Faculty & Staff Mentor Guide

Working with: Mentees

Expectations of Faculty/Staff Mentors

- Mentor two (2) mentees for the full academic year.
- Complete the Match-Agreement Form.
- Establish and maintain a minimum of three (3) contacts per semester (face to face meetings, etc.).
- Initiate communication using the agreed upon method of communication.
- Encourage involvement in services and activities that support interests.
- Complete monthly communication check-in form (will be emailed as a link).
- Attend professional development seminars and celebration events.
- Complete end of semester survey.

Getting Started

- Agree upon contact method with mentee.
- Discover mentees personal interests and assist them in exploring those interests (majors, minors, clubs, athletics, involvement etc.).
- Help your mentee set goals and develop an action plan to achieve them.
- Be a resource to your mentees (direct them to campus resources, services - make introductions to people and places).
- Guide mentees to take initiative in solving their own issues, don’t do it for them.
- Express your willingness to help whenever needed and best way to reach you.
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Reminders for Effective Mentoring for Mentors:

- Demonstrate interest, helpful intent, and involvement. When you talk with your mentee, clear your mind of unnecessary thoughts and distractions, so you can give him or her your undivided attention.

- Establish rapport by learning and remembering personal information about mentees.

- Begin by focusing on strengths and potentials rather than limitations.

- Keep frequent contact - short emails, phone calls or text messages can make a big difference.

- Be available and keep monthly check-in meetings.

- Follow up on mentee commitments and goals.

- Recognize signs if your mentee may be struggling or may need help. This may include your mentee not responding to your phone calls, texts or emails.

- Consistently self-evaluate your individual mentor style and effectiveness and adjust accordingly.

- Report unresponsive mentees through the monthly communication check-in form or by emailing mentoring@fau.edu and continue to reach out.

- Consistently self-evaluate the effectiveness of how you mentor and adjust accordingly. Use your fellow mentors and The Mentoring Project (TMP) staff as sources of support and advice. Reach out to TMP staff for resources to assist you with your mentee.

- Be yourself and give your mentee the room to be himself/herself.

- Remember that active listening is one of the most important skills of a good mentor.

- Understand that your advice is just that...advice. Should your mentee choose to disregard your advice (however sound it may be), do not be discouraged or refrain from sharing in the future.

- Always maintain a professional boundary with your mentee.

- Remember that relationships are two-way avenues. Learning occurs in both directions!
Confidentiality

- Confidentiality is paramount and often misunderstood. Maintaining the confidentiality of mentees is one of the ways that you demonstrate respect for them and reinforce your position as a mentor. If confidentiality is broken, the risk of reducing your effectiveness as a mentor and a resource is greatly increased.

- Although it is important for mentees to feel that they can confide in you without feeling that their statements will become public knowledge, it is equally important to remember the difference between breaking confidentiality and seeking the benefit of appropriate consultation.

- DO NOT share confidential information with friends, other students, etc. You must always be able to share problem situations and/or seek assistance from the TMP staff. Your first resource is always the TMP staff - when in doubt, check with them - they operate under similar confidentiality guidelines and may be able to help you put your information into a larger context.

Is there any case when confidentiality can be broken?

- Yes, there actually are a few cases! There are special circumstances when a mentor is obligated to share information regarding his/her mentee with the TMP staff. Those instances occur when a mentor believes that his/her mentee’s safety is in danger, or the safety of another person is in jeopardy!

Ground rules for mentor-mentee relationships and meetings

It should generally be the responsibility of the mentor to reach out to the mentee for meetings and it is the responsibility of the mentor to make the time for the mentee. A match agreement will be signed by the mentor and the mentee which will include the details of the frequency of the meetings and the goals and purpose for the meetings. Suggestions for the orientation of these meetings, scheduled by the mentor and mentee, are as follows:

Meeting 1: Emphasis is on assisting the student with self-assessment

- Mentors are encouraged to share stories of undergraduate and graduate experiences related to academic coursework and or professional development.
- Mentors could help the mentee develop an understanding of self (i.e. interests, skills, values, personal traits, and desired lifestyle) and how it applies to achieving his or her professional goals.
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- Mentors can assist the mentee in understanding how his or her interests relate to various occupations, career fields in their industry, and the current job market.

Meeting 2: Related discussion with an emphasis on goal setting and how the goals are to be achieved

- Mentors are encouraged to develop SMART goals with their mentee and develop an action plan for achieving them.

Meeting 3: Strategic discussion on the progress made by the mentee towards achieving goals

- Mentors may assist the mentee in exploring avenues for connecting with campus and community resources for academic, personal and professional support as needed.

Sample welcome/introduction email from mentor to send to mentee

Hello XYZ:

Welcome to the new Connections Mentoring Program. My name is XXXX and I will serve as your mentor for this year. I would like to welcome you to FAU. I look forward to getting to know you and helping to support your student success this year at the university. I wanted to tell you a little bit about myself.

I have worked at FAU for XXX years and my current position is XXX. I am from XXX (hometown city, state) and have lived in South Florida for xxx years. Please email me back with some information about yourself such as where you are from (hometown city, state), what you did this past summer, why you chose FAU and anything else you think I should know.

I would be glad to meet over coffee or lunch and you can best reach me at my email or by calling me at 561-297-xxxx. I am available to help you navigate campus, the local area if you are new to Boca Raton and learn more about the FAU campus community. Let me know what days, dates and times are good to meet.

I look forward to meeting you and look forward to hearing from you soon!

Sincerely,

Your name