Week One: Establishing Expectations

The first meeting in a mentoring relationship is critical for establishing a tone of mutual trust, respect, and understanding. Use this opportunity to get to know one another, determine the mentee’s relationship needs and expectations, and discuss assumptions and limitations surrounding mentoring. Use the bullet points below as guidelines for the initial conversation or as a springboard for your own ideas for the first meeting with your mentee.

Consider reviewing what you planned to cover in initial meeting with your mentee. Invite the mentee to make changes and suggestions. Conclude the first meeting by completing the “Readiness Checklist” on the following page and consider revisiting incomplete items in later meetings.

- Talk about what mentoring is and isn’t
- Mentor talks about why they mentor and what they get out of it
- What is confidential and what is not
- Mentor asks mentee in general what they would like to get out of the partnership
- Mentor asks mentee some questions to begin to get to know more about them and what they want
- Mentor asks mentee what they would like to know about the mentor’s background
- Mentor asks questions about what mentee needs from the mentor
- Mentor shares with mentee what they need from them as the mentee...what’s important to them in the relationship as a mentor, and how they like to work as a mentor
- Mentor and mentee decide on the logistics and structures that they want to use to support their relationship
- Mentor and mentee make some agreements based on above conversations about how they want to be with each other to best support mentee in achieving their agenda and goals
- Mentor asks mentee if there is anything else that is important to the mentee to cover in the session

(Flight Programs and Projects Directorate: “Mentoring for Success”, Marilou Bova, Inc.)
EXERCISE 5.6
Negotiating: A Readiness Checklist

Instructions: Complete the following checklist to determine if you have sufficiently completed the negotiating phase.

1. Accountabilities are in place for me, my partner, and the relationship.
2. Expectations are clear.
3. Goals are well defined and clear.
4. The responsibilities of each partner are defined.
5. Norms have been developed and agreed to.
6. We have decided how often should we meet.
7. We are in agreement about how often we should connect and who should do the connecting.
8. We have articulated criteria for success.
9. We have developed a workable strategy for dealing with obstacles to the relationship.
10. The work plan makes sense.
11. We have discussed how and when the relationship will be brought to closure.
12. Our operating assumptions about confidentiality are well articulated.
13. The boundaries and limits of this relationship leave enough room for flexibility.
Week Two: Trust Building

Skill 3: Use Trust as Your Glue

People think about trust differently, but it would be to say that trust is important to all of us. In terms of trusting others, most people fall into two categories.

**Group One**
I assume trust until you give me a reason not to trust you.

**Group Two**
I will trust you after and only until you prove you are worthy of my trust.

Regardless of which group you consider yourself to be in, the goal in a mentoring relationship is to maximize the level of trust. The more trust there is, the safer we feel about sharing thoughts, hopes, dreams, and what we need or want.

Certain behaviors can positively or negatively impact a relationship’s level of trust. As you review the pairs of behaviors below, consider which ones you use and how it might impact your life and any mentoring relationships.

<table>
<thead>
<tr>
<th>Trust-Building</th>
<th>Trust-Lessening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages</td>
<td>Discourages; puts people down</td>
</tr>
<tr>
<td>Helps others</td>
<td>Looks out for self; selfish</td>
</tr>
<tr>
<td>Listens</td>
<td>Listens but doesn’t hear what’s said</td>
</tr>
<tr>
<td>Shares ideas, thoughts, and feelings</td>
<td>Hides ideas, thoughts, and feelings</td>
</tr>
<tr>
<td>Speaks frankly and directly</td>
<td>Indirect, vague, or devious</td>
</tr>
<tr>
<td>Verbal and nonverbal congruency</td>
<td>Actions differ from words; sends mixed signals</td>
</tr>
<tr>
<td>Cooperates</td>
<td>Competes; stresses winning</td>
</tr>
<tr>
<td>Acts as equal</td>
<td>Acts superior</td>
</tr>
<tr>
<td>Appropriately acts confident, self-assured</td>
<td>Insecure, fearful; takes lead from others</td>
</tr>
<tr>
<td>Gets close physically or psychologically</td>
<td>Remains distant; separate physically or psychologically</td>
</tr>
<tr>
<td>Freeing and allowing</td>
<td>Controlling</td>
</tr>
<tr>
<td>Trust-Building</td>
<td>Trust-Lessening</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Caring</td>
<td>Unconcerned</td>
</tr>
<tr>
<td>Friendly</td>
<td>Standoffish, uninvolved</td>
</tr>
<tr>
<td>Accepts, tolerates most behaviors</td>
<td>Critical, judgmental</td>
</tr>
<tr>
<td>Transparent, open, aboveboard</td>
<td>Covert, underhanded, sneaky</td>
</tr>
<tr>
<td>Unconditional; open to new ideas and information</td>
<td>Convinced, close-minded, opinionated</td>
</tr>
<tr>
<td>Concentrates on resolving conflicts and interpersonal problems</td>
<td>Threatens, punishes, and acts vindictive</td>
</tr>
<tr>
<td>Empowers and builds people up</td>
<td>Cuts others down; insults, ridicules</td>
</tr>
<tr>
<td>Treats people as individuals</td>
<td>Categorizes and stereotypes</td>
</tr>
<tr>
<td>Accentuates the positive</td>
<td>Stressess deficiencies and negatives</td>
</tr>
<tr>
<td>Acts calmly under stress</td>
<td>Explodes, overreacts</td>
</tr>
<tr>
<td>Acts spontaneously, authentically</td>
<td>Selfishly strategizes, manipulative</td>
</tr>
<tr>
<td>Empathetic</td>
<td>Indifferent, cold, distant</td>
</tr>
</tbody>
</table>

**TRUST-BUILDING BEHAVIORS**

Review the trust-building behaviors and consider how you might work on them to build trust in your mentoring relationship. List those you will begin to work on and how you will go about doing that. Who can help you?
Week Three: Academic Success

Use the following worksheet to facilitate a conversation with your mentee or mentor related to time management, test taking, resources, and study skills. Allow time between items for discussion if necessary and be as open and honest with each answer as possible.

**Time Management:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make plans each week about how I will spend my time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I complete major assignments and hand them in on time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I allocate at least 2 hours per week of study timer for every hour I spend in class.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I find time for personal obligations and “down time” without sacrificing study or class time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

What are your biggest time wasters?

_____________________________________________________________________

**Test Taking:**

<table>
<thead>
<tr>
<th>Test Preparation</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>My study time for tests is organized and thorough.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I begin studying for tests several days before the test.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I seem to be able to study effectively and have studied what the instructor puts on the test.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Test Taking Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I complete my tests with time for review.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>When I study hard my test scores are good.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I feel confident about my tests and have low anxiety.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I am comfortable with all types of tests.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

What are your most effective test taking strategies?

_____________________________________________________________________

**Resources:**

<table>
<thead>
<tr>
<th>Item</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a network of friends/family who support my college work.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe in my capacity to do well in college</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use college resources such as tutoring and academic support centers on a regular basis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Study Skills:**

<table>
<thead>
<tr>
<th>Class Preparation</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attend all of my classes each week.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I complete small assignments within 24 hours after assigned.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I read the syllabus after the first class meeting and review it periodically.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Habits</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I study in blocks of time spread out over the week.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I have a regularly scheduled study time.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I take class notes that prepare me adequately.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I use a variety of tools to help me study.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I study with peers in study groups.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading and Writing Skills</th>
<th>Always</th>
<th>Frequently</th>
<th>Occasionally</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I compose at least 3 drafts of my long papers</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I read the chapter before the lecture covers it.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>I take notes on my readings</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Utah Valley University Academic Success Probation Workshop (http://www.uvu.edu/academicstandards/pdf/probationworksheet.pdf) and Three Rivers Community College Academic Success Worksheet (http://www.trcc.commnet.edu/Div_academics/TASC/TASC.shtml)
Mentors should help guide mentees when deciding goals, making sure that the mentee considers broadly all aspects of his/her life. For instance, mentee’s goals may take into account the following issues:

- **Artistic:** Does your mentee want to achieve any artistic goals? Does he have/need any training to achieve them?
- **Attitude:** Is any aspect of your mentee’s mindset holding him/her back? Are any personal behaviors upsetting to him/her? If so, set goals to improve or cure the problem, even if the goal is only to get help.
- **Education:** Is there any specific knowledge that the mentee wants to acquire? What information and skill will the mentee need to achieve other goals?
- **Pleasure:** What does your mentee want to enjoy? Mentee should ensure that some time is reserved for personal pleasure or satisfaction!
- **Social:** Does your mentee have any social ambitions?
- **Physical:** Are there any athletic goals that your mentee wants to achieve, or does he/she want good health deep into old age? What steps will your mentee choose to achieve this?
- **Career:** What career is your mentee seeking? Allow your mentee opportunity to be flexible in discussions of both their major and career plans.
- **Family:** How does your mentee want to be seen by members of his/her immediate family?
- **Financial:** Does your mentee have a plan to ensure financial stability in college?

Week Five: Mutual Interests & Mentor/Mentee Get Together

Use the following list of activities and hobbies to mark your own interests and have your mentee or mentor do the same. Find mutual interests (either existing hobbies or things that you are interested in learning more about) and plan a get together related to that interest for later in the semester!

Science
- Astronomy
- Microscopy
- Model Rocketry
- Model airplanes
- Electronics
- Telescope Making
- Spelunking
- Rock Collecting

Electronic Hobbies
- Amateur and HAM Radio
- CB Radio
- Building circuits
- Robotics
- Home Theatre
- Home Automation
- R/C Cars
- R/C Boats
- R/C Planes
- R/C Helicopters
- Making Video Games
- Playing Video Games

Making Things
- Blacksmithing
- Making Dollhouses
- Knife making
- Making Dioramas
- Making Telescopes
- Making Musical Instruments
- Home Brewing
- Woodworking
- Pottery
- Candles
- Sculpture
- Radio Controlled cars and Planes
- Cooking
- Film Making
- Go Karts
- Stained Glass
- Jigsaw Puzzles
- Shadow Boxes
- Doll Making
- Sewing
- Restoring Antiques
- Book Making
- Stop Motion Animation
- Glass Blowing
- Scale Model Building

Arts & Crafts
- Scrapbooking
- Pottery
- Candlemaking
- Painting and Drawing
- Sculpture
- Origami
- Jewelry Making
- Leather Crafting
- Glass Blowing
- Weaving
- Soapmaking
- Quilling
- Sculpting Miniatures
- Embroidery
- Paper Making
- Enamels
- Wood Carving
- Engraving
- Beadwork and beading
- Wire Jewelry making
- Crochet
- Gun Smithing

Sports & Outdoors
- Travel
- Hiking
- Rock Climbing
- Nature Walking
- Mountain Climbing
- Bird Watching
- Four Wheeling
- Baseball/Softball
- Rafting/Canoeing
- Butterfly collecting and watching
- Backpacking
- Bouldering
- Gardening
- Organic Gardening
- Fishing
- Geocaching
- Ghosthunting
- Horse Riding
- Paintballing
- Snorkeling
- Scuba Diving
- Skiing
- Surfing
- Skateboarding
- Martial Arts
- Spelunking
- Skydiving
- Fencing
- Golfing
- Hang Gliding
- Hot Air Ballooning
- Tombstone Rubbing
- Sailing
- Table Tennis
- Pinball
- Ballet Dancing
- Belly Dancing
Bungee Jumping
Fly Fishing
Gold Panning

Gardening and Plants
- Bonsai
- Orchid Raising
- Terrariums
- Food Gardening
- Flower Gardening
- Hothouse Gardening
- Floral Arranging

Music
- Learning an Instrument
- Listening to music
- Attending concerts
- Composing Music
- Karaoke

Animal Related
- Beekeeping
- Bird Watching
- Fishkeeping
- Hunting
- Dog training
- Aquarium
- Horse Riding
- Animal Breeding

Paper Crafts
- Origami
- Paper Dioramas
- Decoupage
- Paper Models
- Making Paper
- Quilling

Performing Arts
- Juggling
- Puppet theatre
- Dancing
- Magic Tricks
- Singing
- Amateur Theatre
- Poetry Reading
- Storytelling

Food Related Hobbies
- Baking
- Barbecue and Grilling
- Home Brewing
- wine/beer/Mead
- Home Canning and Jarring
- Cake Making and decorating

MORE
- Magic and Sleight of Hand
- Metal Detecting/Treasure hunting
- Photography
- Journaling/writing
- Performing Arts
- Modeling
- Do It Yourself
- Darkroom
- Portraiture photos
- Reenactment:
  - SCA/medieval/civil war
  - Bonsai
  - Body Building
  - Treasure hunting
  - Geo Caching
  - Map Making
  - Writing
  - Photography
  - Nature Photography
  - Astrology
  - Tarot and Card Reading
  - Body Art/Tattoos/Piercings
  - Tie Dyeing
  - Dumpster Diving
  - Genealogy
  - Antiquing
  - People Watching
  - Taxidermy
  - Fly Tying (For Fly Fishing)
  - Collecting (coins, stamps, movies,
Week Six: Mentoring Partnership Reflection

EXERCISE 6.3
Mentoring Partnership Reflection: A Discussion Guide

Instructions: There are three ways to use this form: (1) Each mentoring partner completes this form independently and then discusses individual responses. (2) Mentoring partners discuss each item and complete the form together. (3) Each time a mentoring partnership reflection is completed, it is saved and used as a starting point for conversation or as a follow up to (1) above.

Meetings

1. When and under what circumstances did we get together?

2. Generally when we got together, what did we talk about? (List subjects or topics.)

3. What objectives are we working on right now? What is our progress to date in achieving these objectives?

Relationship

1. What is going particularly well in our mentoring relationship right now?

2. What has been our greatest challenge in our mentoring partnership so far?

3. What do we need to work at to improve our mentoring relationship?

4. What assistance could we use?

Learning

1. What are we learning about ourselves? Each other? The relationship?

2. What is being learned? What are some of the conditions that promote that learning?

3. What are some of the personal insights? Hunches? Things to watch for?
Overcoming Obstacles

“Apathetic” mentees

- Mentees show poor follow-through and may seem disengaged from the relationship. May not have good intentions or may not be prepared for the relationship. Likely lacks internal motivation.
- **Strategy:** Encourage commitment by clarifying roles and mutual responsibilities. Review goals with your mentee to ensure that they are specific, clear, and meet both parties’ needs.

“Peripatetic” mentees

- Mentees that are unfocused and scattered. May ask for advice but show little follow-through or commitment.
- **Strategy:** In each meeting with your mentee, focus on the goals of the relationship and preplanned agenda. Review progress against the agreed-upon goals and agenda often.

“Consume-you” mentees

- Mentees feel entitled and are exploitative of mentor knowledge and time.
- **Strategy:** Avoid becoming your mentee’s source for all information and emergency rescues. Set boundaries and encourage self-advocacy.

“Manipulative” mentees

- Mentees constantly seek favors, opportunities, and control in the relationship. Mentors may feel used and resentful.
- **Strategy:** Revisit boundaries and clarify roles in the mentoring relationship.

Prejudice and bias

- Even if you feel well-developed or knowledgeable in an identity, prejudices and biases can still “creep up” on you, especially in new relationships.
- **Strategy:** Pay attention to your assumptions and generalizations when working with your mentee. Diminish prejudices and biases by getting to know the individual and learning about the culture or identity that you feel uncomfortable with.
Crossing boundaries

- Mentors and mentees may feel differently about appropriate boundaries in the relationship, especially if you have cultural differences. Even the best intentions can cross boundaries and damage relationships.
- **Strategy:** Develop a low-pressure way to let each other know that they have crossed a boundary early in the relationship and don’t be afraid to use it when appropriate. Use the situation as a learning opportunity through open discussion. Utilize the program administrators to help mediate difficult conversations.

Ethical dilemmas

- Mentors may find themselves in uncomfortable, conflicting situations that require ethical decision-making.
- **Strategy:** Before making a decision, evaluate why you would prefer one outcome over another. What biases or assumptions do you hold in relation to the dilemma? Avoid rash decisions, stay true to yourself, and consult with program administrators to explore possible outcomes.

Lack of disclosure

- If a mentor feels unwilling to share thoughts and information, mentees may be confused and misinterpret communication. They may also grow to feel vulnerable and untrusting if communication is always one-sided.
- **Strategy:** Be straightforward and up front in your communication to avoid miscommunication. Encourage your mentee to feel comfortable sharing by providing an appropriate amount of reciprocation.