



“Preparing Engineering Majors to meet professional expectations”

Best practices for developing and evaluating mentoring programs to keep students on track in college and related topics

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Presented by:

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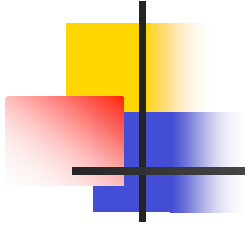
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Quality Education Minorities (QEM)
Network Mentoring Workshop for Underrepresented Minority Undergraduate Engineering Students and Faculty/ Staff Advisors



“Those having torches will pass them on
to others.”

PLATO



Establishing the Mentoring Program

- Establishing clear program goals
 - Short and long-term
- Program Awareness
 - Publicity and Presentations
 - Communicate the program goals to all expected participants
- Recruiting Mentors
 - Commitment, roles, responsibilities
- Identifying and Recruiting Mentees
 - Commitment, responsibilities
- Orientation(s)
 - Mentors and Mentees
- Matching Mentors and Mentees
 - Program needs and other interests
- Monitoring the program
 - Progress Reports
- Evaluation
 - Mentor's and Mentee's responses
 - Reporting program results



Mentoring Definitions: Best Practices

- Mentoring is...a
 - Meeting of the minds which
 - Encourages mutual exchange, excellence, and enlightenment
 - Nurtures and meets needs noncombatively
 - Teaches thoughtfulness, tact, and tolerance
 - Offering the opportunity for open dialogue, open mindedness, opinion sharing, and organization of thoughts...
In a
 - Relationship of respect, responsibility, and receptivity...
which is
 - Interpersonal, and introspective, and encourages independence and individuality...a
 - New negotiation which grows into
 - Greatness, growth, giving, genuine interaction with others and mutual gratitude



Mentoring Definitions: Best Practices

- The process of one person sharing, giving a bit of the essence of himself/herself, to another person so that person might grow closer to what he/she is capable of being.



Mentoring Definitions: Best Practices

- The process of leading, guiding, keeping interest alive, supporting, counseling, teaching, coaching, demonstrating and challenging, within a relationship of mutual trust and respect.



Mentoring Definitions: Best Practices

- Sharing expectation...observing each other's behavior and attitudes. Mentor instructs, guides, watches protégé demonstrate new skills...has protégé teach back the skills...teaches protégé how to become aware of his/her own success.



Mentoring Definitions: Best Practices

- Taking another under your wings and allowing them a nurturing place to develop their own wings...and a flight plan.



Mentoring Definitions: Best Practices

- One through respect and support, through his/her expertise, talent, knowledge, and ideas, makes a difference in another person's professional or personal growth and development.



Mentoring Definitions: Best Practices

- Mentoring is the process in which two or more individuals share a vision to achieve mutual growth and development.



Mentor Definitions: Best Practices

- A mentor is a guide who leads a traveler on a pilgrimage of discovery.

Harris-Schenz (1990)



Mentor Definitions: Best Practices

- A good mentor models positive behaviors, fosters a trusting relationship, guides, instructs and motivates the protégé. Additionally a good mentor continually assesses the protégé's needs to manage expectations, to achieve stated goals and objectives while fostering a relationship of mutual respect.



Mentor Definitions: Best Practices

- A mentor is one who undertakes the role of pointing another individual to success in a particular area. The mentor therefore must have previously passed through certain experiences successfully, and has gained the knowledge and experience needed to instruct another.



Mentor Definitions: Best Practices

- A mentor is a kind of guide who, despite having been far enough to know something of what's down the path, comes back to walk with you and thus leads without leaving you to follow.

Boyd (1988)



Mentor Definitions: Best Practices

- 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)



Mentor Expectations







Mentor Expectations

- To foster a positive self image of the mentee
- To encourage responsible behavior of the mentee
- To work towards achieving an understanding of the mentee's aspirations, dreams, desires for the future, to be an advocate, confidant, and care for the mentee
- To encourage to the fullest extent success in academics and personal development of the mentee
- To help the mentee establish goals and explore career options
- To share a bit of yourself so that the mentee might grow and become closer to what he or she is capable of becoming








The Mentee's Responsibilities

-  To participate fully in the relationship with the mentor to fulfill the goals and mentoring activities agreed upon by both the mentor and mentee;
-  Commitment to being a serious mentee;
-  Receptive to advice and counsel;
-  Keep mentors informed;



The Mentee's Responsibilities

-  Be open in working with a mentor;
-  Attend mentor/mentee training programs;
-  Share new skills and values with mentors;
-  Strive to become an integral part of the college or university community.
-  Be motivated to achieve maximum benefits of mentoring programs



Mentee's Goals



Mentee's Goals

- Educational
- Leadership
- Career
- Learning Outcome



Mentee's Goals

Educational Goal:

- I will successfully complete each academic subject with a grade not below "B" and to complete all courses originally enrolled in at the beginning of the semester



Mentee's Goals

Leadership Goal:

- I will be responsible for keeping all scheduled appointments with my mentor and be prepared for all meetings.



Mentee's Goals

- Career Goal:

I will visit the college's/ university's career center and discuss my career goals with a career counselor. I will keep my mentor informed of new insights or new ideas as a result of newly acquired career information.



Mentee's Goals

Learning Outcome Goal:

- I will share with my mentor new knowledge, skills, positive reinforcement, and other insights as a result of advice received from mentor/mentee discussions.



Monitoring of Program Participants

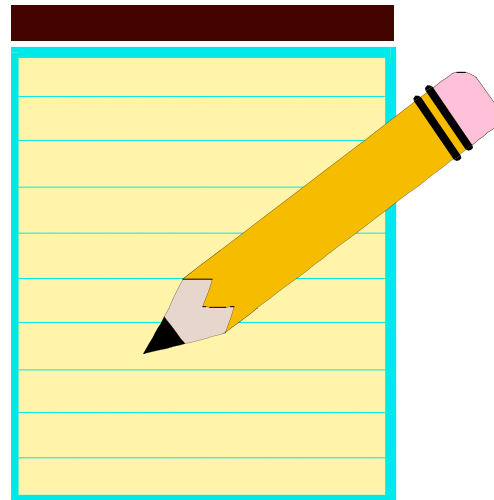
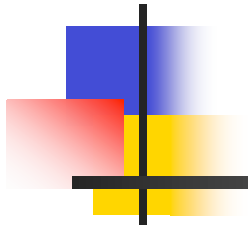
- The monitoring component of a planned mentoring program should focus on the extent to which the program is achieving its goals.



Monitoring of Program Participants

- Some examples of monitoring components in the mentoring process are:
 - Monthly reports from the mentors to the Program Coordinator
 - Scheduled periodic meetings with mentors and the Program Coordinator to assess the progress of the mentoring program
 - Combined program activities with mentors and mentees to discuss the status of the program and implement early revisions if possible or as recommended
 - Mentor and mentee newsletters focusing on achievements of the program and the extent to which the program is achieving its desired goals
 - Literature periodically distributed to mentors focusing on “effective mentoring strategies”

Program Evaluation





The Significance of Program Evaluation

- Evaluation provides us with systematic feedback on progress and results
- Evaluation can help with planning decisions
- Evaluation can help with implementation decisions
- Evaluation can guide decision makers in determining what program elements and practices deemed to be ineffective or counterproductive to the mentoring process should be modified or eliminated.



Determining Factors Related To Evaluation of Mentor Programs

- What kind of data do you need to substantiate your program?
- What are the appropriate methods for generating the data?
- How will program effectiveness and cost effectiveness be determined to evaluate whether results justify program costs?



Program Evaluation Examples

■ 1. Questionnaire for Evaluation

The questionnaire should address five major areas:

1=Accessibility= 2=Establishment of Goals

3=Reason(s) or motives for involvement 4=Potential Benefits

5=Strengths and Weakness of the program

*Examples

1. Accessibility

(A) How accessible were you throughout the mentoring relationship? (Mentor, Protégé)



Program Evaluation Examples

Questionnaire for Evaluation

2. Goals

- (A) Were goals mutually determined?
- (B) Were goals reviewed periodically?
- (C) Were goals achieved?

3. Motive for involvement

- (A) Why did you decide to participate in the mentoring program?



Program Evaluation Examples

Questionnaire for Evaluation

4. Benefits

Do you feel that the mentoring experience has been beneficial to you? If so, in what areas?

(A)

(B)

(C)



Program Evaluation Examples

Questionnaire for Evaluation

5. Strengths

(A) What were some of the major strengths of the mentoring program?

(1)

(2)

(3)

(B) What were some of the weaknesses of the mentoring Program?

(1)

(2)

(3)



Mentor Evaluation of Mentee

Provide perspective on mentee's level of mastery in the following areas:

1= No progress; 2= Little progress; 3= Modest progress; 4= Significant progress; 5= Outstanding progress



Effective study habits _____



Time management _____



Problem- solving skills _____



Initiative _____



Accountability _____



Confidence _____



Openness to learning _____



Dependability _____



Leadership skills _____



Educational Goals _____



Career Goals _____



Ability to Listen _____



Commitment to program _____
goals and objectives



Accessibility _____



Communication Skills _____



Others _____

Thank you for your valuable input!



Mentee Evaluation Questionnaire

Please respond to the following questions in describing the relationship between you and your mentor.

- What was the most significant learning from the experience?
- What mentoring activities did you find to be the most challenging in your relationship with your mentor?
- What mentoring activities did you find to be the most enjoyable?
- What were some of the surprises in the mentoring relationship?
- What are some of the things you would like to do differently?
- As a result of the mentoring relationship, are you achieving your objectives?
- What are your recommendations for others who have expressed an interest in participating in the Student-Mentor Program?
- How did the mentoring process facilitate your relationship building with others?
- What were some of the mutual interests you found and shared with your mentor?
- How did the mentoring relationship facilitate your skills in prioritizing your personal and career goals?



Conclusion

- Campuses that have developed “Best Practices in Mentoring” particularly for first generation students of color, are in a position to not only successfully solve their retention problem but also show how the mentoring process can lead to a better understanding of cultural diversity through the development of positive mentor/ mentee relationships both inside and outside the classroom.

Thank you!

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Mentoring in Higher Education: Best Practices 1999

Dr. Marcia E. Canton and Dr. David P. James

Mentoring Guide for Community Colleges 1995

Dr. Marcia E. Canton and Dr. David P. James