Orientation Mentor Training Manual
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Orientation Mentor Training Program

Overview:

Elon University has established a mentoring program as part of an employee’s orientation to working at the university. The goals of the mentoring program are to effectively engage successful employees with new employees so that new employees:

1. Have a strong understanding of employee roles and university expectations associated with working in higher education.

2. To provide new employees an information source for questions about university culture and traditions.

3. To introduce new employees to the services of the Office of Leadership and Professional Development (OLPD) so that they can exercise personal leadership in their own employee development.

In order to have a mentoring program that is effective, mentors have to be prepared for their assignments. The university’s mentor training program will cover the basic concepts and responsibilities needed for successful mentoring.
Objectives of Mentor Training:

➢ To help mentors be successful in their roles by outlining mentor responsibilities and expectations.
➢ To explain to mentors the basics of effective mentoring.
➢ To teach mentors how to prepare for mentoring meetings.
➢ To allow interactive role play so that mentors can relate to their mentees.

Program Competency

Conceptual Category: Leading Others
Competency Cluster: Employee Development
Competency Name: Mentor others
Competency Description: Provides important role modeling for new employee.

Behavioral items that belong to the competency:

➢ Mentor provides ongoing feedback
➢ Mentor is open with mentee about what he/she has learned from their Elon experience
➢ Becomes a Mentor for others
➢ Provides important role modeling for new employees
Mentoring Program Statement

Honoring the Elon Commitment through the development of a mentoring program that promotes staff engagement and development.

What is Mentoring?

An organizational practice in which people come together to transfer or develop a specific skill set. Simply stated, mentoring is matching a seasoned employee with a less experienced employee for the development/enhancement of knowledge, skills, and abilities as a way to retain talent.

Mentoring is a brain to pick, an ear to listen, and a push in the right direction.

John Crosby, American Businessman
Orientation Mentoring Program

- A commitment to six (6) monthly interactions.

- Mentors attend Joining Elon that is offered by the Office of Leadership and Professional Development (OLPD) with new staff hires (potential mentees). During this session, the potential mentee learns the history of Elon and other cultural information.

- Staff Liaison will give an overview of the Orientation Mentoring Program at the end of the Joining Elon session. New staff hires interested in participating in the Orientation Mentoring Program will complete an application.

- Selected mentees are matched with a university mentor (Staff Liaison will assign the mentor). *The pilot program will consist of participants from the mentoring focus group.*

- The first monthly interaction should be face-to-face. This gives the mentor and mentee the opportunity to get to know one another.

- The next meeting can be used for setting goals (maximum of 3). Below is a list of few suggested goals:
  
  - How to be successful at work.
  
  - How to network with others.
  
  - How to get things done effectively.
  
  - Getting to know the Elon community in order to know who to contact for specific needs.
During the next 3-5 months, the new employee (mentee) and mentor attend College Coffee, a cultural event, an athletic event, and/or a lunch meeting.

Last meeting (in person) is to answer any questions that the mentee has in regards to Elon.

Benefits of Being a Mentor

Mentors will:

- Have the opportunity to connect with new staff members.
- Help mentee become acclimated to the university environment.
- Develop a relationship with new staff and provide guidance.
Program Outcomes

Participation in the program can:

➤ Provides mentors an employee development opportunity.

➤ Ensures a well-informed workforce with a greater understanding of the mission and goals of the university and their role in helping the university achieve these outcomes.

➤ Mentors provide new employees a go to person for questions about university culture and expectations.

➤ Elon University experiences greater retention of new employees.

➤ The Office of Leadership and Professional Development is introduced to new employees as a resource for their own professional development.
Many people feel that being a mentor requires special skills, but mentors are simply people who have the qualities of good role models.

<table>
<thead>
<tr>
<th>Mentors listen.</th>
<th>They maintain eye contact and give mentees their full attention.</th>
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</thead>
<tbody>
<tr>
<td>Mentors guide.</td>
<td>Mentors are there to help their mentees find life direction, never to push them.</td>
</tr>
<tr>
<td>Mentors are practical.</td>
<td>They give insights about keeping on task and setting goals and priorities.</td>
</tr>
<tr>
<td>Mentors educate.</td>
<td>Mentors educate about life and their own careers.</td>
</tr>
<tr>
<td>Mentors provide insight.</td>
<td>Mentors use their personal experience to help their mentees avoid mistakes and learn from good decisions.</td>
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<tr>
<td>Mentors are accessible.</td>
<td>Mentors are available as a resource and a sounding board.</td>
</tr>
<tr>
<td>Mentors criticize constructively.</td>
<td>When necessary, mentors point out areas that need improvement, always focusing on the mentee's behavior, never his/her character.</td>
</tr>
<tr>
<td>Mentors are supportive.</td>
<td>No matter how painful the mentee's experience, mentors continue to encourage them to learn and improve.</td>
</tr>
<tr>
<td>Mentors are specific.</td>
<td>Mentors give specific advice on what was done well or could be corrected, what was achieved and the benefits of various actions.</td>
</tr>
<tr>
<td>Mentors care.</td>
<td>Mentors care about their mentees’ progress at work as well as their career planning and personal development.</td>
</tr>
<tr>
<td>Mentors succeed.</td>
<td>Mentors not only are successful themselves, but they also foster success in others.</td>
</tr>
<tr>
<td>Mentors are admirable.</td>
<td>Mentors are usually well respected in their organizations and in the community.</td>
</tr>
</tbody>
</table>

Courtesy of the University of Carolina at Chapel Hill: Training and Talent Management department, 2013.
**Expectations of Mentors**

<table>
<thead>
<tr>
<th>Expected to:</th>
<th>Not Expected to:</th>
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<tbody>
<tr>
<td>• Get to know your mentee</td>
<td>• Have an instant rapport with their mentee</td>
</tr>
<tr>
<td>• Be an active listener</td>
<td>• Tell their mentee what to do</td>
</tr>
<tr>
<td>• Share knowledge</td>
<td>• Seek out a mentee</td>
</tr>
<tr>
<td>• Help identify your mentee’s talents, strengths and assets</td>
<td>• Be an expert in every area</td>
</tr>
<tr>
<td>• Be open to what your mentee can teach you or share with you</td>
<td>• Have a friendship with their mentee</td>
</tr>
<tr>
<td>• Serve as a resource</td>
<td>• Do the work for the mentee</td>
</tr>
<tr>
<td>• Allocate time and energy for sessions</td>
<td>• Manage the mentee as a supervisor would</td>
</tr>
<tr>
<td>• Follow through on commitments</td>
<td></td>
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</tbody>
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Courtesy of the University of Carolina at Chapel Hill: Training and Talent Management department, 2013.
Communication:
Your mentee may be hesitant at first to reach out to you – for concern of being seen as a bother or feeling uneasy about initiating the relationship. You should plan to be proactive early on, modeling to your mentee that you are accessible and eager to partner and be a resource. Some suggestions:

- Email your mentee weekly for the first month or two – just to check-in, or share a favorite quote or other inspiration.
- Be timely in responding to your mentee. The more you establish your commitment to them, the more you will build trust and they will open up to you.
- If your mentee doesn’t respond to your phone calls or emails, don’t let it go! Let your mentee know that timeliness and accountability is part of their development.

Confidentiality:
All information shared and obtained as a result of the mentoring process is strictly confidential, and is not to be discussed outside of the mentoring situation under any circumstances unless agreed upon, in advance, by all parties concerned.

Providing Feedback:
- Don’t try to be teacher, parent, disciplinarian, therapist, or babysitter. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Do not criticize or preach.
- Never say “you should have…” to your mentee. Think of ways to problem solve together rather than lecturing or telling the mentee what to do.
➢ Respect the uniqueness and honor the integrity of your mentee and influence him/her through constructive feedback. The mentor empowers the mentee to make right decisions without actually deciding for the mentee. Be alert for opportunities and teaching moments. Explore positive and negative consequences of potential actions.

**Setting Goals & Expectations:**

➢ Help your mentee set realistic expectations and goals.

➢ Encourage, but do not demand.

➢ Remember sometimes changes take time. Do not get discouraged if a mentee is not making significant improvements. Mentors have a great deal of impact that may not be immediately evident. Look for small signs such as improved self-confidence, showing up for meetings and expressing appreciation.
Basic of Effective Mentoring: CORE MENTORING SKILLS

“While seeing others through the eyes of respect might be the first step in helping them, sometimes being seen that way is all they really need.”

~Gail Van Kleeck

Three Temptations of Mentoring

1. Acting as if people are (or should be) just like you
2. Telling people what to do
3. Solving the problem instead of working to build the person’s competence

Listening

It sounds simple enough, yet deep: thoughtful listening is a skill greatly lacking in our society. Typically we’re either talking or waiting to talk. Peter Drucker, one of the world’s premier scholars on leadership and management, has said numerous times that listening is the single most important leadership competency, and the least developed.

As a mentor, you have an excellent opportunity to practice the skill and art of being present with someone, and listening to them fully. Get out of your own way, allow that little voice in your head to quiet, and focus your full attention on your mentee when they speak to you. This alone can provide the space for great shifts to occur in your mentee’s thought process and problem solving ability. As Peter Senge writes in his book “The Fifth Discipline Fieldbook”:

1. Stop talking
2. Turn off the “background conversation” in your head
3. Imagine the other person’s point of view

4. Look, act, and be interested

5. Observe non-verbal behavior

6. Don’t interrupt. Sit still past your comfort level before speaking

7. Listen between the lines for implicit meanings

8. Speak only affirmatively while listening

9. Ensure understanding by paraphrasing key points

10. Stop talking

Balance Asking Good Questions with Being a Good Resource

Ask your mentee questions to help them think strategically for themselves. It is okay to help them solve problems by providing suggestions, but always ask them to contribute other ideas for problem-solving. Remember: mentoring is not about solving the other person’s problem for them. It is certainly okay to provide your experience and expertise (be a useful resource!), because that is a key ingredient of being a good mentor. However, if your mentee depends on you to solve their problems, the mentee is not learning to think strategically on their own.

An effective mentor helps their mentee think through an issue – providing support while encouraging them to take responsibility of the issue and draw upon the skills that they have developed in an effort to find a reasonable solution.

Example:

Mentee – I have a big project due in a couple of weeks and I really want to impress my manager by doing an exceptional job. Tell what you think I should do.
Mentor – You know John, I just completed a pretty big project myself. I have some excellent resources that I can share with you that will be very helpful. One resource offers best practices in project management with emphasis on prioritizing tasks and the other offers tips on how to effectively manage your time. Both resources were instrumental in me successfully completing my project well above the deadline.

This dialogue scenario above reinforces the role of the mentor/mentee relationship.
Preparing Mentoring Meetings

Readiness

Asking yourself if you are ready to enter a mentoring relationship, either as a mentor or a mentee, is critical to the success of the relationship. Honest self-reflection on the time commitment involved, openness to reflection and challenges, and a true intention toward learning and growth on both sides are key components to consider before entering a mentoring relationship. Also, clear goals for what you would like to get out of the relationship, both as a mentor or as a mentee, is fundamental to the success of the relationship.

Phases of a Mentoring Relationship

Mentoring relationships have predictable cycles: preparing, negotiating, enabling, and coming to closure. Knowing and anticipating the natural flow of the mentoring relationship can help keep it successful and healthy. In the preparation phase, training and materials often help to get the relationship started on the right foot. Negotiating involves establishing well-defined learning goals, success criteria and measurement, accountability, protocols for addressing stumbling blocks, and alignment of goals with larger departmental goals. Enabling, the longest phase of the relationship, involves the actual practice of learning and development delineated in the negotiating phase. Finally, closure is the process of identifying the natural end of the relationship, recognizing that objectives have been met, or identifying when the relationship is no longer fruitful. It is the natural ending and parting of ways of the mentor and mentee.
Accountability

Accountability requires shared intention, responsibility, and ownership, as well as a shared commitment to action and consistency of practice. Accountability between mentor and mentee involves the process of:

1. Setting goals
2. Clarifying expectations
3. Defining roles and responsibilities
4. Monitoring progress and measuring results
5. Gathering feedback

Accountability is often set through a mentoring agreement crafted by the mentee. The mentoring agreement serves as the backbone for the mentoring relationship, providing the framework and scope of the relationship. When crafting the mentoring agreement, several factors to include are:

- Your learning needs and development goals
- Ways you will be held accountable for your development
- Confidentiality standards
- Boundaries for the relationship
- An ideal schedule for meeting
- Ways you and your mentor will monitor progress

Accountability is also set through the mentoring meeting preparation form. This form, filled out by the mentee before each session, invites the mentee to reflect on the objectives for the session
itself, plan the actual meeting, and gain clarity on learning goals and objectives. The mentee should provide the mentor with a completed mentoring meeting preparation form before each formal mentoring session. Samples of the Mentoring Agreement Form and Mentoring Meeting Preparation Form are provided on the next two pages.
Mentoring Agreement Form  
(To be completed by the Mentor and Mentee together)

People involved in the mentoring process:

Overall Goals for the mentoring process:

In this mentoring relationship, accountability will be determined by:

In this mentoring relationship, progress toward the overall goals will be measured by:

What is the duration of the relationship? How will you know when the relationship is at a natural end point?

Ideal schedule for the mentoring meetings (day, time, place, frequency, etc.)?

Signatures of parties involved:
Mentoring Meeting Preparation Form
(To be completed by the Mentee and submitted to Mentor before scheduled meeting)

Date:

Focus for today’s meeting (what I would like to work on):

WINS: Actions taken since our last session:

What I intended to do, but didn’t get done:

CHALLENGES and PROBLEMS I am facing right now:

One action I can take this week that will have a significant impact:

What I commit to do by the next session:
Mentoring Suggested Readings

Articles


Books


