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## Introduction

The Office of Professional Development has designed a mentor program for those faculty and staff who aspire to a management or leadership position. It is also for those experienced managers who want to take the next step and move into a higher-level administrative position.

The purpose of the Professional Development Mentor Program is to provide opportunities for employees who have a desire to develop and enhance their career development opportunities, to be paired with a mentor who
will guide, advise and motivate them to continue to improve their skills and knowledge and grow with the College into a management or leadership position.

The Professional Development Mentor Program is open to all full-time and adjunct faculty, classified and confidential staff and administrators.

What is mentoring?
• Mentoring is unlocking a person’s potential to maximize his/her own performance
• Mentoring is a relationship between two people in which one person finds ways to enable and empower the other person to perform at increasingly higher levels or to cross train in a different role
• Mentoring works to raise awareness and responsibility
• Mentoring is a strategy for working with new and experienced associates who want to develop and enhance their career development opportunities
• Mentoring provides networking and awareness opportunities

Program Goals
• To encourage motivated employees to develop themselves to their fullest potential
• To retain good managers
• To grow new managers, administrators and leaders
• To focus on creating and fostering effective and mutually beneficial relationships between the mentor and their mentee
• Mentorship will be a non-evaluative, relaxed relationship focused on coaching
• Current managers and those aspiring to a management or administrative position will have the opportunity to gain the knowledge and skills that will assist them in moving to the next level

Program Requirements
• Mentors must attend a short training session
• Mentees and mentors must meet at least once a month
• Mentees and mentors must attend one group meeting during the semester and at the end of the semester
• Mentees and mentors must commit to the program for one semester

Role of the Mentor
• Model or demonstrate effective skills
• Be available to mentee; meet regularly
• Provide support and encouragement
• Provide information about college services, procedures, and policies
• Explore strategies for networking on and off campus
• Help the mentee develop his/her management and administrative skills
• Provide a bridge to opportunities, information and experience • Be a source of information on college policies and procedures
• Assist mentee in exploring career goals and what path(s) to explore in order to reach these goals. (Example: education, work experience, professional development training)

Mentor Selection Criteria
*Mentors will be selected based on the following criteria:*
• Be someone other than the supervisor of the mentee
• Able to commit to the program for one semester
• Be someone willing to share their experience, knowledge, training and expertise with their mentee

Role of the Mentee
• Be someone who desires to move into a management or administrative role at some point in their career
• Be someone willing to take responsibility for setting and achieving learning goals that support their job and career growth expectations
• Be someone who seeks new challenges
• Be receptive to coaching and feedback
• Be available to meet with your mentor regularly
• Be someone who initiates discussions with your mentor
• Be someone willing to engage in a reflective process

Mentee Selection Criteria
The selection of mentees will be based on the following characteristics of the mentee:
• History of taking responsibility of career growth and development
• Potential to perform at higher levels than present position
• Risk-taker, seeks new challenges
• Receptive to coaching and feedback
• Initiates meetings with mentor
• Able to make a one-semester commitment to the program

Mentoring Methods

Coaching—Listen well; ask questions; encourage your mentee to set and achieve goals; provide direction, purpose and perspective on the benefits to them of achieving their goals; explain things patiently; serve as a resource.

one on one Counseling—Provide feedback; focus on behavior; listen attentively; ask questions; be specific, genuine, sincere.

Job shadowing—Adults learn best when their learning is contextual. Invite your mentee to shadow you to learn about your processes and problem solving strategies, and then engage in discussion about how the mentee would approach the problem or situation.

group Mentoring Meetings—Get together with other mentors and their mentees to discuss the various approaches to mentoring and what is working—and not working—for them.

Program Evaluation

Both the mentor and mentee will be asked to evaluate the effectiveness of this program and make recommendations for its improvement at the conclusion of the term. This will be done by having the mentors and mentees meet once during the semester and by having them complete a written evaluation form at the end of the semester.

College of the Canyons
Professional Development Mentor Program
Mentor/Mentee Agreement

The following parties agree to the terms and conditions of participation in the Professional Development Mentor Program as outlined in this handbook. It is also agreed by both parties that confidentiality will be maintained both during and after participation in the Professional Development Mentor Program.
Mentoring Preparation: Development Profile

Current Development Situation

Change Response and Versatility
• What is the change capacity of this person?
• How versatile is she/he in taking on new activities, techniques, etc.?

 Significant Top Strengths
• What is the person doing effectively?
• What are the person’s significant top strengths?

 Key Development Needs
• What specifically could the person do to attain their next job/career objective?

 Development Goals/Desired Outcomes
• If your mentoring support is successful, what will be true for this individual?
• What specific behaviors will change? What skills, knowledge, experience will be added?
Comments

- What are the key questions/challenges in terms of this person’s career development?
- What suggestions will you make?

PROFESSIONAL DEVELOPMENT

College of the Canyons professional development Mentor program development profile

Date: _____________________________________________________________

Mentor’s name: ___________________________________________________

Mentee’s name: ___________________________________________________

Mentee’s position: _________________________________________________

Years in job: _____________________________________________________
Steps in the Mentoring Process

Step 1 – Preparation

A. Assess Needs
   • Assess how the mentee may need orientation to the organizational and/or departmental culture (vision, mission, goals, relationships, strategies)

B. Write a discussion plan for the mentoring session. Include:
   • Purpose of the mentoring session
   • What you want to cover
   • What is at stake
   • Desired outcomes
   • Potential difficulties (how you will handle them)
Step 2 – The Mentoring Discussion

A. Describe the purpose and importance of the mentoring discussion
   - Start on a positive note, identify and clarify goals, roles, processes
   - Clarify and discuss mentee job expectations and job-related relationships
   - Jointly design mentee learning goals
   - Jointly identify how you will provide direct assistance, including coaching, problem solving and access to needed resources
   - Determine skills, behaviors, knowledge, information, experience required to achieve his/her learning goals
   - Ask your mentee what they would like to accomplish: o Long term
   - o This mentoring session

B. Discuss the details and agree on desired outcomes
   - Create an action plan with specific timelines
   - Set benchmarks for measurement of success
   - Express confidence
   - Get commitment to the plan

C. Set a follow-up date

Step 3 – Continuously Follow Up

A. Regular check on progress

B. Look for chances to mentor in your day-to-day work
   - Introduce them to new contacts, resources • Expand their knowledge of the college’s opportunities
   - Invite them to meetings, luncheons, conferences, etc.
   - Observe the person in their present work situation
   - Offer feedback
   - Design mentoring strategies, including o Coaching o Job Shadowing o One on One Counseling o Group Mentoring Meetings
Mentor Responsibilities

Mentor Roles
Mentoring is a voluntary program in which mentor and mentee build a one to one relationship which offers the opportunity for sharing experiences, viewpoints, personal and academic goals, and emotional support.

The mentor must be willing to interact with faculty or professional staff members in a mentoring partnership, which will give the mentor a chance to voice opinions and concerns based on mentee comments and concerns.

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all of the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Each of the ten roles are described below.

**teacher:** As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform his/her position successfully. This role requires the mentor to outline the "nuts and bolts" of the position and to share experiences as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee cannot only learn from past errors, but also must realize that no one is perfect.

**guide:** As a guide, the mentor helps navigate through the inner workings of the organization and decipher the "unwritten office rules" for the mentee. This information is usually the "kernels of knowledge" that one only acquires over a period of time. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities each performs, and the office personalities involved.

**Counselor:** The role of counselor requires the mentor to establish a lasting and open relationship. In order to create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while she or he speaks.

The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a mentee by advising the mentee to first attempt to solve the problem before seeking assistance.

**Motivator:** As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It's not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly-motivated individuals with a thirst for success. Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support, and incentives, mentors can motivate mentees to succeed.
One of the most effective ways to encourage a mentee is to provide frequent, positive feedback during assigned tasks or while the mentee strives toward goals. Positive feedback is a great "morale booster." It removes doubt and builds self-esteem which results in a sense of accomplishment.

**sponsor:** A sponsor creates opportunities for the mentee—opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee's overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risk. Opportunities should challenge and instruct without slicing away the mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

**Coach:** Coaching is a complex and extensive process and is not always an easy skill to perform. Specifically, coaching involves feedback. A mentor needs to give different kinds of feedback as the situation demands: positive feedback to reinforce behavior and constructive feedback to change behavior. Both types of feedback are critical to the professional growth of the mentee. Feedback should be frequent, specific, and based on direct observation of the mentee (not secondhand information). When giving constructive feedback, the mentor should be descriptive about the behavior and not use labels, such as "immature" or "unprofessional." The mentor should neither exaggerate, nor be judgmental, and should phrase the issue as a statement, not a question.

**advisor:** This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "If you don't know where you are going, you don't know how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable, and flexible to accommodate the changing dynamics of the organization.

**role Model:** As a role model, the mentor is a living example of the values, ethics, and professional practices of the district. Most mentees, in time, imitate their mentors. As the proverb states, "Imitation is the sincerest form of flattery." Teaching by example may be a mentor's most effective developmental tool. The mentee will learn as he or she observes how the mentor handles situations or interacts with others. The mentor needs to be careful how they come across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics, and a positive attitude.

**referral agent:** As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills, and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan as an "enabler" to move the mentee toward career goals that have been set.

**door opener:** The role of door opener is to open up doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the district, as well as outside the district. The mentee needs a chance to meet other people to spur professional development. As a door opener, the mentor can introduce the
mentee to the mentor’s contacts to help build the mentee’s network structure. As a door opener, the mentor also opens doors of information for the mentee by directing him/her to resources that may be helpful.

Mentor Characteristics
A successful mentor is characterized as:

**supportive:** A mentor is one who supports the needs and aspirations of the mentee. This supportive attitude is critical to the successful development of the mentee. A mentor must encourage the mentee to accept challenges and overcome difficulties.

**patient:** A mentor is patient and willing to spend time performing mentoring responsibilities. A mentor allows adequate time to interact with the mentee. Time requirements are defined by both the mentor and the mentee.

**respected:** A mentor is someone who has earned the respect of peers within the district, the community, and his or her profession.

**people oriented:** A mentor is one who is genuinely interested in people and has a desire to help others. A successful mentor is one who has "good people skills," who knows how to effectively communicate and actively listen. A mentor must also be able to resolve conflict and give appropriate feedback.

**good Motivator:** A mentor is someone who inspires a mentee to do better. A mentor needs to be able to motivate a mentee through encouraging feedback and challenging work assignments (where applicable).

**effective teacher:** A mentor should thoroughly understand the skills required of the mentee's position (or desired position) and be able to effectively teach these skills to the mentee. A mentor must not only teach the "skills of the trade," but also manage the learning of the mentee. This means the mentor must actively try to recognize and use teaching opportunities.

**secure in position:** A mentor must be confident in his/her career so that pride for the mentee's accomplishments can be genuinely expressed. A mentor should appreciate a mentee's strengths and abilities, without viewing these accomplishments as a threat. A secure mentor delights in a mentee's discoveries and welcomes a mentee's achievements. In truth, a mentor enjoys being a part of the mentee's growth and expansion.

**an achiever:** A mentor is usually a professional achiever, one who sets lofty career goals, continually evaluates these goals, and strives to reach them. A successful mentor is usually one who takes on more responsibilities than is required, volunteers for more activities, and tends to climb the proverbial career ladder at a quick pace. A mentor attempts to inspire a mentee with this same drive for achievement. This "attempt at achievement" is the flint that sparks a mentee's desire for career success. In this way, a mentor helps a mentee to set, evaluate,
and reach career goals. All mentors have the same goal in common: to help people achieve their potential and discover their strengths.

**able to give Mentee district visibility:** A mentor is someone who can give the mentee the right amount of exposure within the district. One way to give exposure is to secure challenging projects for the mentee. Another way is to talk with others about the mentee's accomplishments.

**values and work:** A mentor takes pride in COC and relishes the everyday challenges that typically arise. A mentor understands the mission, vision, and values of the district, and supports the district's initiatives. A mentor should be well versed in COC policies and procedures.

**accepts others:** A mentor is one who shows regard for another's well-being. Every person, including the mentor, has certain vulnerabilities and imperfections that must be accepted. A mentor should learn to accept a mentee's weaknesses and minor flaws just as the mentee must learn to accept the weaknesses and flaws of the mentor.

### What Mentoring Can Be
Mentoring acknowledges, encourages and honors the uniqueness of each individual and brings something new and exciting to the relationship. It is a sharing relationship in which a mentor and a mentee both are able to:

- Commit to a successful, long lasting relationship
- Share their particular expertise in different areas
- Listen actively to each other's college experiences
- Encourage creative thinking in many areas of college life
- Respect each other's life and academic goals

### Beginning the Mentor Relationship
Your first meeting with your mentee is often the most important one you are likely to have. At best, it will serve as the foundation from which you and your mentee will build a mutually rewarding and meaningful relationship. Try to have a game plan for the first meeting. Building a relationship depends on both parties involved, but as a mentor you are in the best position to influence a positive beginning.

As a mentor, you can schedule a time that is comfortable for both of you in a convenient setting. Arrange an informal environment that is free from distractions and interruptions (Library, the Student Center, or your office). Demonstrate enthusiasm and goodwill. It has been noted that nobody cares how much you know, until they've seen how much you care. Initiate measured and appropriate leadership of the conversation.

Moving through the scheduled time (an hour is often sufficient), you can include the following:

- Establish common interests and experiences by exchanging personal information as well as professional information. Appropriate family information, career interests, hobbies, affiliations, and travel are all good conversation topics.
• Exchange knowledge of and assumptions about the mentoring relationship. For example, "What needs do I have as a mentor or mentee that can be met in this relationship? What are my responsibilities as a mentor? As a mentee?" Be honest.

• Pursue in greater depth discussion of some interests or concerns that might emerge.

• Exchange email addresses and telephone numbers (if needed).

• Initiate closure to the meeting by rephrasing your understanding of the mentee-mentor relationship, expressing your feelings about your first meeting, and by inviting your mentee to share his/her views.

• Schedule a mutually agreeable time for your next meeting.

Making & Continuing Contact

You may find that making and keeping contact with your mentee is the hardest part of being a mentor. Mentees are often apprehensive to initiate and maintain contact with a mentor due to busy schedules. They know that mentors are busy people and often they do not think of themselves as important enough to make demands on your time.

For these reasons alone, it is primarily the responsibility of the mentor to make and maintain contact. The mentor should attempt to contact the mentee by phone. A handwritten letter or email may be sufficient, but it is important not to leave it up to the mentee to maintain contact.

Reminders for Effective Mentoring

1. Care about mentees as individuals by showing empathy, understanding and respect.

2. Establish a warm, genuine, and open relationship with your mentee.

3. Show interest and become involved.

4. Be a good and active listener.

5. Establish rapport by remembering personal information about mentees.

6. Don't betray confidential information.

7. Be available; keep appointments.

8. Be yourself while allowing mentees to be themselves.

9. Know how and when to make referrals, and be familiar with referral sources.

10. Don’t refer too hastily. However, don't attempt to handle situations for which you are not qualified or prepared.

11. Keep in frequent contact with mentees.

12. Do not make decisions for mentees. Help them make their own decisions.

13. Focus on mentees' strengths and potentials rather than limitations.

14. Seek out mentees in informal meetings.

15. Be realistic when setting goals with mentees.
16. Use all available information sources.
17. Encourage mentees to talk by asking open-ended questions.
18. Categorize mentee's questions to determine if they are seeking action, information, or involvement and understanding.
19. Be a good role model showing positive and appropriate behavior and attitudes.

Suggested Reading

- **Mentoring 101** by John C. Maxwell
- **the Mentee’s guide: Making Mentoring work for you** by Lois J. Zachary and Lory A. Fischler
- **the elements of Mentoring** by W. Brad Johnson and Charles R. Ridley
- **the heart of Mentoring: ten proven principles for developing people to their fullest potential** by David A. Stoddard and Robert J. Tamasy
- **Coaching and Mentoring: how to develop top talent and achieve stronger performance (Harvard business essentials)** by Harvard Business School Press
- **the Mentor’s guide: facilitating effective learning relationships** by Lois J. Zachary