UNIVERSITY OF
EVANSVILLE

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2017-2018

Fellow Scholars Mentor Training Manual

University of Evansville

Office of Diversity Initiatives

2017-2018

2017-2018 Fellow Scholars

Mentor Training Manual Content

Thank you for being a part of the 2017-2018 Mentoring Training Workshop and Fellow Scholars Mentoring Program. As a mentor you are embarking on a life-changing journey, for yourself as well as the student(s) you will have an opportunity to work with. You may not believe that now, but by the end of your first semester of being a mentor, you will have discovered some hidden jewel of truth about yourself or about your mentee.

You have all volunteered to be here today first and most importantly because you care about students holistically but also because you have skills, knowledge, and experience that you can offer to your mentee. The Fellow Scholars need campus and alumni members who can be effective and inspirational in helping them to overcome obstacles to their success.

Now, that you have all agreed to become a mentor, what is your definition of a mentor?

INDIVIDUAL ACTIVITY: YOUR OWN EXPERIENCE WITH MENTORING
Take a few minutes to think about your answers to the following questions. Write down notes to yourself and be prepared to share your answers with the group.

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1. Think about a time when a friend, colleague, or older person gave you advice about your education, career, or personal life. Was it good advice? Why or why not?

2. Do students ever come to you with questions about their education, career or personal goals? Do you feel comfortable answering their questions? In which situations do you feel comfortable?

3. Can you think of a person who has been a "mentor" to you? Who was it and what was the situation?

4. Have you ever wished you had a mentor? If so, in what situation?

5. After answering these questions, how would you define a "mentor"?

6. What skills and qualities do you have that would make you a good mentor?

7. What areas do you think you need to develop to be a good mentor?

What is Mentoring?

We have all heard the word *mentor* used in a variety of ways and situations. Adult mentors often provide guidance and support for youth through national or local mentorship programs. Workplace mentors guide new employees through their initial year in the workplace. We hear about the mentors of famous athletes, actors, writers, and business people. Quite often mentorship is informal; many of us have people in our lives that we call our mentors because they have knowledge and experience that we didn't have and they provided us with information and advice.

The Origin on Mentoring

"…Mentoring is one of the oldest forms of influence. In fact the true origin of the modern use of the term mentoring more than likely comes from the 18th century French writer Fenelon who was also an educator. African scholars have noted that mentors were commonplace in Africa, long before the ancient Greek civilization.

Regardless of the origins of the term most adults can identify a person who, at some time in their life, had a significant and positive impact on them. Mentors can be friends, relatives, colleagues, teachers, as well as historic or contemporary personalities. Most often, a mentor is a more experienced or older person who acts as a role model, compatriot, challenger, guide or cheerleader."
http://www.mentors.ca/mentorrationale.html

> *"A positive mentor is one who challenges me, is objective, follows through, celebrates my successes, inspires loyalty, reassures me, is optimistic, is courageous, is perceptive, and empowers me."* *Anderson and Ramey (1990)*

The University of Evansville Fellow Scholars Mentoring Program

For our purposes, we see a mentor as an experienced person who provides information, advice, support, and encouragement to a less experienced person, often leading and guiding by example of their success in an area.

The University of Evansville Fellow Scholars Mentoring program is unique. Upon entering UE in the fall semester of their first year, students are assigned an alumni mentor from the University of Evansville African-American Alumni Association (UEAAA). The UEAAA member is asked to help the student to better acclimate to the culture of living in Southern Indiana and attending a private predominately white institution. The UEAAA member engages the student through community and campus events.

The first year mentor is intended to act as a social mentor for the student and extension of their campus family with community connections. It is particularly important that the first year mentor has communication with the student on a regular basis. This is critical to the success of the mentee-mentor relationship and for the program.

The second year, the Fellow Scholars will be assigned a campus mentor. This campus member can be working in any area of the university. The mentor is meant to expose the student to resources on campus. The mentor should also encourage continued social engagement on campus and help to outline paths for leadership opportunities. The second year mentors are also critical in helping students of color to have a voice on a campus given there are a smaller number of domestic students of color.

The third and fourth year mentors will be from the chosen career fields of the students in the Fellow Scholars Program. The goal is to provide 3-4 diverse mentors for Fellow Scholars before they enter onto their career paths or attend graduate schools. As mentioned earlier, each mentor provides the student with knowledge and experience through information and advice.

Benefits of Mentor-Mentee Relationship

How the mentor-mentee relationship benefits the mentee:

- Able to remain a student at UE
- Able to raise grades
- Able to take on more leadership roles at UE
- Feel more comfortable asking questions to faculty members
- Will appreciate mentors being patient and "nice"
- Will appreciate the one-on-one time and the casual atmosphere
- Increase their ability to communicate effectively and ask questions
- Increase their self-confidence
- Increase their knowledge about UE, the local community and resources available

How the mentor relationship benefits the mentor:

- Increased understanding of academic challenges of students of color
- Increased communication and interpersonal skills with students of color
- Increased levels of patience
- Increased knowledge of and sensitivity to the challenges others face outside the institution of higher education
- Increased self-confidence in working with students of color
- Personal satisfaction in helping others and seeing students succeed
- Skills and experiences that can be shared with future mentors
- Increased knowledge of and sensitivity to diversity issues at UE

Your Role as a Mentor

What are the qualities of a good mentor?

- The ability to listen and to communicate
- A motivation to help others
- An awareness of personal boundaries
- An understanding of the importance of maintaining confidentiality
- The ability to be non-judgmental
- The ability to limit personal views and opinions when necessary
- A willingness to ask for help

Mentor should possess:

- Willingness to volunteer time and energy needed to provide support to others in need
- A willingness to attend a mentor training workshop
- Insight into one's own personal limitations and strengths

Mentor Characteristics

A mentor is someone who…

Acknowledges	Shares	Affirms
Respects	Educates	Facilitates
Supports	Guides	Inspires
Understands	Listens	Models
Nurtures	Enables	Has an insider's view
Knows the ropes	Tells it like it is	Cares

A mentor is someone who is…

Enthusiastic	Insightful	Loyal
Sincere	Confidential	Interested
Patient	Caring	Sensitive
Flexible	Dependable	An Ally

> *"Tutoring and teaching is fast food; Mentoring is a long, slow full-course meal."*
> *~Former Mentor at City College of San Francisco*

Each mentoring relationship is different. The goals and expectations of the Fellow Scholars program will help define that relationship and the personalities of the mentor and mentee will further define the relationship. All members of the relationship need to work to build a comfortable balance and establish clear boundaries.

A Mentor does…   A Mentor does not…

A Mentor does…	A Mentor does not…
Facilitate trust, openness and empathy	Dominate or preach
Accept students as they are	Judge students or try to change them
Help students see alternatives for decision-making	Tell students what to do
Give support and encouragement	Give advice
Take positive action	Impose their own solution (i.e., What worked for me…)
Validate students without being phony	"Rescue," that is, do for a student what they can do independently
Respect confidentiality	Gossip about what was said in confidence by a mentee
Refer students to appropriate resources	Put a student down
Develop appropriate boundaries with their mentee	Realize that not all problems can be "fixed" and not all students want to be "helped"
Loves to listen and listens to love	Offer financial assistance for issues

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INDIVIDUAL ACTIVITY: ROLE AS A MENTOR
By this time, you have probably thought about having a mentee and may have gone over your goals for this student in your mind. Based on your thoughts, please answer the following questions:

---

1. Why did you want to become a mentor for a UE Fellow Scholar?

2. How comfortable do you feel providing guidance and support for a domestic student of color at UE?

3. What type of environment do you believe will be best to work with your mentee, (e.g., office, on campus, community spots, home)?

4. What type of support can you provide for your mentee, (e.g., general, emotional)?

5. Do you feel comfortable asking questions about your mentee with the Chief Diversity Officer? Would you be comfortable if the Chief Diversity Officer asked you questions about your relationship and offered guidance?

6.   How often do you plan to meet with your mentee?

7. At this point, how comfortable do you feel about being a mentor for this program? Is there any kind of support or information that would make being a mentor easier for you?

ESTABLISHING THE MENTORING RELATIONSHIP

"Based on years of experience and research on the development and benefits of mentoring relationships, we have identified four elements as keys to success. Whether the relationships are characterized as professional or personal, formal or informal, effective mentoring relationships possess each of these qualities."
Janet B. Reid, Ph.D., and Vincent R. Brown (partners of Global Lead)

Common Goal

Focused Partnership

Mutual Trust

Reciprocity

This material was adapted from the Global Lead Mentorship Manual. Global Lead, 1997.

How to establish the four qualities in a mentoring relationship:

Common Goal and Focused Partnership

1. **Getting to Know You: Practice Scenarios**

Remember: First impressions can be important and set the tone for your mentoring relationship. What kind of information is important to share with potential mentees?

Your first meeting stay focused on:

- Your experiences with students
- Your experiences at the University of Evansville
- Your experiences with the local community
- What kind of support are you willing to give
- Your availability

Now that you have some content, think about effective communication techniques:

- Non-verbal communication: posture, gestures, eye contact
- Language: vocabulary, and register appropriate for your audience
- Verbal delivery: volume, pacing, fluency, pronunciation

Notes from the scenarios that might be relevant to you as a mentor:

_____
_____
_____
_____
_____
_____
_____
_____

2. **Identifying Needs and Comfort Levels:**

In order to have a good focused partnership, it's important to establish clear goals and limitations. You may not want to do this at your first initial meeting, but early in the mentoring relationship, it is important that you and your mentee determine your expectations for the mentoring relationship.

Sample Mentor Situations (Open Discussion)

These sample mentor situations are intended to provide participants an opportunity to explore various ways to respond to their "fictitious" student mentees, incorporating the communication skills that we have been discussing during this training workshop.

1. Your mentee tells you that they have no one to call for help. How do you encourage your mentee to gain support from others?

2. Your mentee is feeling alone and isolated. How do you help them increase their social and recreational opportunities?

3. Your mentee is feeling anxious and nervous about doing well at the University of Evansville. What can you suggest to help them to overcome these feelings?

4. Your mentee is frustrated when they try to call campus offices for help. How do you help your mentee enhance their advocacy skills and ability to communicate with campus members?

5. Your student mentee never wants to end a conversation and you dread the amount of time you focus on particular issues that you feel are inconsequential. How do you keep your mentee brief on particular issues but on track?

6. Your mentee brings up an issue that was very painful for you in the past. You feel yourself becoming overwhelmed by your own emotional reactions. What do you do?

7. Your mentee asks you a question, and you are confused about how to respond, or you need time to think about an answer. What should you say?

8. Your mentee wants you to come to their room for a visit. How do you respond?

9. _____
   _____
   _____
   _____
   _____

YOUR INITIAL MEETING

Set a relaxed and positive tone.

Your first meeting can set the tone for a positive and supportive relationship. Begin by giving your mentee a little information about yourself and asking a little about them.

Your information might include:

- How you want to be addressed
- Academic background
- What do your currently do as a career
- Why you decided to be a mentor
- Any information regarding interests and hobbies that you feel comfortable sharing
- Your availability
- Ways to contact you: email (social media) and/or phone if appropriate

You might ask your mentee the following:

- Preferred name or nickname (Make sure you work to pronounce their name correctly. If they have a difficult name, make notes as a cheap sheet to help.)
- What classes are they taking
- Have they had a mentor before
- Any information regarding interests and hobbies that they feel comfortable sharing
- Their availability
- Ways to contact them: email (social media) and/or phone if appropriate

Establish regular times to meet.

While different mentors have different expectations of the mentee, the most successful mentoring relationships are ones that have consistency. Consistency allows the mentor and mentee to build trust and fosters a feeling of reciprocal value and partnership. It also helps the mentee to reinforce information and issues that have been addressed.

Forms to help you determine mutual goals

The following forms can help you and your mentee determine mutual goals for your mentoring relationship.

- *Mentor Inventory Form*
- *Mentee Inventory Form*
- *Matching Goals and Expectations Form*

Mentor/Mentee Inventory Forms

Use the inventory forms to investigate which areas you would be comfortable providing information and support. Then exchange your inventory forms with the mentee. Sit down together and evaluate the areas in which you both show an interest.

You may decide that you do not want to go through the inventory forms. In any case, you should discuss the areas in which you are comfortable providing information and support and the area which you are not. Being clear at the outset of the mentoring relationship helps maintain a focused and trusting relationship. If you are unsure of your role, please discuss with the Chief Diversity Officer as soon as possible.

Matching Goals and Expectations

An effective way to focus the work you do in your mentoring relationship is to set goals with your mentee. You can used the shared areas of interest that you developed from the inventory forms to help you do this or you can develop your own shared goals together. At midpoint in the semester, you may want to revisit those goals to see if they need to be revised or if you and your mentee need to adapt what you are doing in your mentoring sessions so that you can more effectively meet those goals.

> *Mentor and mentee inventory forms can be found in the Appendix section of this training manual.*
> *If you need additional copies, please feel free to contact the Office of Diversity Initiatives.*

Creating Mutual Trust and Reciprocity: Establishing Boundaries

We've already discussed defining the mentoring relationship for you and your mentee. You should be open and receptive to your mentee and you should be a good listener. However, if at any time the mentoring relationship is extending beyond what you are comfortable with, you should talk to the Chief Diversity Officer as soon as possible. The Chief Diversity Officer can then address the student's situation as appropriate.

TRUST TRAINING ACTIVITY: Pushing the Envelope

Write down on the piece of paper provided one thing about yourself that you have never told anyone.

Next Steps:

1. Fold the paper, put it inside the envelope.
2. Seal the envelope.
3. Write your name on the outside of the envelope.

Note: The following pages outline the legal limitations to the UE Fellow Scholars Mentoring program and provide guidelines for the mentors and mentees.

Issues of Confidentiality and Harassment for Mentoring

Do's

- ✓ Do maintain a professional and respectful attitude toward your mentee.
- ✓ Do respect the confidentiality of the information you receive from your mentee. In general, all mentors should consider information they acquire about students, especially in their capacity as employees, to be confidential information.
- ✓ Do know your limits. Ask for help and referrals before you get overwhelmed with your mentees problems.
- ✓ Report concerns "UP," but not "OUT." That means that if you feel you should report confidential information, here is the "UP" list: Chief Diversity Officer, Dean of Students, of the Title IX Director and Sylvia DeVault for Alumni members. If you report information, let your mentee know.
- ✓ Report concerns about sexual harassment or assault to the Title IX Director.
- ✓ Report concerns about emotional or mental problems to the Chief Diversity Officer or you may want to discuss it directly with the Health Education Office.
- ✓ If you know someone is being hurt: (e.g., abuse, potential suicide or homicide, you must report it right away to someone on the "UP" list.
- ✓ Understand that once you report the situation, it then become confidential information to the person to whom you report it, and you will not receive follow-up information, Just continue to be a sympathetic mentor to your mentee, but do not ask for further disclosure on the topic.

Don'ts

- ✓ Don't give your family or friends confidential information about your mentee.
- ✓ Don't try to solve your mentee's problems by yourself. Your mentee is an adult and responsibility for their own life. You are not a therapist.
- ✓ A romantic relationship is inappropriate. You are the mentor and you need to maintain a professional distance. You are a powerful figure in the relationship and don't want to put pressure on your mentee.
- ✓ Don't communicate by touch. It can be misinterpreted and can make your mentee uncomfortable.
- ✓ Don't make sexually suggestive remarks, gestures, jokes, touches, or teasing. What may be funny to you can be sexually intimidating, hostile, or offensive to your mentee.
- ✓ Don't be discouraged. Mentoring is a process, and does not get instantaneous results.

Guidelines for Mentor/Mentee

During the semester, the Office of Diversity Initiatives hopes that mentors and mentees develop a supportive working relationship.

Here are some guidelines to help you in developing that relationship.

As a mentor you should:

- Offer your support and encouragement
- Help your mentee better develop the personal and academic skills necessary to be successful at the University of Evansville
- Help your mentee clarify their personal and professional goals
- Offer yourself as a person the mentee can talk to and trust

Mentees should:

- Be sincerely interested in developing a good working relationship with their mentor
- Be as clear and specific about their needs as they can
- Commit to have regular contacts with their mentor
- Commit to carry out agreed upon goals and action plans

CONFIDENTIALTY

- The mentor will respect the confidentiality of all information received from the mentee.
- The mentor will report confidential information only in the case of someone being hurt, for example, abuse, potential suicide or homicide. The mentor would report this information to someone on the "up" list. (The "UP" list is located in the Appendix of this manual.)
- The mentor will tell the mentee if they feels they must report this kind of information.

Sexual Harassment

- A romantic relationship with the mentee is inappropriate. A mentor should not put any pressure on a mentee to have a romantic relationship or vice versa.
- If you feel pressured or harassed, you should immediately make your displeasure clear to your mentee.
- If the pressure continues, you should report it to the Title IX Director at the University of Evansville.

Tracey Folden, Title IX Director
Office: 812-488-2509   Email: tf91@evansville.edu

Referring Students to Other Resources

There will undoubtedly come a time when you will want to refer your mentee to another resource. In some cases, that might be the Center for Career Development or the Disability Services Office. In other cases, it might be a more sensitive referral to the Health Education Office. In this case, our Health Education Office gives us some important information to keep in mind.

Tips when making a Referral to the Health Education Office:

It is often valuable to acknowledge to yourself that the person who is receiving the referral may have feelings/reactions about your referral. From your perspective, you might feel that you are being of "help." From the person's perspective, they might feel "helped" and/or might have several other feelings.

For example, they might feel scared or anxious that you think that something is "wrong" with them, or they might feel rejected that you can't help them yourself.

So here are some tips:

- Anticipate that the person might have a hard time hearing your referral.
- Be sensitive to this and give the referral gently, acknowledging in your own way that this may not be an easy thing to hear.
- Explain why you are making the referral, e.g. "I am giving you this information to give you an opportunity to get some help with this hard situation."

After you have made a referral you may not be able to find out anything else about your mentee's situation. Mentor's should be understanding and continue the mentoring relationship by meeting at your regularly scheduled times.

Appointments and Crisis Intervention

The Health Education Office is open from 8:00 a.m. to 4:30 p.m. Monday through Friday in the Ridgway University Center. Appointments can be made by calling 812-488-2663. Emergency counseling services are available after hours by calling the Office of Safety and Security at 812-488-2051, and asking for the counselor on call.

Note: *If a student states that they are having suicidal thoughts as a person acting as an agent of the University of Evansville, it is mandatory that you report this immediately to the Health Education Office, even if it is after hours. It is also recommended that you encourage any mentee exclaiming that they suffer from anxiety or depression to visit the Health Education Office.*

The Mentoring "SESSION"

Process and Product

Both the process and the product are important in a mentoring session. You can think of the product like an essay or composition; there is an introduction, the body of the piece, and a conclusion. The introduction briefly establishes the goals for the session. The body is the content of the session: the learning outcomes or goals that you and your mentee want to achieve. A good conclusion briefly summarizes the main points to reinforce the information and sets the tone for the next session by stating some working goals for the future.

However, without an effective process, you might never achieve the "product" (learning outcomes). Taken together, the process and product for an effective mentoring session might include the following:

- ***Recognize and address the affective variables,*** to continue to nurture the mutual trust and focused partnership that you want to establish and maintain. Take a few minutes at the beginning of the session to observe your mentee's emotional state. Are they ready to begin talking about content, or are there other emotional issues that need to be addressed first. They might be nervous or anxious, angry or frustrated, sad, etc. You might be able to help them get rid of some of the negative emotion by recognizing and addressing it. Or you might decide together that this is not the best time for a mentoring session.
- **Establish goals for the session.** As we said earlier it helps to write them down so that you can see if you are meeting the goals or need to readjust them.
- **Use effective assistance techniques:**
  - ✓ Be an active listener. Listen more than you talk.
  - ✓ Question, don't answer. Push your mentee to provide the answer or figure out how they can get the answer.
  - ✓ Provide praise and encouragement. Try not to use negativity.
  - ✓ Guide, but don't do. Sometimes when mentees are frustrated, it seems easier to just do the work for them. Try to encourage your mentee to keep trying or to take a break if the frustration level has gone too high.
  - ✓ Check in during the session. Check in both emotionally and mentally to make sure that your mentee is "with" you.
- **Review:**
  - ✓ Take a few minutes to summarize the work that you did in order to reinforce the information.
  - ✓ Take a minute to review the feelings that may have been addressed during the session.
- **Set a plan for the next session.**

<u>Strategies</u> for Effective Mentoring

- Know yourself, your strengths and your limitations.

- Be yourself and allow your mentees to be themselves.

- Try to create a comfortable rapport with your mentees.

- Be a good listener.

- Keep your appointments and commitments.

- Clearly outline and discuss your responsibilities and your mentees' responsibilities.

- Don't attempt to handle situations which you are not qualified to deal with or which you are uncomfortable with.

- Do not betray confidential information but report any threats or reports of violence or abuse.

- Remember that you do not have to have all the answers. Refer your mentees to other resources when you need to.

- Review your goals with your mentees periodically to make sure you're meeting those goals or adjust the goals if needed.

Adapted from the @1995 Mentoring Guide for Community Colleges. Canton and James.

Challenges of the Mentoring Relationship

Here are some challenges and barriers that past mentors and mentees have mentioned.

As a group let's think of ways to address them?

THE CHALLENGE	GROUP	OTHER GROUPS
Inconsistent communication		
My schedule seems overloaded		
Mentee is really discouraged		
Mentee has stopped coming in the middle of the semester		
Around midterm time I get too busy to put in the hours mentoring		
As a mentor, I sometimes don't have an answer for their serious life questions		
Sometimes the mentors have a superior attitude or the sessions are all about them and not me		
I was uncomfortable with casual and joking atmosphere set up when we meet (i.e., language used seems inappropriate)		
I have no connection with my mentor or mentee		

Appendix

Additional Mentor Training Information

Forms and Information:

Additional Reading:

Subsequent Training and Supplemental Material:

FORMS AND INFORMATION

Mentor Inventory Form

In which areas would you feel most comfortable providing help as a mentor?

Academic-Study Needs
Discussion on how to take good notes in lecture classes
Helping mentee to manage time efficiently
Learning how to handle "test anxiety" associated with taking exams
Going over specific course syllabus and/or program requirements
Learning how to approach /talk to professors to get help
Learning more about specific academic policies and procedures (e.g., drop/add)

Personal or Social Needs
Making the transition from high school to university
Adjusting to life on the University of Evansville campus (culture, classes, heavy study demands)
Knowing clearly why I am attending UE
Balancing work, school, and personal commitments
Finding help to overcome personal challenges
Overcoming shyness in order to interact with people more
Learning to be more assertive in speaking up (being less "passive")
Maintaining spiritual/personal beliefs while expanding perspectives
Balancing my academic life with my social life
Adjusting to being "different" than other students
Developing appreciation for students from other backgrounds/orientations
Finding out what UE services are available for students
Getting involved in clubs or social activities on campus
Developing leadership skills

Work and Career Needs
Discovering personal strengths in relation to a particular career
Connecting coursework to employment skills
Planning steps to a career path
Developing specific skills and knowledge for a certain career
Developing skills in networking and finding a career mentor

Mentee Inventory Form

In which areas would you feel most comfortable providing help as a mentor?

	Academic-Study Needs
	Discussion on how to take good notes in lecture classes
	Helping mentee to manage time efficiently
	Learning how to handle "test anxiety" associated with taking exams
	Going over specific course syllabus and/or program requirements
	Learning how to approach /talk to professors to get help
	Learning more about specific academic policies and procedures (e.g., drop/add)

	Personal or Social Needs
	Making the transition from high school to university
	Adjusting to life on the University of Evansville campus (culture, classes, heavy study demands)
	Knowing clearly why I am attending UE
	Balancing work, school, and personal commitments
	Finding help to overcome personal challenges
	Overcoming shyness in order to interact with people more
	Learning to be more assertive in speaking up (being less "passive")
	Maintaining spiritual/personal beliefs while expanding perspectives
	Balancing my academic life with my social life
	Adjusting to being "different" than other students
	Developing appreciation for students from other backgrounds/orientations
	Finding out what UE services are available for students
	Getting involved in clubs or social activities on campus
	Developing leadership skills

	Work and Career Needs
	Discovering personal strengths in relation to a particular career
	Connecting coursework to employment skills
	Planning steps to a career path
	Developing specific skills and knowledge for a certain career
	Developing skills in networking and finding a career mentor

Matching Goals and Expectations for Mentor and Mentee

1. Share the results of the Inventory Forms with each other.
2. Discuss mutual areas of interests forth semester.
3. Choose 5 goals from the inventory or from your own discussion for the mentee to achieve with the mentor's help this semester. Be as specific as you can. Make sure these are goals that both agree that you can work on.

1._____

2._____

3._____

4._____

5._____

Notes: _____

_____

_____

_____

4. Check in at midterm time to assess your progress. Is the mentee making progress in achieving these goals? Do you need to develop new/different goals?

NEW GOALS:

1._____

2._____

3._____

4._____

5._____

Mentee Contact Log Sheet

Month	Date	Nature of Mentee Contact
August		Contact mentee to arrange first meeting.
September		
October		
November		
December		
January		
February		
March		
April		
May		

Calendar Mentor Activity Log Sheet: FALL 2017

August	Week 1	Week 2	Week 3	Week 4
	Meet and greet event	First initial meeting		

September	Week 1	Week 2	Week 3	Week 4

October	Week 1	Week 2	Week 3	Week 4

November	Week 1	Week 2	Week 3	Week 4

December	Week 1	Week 2	Week 3	Week 4

Calendar Mentor Activity Log Sheet: SPRING 2018

January	Week 1	Week 2	Week 3	Week 4

February	Week 1	Week 2	Week 3	Week 4

March	Week 1	Week 2	Week 3	Week 4

April	Week 1	Week 2	Week 3	Week 4

May	Week 1	Week 2	Week 3	Week 4

Sample Email When Contacting New Mentees

Dear_____,

Welcome to the University of Evansville! My name is_____ and I am your 2017-2018 mentor. My role or affiliation with the University of Evansville is_____. (Fill in some information about yourself)

I am very excited that you are going to (be a part of/or returning to) the University of Evansville campus community this fall. In addition to supporting you this fall, I will be working on ways to help you to fill more connected with other campus members. I want to help you to become as successful at possible at the University of Evansville.

Please be sure to respond to this email, as your initial check-in with me this fall. I can be reached at the following email address, _____. I am looking forward to meeting with you!

There will be a Mentor/Mentee Meet and Greet kickoff at the Diversity Resource Center on _____ (date, time, location). Additionally, throughout the semester we will be hopefully attending some events together.

I look forward to the upcoming semester and believe it will be a great one for you and me. If you have any questions, my contact information is: _____.

Again, welcome!

Sincerely,

_____ (name)

FELLOW SCHOLARS MENTORSHIP AGREEMENT 2017-2018

As a mentor, you will play an important part in providing support and guidance to Fellow Scholars at the University of Evansville.

<u>A Mentor's Responsibilities to Mentees:</u>

You will not release any personal or academic information about your mentee to any unauthorized persons, including your own family and friends, without prior consent from the student mentee. Personal information may be shared with the Chief Diversity Officer from the Office of Diversity Initiatives at any time.

- You may not discriminate against your mentee or any member of their family based on race, gender, religion, national origin, gender, gender identity, sexual orientation, disability or any other protected status.
- You agree to respect the values and decisions of your student mentees and their family and not attempt to impose your values upon them.
- You agree to contact your mentee primarily through group activities, telephone, email, and agreed upon social media sites. One-on-one in person meetings with your mentee will occur at program-related activities or facilities, and should be reported in your contact log.
- You agree to have regularly scheduled contact with your student mentees.
- You will contact the Chief Diversity Officer before ending the relationship.
- You understand the limits of the mentor's role as outlined in the training manual.

<u>A Mentor's Responsibilities to the UE Fellow Scholars Mentoring Program:</u>

- You are volunteering to be a mentor to a Fellow Scholar for the 2017-2018 academic year. As a volunteer you must keep the Chief Diversity Officer informed if you are having issues with your mentee or if there are changes in your availability to participate as a mentor.
- You agree to document all contacts on the monthly contact log form.
- You agree to complete any forms relative to evaluation of the Fellow Scholars Mentoring Program.
- You agree to contact the Chief Diversity Officer or the Director of Alumni and Parent Relations if there is a change in your address, phone number.
- While serving as a mentor for the Fellow Scholars Mentoring Program, you agree to act responsibly and professionally, observing the University of Evansville's code of conduct at all times. Responsible conduct may be defined as, but not limited to public behavior.

<u>In Cases of Emergency:</u>

- You agree to contact the Chief Diversity Officer with concerns about your mentee.
- If your mentee expresses intent to harm themselves or others, you will: notify the appropriate offices **<u>immediately</u>** (i.e., Campus Safety, Health Education Office, Dean of Students)

I have read and understand the terms of the UE Fellow Scholars Mentoring Program Agreement:

Signature _____   Date _____

THE "UP" LIST

Chief Diversity Officer	LaNeeça R. Williams	Office: 812-488-2413 Cell: 812-746-3623 Email: lw161@evansville.edu
Director/Alumni & Parent Relations	Sylvia DeVault	Office: 812-488-2239 Email: sy5@evansville.edu
Dean of Students	Dr. Dana Clayton	Office: 812-488-2500 Email: dc26@evansville.edu
Health Education Office	Sylvia Buck Director/Counseling and Health Education	Appointments: 812-488-2663. Emergency: 812-488-2051, ask for the counselor on call
Title IX Director	Tracey Folden	Phone: 812-488-2509 Email:tf91@evansville.edu
Campus Safety	Harold Matthews Director of Safety and Security	Office Phone: 812-488-2052 Emergency On-campus: 6911 Emergency Off-campus: 812-488-6911 Office E-mail: security@evansville.edu

The mentor will report confidential information only in the case of someone being hurt or causing harm to others (e.g., abuse, potential suicide or homicide). The mentor would report this information to someone on the "up" list immediately.

ADDITIONAL READING

The
Seven Layers
of Mentoring

About the
Writer:

David
Clutterbuck

Visiting Professor, Mentoring and Coaching Research Group, Sheffield Hallam University

Current Reading:
Time to Think by Nancy Kline

Greatest Challenge:
Completing the most ambitious study of mentoring to date—a longitudinal assessment of mentor and mentee interactions, expectations, behaviours and outcomes.

Most Influential Mentor:
My very first—a teacher of English who opened my eyes to a much wider scope of learning

TV Favorites:
I love the witty scripts of *Yes Minister*

E-mail and Internet:
dclutterbuck@item.co.uk
www.clutterbuckassociates.com

Bottom Line:

Dialogue in mentoring and in related disciplines such as coaching can be regarded as having seven layers of increasing depth and impact. This short paper provides some guidelines on how to develop the skills of dialogue at each level.

Mentors and their partners are typically enthusiastic and eager to initiate conversations that will be productive. But in some cases their expectations may not take into account the stages required to achieve the depth of discussion they are seeking. In addition, the participants in the discussion may be disappointed that their dialogue is not having the immediate impact they had expected.

We have discovered from our research that effective mentoring conversations consist of several layers or steps. In order for mentoring to have the highest impact, the mentoring conversation must pass through several layers of dialogue (Diagram 1). Each of these layers contributes to an increasing level of trust and an increasing ability to engage in deeper conversation. A skilled mentor can identify what a client or partner can currently manage as a level of dialogue, and then create prompts such as questions or activities that can assist a client or partner to maximize the value at each level and then move towards even greater depth.

We have identified seven levels or layers of dialogue and each layer has its own focus area as well as activities

Diagram 1: The Seven Layers of Mentoring

to ensure that the partner's needs are being met. The seven dialogue layers include social, technical, tactical, strategic, self-insight, behaviour change, and integrative. In this article we briefly describe the purpose of each layer and provide concrete ideas about how to engage in dialogue at each level.

Social Dialogue

Social dialogue is about developing friendship and providing support/encouragement. Here are four ways to develop social dialogue:

- Demonstrate interest in the other person, in learning about them
- Actively seek points of common interest
- Accept the other person for who they are— virtues and faults, strengths and weaknesses
- Be open in talking about your own interests and concerns

Technical Dialogue

Technical dialogue meets the mentee's needs for learning about work processes, policies and systems. Here are five ways to develop technical dialogue:

- Clarify the task and the learner's current level of knowledge
- Be available when needed (just in time advice is always best)
- Be precise
- Explain the how as well as the why
- Check understanding

Tactical Dialogue

Tactical dialogue helps the mentee work out practical ways of dealing with issues in their work or personal life (for example, managing time or dealing with a difficult colleague). Tactical dialogue can be developed in the following six ways:

- Clarify the situation (what do and don't we know?)
- Clarify the desired and undesirable outcomes
- Identify barriers and drivers/ potential sources of help
- Establish fall-back positions
- Provide a sounding board
- Be clear about the first and subsequent steps (develop a plan, with timeline and milestones)

Strategic Dialogue

Strategic dialogue takes the broader perspective, helping the mentee to put problems, opportunities and ambitions into context (e.g. putting together a career development plan) and vision what they want to achieve through the relationship and through their own endeavours. As in tactical dialogue the mentor can use the following five ways to manage the strategic dialogue:

- Clarify the broader context (e.g. who are the other players in this issue?)
- Assess strengths, weaknesses, opportunities and threats
- Explore a variety of scenarios ("what would happen if..?")
- Link decisions and plans closely to long-term goals and fundamental values
- Consider radical alternatives that might change the game (e.g. could you achieve faster career growth by taking a sideways move into a completely different function?)

Dialogue for Self-Insight

Dialogue for self-insight enables the mentee to understand their own drives, ambitions, fears and thinking patterns. Nine ways to develop dialogue for self-insight include:

- Ensure the mentee is willing to be open and honest with himself/ herself
- The mentor merely opens doors—it is the mentee's journey of discovery
- Give time and space for them to think through and come to terms with each item of self-knowledge
- Be aware of and follow up vague statements or descriptions—help the mentee be rigorous in their analysis
- Explore the reasons behind statements—wherever possible, help the mentee establish the link between what they say/do and their underlying values/needs
- Introduce tools for self-discovery—for example, self-diagnostics on learning styles, communication styles, emotional intelligence or personality type
- Challenge constructively ("Help me to understand how/why...")
- Give feedback from your own impressions, where it will help the mentee reflect on how they are seen by others
- Helping the mentee interpret and internalize feedback from other people (e.g. 360 appraisal)

Compass: A Magazine for Peer Assistance, Mentorship and Coaching

Behavioural Change Dialogue

Dialogue for behavioural change allows the mentee to meld insight, strategy and tactics into a coherent program of personal adaptation. Behavioural change can be achieved by combining the nine skills of self-insight dialogue with the following five skills:

- Help the mentee to envision outcomes—both intellectually and emotionally
- Clarify and reinforce why the change is important to the mentee and to other stakeholders
- Establish how the mentee will know they are making progress
- Assess commitment to change (and if appropriate, be the person to whom the mentee makes the commitment)
- Encourage, support and express belief in their ability to achieve what they have committed to
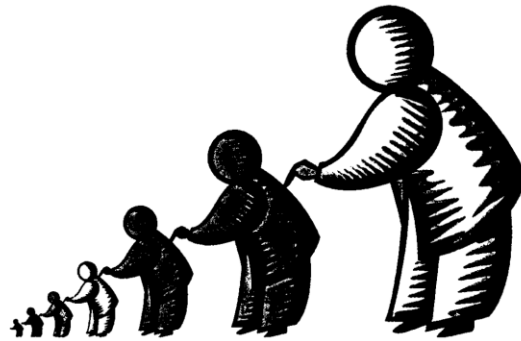
Integrative Dialogue

Integrative dialogue helps the mentee develop a clearer sense of who they are, what they contribute, and how they fit in. It enables the mentee to gain a clearer sense of self and the world around them, to develop greater balance in his or her life, and to resolve inner conflict. It explores personal meaning and a holistic approach to living.

More than any other form of dialogue, this is usefully characterised as a dance, in which both partners take the lead in turns, often exchanging rapidly. It involves:

- Exploring multiple, often radically different perspectives
- Shifting frequently from the big picture to the immediate issue and back again
- Asking and answering both profound and naïve questions (often it is difficult to distinguish between them!)
- Encouraging the mentee to build a broader and more complex picture of himself or herself, through word, picture and analogy
- Helping them write their story—past, present and future
- Analyzing issues together to identify common strands and connections
- Identifying anomalies between values—what is important to the mentee and how the mentee behaves
- Making choices about what to hang on to and what to let go of
- Helping the mentee develop an understanding of and make use of inner restlessness, and/or helping them become more content with who and what they are

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While these are not seven steps to mentoring heaven, they do represent increasing depth of reflection on the part of the mentee and a corresponding need for skills on the part of the mentor. A single mentoring session might delve into several layers. In general, establishing dialogue at the social level assists dialogue at the technical level; technical dialogue can evolve into strategic—and so on up the ladder.

The most effective mentors and coaches invest considerable time and effort in building their repertoire of skills, so they can both recognize the appropriate level of dialogue to apply at a particular point, and engage the mentee appropriately. Very often, the mentee has little or no experience of operating at the deeper levels of dialogue and the mentor has to work with them to establish successive layers of competence, one by one. In some cases—for example, alienated teenage criminals with poor education and low self-esteem—even social dialogue is a struggle. It may take many sessions of building trust and practicing dialogue, before the mentor can even begin to explore deeper issues with the mentee. This is one argument

for extending the length of such relationships, so that there is time to build the mentee's skills of dialogue. It also suggests that providing additional help, through discussion groups where mentees can learn the basic skills of dialogue in a more structured formal manner, should be an element of mentoring programs for such groups.

As structured mentoring matures as a helping discipline, it is important that the emphasis shifts from how we put people together to how we improve the quality and impact of the dialogue in which they engage. The concept of the seven layers has proven very helpful in directing attention to developing the necessary skills amongst professional mentors; it should also have considerable relevance for mentoring within organizations.

> " It is a rare and a high privilege to be in a position to help people understand the difference that they can make not only in their own lives but in the lives of others by simply giving of themselves. "
>
> **Helen Boosalis**

Just a click away...

Clutterbuck Associates—A Global Leader in Mentoring:
www.clutterbuckassociates.com

The European Mentoring & Coaching Council—Research & Membership:
www.emccouncil.org

Two Kinds of Mentoring Conversations—An article by Barry Sweeny, Executive Director of the International Mentoring Association:
www.mentoring-association.org/2MTypes.html

Strategies for Effective Mentoring

James (1993) offers ten strategies:

1. Be yourself and allow proteges to be themselves.

2. Be a good listener.

3. Don't attempt to handle situations with proteges for which you are not qualified to deal with.

4. Clearly outline and discuss proteges' responsibilities.

5. Be available.

6. Monitor your protege's progress.

7. Follow up on commitments made to proteges.

8. Be realistic with your proteges and encourage them to explore career options when appropriate.

9. Do not betray confidential information.

10. Goals and accountability should be encouraged throughout the mentoring process

Mentor/Protege Matching

According to Redmond (1990), the use of mentor/ protege relationships is one of the most effective strategies that universities can use in attracting, retaining, and graduating students. Aloia and Smith (1992) assert that the use of the mentor/protégé relationship is an effective approach with students who are first generation, low income or from underrepresented groups. Mentors and proteges need not always share the same race, economic status or gender, but programs should strive to reduce the "social distance" between the two (Gordon, 1990).

According to Morton (1991), mentors choose proteges with whom they can identify thereby limiting the opportunities for mentoring relationships with those who are different. Authentic collaboration is not possible between mentors and proteges without an understanding of the forces that shape their interactions. A willingness to be open to individual differences is a positive step that each individual can take to improve the mentoring relationship. Although most of the programs do match on similarities, many programs do not. Many such programs have reported successful outcomes even when the mentors and proteges are of different backgrounds and races. These relationships allow for a growth experience, letting each participant share something from another culture and background. Program staff found that they conned healthy relationships as long as the mentors were prepared for the cultural differences; and were stable, empathetic and nonjudgmental persons (One on One, 1990).

@ 1995 Mentoring guide for Community Colleges. Canton and James

DEVELOPING A MENTORING PERSPECTIVE

Mentor Roles and Responsibilities

What a Mentor Is . . .

By Dr. Gordon Nakagawa

Mentor roles and responsibilities are varied and complex. Serving as a guide, facilitator, role model, and/or ally to the mentee, a mentor must be prepared to take on a range of roles and responsibilities that may change as the mentor/mentee relationship develops over time, as the needs and goals of the mentee shift, and as specific contexts and situations require different strategies. Although it's not possible to pigeon hold any mentor, mentee, or mentoring relationship, a mentor will generally enact a number of common roles and responsibilities. It's worth emphasizing that whatever role the mentor may take, the mentor's principal goal, as Paulo Freire reminds us, is to invite and nurture the "total autonomy, freedom, and development of those he or she mentors."

A mentor is . . .

• A knowledgeable and experienced guide who teaches (and learns) through a commitment to the mutual growth of both mentee and mentor.

• A caring, thoughtful, and humane facilitator who provides access to people, places, experiences, and resources outside the mentee's routine environment.

• A role model who exemplifies in word and deed what it means to be an ethical, responsible, and compassionate human being.

• A trusted ally, or advocate, who works with (not for) the mentee and on behalf of the mentee's best interests and goals.

MENTOR ROLES AND RESPONSIBILITIES

What a Mentor Is Not

By Dr. Gordon Nakagawa

Mentors and mentees should understand that mentors cannot be all things to their mentees. A role model is not a flawless idol to be mindlessly emulated by the mentee; an experienced guide is not a surrogate parents who stands in as a mother or father figure; a caring facilitator is not a professional therapist who is capable of treating serious personal problems; a trusted ally or advocate is not a social worker or a financier. Often, mentors and mentees encounter problems in their relationships due to different ideas about the appropriate role(s) and responsibilities of either the mentor, mentee, or both.

There are boundaries in virtually any and all relationships, and the mentor/mentee relationship is no exception. While there are no hard and fast rules, and while there may be rare exceptions, there are guidelines for what a mentor is (or should be) and for what a mentor is not (or should not be).

A San Diego City College Student Success Peer mentor is NOT….

• A (surrogate) parent

• A professional counselor or therapist

• A Career counselor

• An Academic Counselor

• A trained Tutor

• A flawless or infallible idol

• A social worker

• A lending institution

• A playmate or romantic partner

[Adapted from Mentor Training Curriculum, National Mentoring Working Group convened by United Way of America and One to One, 1991, in One to One "Mentoring 101" Curriculum, The California Mentoring Partnership]

The Blown Opportunity

Essay about importance of mentors to college students

https://www.insidehighered.com

Submitted By Brandon Busteed on September 25, 2014 – 3:00 am

"It's time for colleges to make sure that every student has a mentor," writes Brandon Busteed.

A few months after Gallup released findings from the largest representative study of U.S. college graduates, there is much to ponder. The Gallup-Purdue Index surveyed more than 30,000 graduates to find out whether they are engaged in their work and thriving in their overall well-being. In simple terms, did they end up with great jobs and great lives?

We learned some stunning things. But one of the most important is that where you went to college matters less to your work life and well-being after graduation than how you went to college. Feeling supported and having deep learning experiences during college means everything when it comes to long-term outcomes after college. Unfortunately, not many graduates receive a key element of that support while in college: having a mentor. And this is perhaps the biggest blown opportunity in the history of higher ed.

Six critical elements during college jumped off the pages of our research as being strongly linked to long-term success in work and life after graduation. Three of these elements relate to experiential and deep learning: having an internship or job where students were able to apply what they were learning in the classroom, being actively involved in extracurricular activities and organizations, and working on projects that took a semester or more to complete.

But the three most potent elements linked to long-term success for college grads relate to emotional support: feeling that they had a professor who made them excited about learning, that the professors at their alma mater cared about them as a person, and that they had a mentor who encouraged them to pursue their goals and dreams. If graduates strongly agree with these three things, it doubles the odds they are engaged in their work and thriving in their overall well-being.

When we looked at these three elements individually, we found that about 6 in 10 college graduates strongly agree they had a professor who made them excited about learning (63 percent). Fewer than 3 in 10 strongly agree the professors at their alma mater cared about them as a person (27 percent). And only about 2 in 10 strongly agree they had a mentor who encouraged their goals and dreams (22 percent) — which means that about 8 in 10 college graduates lacked a mentor in college.

Given how profound the impact of emotional support can be, it's thoroughly depressing to learn how few college graduates receive it. A mere 14 percent of all college grads strongly agree that they experienced all three elements of emotional support.

Gallup has talked with many higher ed leaders about these findings, and it has been heartening to learn how many leaders are energized by having fresh insights about the importance and value of mentoring relationships in college. But it has also been frustrating to hear how many believe it's too costly or unreasonable to ensure that every college student receives mentoring.

How is it possible that some leaders feel this kind of experience is more expensive or less practical than building and maintaining multimillion-dollar athletic facilities or high-end residential complexes? Or that it's more difficult to provide mentors for students than to commit significant amounts of human and financial resources to eke out a few extra students in their admissions yield or create a massive machine to fund-raise from alumni?

If your college or university wants to get serious about finding mentors for its students, it could start by looking at is own alumni base. Assuming your institution has been around for 10 years or more, your alumni are one of the greatest human capital assets it has — not just as donors, but also as potential mentors.

Let's use my alma mater, as an example. We have about 6,500 undergraduate students. There are more than 140,000 members of the alumni association. If just 10 percent of alumni agreed to serve as mentors, we would have a pool of 14,000 alumni for the 6,500 undergrads. That's more than a two-to-one mentor-to-student ratio.

Imagine what would happen if your college applied just a portion of the staffing and budget for its development office toward recruiting alumni to mentor a current undergraduate. This relationship doesn't have to be complicated — all that's required is two to three calls, Skype meetings, or Google Hangouts between an alumnus and an undergrad each year for one-to-one coaching, plus some basic framework for how they engage one another. How many of your alumni might take you up on this offer if you made a concerted effort to recruit them? As an alumnus, would you be willing to mentor a current undergrad a few hours a year?

Within just one year, it's completely conceivable that a college or university could achieve a 100 percent mentoring experience rate for its undergraduates. It's simply a matter of valuing it and making it happen. For example, in a recent study Gallup conducted of Western Governors University alumni, fully 68 percent strongly agreed they had a mentor who encouraged them to pursue their goals and dreams. That's three times higher than the national average of college graduates across all institutions – and accomplished at a fully online, adult-learner institution nonetheless.

At WGU, rather than conducting class, faculty members serve as mentors, working with students one-to-one. Upon enrollment, each WGU student is assigned a mentor who stays with them until graduation, meeting regularly by phone and in touch via email and text constantly. WGU mentors provide a wide range of support, from help with time management and finding learning resources to tutoring students on the course materials. It's possible for all institutions to do this kind of mentoring in many different ways, and it doesn't have to be costly. And as a side benefit: Imagine how much donations might rise among alumni who have a one-to-one relationship with a current undergrad.

Higher education has never tapped one its greatest human capital assets — its alumni — to provide a service its students might value most. According to Gallup research, it could be one of the most important changes a college or university could make toward supporting the success of its future graduates — or the biggest blown opportunity in its history.

Bio Brandon Busteed is executive director of Gallup Education

What You May Not Know About Generation Z

Age Group of Generation Z

There are several traits that are common when it comes to specific generations. The generation Z is the latest generation who were born after 1994 and before 2004. Many of them are in their early teens and differ from the earlier generation in many ways. This particular generation is still in a stage of evolution and they are yet to learn several things in life.

As per research this generation can be an active set of consumers. Being born during the time of consumer market boom they have access to almost all the best things one could get. They have access to almost everything such as communication tools, internet cell phones, MP3 players, Ipods, and all the current gadgets. They are the children of the modern world and are also called the digital generation. They also are growing up in a world of equality and they believe men and women are equals.

Since they are leading much more structured lives than any of their ancestors, they can be responsible adults and also with high social values. This generation has embraced technology and also they are highly dependent on it. They are more inclined to the virtual world and are less likely to take to extreme measures like terrorism. If generation Z is molded properly, they can achieve a lot more than their earlier generations using the digital media. However, on the other hand they may be poor with interpersonal skills and, in addition, they may not give too much importance to family values. They are very individualistic in their characteristics.

Generation Z Behavior Change

Generation Z is the latest generation which will be leading the world in a couple of decades from now. Is the generation responsible enough is a big question and are they being prepared in the right way for days to come? The current recession and financial strife has no bearing in shaping the future of the generation Z and they do not feel it either.

Beyond 2020, there could be drastic changes in work culture, ethics and even values that will be set forth by the generation Z. The generation Z is not good listeners and they severely lack interpersonal skills. They use the World Wide Web mostly for communication and keeping touch. So when it comes to work, in future they may barely be seen in an office communicating with their colleagues but might live their life in the virtual world.

They are less oriented than the generation Y but have strong opinions and do not take suggestions well. Psychologists are noticing a drastic behavior change from generation Y to Generation Z. For the generation Y, the emphasis has always been career and studies whereas the generation Z does not believe in career and formal studies either. Their personal lives can lack communication and this lack of communication may not be very effective for bringing up future generations by them. Also by the time the Generation Z starts working there might be

severe shortage of professionals like doctors and scientists. Also, such professions may not hold any value for the generation Z.

Generation Z Characteristics

The characteristics and qualities of the generation Z has to be completely set apart from the others and they are the newest generation in their own category. Generation Z are people who were born after the 1990 and by then technology was ruling the world. The generation Z is also called the silent generation, iGeneration, generation quiet and net generation. They have several other names based on their qualities.

Today, the generation Z makes up for nearly 18 percent of the world's population. Here are some classic qualities that the generation Z exhibits.

For generation Z, computer technologies and the Internet is the common place. All their communication takes place on the internet and they show very little verbal communication skills. Most of their formative years are being spent on the World Wide Web. They are used to instant action and satisfaction due to internet technology.

They are very impatient as they desire instant results. The Internet is there and they take it for granted. They do not consider it to be the greatest tool for mankind as it has always been there for them. Their means of communication is mainly through online communities like Orkut, Google, and Face Book. They do not believe in personally meeting their friends and developing relationships. They are capable of making huge communities and have massive collaborations using the Internet without knowing anyone personally. They may not do very well in areas of public speaking and regard privacy to the core. They may consider living with others as intrusion of space.

Generation Z Demographics

The generation Z lives in the virtual world and they can reach out to any place through the internet. They are less likely to travel and step out of their homes for anything. They lack severely in the areas of expression, verbal communication, confidence and interpersonal skills. For these reasons, they may not gel very well with the generation Y, who are exactly the opposite.

Today nearly 18 percent of the world's population is of generation Z kids. For Generation Z, internet is their birth right and they do not believe in commuting to work place or even for running their daily lives. They can get everything to the place they live. Today most of the ids have at least two gadgets like cell phone or an Ipod and they cannot live without these.

They are very individualistic in their character and believe to have their own persona. Generation Z does not believe in getting agreement or living according to social norms. Their society exists on the internet where they speak their mind out and express their opinions.

Generation Z being bad listeners have less regard for what others have to say and they do not pay attention to others. This may work against them when they get married and set up their own families. Education and work plays a minimal role in their lives. They do not see education as a means of survival. They regard intelligence and knowledge about technology more. Being born during the digital boom they adapt to technology like no other generation.

Generation Z demographics show that they are mostly teenagers as this generation was born after 1994.

http://www.rocketswag.com/retirement/baby-boomer/generation-z/Age-Group-Of-Generation-Z.html

The Six Living Generations

GI Generation.

- Born 1901-1926.
- Children of the WWI generation & fighters in WWII & young in the Great Depression…all leading to strong models of teamwork to overcome and progress.
- Their Depression was The Great One; their war was The Big One; their prosperity was the legendary Happy Days.
- They saved the world and then built a nation.
- They are the assertive and energetic do'ers.
- Excellent team players.
- Community-minded.
- Strongly interested in personal morality and near-absolute standards of right and wrong.
- Strong sense of personal civic duty, which means they vote.
- Marriage is for life, divorce and having children out of wedlock were not accepted.
- Strong loyalty to jobs, groups, schools, etc.
- There was no "retirement" you worked until you died or couldn't work anymore.
- The labor-union-spawning generation.
- "Use it up, fix it up, make it do, or do without."
- Avoid debt…save and buy with cash.
- Age of radio and air flight; they were the generation that remembers life without airplanes, radio, and TV.
- Most of them grew up without modern conveniences like refrigerators, electricity and air conditioning.
- Sometimes called The Greatest Generation.

Mature/Silents.

- Born 1927- 1945.
- Went through their formative years during an era of suffocating conformity, but also during the postwar happiness: Peace! Jobs! Suburbs! Television! Rock 'n Roll! Cars! Playboy Magazine!
- Korean and Vietnam War generation.
- The First Hopeful Drumbeats of Civil Rights!
- Pre-feminism women; women stayed home generally to raise children, if they worked it was only certain jobs like teacher, nurse or secretary.
- Men pledged loyalty to the corporation, once you got a job, you generally kept it for life.
- The richest, most free-spending retirees in history.

- Marriage is for life, divorce and having children out of wedlock were not accepted.
- In grade school, the gravest teacher complaints were about passing notes and chewing gum in class.
- They are avid readers, especially newspapers.
- "Retirement" means to sit in a rocking chair and live your final days in peace.
- The Big-Band/Swing music generation.
- Strong sense of trans-generational common values and near-absolute truths.
- Disciplined, self-sacrificing, & cautious.

Baby Boomers

Baby boomers are the demographic of people who were born just after the Second World War; this would give the baby boomer generation an approximate date of between 1946 and 1964 . World war two ended in a 1945, and as a rule of thumb baby boomers are the children who are born as the war ended, as families settled down again. More >>

- Born between 1946 and 1964. Two sub-sets:the save-the-world revolutionaries of the '60s and '70s; the party-hardy career climbers (Yuppies) of the '70s/'80s.
- The "me" generation.
- "Rock and roll" music generation.
- Ushered in the free love and societal "non-violent" protests which triggered violence.
- Self-righteous & self-centered.
- Buy it now and use credit.
- Too busy for much neighborly involvement yet strong desires to reset or change the common values for the good of all.
- Even though their mothers were generally housewives, responsible for all child rearing, women of this generation began working outside the home in record numbers, thereby changing the entire nation as this was the first generation to have their own children raised in a two-income household where mom was not omnipresent.
- The first TV generation.
- The first divorce generation, where divorce was beginning to be accepted as a tolerable reality.
- Began accepting lesbian and gays.
- Optimistic, driven, team-oriented.
- Envision technology and innovation as requiring a learning process.
- Tend to be more positive about authority, hierarchal structure and tradition.
- One of the largest generations in history with 77 million people.
- Their aging will change America almost incomprehensibly; they are the first generation to use the word "retirement" to mean being able to enjoy life after the children have

left home. Instead of sitting in a rocking chair, they go skydiving, exercise and take up hobbies, which increases their longevity.
- The American Youth Culture that began with them is now ending with them and their activism is beginning to re-emerge.

Generation X.

- Born between 1965 and 1980*
- The "latch-key kids" grew up street-smart but isolated, often with divorced or career-driven parents. Latch-Key came from the house key kids wore around their neck, because they would go home from school to an empty house.
- Entrepreneurial.
- Very individualistic.
- Government and big business mean little to them.
- Want to save the neighborhood, not the world
- Feel misunderstood by other generations
- Cynical of many major institutions, which failed their parents, or them, during their formative years and are therefore eager to make marriage work and "be there" for their children
- Don't "feel" like a generation, but they are
- Raised in the transition phase of written based knowledge to digital knowledge archives; most remember being in school without computers and then after the introduction of computers in middle school or high school
- Desire a chance to learn, explore and make a contribution
- Tend to commit to self rather than an organization or specific career. This generation averages 7 career changes in their lifetime, it was not normal to work for a company for life, unlike previous generations.
- Society and thus individuals are envisioned as disposable.
- AIDS begins to spread and is first lethal infectious disease in the history of any culture on earth which was not subjected to any quarantine.
- Beginning obsession of individual rights prevailing over the common good, especially if it is applicable to any type of minority group.
- Raised by the career and money conscious Boomers amidst the societal disappointment over governmental authority and the Vietnam War.
- School problems were about drugs.
- Late to marry (after cohabitation) and quick to divorce…many single parents.
- Into labels and brand names.
- Want what they want and want it now but struggling to buy, and most are deeply in credit card debt.

- It is has been researched that they may be conversationally shallow because relating consists of shared time watching video movies, instead of previous generations.
- Short on loyalty & wary of commitment; all values are relative…must tolerate all peoples.
- Self-absorbed and suspicious of all organization.
- Survivors as individuals.
- Cautious, skeptical, unimpressed with authority, self-reliant.

Generation Y/Millennium.

- Born between 1981* and 2000*.
- Aka "The 9/11 Generation" "Echo Boomers" America's next great generation brings a sharp departure from Generation X.
- They are nurtured by omnipresent parents, optimistic, and focused.
- Respect authority.
- Falling crime rates. Falling teen pregnancy rates. But with school safety problems; they have to live with the thought that they could be shot at school, they learned early that the world is not a safe place.
- They schedule everything.
- They feel enormous academic pressure.
- They feel like a generation and have great expectations for themselves.
- Prefer digital literacy as they grew up in a digital environment. Have never known a world without computers! They get all their information and most of their socialization from the Internet.
- Prefer to work in teams.
- With unlimited access to information tend to be assertive with strong views.
- Envision the world as a 24/7 place; want fast and immediate processing.
- They have been told over and over again that they are special, and they expect the world to treat them that way.
- They do not live to work, they prefer a more relaxed work environment with a lot of hand holding and accolades.

Generation Z/Boomlets.

- Born after 2001*
- In 2006 there were a record number of births in the US and 49% of those born were Hispanic, this will change the American melting pot in terms of behavior and culture. The number of births in 2006 far outnumbered the start of the baby boom generation, and they will easily be a larger generation.

- Since the early 1700's the most common last name in the US was 'Smith' but not anymore, now it is Rodriguez.
- There are two age groups right now: (a) Tweens. Age 8-12 years old. There will be an estimated 29 million tweens by 2009. $51 billion is spent by tweens every year with an additional $170 billion spent by their parents and family members directly for them. (b)Toddler/Elementary school age. 61 percent of children 8-17 have televisions in their rooms.
- 35 percent have video games.
- 14 percent have a DVD player.
- 4 million will have their own cell phones. They have never known a world without computers and cell phones.
- Have Eco-fatigue: they are actually tired of hearing about the environment and the many ways we have to save it.
- With the advent of computers and web based learning, children leave behind toys at younger and younger age. It's called KGOY-kids growing older younger, and many companies have suffered because of it, most recognizable is Mattel, the maker of Barbie dolls. In the 1990's the average age of a child in their target market was 10 years old, and in 2000 it dropped to 3 years old. As children reach the age of four and five, old enough to play on the computer, they become less interested in toys and begin to desire electronics such as cell phones and video games.
- They are Savvy consumers and they know what they want and how to get it and they are over saturated with brands.

http://www.marketingteacher.com/the-six-living-generations-in-america/

SUBSEQUENT TRAINING

AND SUPPLEMENTAL MATERIAL

MENTORING AND COMMUNICATION

Listening Barriers and Skills

Common Problems/Barriers in Listening

- Becoming "over stimulated" by something the speaker says, such that we begin thinking of our own rebuttals and fail to hear the rest of what the speaker has to say.
- Listening only for facts.
- Tolerating, creating, or failing to adjust to distractions.
- Faking attention.
- Listening only to what is easy to understand
- Allowing emotion-laden words to interfere with listening (e.g. preferred group designations; racist, sexist, or homophobic language).
- Permitting personal prejudice or deep-seated convictions to impair comprehension.
- Wasting the advantages of the differential between speech rate and thought-processing speed
- Viewing a topic as uninteresting
- Criticizing a speaker's appearance or her/his communication style (verbal cues, nonverbal cues, or both) rather than responding to her/his message

Improving Listening Skills

- Develop a desire (motivation) to listen, regardless of your level of interest in the subject matter.
- Increase your capacity to listen.
- Infer the speaker's intent or purpose: what is the speaker implying or suggesting about her/his goals or needs?
- Determine your own purpose in every listening situation.
- Become aware of your own biases and attitudes. What words or ideas or beliefs function as "shock" words to you?
- Learn to use your "spare time" effectively and productively as you listen.
- Analyze your listening habits (both productive and unproductive).
- Be mentally and physically prepared to listen.
- Delay judgments hear the speaker out before you make judgments.
- Listen not only for facts, but for main ideas, principles, concepts, and patterns

SELF-INVENTORY OF LISTENING HABITS

The purpose of this inventory is to help you gain a better understanding of your listening habits. When you have completed it, you should be able to describe your listening habits, and you should have established a priority of listening habits to improve. This is, of course, a subjective inventory and not an objective test.

Directions: Read this list, and place a check in front of each habit that you now have, even if you use that habit only a third to a half of the time. Then, re-read the habits you have checked, and place two checks in front of those habits that you think you perform almost all of the time that you spend listening, perhaps 75-100% of your listening time.

1. I analyze what I am hearing and try to interpret it to get the real meaning before I let the speaker know what I heard and understood.

2. I look at the speaker's face, eyes, body posture, and movement, and I listen to his/her other vocal cues.

3. I think about other topics and concerns while listening.

4. I listen for what is not being said, as well as for what is being said.

5. I fake attention to the speaker, especially if I'm busy or if I think I know what the speaker is going to say.

6. I show in a physical way that I am listening, and I try to help set the speaker at ease.

7. I listen largely for the facts and details, more than I listen for ideas and reasons.

8. I am aware of my own facial, body, and vocal cues that I am using while listening.

9. I evaluate and judge the wisdom or accuracy of what I have heard before checking out my interpretation with the speaker.

10. I prepare myself for listening by focusing my thoughts on the speaker and the expected topic and committing my time and energy to listen.

11. I ask questions about what I have just heard before letting the speaker know what I heard and understood.

12. I follow the speaker by reviewing what he or she has said; concentrating on what the speaker is saying and anticipating what he or she is going to say.

13. I avoid sympathizing with the speaker and making comments like, "I know just what you mean — the same thing has happened to me," and then telling my story before letting the speaker know what I heard and understood.

14. I find myself assuming that I know what the speaker is going to say before he or she has finished speaking

15. I accept the emotional sentiment of the speaker

16. I think up arguments to refute the speaker so that I can answer as soon as he or she finishes.

17. I use "echo" or "mirror" responses to feedback to the speaker specific words and phrases the speaker has used that I need clarified.

18. I am uncomfortable with and usually reject emotional sentiments of the speaker.

19. I paraphrase or summarize what I have heard before giving my point of view.

20. I am easily distracted by noise or by the speaker's manner of delivery.

Place an X in the blank by each number you have double-checked.

1	5	9	13	17
2	6	10	14	18
3	7	11	15	19
4	8	12	16	20

NOTE: Now you have an inventory of your effective listening habits (all of the odd-numbered habits that you checked), your ineffective listening habits (all of the even-numbered).

MENTORING MYTHS

Myth: At a university, you need to be an older person with gray hair (or no hair) to be a good mentor.

Reality: Mentors can be young or old. Some of the most outstanding mentors of students are fellow students, or Peer Mentors.

Myth: Mentoring only happens one-to-one on a long-term basis.

Reality: Mentoring occurs in many different ways. Some mentoring relationships are traditional relationships involving a one-to-one setting over a long period of time. But effective mentoring can also occur in a group setting or even through a single encounter with a student.

Myth: Mentoring programs at universities only are for high-achieving students, especially those who are honors and straight "A" students.

Reality: All university students need mentors, but according to research faculty at universities spend most of their time working with high-achieving students. Programs like the Fellow Scholars Program are open opportunities in higher education for low-income and first-generation college students to provide students with necessary support services such as mentoring to help them succeed academically and serve their communities. Thus, central to the mission of Fellow Scholars is the practice of mentoring and to ensure that the University of Evansville meets this responsibility for those students.

Myth: Only the person being mentored benefits from mentoring.

Reality: By definition, mentoring is a reciprocal relationship where both the mentor and mentee learn from each other. True mentors are those who have developed the wisdom to learn from those they mentor.

Myth: Mentors have a lot of responsibilities and do not have the time to take on extra responsibilities relating to mentoring.

Reality: Mentoring is not a separate set of activities that are different from advising, tutoring or working as a student assistant in an office. Mentoring relates to consciousness about yourself and your role at the University of Evansville. Without this consciousness, Mentors are perceived by mentees as bureaucrats focusing on rules, regulations, and procedures. Universities don't

need more bureaucrats. Universities need people who are student-centered and who can see and nurture the potential in others.

Myth: By calling yourself a "Mentor," you become a mentor.

Reality: Not all experienced Mentors who work with students are considered Mentors, even if they have the title. Mentors are those who have developed consciousness about mentoring and in their interactions with students demonstrate respect, patience, trustworthiness, and strong communication skills, especially listening skills.

Myth: To become a mentor requires a lot of time and a lot of work.

Reality: Becoming a mentor requires a change in consciousness —i.e., how you think about yourself and how you think about others. Workshops and training sessions can help experienced mentors to develop this consciousness. Mentoring is not a matter of working harder or longer or adding to your job responsibilities but seeing your work differently.

Myth: A Mentor can help only a limited number of students. Although a Mentor may want to help large numbers of students, the cold reality is that they can only work with a select few.

Reality: Each interaction with a student is a mentoring opportunity, even a single encounter with a student. The key is to develop consciousness about the importance of mentoring in your interactions with students and to infuse this consciousness into your daily work. Also, it's important for Mentors to see themselves as part of a network of other mentors — as part of a Community of Mentors. To effectively help a particular student or a group of students, Mentors can draw upon this network or community. Mentoring occurs in a community, not in isolation.

Notes and Things to Remember:

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