

MENTORSHIP PROGRAM

University of Louisiana Monroe



Mentor Handbook

Mission

The University of Louisiana Monroe Mentorship Program connects students to alumni and career professionals who seek to nurture their mentees' personal and professional growth by: support and accountability, creating pathways to achieve set goals, and supporting the university's efforts in preparing career-ready graduates.

Published by: ULM Career Center

MENTOR HANDBOOK

TABLE OF CONTENTS

Defining Mentoring.....	1
Benefits of Mentorship.....	2
Mentors.....	
Mentees.....	
ULM.....	
Mentor Responsibilities.....	3
Areas of Mentorship.....	4
Life Skills.....	
Career Exploration and Self-Awareness.....	
Networking.....	
How to Become a Mentor.....	5
Title IX Policy.....	6
Consent Agreement.....	7
References.....	8

DEFINING MENTORING

Mentoring defined by the American Psychological Association:

A Mentor is an individual with expertise who can help develop the career of a Mentee. A Mentor often has *two primary functions* for the Mentee:

1. The **career-related function** establishes the Mentor as a coach who provides advice to enhance the Mentee's professional performance and development.
2. The **psychosocial function** establishes the Mentor as a role model and support system for the Mentee.

Both provide explicit and implicit lessons related to professional development as well as general work–life balance.

Mentor defined by the Oxford Dictionary:

1. An experienced and trusted adviser.
 - 1.1 An experienced person in a company or educational institution who trains and counsels new employees or students.
- Advise or train (someone, especially a younger colleague).

Mentee defined by the Oxford Dictionary:

A person who is advised, trained, or counselled by a mentor.

Our definition of Mentorship:

This is a formal relationship in which the Mentor will guide the Mentee in his or her professional development through the structure of the Mentorship Program. A Mentor will have the ability to challenge his or her Mentee in identifying a course of action to reach his or her goal(s). The focus is on learning the skills necessary for the path ahead.

A Mentor and Mentee will work together in partnership to foster meaningful conversation rich with integrity. The quality of the mentoring relationship is driven by the Mentee. The Mentee has an essential and active role to facilitate the professional relationship.

A Mentor is personally vested by providing a nurturing and stimulating relationship conducive to personal and professional growth. Mentoring is associated with a variety of activities, including: role modeling, job shadowing, career advice/exploration, and networking.

Being a Mentor is a gratifying experience with the realization that he or she has something of substance and worth to offer someone else. Positive relationships with Mentors and role models have been shown to enhance career development and social and emotional aspects in an individual's life.

As a Mentor and Mentee work together, the Mentor will see himself or herself in previous Mentors. The Mentor will also one day see his or her Mentee invest in someone younger and less experienced, which is the epitome of a legacy and how stories are passed from generation to generation.

BENEFITS OF MENTORSHIP

Benefits for Mentors:

- opportunity to change another's life
- builds legacy and generativity-contributing to future generations
- creates a connection back to the university
- expansion of influence
- reinforcement of accomplishments
- opportunity to reciprocate recognition
- focuses investment on one person
- improves communication and people skills
- may provide a new perspective on how to solve professional problems
- extends peek of success
- can increase chances of promotion
- can increase job performance
- provides an opportunity to review the basics of practice

Benefits for Mentees:

- support in attaining skills, knowledge, insight, and cultural awareness
- encouragement for faster learning and growth—both personal and professional
- increases confidence
- access to role models
- greater exposure and visibility
- increases feeling of being more valued
- improves communication and expanded network
- increases opportunity for an early connection with future employer
- increases professional credibility for future employment
- access to guidance, in turn eliminating some common mistakes
- enriches the college experience

Benefits for ULM:

- engages alumni with students
- encourages life-long learning
- increases loyalty and retention with more motivated and engaged students
- promotes greater sense of community
- promotes more inclusion with diversity
- supports the University's Strategic Mission to seek students who find value in its programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education
- supports the role of students in university governance by offering a program that promotes the students' growth and development through social and recreational experiences
- gives a recruiting edge
- improves job placement rates

MENTOR RESPONSIBILITIES

The two primary functions of the Mentor is to provide *career support* and *psychosocial support* to Mentees.

Career Support

- **Exposure/Visibility-** When possible, offer your Mentee opportunities to meet other career professionals in an effort to help them grow their network.
- **Coach-** Provide insight on effective strategies used to accomplish tasks associated with achieving career goals while also sharing important issues and challenges in your Mentee's career field and the workforce.
- **Challenge-** Require your Mentee to set goals and develop a plan of action to attain them. Help your Mentee identify areas for development through self reflection.

Psychosocial Support

- **Role Model-** Provide an admirable attitude as well as admirable values and behaviors to be instilled into your Mentee.
- **Confirmation-** Both you and your Mentee will gain a sense of assurance from positive interactions with the other.
- **Counselor-** Your role is to not serve as a mental health counselor or academic advisor, but rather someone who provides feedback that supports your Mentees confidence, self-esteem, professional and personal goals, soft skills, academic and career resilience, and accountability.

Other Mentor Responsibilities

- Goals and expectations should be established early in the relationship, which will be initiated by the Mentee.
- It is your Mentee's responsibility to set each meeting time, prepare an agenda, and maintain journal entries, which are provided in the Mentee Handbook.
- Make every interaction a learning experience.
- Honor your commitments to your Mentee and the program.
- Be honest and dependable.
- Maintain open communication.
- Be clear about your expectations of the Mentee and boundaries (appropriate contact times, your availability, restrictions or permission for your mentee visiting your workplace, etc.).

AREAS OF MENTORSHIP

Life Skills:

These are skills that are highly important both professionally and personally.

Mentorships that focus on skills development help the mentee learn specific skill sets in order to develop him or herself and add value to the progress on his or her career path.

Skills needed to be successful are endless, but here are a few recommended focus areas:

- **Emotional Intelligence**- the ability to identify and manage your own emotions and the emotions of others
- **Initiative**- taking the opportunity to act or take charge before others do
- **Time Management**- planning and exercising conscious control over the amount of time spent on specific activities
- **Communication**- ability to communicate effectively in the following areas: verbally, non-verbally, and written
- **Team Player**- ability to work well with others
- **Problem Solving**- evaluate the problem, gather information, break problem down into parts, identify solutions, choose best solution, take action, examine results, test and review
- **Critical Thinking**- the objective analysis and evaluation of an issue in order to form a judgment

*99.2% of employers who responded to the National Association of College and Employers (NACE) Job Outlook 2018 survey rated critical thinking/problem solving as the most essential competency among new hires.

Career Exploration and Self-Awareness:

"Sometimes, it's about *what* you know."

- Assist your Mentee in making informed educational and occupational choices through mentorship and job shadowing experiences.
- A career search is a lifelong journey and you will assist your Mentee with the mentorship, tools, connections and space for self-assessment and reflection that will help him or her to launch a career that is grounded in a sense of his or her own values, strengths, and interests.
- Allow the mentorship experience to help your Mentee in becoming more self-aware, thus assisting him or her with being more resilient and realistic in moving forward with his or her desired career path.

Networking:

"Other times, it's about *who* you know."

- About 80% of jobs are not advertised, so relationship building and connecting with people is vital for professional gain. The relationships built now can be beneficial for the rest of your Mentee's college career as well as through his or her professional career.
- Whether your Mentee identifies as being an introvert or he or she views networking as a necessary evil, learning and implementing the art of networking can boost your Mentees connections, thus boost his or her opportunities.
- Aversion to networking can be overcome by practicing these four strategies: focus on learning, identify common interests, think broadly about what you can offer, find a higher purpose or goal.

HOW TO BECOME A MENTOR

1. Meet all of the following criteria:

- Mentors can be ULM faculty or staff, career professionals from any location, or employers. ULM Alumni who fall into any of these categories are strongly encouraged to apply.
- Completion of at least a baccalaureate degree and at least 1 year of work experience. 10+ years of work experience can substitute for a baccalaureate degree.
- Understand and commit to upholding the Mentor responsibilities (pg. 3).
- Understand and commit to upholding all agreements on the Mentor Consent Form (pg. 7).

2. Complete the online **Mentor Application Form** by the deadline date. Any Mentor who has submitted an application in the past, can contact the program director to reactivate his/her application if no changes/updates need to be made.

Mentorship Application: webapps.ulm.edu/mentorship/

3. **Students will view all Mentor profiles online.** If a student decides he/she is interested in pairing with you, **he/she will email or call you to schedule an interview.** You can interview several students, but make sure to rate them fairly using the same criteria consistently. The Career Center can assist by providing interview questions if needed. The Career Center can also provide information about student preliminary interviews as well. After you have completed your interview(s) and made your decision, you will then notify the Program Director, Victoria George, at vgeorge@ulm.edu.

***Applying to be a Mentor does not guarantee a match with a student**

4. All matched Mentors and Mentees will attend the **mandatory ULM Mentorship Program Orientation.** Both the Mentor and Mentee will attend the mandatory ULM Mentorship Program Orientation in person or via Zoom. During orientation, participants will learn more about the details and expectations of this program.

**Applications, due dates, and other information can be found on the
Career Center website:**

ulm.edu/careercenter/careeracademies/mentorship.html

STATEMENT ON TITLE IX

About Title IX Policy and Resources:

Title IX of the Education Amendment Act of 1972 prohibits discrimination on the basis of sex in all areas of education programs and activities such as admissions, financial aid, housing, facilities, scholastic, intercollegiate, club and intramural athletics.

Sexual harassment, which includes acts of sexual violence and sexual assault, is a form of sex discrimination prohibited by Title IX.

ULM is committed to ensuring all students feel safe and have the opportunity to benefit fully from education programs and activities.

ULM has adopted policies and procedures to be in compliance with the federal and state requirements related to the Title IX Act, the Violence Against Women Act (VAWA) and the Campus Sexual Violence Elimination (SAVE) Act.

If the university is notified of sexual harassment or violence, we will:

1. Take immediate and appropriate steps to investigate the incident
2. Take prompt action to end the harassment and resolve the situation
3. Take appropriate steps to prevent recurrence of future incidents

To file a complaint of harassment, discrimination, sexual misconduct, sexual assault, dating violence, stalking or retaliation complete **Complaint Reporting Form** found online at: <http://www.ulm.edu/titleix/>.

Confidential Advisors are available to help and can be found online at: <http://www.ulm.edu/titleix/confidential.html>. Confidential Advisors are designated individuals who have been trained to aid a person involved in a sexual misconduct complaint in the resolution process as a confidential resource.

To file an appeal to the "Charges" and/or "Sanctions" for Harassment, Discrimination (including Sexual Misconduct), and Retaliation complete the **Appeal Form** online at: <http://www.ulm.edu/titleix/index.html>. Students or employees without computer access to file an online complaint may file a written complaint and forward to:

Title IX Coordinator
Treina Kimble
Library Suite 612
(318) 342-5215
landrum@ulm.edu

The U.S. Department of Education's Office for Civil Rights (OCR) is the division of the federal government charged with enforcing compliance with Title IX. Information regarding OCR can be found at: www.ed.gov/about/offices/list/ocr/index.html.

If the incident or situation is criminal in nature, immediately contact University Police Department or the local police where the incident occurred.

University Police are located at Filhiol Hall, 3811 DeSiard Street, 318-342-5350 or 911 for emergencies.

Students are strongly encouraged to report incidents and share information about sexual misconduct and harassment, even if the complainant or witness has concerns about underage drinking, drug use or other prohibited activity. To encourage reporting, the university pursues a policy of offering alleged victims amnesty from policy violations and will not pursue disciplinary action related to the incident.

Retaliation is prohibited against any student or employee who files a complaint of discrimination or participates in proceedings or an investigation. Retaliatory words, actions or behavior that punish or threaten to punish any student or employee under this policy is strictly prohibited and may result in disciplinary action.

Retaliation should be promptly reported to the Title IX Coordinator.

MENTOR CONSENT FORM

I wish to participate as a Mentor in the ULM Mentorship Program and therefore agree to the following:

***All boxes must be initialed for approval**

I understand and commit to completing the program during the Fall 2021 and Spring 2022 semester or during the Fall 2021 semester only. If I cannot continue my mentoring relationship for any reason, I will notify Victoria George, ULM Mentorship Program Director.

I agree to meet with my Mentee at least twice a month via Zoom (or any other form of video conferencing) or face-to-face (practicing COVID safety protocols). Email communications do not count as a full meeting.

I understand that it is the responsibility of my Mentee to prepare an agenda and initiate contact for each meeting. I may contact my Mentee if I have not heard from him/her for several weeks. If my Mentee is still unresponsive, I will contact the Program Director.

I will frequently review and use the ULM Mentorship Handbook as a reference guide.

I will adhere to the Title IX Policy (sexual harassment) and Mentor Consent Form agreements.

I understand and accept the possibility that I may not be matched to Mentee. Submitting an application does not guarantee admittance into the program.

I will adhere to my responsibilities as a mentor as noted on pg. 3 of this document. Failure to do so could result in my dismissal from the program.

I understand and accept that I must attend the mandatory ULM Mentorship Program Orientation.

I understand that meetings between Mentors and Mentees shall be conducted in a professional setting. It is permissible to attend a meal or social networking opportunity together, but the purpose of the meeting shall always remain professional and social distancing practices will be enforced.

I agree to hold harmless the University of Louisiana System, The UL Board of Supervisors, the University of Louisiana Monroe, and the State of Louisiana for any and all liability, responsibility, claims, and demands which arise or thereafter arise from any accidentals in relation to the program.

Signature: _____ Print Name: _____ Date: _____

REFERENCES

- Diane A. Safer, Ph.D (2017), "Being A Successful Mentee: A Guide for Career Services and URR Professionals," National Association of Colleges and Employers, 1-10.
- Gary Alan Miller (2016), "Mentoring Guide for Career Services Professionals," National Association of Colleges and Employers, 1-6.
- Xavier University Career Development Office (2014), "Mentor Handbook," Xavier University, 5-15.
- Xavier University Career Development Office (2017), "Mentor Program," Xavier University, Retrieved from: <https://www.xavier.edu/career/mentor/index.cfm>.
- Student Union and Activities Office (2017), "McNeese C.A.R.E Mentorship Program," McNeese University, Retrieved from: <https://www.mcneese.edu/studentlife/care>.
- American Psychological Association (2006), "Introduction to Mentoring: A Guide for Mentors and Mentees," Retrieved from: <http://www.apa.org/education/grad/mentoring.aspx>.
- Steve O'Brian (2014), "Why University Mentoring? Four Benefits of a University Mentoring Program," Retrieved from: <https://chronus.com/blog/university-mentoring-four-benefits-university-mentoring-program>.
- Human Resources-Organisational Development Training and Diversity, "Mentoring Guidelines," Manchester Metropolitan University, Retrieved from: <https://www2.mmu.ac.uk/humanresources/a-z/guidance-procedures-handbooks/mentoring-guidelines/>.
- Cox School of Business, "Associate Board Mentoring Program," Southern Methodist University, Retrieved from: <http://www.smu.edu/Cox/FutureStudents/MBAPrograms/Full-timeMBA/CareerManagement/AssociateBoard>.
- Career Center, "Bulldog Mentoring," Mississippi State University, Retrieved from: <http://www.career.msstate.edu/students/offer/mentoring/guidelines/>.
- University Health Center's Health Promotion Department (2014), "The Mentor Program," University of Georgia, Retrieved from: <https://www.uhs.uga.edu/mentor/mentor-program>.
- NACE Staff (2017), "Employers Rate Career Competencies, New Higher Proficiency," National Association of Colleges and Employers, Retrieved from: <http://www.naceweb.org/career-readiness/competencies/employers-rate-career-competencies-new-hire-proficiency/>.
- Career Education, "Career Exploration," Wellesley College, Retrieved from: <https://www.wellesley.edu/careereducation/exploration>.
- Teresa A. Whelley, Ed.D., Richard Radtke, Ph.D., Sheryl Burgstahler, Ph.D., Thomas W. Christ, Ed.S. (2003), "Mentors, Advisers, Role Models, & Peer Supporters: Career Development Relationships and Individuals with Disabilities," American Rehabilitation, pg.3.