

# Mentoring:

## *Building a Collaborative Community*

### *A Training Guide for Student Services Personnel in Georgia*

*Developed by the University of Georgia College Student Affairs Administration Program through a grant sponsored by the Georgia Department of Technical & Adult Education.*

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# *Preface*

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This training guide has been designed specifically to support student services personnel who work in Georgia's technical colleges by facilitating the development of mentoring partnerships between professionals throughout the state. This manual, in conjunction with the companion mentor training, "Mentoring: Building a Collaborative Community," marks the beginning of a statewide structured mentoring program initiated by the Georgia Department of Technical and Adult Education. The preliminary training workshops will inform the development of an on-going structured mentoring program supported by DTAE.

The primary purpose of the mentoring program is to create or enhance professional networks of support between student services personnel who work in similar areas of student affairs around the state. The program seeks to orient new professionals to the field of student affairs and the DTAE network of technical schools, and to reduce the sense of isolation that new professionals may experience in their new roles, departments, and institutions. The mentoring program intends to partner inexperienced professionals with accomplished professionals in the field to create inter-institution partnerships through which new and experienced professionals, students, and institutions all ultimately benefit.

## **Context of the DTAE Mentoring Program**

According to Barbara Wilburn, Director of Student Affairs at the Georgia Department of Technical & Adult Education, the idea for the DTAE student affairs mentoring program has been developing over the past several years. She provides the following historical context:

Many years ago, peer groups were developed in order to provide staff development and networking opportunities to the department heads within Georgia's Department of Technical Education's technical colleges (DTAE). A study found that the yearly "turn-over" rate for Student Affairs was approximately 20%. Although this is a common, healthy trend within higher education, new student affairs employees often found themselves with little experience or knowledge of student affairs. Additionally, these Student Affairs peer groups indicated that it was common for qualified individuals to assume duties within DTAE's College Student Affairs Division with little experience within the technical college administrative structure. Although the peer groups were perceived as a good networking opportunity for the Directors and Division Heads, there was little organized support to help orient all student affairs employees. Approximately three years ago, the student affairs peer groups acknowledged a need for providing a comprehensive mentoring network that would support and orient all new student affairs employees within all of DTAE's technical colleges. These groups agreed that every new student affairs employees needed opportunities for one-to-one interaction with a veteran DTAE Student Affairs Administrator. The move toward developing a comprehensive mentoring program was born from these concerns.

## **Development and Organization of this Handbook**

This particular mentoring guide was developed based on a review of existing literature and research on mentoring programs and mentoring handbooks nationwide. The handbook

begins by providing general background information on mentoring and then progresses by looking at the roles, qualities, and expectations of mentors; effective mentoring tools; special considerations in mentoring relationships; and structured forms of mentoring. The manual concludes by providing some final thoughts to help you prepare for your new role as a mentor and a list of resources that offer additional support as you begin in your new role.

This handbook is intended to be used as a supplement to the training: “Mentoring: Building a Collaborative Community,” but it is also designed to be an ongoing sourcebook for student services mentors as they adjust and develop into their mentoring roles. This training guide provides many practical strategies for establishing effective mentoring relationships, guidelines for effective communication, and suggestions for overcoming difficulties as they arise. You are strongly encouraged to keep this handbook and to review these suggestions to guide you along your journey as a student services mentor.

*Please note that the terms student affairs and student services are used interchangeably throughout this manual. When describing individuals working in student affairs or student services, this handbook is addressing workers at all levels and in all functional areas within the broad field of student affairs. This handbook is designed to support potential mentors from all areas of student services ranging from clerical and support personnel to administrators.*

# Overview

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- Section 1:** *Introduction to Professional Mentoring* provides an overview of the process of mentoring and includes a look at different forms of mentoring, the impact and limitations of mentoring, and some of the major goals of mentoring programs. This section also introduces specific goals of the DTAE mentoring program.
- Section 2:** *Becoming a Mentor* introduces mentors to what it means to be a mentor and identifies characteristics of effective mentoring relationships. This section helps potential mentors assess their readiness for accepting their new roles, introduces them to stages of the mentoring relationship, and suggests program ideas and mentoring activities to guide them in working with mentees.
- Section 3:** *Mentoring Tools* addresses the critical role effective communication plays in the mentoring process. This section encourages mentors to evaluate their current levels of skill and provides suggestions for enhancing these abilities by identifying examples of facilitative and obstructive communication.
- Section 4:** *Developing a Structured Mentoring Program* demonstrates components of a structured mentoring program and introduces specific components of the emerging DTAE mentoring program.
- Section 5:** *Specialized Topics on Mentoring* addresses sensitive issues in mentoring that may impact the quality and longevity of mentoring relationships. Specific areas addressed include confidentiality, gender considerations, cross-cultural mentoring, and cross-generational mentoring.
- Section 6:** *Final Thoughts* provides some insight on where to go from here once you leave this training session. This section includes a checklist to guide you as you begin in your mentoring role and provides suggestions for further exploration on the topic of mentoring.
- Remember...** This handbook, *Mentoring: Building A Collaborative Community*, is intended to be used as a supplement to the companion workshops and as an ongoing sourcebook for student services mentors to use throughout their mentoring roles. This training guide provides many practical strategies for establishing effective mentoring relationships and suggestions for overcoming difficulties as they arise. You are strongly encouraged to keep this training guide for later review.

# *Section One: Introduction to Professional Mentoring*

## **What is Mentoring?**

Simply stated, mentoring is a process in which a more experienced person supports and aids a less experienced person in his/her professional or personal development. Mentoring has been traced back to its roots in Greek literature, beginning with *The Odyssey*, when Odysseus' friend and advisor, Mentor, served as the king's son's teacher and guardian while the king was away. Just as Mentor served as a teacher, advisor, and role model in Homer's masterpiece, mentors today serve in much the same way.

Modern day mentoring exists in structured and unstructured contexts. Perhaps the most common form of mentoring today involves the development of a spontaneous informal relationship between someone who is transitioning into a more professional role or position with increased responsibility and a more mature, accomplished, or experienced individual (Cooper & Miller, 1998). It is more and more commonplace however that businesses, industries, school systems, and institutions of higher education are developing structured mentoring programs to connect new professionals with experienced professionals in order to help them acclimate to new environments, situations, and professional roles.

Mentoring relationships help new employees “learn the ropes” by pairing them with individuals established in a profession; professionals who guide their development, function as resource people, and anchor them in their new roles. Thus, mentoring has become an increasingly important component during times of adult transition (Cooper & Miller, 1998) and has been linked with increased productivity and employee retention (Stone, 1999). Otto (1994, p. 19) writes that mentoring is a way for accomplished individuals to “contribute to the next generation and to avoid stagnation.” She suggests that this idea, known as generativity, derives from an individual's own satisfaction with his/her accomplishments, which then fuels the commitment to improving conditions for younger professionals.

## **Structured and Unstructured Forms of Mentoring**

Informal mentoring relationships typically develop out of natural processes and tend to take a long time to progress in often unpredictable and unsystematic ways (Wunsch, 1994). Structured mentoring programs are planned, tend to be more comprehensive, systematic, and goal-oriented, and are available to all who wish to participate. Thus, structured mentoring programs involve not only relationships between individuals, but also processes that can be articulated, planned, and evaluated. The evolving DTAE Mentoring Program is a structured, organizationally sponsored program designed to support new and less experienced student services professionals as they develop and transition into their new roles.

## **Impact of Mentoring**

Although nothing is guaranteed—we certainly cannot ensure that everyone who participates in a mentoring program will benefit from the relationship—mentoring has been linked with multiple benefits to mentors, protégés or mentees, and organizations. Below are some

examples of personal, professional, and organizational benefits that recur throughout the mentoring literature.

### *Benefits to Mentors*

- ❖ Mentoring creates opportunities for experienced professionals to strengthen their knowledge base and improve communication skills.
- ❖ The mentoring relationship enhances the leadership, teaching, and coaching skills of mentors and encourages them to become more reflective practitioners.
- ❖ Mentoring creates new support networks with other professionals in the field and promotes greater collegiality among professionals within and across institutions.
- ❖ Serving as a mentor provides intrinsic satisfaction (makes you feel good) by helping an emerging professional develop to his/her potential.
- ❖ Mentoring demonstrates professionalism and a commitment to personal and professional development of self and colleagues.
- ❖ Mentoring builds relationships and promotes loyalty from new professionals.
- ❖ Mentoring promotes the professional recognition of mentors for their commitment to developing the talents of new professionals.

### *Benefits to Mentees*

- ❖ Interactions with a dedicated mentor promote a professional relationship that fosters guidance and support during the mentee's development.
- ❖ Participating in a mentoring relationship may increase the self-confidence of a new professional as he/she becomes familiar with a new role, increased responsibilities, or a new organizational culture.
- ❖ Mentoring challenges mentees to go further, take risks, set new goals, and achieve at higher personal and/or professional standards.
- ❖ Interactions with mentors provide role models for professional leadership and promote stronger interpersonal skills.
- ❖ A mentoring relationship provides a forum to dialogue on professional issues and to seek and receive advice on how to balance new responsibilities.
- ❖ Working with a mentor matches a new professional with an experienced professional in the field and promotes networking and visibility.
- ❖ A mentoring relationship with a colleague provides role modeling and facilitates the development of increased competencies.
- ❖ Mentoring is a professional development activity and ultimately reflects the mentee's commitment to personal and professional growth.

### *Benefits to Organizations*

- ❖ Mentoring programs contribute to a positive organizational climate and promote a more clear understanding of professional responsibilities and expectations.
- ❖ Mentoring has the potential to increase employee satisfaction and retention by reducing a new employee's sense of isolation.
- ❖ Mentoring results in improved employee job performance, contributes to faster learning curves, and results in better-trained staff.
- ❖ Organizations that provide mentoring programs for employees reflect an investment in employee development and may increase employee commitment and loyalty.

- ◆ Organizationally sponsored mentoring programs promote a positive image of the organization and reflect employee-centered values.
- ◆ Interagency and intra-agency mentoring programs contribute to the development of partnerships or allies that may be useful to the organization in the future.

## **Limits of Mentoring**

As you can see, the benefits of mentoring are significant, but mentoring does not work for everyone. In order to be effective, mentoring requires a commitment on behalf of the mentor and the mentee. Both must be willing to contribute time, energy, and resources into making the relationship work. Successful mentoring relationships require a belief in the power of mentoring, strong interpersonal and communication skills, motivation to succeed, ability to set boundaries, and a willingness to challenge yourself for growth. The level of each of these traits present in a mentoring partnership affects the quality and facilitative power of the relationship.

Mentoring is often associated with many other helping roles such as teacher, counselor, confident, advisor, guide, coach, trainer, and even guru; thus it becomes imperative that mentoring partners evaluate the needs of the relationship and define the role of each partner and the limits of the relationship. The primary functions of mentoring are to support and challenge another individual to facilitate professional and personal growth. As such, mentors must remember that the role does not include loaning money, violating a confidence, expecting to produce a clone of themselves, solving personal problems, or replacing a loved one (Kerr, Schulze, & Woodward, 1995). These and other boundary issues should be resolved early in the relationship to clearly define roles and set realistic expectations for the partnership.

## **Goals of Mentoring Programs**

The following excerpt from an article entitled, “Organizationally Sponsored Mentoring,” by Kerr, Schulze, & Woodward (1995, p. 34) captures the essence of what mentoring programs intend to accomplish:

The primary but not exclusive purposes of a mentoring program are to give employees or students a support system with a mentor and a connection through that mentor to other campus or organizational resources and networks; to provide peer awareness of others in the mentoring program in order to diminish proteges’ sense of isolation; to provide realistic support and feedback regarding proteges’ current and future status; to develop greater protégé self-awareness of strengths and abilities; and to provide relationships with caring and concerned mentors, enhancing the linkage of proteges to the organization.

### ***The specific goals of the DTAE Mentoring Program include:***

- ◆ Creating a network of support for student services professionals working in Georgia’s state technical and community colleges.
- ◆ Fostering relationships between experienced and new professionals that facilitate learning and professional growth.

- ◆ Encouraging and promoting professional dialogues between personnel working in similar functional areas of student services about their experiences, ideas, and challenges from the field.
- ◆ Reducing the sense of isolation that individual professionals may experience from working in solitude within their departments (e.g., one person comprises the entire department).

## *Section Two: Becoming a Mentor*

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### **Roles & Responsibilities of Mentors**

As we have already highlighted, participating in a professional mentoring relationship has the potential to result in significant benefits to all parties involved in the process. Serving as a mentor requires a commitment to helping a less experienced colleague develop his/her professional competencies. Thus, serving as a mentor is not a role to be taken lightly. In order for mentoring to be effective, mentors must accept certain responsibilities, adhere to personal and professional courtesies, and be aware of expectations associated with the role.

The following is a list of common and professional courtesies or responsibilities that mentors must remain mindful of within their interactions with mentees: (Brainard, 2000)

- ◆ Being considerate
- ◆ Returning phone calls, emails, etc.
- ◆ Scheduling the next contact at each meeting or during each communication
- ◆ Attending scheduled meetings and events or calling to cancel/reschedule
- ◆ Notifying change of address (physical and email) or phone number
- ◆ Contacting each other regularly
- ◆ Following through on agreements
- ◆ Verbally ending the relationship if it does not work

The role of a mentor is multifaceted. Mentoring is frequently associated with other helping terms such as teacher, coach, guide, tutor, counselor, confident, role model, and friend. Among the primary goals of the DTAE mentoring program are to provide support, guidance, and learning opportunities to new or less experienced student services professionals to enhance skill development and facilitate the development of professional competencies. Therefore, your role as a mentor will generally align with these goals, but your specific role as a mentor will depend on the specific needs and level of expertise of your mentee.

### **Qualities of a Good Mentor**

Serving as a mentor requires an individual to be committed to helping another person succeed and develop his/her potential. Effective mentoring involves strong human relation skills and an investment in the role. There are many qualities that have been identified in numerous sources as contributing to successful mentoring relationships; here are a few that we think are most beneficial to the DTAE mentoring program (Smink, 1999; Brainard, 2000):

- ◆ Personal commitment to developing and maintaining the mentoring relationship
- ◆ Professional and personal stability
- ◆ Knowledge about your field and connection to resources
- ◆ Flexibility and openness
- ◆ Sensitivity to others' experiences and struggles
- ◆ Patience and persistence
- ◆ Respect toward the mentee and individual differences (ability to accept different points of view with limited judgment)

- ◆ Willingness to listen
- ◆ Self-knowledge, self-reflection, and commitment to ongoing self-development
- ◆ Strong interpersonal and communication skills
- ◆ Ability to give and receive constructive feedback
- ◆ Honesty and genuineness
- ◆ Sense of humor

Additionally, Stone (1999) suggests that exemplars of mentoring exhibit the following characteristics:

- ◆ Ability to recognize other people's accomplishments and motivate others
- ◆ Effective supervision and management skills (feedback, delegation, time management, communication about what needs to be done)
- ◆ Involvement in professional development activities and conferences
- ◆ Ability to take risks and help mentee work through "failure"
- ◆ Willingness to commit time to help another advance in the field

The ultimate goal of any mentoring relationship is to develop the mentee's skills and competencies through a supportive relationship with an experienced colleague. Mentoring should be an ongoing evaluative process and should challenge both the mentor and the mentee to develop and grow. Mentors and proteges alike need to feel free to give and provide feedback on how the relationship is working, how well the mentor is fulfilling his/her responsibilities, and how well the mentee is meeting his/her goals (guidelines for feedback will be discussed in section three of this handbook).

## **Factors Related to Establishing Successful Mentoring Relationships**

Effective mentoring relationships do not happen randomly, they require commitment and an investment on behalf of the mentor and the mentee to evolve and develop into supportive, nurturing experiences. Hay (1995) identified the following factors as contributors to successful mentoring relationships.

### *Success factors*

- ◆ Self-awareness of motives for participating as a mentor and awareness of personal and professional strengths and weaknesses.
- ◆ Ability and willingness to develop and adapt professional and personally—this is critical for the mentor as well as the mentee. Mentoring requires mentors to continually self-evaluate and grow interpersonally and professionally in order to promote growth within our proteges and to effectively deal with difficulties as they arise. Remember that mentors function as role models, and as such, must be able to demonstrate their own willingness to develop in addition to asking and supporting others in their development.
- ◆ Awareness of individual styles of interaction (leadership styles, personality differences, thinking styles, and working styles). Recognizing that we all have different styles and preferences for the ways we interact with each other, work, and process thoughts and ideas helps us better understand where others are coming from. Such awareness helps us

avoid projecting our own thoughts and values on others and contributing to misunderstandings.

- ❖ Commitment to the concept of mentoring as a valuable approach to personal and professional development. Mentors must believe in the utility of the relationship in order for it to work. Without this commitment and belief in the process, the mentoring relationship will not develop to its fullest potential.
- ❖ Tolerance for the unknown and ability to cope and work effectively with ambiguity and unpredictability in life and the mentoring relationship. In addition to our work lives, each of us also has a personal life that sometimes affects our productivity and our focus. Mentors must understand this and be flexible enough to make occasional adjustments.
- ❖ Ability to develop mutual trust in the mentoring relationship. Trust is established by being genuine and recognizing that each person in the mentoring relationship has something to contribute and something to gain from the experience. It also requires each person to acknowledge areas that need improvement and to embrace and respect differences in opinions and values. Trust forms the foundation of the mentoring relationship and is key to its success.

## Stages of the Mentoring Process

Zachary (2000), in her book *The Mentor's Guide*, suggests that the mentoring process occurs in four predictable stages. She identifies these as preparing, negotiating, enabling, and coming to closure. Earlier research on mentoring in organizations identified similar phases of mentoring relationships, describing an initiation phase, a cultivation phase, a separation phase, and a redefinition phase (Kram, 1985). In substance, these models of mentoring are very similar describing (1) how the relationship is started, (2) definition and development of the relationship and its developmental functions, (3) change and challenge in the mentoring partnership, and (4) redefinition or termination of the relationship. For our purposes, the following section of the handbook will look more closely at Zachary's stages of development.

### *Preparing*

The first stage of the mentoring process is the preparing stage. Zachary (2000) asserts that this stage of the mentoring process is critical to the development and success of individual mentoring relationships. This phase involves laying the groundwork for the relationship between mentor and mentee and focuses on preparing the mentor for his/her new role and preparing the relationship.

#### **Steps to consider in preparing for your role as a mentor:**

- ❖ Reflect on your motivation for participating as a mentor—motivation affects the quality and longevity of a relationship
- ❖ Assess your readiness to serve as a mentor—your reasons for participating, how you can contribute to the mentee's development, what specific things you can contribute to a mentoring relationship, and your how much you are willing to invest in the relationship (see exercise 2.1)

## Exercise 2.1: Assessing Readiness to be a Professional Mentor

Think about and answer each of the following questions to assess your readiness to serve as a professional mentor.

1. I want to be a professional mentor because...

- I like the feeling of having others look to me for advice or guidance.
- The idea of helping a less experienced professional is personally rewarding.
- I have specific knowledge or experiences that I want to share with others.
- I enjoy collaborative learning.
- Helping another person develop is personally energizing.
- I am interested in furthering my own personal and professional growth.
- Other: \_\_\_\_\_

2. I can contribute the following specific strengths or qualities to this relationship...

3. Specific things I can and am willing to do to help a mentee are...

4. Some of the things I will need to work on within myself include...

5. Some of the things I hope to gain from this experience are...

(Adapted from Zachary, 2000)

- ❖ Evaluate your comfort level with networking, building and maintaining relationships, coaching, communicating, setting goals, managing conflict, solving problems, and providing and receiving feedback. Identify areas of strength and areas that need improvement, and be willing to work on those areas that need further development.
- ❖ Clearly define your role as a mentor and what you are looking for in the relationship—what specific functions you will serve in the relationship and what do you expect of the mentee—be willing to discuss these openly with your mentee.

**Steps to consider in preparing the relationship:**

- ❖ As a new mentor, you will want to introduce yourself and engage your mentee in a friendly dialogue during your first conversation to set a positive tone for the relationship.

The following approaches may assist you as you get started:

- Approach the initial conversation starting with the mentee’s questions and concerns related to being a new professional in the field. Try to identify the mentee’s needs and goals for the relationship and begin to think about how you may be able to assist the mentee in meeting those goals.
- Listen to the mentee’s experiences as a new professional and help him/her reframe a situation to establish constructive goals for improvement or problem-solving, resisting the natural urge to provide an immediate solution for the mentee. Encourage mentees to construct their own options and solutions based on their needs.
- Sometimes you may need to simply listen to the mentee’s experiences and circumstances and lend a nonjudgmental ear. Acknowledge his/her emotions and rephrase the mentee’s concerns to help him/her know that you are genuinely trying to understand where he/she is coming from (refer to section three for communication skill development).
- Initiate a conversation about realistic expectations related to your role in the relationship. It is crucial that both you and your mentee set realistic boundaries related to how much support you are willing to provide in order to have a healthy mentoring relationship that will facilitate the mentee’s professional development.
- Occasionally we all find ourselves getting caught up in the difficulties of the moment. You may need to help your mentee recognize that a specific challenge in a specific moment is a small part of something much larger. Remind the mentee that it is sometimes important to think about the larger context of a problem before taking action. This may encourage the mentee to develop a deeper understanding of systemic issues and encourage more strategic problem-solving.
- Remember to provide your mentee with encouragement. Offer encouraging words as appropriate and talk them through difficulties as they arise.

- ❖ Make a connection with your mentee. Most effective learning and sustained growth occurs when you and your mentee have a personal connection with each other in the relationship. This does not mean that you and your mentee should expect to become best friends or share deeply personal information, but it is helpful to search for points of connection (similar interests, experiences, goals, etc.).
- ❖ Examine your assumptions about mentoring—assumptions are simply the beliefs that each of us holds regarding specific issues. Think about your beliefs about your role as a mentor, your responsibilities as a mentor, your mentee’s role, and the mentoring relationship. Encourage your mentee to also examine his/her assumptions and bring them together to work out realistic expectations for your relationship.

### *Negotiating & Developing a Mentoring Agreement*

The second stage of the mentoring process is negotiating. This is where the mentor and mentee engage in a dialogue to determine how learning will occur through the mentoring relationship. This stage requires that mentor and mentee develop a partnership built on a framework anchored in the development of specific goals, benchmarks for success, clearly defined roles and responsibilities, assurances for accountability, and protocols for working through pitfalls during the process. The ultimate goal of the negotiating stage is to develop a formal agreement between mentor and mentee that drives the relationship forward and clearly articulates each of these components. The mentoring agreement sets the stage for a mutually informed and successful relationship.

#### **Steps involved in developing a mentoring agreement:**

- ❖ **Identify and articulate the specific learning goals desired from the relationship.** Ask mentees to put their goals in writing so both of you can revisit these goals throughout the relationship. Goals should be clear, concise, specific, and concrete—without clearly defined goals, it is difficult to evaluate the success of the mentoring partnership.
- ❖ **Define criteria for measuring success.** How will you or your mentee know when a specific goal has been met? Try to identify natural and incremental benchmarks that derive directly from the goals.
- ❖ **Define expectations.** Articulate mentor and mentee responsibilities until mutual understanding of expectations is achieved. Mentors and mentees must be willing to be clear about their responsibilities, what they are willing and capable of investing in the mentoring relationship, and what they expect outcomes to look like. At the most fundamental level, mentors should familiarize themselves with the DTAE mentor job description in section five and articulate program expectations to mentees.
- ❖ **Determine accountability measures.** Initiate a conversation about accountability and determine how you and your new mentee will hold yourselves and each other accountable in the relationship. Part of this should develop naturally from clearly defined goals and expectations, but part of it will need to be formed collaboratively

through active dialogue. Accountability measures can be as simple as regularly checking in with your mentee and asking how things are going or as rigid as maintaining documentation of each mentoring interaction to record progress incrementally and review where you left off before the next interaction. As a DTAE mentor, we encourage a combination of these two approaches (specific documentation requirements will be addressed as the program unfolds). Regardless of the methods that you and your mentee adopt, encouraging and supporting accountability throughout the relationship are essential.

The following aspects of accountability are critical to building and maintaining an effective relationship:

- ***Establishing ground rules***—You may want to initiate a conversation about ground rules by introducing and considering common mentoring norms such as starting and ending meetings on time, actively participating in the mentoring relationship, communicating openly and honestly, respecting and learning from individual differences, respecting each other’s knowledge and experience, safeguarding confidentiality, managing time effectively, and ignoring interruptions. Once the conversation is started, additional ground rules should flow naturally, at which time you and your mentee can determine the ground rules that are most important in your relationship. Consider checking in with each other during the first few interactions to evaluate how well ground rules and other parts of the mentoring agreement are working.
- ***Defining and maintaining confidentiality***—Examine your and your mentee’s assumptions about confidentiality and come to consensus about what is appropriate and what is inappropriate to share in your relationship. This topic will be discussed further in section four.
- ***Setting boundaries***—Clearly defining and setting boundaries for the mentoring relationship enables mentoring partners manage expectations, balance their own needs with the needs of their partner, helps maintain a focus on learning, and ensures accountability. Some things to consider in setting boundaries may include: the amount and limit of access your mentee will have to you (in person, electronically, via telephone, at work), how the amount of access may change throughout the mentoring relationship, and who your mentee may have to go through to reach you. The most critical part of boundary setting for mentors is recognizing in yourself, and in your life, how much of your time and energy you are willing and able to commit to the mentoring relationship. Once each mentor has defined this for him/herself, the next step is to determine expectations of your mentee in respecting those boundaries and then initiating a conversation about setting boundaries and respecting personal limits.

- ◆ **Establish protocols for working through difficult situations.** Even in the best relationships stumbling blocks will inevitably occur. To prepare for potential difficulties in the relationship, mentors and mentees should proactively work together to brainstorm potential problems that may develop and think about possible procedures for working through difficulties. Initiate a conversation about life circumstances (personal and work) that may affect the relationship and determine how to best work through these circumstances. Factors that might affect a relationship may include pressures at work, illness or death in the family, birth of a child, erosion of boundaries, and closure of the relationship among others.
- ◆ **Put it in writing.** Establish a consensual mentoring agreement and develop a mentoring plan to guide the relationship and ensure accountability. The mentoring agreement should be constructed together; be clear about goals, benchmarks for success, boundaries, how to work through problems in the relationship; and contain ideas about how to come to closure and process the effectiveness of the relationship (see Exhibits 2.1 & 2.2).
- ◆ **Develop an action plan to achieve goals and objectives.** Once the mentoring agreement has been developed, the next step is to develop an action plan that will assist you and your mentee in reaching the goals and objectives of the relationship.

Consider the following steps in developing your action plan:

- Identify learning goals
- Describe the objectives for achieving learning goals—objectives must be specific and measurable
- Identify the steps that need to be taken, in order to achieve objectives (e.g., attend a conference, shadow the mentor, make presentations—any task that will appropriately lead the mentee toward attaining his/her objectives and goals)
- Identify and list potential resources that may assist the mentee in meeting his/her goals (both human and material resources)
- Set a target date and establish a timeframe for meeting goals and objectives or evaluating progress

### *Enabling*

The third stage of the mentoring process is enabling. The enabling stage of the relationship is a time centered around facilitating growth of the mentee through support, challenge, and vision. During this stage mentors must manage the relationship and actively support learning, maintain the momentum of the learning process by monitoring and evaluating the process, and encourage continued growth and movement by fostering reflection and assessing progress toward learning goals.

## Exhibit 2.1: Mentoring Partnership Agreement Template

Instructions: This is a sample of the mentoring partnership agreement. Use this template after completing the negotiating conversations discussed earlier in this section.

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- 1.
- 2.
- 3.

We have discussed the protocols by which we will work together, develop, and in, the same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly.

*Our specific schedule of contact and meetings, including additional meetings, is as follows:*

2. Look for multiple opportunities and experiences to enhance the mentee's learning.

*We have identified, and will commit to, the following specific opportunities and venues for learning:*

3. Maintain confidentiality of our relationship.

*Confidentiality for us means...*

4. Honor the ground rules we have developed for the relationship.

*Our ground rules will be...*

5. Provide regular feedback to each other and evaluate progress.

*We will accomplish this by...*

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

\_\_\_\_\_  
Mentor's Signature and Date

\_\_\_\_\_  
Mentee's Signature and Date

(Excerpted from Zachary, 2000, p. 110)

## Exhibit 2.2: Sample Mentoring Partnership Agreement

We have agreed on the following goals and objectives as the focus of this mentoring relationship:

- ◆ To develop a leadership career pathway to prepare the mentee to assume a significant high-profile leadership position within the community
- ◆ To assist mentee in depth analysis of leadership strengths and weaknesses
- ◆ To create a leadership development plan for mentee
- ◆ To introduce mentee to best-practice leadership experiences

We have discussed the protocols by which we will work together, develop, and in, the same spirit of partnership, collaborate on the development of a work plan. In order to ensure that our relationship is a mutually rewarding and satisfying experience for both of us, we agree to:

1. Meet regularly.

*Our specific schedule of contact and meetings, including additional meetings, is as follows:*

We will meet twice a month and be in contact by telephone or e-mail at least once a week.

2. Look for multiple opportunities and experiences to enhance the mentee's learning.

*We have identified, and will commit to, the following specific opportunities and venues for learning:*

- ◆ Mentee will attend board meetings as mentor's guest. We will meet prior to each meeting and debrief following each meeting.
- ◆ Mentee will attend a nonprofit institute with mentor.
- ◆ Mentee and mentor will attend community leadership forum meetings.

3. Maintain confidentiality of our relationship.

*Confidentiality for us means* that what we discuss remains between us. Mentor and mentee will agree ahead of time if specific information is to be shared with anyone else.

4. Honor the ground rules we have developed for the relationship.

*Our ground rules will be...* We will meet after business hours. Mentee will assume responsibility for confirming meetings. Mentee will pay for own expenses. Mentee will maintain an ongoing journal of mentoring experience. At the conclusion of each meeting, we will target topics for discussion at the next session.

5. Provide regular feedback to each other and evaluate progress.

*We will accomplish this by...* Reviewing learning goals once a month, discussing progress, and checking in with each other regularly for the first month to make sure our individual needs are being met in the relationship, and periodically thereafter.

We agree to meet regularly until we accomplish our predefined goals or for a maximum of [specify time frame]. At the end of this period of time, we will review this agreement, evaluate our progress, and reach a learning conclusion. The relationship will then be considered complete. If we choose to continue our mentoring partnership, we may negotiate a basis for continuation, so long as we have stipulated mutually agreed-on goals.

In the event one of us believes it is no longer productive for us to continue or the learning is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

\_\_\_\_\_  
Mentor's Signature and Date

\_\_\_\_\_  
Mentee's Signature and Date

(Excerpted from Zachary, 2000, p. 112)

- ❖ **Create a learning environment by identifying opportunities for growth.** The learning environment is the climate of the mentoring relationship that facilitates learning. It is created by the interactions and attitudes between mentor and mentee and the resources and opportunities in the mentoring partnership. A positive learning environment is critical to the success of the relationship. Identifying learning opportunities and providing support are key components in creating an effective learning environment. Based on your mentee's specific needs and goals, you and your mentee should generate a list of learning opportunities, or mentoring activities, that will provide the mentee with exposure to new learning, reinforce learning, and accelerate learning. Specific ideas for learning will be discussed later in this section.
- ❖ **Build and maintain the relationship.** Successful mentoring relationships are built on trust, respect, and effective communication. Without these key ingredients, a mentoring relationship is doomed to fail.

Consider the following thoughts and suggestions to guide you in building trust and respect with your mentee:

- Trust is not automatic; it is constructed over time. In order to build trust, you must be willing to listen to your mentee and respect and value his or her ideas.
  - Be genuine and open about your feelings in the relationship. Mentors must be willing to acknowledge when they don't understand something and be able to address issues honestly, but in a non-confrontational manner, as they arise.
  - Be true to your word and be consistent. If you say you will do something, follow through with it.
  - Be willing to accept feedback on how you're doing in the relationship. Remember that mentoring is a learning opportunity for both the mentor and the mentee.
  - Always be supportive of your mentee. Support is the most critical element of an effective mentoring relationship.
  - Look for more than just personal chemistry in the relationship. Mentors and mentees often miss important learning opportunities because they do not feel instantly connected to their mentoring partner and dismiss the relationship. Respect is more important than chemistry in a mentoring relationship.
  - Be aware of differences in your and your mentee's communication styles. Effective communication helps build trust, but misunderstandings caused by ineffective communication can destroy relationships. Work on enhancing your own communication skills and initiate a conversation with your mentee about personality, work, and communication styles (this will be addressed in more detail in section three of this handbook).
- ❖ **Monitor the process.** As we have already discussed, the quality of the mentoring relationship affects your mentee's ability to reach his/her goals and should be

continually monitored. Talk to your periodically throughout the relationship and check-in to see how well the process is working. Initiating this conversation creates the opportunity for you and your mentee to reflect on the quality of the relationship and determine how well it is meeting your and your mentee's needs. It also provides an opportunity for the two of you to discuss ways to improve the relationship. Consider including a regular check-in as part of your mentoring activities. You may want to begin each meeting, conversation, or other communication with a quick check-in to see how things are going with your mentee.

- ◆ **Evaluate progress.** Remember that the goal of mentoring is to help your mentee reach his/her goals for development as a student services professional. As such, it is imperative that you and your mentee regularly evaluate progress in the relationship. Evaluation is an important component of the mentoring relationship because it holds partners accountable for reaching goals and may help you identify potential obstacles along the way. Refer to the mutually agreed upon mentoring partnership agreement to determine progress toward goals.
- ◆ **Foster reflection.** Self-reflection is a key component of personal and professional growth. By reflecting on our strengths and weaknesses and our successes and failures, “we bring our actions to consciousness, reinterpret situations in light of the consequences of our behavior, identify performance gaps, and conceptualize ways for improving our practice in the future” (Lewis & Dowling, 1992 as cited in Zachary, 2000, p. 129). Mentors are important models of professional standards and professional growth, and must model self-reflection to foster this same quality in emerging professionals.
- ◆ **Assess learning outcomes.** Learning outcomes are simply the results of the mentoring relationship. Assessing the learning outcomes of the relationship relate back to the mentee's specific learning objectives. Assessment may involve feedback from various sources such as coworkers, colleagues, families, or friends in addition to the mentor. The purpose of this assessment is to get accurate feedback on the mentee's growth and development and to foster ongoing learning.
- ◆ **Engage in meaningful feedback.** Feedback is an invaluable tool that informs mentees of their strides and progress toward their goals. Providing regular feedback to your mentee is also an important mechanism for facilitating your mentoring relationship. Feedback should be specific, thoughtful, genuine, constructive, concrete, and focus on behaviors rather than personality. Mentors should get into the habit of delivering feedback regularly in a manner that supports your mentee's development. But also be aware of timing when you provide feedback to your mentee—if your mentee has just experienced a significant trauma in his/her life that might not be the best time to provide feedback on areas that need improvement.

Mentors also need to be willing to receive feedback from their mentees. Ask your mentee if your feedback is helpful and if it is meeting their needs. If not, ask

them for suggestions on how you could improve to provide more useful, constructive, or better feedback. See section three of this handbook for more suggestions on providing constructive feedback.

- ◆ **Work through obstacles constructively.** As we mentioned in our discussion of the mentoring agreement, every relationship faces obstacles. The challenge for you as a mentor is how you will overcome them with your mentee and learn from them. Anticipating problems before they happen and developing ways to handle them with your mentee can preserve mentoring relationships. This topic will be explored in more detail in section three of this handbook.

### *Coming to Closure*

The fourth and final stage of the mentoring process is the closure stage. This is by far the most difficult stage of the process for most people because of the close personal ties that may develop from the relationship and sometimes because of the anxiety, resentment, or surprise that may accompany a relationship ending abruptly. Closure is an inevitable part of every mentoring relationship because mentoring is a goal-oriented process, which is driven by attaining certain professional competencies. Once a new professional has attained his/her learning goals, or in cases where a relationship is counterproductive, it is time for the relationship to end.

Coming to closure in your mentoring relationship may result in many of the same feelings that you and your mentee experience in other situations involving separation or loss. People who have difficulty ending relationships should be aware that they may experience similar difficulty ending a relationship with a mentor or mentee. Regardless of your resiliency to closure, mentors and mentees should be plan ahead and anticipate that the relationship will eventually terminate.

**The following suggestions may assist you in preparing for closure in the relationship:**

- ◆ **Recognizing the need for closure.** There are numerous signs in relationships that let us know it might be time to consider closure. As a mentor, it is important that you recognize these signs and address them when they appear. Far too often, these signals are ignored and the quality of the relationship is compromised. Sometimes closure may be initiated at the request of one of the partners, in which case it is suggested that you respect the decision of your partner and end the relationship—remember respect is a critical component at all stages of the mentoring relationship. For additional signals that it might be time for closure, see Exhibit 2.3.
- ◆ **Planning for closure.** Planning for closure in the relationship actually begins in the negotiating stage of the relationship when you and your mentee develop your mentoring partnership agreement. One of the steps in developing your agreement involves anticipating what closure might look like. This early conversation in the relationship should plant the seed for successfully ending the relationship or prepare you for any anticipated stumbling blocks in the process. Formal mentoring programs often sponsor mentoring luncheons or provide other forms of recognition

to acknowledge participation in the program; structured events that may signal closure in a relationship. However closure is initiated in your specific relationship, you should plan to have a final meeting with your mentee to review and acknowledge the learning that took place in the process and end the relationship on a positive note.

- ◆ **Reaching closure.** The final meeting or communication in the relationship should be a “blameless, no-fault, reflective conversation about both the process and the content of the learning.” (Zachary, 2000, p. 152). Regardless of how productive the mentoring relationship has been, it is suggested that you and your mentee have this final conversation to assess what happened in the relationship and to come to closure. You might want to begin this conversation with a review of the learning goals from the mentoring partnership agreement. Then discuss what goals were met, what goals still need work, what parts of the relationship were helpful or not helpful, and how each of you might be able to apply your experiences to the future (how the mentee can integrate learning into his/her practical work setting). The focus of the closure conversation should be on the mentee’s learning goals, but it is also a time for the mentor to reflect on his/her learning from the process and the relationship.

## **Mentoring Activities & Learning Opportunities**

Learning in the mentoring relationship occurs through interaction with the mentor and exposure to learning opportunities. As a mentor, it will be your responsibility to work with your mentee to identify opportunities appropriate for his/her specific needs and goals. The following are some examples of activities and learning opportunities that you may want to participate in with, or suggest to, your mentee to facilitate learning:

- ◆ Participating in professional development activities such as continuing education conferences, seminars, regional and national conferences
- ◆ Sitting at networking tables at conferences and seminars
- ◆ Email messaging
- ◆ Telephone meetings
- ◆ Electronic voice chats
- ◆ Videoconferencing
- ◆ Shadowing (observing the mentor or another individual)
- ◆ Visiting mentor’s job site
- ◆ Meetings (if distance is not an issue)
- ◆ Sharing resources (human and material)
- ◆ Joining professional list-servs
- ◆ Electronic bulletin boards
- ◆ Participating in DTAE Mentoring Program sponsored activities
- ◆ Check-in conversations
- ◆ Professional research and reading

### Exhibit 2.3: Signals That It Might Be Time for Closure

Signals	Possible Indications
<i>When...</i>	<i>It may be that...</i>
I am bored, uninterested, and thinking about other things when I meet with my mentee.	I am just going through the motions, and this relationship is not meaningful or important to me.
My mentee shows up on the scheduled date, and we meet whether or not there is an agenda.	We are meeting just to meet, and there is not real purpose to our meeting.
I begrudge the time that I must spend to maintain this relationship. There are other more important and pressing matters I must attend to.	Mentoring is not a high priority for me right now. I am no longer engaged in the relationship.
It feels as if my mentee is hanging on and will not let go.	My mentee has accomplished her learning goals and is ready to move on, but she does not see it that way.
I have run out of things to talk about with my mentee.	We are wasting each other's time.
There has been a consistent breach of confidence.	I don not trust my mentee and need to be selective about what I choose to share.
My mentee listens to my advice or counsel but then does not follow through.	I am spinning my wheels and wasting my time.
We have been meeting for many months and do not seem to be making progress.	Someone else could better fill my mentee's needs.
After most meetings, I feel wrung out, as if my mentee has drained all my energy.	This is not a healthy relationship.
This appears to be a one-way relationship.	I get little, if any satisfaction from contributing to this mentee's growth.
Being with my mentee is unpleasant and painful.	I do not like or respect my mentee.
My mentee is high maintenance.	My mentee requires a lot more support than I can or want to provide. It may be that I no longer want to continue this relationship.

(Excerpted from Zachary, 2000, p. 150)

## *Section Three: Mentoring Tools*

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### **Effective Communication**

Effective communication is the keystone to any mentoring relationship. Communication drives the development of the relationship and informs the mentee of progress toward learning goals. Relationships can easily be harmed by ineffective communication or enhanced by effective communication. For these reasons, this section of the training guide will focus on developing positive, facilitative communication patterns. Specific communication skills that are particularly relevant to mentoring interactions include active listening and attending, questioning, reflecting, and giving feedback. These are common counseling skills that will enhance the quality of your interactions in your mentoring relationship and personal relationships. The following descriptions (unless otherwise noted) are based on the work of Hill & O'Brien (1999) and have been adapted from the text, *Helping Skills: Facilitating Exploration, Insight, and Action*.

### **Communication Skills**

#### *Active Listening & Attending Behaviors*

Attending behaviors and active listening are basic communication skills that you can use with your mentee to enable him/her to feel safe and heard. The goal of these behaviors is to let your partner know that you are paying attention and that you are willing to talk openly with him or her. The following examples represent a few types of attending and active listening skills that may assist you in your interactions:

- ◆ **Non-verbal Attending Behaviors**—Non-verbal attending behaviors include things such as eye contact, head nods, and body posture. As we work with individuals in person, these behaviors become very important because they convey how interested we are in their concerns and in helping them. Generally speaking, when you meet with your mentee in person, you should maintain good eye contact during conversation, remain focused on your interaction without looking up at passing distractions and pay attention to your body language. An occasional head nod lets a person know that you are attentive to what he/she is saying. Additionally, an open body posture (arms and legs uncrossed), with occasional leaning forward conveys interest and invites conversation.
- ◆ **Minimal Encouragers**—Minimal encouragers are nonverbal and minimally verbal communication patterns that communicate attentiveness, but in a noninvasive way. These can be used to let your partner know that you're listening, to allow you to monitor the flow of the conversation, or to encourage your partner to continue talking. Examples of minimal encouragers include: "mmhmmm," "yeah," and "wow."
- ◆ **Restatement**—Restatement is a communication pattern in which you attend very carefully to what your partner is saying and actively report back to him/her what you heard. Effective restatement involves repeating or paraphrasing the content of what was said without repeating it word for word. Restatement gives you the

opportunity to check in with your partner to make sure you accurately understand what he/she may be feeling or experiencing.

### *Questioning Strategies*

The questioning strategies that we use in our daily communications with others can set either a positive or negative tone for a relationship or an interaction, without us even realizing what we're doing. There are three basic types of questions that we use in our daily interactions. These are open-ended questions, close-ended questions, and "why" questions. The most facilitative type of questions are open-ended questions, but we'll also consider the other two types to understand their effects on our interactions and our relationships.

- ◆ **Open-ended questions**—Open-ended questions are questions that usually begin with "how," "what," "tell me about," or "give me an example of." These are questions that invite another person to explore or elaborate on what's going on in their lives or their work. Open-ended questions do not limit the scope of a person's responses and do not lead them into answering a specific question that may not be most relevant to their particular circumstances or issue at the moment. This type of question is the least threatening and most conducive to positive interactions, but it takes practice to start replacing our old habits with this more facilitative questioning strategy.
- ◆ **Close-ended questions**—Close-ended questions are questions that can be answered with a single word or phrase. Close-ended questions may be yes/no questions or ask for a specific single piece of information. This type of question is useful when you need very concrete, specific, and limited information, such as the date when an event will occur. This type of question may also be useful if you are working with an individual who has difficulty maintaining focus or someone who goes into excessive detail, without being able to appropriately limit the issue at hand. Generally speaking, using close-ended question strategies is not the most effective for establishing rapport or building a relationship because they do not give the other person the opportunity to contribute what is most important or relevant in their situation.
- ◆ **Why Questions**—Why questions are the most harmful type of questions because they immediately cause the other person to put up their defenses. Why questions often imply blame or judgment from the person asking the question and should be avoided as much as possible in your interactions with your mentoring partner. If you find yourself asking a question beginning with "why," take a step back and try to rephrase the question as an open-ended question using "how," "what," "can you tell me about," etc. This way you can arrive at the same information, but without it negatively affecting the relationship or that specific interaction.

### *Reflecting*

For most people it is impossible to separate their emotions from their experiences. We often try to ignore, hide, deny, or repress our emotional responses to situations because we think they unacceptable, but emotion is an integral part of all experiences and our emotions often color the way we respond in different situations and in our reactions to other people.

Therefore, as a mentor, it is important that you are able to recognize and validate how your mentoring partner may be feeling to help him or her explore and work through different experiences. Reflections should be phrased tentatively (e.g. “You seem displeased with what I said” or “That sounds very painful. I wonder if you’re feeling angry too.”), or stated directly (e.g. “You feel confident because your coworkers recognized the amount of work you’ve put in lately.” or “You feel fragile because the conversation with your supervisor was intimidating to you.”).

### *Giving Feedback*

Learning to provide constructive and genuine feedback is a critical component of bringing about change in your mentee. Zachary (2000) suggests that feedback is an invaluable enabling mechanism in the mentoring relationship, citing that, “It is impossible to create a learning environment, build and maintain the relationship, monitor process, evaluate progress, foster reflection, and assess learning outcomes without it.” (p. 130). She suggests the following general guidelines in providing feedback in the mentoring relationship (p. 131):

- ◆ Build rapport.
- ◆ Set clear expectations about the feedback you provide, acknowledging the limits of that feedback.
- ◆ Be authentic and candid.
- ◆ Focus on behaviors, not personality.
- ◆ Provide feedback regularly.
- ◆ Ask for feedback on your feedback. Make sure that the feedback you are providing is meeting the specific needs of your mentee. Ask: Was this feedback helpful? In what ways?
- ◆ Consider timing of the feedback.
- ◆ Make constructive comments.

### **Positive and Negative Language Habits**

The following are two lists of common language habits. The first list identifies negative language habits that hinder all types of relationships. The second list identifies facilitative language habits that nurture and promote positive communications and relationships. Although we will not cover each of these in detail during the training, you are advised to read through the following examples to begin evaluating your own communication patterns. We must first learn to recognize them so we can begin to identify our own negative language habits and try to correct them. The following examples of negative and positive language habits were excerpted in their entirety (with slight modifications) from a customer service training manual developed by the University of Tennessee Social Work Office of Research and Public Service (1998), and directly apply to your work as a student services mentor.

### *Negative Language Habits/Obstructive Messages*

#### **1. Cut-offs**

Definition: A statement or action that cuts off communication between two persons.

Examples: “No one says that kind of thing to me and gets away with it! Goodbye!” (Then person walks away, leaves, or does something else that makes communication impossible.)  
“I don’t want to talk about it anymore.”

**2. Put-down question**

Definition: A rhetorical question that communicates a dissatisfied feeling, and often a criticism, in an indirect way.

Examples: “Can’t you ever have some sensitivity to how I feel?”  
“I guess you just don’t want to solve this problem, do you?”

**3. Speaking generally, or using vague non-behavioral language**

Definition: A verbal message that describes behavior in very general words instead of words that evoke a specific and objective image of the behavior described.

Examples: “I hate it when you are insensitive and rude to me.”  
“Don’t be so stupid and ridiculous.”

**4. Condemning statements**

Definition: Statements in which something condemning and negative is said about someone as opposed to direct and specific statements about wants, feelings, and behaviors. Often communicates that “you’re bad” in some way.

Examples: “You will never learn.”  
“That presentation you did was a real bomb!”

**5. Should statements**

Definition: Statements in which the word *should* is used as part of a criticism of another; this is another form of saying “you are bad.”

Examples: “You should’ve (or ought have) remembered to call me.”  
“You shouldn’t feel so bad about that.”

**6. Defensive statement**

Definition: A response to a statement in which a person attempts to prove that s/he was “right” or “did good” according to some real or imagined standards of conduct.

Examples: “I was not being insensitive. I was trying to tell you how I feel.”  
“I was late because I got caught on the freeway.”

**7. Sarcasm**

Definition: Use of a “witty” or humorous comment as a way of expressing hostility. Sometimes you might actually say the opposite of what you really mean in a sarcastic statement.

Examples: “That was really a GREAT job there, Bill.”  
“SURE I believe that you want to help...it is SO obvious to anyone.”

## 8. Ordering or commanding

Definition: Telling someone to do something in an authoritarian manner that suggests that the other person **MUST** do what you say.

Examples: “You call that customer right now!”  
“You are not going home until you finish that report!”

## 9. Verbal-nonverbal incongruity

Definition: The sender’s words and nonverbal messages do not match; usually the words and non-verbals are contradictory.

Example: “No, I’m fine. I am not upset.” (Tears in eyes, lips quivering.)

## 10. Threats

Definition: Using a threat as a means of expressing a want or of communicating a desire that you want the other person to meet.

Examples: “If you don’t start listening to me a little better, I am going to stop this conversation right now.”  
“If you can’t stop your critical and condescending comments, I am going to notify your supervisor.”

## 11. Expressing dissatisfaction through a third party

Definition: Verbally expressing dissatisfaction about someone’s behavior to a third party in the presence of another person.

Examples: “Yes, some people **CAN** be irritating at times.” (Said to a friend while looking at boyfriend)  
“Sorry we’re late, but Bill hasn’t learned to set the alarm before going to bed.” (Said to speaker’s boss while Bill stands nearby)

## 12. Over-generalization

Definition: Making statements that are extremely broad and all-encompassing. These kinds of statements are so broad that they could not possibly be verified.

Examples: “You have never ever done a good job with a student.”  
“You always make me feel so bad about myself.”

## 13. Preemptive topic shifts

Definition: A response that changes the topic of discussion, even through the other person communicates that they want to talk about the first topic further.

Example: First person: “Let’s talk about Johnny’s behavior at school.”  
Second person: “These carrots are not cooked long enough...they taste terrible. What do you think about going to the beach next weekend?”

## 14. Ignoring important messages from another person

Definition: Responding to another in such a way that you deal minimally, or not at all, with something important to another person.

Examples: First person: “How do you feel about how the case manager helped you?”

Second person: "Well...I don't know...I guess okay...I have a lot of work to do so I can't talk anymore."

First person: "Great!" (Ignoring apparent mixed feelings of second person)

### **15. Attacking with a new issue**

Definition: Bringing a new issue up for discussion (usually one that hurts or threatens the other person) before a first one has been resolved.

Example: "Well, maybe I do stay out late at night at times, but your nagging would drive anyone to do that! Isn't that why your first husband left you? You haven't changed much since that marriage, have you?"

### **16. Arguing about different versions of the past**

Definition: A response which disagrees with, disputes, or gives a different description of past events.

Example: First person: "...and I finally got to work at 8:45am."  
Second person: "It was not 8:45; it was at least 9:30."

### **17. Mind reading or assuming**

Definition: Assuming that your belief, interpretation, inference, or perception about another person's inner state (such as their thoughts, feelings, needs, wants, etc.) is true without checking it out.

Example: Bill sees Jane at the mall and says "Hi." Jane looks at Bill with a look Bill interprets as being "annoyed" and "irritated." Bill decides that Jane is embarrassed that he spoke to her in the mall and that she really does not like him. He goes home sad and avoids Jane from then on. (Had Bill checked his interpretation out, he would have found that Jane had just been laid off from her job and was terribly worried about what was going to happen to her. In fact, she did not even recognize Bill because she was so engrossed in her own thought and did, in fact, like Bill a lot.)

### **18. Silent resentment**

Definition: Feeling resentment towards another person for some behavior but never asking her/him to change it.

Example: Jeff has a habit of interrupting Barbara when she is speaking. When he does this, she feels angry inside, but never says anything to him. the more he does this, the more she begins to avoid his company.

### **19. Acting out anger**

Definition: Doing something that will hurt another person as a means of seeking revenge for something the other person did that made you angry.

Example: Jeff and Barbara are having a discussion about finances. Jeff makes a remark about women not being able to keep track of money, and Barbara slaps him.

## 20. Giving advice prematurely

Definition: Giving advice or solutions to someone's problems before having listened to her/him talk about things and helping them explore possibilities.

Example: Jeff: "I am sure feeling crummy about how Ed (a coworker) has been treating me."  
Jane: "Well, why don't you go talk with him...he is an understanding guy."

## 21. Speaking for another person

Definition: Telling someone else how another person thinks, feels, etc., without letting them speak for themselves.

Example: John and Sue are talking with his mother and John says, "Sue has been kind of unhappy with her job. I think she is feeling unfulfilled and needs to change jobs. What do you think, Mom?"

## 22. Use of indefinite words, phrases, and statements

Definition: Use of words and phrases that are unclear about what they are referring to.

Examples: "I think I want to talk about the thing we discussed last time."  
"Why do you always treat me that way?"

## 23. Unnecessary apologizing and self-effacing

Definition: Blaming yourself in order to stop someone from criticizing or otherwise expressing dissatisfaction with you.

Example: Mary tells John she did not like how he managed a fight between their two children. John sulks around all afternoon, saying nothing to Mary. Mary says, "I am sorry John. I shouldn't have spoken to you like I did. Will you forgive me? I was cruel."

## *Positive Language Habits/Facilitative Messages*

At the beginning of this section of the handbook, we introduced active listening and attending behaviors, questioning strategies, reflecting, and giving feedback to provide you with some fundamental communication skills that support and nurture relationships. The following list contains additional examples of effective communication to assist you throughout your development as a student services mentor.

### 1. "I" statements

Definition: Clear verbal statements about one's feelings and/or preferences that begin with "I feel...", "I want...", "I like...", or "I don't like..."

Examples: "I don't like it when you interrupt me before I finish speaking."  
"I don't want to finish this call until we have talked about all three of the issues."

### 2. Agreeing with part of a criticism

Definition: Agreeing with, or sympathizing with, a part of some criticism as opposed to arguing it. This is different from unnecessary apologizing

in that here you are agreeing with the “kernel of truth” that is in the person’s critical remark.

Example: Joe: “You don’t have any sense at all.”

Mary: “It’s true that I sometimes make bad decisions, but...”

### 3. Asking for more specific information or criticism

Definition: Asking a critic to describe in specific terms the behavior that s/he does not like through use of an open-ended question.

Example: Joe: “You don’t have any sense at all.”

Mary: “What have I done that makes you think I don’t have any sense?”

### 4. Problem-solving

Definition: Two people, in an effort to solve some problem of mutual interest, go through the following six steps.

1. Define the problem in terms of behaviors.
2. Generate as many alternative solutions as possible without evaluating them at this time.
3. Evaluate the options.
4. Select one or more solutions to try.
5. Implement the agreed-upon solution.
6. Get back together at an agreed upon time to evaluate how all the solution has worked.

### 5. Bargaining or quid pro quo negotiating

Definition: One person offers to give another a specific behavior in return for the other doing a specific behavior.

Example: Mary: “Joe, I will tell you when I am going to buy something from now on if you will agree to tell me when you want me to listen.”

### 6. Quantification of feelings, wants, desires, etc.

Definition: Using ratings of degree of feelings or wants on a numerical scale of 0 to 10 in order to describe more precisely how important they are to you.

Example: “I really do not like the way you criticize me in front of your boss. A whole lot in fact...about a 9 out of 10.”

### 7. Self-disclosure

Definition: A verbal statement in which you openly and clearly reveal something about yourself that is somewhat private

Example: “You know, I went to a therapist for some time. I got a lot out of it, though I was nervous at first.”

### 8. Describing specific behaviors

Definition: Naming specific behaviors and events and describing them in images so that the other person knows exactly what behaviors you are referring to.

Example: Joe: "What did I do to make you feel criticized?"  
Mary: "Yesterday, when you and I were talking to your friend Jeff, you told Jeff about me forgetting about the pan of boiling water, and then laughed."

### 9. Expressing mixed and ambivalent feelings

Definition: Verbally describing your responses to something when you are feeling more than one feeling; you name each feeling and explain where each is coming from.

Example: Jane's husband is concerned that she is not eating well enough and has been worrying, frequently verbally expressing his concerns to Jane. Jane expresses mixed feelings to John: "John, I feel a little smothered sometimes. And when you frequently tell me how worried you are I also get a little annoyed sometimes, imagining that you must think I cannot care for myself and have to be taken care of."

### 10. Asking for feedback about another person's reactions

Definition: Asking the other person what their reactions are to what you just said.

Example: Joe has just told Beth he would like them to have a second car.

Examples of his asking for feedback are:

"How do you feel about that?"

"What do you think about what I just said?"

"I'm interested in how you feel about that idea."

### 11. "You are good" / "You did something good" / "Your \_\_\_\_\_ is good" statements

Definition: Statements in the form, "You are \_\_\_\_\_," "You did \_\_\_\_\_," or "This thing of yours is \_\_\_\_\_," where the words in the blanks imply "good" or "worthwhile." Some might think of these as compliments.

Example: "You are really improving in your ability to work on the computer, Bill."

### 12. Suggesting a topic of discussion and checking for reaction

Definition: A request to discuss a certain topic and checking out with the other person their willingness to do so.

Example: "I would like to talk about Jane Doe, a customer of yours last month. How do you feel about doing that now?"

### 13. "I intend to \_\_\_\_\_" / "I plan to \_\_\_\_\_" statements

Definition: Any statement of the form, "I intend to \_\_\_\_\_." or, "I am planning to \_\_\_\_\_."

Examples: "I want our relationship to work, and I intend to do everything I can to ensure that it works."

"We have a difficult problem here, and I plan to keep trying until we find a good solution."

#### 14. Postponing communication

Definition: A special type of “I want \_\_\_\_\_” statement that requests a postponement of a discussion about some topic until a certain time when circumstances are better (such as when two people are less angry).

Example: “I want to think some of these ideas over for a while. How about we talk again tomorrow morning, say 10:00?”

### Guidelines for Difficult Situations

No matter how well a mentoring relationship may be progressing, some sort of difficulty in the relationship is inevitable. As you work with your mentee to negotiate the relationship (stage two of the mentoring process), you should work together to anticipate possible stumbling blocks and brainstorm suggestions for working through difficult situations. The following suggestions from Zachary (2000) are provided to supplement the ideas you and your mentee develop and to guide you through other potential difficulties that may arise in the relationship.

#### *Mentor feels like he/she does not have enough time*

- ❖ You could be procrastinating because you begrudge the time spent on the mentoring relationship.
- ❖ You must step back and ask yourself why it is you cannot get started or continually postpone.
- ❖ You should identify whether or not you are assuming too much—or too little. The mentoring obligation may be viewed as larger than it is.
- ❖ Give the relationship space when needed. Provide time to reflect and contemplate the learning relationship. Look at pause in the relationship as transformational. Build in time to let new things sink in, gel, and come together or let new ideas emerge.
- ❖ Use time consciously—learn to use time well—reflect on the time spent mentoring.

#### **Suggestions for effective management of time:**

- ❖ Avoid mentoring on the run, such as sandwiching mentoring in between meetings, multitasking, and giving advice without taking time to explain the context
- ❖ Encourage your mentee to use the available time constructively and maximize time spent together by coming to the meeting prepared.
- ❖ Start each session with a progress review or update to help you regain focus.
- ❖ Schedule time in advance—get a date on the calendar.
- ❖ Monitor time—be aware of amount of time spent on various tasks, and proportions of time—acknowledge when you are pressed for time, but do not put mentoring on the back burner.
- ❖ Spend quality time—be fully present during mentoring meetings and communications.
- ❖ Take care of yourself—work on your own growth and development—consider time you will need to receive training, hone skills, and get feedback from your mentee.

#### *Managing conflict* (Brainard, 2000)

- ❖ Use nonjudgmental and non-evaluative statements.
- ❖ Focus the discussion on specific behaviors rather than the person.

- ❖ Express support for the person.
- ❖ Emphasize common or shared goals.
- ❖ Acknowledge multiple causes for conflict.
- ❖ Follow-up and work on the relationship.

### *When boundaries in the relationship are crossed*

- ❖ Acknowledge that a boundary has been crossed.
- ❖ Remind your partner of the ground rules agreed upon in the mentoring agreement.
- ❖ Clearly describe the behaviors that demonstrate how the boundary was crossed.
- ❖ Request that the behaviors stop.
- ❖ If partner acknowledges that boundaries were crossed, let him/her know that you appreciate the understanding.
- ❖ If crossed boundaries are unrecognized by your partner and continue, remind him/her and ask him/her to stop crossing your boundaries. If behaviors still continue, insist that they stop. Finally, if insistence does not work, terminate the relationship.

### *Mentee starts confiding serious personal problems*

- ❖ Be supportive, but avoid playing therapist.
- ❖ Remember that the mentoring relationship is focused on fulfilling learning needs, not psychological needs. Establish boundaries early in the relationship.
- ❖ Suggest options for seeking help with personal problems (e.g., employee assistance program, outside counseling, etc.).

### *Mentee contacts you too frequently for advice*

- ❖ Talk with your mentee about what's going on and why this is happening.
- ❖ Determine what factors are affecting the mentee's frequent need for advice.
- ❖ Review the mentoring agreement and encourage your mentee to trust his/her decisions. A mentee who becomes too dependent on his/her mentor needs to learn how to better trust his/her ability to make decisions.

### *Mentee demands more time than mentor is willing to give*

- ❖ Mentees should not "demand" anything. The relationship is a partnership.
- ❖ If more time is needed, revisit your partnership agreement and evaluate how much time is realistic based on the needs and circumstances of the relationship.

### *Difficulties ending the relationship*

- ❖ Anticipate in advance that closure is not easy for many people.
- ❖ Initiate a conversation early in the relationship about possible scenarios for ending the relationship. Planning for closure in advance will help the process occur more comfortably.

### *Dealing with resistance and relationship sabotaging*

- ❖ Address your observations of resistance to your mentoring partner to identify the source of the resistance. It may be that your mentee has significant issues outside of work that are affecting your relationship.

- ◆ Initiate a conversation about how the process is working between the two of you. Try to identify if there is a problem with the relationship that your mentee has difficulty addressing.
- ◆ Remind your partner that the relationship is designed to support him/her and to facilitate professional development. Evaluate your partner's commitment to the relationship.
- ◆ Assess whether or not the partnership needs to take some time off to allow your mentee to work through some issues.

## *Section Four: Professional & Ethical Considerations*

As a student services mentor, you are a model of professionalism. Your interactions with your mentee will reflect your personality and personal idiosyncrasies, but you are also representing the profession of Student Affairs. We have already discussed trust, respect, and effective communication as critical components of an effective mentoring relationship, but mentors also have an obligation to maintain and model personal and professional ethics.

In your mentoring role, it is likely that you will be paired with someone different from yourself in some way. Conducting yourself professionally involves demonstrating sensitivity to your mentee's differences, abiding by the guidelines and expectations of the mentoring program, conducting yourself in a manner that supports the professional ethics appropriate to Student Affairs, and standing by your word and the mentoring contract that you create with your mentoring partner. As a Student Affairs professional, you are encouraged to become familiar with and abide by the ethical guidelines for the National Association for Student Personnel Administrators (see Appendix A) and the American College Personnel Association (see Appendix B).

The following topics are included to prepare you for issues that may surface in your mentoring relationship related to confidentiality and diversity.

### **Confidentiality**

Confidentiality is an important part of the mentoring relationship that must not be overlooked. Zachary (2000) reports that breach of confidentiality represents one of the major problems in present day mentoring relationships and explains that it can have significant detrimental effects on an individual's willingness to communicate. Rather than discuss confidentiality at the beginning of a relationship, mentors and mentees often assume this important aspect of the relationship without ever exploring it and coming to consensus. Confidentiality means many different things to different people and these expectations affect the amount of trust that mentoring partners invest in the relationship. Therefore, it is vital to address the level and expectations of confidentiality early in the relationship.

Establishing expectations about confidentiality is a part of boundary setting and should be completed during the negotiating stage of the mentoring relationship. We suggest that each mentoring partnership determine the appropriate expectations for confidentiality between themselves and include them as part of the mentoring partnership agreement.

### **Cross-Gender Mentoring**

Mentoring relationships between members of the opposite sex have their own set of issues. Hurley (1996, p. 42) writes that cross-gender relationships "constitute an area where both perceptions and actual experiences of sexuality and intimacy are often experienced." Fear of being perceived by others as sexually intimate with a mentor of the opposite sex, may cause partners to distance themselves in the relationship. Women may fear being discredited if they are perceived as being in an intimate relationship with their mentor; a fear that may be well warranted, as mentoring relationships have been shown to contribute to sexual

attraction. A study by Fitt and Newton (1981 as cited in Hurley, 1996) indicated that ten percent of the cross-gender mentoring relationships they studied had developed into sexually intimate relationships.

Additionally, the fear of sexual harassment is present for men and women in cross-gender mentoring relationships. Hurley (1996) purports that male mentors who are uncomfortable with women in the workplace may view their female mentoring partners from the perspective of the roles they are most familiar with in their personal lives: daughter, wife, mother, lover, or sex object. When female mentees are viewed in the role of sex object, sexual harassment may occur. Women in cross-gender relationships may be concerned about where mentoring interactions take place, because of the threat of sexual harassment. Many men report that they do not want to participate in cross-gender mentoring relationships out of fear that they may be charged with sexual harassment.

Hurley (1996, p. 48) provides the following suggestions to men and women who participate in face-to-face cross-gender mentoring relationships:

- ◆ Schedule meetings in advance and let others know about appointments
- ◆ Schedule meetings during the work day
- ◆ Arrange to meet in places that discourage intimacy such as offices
- ◆ Leave your office door open when meeting
- ◆ Get to know your mentoring partner's family and introduce your own
- ◆ Do not use nicknames
- ◆ Do not make sexual jokes

## **Cross-Cultural Mentoring**

One of the most critical components in a cross-cultural mentoring relationship is your own awareness of your values and assumptions about cultural differences. You could easily find yourself in a mentoring relationship with someone of a different race, ethnicity, gender, ability, socioeconomic status, sexual orientation, religion, or other difference. Your mentee's cultural background may not be familiar to you, or you may even be uncomfortable with your differences. Cultural differences often impact our communication patterns, our learning styles, our mannerisms, our view of the world around us, and the ways we interact with the world around us. For these reasons, it is imperative that we assess our values and be aware that they may color our interactions with people of other cultural backgrounds.

It is often the case that we hold certain beliefs about people who are different from ourselves because of socialization. We may adopt inaccurate or incomplete views of people from different cultural backgrounds because those were the values of our families, our friends, or our immediate social groups, without ever really having exposure to the people themselves. Mentoring relationships may thrive or wither based on the quality of the interaction. Mentoring partners in cross-cultural relationships must demonstrate a willingness to work to understand each other's differences and step outside our limited worldviews. If you find yourself in a situation where you don't understand your mentoring partner's behaviors, attitudes, or concerns, it could be a difference engrained in culture and you should make an effort to try to understand. If you are paired with a mentee from a culture different than your own, you must immediately examine yourself for cultural biases and stereotypical

thinking. If you believe your biases will be detrimental to the relationship, you should consult the mentoring program coordinator immediately.

## **Cross-Generational Mentoring**

The traditional model of mentoring views mentors as older, more experienced individuals, and proteges as younger and less experienced. This model of mentoring functions out of a natural inclination and assumption that the older you are, the more experienced and wiser you are. Today, however, mentoring relationships do not necessarily follow this prototype of older is wiser. Mentoring relationships may occur between individuals with significant age differences, in which a younger, more experienced individual is the mentor and an older, less experienced individual is the mentee. This type of cross-generational mentoring may come with certain challenges.

Hay (1995) suggests that our perceived roles as mentor and mentee, influence our behavior in the mentoring relationship. Similarly, she suggests that age and our perceptions of age also influence the ways we interact with each other. In relationships where the mentor is of a younger generation than his/her mentee, she proposes that there is a natural inclination to allow the older individual to take the lead in the relationship, thus creating an internal struggle within the more experienced partner and the relationship.

If you are concerned that this scenario may apply to you, you should consider initiating an early conversation with your mentoring partner to address your concerns, rather than letting the situation develop into a personal struggle within yourself and creating a wedge in your relationship. Remember that mentoring relationships are partnerships with the ultimate goal of helping your mentee develop professionally. You and your mentee will need to work through any uneasy feelings related to age differences and focus on the learning goals of the relationship.

# *Section Five: Developing a Structured Program*

## **Creating and Implementing a Program**

As we mentioned in the beginning of this handbook, informal mentoring relationships typically develop out of natural processes and tend to take a long time to progress in often unpredictable and unsystematic ways (Wunsch, 1994). Structured mentoring programs are planned, tend to be more comprehensive, systematic, and goal-oriented, and are available to all who wish to participate. Thus, mentoring involves not only a relationship between individuals, but it is also a process that can be articulated, planned, and evaluated. For these reasons, Wunsch (1994) suggests that the development of a structured program contain the following elements:

- ◆ Defining mentoring within institutional needs and goals
- ◆ Defining the mentoring process and selecting activities
- ◆ Selecting a rationale and guidelines for pairing mentors and mentees
- ◆ Obtaining resources
- ◆ Evaluating outcomes

## **The DTAE Mentoring Program**

The Georgia Department of Technical and Adult Education Mentoring Program is currently in its infancy. This year marks the pilot year of the program and the elements that are referenced above by Wunsch are continually being developed and transformed as the program progresses.

### *Context for the Program* (by Barbara Wilburn, DTAE Director of Student Services)

Many years ago, peer groups were developed in order to provide staff development and networking opportunities to the department heads within Georgia's Department of Technical Education's technical colleges (DTAE). A study found that the yearly "turn-over" rate for Student Affairs was approximately 20%. Although this is a common, healthy trend within higher education, new student affairs employees often found themselves with little experience or knowledge of student affairs. Additionally, these Student Affairs peer groups indicated that it was common for qualified individuals to assume duties within DTAE's College Student Affairs Division with little experience within the technical college administrative structure. Although the peer groups were perceived as a good networking opportunity for the Directors and Division Heads, there was little organized support to help orient all student affairs employees.

Approximately three years ago, the student affairs peer groups acknowledged a need for providing a comprehensive mentoring network that would support and orient all new student affairs employees within all of DTAE's technical colleges. These groups agreed that every new student affairs employees needed opportunities for one-to-one interaction with a veteran DTAE Student Affairs Administrator. The move toward developing a comprehensive mentoring program was born from these concerns.

The intent of the program is to provide support to new professionals and to facilitate growth through a one-to-one relationship with someone experienced in the field. Participation in

the mentoring program is voluntary for mentors and mentees and will not affect your current position, salary level, or personnel reviews at your employing university. Quite simply, the program is being offered to support staff development. However, participation as a volunteer should not be taken lightly. Your participation in the program requires that you accept the responsibilities associated with being a DTAE mentor and make a commitment to the mentoring relationship. The following sections provide more specific information about the goals, responsibilities, and processes involved with the program.

### *DTAE Mentoring Program Goals*

- ❖ Creating a network of support for student services professionals working in Georgia's state technical colleges.
- ❖ Fostering relationships between experienced and new professionals that facilitate learning and professional growth.
- ❖ Encouraging and promoting professional dialogues between personnel working in similar functional areas of student services about their experiences, ideas, and challenges from the field.
- ❖ Reducing the sense of isolation that individual professionals may experience from working in solitude within their departments (e.g. one person comprises the entire department).

### *A Job Description for DTAE Mentors*

- ❖ Provide support, guidance, problem-solving, and role-modeling to your mentoring partner to enhance or nurture the development of professional skills and competencies.
- ❖ Create networking opportunities for your mentee and inform him/her of upcoming professional development opportunities.
- ❖ Provide specific feedback to mentee related to progress, goal attainment, set-backs, etc.
- ❖ Meet or communicate regularly with mentee.
- ❖ Collaboratively establish a consensual mentoring plan with your mentee that outlines goals, expectations, and professional and personal boundaries.
- ❖ Determine a mutually agreed upon time frame for the mentoring relationship and make a commitment to follow through with the relationship.
- ❖ Participate in DTAE sponsored mentoring training and support sessions.
- ❖ Complete mentoring logs to document activities, attainment of goals, challenges, and suggestions for improvement.
- ❖ Participate in program evaluation by providing general and specific feedback on how the process is working via training evaluations, surveys, telephone communications, and/or electronic communications.
- ❖ Notify the DTAE Mentoring Program Coordinator of desire to change assignments or problem-solve other difficulties as needed.
- ❖ Provide routine feedback to mentee on how the relationship is working, strengths, and areas for improvement.

### *A Job Description for DTAE Mentees*

The mentee's general responsibility is to participate fully in the relationship with his/her mentor, so that progress is made toward agreed upon goals.

Specific responsibilities of the mentee include:

- ❖ Initiating contacts with mentor as needed to meet learning objectives.
- ❖ Participating in mutually agreed upon mentoring activities with mentor.
- ❖ Collaboratively establishing a consensual mentoring plan with mentor that outlines goals, expectations, and professional and personal boundaries.
- ❖ Determine a mutually agreed upon time frame for the mentoring relationship and make a commitment to follow through with the relationship.
- ❖ Participating in DTAE sponsored mentoring training or support sessions.
- ❖ Completing mentoring logs to document activities, attainment of goals, challenges, and suggestions for improvement.
- ❖ Participating in program evaluation by providing general and specific feedback on how the process is working via training evaluations, surveys, telephone communications, and/or electronic communications.
- ❖ Notifying the DTAE Mentoring Program Coordinator of desire to change assignments or problem-solve other difficulties as needed.
- ❖ Providing routine feedback to mentor on how the relationship is working, strengths, and areas for improvement.

### *Selection of Mentors*

Participation as a DTAE mentor is open to any appropriately experienced individual working in an area of student services who is interested in helping develop the skills and competencies of a less experienced colleague. Mentors must submit a mentoring profile form (see exhibit 5.1 for a sample mentoring profile form) and then will be matched with mentees in similar areas of student affairs to facilitate support at the peer level. Mentors do not function in a supervisory capacity, and will not be paired with an individual in his/her direct chain of command. This program is designed to support and include all staff, thus, mentors from all areas of student affairs (from secretarial staff to Vice Presidents of Student Services) are welcome and encouraged to participate.

### *Selection of Mentees*

Anyone who is interested in being paired with a more experienced student services staff member or professional may submit an application to become a mentee (see exhibit 5.1 for a sample mentoring profile form). The primary purpose of this program is to facilitate growth and professional development among individuals who may need support in their new student services careers, functional areas, or technical college settings.

### *Matching Process*

The Georgia Department of Technical and Adult Education will be responsible for pairing mentors with mentees. Mentors and mentees will complete a profile form to initiate their involvement in the program. If participants have any specific preferences in a mentoring partner, these preferences should be articulated on the profile form (Please note: The mentoring coordinator will make every effort to match partners based on specified preferences, but this may not always be feasible based on the pool and availability of mentors and mentees). Once the profile form is completed and received by the program coordinator, a matching decision will be made and each mentoring partner will receive notification of the his/her new mentoring partner. Notification letters will include a copy of the mentor or

mentee profile so each participant may familiarize him/herself with the new partner's strengths, experiences, and needs.

### *Suggested Activities*

Within your mentoring partnership, you and your mentee will determine the mentoring activities that are appropriate for your specific circumstances and professional development needs. Mentoring activities may include regular check-ins via telephone or email, participation on committees, involvement in peer groups, attendance at professional conferences, job-shadowing, sharing resources, networking, attending mentoring related events or trainings, etc. The following websites may assist you in determining appropriate student services related activities for your relationship or by providing general support to you and your mentee (additional electronic resources are included in section six and in the references section of this manual):

*The Chronicle of Higher Education*  
<http://chronicle.com>

*The Council for the Advancement of Standards in Higher Education*  
[www.cas.edu](http://www.cas.edu)

*Georgia Department of Technical & Adult Education*  
[www.dtae.org](http://www.dtae.org)

*Georgia Student Finance Commission*  
[www.gsfc.org](http://www.gsfc.org)

*Policy Manual of the State Board of Technical and Adult Education*  
[www.dtae.org/policy/policy.html](http://www.dtae.org/policy/policy.html)

### *Organizational Resources*

The Georgia Department of Technical and Adult Education is committed to developing a successful mentoring program for student services professionals. In order to support the development of this program, DTAE has agreed to provide the following resources:

- ❖ Barbara Wilburn, DTAE Director of Student Services & Mentor Program Coordinator
- ❖ Consultation by Diane Cooper, University of Georgia College Student Affairs Administration Program Coordinator
- ❖ Mentoring training handbook & workshops
- ❖ Release time for Student Services employees to attend training sessions
- ❖ Mentoring website: [www.coe.uga.edu/dev/echd/MentorinGweb/MENTOR.html](http://www.coe.uga.edu/dev/echd/MentorinGweb/MENTOR.html)  
(Please note: this URL is case sensitive)
- ❖ Follow-up mentor training sessions
- ❖ Mentoring program welcome activities and recognition luncheons

### *Program Evaluation*

The University of Georgia will begin evaluating the DTAE mentoring program in Fall 2001. Outcomes will be evaluated using some or all of the following: demographic questionnaires,

records of interaction, mentoring contracts, satisfaction questionnaires, and/or personal interviews (see exhibit 5.2 for a sample mentoring partnership evaluation form). Evaluation is necessary to assess how well the program is working and to make needed improvements. Feedback from mentors and mentees will be critical to program evaluation, so please plan to contribute your thoughts and suggestions on the process.

**Exhibit 5.1: Sample Mentoring Profile Form**

*Georgia Department of Technical & Adult Education*  
**Mentoring Profile Form**

Name \_\_\_\_\_ Title \_\_\_\_\_

Institution \_\_\_\_\_

Work Address \_\_\_\_\_

City / State / Zip \_\_\_\_\_

Telephone (\_\_\_\_) \_\_\_\_\_ Fax Number (\_\_\_\_) \_\_\_\_\_

Email Address \_\_\_\_\_

Are you interested in becoming a DTAE Mentor \_\_\_\_\_ or Mentee \_\_\_\_\_

***Please tell us a little about yourself:***

How long have you been a student affairs professional? \_\_\_\_\_

Briefly describe your professional experiences and expertise. Attach a current resume if available.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What strengths do you bring to the DTAE mentoring program?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How can the mentoring process benefit you?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please list any personal preferences you have in a mentoring partner:

\_\_\_\_\_  
\_\_\_\_\_

## Exhibit 5.2: Sample Mentoring Partnership Evaluation Form

*Georgia Department of Technical & Adult Education*  
**Mentoring Partnership Evaluation Form**

Please complete the following form to help the DTAE Mentoring Coordinator in assessing this year's program for mentoring new student services professionals. Your comments will be valuable in evaluating the program and planning for next year.

Check one of the following to indicate your status with the program:

Mentor \_\_\_\_\_      Mentee \_\_\_\_\_

Please answer the following questions. If you need more space, feel free to use the back of this page or add an additional sheet.

1. How many hours did you spend in the mentoring partnership? Please include total time spent on activities including meetings, talking on the phone, in person, via email, etc.
  
2. Describe what your mentor did best.
  
3. What was the best part of the mentoring experience?
  
4. What would have made the experience better?
  
5. Are there specific areas that you believe should be covered in the mentoring sessions?
  
6. What changes would you recommend in the way this process worked?
  
7. In the future, how would you recommend that the mentoring process be evaluated?
  
8. Is there anything else you would like to tell the mentoring coordinator?

(Adapted from Genz, Levin, & Bishop, 1996)

## *Section Six: Next Steps*

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### **Mentoring Checklist**

Now that you have completed the training session on becoming a student services mentor, you are well on your way to helping a less experienced professional develop his/her skills and competencies and contributing to the field of student services. We have introduced you to the concept of mentoring with the Department of Technical and Adult Education, the next thing you need to do is complete the mentoring checklist to assess your readiness to take on your new role. Once you've completed the checklist, you must determine when you would like to begin working as a DTAE mentor.

#### *Have you...*

- \_\_\_\_\_ Attended a mentor training session to begin the process of becoming a student services mentor?
- \_\_\_\_\_ Assessed your motivation and readiness to serve as a mentor?
- \_\_\_\_\_ Evaluated your comfort level with the skills necessary to be an effective mentor?
- \_\_\_\_\_ Assessed your personal strengths and needs?
- \_\_\_\_\_ Identified your assumptions about being a mentor and determined how much you are willing and able to contribute to the relationship?
- \_\_\_\_\_ Determined what concerns you have about participating in a mentoring partnership?
- \_\_\_\_\_ Reviewed the DTAE mentor job description and program information to familiarize yourself with program expectations?
- \_\_\_\_\_ Evaluated and inventoried your personal communication skills (which of your skills are facilitative and which are obstructive)?
- \_\_\_\_\_ Reviewed this handbook to help you prepare for your mentoring role?
- \_\_\_\_\_ Raised questions or concerns that you have about participating as a mentor?
- \_\_\_\_\_ Considered the qualities that you prefer in a mentoring partner (if any)?
- \_\_\_\_\_ Submitted a mentor profile form to DTAE to formalize your involvement as a student services mentor?

### **Final Thoughts**

The Georgia Department of Technical and Adult Education is excited about the development of a structured mentoring program to support the development of student services professionals, and proud of the many employees that commit their lives to work in student services throughout the 33, soon to be 34, technical colleges in Georgia. It is the hope of DTAE that this program will promote a greater sense of camaraderie between individuals in the various functional areas of student services across institutions, and increase support networks for incoming professionals.

This mentoring workshop marks the beginning of the development of a structured mentoring program for the Georgia Department of Technical and Adult Education and as such will undoubtedly undergo some changes and modifications along the way. We appreciate your interest in participating in this program and in facilitating professional growth among your colleagues. We look forward to working with you and supporting you during the pilot year of the DTAE Mentoring Program.

## **Additional Resources**

### ***DTAE Mentoring Program Contacts***

Barbara S. Wilburn, Ph.D.  
Director of Student Services  
Georgia DTAE  
1800 Century Place, Suite 400  
Atlanta, Georgia 30345  
Telephone (404) 982-3482  
Fax (404) 579-1675  
bwilburn@dtae.org  
www.dtae.org

Diane Cooper, Ph.D.  
DTAE Mentoring Program Consultant  
Department of Counseling & Human Development Services  
The University of Georgia  
402 Aderhold Hall  
Athens, GA 30606  
Telephone (706) 542-4120  
Fax (706) 542-4130  
dlcooper@coe.uga.edu  
www.coe.uga.edu/dev/echd/csahand.htm

### ***DTAE Mentoring Program Website***

For additional support and resources on mentoring, please visit the DTAE Mentoring Program Website at the following address:

[www.coe.uga.edu/dev/echd/MentorinGweb/MENTOR.html](http://www.coe.uga.edu/dev/echd/MentorinGweb/MENTOR.html)

(Note: This URL is case sensitive)

### ***Electronic Mentoring Resources***

For more information on electronic resources related to mentoring, please review the web resources page in the references section of this manual. This page includes website addresses for mentoring bibliographies, mentoring organizations, mentoring handbooks, and training resources that may be able to provide you with additional support in your mentoring role.

### ***Professional Organizations***

To find out more about professional standards in student affairs, ethical conduct, and professional development, please visit the following resources:

#### **American College Personnel Association**

One Dupont Circle, Suite 300  
Washington, DC 20036  
Phone: (202) 835-2272  
Fax: (202) 296-3286  
www.acpa.nche.edu/

**American Counseling Association**

5999 Stevenson Ave.  
Alexandria, VA 22304  
Phone: 703.823.9800  
Fax: 703.823.0252  
[www.counseling.org](http://www.counseling.org)

**National Association of Student Personnel Administrators**

1875 Connecticut Ave., NW, Suite 418  
Washington DC, 20009  
Phone: (202) 265-7500  
Fax: (202) 797-1157  
[www.naspa.org](http://www.naspa.org)

**National Council on Student Development**

University of Florida  
Dept. of Ed Leadership, Policy, and Foundations  
P.O. Box 117049, 200 Norman Hall  
Gainesville, FL 32611-7049  
Phone: (352) 392-2391 ext. 275  
Fax: (352) 392-3664  
[www.nationalcouncilstudentdevelopment.org/](http://www.nationalcouncilstudentdevelopment.org/)

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### **Bibliographies**

*Center for Research on Learning & Teaching*

[www.crlt.umich.edu/facment\\_bibliohtml](http://www.crlt.umich.edu/facment_bibliohtml)

*Mentoring Women in Higher Education, Wisconsin Bibliographies in Women's Studies*

[www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html](http://www.library.wisc.edu/libraries/WomensStudies/bibliogs/mentor.html)

### **Mentoring Organizations**

*Center for Coaching & Mentoring*

[www.coachingandmentoring.com/Mentor/index.htm](http://www.coachingandmentoring.com/Mentor/index.htm)

*E-Mentoring.com*

[www.e-mentoring.com](http://www.e-mentoring.com)

*International Mentoring Association*

[www.wmich.edu/conferences/mentoring/](http://www.wmich.edu/conferences/mentoring/)

*Mentor Forum*

[www.mentorsforum.co.uk/](http://www.mentorsforum.co.uk/)

*Mentoring Group*

[www.mentoringgroup.com](http://www.mentoringgroup.com)

*The Mentors Corporation: Peer Resources Network Mentor Directory*

[www.peer.ca/mentor.html](http://www.peer.ca/mentor.html)

### **Mentoring Program Handbooks & Training Materials**

*Community College of Aurora Mentor Program Handbook*

[www.cca.cccoes.edu/fsod/Mentoring%20Handbook.htm](http://www.cca.cccoes.edu/fsod/Mentoring%20Handbook.htm)

*Fort Detrick Mentoring Program Handbook*

[www.armymedicine.army.mil/detrick/dctee/mentor/toc.cfm](http://www.armymedicine.army.mil/detrick/dctee/mentor/toc.cfm)

*Kansas State University Mentoring Training Workshop, Presented by Suzanne G. Brainard*

[www.ksu.edu/provost/mentoring.htm](http://www.ksu.edu/provost/mentoring.htm)

*National Academy of Sciences, National Academy of Engineering, and Institute of Medicine  
Mentoring Handbook*

[www.nap.edu/readingroom/books/mentor/](http://www.nap.edu/readingroom/books/mentor/)

*Sheffield Hallam University Mentoring Handbook*  
[hr.shu.ac.uk/courses/mentoringhb.asp](http://hr.shu.ac.uk/courses/mentoringhb.asp)

*U.S. Department of Transportation Mentoring Handbook*  
[dothr.ost.dot.gov/mentorhb.htm](http://dothr.ost.dot.gov/mentorhb.htm)

*University of Sussex Staff Development Unit: Guidance on Mentoring*  
[www.sussex.ac.uk/Units/staffing/staffdev/policies/mentor.html](http://www.sussex.ac.uk/Units/staffing/staffdev/policies/mentor.html)

# *Appendix A: ACPA Standards*

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## **American College Personnel Association Statement of Ethical and Professional Standards**

### **Preamble**

The American College Personnel Association, a Division of the American Personnel and Guidance Association, is an educational, scientific, and professional organization whose members are dedicated to enhancing the worth, dignity, potential, and uniqueness of each individual and thus to the service of society. Although members work in various post-secondary educational settings, they are committed to protecting individual human rights, advancing knowledge of college student growth and development, and promoting effectiveness in student affairs organizations and operations. As a means of supporting these commitments, members of the American College Personnel Association subscribe to the following standards of ethical and professional conduct.

These standards are designed to provide a guide for ethical and professional behavior in general student affairs practice and to complement the existing “Ethical Standards” of the American Personnel and Guidance Association. Members in specialized student affairs settings are also encouraged to consult ethical standards specific to their settings.

### **A. Relationships with Students**

1. Members treat students as individuals who possess dignity, worth, and the ability to be self-directed and assist students in becoming productive, responsible citizens and members of society. Members are concerned for the welfare of all students and work for constructive change on behalf of students.
2. Members respect the student’s right of self-determination. The student’s freedom of choice should be limited only when the individual’s decisions or actions may result in significant damage to self, to others, or to the institution.
3. Members explicitly inform students of the nature and/or limits of confidentiality in non-counseling, as well as in counseling relationships.
4. Members respect the student’s right to privacy and share information about individuals only in accordance with institutional policies, or when given permission by the student, or when required to prevent personal harm.
5. Members confront students in a professional manner with issues and behaviors that have ethical implications.

### **B. General Responsibilities**

1. Members contribute to the development of the profession through sharing skills and program ideas, serving professional organizations, educating emerging professionals, improving professional practices, keeping abreast of contemporary theories and applications, and conducting and reporting research.
2. Members realize professional growth is continuous and cumulative and is characterized by a well-defined philosophy that explains why and how members function in the

student affairs profession. Members base this philosophy upon sound theoretical principles and an explicitly examined personal value system (assuming congruence with the basic assumptions from the Student Personnel Point of View and the Student Development Point of View).

3. Members model ethically responsible behavior for students and colleagues and expect ethical behavior among members and nonmembers at all times. When information is possessed which raises serious doubt as to the ethical behavior of professional colleagues, whether Association members or not, members are encouraged to take action to rectify such a condition. Possible actions include (a) confronting the individual in question, (b) utilizing institutional channels, and/or (c) using available Association mechanisms.
4. Members do not seek self-enhancement or self-aggrandizement through evaluations or comparisons that are damaging to others.
5. Members perform in a fashion that is not discriminatory on the basis of race, sex, national origin, affectional/sexual preference, handicap, age or creed, and they work actively to modify discriminatory practices when encountered.
6. Members maintain and enhance professional effectiveness by improving skills and acquiring new knowledge through systematic continuing education and assure the same opportunity for persons under their supervision.
7. Members monitor their personal functioning and effectiveness and when needed seek assistance from appropriate professionals (e.g., colleague, physician, counselor, attorney).
8. Members accurately represent their professional credentials, competencies, and limitations to all concerned and are responsible for correcting any misrepresentations of these qualifications by others.
9. Members have a clear responsibility to ensure that information provided to the public or to subordinates, peers and supervisors is factual, accurate, and unbiased.
10. Members establish fees for professional services after consideration of fees charged by other professionals delivering comparable services and the ability of the recipient to pay. Members provide some services for which they receive little or no remuneration.
11. Members demonstrate sensible regard for the social codes and moral expectations of the communities in which they live and work. They recognize that violations of accepted moral and legal standards may involve their clients, students, or colleagues in damaging personal conflicts and may impugn their own reputations, the integrity of the profession, and the reputation of the employing institution.
12. Members maintain ethical relationships with colleagues and students and refrain from relationships which impinge on the dignity, moral code, self-worth, professional functioning and/or personal growth of these individuals. Specifically, members are aware that sexual relationships hold great potential for exploitation. Consequently, members refrain from having sexual relationships with staff members or student for whom one has supervisory or evaluative responsibilities have high potential for causing personal damage and for limiting the exercise of professional responsibilities and are therefore unprofessional and unethical.

### **C. Professional & Collegial Relationships**

1. Members seek to collaborate and to share expertise with other student affairs staff members, faculty members, administrators, and students.
2. Members contribute periodically to the professional development of colleagues with no compensation other than for immediate expenses.

3. Members accurately acknowledge contributions to program development, program implementation, evaluations, and reports made by others.
4. Members support the appropriate efforts of fellow student affairs professionals and institutional programs. Constructive criticism and professional disagreements are shared (in private when possible) with those individuals concerned and in a manner that is not demeaning.
5. Members establish working agreements with subordinates and supervisors that clearly define accountability procedures, mutual expectations, evaluation criteria, position duties, and decision-making procedures.
6. Members conduct themselves in such a manner that their positions are not used to seek unjustified personal gains, sexual favors, or unfair advantages, including goods and services not normally accorded those in such positions.
7. Members regularly evaluate the professional development and job performance of direct line subordinate staff members and recommend appropriate actions to enhance professional development and improve job performance.
8. Members seek regular evaluations of their job performance and professional development from colleagues, supervisors, and clientele.
9. Members are fair and unbiased in judgments they render about persons with whom they work. Members have a right to expect that colleagues and supervisors will strive to render fair and unbiased judgments about them. Members respect the rights of others to differ in the judgments and evaluations they render so long as these judgments are not intended to do harm or disservice.
10. Members have the right to request and to receive support from the Association in matters of ethical practice and standards as defined herein.

#### **D. Institutional Relationships**

1. Members make contributions to their employing institution in support of its goals, missions, and policies.
2. Members ensure that accurate presentation of institutional goals, services, programs, and policies are made to the public, students, prospective students, colleagues, and subordinates.
3. Members inform appropriate officials of conditions that may be potentially disruptive or damaging to the institution's mission, personnel, and property.
4. Members inform employers of conditions which may limit or curtail the members' effectiveness.
5. Members have responsibilities both to the individuals served and to the institution within which the service performed. The acceptance of employment in an institution implies that members are in general agreement with the mission of the institution. Therefore, the professional activities of members are expected to be in accord with the mission of the institution.
6. When the member and the institution encounter substantial disagreements or conflicts concerning professional or personal values, the member has the responsibility to directly and constructively seek resolution of the conflicts. Resolution of such conflicts may result either in sustained efforts to modify institutional policies and practices or in a decision by the member to terminate the institutional affiliation.

7. Members regularly and systematically evaluate those programs, services, and courses for which they are responsible in accord with sound evaluation principles and make these evaluation results available to appropriate institutional personnel.

#### **E. Employment and Hiring Practices**

1. Employers disseminate widely advertisements and notices which accurately and clearly describe: (a) responsibilities of the position; (b) information about the institution; (c) necessary qualifications, such as education, skills, and experiences; (d) salary range and benefits; (e) special restrictions, if any (e.g., live-in requirements, night work expectations, travel requirements, positions of a temporary nature).
2. Employers clearly specify in writing the interview and selection process to the applicant and strictly follow that process. Applicants are periodically notified of the status of their applications during the selection process.
3. Employers do not discriminate against applicants on the basis of race, color, creed, sex, national origin, affectional/sexual preference, age, or handicap.
4. Employers hire only individuals for professional positions who have received educational preparation experiences appropriate for the requirements of the positions.
5. Employers provide opportunities during the interviewing process for the applicant to gain accurate information about institutional colleagues, policies, philosophy, and about position requirements and responsibilities.
6. Employers notify employees within a minimum of thirty days when terminating or changing the status of their employment, specifying reasons and providing full due process rights.
7. Applicants accurately represent their education, skills, and experiences.
8. Applicants respond to job offers without undue delay. Applicants accept only those professional positions they intend to assume. Both applicants and employers honor mutually derived contracts.
9. Applicants advise all institutions at which applications are pending immediately when they have signed a contract and are withdrawing from the applicant pool.
10. Members inform their employers a minimum of thirty days before leaving their positions.

#### **F. Research, Publication, & Written Communication**

1. Members are aware of and responsive to all pertinent ethical principles when planning any research activity dealing with human subjects (see Ethical Principles in the Conduct of Research with Human Participants [1973], Washington, D.C.: American Psychological Association).
2. Members who serve as principal researchers are ultimately responsible for assuring that all research activities conform to ethical standards. Others involved in the research activities share full and equal responsibility.
3. Members are responsible for the welfare of their research subjects throughout the study and take precautions to prevent injurious psychological, physical, or social effects:
  - a) When control groups are used care is exercised to assure that they are not deprived of services to which they are entitled.

- b) When withholding information or providing misinformation to subjects is essential to the investigation (provided the conditions above are met), members fully inform subjects about the nature of the research and take corrective action as soon as possible following data collection.
  - c) Participation in research is expected to be voluntary.
4. Members disguise the identity of the subjects when supplying data or when reporting research results unless specific authorization to do otherwise has been given by such subjects.
  5. Members conduct and report investigations in a manner that minimizes the possibility that results will be misleading.
  6. Members become familiar with and give recognition to previous work on the topic (both published and unpublished), observe all copyright laws, and give full credit to all to whom credit is due when conducting and reporting research.
  7. Members who agree to cooperate with another individual in research and/or publication must cooperate as promised in terms of punctuality of performance and with equal regard for the completeness and accuracy of the information provided.
  8. Members acknowledge major contributions to research projects and professional writings through joint authorships, listing the author who made the principal contribution first. Minor contributions of a professional or technical nature are acknowledged in footnotes or introductory statements.
  9. Members do not demand co-authorship of publications when their involvement has been ancillary. Teachers and/or supervisors exercise caution when working with students and/or subordinate staff so as not to unduly pressure them for joint authorship.
  10. Members make sufficient original research data available to qualified others who may replicate the study.
  11. Members communicate to other professionals the results of any research judged to be of professional or scientific value. Results reflecting unfavorably on specific institutions, programs, services, or vested interests should not be withheld for such reasons.
  12. Members submit manuscripts to only one journal when seeking publication of an article. If not accepted by that journal the manuscript may then be submitted to another journal. Members do not seek publication of the same material in more than one publication without receiving consent from the editors and/or publishers involved. Slightly altered, previously published manuscripts under review are not submitted without first informing the editors of both publications.

## **G. Professional Preparation & Development**

Members who are responsible for teaching others should be guided by statements on professional preparation issued by the Association and relevant accrediting agencies. members who function as faculty members assume unique ethical responsibilities that frequently go beyond that of members who do not function in this capacity.

1. Members inform prospective students of program expectations, basic skills needed for successful completion, and employment prospects prior to admission to the program. Information about programs based on a particular theoretical position is clearly communicated to students upon application.
2. Members ensure that experiences focusing on self-understanding or growth are voluntary or, if required as part of the program, are made known to prospective students prior to

entering the program. When the program offers a growth experience with an emphasis on self-disclosure or other relatively intimate or personal involvement, members should have no administrative, supervisory, or evaluative authority regarding the participant.

3. Members support preparation program efforts by providing practicum settings, field placements, and consultation to students and/or faculty members.
4. Members in charge of preparation programs ensure that such programs integrate both academic study and supervised practice.
5. Members develop and implement clear policies within their institution regarding field placement and the roles of the student and the supervisor in such placements.
6. Members present thoroughly varied theoretical positions or make provision for their study so that students may develop a broad base of knowledge.
7. Members establish programs directed toward developing students' skills, knowledge, and self-understanding, stated whenever possible in terms of competency or performance.
8. Members identify the level of competence of the student during and at the end of the programs and communicate these assessments to the student.
9. Members, through continual student evaluation and appraisal, are aware of any personal limitations of the students that might impede future performance. Members not only assist students in securing remedial assistance but also screen from the program those students who are judged unable to perform as competent professionals.
10. Members provide programs that include research components commensurate with the levels of expected functioning. Paraprofessional and technician-level personnel should be trained as consumers of research and should learn how to evaluate their own and their program's effectiveness. Advanced graduate education, especially at the doctoral level, includes preparation for conducting original research.
11. Members make students aware of the ethical responsibilities and standards of the profession by distributing and discussing this document and other relevant documents.
12. Members conduct professional preparation in keeping with the most current guidelines of the American Personnel and Guidance Association and the American College Personnel Association.
13. Members who serve as preparation program faculty members and/or practitioners aid in providing in-service development programs and educational experiences to one another.

## **H. Counseling & Testing**

This section constitutes general guidelines for counseling and testing experiences frequently encountered by student affairs professionals. Those professionals who are engaged in intensive counseling and/or testing activities are urged to consult the American Personnel and Guidance Association's Ethical Standards for more specific standards.

To the extent that the student's choice of action is not imminently self- or other-destructive, the student must retain freedom of choice.

1. The counseling relationship and information resulting therefrom must be kept confidential, consistent with the obligations of the member as a professional person.
2. Members who learn from counseling relationships of conditions that are likely to harm the client or others, immediately report the condition to a responsible authority in order to preclude harm.
3. Members inform students of the conditions and/or limitations under which they may receive counseling assistance at or before the time when the counseling relationship is

entered. This is particularly so when conditions exist of which the student could be unaware.

4. Records of the counseling relationship, including interview note, test data, correspondence, tape recordings, and other documents, are to be considered professional information for use in counseling and they are not part of the public or official records of the institution or agency in which the counselor is employed. Revelation to others of counseling records shall occur only upon the expressed consent of the client or upon court order.
5. Members avoid initiating a counseling relationship or terminate an existing relationship if they are unable to be of professional assistance to the student. In either event, members refer the student to an appropriate specialist. (Members must be knowledgeable about referral resources so that a satisfactory referral can be initiated.) In the event the student declines the suggested referral, members are not obliged to continue the relationship.
6. Members adhere to the American College Personnel Association standards established in "The Use of Group Procedures in Higher Education: A Position Statement by ACPA." *Journal of College Student Personnel*, 1976, 17, 161-168.
7. Members provide adequate orientation or information to students prior to and following any test administration so that the results of testing may be placed in proper perspective with other relevant factors. In so doing, members recognize the effects of socioeconomic, ethnic and cultural factors on test scores.
8. Members inform students about the purpose of testing and make explicit the planned use of the results prior to testing. Members ensure that instrument limitations are not exceeded and that periodic review and/or retesting are made to prevent stereotyping.
9. Members recognize the limits of their competence in the administration, scoring, and interpretation of tests and perform only those functions for which they are qualified.
10. Members ensure strict test security because the meaningfulness of test results used in personnel, guidance, and counseling functions generally depends on students' unfamiliarity with the specific items on the test.
11. Members do not permit the appropriation, reproduction, or modification of published tests or parts thereof without the expressed permission and adequate recognition of the original author or publisher.
12. Members refer to the following sources in the preparation, publication, and distribution of tests:
  - a) *Standards for Educational and Psychological Tests and Manuals* (1974), revised edition, published by the American Psychological Association on behalf of itself, the American Educational Research Association, and the National Council on Measurement in Education.
  - b) "The Responsible Use of Standardized Tests" the position statement of the American Personnel and Guidance Association, published in *Guidepost*, October 5, 1978.

*Adopted by the  
American College Personnel  
Association Executive Council  
November 6, 1980*

Source: Miller, T. K., Winston, R. B., & Mendenhall, W. R. (1983). Administration and leadership in student affairs: Actualizing student development in higher education. Muncie, IN: Accelerated Development Inc.

# *Appendix B: NASPA Standards*

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## **National Association of Student Personnel Administrators Standards of Professional Practice**

**NASPA:** Student Affairs Administrators in Higher Education is an organization of colleges, universities, agencies, and professional educators whose members are committed to providing services and education that enhance student growth and development. The association seeks to promote student personnel work as a profession which requires personal integrity, belief in the dignity and worth of individuals, respect for individual differences and diversity, a commitment to service, and dedication to the development of individuals and the college community through education. NASPA supports student personnel work by providing opportunities for its members to expand knowledge and skills through professional and experience. The following standards were endorsed by NASPA at December 1990 board of directors meeting in Washington, D.C.

### **1. Professional Services**

Members of NASPA fulfill the responsibilities of their position by supporting the educational interests, rights, and welfare of students in accordance with the mission of the employing institution.

### **2. Agreement with Institutional Mission and Goals**

Members who accept employment with an educational institution subscribe to the general mission and goals of the institution.

### **3. Management of Institutional Resources**

Members seek to advance the welfare of the employing through accountability for the proper use of institutional funds, personnel, equipment, and other resources. Members inform appropriate officials of conditions which may be potentially or damaging to the institution's mission, personnel, and property.

### **4. Employment Relationship**

Members honor employment relationships. Members do not commence new duties or obligations at another institution under a new contractual agreement until termination of an existing contract, unless otherwise agreed to by the member and the member's current and new supervisors. Members adhere to professional practices in securing positions and employment relationships.

### **5. Conflict of Interest**

Members recognize their obligation to the employing institution and seek to avoid private interests, obligations, and transactions which are in conflict of interest or give the appearance

of impropriety. Members clearly distinguish between statements and actions which represent their own personal views and those which represent their employing institution when important to do so.

## **6. Legal Authority**

Members respect and acknowledge all lawful authority. Members refrain from conduct involving dishonesty, fraud, deceit, and misrepresentation or unlawful discrimination. NASPA recognizes that legal issues are often ambiguous, and members should seek the advice of counsel as appropriate. Members demonstrate concern for the legal, social codes and moral expectations of the communities in which they live and work even when the dictates of one's conscience may require behavior as a private citizen which is not in keeping with these codes/expectations.

## **7. Equal Consideration and Treatment of Others**

Members execute professional responsibilities with fairness and impartiality and show equal consideration to individuals regardless of status or position. Members respect individuality and promote an appreciation of human diversity in higher education. In keeping with the mission of their respective institution and remaining cognizant of federal, state, and local laws, they do not discriminate on the basis of race, religion, creed, gender, age, national origin, sexual orientation, or physical disability. Members do not engage in or tolerate harassment in any form and should exercise professional judgment in entering into intimate relationships with those for whom they have any supervisory, evaluative, or instructional responsibility.

## **8. Student Behavior**

Members demonstrate and promote responsible behavior and support actions that enhance personal growth and development of students. Members foster conditions designed to ensure a student's acceptance of responsibility for his/her own behavior. Members inform and educate students as to sanctions or constraints on student behavior, which may result from violations of law or institutional policies.

## **9. Integrity of Information and Research**

Members ensure that all information conveyed to others is accurate and in appropriate context. In their research and publications, members conduct and report research studies to assure accurate interpretation of findings, and they adhere to accepted professional standards of academic integrity.

## **10. Confidentiality**

Members ensure that confidentiality is maintained with respect to all privileged communications and to educational and professional records considered confidential. They inform all parties of the nature and/or limits of confidentiality. Members share information only in accordance with institutional policies and relevant statutes when given the informed consent or when required to prevent personal harm to themselves or others.

## **11. Research Involving Human Subjects**

Members are aware of and take responsibility for all pertinent ethical principles and institutional requirements when planning any research activity dealing with human subjects. (See *Ethical Principles in the Conduct of Research with Human Participants*, Washington, D.C.: American Psychological Association, 1982.)

## **12. Representation of Professional Competence**

Members at all times represent accurately their professional credentials, competencies, and limitations and act to correct any misrepresentations of these qualifications by others. Members make proper referrals to appropriate professionals when the member's professional competence does not meet the task or issue in question.

## **13. Selection and Promotion Practices**

Members support nondiscriminatory, fair employment practices by appropriately publicizing staff vacancies, selection criteria, deadlines, and promotion criteria in accordance with the spirit and intent of equal opportunity policies and established legal guidelines and institutional policies.

## **14. References**

Members, when serving as a reference, provide accurate and complete information about candidates, including both relevant strengths and limitations of a professional and personal nature.

## **15. Job Definitions and Performance Evaluation**

Members clearly define with subordinates and supervisors job responsibilities and decision-making procedures, mutual expectations, accountability procedures, and evaluation criteria.

## **16. Campus Community**

Members promote a sense of community among all areas of the campus by working cooperatively with students, faculty, staff, and others outside the institution to address the common goals of student learning and development. Members foster a climate of collegiality and mutual respect in their work relationships.

## **17. Professional Development**

Members have an obligation to continue personal professional growth and to contribute to the development of the profession by enhancing personal knowledge and skills, sharing ideas and information, improving professional practices, conducting and reporting research, and participating in association activities. Members promote and facilitate the professional growth of staff and they emphasize ethical standards in professional preparation and development programs.

## **18. Assessment**

Members regularly and systematically assess organizational structures, programs, and services to determine whether the developmental goals and needs of students are being met and to assure conformity to published standards and guidelines such as those of the Council for the Advancement of Standards for Student Services/Development Programs (CAS). Members collect data, which include responses from students and other significant constituencies and make assessment results available to appropriate institutional officials for the purpose of revising and improving program goals and implementation.

Source: NASPA (1990). Standards of Professional Practice. Retrieved June 12, 2001 from the World Wide Web: <http://www.naspa.org/about/standards.cfm>

# *Acknowledgements*

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## **Program Design & Implementation**

*Diane L. Cooper, Ph.D.* is an Associate Professor of College Student Affairs Administration in the Department of Counseling and Human Development Services at The University of Georgia. She received a B. A. degree in Marketing Management from Miami University in Oxford, OH in 1978, M.Ed. from the University of Missouri-St. Louis in Counseling in 1979 and Ph.D. from the University of Iowa in Counselor Education in 1985, with a concentration in post-secondary education and vocational development. She served for eight years as a student affairs practitioner at the University of North Carolina at Greensboro before joining the faculty in Student Development at Appalachian State University from 1992-1995. Dr. Cooper served for 6 years as the Editor for the College Student Affairs Journal and on the editorial board for the Journal of College Student Development and the Georgia Journal of College Student Affairs. She is the author of one New Directions Series monograph (Beyond law and policy: Reaffirming the role of student affairs in 1997 with James Lancaster), the Student Developmental Task and Lifestyle Assessment (1999 with Theodore K. Miller and Roger B. Winston, Jr.), five book chapters, and numerous journal articles. She is currently serving as a SACSA Scholar and has served on the Professional Development Core Council for the American College Personnel Association. Recently, Dr. Cooper received the Melvne Draheim Hardee Award from the Southern Association of College Student Affairs for outstanding research, scholarship, and leadership in student personnel work. Her research interests are in program design and assessment, legal and ethical issues in student affairs practice, and in professional issues related to underrepresented groups in higher education.

*Angelia M. Bruce* is a master's student in School Counseling at the University of Georgia and graduate assistant to Dr. Diane Cooper. She has been responsible for researching professional mentoring programs, developing this handbook and additional program and training materials for the Georgia Department of Technical and Adult Education, and updating the DTAE mentoring website.

*Kimberly M. Champion* is a master's student in School Counseling at the University of Georgia and graduate assistant to Dr. Diane Cooper. Kim was instrumental in setting up the DTAE mentoring website and providing general support throughout the development of the mentoring project. Prior to entering the school counseling program at the University of Georgia, Kim worked in Student Affairs for six years as a financial aid counselor.

**We also want to thank the following doctoral students for their help with the mentor training workshops:**

*Nancy Chrystal-Green* is a first year doctoral student in the Student Affairs Administration program at the University of Georgia. She received her B.A. in Economics and Political Science from McMaster University, and her M.A. in Recreation Administration from Georgia Southern University. Nancy currently works as the Fitness and Wellness Coordinator for the Department of Recreational Sports at the University of Georgia. Her research interests include learning styles, employee training, environmental design, and group dynamics.

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### **DTAE Representative**

*Barbara S. Wilburn, Ph.D.* is the Director of Student Services in the Office of Technical Education at the Georgia Department of Technical and Adult Education. She has worked in student affairs for the past 18 years as a practitioner and director in various areas of student affairs including counseling, admissions, continuing studies, academic advising, and student development. She has presented at numerous regional and national conferences on retention and academic advising issues. In her current position with DTAE, Barb is responsible for planning and leading a comprehensive statewide program of student services at the 33, soon to be 34, technical colleges in Georgia.

*The Georgia Department of Technical and Adult Education* oversees the state's system of technical colleges, the adult literacy program, and a host of economic and workforce development programs. DTAE provides a unified system of technical education, customized business and industry training and adult education with programs that use the best available technology and offer easy access to lifelong education and training for all adult Georgians and corporate citizens.