

AAWCC Oregon Statewide Mentorship Program Guidebook

A guide for mentors and mentees

Pilot Year 2017-18



"AAWCC Oregon Statewide Mentorship Program Guidebook: A guide for mentors and mentees" [AAWCC Oregon Chapter](#) is licensed under [CC BY 4.0](#)

Purpose of this Mentorship Program

This mentorship program is designed to connect individuals -

- Those aspiring to further develop within their career in community colleges
- Those willing to share their experiences and provide insight
- Those who might envision themselves in another position and are ready to model where they wish to go

Mentoring Committee

The Mentoring Committee is comprised of members from the Oregon AAWCC. Their role is to facilitate the structure of the mentoring offering. More specifically, they will review applications and pair the mentors and mentees. Their role is also to check-in with the mentor/mentee twice within the 6 months. Overall, they will serve as resource and if a mentor/mentee should need to withdraw from their commitment, they should connect with a member of the committee.

Benefits of a Mentoring Relationship

There are many benefits that can come from a mentoring relationship, including:

- Access to knowledge and experience
- Guidance to elevate your professional capabilities
- See things from a different perspective
- Inspiration and motivation
- The ability to test ideas and discuss situations in a safe environment
- Connections

Mentor and Mentee Etiquette

In order to develop and maintain a strong mentoring relationship, here are some aspects of the relationship that the mentor and mentee should discuss and find agreement on:

- How often will we meet/communicate?
- What is the preferred modality (face-to-face, phone, Skype/Facetime)?
- If/When we meet in person, who pays for the meal/coffee?
- What are our agreements around confidentiality?
- What do we hope to gain from this relationship? Goals?

If you need to end your mentor/mentee relationship, please contact a member of the Mentoring Committee and they will assist in this process.

About this Guidebook

This guidebook is designed to be a starting point for the mentor and mentee. All activities and questions are suggestions for perhaps where to begin a conversation. If you need to spend more or less time on any topic, or if you have different topics you wish to explore, feel free to do so.

The main topics within this guidebook are significantly aligned with the *American Association for Community Colleges Competencies for Community College Leaders (second edition)*.

- Organizational Strategy
- Institutional Finance, Research, Fundraising, and Resource Management
- Communication
- Collaboration
- Community College Advocacy

http://www.aacc.nche.edu/newsevents/Events/leadershipsuite/Documents/AACC_Core_Competencies_web.pdf

Goal Setting: Mentees

Background: Growing professionally doesn't just happen by chance. Participating in a mentoring relationship is a wonderful opportunity to explore other career paths and institutions. The following questions prompt you to explore and focus. We suggest that you draft your goals within the first month to then share with your mentor, who can help support you in achieving your goals.

1. In what ways am I satisfied with my progress in personal and professional development at this point?

Professional:

Personal:

2. In what ways am I dissatisfied with my progress in personal and professional development at this point?

Professional:

Personal:

3. What would I like to develop? Don't forget a deadline.

Professional:

Personal:

Advice: Share your goals with your mentor. Ask them what groups might you join or people might you get to know for development in the areas you have identified as most important.

Key to success is identifying the next steps you need to take to connect with the suggested groups or people.

Initial Steps:

Longer Term Steps:

Getting to Know Each Other (Mentor & Mentee)

It is important that the mentor and mentee get to know each other, in order to help build the relationship and establish a level of comfort between the two.

Suggested Questions

- Discuss your backgrounds/personal histories – how did you arrive at where you are today in your life/work?
- What life experiences have been most meaningful to you in your life/work?
- What interests you personally (hobbies, sports, skills, etc.)? What interests you professionally?
- How would you describe yourself as a communicator?
- What is your favorite quote? Movie?

Suggested Activities

- Consider inviting your mentor/mentee to a social event (this doesn't have to be at the beginning of your mentoring relationship).
-

1. Organizational Strategy – Knowledge of Your Institution

Knowing how your organization is structured and how it functions is not only good general information to have, but it can also be very beneficial when you're trying to get things accomplished. Who is the right person to ask? How are decisions made?

Suggested Questions

- What do you know about how your institution works?
- Are there any structures and/or processes about your institution that perplex you? How might you learn more about them?
- How do you describe your institution's culture?
- What do you need/want to learn more about in order to feel more connected to your institution?
- What kinds of projects/opportunities would you want to participate in at your institution that you don't already participate in?
- Are there people in your institution that you are curious about what they do? How might you get to know them?

Suggested Activities

- Sit next to someone new at the next professional development or in-service.
- Ask someone you know on campus to make a connection for you with someone you don't already know (perhaps over coffee).
- Send an email to someone who you are interested in meeting/getting to know and ask to coordinate a time to chat.
- Visit an area/office on campus where you have never been and ask them to show you around and explain what they do.
- Consider joining a committee on campus that interests you.

2. Effective Communication

Being able to communicate effectively is essential for most people to feel successful in their careers. Effective communication can help build teamwork and solve problems. Different people communicate with different styles and remember that communication is not only about what someone is actually saying! Miscommunication happens when the message being sent and the message actually received do not align. Check out this chart:

	PASSIVE	AGRESSIVE	PASSIVE-AGRESSIVE	ASSERTIVE
BEHAVIOR	Keep quiet. don't say what you feel, need, or want. Put yourself down frequently. Apologize when you express yourself. Deny that you disagree with others or feel differently.	Express your feelings and wants as though any other view is unreasonable or stupid. Dismiss, ignore, or insult the needs, wants, and opinions of others.	Failure to meet the expectations of others through "deniable" means: forgetting, being delayed, and so on. Deny personal responsibility for your actions.	Express your needs, wants, and feelings directly and honestly. Don't assume you are correct or that everyone will feel the same way. Allow others to hold other views without dismissing or insulting them.
NONVERBAL	Make yourself small. Look down, hunch your shoulders, avoid eye contact. Speak softly.	Make yourself large and threatening. Eye contact is fixed and penetrating. Voice is loud, perhaps shouting.	Usually mimics the passive style.	Body is relaxed, movements are casual. eye contact is frequent, but not glaring.
BELIEFS	Others' needs are more important than yours. They have rights; you don't. Their contributions are valuable. Yours are worthless.	Your needs are more important and more justified than theirs. You have rights; they don't. your contributions are valuable. Theirs are silly, wrong, or worthless.	You are entitled to get your own way, even after making commitments to others. You are not responsible for your actions.	Your needs and those of others are equally important. You have equal rights to express yourselves. You both have something valuable to contribute. You are responsible for your behavior.
EMOTIONS	Fear of rejection. Helplessness, frustration, and anger. Resentment toward others who "use" you. Reduced self-respect.	Angry or powerful at the time, and victorious when you win. Afterward: remorse, guilt, or self-hatred for hurting others.	Fear that you would be rejected if you were more assertive. Resentment at the demands of others. Fear of being confronted.	You feel positive about yourself and the way you treat others. Self-esteem rises.
GOALS	Avoid conflict. Please others at any expense to yourself. Give others control over you.	Win at any expense to others. Gain control over them.	Get your own way without having to take responsibility.	Both you and others keep your self-respect. Express yourself without having to win all the time. No one controls anyone else.

Suggested Questions

- How do you feel you communicate with others?
- Describe a time when you felt you were effectively communicating (or being communicated to)? Now compare that to a time when you weren't.
- Describe a time when you felt you were miscommunicating with someone?
- How do you navigate difficult situations with a colleague?
- How do you navigate difficult situations with a supervisor?

Suggested Activities

- More information about the 4 main communication styles:
<https://www.universalclass.com/articles/psychology/different-communication-styles.htm>
- Ideas for practicing gratitude (and not just with those who you are actually grateful for).
- Know when to stop the emails and meet face-to-face with someone

3. Collaboration

What does it really mean to collaborate with someone?

Suggested Questions

- How do you describe yourself when working as part of a team/group? What role do you typically fill?
- How do you collaborate with others?
- What are the tools/resources that you use?
- Think of a time when you saw an initiative/project succeed due to collaboration...what were the essential elements?
How work gets done effectively by bringing people to the table who have different perspectives
- How can you participate collaboratively?
- Seeking out opportunities to create a group – how do you pick who will be on a team?
- Unify focus of student success or community service – who might bring knowledge to the table?

Suggested Activities

- Working Styles Assessment:
http://partnerships.hivechicago.org/content/uploads/2016/06/01_Working-Styles-Assessment.pdf
- Cooperation versus Collaboration:
http://www.huffingtonpost.com/lynn-power/collaboration-vs-cooperat_b_10324418.html
- Networking Opportunities

4. Community College Advocacy at Local, State, and National Levels

Suggested Questions

- How do you present yourself at your college? To your Board? To the community?
- What do you advocate for?
- Keeping students first in mind, how do we align the work we do with student success?

Suggested Activities

Oregon Community College Association

<http://www.occa17.com/about-us/>

+ growth mindset + belonging mindset

https://www.youtube.com/watch?v=KUWn_TJTrnU

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

+ modeling – walking our talk

<https://www.thebalance.com/how-to-walk-your-talk-1916726>

5. Institutional Finance, Research, Fundraising, and Resource Management

Although not everyone is directly connected to the finance, research and fundraising aspects of their institution, learning more about these areas can help you better understand the overall functioning of the institution.

Suggested Questions

- What is your current knowledge base of budgeting at your college?
- How do you utilize data in your current role at your college?
- What is your budget and where does the money come from? In what capacity do you interact in the budgeting process?
How much money does your

Suggested Activities

- Meet with someone in the budget office to better understand how your college's budget works, from planning to implementation
- Review the budget for your institution
- Get involved/volunteer with a fundraising activity through your college's foundation

6. Values Inventory

Understanding your personal core values will help you understand if you're doing work that is important and fulfilling to you. Additionally, if you are not feeling right about some aspect of your work and/or life, chances are there is a conflict between your actions and your personal core values.

If you haven't done so previously, take the opportunity to articulate your personal core values.

Institutions often also have core values that guide the work they are doing. Many individuals seek out institutions that have similar core values to their personal core values.

Suggested Questions

- How do you exemplify your personal values in the work that you do?
- What do you do when your core values conflict with what you are doing/how you are acting?
- What do you know about the values of your institution?

Suggested Activities

- Life Values Inventory:

https://bhmt.org/wp-content/uploads/2016/04/BHMT_CC_Life-Values_Inventory.pdf

- Motivation can also drive our values. You probably are familiar with Maslow's hierarchy of needs, but there has been subsequent research. McClelland's human motivation theory highlighted three different needs, need for achievement, need for power and the need for affiliation. Determine which need is your highest and discuss. (<https://www.mindtools.com/pages/article/human-motivation-theory.htm>)

- More recently, Dan Pink has studied motivation and determined that autonomy, mastery and purpose are the three main drivers. Review the video and discuss which of the three main drivers you align with in your own career. How can you get more of what you need to remain motivated?

(<https://www.youtube.com/watch?v=u6XAPnuFjJc>)