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Summer 2016

Wawokiya Mentor/Mentee Handbook

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Inclusive Science Initiative
Wawokiya
Mentor/Mentee Handbook

Donis D. Drappeau, MSPAS

Summer 2016

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Chapter 1: Introduction to Mentoring

Chapter Subjects

- Definition of a Mentor
- History of Mentoring
- The Development of "Formal" Mentoring
- Mentoring vs. Coaching

Definition of a Mentor

Throughout the ages, the term "mentor" has been used to describe a caring individual who forms a relationship with a less experienced person during a time in their life when they are facing challenges. The mentor, a source of guidance, friendship, and support, is often considered a wise and trusted friend and serves as a role model to other students. (1)

A good mentor understands that the focus of the match and the focus of the activities should be on the mentee. (1) The purpose of the relationship is to promote the growth and the development of the mentee. A mentor's personal attention, help, advice, information, and encouragement help new students to succeed.

Mentoring is an alliance of two people that creates a space for dialogue which results in reflection, action and learning for both.

The aim of mentoring is to facilitate self-development; it is a vehicle for self-directed learning. The mentor is a resource and a support as the individual moves toward their own aspirations.

Regardless of the purpose of mentoring, it represents the very best of human endeavors. Mentoring is a relationship for growth. Most mentors are motivated by the altruistic desire to assist someone. Most people who are mentored recognize their potential for an enhanced future. Whether it is skills for living, business success or career advancement, mentoring is a gift of shared wisdom that benefits both parties. Both mentor and mentee learn, grow, and benefit as a result of an effective mentoring relationship.

Within many Native American communities and Tiospayes (families), "mentoring" was and still is a part of sharing, learning, and growing. The extended family may consist of grandparents, uncles, aunts, nieces, nephews, and cousins and all take part in helping and caring for each other and the younger siblings.

History of Mentoring

"The first record of mentoring comes from Homer's classic work, *The Odyssey*. As the adventurer is about to depart on a 10-year journey, Odysseus leaves his son Telemachus with a servant, Mentor. In the absence of the father, Mentor's role is to guide and inspire Telemachus as the youngster prepares himself for his future task as the ruler of Ithaca." (1)

"In the Middle Ages, mentoring occurred when accomplished merchants, metalworkers, and even farmers took on young people to teach them their trade. Up until the Industrial Revolution, most mentoring was spontaneous or "informal". In other words, mentors and mentees found each other. This relationship was often called an "apprenticeship"." (1)

Formal Mentoring

The apprenticeships that formed have since changed from "informal" to a more "formal" or structured mentoring. In formal mentoring programs, the mentees are supported every step of the way so that nothing is left to chance. Most mentor/mentee programs are not hindered by the structure of the program, but find that they are allowed more freedom in the match as they know exactly what they are permitted to do. Many of the formal mentoring programs follow a set of industry-accepted practices that focus on areas such as recruiting plan, screening, orientation, matching, training, monitoring, reporting, long-range plan, recognition and retention, closure, and evaluation. (1)

Mentoring vs. Coaching

There are differences between a mentor and a coach. A coach is usually a short term relationship that typically focuses on helping an employee/worker to build skills or to complete a specific task and is more involved with the productivity of an organization than helping the employee/worker to prosper. Mentoring on the other hand is long term and the emphasis is on supporting the development of the mentee by *going above and beyond*. (1)

Qualities of a Good Mentor

- Leads by example
- Has integrity
- Listens
- Has seasoned experience in your field of study and is willing to share skills, knowledge, and expertise
- Helps you learn what wasn't taught in school - or the practical aspects of your desired career
- Has time and energy to devote to mentoring
- Wants you to succeed
- Wants you to be independent
- Provides guidance and constructive feedback
- Communicates hope and optimism

Benefits of Being a Peer Mentor:

- Connect and contribute to your campus community
- Develop leadership and mentoring skills
- Empower others to succeed
- Enrich your college experience
- Experience the satisfaction that comes from serving others
- Increase cultural awareness
- Build resume and future employment references
- Improve communication and people skills
- Increase academic confidence
- Share your knowledge of campus and community resources. Network with faculty and students
- Make new friends
- Enjoy camaraderie with other peer mentors
- Have fun

Chapter 2: Inclusive Science Initiative Mentoring Program

Chapter Subjects

- Mission Statement
- Goals and Objectives
- Brief Program Overview
- Roles/Tasks of the ISI Mentor

ISI Mission Statement

The Inclusive Science Initiative at the University of South Dakota is dedicated to enhancing the inclusiveness of all members in the science community so that the sciences can benefit and serve all members of our community.

Program Goals

1. Promote a "culture of support and learning" within the ISI
2. Provide the mentor and mentee with an orientation of the ISI Mentoring Program and the expectations of the relationship
3. Facilitate the mentee's understanding of their desired science field, guide each mentee as they assess their chosen science field (Chemistry, biology, Physics, Sustainability, Nursing, Physical Therapy, etc.) and give advice on what is needed to help them thrive in their postsecondary education
4. Ensure a more positive transition, the mentor/mentee relationship will help from; high school to college, semester to semester or college to college.

Program Objectives

1. Match each new ISI mentee with a mentor that is doing well in their own chosen science degree (Graduates/Undergrad upper classmen)
2. Ensure each mentor contacts their matched mentee an additional time a week (Email, texting, Facebook?, snapchat, letter/card, phone)
3. Face-to-face contact of the mentor and mentee can take place at least 1 a week
4. To help students successfully identify and navigate support services and other resources on their chosen college campuses thereby increasing retention and college graduation rates of the ISI participants

Brief Program Overview

The Assistant Program Coordinator of the ISI will conduct ongoing program coordination. The Program Coordinator and the Assistant Program Coordinator will start the mentoring project by making 8 matches of 3:1 ratio. All mentors that will be paired with a mentee will be on an incentive contract. The "pairing" will be recruited and matched by the ISI facilitators, and will be selected and trained by the ISI Peer Mentor committee.

All participants will commit to remain a match for a full Fall/Spring year. Mentors and mentees are asked to meet for a total of minimum of 8 times a month (4 Face to face, 4 Technology)

Once the participants are enrolled, the initial mentor and mentee training will be conducted by the ISI Peer Mentor committee. During these initial trainings, mentors and mentees will be provided with this training manual which will serve as a guide and a resource should any questions arise during the mentoring cycle.

Mentors and mentees will be required to complete an evaluation monthly to ensure the mentoring program is working and to provide both constructive and positive feedback.

Once the mentors are recruited by the ISI Director, there will be an "orientation" to discuss the mentoring program, the policies and procedures, and cultural awareness/cultural congruency.

ISI participants will be matched with a mentor based on the science major of interest. The mentor selected will be a student in the particular field of interest (kinesiology interest of ISI participant with a kinesiology student, physical therapy interest with a physical therapy student, etc.).

The Assistant Program Coordinator will monitor the mentor/mentee matches in order to help resolve any issues that may arise. Logging of contact with the mentee by the mentor will be part of the monitoring process.

Isaac Yellowbank, the ISI Assistant Program Coordinator can be contacted on an as-needed basis at 605-658-6388 (office) the best time to be reached is 9:00AM - 5:00PM. Email address is isaac.yellowbank@usd.edu

The logging of mentor/mentee contact will be required to be turned in every month to the Assistant Program Coordinator. They can be turned in via email, mail, or in person.

Roles/Tasks of the ISI Mentor

Mentor's Role:

The mentor's job is to listen, provide constructive feedback, help their partner consider various options, refer them to resources available and facilitate the mentee's decision making regarding school or career matters. The mentor may choose to share their own experiences and, if asked, give advice. The mentor may help their partner identify skills that could be developed, coach them and give them an opportunity to practice and receive feedback. They may act as a sounding board for their partner's problems, ideas or career plans, ask questions that cause them to explore issues, or challenge the mentee's thinking. It is these ways that mentors provide guidance but not direction to their partner. The mentor does not solve their partner's problems; rather they are a collaborator in a problem solving process.

Mentor Responsibilities:

- Providing personal assistance to the students participating in the mentoring program.
- Meeting with mentees for a minimum of 4 times a month
- Helping the mentees establish communication with you, the mentor and others that may be of assistance to them
- Encouraging, guiding, and providing practical information about college life and expectations in course work of desired field of interest.
- Informing mentees about University resources and services as the mentee gets closer to matriculating into postsecondary education.
- Helping the mentees manage time, plan and prioritize work, set goals and plans of action
- Listening to the mentee's needs and concerns
- Encouraging student involvement in high school
- Encouraging mentees to apply for scholarship and internship opportunities
- Serving as the mentee's role model, friend, and confidant
- Participating in orientation programs, program activities/meetings when mentees are on the USD campus
- Submitting monthly journal and/or log

When mentoring AI/NA scholars keep in mind:

- Awareness, acceptance, and valuing of cultural differences
- Awareness of one's own culture and values
- Understanding the range of dynamics that result from the interaction between people of different cultures
- Developing a relationship or having access to cultural brokers who may have an understanding of cultural knowledge
- Ability to adapt individual interactions to fit the cultural context of the mentee

Chapter 3: Policies and Procedures

Chapter Subjects

- Mentor Participation Agreement
- Mentee Participation Agreement
- Contract Requirements for Mentors and Mentees
- Confidentiality in the Mentor/Mentee Relationship
- Confidentiality and the Mentee's Supervisor
- Boundary Issues
- Logging Procedures

Mentor Participation Agreement

As a mentor I will:

- Commit to meet with my mentee
- Commit to developing a mentee-focused relationship of trust and respect
- Maintain the rules of confidentiality and reporting as laid out in this manual
- Agree to uphold the policies of boundary issues, as noted in this manual
- Participate and complete the mentor training
- Notify my mentee and the Assistant Program Coordinator should any circumstances preclude me from fulfilling my agreement
- Commit to turning in my mentor log to the Assistant Program Coordinator on a monthly basis
- Agree to notify the Assistant Program Coordinator if any difficulties arise in the match or if the match is terminated
- Sign and uphold the Mentor Participation Agreement

Being able to participate in the mentoring program and being aware of the value in doing so, I do hereby agree to uphold the policies and procedures of the ISI Mentoring Program as listed above.

Signed _____ Date _____

.....

Mentee Participation Agreement

As a mentee I will:

- Commit to meet with my mentor
- Commit to contacting my mentor if I miss a text, call, email, etc. from him/her as soon as I am able
- Maintain the rules of confidentiality and reporting as laid out in this manual
- Agree to uphold the policies of boundary issues, as noted in this manual
- Notify my mentor and the Assistant Program Coordinator should any circumstances preclude me from fulfilling my agreement
- Agree to notify the Assistant Program Coordinator if any difficulties arise in the match or if the match is terminated
- Sign and uphold the Mentee Participation Agreement

Being able to participate in the mentoring program and being aware of the value in doing so, I do hereby agree to uphold the policies and procedures of the ISI Mentoring Program as listed above.

Signed _____ Date _____

.....

Contact Requirements for the Mentor(s) and the Mentee(s)

1. First Contact: It is the responsibility of the mentor to initiate the first contact by the mentee
2. During that initial contact, introduce yourself and try to get to know you mentee (understanding that this will take time >>>the more contact = the more you get to know your mentee)
3. Let the mentee know that you are in a USD student currently in their desired science field of interest.
4. Schedule the next contact making sure to let the mentee know when, how (text, email, etc.) and if they need to reschedule, when a good time to call you is, or how often you check your email so they know which mode of contact to use
5. Let the mentee know that it is up to both of you to keep the relationship going
6. Remember to log in your contact(s)

Confidentiality and the Mentor/Mentee Relationship

The primary purpose of the ISI Mentoring Program is to have the mentor provide guidance and support to the mentee as the mentee learns more of his/her Science field of interest. To promote trust in the relationship, the mentor and mentee are asked to negotiate a verbal agreement about sharing information.

Is it okay to reveal anything about his or her counterpart to program staff? Keep in mind that the program staff will keep the information confidential, unless it severely impacts either the mentor's or the mentee's ability to complete their duties.

The focus of the match should be primarily on the mentee's academic growth and development and should not focus on or discuss deep personal issues of either party.

If the mentee confides in the mentor about a particular problem and the mentor seeks out a resource to discuss the problem in order to help find an answer or to locate resources, the mentor will ask the mentee if it is okay to reveal his/her name during the outreach.

Confidentiality and the Mentee's Supervisor (Program Coordinator or Assistant Program Coordinator)

Beyond issues that are reportable, the mentee, the mentor, and the Assistant Program Coordinator/Program Coordinator should try to meet as early on in the mentoring process as possible to negotiate a confidentiality agreement between the three parties.

When negotiating this confidentiality agreement, it is important to keep in mind that it is not the mentor's job to police or to report, but rather to support and guide the mentee. If the mentor is asked to make reports to the supervisor that may put the mentee in a negative light, then the mentee will lose trust in the mentor, and the mentor/mentee relationship will fail. (1)

Mentor/Mentee Confidentiality Statement
ISI Mentoring Program

I promise that I will hold in confidence all personal information regarding my Mentor or Mentee involved in the ISI Mentoring Program. I will not violate the confidential relationship between the program and its members.

The exception to confidentiality is imminent danger to self or others, which includes physical, sexual or emotional abuse. If any of these conditions occur I will notify the program Coordinator immediately.

Any written records I may be responsible for producing, i.e. activity logs, shall be and remain part of the program files. I will not use any information that I hear or receive about any person in the program for gossip.

I accept full responsibility for maintaining the confidential and private nature of all records and information I receive. I further understand that I can discuss information about my mentor or mentee only with the program Coordinator, or within structured Mentor or Mentee support activities or meetings.

I (Mentee) understand that I am personally responsible and fully liable for any violation of this agreement and that any violation may be terms for termination from the program.

Mentee Name: _____

Mentee Signature: _____

Date: _____

I (Mentor) understand that I am personally responsible and fully liable for any violation of this agreement and that any violation may be terms for termination.

Mentor Name: _____

Mentor Signature: _____

Date: _____

Coordinator Signature: _____

Date: _____

Boundary Issues

When working in a mentor/mentee relationship, establishing good boundaries is necessary. The mentor/mentee relationship may never have boundary issues, but fully understanding the ISI Mentoring Program rules will keep all parties informed on what is and what isn't acceptable.

Loaning Money, Giving Favors, Giving Gifts

Loaning and /or giving your counterpart money, favors, giving gifts is against ISI Mentoring Program policy as this creates a dual relationship. The exchange of assets and favors can skew the relationship and it can also set the stage for manipulation.

Phone Contact

The mentor and mentee should respect each other by coming to an agreement early on in the match as to how often to call, and where and when it is okay to call. Understand that there will be times when a phone call is the best way to contact your counterpart.

Frequency and Length of Contact(s)

The times set forth in this manual on the frequency and length of contact/meetings are guidelines. Both the mentor and mentee should be respectful of each other's time. Remember, the more contact = the more you get to know each other.

Depth of Sharing

The depth you choose to share your personal life with the mentee is also a boundary issue. If you feel uncomfortable about sharing, hold back. For further clarification contact the Assistant Program Coordinator/Program Coordinator. Conversely, be respectful and don't delve deeply into your mentee's personal life.

Good Boundaries Means Dual Respect

You can help your mentee's development by honoring their boundaries. You should ask them if it is okay to pose a difficult question, or for permission to seek advice from another individual (if he/she has a problem that you have to ready answers to). You should also ask your mentee if it is okay to reveal their identity if you are going to seek advice on their behalf. If you are unclear on a particular issue discuss it with your mentee in order to come to a clear agreement.

Logging Procedures

A brief log must be submitted by email, in person, or by mail to the Assistant Program Coordinator by both the mentor and mentee, according to the following schedule:

1. Within one week after the first contact has been made
2. After the second week of the match
3. After the fourth week of the match and then every two weeks after

NOTE: The Assistant Program Coordinator will only make contact with participants if they have failed to submit the log(s) in a timely manner.

REMINDER: If you have an issue or conflict regarding your counterpart or the ISI Mentoring Program in general, you may call or contact the Assistant Program Coordinator at ANY time.

Chapter 4: Communication Skills

Chapter Subjects

- The Roll of Trust and Respect within Communication
- Active Listening
- Non-Directive
- Open-ended Questions
- Paraphrasing
- Disclosure/Difficult Subjects
- Good Conversations/bad Conversations (Exercise)

The Role of Trust and Respect within Communication

"Other-centered" = true mentoring, meaning the focus is always on the support and development of the mentee. "Friendship" = give and take and "coaching" = problem solving for mutual benefit. Mentoring is an act of service to the mentee and when interacting with and communicating with the mentee, the mentor must consistently respect the mentee by asking himself/herself:

"What is the best for the growth and development of my mentee?"

Active Listening

Active listening means there is special effort made to genuinely "hear" what the mentee is saying. A good listener "hears" before they talk because the relationship is about the mentee, not the mentor.

Bring your full attention to the conversation. Good listeners are able to bring themselves fully to the moment. There may be times where "shelving" will need to be done. "Shelving" is a technique where both parties agree to focus on an important issue at a later time. This can be done when the mentor or the mentee is having a bad day and attempts to temporarily switch frames of mind in order to focus on the mentee have failed.

Pay attention to the little things. Try to discern if there is anything unusual in the mentee's conversation. Is their voice tense? Does the mentee keep coming back to a specific issue or topic? Is your mentee a focused individual or do they go off on tangents?

REMEMBER: As a mentor, you are not expected to be a psychologist or a counselor, but it does not hurt to use your own knowledge and intuition to assess the situation.

Non-Directive Approach

The non-directive approach involves you doing a lot of listening and asking questions and spending a small amount of time giving advice

It is good to remember that a successful mentor places the growth and development of the mentee above helping them solve a particular problem. If you continually tell the mentee what to do, the mentee might never feel empowered to solve the problem themselves.

NOTE: If there is an emergency, it is mandatory that you, as the mentor, be direct in the decision making process of the mentee.

Open-Ended Questions

A good way to get your mentee to talk or to initiate conversations is to ask open-ended questions. Open-ended questions can also help to subtly direct them to consider issues or options and to get the mentee to talk about what is going on.

Example:

- "Do you have any ideas as to why...?"
- "Can you please give me your thoughts and ideas on the subject of...?"
- "Why do you think that is the way it is...?"

Closed Questions

Closed questions are more direct and can even be critical at times.

Example:

- "Do you like being wrong all the time?"
- "Don't you think your ideas on the subject are off base?"
- "Why do you insist on doing it that way?"

Paraphrasing

Paraphrasing is the process of repeating what you just heard the mentee say, but in a little different wording. Paraphrasing helps to demonstrate your respect for the mentee. Paraphrasing also shows the mentee that you are taking the time and effort to understand *exactly* what they are trying to convey or express.

Disclosure /Difficult Subjects

There are three simple rules that you can use when it comes to deciding how much information to disclose to the mentee about yourself.

- Be Human
- Do not use the mentor/mentee relationship to try to solve your own problems
- When considering talking about a specific subject, first ask yourself about your own motives for disclosing.

Difficult Subjects

As a mentor, you must prepare yourself for the possibility of dealing with difficult or counterproductive subject areas. There is no right way of dealing with difficult or counterproductive subject areas, as a mentor, you should have one or two responses available to utilize should the situation arise.

“Good” Conversations/“Bad” Conversations Exercise

The person I have the best conversations with is _____.

The reasons that I have good conversations with this person are:

- 1.
- 2.
- 3.
- 4.

The person I have the most difficult conversations with is (you don't have to write down the person's name) _____.

The reasons that I have difficult conversations with this person are:

- 1.
- 2.
- 3.
- 4.

Chapter 5: Developing the Relationship

Chapter Subjects

- Before the Mentor/Mentee Relationship Starts
- Beginning the Mentor/Mentee Relationship
- Patience and Maturity
- When to Ask for Help
- Role of the Assistant Program Coordinator/Program Coordinator

Before the Mentor/Mentee Relationship Starts

Mentor Prerequisites:

Before the mentor/mentee relationship starts, all mentors will have:

- Completed and submitted the Mentor Application/Interest Form
- Undergone the Mentor Training
- Reviewed the ISI Mentoring Program Training Manual
- Signed the Mentor Participation Agreement (after Mentor Training)
- Been told who their mentee is going to be for the Fall/Spring school year and will have approved of the mentee

Mentee Prerequisites:

Before the mentor/mentee relationship starts, all mentees will have:

- Completed and submitted the Mentee Application and Interest Form
- Undergone the Mentee Training
- Reviewed the ISI Mentoring Program Training Manual
- Signed the Mentee Participation Agreement (after Mentee Training)
- Been told who their mentor is going to be for the Fall/Spring school year and will have approved of the mentor

Beginning the Mentor/Mentee Relationship

It is important that the mentor/mentee relationship get off to a good start and the best way for both parties to have a good beginning is to move ahead with a positive attitude. Both participants should be held accountable. Accountability

means that each follows through with their commitment. If one misses a contact or an appointment with the other, get in touch right away so an apology can be made and the contact can be rescheduled. During the initial phase of the mentor/mentee relationship, should any concerns arise about the counterpart, please do not hesitate to contact the Assistant Program Coordinator/Program Coordinator as soon as possible.

Patience and Maturity

It is important to have patience. The mentor/mentee relationship may hit it off right away, or it might take a while to get comfortable with each other. Remember, that the purpose of the relationship is to build mutual trust and respect, and that takes time. Mentoring does not work as a crash course, but as a time to put the mentee at ease.

The mentor is the "container" for the relationship. A mentor who keeps a mature distance does not blame the mentee or put them in a defensive position when difficulties arise in the relationship. It is the mentor's responsibility to model the resolution of conflicts in a professional manner. There are 5 points of professionalism:

1. Integrity: reliability, honesty, trustworthy
2. Initiative: learning and moving forward with acquired skills
3. Resilience: accept change or challenges and keep going
4. Positive Attitude: remain positive
5. Teamwork: work together as a team

When to Ask for Help

Do not hesitate to ask for help anytime the mentor or mentee feels uncomfortable about what is going on in the relationship/match.

Contact the Assistant Program Coordinator/Program Coordinator:

- If the dynamics of the relationship are strained
- If the mentor/mentee is not answering contacts or keeping appointments of contacts
- If there are any questions or concerns about the rules, policies, or procedures of the ISI Mentoring Program

- Anytime one participant feels uncomfortable about anything going on with the other participant
- If the mentor or mentee breaks confidentiality

Role of the Assistant Program Coordinator/Program Coordinator

The Assistant Program Coordinator/Program Coordinator will be the person-of-contact for the mentors and mentees during the semester mentoring cycle. It will be the responsibility of the mentors and mentees to turn in their contact logs (in person, by email, or by mail) to the Assistant Program Coordinator. The Assistant Program Coordinator will only follow up if participants fail to contact or if a contact log (or phone call or email message) is received that indicates there might be a problem.

The Assistant Program Coordinator will consult with administrators of the ISI should difficult problems come up with any match or with the program in general. The Assistant Program Coordinator will also have the discretion to bring concerns to the ISI Administrators as appropriate.

Improvements to the ISI Mentoring Program will be made through evaluations or satisfaction surveys administered by the Program Coordinator/Assistant Program Coordinator at prescribed times.

Happy Mentoring!!

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