



Mentoring Network Training

HONE YOUR MENTORING SKILLS

APRIL, 12, 2019

Welcome

- ▶ **Facilitators**

- ▶ ***Angela Dawson***

- Program Coordinator/Office of SVP of Student Affairs/Central Services

- ▶ ***Susan Blumen***

- Professor/Business and Management/Rockville Campus

Your turn!

Name

Position

Campus

Mentoring
affiliation:

- Currently mentoring? If so, program(s)

One thing they
expect to gain from
training.

Training Outcomes

- ▶ Upon completion of this training, participants will be able to:
 - ▶ Describe
 - ▶ Define
 - ▶ Provide
 - ▶ Develop

Icebreaker Activity



PROVIDES PRACTICE IN
SHARING INFORMATION



HELP OTHERS SHARE



THESE ARE KEY FIRST STEPS IN
BEGINNING A RELATIONSHIP.

Research on Mentoring

- ▶ Persistence and graduation
- ▶ Higher GPAs
- ▶ Significant impact to first year
- ▶ Positive impact in skills and multiple areas



Which quote
most intrigues
or excites you?

Why?

Activity

What are the benefits of mentoring?

Who benefits from mentoring?

Activity

Mentoring Benefits for Mentor

Help
others—skills

Role
modeling

Build
profession

Give back

Personal
satisfaction

Refresh—
thinking &
attitudes

Mentoring Benefits for Mentee

- ▶ Discover & develop talents/skills
- ▶ Decision-making and problem-solving (development)
- ▶ Build self-confidence
- ▶ Set goals and strategies
- ▶ Receive feedback
- ▶ Receive encouragement/support
- ▶ Gain new perspectives
- ▶ Be challenged
- ▶ Network
- ▶ Develop OWN leadership (mentoring skills)



Mentoring Benefits

- ▶ Video: A Minute on Mentoring #3—Benefits for Mentors



<https://www.youtube.com/watch?v=f9UynDHNPLE>

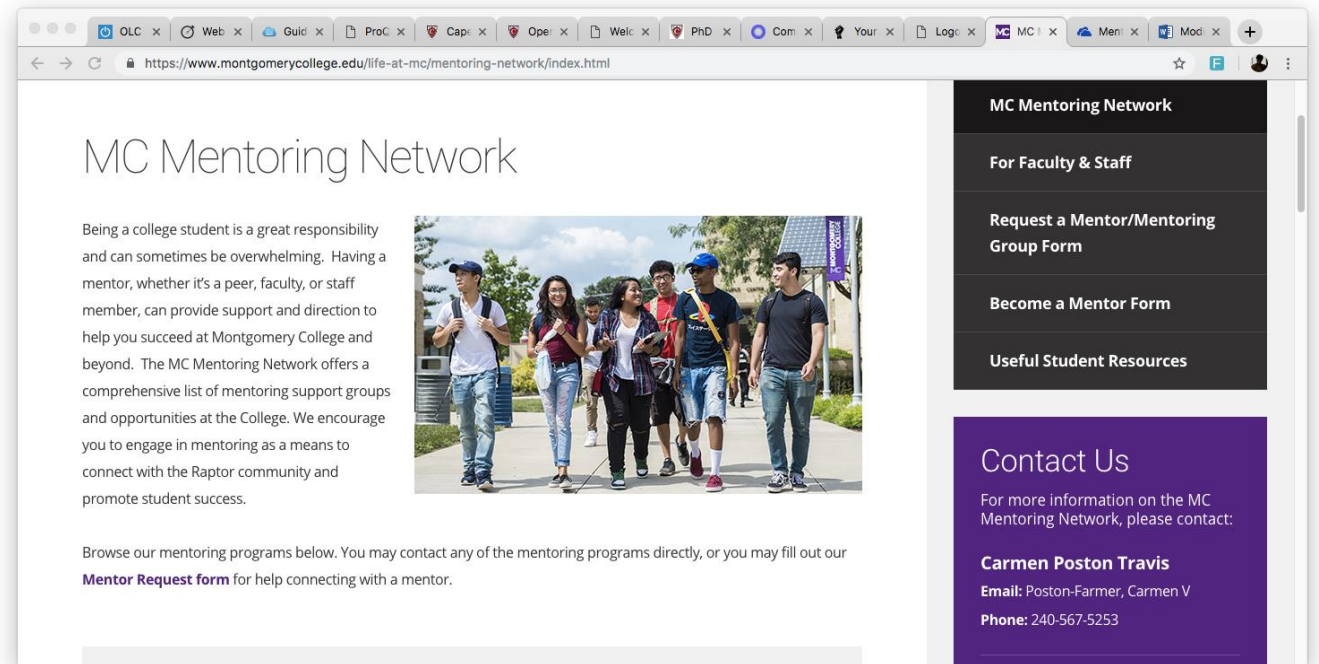
01

What are the benefits to the College?

Activity

Mentoring Network


- ▶ comprehensive list
- ▶ repository



The screenshot shows a web browser window displaying the MC Mentoring Network page. The browser's address bar shows the URL: <https://www.montgomerycollege.edu/life-at-mc/mentoring-network/index.html>. The page content includes a main heading, a paragraph of text, a photograph of students, and a sidebar with navigation links.

MC Mentoring Network

Being a college student is a great responsibility and can sometimes be overwhelming. Having a mentor, whether it's a peer, faculty, or staff member, can provide support and direction to help you succeed at Montgomery College and beyond. The MC Mentoring Network offers a comprehensive list of mentoring support groups and opportunities at the College. We encourage you to engage in mentoring as a means to connect with the Raptor community and promote student success.



Browse our mentoring programs below. You may contact any of the mentoring programs directly, or you may fill out our **Mentor Request form** for help connecting with a mentor.

MC Mentoring Network

- For Faculty & Staff
- [Request a Mentor/Mentoring Group Form](#)
- [Become a Mentor Form](#)
- Useful Student Resources

Contact Us

For more information on the MC Mentoring Network, please contact:

Carmen Poston Travis
Email: Poston-Farmer, Carmen V
Phone: 240-567-5253

Mentoring Network Website

► Mentee Request

The screenshot shows a web browser window with the URL <https://www.montgomerycollege.edu/life-at-mc/mentoring-network/request-a-mentor-mentoring-group-form.html>. The page title is "Request a Mentor/Mentoring Group Form". Below the title is a paragraph: "The MC Mentoring Network is an initiative that is specifically aim at connecting students to supportive resources that will aid in increased academic persistence and retention. Mentoring is a great way to get connected, engaged and involved at Montgomery College." The form contains the following fields:

- 1. First Name * (text input), Middle Initial (text input), Last Name * (text input)
- M Number * (text input)
- MC Email Address * (text input)
- Phone Number * (text input), Personal Email Address (text input)
- Race (text input), Gender (text input), Date of Birth (calendar icon)
- Primary Campus * (text input), Academic Major * (text input)

On the right side of the page, there is a dark sidebar with the following menu items:

- MC Mentoring Network
- For Faculty & Staff
- Request a Mentor/Mentoring Group Form
- Become a Mentor Form
- Useful Student Resources

Mentoring Network Website

► Mentor Interest

The screenshot shows a web browser window with the URL <https://www.montgomerycollege.edu/life-at-mc/mentoring-network/become-a-mentor-form.html>. The page title is "Become a Mentor Form".

The form content includes:

- Introduction:** "The MC Mentoring Network is an initiative that is specifically aim at connecting students to supportive resources that will aid in increased academic persistence and retention. Mentoring is a great way to get connected, engaged and involved at Montgomery College." and "All mentors must complete a mentor orientation workshop before being paired with students."
- Form Fields:**
 - 1. First Name * (text input), Middle Initial (text input), Last Name * (text input)
 - Phone Number * (text input), MC Email Address * (text input)
 - I am * (dropdown menu with "-- Please Select --"), Department * (text input)
- Capacity Selection:** "In what capacity are you interested in serving as mentor:"
 - One-on-One Mentoring
 - I have a mentoring group I'd like to register in the MC Mentoring Network
 - I am available to assist in any needed capacity. Please contact me.
- Additional Details:** "Provide any additional details that will provide insight regarding mentor/mentee matching." (text area)
- Date:** (text input with calendar icon)
- Buttons:** "BACK" (green) and "SUBMIT" (blue)

A sidebar on the right contains navigation links: "MC Mentoring Network", "For Faculty & Staff", "Request a Mentor/Mentoring Group Form", "Become a Mentor Form" (highlighted), and "Useful Student Resources".

Mentoring Network Website

MENTORING GROUPS (PROFILE)

https://www.montgomerycollege.edu/life-at-mc/mentoring-network/

Mentoring Groups

Advancing Child Care Teachers Towards Completion (ACCTTC) Mentoring Initiative

ACCTTC supports students in the field of early childhood education with a clear pathway from noncredit to credit hours at Montgomery College. Through this mentoring initiative, students receive academic support through tutoring, tracking of their progress each semester, and advising every month during the academic year. In partnership with WD&CD Early Childhood, specific trainings are developed to support the students with the Maryland State Department of Education requirement for credentialing.

Program Target Population: Students pursuing Early Childhood degree & credentials but all are welcome.

Contact Information

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https://www.montgomerycollege.edu/life-at-mc/mentoring-network/

Mentoring Groups

- ### Advancing Child Care Teachers Towards Completion (ACCTTC) Mentoring Initiative

ACCTTC supports students in the field of early childhood education with a clear pathway from noncredit to credit hours at Montgomery College. Through this mentoring initiative, students receive academic support through tutoring, tracking of their progress each semester, and advising every month during the academic year. In partnership with WD&CD Early Childhood, specific trainings are developed to support the students with the Maryland State Department of Education requirement for credentialing.
- ### Advancing Latino Male Achievement (ALMA)

The word "alma" means soul in Spanish and our program seeks to nurture the student's whole being. Our mentoring program focuses on holistic academic and personal guidance, support and leadership development designed specifically for the lowest graduating population in Higher Education - Hispanic/Latino/Native American males. We meet monthly, both in person and virtually, to provide access to training, information and to help males build an understanding of their roles in Higher education and our community.
- ### Boys to Men (BTM)

This mentoring program is specifically aimed at the retention of African American/Black Male students at Montgomery College. It seeks to foster a greater degree of academic success, student activism and personal responsibility. BTM will provide academic and personal mentoring for the above targeted student population. Participating students will also benefit from having their academic progress monitored each semester. Periodically, the program will offer off-campus gatherings, book reviews and workshops.
- ### Business Buddies

Business Buddies is a peer advising program that provides an opportunity to meet other students and receive advice in a peer advising format. There is no set schedule, students meet when they want and where they want - an extracurricular without the set schedule and with the benefit of networking and helping others.
- ### Economics Club

Mentoring Defined

High-impact practice

Process

Relationship focus

Formal vs informal

Key Mentoring Skills



Active listening

Building trust

Goal determination and
building capacity

Encouraging and inspiring

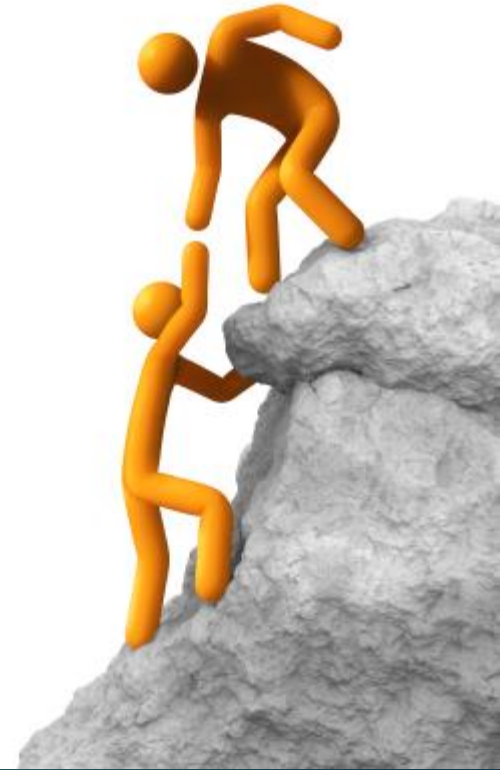
Mentoring

Key Mentoring Skills

- ▶ Active Listening
- ▶ Building Trust
- ▶ Goal Determination/Building Capacity
- ▶ Encouraging & Inspiring

Mentor Domains

- ▶ Emotional Support
- ▶ Goal Setting & Career Path Support
- ▶ Academic Support
- ▶ Support as Role Model



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Source: Crisp & Cruz (2009)

Qualities of a Successful Mentor

- ▶ Personal commitment
- ▶ Respect for individuals & their abilities
- ▶ Ability to listen and accept a different point of view
- ▶ Ability to empathize
- ▶ Ability to see solutions, opportunities and barriers
- ▶ Flexibility and openness

Source: MENTOR/National Mentoring Partnership

Mentee Responsibilities

Mentoring

- Collaborative
- Mutual responsibility/accountability
- Developmental stages/transitions
- Duration= sustained & defined

Mentoring Relationship

- Developmental opportunity
- Mutual benefit

Mentee Role

- Achiever
- Willing— initiative
- Maximize learning opportunities

Mentee Responsibilities

- ▶ Mentee
 - ▶ Decide the amount of help & guidance
 - ▶ Identify skills & competencies
 - ▶ Assume initiative
 - ▶ Absorb mentor's knowledge
 - ▶ Demonstrate learning



Qualities of a Successful Mentee

Personal
commitment to full
partnership

Flexibility

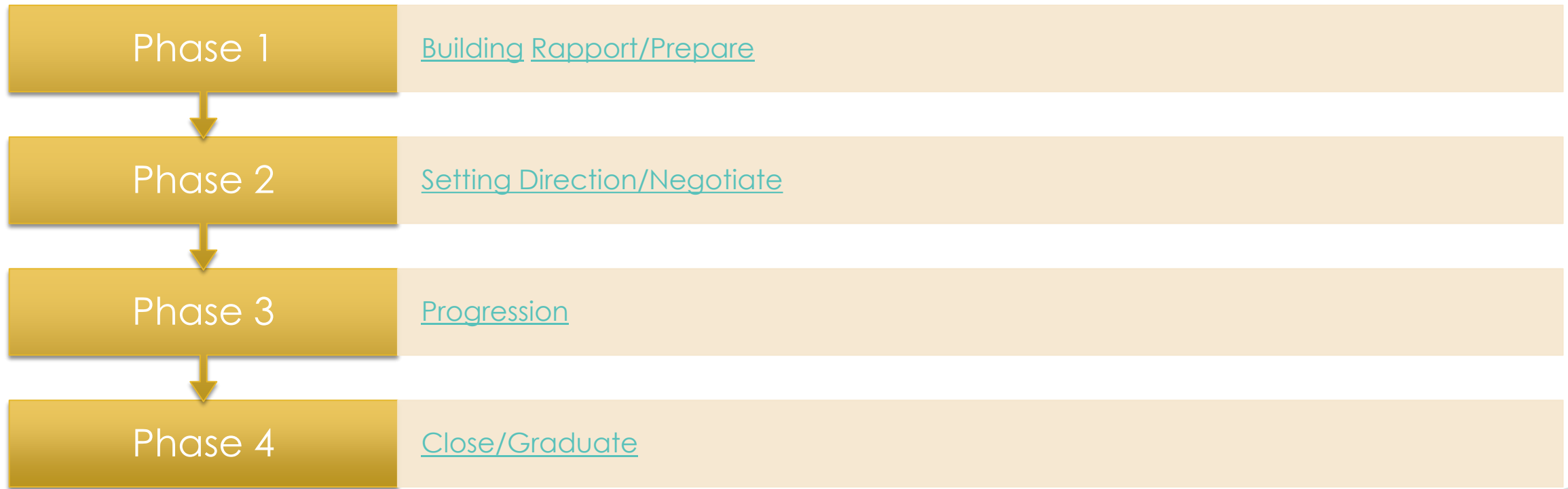
Ability to recognize
mentoring as only
ONE
developmental
tool

Openness

Ability to listen and
accept different
point of view

Mentoring Relationship

- ▶ How do they get the most out of the relationship?
 - ▶ Respect similarities and differences
 - ▶ Develop a structure for mentoring partnership
 - ▶ Enough challenges
 - ▶ Achieves mutual outcomes
 - ▶ Evolve in a structured yet flexible
 - ▶ Capitalizes on strengths of both



Phases of the Mentoring Relationship

Adapted from CCC/The Mentoring Group's Mentor and Mentee training (2001)

Phase 1: Building Rapport/Prepare

BUILDING TRUST AND THE FIRST MEETING

Phase 1: Building Rapport/Prepare

Can you work together? (exploring)

Alignment of values

Establish mutual respect

Agreement on purpose

Establishing roles, behaviors, and expectations



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Phase 1: Building Rapport/Prepare

- ▶ Rapport building competencies
 - ▶ Active listening
 - ▶ Empathizing
 - ▶ Giving respect
 - ▶ Offering openness and trust (elicit reciprocity)
 - ▶ Identifying and valuing similarities & differences



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Phase 1: Building Rapport/Prepare

Mentor Responsibilities

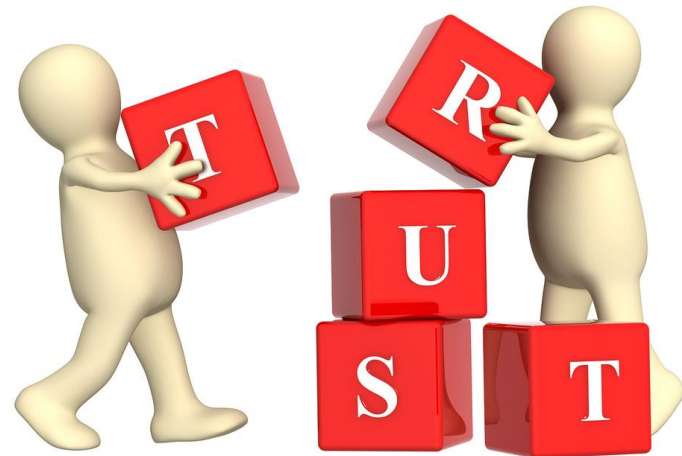
- ▶ Have a clear understanding of motivation for mentoring
- ▶ Agree to mentor based on realistic assessment of your skills and experience.
- ▶ Be open to mentoring those different from you and even outside your discipline

Mentee Responsibilities

- ▶ Have a clear understanding of your motivation for wanting to be mentored.
- ▶ Find out as early as possible if a mentor is open and able to assist you with your career goals.
- ▶ Broaden your search for a mentor to include nontraditional fields. Be open.

Building Trust

- ▶ **Behaviors that build trust**
 - ▶ Confidentiality
 - ▶ Honoring time (schedule)
 - ▶ Consistency
 - ▶ Show genuine interest
 - ▶ Support
 - ▶ Honesty



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Pushing the Envelope

To have a first hand experience with a question of trust

Activity

First Meeting: Building Rapport

Step 1

Get [acquainted](#)



Step 2

Discuss overall mentoring [goals](#)



Step 3

Create a [Mentoring Partnership Agreement](#)

First Meeting: Goals

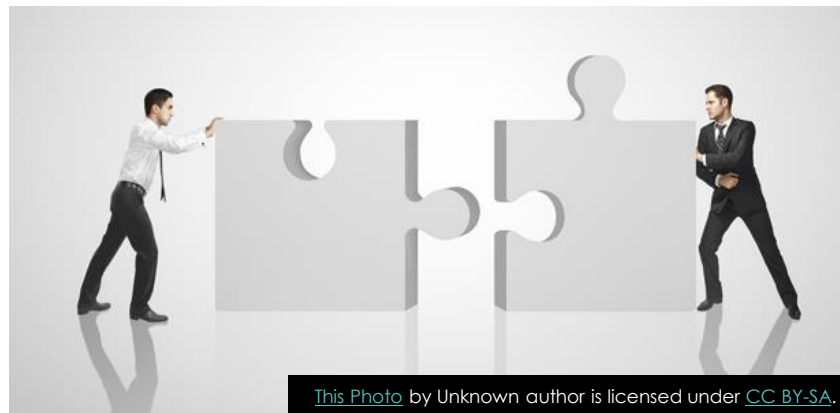
Engage	Engage mentee
Set	Set a positive tone & expectations
Connect	Connect with mentee
Connect	Connect future learning

Step 1: Get Acquainted

BUILDING THE RELATIONSHIP

Step 1: Get Acquainted

- ▶ Find commonalities
- ▶ Look for uniqueness
- ▶ Explore hobbies
- ▶ How similar/different are behavioral styles?
 - ▶ Benefits of match
 - ▶ Driver, Expressive, Amiable, Analytical



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Step 2: Discuss Overall Mentoring Goals

GET CLARITY

Step 2: Discuss Overall Mentoring Goals

Discuss YOUR overall mentoring goals

Make sure both are clear

- Example questions:
 - What are your strengths/weaknesses and behavioral styles?
 - Identify your top 3 goals
 - What are your visions and aspirations?

Step 3: Create a Mentoring Partnership Agreement

OUTLINE SPECIFICS

Step 3: Create a Mentoring Partnership

- ▶ Discuss and sign
 - ▶ Commitments
 - ▶ Goals
 - ▶ Rules
 - ▶ Parameters of confidentiality



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First Meeting: Building Rapport Strategies

► Strategies for first meeting

Mentor's Strategies for an Effective Mentoring Conversation		
Agenda Items	Strategies for Conversation	Possible Mentor Approaches
Take time getting to know each other.	Obtain a copy of the mentee's bio in advance. If one is not available, create one through conversation.	Establish rapport. Exchange information. Identify points of connection.
Talk about mentoring	Ask: Have you ever been engaged in a mentoring relationship? If so, what did you learn from that experience?	Talk about your own mentoring experiences.
Determine the mentee's goals	Ask: What do you want to learn from this experience? Give the mentee an opportunity to articulate broad goals.	Determine if the mentee is clear about his or her goals and objectives.
Determine the mentee's relationship needs and expectations.	Ask: What do you want out of this relationship?	Be sure you are clear about what your mentee wants from the mentoring relationship.
Define the deliverables and a time table.	Ask: What would success look like for you? What is your timetable for achieving it?	Do you have an area of expertise that is relevant to the mentee's learning goals?
Share your assumptions, needs, expectations and limitations with candor and confidentiality.	Ask for feedback. Discuss: Implications for the relationship.	What are you willing and capable of contributing to the relationship?
Discuss options and opportunities for learning.	Ask: How would you like to go about achieving your learning goals? Discuss: Learning and communication styles	Discuss the implications of each other's styles and how that might affect the mentoring relationship.
	Ask: What is the most useful kind of assistance I can provide?	

Source: (Zachary, L. 2002)

First Meeting: Building Rapport

Step 1

Get acquainted



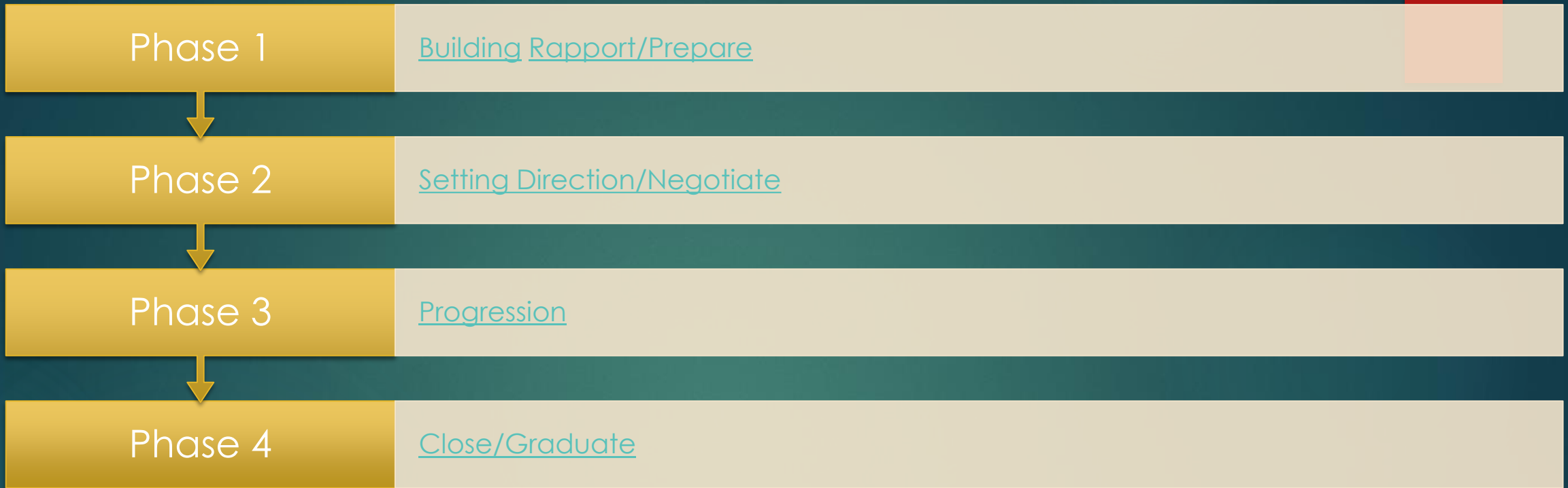
Step 2

Overall mentoring goals



Step 3

Create a Mentoring Partnership Agreement



Phases of the Mentoring Relationship

Adapted from CCC/The Mentoring Group's Mentor and Mentee training (2001)

Phase 2: Setting Direction/Negotiate

GOAL SETTING AND CREATING AN ACTION PLAN

Phase 2: Setting Direction/Negotiate

- ▶ Goal-setting
- ▶ Long-term goals to daily tasks



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Phase 2: Setting Direction/Negotiate

- ▶ Direction Setting Competencies
 - ▶ Goal identification
 - ▶ Clarification
 - ▶ Personal project planning
 - ▶ Testing mentee's commitment level
 - ▶ Test if goals are realistic

Phase 2: Setting Direction/Negotiate

Mentor Responsibilities

- ▶ Clear understanding of mentor expectations
- ▶ Clearly communicate expectations
- ▶ Be flexible
- ▶ Have a plan—milestones & deliverables
- ▶ Codevelop exit strategy
- ▶ Adapt feedback to mentee's learning style
- ▶ Be realistic (time commitment)

Mentee Responsibilities

- ▶ Clear understanding of your expectations of your mentor and the relationship
- ▶ Clearly communicate expectations
- ▶ Be flexible
- ▶ Have a plan—milestones & deliverables
- ▶ Codevelop exit strategy
- ▶ Inform mentor of preferred learning style
- ▶ Be realistic (time commitment) to do homework & self-reflection



Mentoring Action Plan

PUTTING GOALS INTO ACTION

Developing the Mentoring Action Plan--Guidelines

▶ Key elements

Elements	Mentoring Action Plan Guidelines
Career goal	What is the goal that the mentee wants to achieve? The goal should be written in the form of an expected outcome rather than the process.
Date	A reasonable date by which you both feel that the goal can be achieved.
Objective	The skill, experience or competency that the mentee wishes to gain, written in measurable terms.
Actions	Detailed, sequential steps to achieve the objective.
Target dates	For each action step listed, assign a target date for its completion.
Resources needed	Any person, place or thing the mentee feels necessary to accomplish each action step. Indicate any pertinent learning opportunities.
Progress and/or concerns	A record of progress or an indication of barriers or concerns that have led to a revision of the action steps.

Developing the Mentoring Action Plan

Step 1

- Create a personal vision statement

Step 2

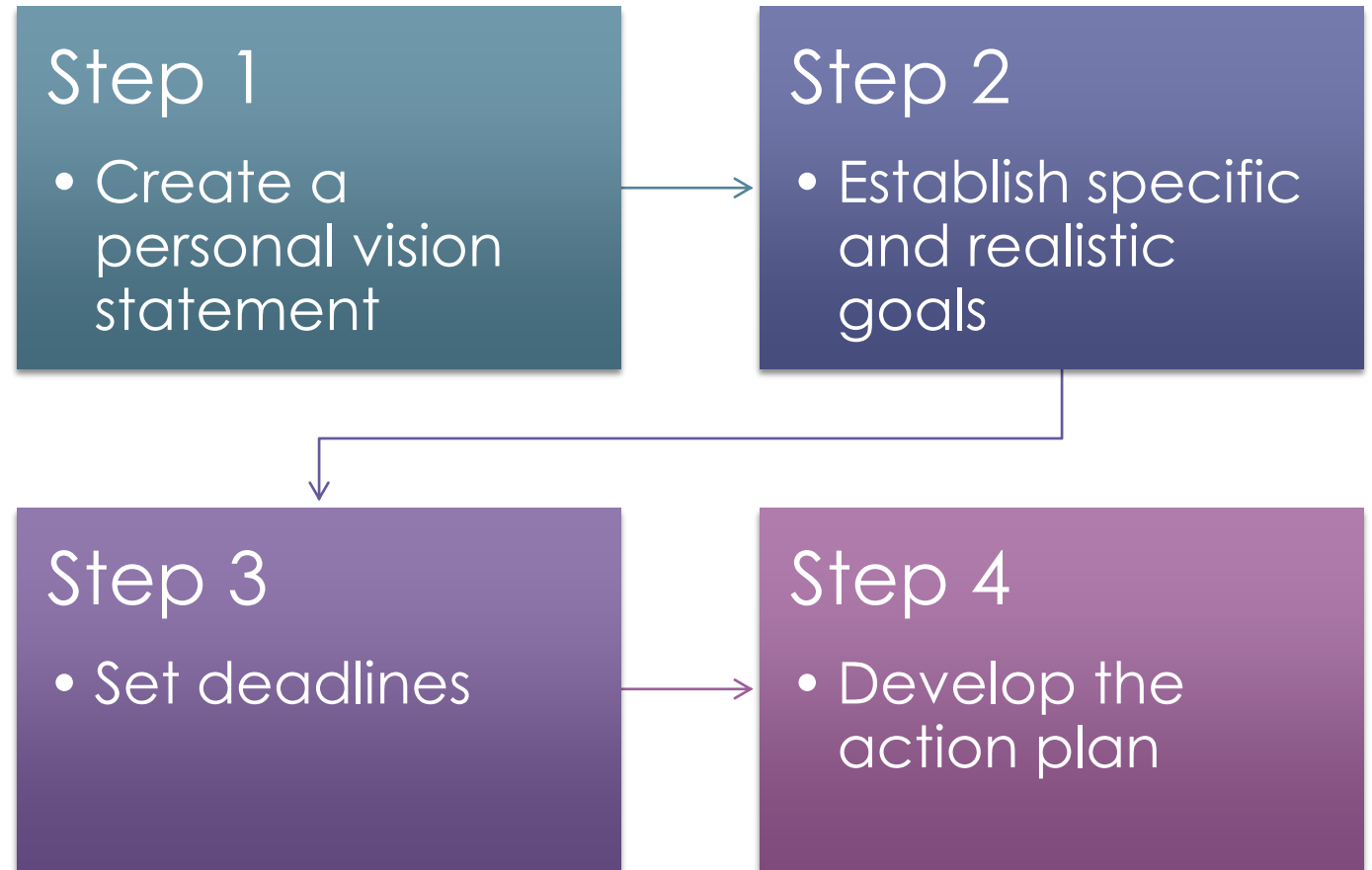
- Establish specific and realistic goals

Step 3

- Set deadlines

Step 4

- Develop the action plan



Step 1: Create the Personal Vision Statement

Used as a frame of reference

Clear, concise expression = life purpose

Used as starting point

Motivational tool

Requires introspection

Step 2:
Establish
Specific and
Realistic Goals

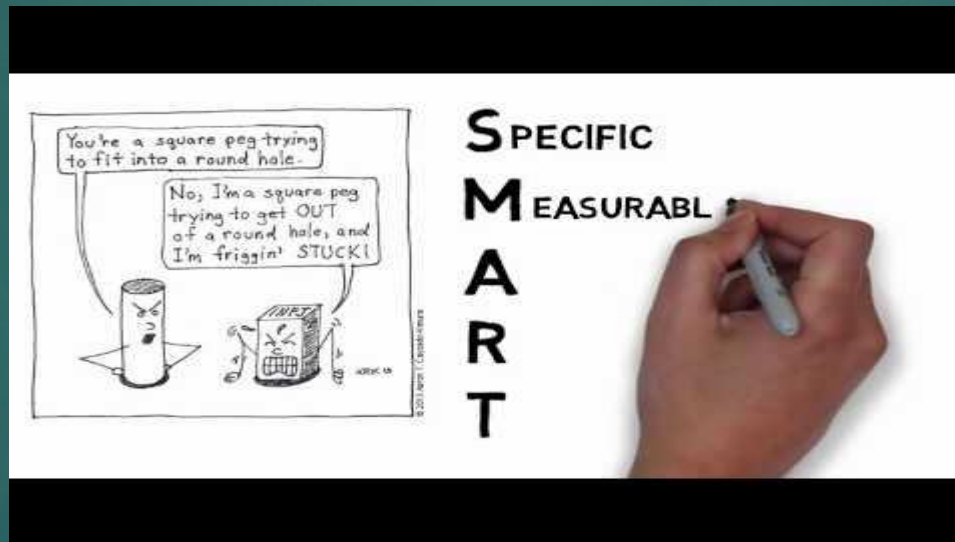
Support the personal vision
statement

Specific and realistic

S.M.A.R.T

SMART goals

- ▶ SMART Goals - Quick Overview



Step 2: Establish Specific and Realistic Goals

- ▶ S = specific
- ▶ M = measurable, meaningful, motivational
- ▶ A = Agreed upon, attainable
- ▶ R = realistic, relevant, rewarding, results-oriented
- ▶ T = time-based, timely, tangible

Step 3: Set Deadlines

Specific

Time limits

deadline

Step 4: Develop Action Plan

- ▶ Guide mentee to
 - ▶ Describe step by step
 - ▶ Establish deadlines
 - ▶ Provide template

Recap

- ▶ Explored why mentoring works generally
- ▶ Identified benefits of mentoring
- ▶ Discussed phases of the mentoring relationship
- ▶ Identified the competencies for each phase
- ▶ Outlined steps needed to begin the mentoring process



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Phase 3: Progression/Enable

WORKING TOWARD GOALS AND DEEPENING ENGAGEMENT

Phase 3:
Progression

More comfortable challenging

More deeper exploration

Mutual learning

Mentee takes the lead

Phase 3: Progression

- ▶ Progress-Sustaining Competencies
 - ▶ Ability to sustain commitment
 - ▶ Sufficient challenge
 - ▶ Help mentee take on more responsibility
 - ▶ Via constructive criticism



Phase 3: Progression

Mentor Responsibilities

- ▶ Advise, don't dictate
- ▶ Advise on what you know and admit what you do not (refer)
- ▶ Provide relevant examples and resources
- ▶ Recognize mentee's weaknesses but build their strengths
- ▶ Give constructive feedback

Mentee Responsibilities

- ▶ Actively listen and contribute to the conversations
- ▶ Understand your mentor will not have all the answers
- ▶ Acknowledge your weaknesses and build strengths
- ▶ Accept and reflect on constructive feedback

NVC Compassionate Communication Model

1

State

- State the observations

2

State

- State the feelings—
triggered

3

State

- State the Need

4

Make

- Make a
concrete
request

Giving Feedback

- ▶ **Empathize**
 - ▶ Observation vs judgment
 - ▶ Able to name and identify feelings



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Phase 3: Progression (cont'd)

Mentor Responsibilities

- ▶ Don't avoid difficult conversations
- ▶ Periodically evaluate progress and reassess the relationship
- ▶ Celebrate successes
- ▶ Be reliable

Mentee Responsibilities

- ▶ Don't avoid difficult conversations
- ▶ Periodically evaluate progress and reassess the relationship
- ▶ Celebrate successes
- ▶ Be reliable

Phase 4: Close/Graduate

TRANSITIONING AND REDEFINING

Phase 4: Close/Graduate

- ▶ Mentee achieved large amount of goals
- ▶ Mentee feels confident
- ▶ Celebrate
- ▶ Redefine relationship



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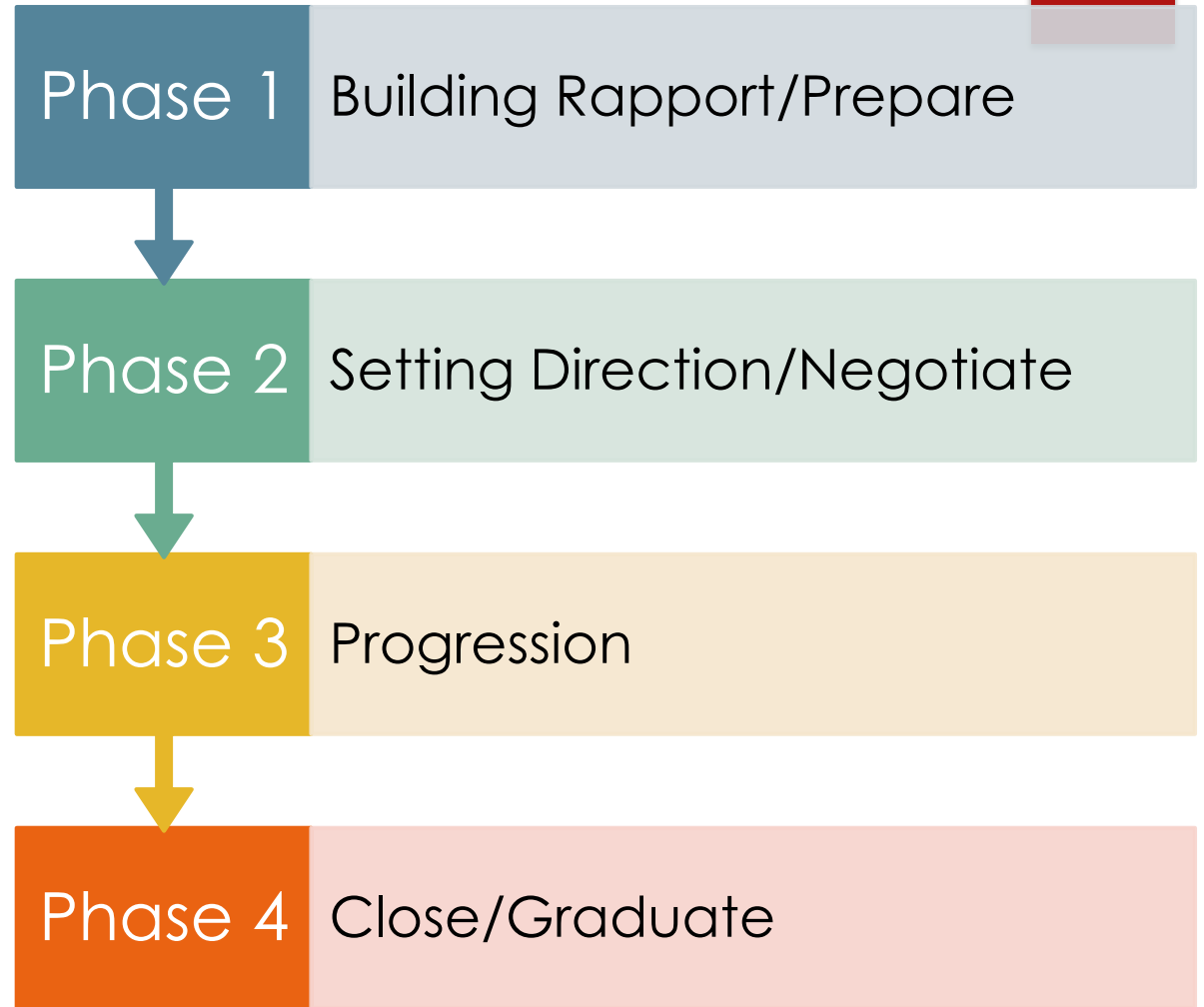
Phase 4: Close/Graduate

- ▶ Transitional competencies
 - ▶ Sensitivity
 - ▶ Ability to foster positive end
 - ▶ Effective management



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Phases of the Mentoring Relationship



Finding MC Resources

The screenshot shows a web browser window displaying the Montgomery College website. The page title is "Student Insider's Guide and Planner" and it is dated "2018-2019". The page is produced by the Montgomery College First Year Experience Team with support from the Office of Institutional Advancement, dated June 2018. The website header includes the Montgomery College logo and the text "FIRST YEAR EXPERIENCE MONTGOMERY COLLEGE". The left sidebar contains a "Table of Contents" with the following items: Acknowledgments, First Year Experience, First Year Checklist, How to Use the Student Insider's Guide, Monthly and Weekly Planner, Important Contacts, Montgomery College Terms You Should Know, Map of Germantown Campus, Map of Rockville Campus, Map of Takoma Park/Silver Spring Campus, Transportation and Parking, Security, Closing, Delayed Opening, or Emergency, Monthly Expenses Worksheet for Students, Financial Aid, Assessment and Placement, Course Materials, Logging into Starfish, Educational Planning Overview, and Benchmarks - Pathway to Completion.

The screenshot shows a "Table of Contents" page with the following sections and page numbers:

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<https://www.montgomerycollege.edu/counseling-and-advising/first-year-experience/>



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Working on Our Skills

PRACTICE!

Mentoring Resources

ADDITIONAL TOOLS FOR MENTOR SELF-REFLECTION:

- ▶ The article “Evaluating and Giving Feedback to Mentors: New Evidence-Based Approaches” by Anderson et al. includes a **mentor self-reflection template**:
<http://onlinelibrary.wiley.com/doi/10.1111/j.1752-8062.2011.00361.x/full#t3>
- ▶ Similarly, “**Self-assessment: How Good a Mentor Are You?**” is available in the article “Nature’s Guide For Mentors” by Lee et al.:
http://www.nature.com/nature/journal/v447/n7146/fig_tab/447791a_T1.html

Mentoring Resources

ADDITIONAL TOOLS FOR MENTOR SELF-REFLECTION:

- ▶ Mentor/Mentee agenda: how to craft the agenda

<https://www.naceweb.org/job-market/special-populations/crafting-a-mentor-mentee-meeting-agenda/>

- ▶ Diversity issues in mentoring

http://live-uarizona-diversity.pantheon.arizona.edu/sites/default/files/diversity_issues.pdf

- ▶ Mentor-Mentee Relationship

https://cdn1.sph.harvard.edu/wp-content/uploads/sites/36/2016/06/The-Mentor-Mentee-Relationship-Handout_October-2015.pdf

Next Steps