End-Year Assessment

*Directions: Please take a few minutes and complete this End-Year Assessment. It will help us determine if the program was successful in helping you meet both your professional and personal goals.*

1. Outcomes:

List examples of specific personal development and leadership skills that you have acquired or improved thus far: (increased confidence, setting and achieving goals).

2. List established goals that have come to fruition as a result of the Staff Mentoring Program.

3. List any additional benefits you have received from the Staff Mentoring Program.

4. List any items you have appreciated about the Staff Mentoring Program.

5. Provide one or two examples, if applicable, of how the Staff Mentoring Program could be more effective.

6. List recommendations or goals you suggest for next year's program.

7. Additional comments

## Mentoring Resources

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### 2013-14 Mentor Program Timeline

September 12, 2013	Call for Mentor & Protégé applicants
September 26, 2013	Mentor & Protégé selections due
September 27, 2013	Distribute Mentor Fact Sheet & Protégé Needs Assessment
October 4, 2013	Mentor Fact Sheet Due Protégé Needs Assessment Due
October 7, 2013	Conduct Protégé Pairing Interview
October 9, 2013	Complete Matching Protégé –Mentors
October 10, 2013	Notify Mentors and Protégés of Pairings
October 10-24, 2013	Mentors/Protégés download materials for review on BOX.com Respond with feedback by the Mentor Summit.
October 25, 2013	Mentor Summit (Morning + Lunch Required) <ul style="list-style-type: none"><li>- Mentor Training</li><li>- Protégé Training</li><li>- Discussion on Box Documents</li></ul>
November 1, 2013	Mentors/ Protégés meet every 2 weeks <ul style="list-style-type: none"><li>- Protégé Monthly Journal due to Dr. Magdaleno (Mentor Reflection Optional)</li><li>- Mentor- Protégés Agreements Due to Dr. Vieira</li></ul>

February 11, 2013	Mentors 3 Month Assessment – Provide Feedback & Best Practices - Over Lunch
February 18, 2013	Protégés 3 Month Assessment – Provide Feedback & Best Practices - Over Lunch
May 20, 2013	Mentors 3 Month Assessment – Provide Feedback & Best Practices - Over Lunch
May 27, 2013	Protégés 3 Month Assessment – Provide Feedback & Best Practices - Over Lunch
June 6, 2013	Mentor Program Celebration - Dinner

## **Online Resources:**

A Guide to Training and Mentoring in the Intramural Research Program at NIH

**<http://www1.od.nih.gov/oir/sourcebook/ethic-conduct/mentor-guide.htm>**

Advisor, Teacher, Role Model, Friend

**<http://www.nap.edu/readingroom/books/mentor/#committee>**

American Heart Association Mentoring Handbook

**<http://www.americanheart.org/downloadable/heart/1066246125811MentorBook.pdf>**

Association for Women in Science

**<http://www.awis.org/careers/mentoring.html>**

Genentech

**<http://www.gene.com/gene/research/fellowship/index>**

MentorNet

**<http://www.mentornet.net/>**

Woman to Woman Mentoring Program

**<http://woman2womanmentoring.com/W2WMentoringProgram.html>**

The American Physiological Society

**<http://www.the-aps.org/careers/careers1/mentor/guide.htm>**

The Mentor Directory

**<http://www.mentors.ca/mentor.html>**

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