

Mentoring Program

Mentor Handbook

Revised 7/2024

Weigand Center for Professional Excellence



Mentoring Program Mission Statement

The mission of the Weigand Center for Professional Excellence Mentoring Program is to prepare our students and alumni for an ever-changing world, igniting their professional curiosity, competencies, and purpose.

Table of Contents

Introduction	4
Design and Goals of the Program.....	5
The Mentor’s Role	6
Establishing the Mentoring Relationship.....	6
Developing the Mentoring Relationship.....	6
What Protégés look for in a Mentor.....	7
Possible Mentoring Topics	8
Managing the Mentoring Relationship.....	9
Mentor and Protégé Initial Activities	9
Defining Your Relationship Together Worksheet.....	9
Mentor/Protégé Procedures	13
Tips For Mentors	14
Non-Discrimination and Non-Harassment Policy	14

Introduction

Simply stated, mentoring is a helping relationship in which a more experienced person (the Mentor) contributes to the professional development of the protégé. This includes training, coaching, motivating, supporting, and advising the protégé in order to help them reach their professional goals. It is the Protégé's responsibility to drive their own success in this relationship by setting up meetings and topics to discuss to drive professional and personal growth. The relationship may focus on a particular career or profession as the Protégé is ready to consider these specifics. It always addresses the Protégé's personal development to shed light on the question, "What sort of professional would I like to become?"

To assist the Mentors in navigating the mentoring process, mentors and protégés attend an orientation designed to give them an understanding of their responsibilities as a mentor; become familiar with the Mentoring Program Policies and Procedures; understand and appreciate the importance of establishing the mentoring relationship; understand the 8 NACE competencies; and discover how to help students become active participants in their personal and professional development.

The materials in this handbook are designed:

- to provide mentors with practical, workable ideas and suggestions; and
- to provide mentors with the information needed to completely utilize the mentoring relationship as a teaching/educational opportunity for the protégé.

The practice of mentoring has been around for a very long time and in all, a mentor is a guide, a friend, a listener, and a responsive adult.

Research has shown that people can and have benefited from mentoring relationships. It is also known that mentoring relationships can be designed and structured to benefit particular groups of people.

Mentors in this program are professionals willing to share their knowledge, skills, and talents with their protégé. They identify and address issues of character and competency development within their protégé to facilitate personal and professional growth.

The protégés in this Program are Elmhurst University students who are committed to self-formation and early professional preparation through enriching their academic experience, identifying necessary character and skill development, and accepting responsibility for their personal and professional growth.

Design and Goals of the Program

The program is designed to assist students in developing their character, academic and professional skills, and social responsibilities. Mentors play an important role in this process by providing the following:

- Encouragement and support in striving for academic and professional excellence.
- The development of knowledge, skills, and attitudes necessary for successful completion of their academic goals.
- Encouragement to develop supportive relationships with peers, faculty, and staff personnel.
- Establishing a positive “one-on-one” relationship to promote and enhance protégé self-confidence.
- Development of protégé’s leadership skills.
- Identification of appropriate professional resources.
- Providing encouragement to the protégé in formulating plans, goals, and strategies for professional and personal development.
- Guiding the protégé in learning how to acquire the skills of successful networking today.
- Understand the 8 NACE Competencies
 - **Professionalism** (The ability to behave responsibly in a work setting, showing dependability, integrity, and respect for others.)
 - **Communication** (The skill of clearly conveying information and ideas through a variety of media to individuals and groups.)
 - **Critical Thinking** (The capacity to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems.)
 - **Teamwork** (The talent for working effectively and respectfully within diverse groups, contributing to a collective goal.)
 - **Technology** (Competence in understanding and utilizing digital tools and platforms relevant to one’s field.)
 - **Leadership** (The ability to guide, motivate, and manage others to achieve a common goal, often by example and through effective decision-making.)
 - **Equity & Inclusion** (The commitment to creating fair opportunities for all individuals, recognizing and valuing diverse perspectives and backgrounds.)
 - **Career & Self-Development** (The proactive pursuit of personal and professional growth by developing skills and knowledge to achieve career goals.)

The Mentor's Role

The mentor's role in the program is to:

- Serve as a positive role model.
- Encourage and support the protégé in striving for academic and professional success.
- Guide the protégé in the formation of attainable goals, plans and strategies for their professional and personal development.
- Help the protégé learn how to acquire the skills for successful networking.
- Help the protégé identify and acquire appropriate professional resources.
- Commit to regular meetings with the protégé (once a month is recommended); and
- Accept responsibility, along with the protégé, for creating a healthy mentoring relationship.

Establishing the Mentoring Relationship

The mentoring relationship should be viewed as a process that passes through various developmental stages. To help establish the mentoring relationship for your protégé we urge you to fill out the “Defining Your Relationship Together” worksheet we have created with your protégé to help establish this newfound relationship. Click [HERE](#) for a stand-alone version of the worksheet.

Developing the Mentoring Relationship

What do we talk about when we meet?

It is normal for a protégé to feel a bit nervous, eager, anxious, or excited. Protégés generally have questions such as: “What does it mean to be a protégé? How does one go about it? What do you say and do? How do you get started?” Below we have provided guidelines to assist you as you embark upon your mentoring relationship.

The protégé should come to meetings prepared to discuss:

- decisions about which the mentor can give perspective.
- issues in reaching the priorities that the mentor can help with, if possible.
- progress points for the mentor's update so the mentor can give well-deserved praise; and
- personal roadblocks, blind spots, and other concerns the mentor can help explore.

It is important to remember that the problems, decisions, and plans are typically related to the protégés priorities. Before meetings, the protégé should make a list of questions, issues, or concerns they hope to address. This will help facilitate productive meetings each time you meet.

It is important that both you and your protégé agree to certain boundaries surrounding the mentoring relationship. You may want to use the following as a guideline when setting boundaries with your protégé:

- What are the protégé's educational and professional goals?
- What would you both like to get out of the program/relationship?
- How can you assist your protégé in reaching their desired outcomes?
- How much time do you plan to be together?
- What are any specific needs the protégé feels now?
- Are there any limits you want to establish upfront?
- Are there any assumptions about the relationship that need to be discussed?
- Are there any issues that may have caused previous mentoring relationships to be disappointing that you would like to talk about before you begin this relationship?
- How will we approach standards of feedback and expectations?

Setting limits and boundaries early in the mentoring relationship makes it possible for both the mentor and the protégé to build a strong mentoring relationship.

Five Ways for Mentors to Strengthen the Bond of the Mentor/Protege Relationship

Be Open & Committed

A positive and successful mentoring relationship is one based on trust and commitment to one another. Let your protégé know you believe in them, and they can accomplish anything they decide to do. Build a connection with your protégé by sharing some of the struggles you have encountered in the past or currently in your professional career along with your success stories. Do regular check-ins with your protégé, discuss and agree upon a plan for meeting times and mentoring activities. Make a point to keep check-in on any issues or challenges with navigating school, exams and work schedules.

Emphasize Accountability & Advocacy

Being an accountability partner for your protégé will allow them to take ownership of their career journey and be mutually active participants in defining and pursuing their career goals. It will also sharpen their decision-making and problem-solving skills and gives them a sense of confidence by being an active participant in goal setting, seeking ways to improve and being open to constructive criticism. By instilling self-advocacy as a mindset through encouraging your protégé to speak up for themselves and voice any concerns throughout the process you are fostering their autonomy and self-management skills that they will take with them for long-term success.

Define Career Goals & Acknowledge Successes

Take time to establish personal and professional goals early in the mentoring relationship. Decide how you and your protégé will track progress and measure success. One way is by developing a



professional development plan that outlines relevant and reasonable goals and any needed resources needed to attain these goals. These goals can fall under different categories such as general development, career-focused and expanding professional networks. Send a note of encouragement or congratulations once they've reached a professional or career goal that you both established.

Be Insightful

Be a teacher, coach and role model to your protégé and ask questions about their motivations and interests so you know how to best help them. Practice active listening and provide constructive feedback to encourage self-reflection and identification of strengths and weaknesses. Ask thought-provoking questions about their values and strengths and ask them to expand on their growth experiences such as studying abroad, volunteering and leadership opportunities. Set aside time to brainstorm career possibilities and goals.

Set Expectations & Boundaries

Be clear on the expectations at the beginning. This will set a solid and trustworthy foundation for the mentoring relationship moving forward and provide clarity on the role of the mentor. Define expectations and goals collaboratively. Decide how often you will meet and how goals will be tracked. Discuss confidentiality at the very beginning of the relationship to ensure to the protégé that any personal information discussed will remain confidential and that this is a relationship built upon trust.

Know Your Limits

Make sure that you don't overcommit yourself as in this situation you will not be able to give your best to your protégé and will set yourself up to burn out. Practice self-care and know your limitations when it comes to the amount of time you have to give your protégé. By knowing your limits, you are also serving as a role model to your protégé on effective time management and being mindful of their own autonomy and energy levels. Do regular check-ins with yourself to make sure you are not overextending your time limits and letting other relationships and obligations in your life all to the wayside.

Possible Mentoring Topics

As the mentor and protégé seek to build their working relationship, the following suggested topics can be helpful. The mentor can educate the protégé concerning:

- Professional behavior and responsibility.
- The importance of balancing work with other responsibilities in their lives.
- The importance of being part of a professional network.
- Building a foundation for future success.
- Social networking and the professional world.
- Professional communication methods.
- Appropriate professional appearance.
- Career development issues; and

- Preparing for their post-college career and/or graduate school

Managing the Mentoring Relationship

The material in this section is designed to assist in the development of a mutually rewarding and effective mentoring relationship. Use the following material as a resource to prepare for a successful working relationship with your Protégé.

Mentor and Protégé Initial Activities

After arranging your initial meeting and having an introduction with your Protégé, the following is a list of suggested activities that can be used to guide you through the session. You are also strongly encouraged to use the “Defining Your Relationship Together” handout provided in this section. Click [HERE](#) for a stand-alone version of the worksheet.

- Discuss protégé needs and expectations.
- Discuss mentor expectations.
- Discuss goal-setting activities to assist in the achievement of protégé’s personal, academic, and professional objectives.
- Identify and share resource information beneficial to the protégé.
- Determine the location, dates, and times for future meetings that will work for both the mentor and protégé.
- Identify at the first meeting the preferred method of communication to be used between meetings.

Defining Your Relationship Together Worksheet

This worksheet is designed to help you and your Protégé define your relationship. Use this worksheet as a helpful tool during your introduction meeting with your Protégé to guide you in establishing a solid foundation for your mentoring relationship.

1. Together, discuss your reasons for becoming a part of this program.

Protégé:

Mentor:

2. Together, discuss your goals and expectations for this relationship.

Protégé:

Mentor:

3. List the contributions you each can make to meet your expectations and goals.

Protégé:

Mentor:

4. Discuss and jointly agree on the “purpose” of your relationship.

5. Discuss and determine how you will establish and monitor tasks.

6. Determine how you will measure your progress (i.e.: evaluate your relationship from time to time):

7. Discuss and share your perceptions of the roles and responsibilities for each of you.
Define those roles:

Protégé:

Mentor:

8. Discuss and determine how frequently you will meet (once per month is recommended).
Where and when will those meetings take place?

9. Discuss and determine how you and your mentor will keep the lines of communication open.
How do you plan to communicate between meetings?

10. Sometimes it is difficult to receive feedback. Discuss ways in which your mentor could deliver feedback and how you plan to respond to that feedback.

11. How will you and your mentor determine when the mentoring relationship has come to a conclusion? How will you provide yourselves closure?

12. What are some items that you and your mentor would like to address for your next meeting? Schedule that meeting before you leave.

Mentor/Protégé Procedures

Complete and submit the appropriate paperwork by filling out the links below and sending copies of the completed documents to julien@elmhurst.edu or mentprot@elmhurst.edu.

- [Mentor Profile](#)
- Sign-Up/Join the [Bluejay Network](#)
- [Join the WCPE Mentoring Group on the Bluejay Network](#)

Mentor/Protégé matching

- The mentoring director facilitates appropriate mentoring matches utilizing Protégé and Professional Profiles
- The mentoring director contacts Protégé and Mentor with a match and provides contact information
 - Attend appropriate workshops - workshops are provided at no cost
 - Protégé Workshops.
 - Protégé workshop
 - Understand your role and responsibilities as a Protégé
 - Become familiar with program procedures
 - Understand and appreciate the importance and process of establishing the mentoring relationship
 - Understand the NACE competencies
 - Developmental Workshops - Various skill-building workshops for students and professionals
 - Networking Events such as Meet the Professionals series on campus
- Mentor/Protégé introduction
 - Protégé takes responsibility for scheduling the introduction session with their Mentor
 - Follow the guidelines provided in the handbook
 - Complete “Defining the Relationship” form at the introduction session
- Mentor/Protégé meetings
 - Meet during the times you have determined and on the platform you have decided or in-person as agreed.
 - Follow goals and guidelines previously established during introduction session identified on the “Defining the Relationship” form
 - May use SMART Goals and Action Plan handout, or other source material, to measure relationship progress
- Miscellaneous
 - Communicate issues or concerns impacting the mentoring relationship
 - Communicate any changes to contact information using the Mentor/Protégé profile forms, via email at mentprot@elmhurst.edu or by telephone.



Tips For Mentors

Mentoring Articles

- [The Most Frequently Asked Questions About Mentoring](#) ((Fain, L. (2022, August 9). *The most frequently asked questions about mentoring, answered: ATD*. Association for Talent Development.
<https://www.td.org/insights/the-most-frequently-asked-questions-about-mentoring-answered>)
- [15 Expert Tips for First-Time Mentors](#) ((Carruthers, R. (n.d.). *15 expert tips for first-time mentors: Together mentoring software*. RSS.
<https://www.togetherplatform.com/blog/how-to-mentor-someone>)
- [6 Things Every Mentor Should Do](#) ((Chopra, V., & Saint, S. (2021, September 17). *6 things every mentor should do*. Harvard Business Review.
<https://hbr.org/2017/03/6-things-every-mentor-should-do>)
- [How To Be A Good Mentor](#) ((Vemparala, T. (2023, October 23). *How to be a good mentor*. Business News Daily.
<https://www.businessnewsdaily.com/3504-how-to-mentor.html>)

Non-Discrimination and Non-Harassment Policy

The Non-Discrimination and Non-Harassment Policy can be found by clicking the link [HERE](#).
<https://www.elmhurst.edu/wp-content/uploads/2022/08/elmhurst-university-2022-2023-non-discrimination-harassment-ndnh-policy.pdf>

-