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Overview

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John C. Crosby (American politician, 1859-1943)

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”

Steven Spielberg

Mentoring an Oberlin student is a valuable way to stay connected with the Oberlin community while making a difference to a new generation of students. The Career Center’s Mentoring Program provides a way for alumni to help students connect the classroom experience to broader issues and prepare for career paths. Effective mentoring offers a great opportunity to bring people together, to learn from one another, to network, to grow, and to develop personal and professional skills.

The Oberlin Mentoring Program seeks to provide students with supportive relationships that encourage them to think strategically about life after Oberlin. As a mentor, you can help students hone essential leadership skills and better articulate their goals, as well as offer a safe space in which to raise issues, tackle challenges, and develop confidence.

The mission of the mentoring program is to foster a culture that:

- Connects students with alumni mentors through a structured framework encouraging productive conversations around academic, professional, and life goals.
- Empowers alumni mentors to engage students in critical thinking that is reflective and strategic.
- Rejuvenates communication, leadership, and interpersonal skills for alumni mentors.

Great mentees take an active role and responsibility for their own learning and development, and great mentors facilitate that growth by asking thought-provoking questions that help a student to reflect on their experiences. In the process, the mentee gains help and insight as they explore career options, navigate the college landscape, and bridge the gap from student life to work life.

With special thanks to our colleagues in the Amherst College Career Center, and to the Mentoring Resource Center at Wake Forest University, from whom much of the material in this guide is adopted.
How to Use this Guide

Every mentoring relationship develops differently, and the information, materials, and resources in this handbook are offered as recommendations and guidelines only—not requirements. We hope you find this guide helpful as you embark on your next mentoring partnership.

This guide is divided into three primary sections, with two appendices:

• **PROGRAM STRUCTURE AND EXPECTATIONS.** Describes the program timeline and logistics, including how to register, and lays out expectations in terms of time commitment, communications, boundaries, and goals.

• **MENTORING TOOLKIT.** Describes key mentoring skills (including active listening, reflective questioning, modeling, critical thinking, and feedback), and outlines the general goals and approach for each stage of the mentoring process.

• **WHO ARE OBERLIN STUDENTS?** Provides a broad overview of generational and developmental trends that may factor into a mentoring relationship, including an outline of some of the challenges and experiences students face as they move from first years to seniors.

• **APPENDIX A: READINGS AND RESOURCES.** Includes a listing of campus resources, a select bibliography of mentoring resources, and a summary of Oberlin College’s non-discrimination and sexual misconduct policy.

• **APPENDIX B: HELPFUL FORMS AND GUIDES.** Includes the Mentoring Partnership Agreement, a suggested agenda for the first mentoring meeting as well as general suggestions for structuring mentoring meetings, and some ideas for activities, questions, and discussion topics.
**Program Structure and Expectations**

The Oberlin Mentoring Program matches select Oberlin students with alumni mentors for a year-long connection. Mentoring partners meet regularly throughout the year—by phone, text, Skype, and (where possible) in person—to talk about post-Oberlin ideas, plans, and concerns. The shape of each relationship (e.g., frequency, method, and topics of conversation) is largely up to each mentoring pair, although the Career Center does offer guidance and suggestions throughout the year.

Prospective alumni mentors register online, and the Career Center matches mentors with student mentees based on shared interests and preferences. You may register at any time, although keep in mind that matches generally are made only once a year, in the fall. Although we do our best to match all mentors with compatible student applicants, depending on the number of student responses, the number of alumni volunteers, and participants' areas of interest, we may not be able to find a match for everyone every year.

The Career Center facilitates an initial meeting between each mentoring pair—ideally in person, or else by Skype, Facetime, or similar software tool. After that, it is up to each mentoring pair to decide how to structure their partnership: how often to meet, whether those meetings are structured or free-flowing, what topics of conversation are covered, etc.

At the end of the spring semester, all participants have the opportunity to reflect on their experience through a program evaluation. Mentors can also decide whether they wish to re-up for another year. We understand that circumstances and priorities can change from year to year, and that mentors may sometimes need to take a break or even withdraw from the program. We encourage you to carefully assess your ability to commit to the program each year.

The Career Center provides support for all of the mentoring partnerships throughout the academic year in the form of reminders, suggestions, and ideas. We also encourage you to contact the Career Center any time you have thoughts, suggestions or concerns regarding the program.

**Expectations**

Effective mentoring requires a complex and defined set of skills, passion to support the growth of another person, and above all, time, energy, and enthusiasm. Entering into a mentoring relationship is not a decision to be taken lightly; before taking the plunge, we encourage you to think carefully about:

- What benefits you might gain from being a mentor
- Whether you have the time and energy to mentor someone
- Whether you can make a year-long commitment to this process

The following guidelines are intended to help you have a successful mentoring partnership and a positive impact in your mentee’s life.

- **Maintain regular contact.** We recommend that mentors and mentees commit to speaking a minimum of twice a month during the mentoring cycle. Although email is an important tool in distance mentoring, it cannot be substituted for actual, real-time conversation. Conversations may occur over the phone, via Skype (or similar software), and/or in person when possible.

- **Set clear and realistic goals.** At the start of a mentoring partnership, mentors and mentees will have a conversation that addresses goals for both the mentor and mentee. Refer to Appendix B for a sample First Meeting Agenda and Mentoring Partnership Agreement.
• **Be responsive.** Both mentors and mentees are expected to return calls and emails in a timely manner (ideally within two business days).

• **Provide feedback.** It is important that feedback is candid and delivered in a thoughtful and constructive way. Help your mentee learn how to receive and respond to feedback by modeling the behavior through open discussion. Refer to the Mentoring Toolkit section for more specific suggestions for effective feedback.

• **Facilitate self-reflection and self-development.** Ask thought-provoking questions to help your mentee understand and articulate his or her motivations, accomplishments, weaknesses, etc. Employ active listening as a way to develop questions to ask your mentee. See Appendix B for some ideas of reflective questions you can try.

• **Honor commitments.** If a mentoring conversation must be cancelled, it is expected that you and your mentee will do your best to communicate in advance of the meeting and reschedule. If you decide to remove yourself from the program, it is expected that you will honor partnerships in progress. If circumstances prohibit you or your mentee from participating in the program before the end of the year, each party must notify their mentoring partner and the Career Center as soon as possible.

• **Evaluate.** At the end of the year, both participants will be asked to complete an evaluation form.

**Mentoring is NOT…**

• **As a mentor, you are NOT expected to offer internships or jobs.** Although it sometimes works out that a mentee happens to be a great fit for an available opportunity, this is by no means the norm or expectation.

• **As a mentor, it is critical that you NOT take on the role of the student’s counselor.** A listing of campus resources is included in Appendix A; please encourage your mentee to take advantage of these services as appropriate. If you have any questions or concerns about your role as a mentor, please contact the Career Center. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the Counseling Center.
Mentoring Toolkit

MENTORING SKILLS

Highlighted below are some of the important skills that can help you to empower your mentee to think, reflect, and take the necessary action steps to realize their goals. Your objective should be to provide guidance and support; you are not expected to solve problems for your mentee.

Listen actively

Active listening is a communication technique that requires the listener to paraphrase what they have heard the speaker say in order to confirm understanding. At the same time, the listener is also paying attention to non-verbal cues such as silence, facial expression, body language, and overall comfort. For example, you may notice that every time you bring up the topic of graduation your mentee grows quiet and withdraws. You may address these cues with an open-ended question such as, “I notice that every time I bring up graduation you seem uncomfortable. What are your feelings about this transition?”

Tips for active listening:

• Focus all of your attention on the speaker. Schedule your conversations so that you can be in a quiet place and avoid distractions such as cell phones and email.
• Do not interrupt the speaker or assume a conclusion before the speaker has finished.
• Listen for feeling and tone in speech. If appropriate, take notes to capture important thoughts and concepts.
• Do not react with judgment, and resist the urge to provide solutions. Instead summarize main points once the speaker is finished, using phrases such as, “what I heard you say is” or “let me summarize your points to make sure that I heard you correctly.”
• Use “I” statements instead of “you” statements when going over what you heard. For example, “I felt uncomfortable by your statement” instead of “You made me feel uncomfortable when you said...”

Ask thought-provoking questions

Your main goal as a mentor is to help your mentee take the steps needed to pursue their goals. Use open-ended questions that prompt deeper thought and reflection. Your questions should create a space for open discussion and allow your mentee to reflect on their opinions, thoughts, and feelings. Open-ended questions encourage participation, stimulate discussion, and help you establish rapport. For example, instead of asking “Are you enjoying your classes?” ask, “What is it that you enjoy most about your classes?” You can then follow up with a “Why?” or “Why not?”
Sample questions (additional suggestions are listed in Appendix B):

- What are your strengths?
- What do you find difficult?
- Whom do you look to as a role model?
- Where do you see yourself in 6 months?
  A year?
- When are you happiest? Most productive?
- What do you love?
- What do you value?
- What do you dream about?
- What do you worry about?
- What are your talents?
- What are your goals?

**Role model behavior**

As a mentor you are a role model and should be aware of your word choice, your demeanor, and how you react to people and situations. Keep in mind that your mentee looks to you for advice and guidance, so be conscious that your words and actions align.

Tips to practice role modeling with your mentee:

- Use examples from your own experiences to demonstrate how to receive feedback, take ownership, build effective partnerships, etc.
- Model how to effectively receive and respond to feedback when receiving it from your mentee.
- Model active listening when your mentee is speaking.
- Be present, engaged, and on time to meetings with your mentee.

**Provide objective feedback and guidance**

Constructive feedback is critical to effective mentoring. It prevents small issues from growing into major problems, helps build trust and respect, and promotes personal and professional growth. College students may not have much experience receiving critical feedback and therefore may not have the personal or professional skills to appropriately receive and respond to it. As a result, it is important that you take the opportunity to provide feedback and guide them through this type of conversation.

Tips for providing feedback:

- In your first meeting, ask your mentee how they best receive feedback. What setting is most comfortable? What preliminary information do they need? Are there specific phrases that you should use (or avoid)? How long do they need to process and/or respond?
- When you are ready to provide feedback, check for a willingness to listen by asking for permission to deliver feedback. Make sure the other person is in the frame of mind to receive it.
- Check for understanding. Use your active listening skills to make sure that you accurately understand the situation before jumping to a conclusion.
- Check for positive intent. Make sure that your intentions are to help with the other person’s growth and development and are not related to any personal bias or feelings that you may have about the person.
- Focus on behaviors and results. Frame your message around concrete behaviors and results of those behaviors.
Demonstrate critical thinking

When you provide feedback to your mentee, you model your ability to think critically about the situation. A critical thinker clearly articulates a question or problem, gathers and assesses relevant information, tests solutions against relevant criteria, has an open mind to alternative solutions, and communicates the decision effectively to others.

Steps to critical thinking:

• Identify the problem
• Identify possible solutions to the problem
• Analyze/evaluate possible solutions
• Make a decision and implement the solution
• Reflect on what happened and why

You can find many opportunities to engage your mentee in critical thinking discussions. For example, you might present them with a problem that you are struggling with, either personally or professionally, and ask them to help you work through possible options for a solution. Or, select a reading on a relevant topic and discuss its merits and how the mentee might apply it to their life. Your mentee is honing these skills every day in the classroom, and one of your jobs as a mentor is to help them learn to apply these skills to their life.

STAGES OF MENTORING

Your mentoring partnership will likely be marked by three distinct stages. In the beginning, you and your mentee will get to know one another, set goals for the partnership, and agree on expectations. The middle stage is an on-going process. You and your mentee will revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development. At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

The beginning

In your first couple of meetings, you and your mentee will want to spend some time getting to know each other and establishing a rapport. You will then be able to set appropriate goals, ground rules, and expectations for both parties. We strongly recommend that you and your mentee create a mentoring agreement to serve as the foundation for your partnership. For a sample First Meeting Agenda and Mentoring Partnership Agreement, see Appendix B.

Tips to get to know your mentee:

• Discuss your personal backgrounds and professional history.
• Discuss why you chose Oberlin College and your most significant memory, class, etc.
• Share any previous experience with mentoring and lessons learned.
• Share why you have agreed to be a mentor and your goals for the partnership.
• Talk about your mentee’s goals and what they want out of the partnership.
Potential areas of focus for goal setting:

- Develop professional expertise in a specific area of focus.
- Work on a specific academic goal such as a research project or grant proposal.
- Develop leadership abilities.
- Explore personal interests and abilities.
- Learn how to handle school-life-work balance.
- Explore future career paths and opportunities.

Questions to establish clearly defined expectations:

- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- How will feedback be provided and received?
- Who will run the meetings? Will that person be responsible for creating an agenda?
- What does confidentiality mean to you and what does it mean to your mentee?
- What topics are off-limits?
- How will you respect one another’s time?

The middle

This stage will focus on discussing how to achieve the goals that have been outlined in the agreement. Not only will you examine these goals in more depth, but you will also assist your mentee with developing an action plan for achieving them.

An example of an effective goal statement is “Identify programs this semester and gather information so that I can study abroad next year.” Your mentee’s action steps for this goal may include:

1. Attend a Study Away Information Session.
2. Schedule a meeting to speak with the study away advisor to discuss opportunities.
3. Research programs and eligibility criteria in order to identify at least 2 programs of interest.
4. Identify 2-3 students who have attended programs of interest and arrange to speak with them about their experience.
Tips for creating effective goal statements using the SMART goal model:

- **SPECIFIC.** The goal statement should be concrete and action-oriented. What specifically is your mentee trying to accomplish? Ask: what do you mean by that? Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb?

- **MEASURABLE.** How will your mentee know when they have achieved the goal? How will your mentee track and measure progress? How is success defined?

- **ACHIEVABLE.** The goal should require work, but be attainable. Is the goal too big or too small?

- **REALISTIC.** Does the mentee have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed to reach the goal? Does the goal set up your mentee for failure?

- **TIMELY.** There should be a specific time frame for achieving the goal, which will hold your mentee accountable.

As time goes on, you and your mentee will continue to revisit and refine current goals, as well as develop new ones. The section on “Suggested Activities and Discussion Topics” may provide you with some additional ideas.

### The end

This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentee. What were the greatest challenges? What would you each do differently? How will your mentee use new knowledge and skills moving forward? It is also important to acknowledge the successes and accomplishments achieved over the course of your mentoring partnership. Additionally, it is a time to redefine the partnership with your mentee and set new ground rules and boundaries for any future interaction.

Learning how to bring closure to a relationship is another opportunity for growth for your mentee. There will be numerous times in their future when they will have to experience the end of relationships, both personally and professionally. Learning how to do so with grace and respect is yet another tool in their tool kit as they move forward. This is true even if your mentoring partnership has to end earlier than expected. If either you or your mentee decides to leave the relationship prematurely, we ask that you do so by bringing appropriate closure to the relationship.

Note that the end of a formal mentoring relationship does not necessarily mean the end to your relationship with your mentee. Rather, you may transition to a new relationship, one that hopefully will continue for years to come.

Note: You and your mentee will receive a final program evaluation that you may choose to incorporate into your conversation.
Mentoring Generation Next

Oberlin students continue to reflect, extend, and challenge the college’s long-standing commitment to diversity and social justice. There are about 2,900 enrolled students at Oberlin; 2,300 in the College of Arts and Sciences, 600 in the Conservatory, and 175 Double Degree students. About 20% are students of color, and 8% are international students representing nearly 50 countries. Nearly 7% are first-generation, and close to 10% qualify as high financial need. Approximately 54% identify as women, 46% identify as men, and a small percentage identify as non-binary (e.g., queer, trans, or intersex).

The majority of Oberlin students were born in the 1990s and are part of a generation commonly referred to as the Millennial Generation. The Pew Research Center has published a report titled Millennials: A Portrait of Generation Next (pewresearch.org/millennials), which is excellent preparation for working with Oberlin students. As the PRC points out, there are as many differences in attitudes, values, behaviors and lifestyles within any given generation as there are between generations.

Because of the wide diversity of this generation of Oberlin students, there may be social, economic, race, ethnicity, and other factors that play a role in how a student experiences generational norms (which is one reason why many Oberlin students tend to resist the “Millennial” label). That being said, here are some trends you may notice when talking with your mentee:

- Just as Oberlin students challenged assumptions about race in the 60’s, the current generation of students brings an intersectional perspective in its challenges to power and inequality, in relation to race, ethnicity, class, gender, sexuality, and nation. For example, questioning restrictive notions of gender, and fighting the discrimination that queer, trans, and intersex individuals often face, is very important to the Oberlin community. As one way of being supportive or an ally to those who are transgender or gender non-conforming, it’s common for students to provide their preferred gender pronouns (PGPs) when they introduce themselves. PGPs may include the familiar he/him/his and she/her/hers, or non-gendered pronouns such as they/their/their or zhe/zher/zhers.

- This generation has grown up using technology such as computers and smart phones, and most have always had access to Internet information. They are very comfortable sharing their lives on social media (Facebook, YouTube, Instagram, Twitter, etc.), aren’t afraid to share their opinions and ideas, and are used to having their opinions heard. While this mode of communication can be quick and effective for social change campaigns and political movements, it also poses a challenge for students who may not consider how their online image can affect their professional pursuits.

- Online communication is almost instantaneous (again with the smart phones), and as a result, formality may not be observed in deference to speed. Typos, abbreviations, and informal speech are often the result. Face-to-face interactions are less frequent, since students are used to planning activities and scheduling appointments online, and they may be reluctant to initiate a phone call or engage in a face-to-face conversation with someone they don’t know well, particularly an older adult.

- Young (or soon-to-be) professionals are seeking meaning through careers that allow them to share their gifts and make an impact in the lives of others; they are more interested in making a positive difference in the world than professional recognition. They are looking to align (not just balance) work and life values, and tend to value flexibility (e.g., telecommuting, flextime) over higher pay.

- The highly public and (seemingly) overnight successes of entrepreneurs such as Mark Zuckerberg (Facebook) and Sergey Brin and Larry Page (Google) have left their mark, creating some unrealistic expectations. On the other hand, the Great Recession has had an enormous impact on current students, and many are still very apprehensive about their ability to find any job after graduation.
**STUDENT DEVELOPMENT**

Throughout your mentoring partnership, keep in mind the challenges students face as they transition from adolescence to adulthood. This formative time in a student’s life is marked by discovery and exploration of personal beliefs, interests, values, strengths, goals and identity. As a result, Oberlin students especially sometimes commit themselves to so many classes, organizations, clubs, causes, and activities that they may have difficulty meeting those commitments.

Students can have great optimism for the possibility to transform their lives, but at the same time may not yet feel fully responsible for those lives. You have the opportunity to help your mentee learn how to confront problems, both big and small, which may include selecting a career path, forming healthy relationships, finding meaning and purpose, managing conflict, making academic and social choices, and navigating increased diversity, or other social issues.

**TOPICS BY CLASS YEAR**

The chart below outlines some of the general issues and experiences students face as they journey from first-years to seniors. Some of these topics may be more or less relevant depending on the individual student, as well as their major(s), background, and interests; note too that many of the topics listed under each year continue to be relevant in subsequent years as well.

This outline is intended to provide insight and perspective into your mentee’s life; it is not meant to suggest that you should address all or even any of these topics during the course of your mentoring partnership. Remember, as a mentor, it is critical that you NOT take on the role of the student’s counselor. A listing of campus resources is included in Appendix A; please encourage your mentee to take advantage of these services as appropriate. If you have any questions or concerns about your role as a mentor, please contact the Career Center. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the Counseling Center.

**First Year**

new.oberlin.edu/office/dean-of-studies/roadmap/first.dot

For many first-year students, college is their first time living away from home. It is a stressful time as they adjust to new academic and social pressures. They are confronted with a variety of decisions as they further develop their own identities. First-year students face a range of challenges including:

- **SOCIAL.** Cultural differences; making friends; becoming independent; managing failure; managing time; developing healthy habits (e.g. eating habits, mental health, substance abuse, etc.)
- **ACADEMIC.** Choosing classes; developing study skills; maximizing faculty office hours; understanding expectations; asking for help; utilizing academic support services
- **PROFESSIONAL.** Exploring careers; gaining work experience through work study or part-time jobs; getting involved in extracurricular activities; serving the community; writing first resume; writing cover letters; searching for an internship or summer job
Sophomore

new.oberlin.edu/office/dean-of-studies/roadmap/second.dot

- **SOCIAL.** Sophomore year is often characterized as a time in which the newness of college and thrill of being away from home fades. Without the structure of the first year, sophomores may feel lost and unmotivated, and relationships may feel complicated. It can also be a time of growth as values change and are challenged.

- **ACADEMIC.** Declaring a major; deciding whether to study abroad; managing increasingly challenging coursework; managing extracurricular commitments.

- **PROFESSIONAL.** Connecting interests to experiences; learning how to network with professionals; developing interview skills

Junior Year

new.oberlin.edu/office/dean-of-studies/roadmap/third.dot

- **SOCIAL.** Many students choose to study abroad during all or part of their junior year. As a result, juniors may find that their core group of friends is away from campus. Those who are abroad may experience culture shock and homesickness. Students who study abroad may find searching for an internship very challenging.

- **ACADEMIC.** Study abroad; advanced coursework; whether to pursue Honors

- **PROFESSIONAL.** Leadership (definition, styles, examples); attending career & employer information sessions; preparing for grad school and entrance exams; requesting recommendations and/or references; on-campus recruiting; internship search

Senior Year

new.oberlin.edu/office/dean-of-studies/roadmap/fourth.dot

- **SOCIAL.** Seniors approaching graduation have many obvious stressors such as completing their thesis, post-graduation plans, and overall anxiety around life after Oberlin. Some seniors will also struggle with other issues such as securing housing, managing family pressure and responsibilities, and managing personal finances.

- **ACADEMIC.** Meeting graduation requirements (especially students with multiple majors and Dual Degree students); completing Honors/Capstone requirements

- **PROFESSIONAL.** Applying to graduate/professional school; job search; learning professional behavior; establishing credibility
Appendix A: Readings and Resources

- Campus Resources
- Mentoring Resources
- Oberlin College Non-Discrimination and Sexual Misconduct Policy
**CAMPUS RESOURCES**

Mentors are not expected to always have the answers; in fact, you must not take on the role of the student’s counselor. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the Counseling Center. You may also refer them to campus resources below.

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<td>Stevenson Hall - Longman Commons</td>
<td>247 West Lorain St., Suite A</td>
</tr>
<tr>
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<th>Office of Equity Concerns</th>
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<td>440-775-8444 (non-emergency)</td>
<td><a href="mailto:equity.concerns@oberlin.edu">equity.concerns@oberlin.edu</a></td>
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MENTORING RESOURCES

Caddick, P. Building Effective Mentoring Partnerships (www.pcaddick.com)
A web-based training tool covering the field of mentoring, including its definition and purpose, the potential benefits of mentoring at all levels and settings, the skills approach to training with its focus on developing specific, appropriate mentoring skills and behaviors within a mentoring conversation, techniques for evaluating the mentoring process as a whole as well as the individual abilities of the mentor and mentee with an intent to identify areas for improvement.

Dungy, T., & Whitaker, N. The mentor leader: Secrets to building people and teams that win consistently (2010)
Successful NFL coach Tony Dungy outlines the seven keys of mentoring leadership—and why they're so effective; why mentor leadership brings out the best in people; how a mentor leader recovers from mistakes and handles team discipline; and the secret to getting people to follow you and do their best for you without intimidation tactics.

International Mentoring Association (mentoringassociation.org)
The mission of the International Mentoring Association is to create global communities for sharing best practices that lead to development of highly effective mentoring programs through a diverse support base and a variety of venues. Membership is open to all who support the Mission of the Association.

Johnson, W. B. On being a mentor: A guide for higher education faculty (2007)
A guide for faculty in higher education who wish to mentor both students and junior faculty. It features strategies, guidelines, best practices, and recommendations, and offers straightforward advice about managing problem mentorships and measuring mentorship outcomes.

Johnson, W. B., & Ridley, C. R. The elements of mentoring (2008)
Patterned after Strunk and White’s classic The Elements of Style, this new edition concisely summarizes the substantial existing research on the art and science of mentoring. Topics include what excellent mentors do, what makes an excellent mentor, how to set up a successful mentor-protégé relationship, how to work through problems that develop between mentor and protégé, what it means to mentor with integrity, and how to end the relationship when it has run its course.

These books cover a wide portfolio of techniques and approaches to helping others, drawn from the authors’ coaching and mentoring experience as well as from other experienced mentoring professionals within the field.
**Mentor (www.mentoring.org)**
The National Mentoring Partnership (MENTOR) promotes quality youth mentoring relationships, collaborating with a network of affiliate Mentoring Partnerships and more than 5,000 mentoring programs throughout the US. Its mission is to close the mentoring gap by developing and delivering resources, standards, research, and tools to help fuel the quality and quantity of mentoring relationships for America’s young people.

**Pew Research Center. Millennials: A Portrait of Generation Next** *(pewresearch.org/topics/millennials)*

**Sanft, M., Jensen, M., & McMurray, E. Peer mentor companion (2008)**
The text outlines the best practices for implementing a peer mentor program on campus, provides instructors with a core text that illustrates what a peer mentor is and how to train students to be peer mentors.

**Shea, G. F. Mentoring: How to develop successful mentor behaviors. (2002)**
This book will provide you with the tools to understand the unique role of mentors in today’s workplace, determine the most effective mentoring style for your situation, establish agreements to ensure a successful and rewarding relationship, and avoid behaviors that may interfere with mentee growth and development.

Describes the theory and background of the conversation method, which has been effectively used for group consensus making in: 1) problem solving; 2) troubleshooting; 3) coaching; 4) research and 5) interpretation of data. It also discusses how to prepare a conversation, how to lead a conversation, and what the common mistakes are. The second part of the book provides 100 sample conversations designed for use in many different situations, including: 1) reviewing and evaluating; 2) preparation and planning; 3) coaching, and mentoring; 4) data and media interpretation; 5) decision making; 6) managing and supervising; and 7) personal reflection and group celebrations.

**Wake Forest University, Mentoring Resource Center** *(http://mentoring.opcd.wfu.edu)*
Provides tips and resources for mentors, mentees, and program managers.

**Zachary, L. J. The mentor’s guide: Facilitating effective learning relationships (2nd ed., 2012).**
Presents practical tools and hands-on exercises for facilitating the mentoring experience from beginning to end.
OBERLIN COLLEGE NON-DISCRIMINATION AND SEXUAL MISCONDUCT POLICY

Oberlin College seeks to ensure an equitable and inclusive campus free of violence, harassment, and discrimination. Therefore, Oberlin College will not tolerate sexual and or gender-based harassment, discrimination and violence, including sexual violence, stalking, and intimate partner violence, in any college program or activity, including the academic, employment or residential setting. When used in this policy, sexual misconduct includes sexual violence, intimate partner violence, and stalking. This prohibition also includes all forms of discrimination or harassment based on sex, marital status, sexual orientation, and or gender identity and expression. Such conduct violates community expectations and is prohibited by state and federal law. The Sexual Misconduct Policy affirms the Oberlin community's commitment to these principles and describes the process the college uses to resolve reports of sexual misconduct.

Oberlin College students, employees, alumni, guests, and visitors have the right to be free from sexual and or gender-based harassment, discrimination and violence, including sexual violence, stalking, and intimate partner violence, on campus and in their interactions with each other. Sexual misconduct is the term used in this policy for sexual and or gender-based harassment, discrimination and violence, including sexual violence, stalking, and intimate partner violence, as well as other forms of prohibited conduct as defined in this policy.

Because all members of the Oberlin community have a right to and a stake in creating a campus free of violence, harassment, and discrimination, this policy applies to all students, employees, and visitors to campus.

To report sexual and or gender-based harassment, discrimination and violence, including sexual violence, stalking, and intimate partner violence, please contact:

Meredith Raimondo  Office of Safety and Security
Title IX Coordinator  (440) 775-8444 (24-hour line)
(440) 775-8410  (440) 775-8911 (24-hour emergency line)
meredith.raimondo@oberlin.edu
Cox 101

to view and/or download the complete policy, please visit:
new.oberlin.edu/dotAsset/698agd8f-28ef-406d-83d6-a62daec85a1.pdf
Appendix B: Helpful Forms and Guides

The materials in this appendix are provided as suggestions only. They may be useful for new mentors looking for a little more guidance and structure, or for experienced mentors looking for new ideas, but they are in no way required for participation in the Mentoring Program.

- Mentoring Partnership Agreement
- Suggested Agenda – First Meeting
- Suggested Meeting Structure
- Suggested Activities and Discussion Topics
- Reflective Questions
MENTORING PARTNERSHIP AGREEMENT

Schedule:

Meeting frequency/duration:
Responsibility for setting meetings:
How schedule conflicts will be managed:

SMART Goals


Partnership Expectations


Ground Rules (e.g., confidentiality, respect, boundaries, values, limits, vulnerability)

Guidelines for Communicating Feedback

We agree to honor the agreement as outlined above and will assess our progress on ________ (date), as well as at the scheduled conclusion of the partnership. If we decide to end the partnership before the scheduled conclusion, we will notify one another and the Career Center.

Mentee Signature   Date

Mentor Signature   Date
SUGGESTED AGENDA – FIRST MENTORING MEETING

Introductions
• Exchange bios, resumes, and share a brief history of your experience.
• If comfortable, provide personal information such as hobbies, passions, etc.
• Establish rapport by identifying points of connection and exchanging information.

Discuss Mentoring
• What words come to mind when you think of mentoring?
• Have you ever been engaged in a mentoring partnership before? Describe the circumstances.
• What have you learned or gained from a previous mentoring experience?

Determine Goals
• What do you want to learn from this experience?
• Articulate goals using the SMART model—specific, measurable, achievable, realistic, and timely.

Determine Expectations
• What do you want out of the mentoring partnership?
• What does a successful mentoring relationship look like?
• Who will be responsible for scheduling meetings?
• How often will you meet and for how long?
• Who will run the meetings? Will there be an agenda?
• Will you correspond in between meetings? How often?
• How will you manage time conflicts with scheduled meetings?

Discuss Ground Rules
• Where do you define boundaries (time availability, etc.)?
• Discuss guidelines around confidentiality. What does confidentiality mean?
• What topics are off-limits?
• What are your personal values?
• How do you define respect? How will you respect one another’s time? Values? Limits?
• Complete the Mentoring Partnership Agreement.
• Fill out the template using the information discussed above.
• Both participants sign and keep a copy of the agreement for their records.
SUGGESTED MEETING STRUCTURE

Review Previous Meeting
- Review action items from previous meeting
- What progress was made on those items?
- What insight or learning was gained in the process

Current Meeting
- Define goal: What is the objective? How does this relate to the final goal?
- Define the situation: What are the facts? Context? Who is involved?
- Define options: What can you do? What are alternatives?
- Create action plans: What actions will you take? How will you overcome obstacles? When will you do this?

Meeting Debrief
- What was helpful? Why or how?
- Is there anything that should be done differently?
- What did you learn?
- What worked well?
- Revisit goals, expectations, ground rules, and communication guidelines from partnership agreement.
- Update mentoring partnership if necessary.

Next Meeting
- Determine action items for next meeting.

On Your Own
- Reflect on each meeting.
- Journal ideas, revelations, reflections, and insights between meetings.
**SUGGESTED ACTIVITIES AND DISCUSSION TOPICS**

**Vision Statement**
Ask your mentee to develop a personal vision statement. Where do they want to be in five years?

- What kind of impact do they want to have on others? What steps may be necessary in order to get there?
- What do they have to offer, and how do they communicate those strengths?
- What sets them apart from others?

Have your mentee draft a statement to discuss in the next meeting, and then use the vision statement to develop/refine goals and create an action plan.

**A Perfect Week**
Ask your mentee to write down the picture of a perfect week. What are they doing, where are they living, how do people talk about them? Discuss what they can learn/apply from this exercise.

**Role Play**
If your mentee is facing a challenging situation, help them brainstorm and discuss various possible approaches, then role-play a few to practice skills.

**Role Reversal**

- Let your mentee plan, prepare, and teach you something they are knowledgeable about.
- Ask your mentee’s advice/perspective on a challenging experience (either real or hypothetical).
- Invite your mentee to provide feedback on your résumé or bio.

**Oberlin Bucket Lists**
Both partners create a list of 5 or 10 things you want to do (or wish you had done) while at Oberlin, and share it with one another.

**Discussion Topics**

- How would your competitors or critics describe you? Why?
- What role model(s) have been influential in each of your lives? How has that person impacted your decisions or beliefs?
- What has been your greatest success/worst failure? What did you learn?
Open-ended coaching questions designed to encourage reflection and conversation

- What do you want to achieve by the end of our meeting?
- What has happened since we last met? Where are you now?
- What intermediate steps or goals can you identify?
- How important is achieving your goal?
- What will success look like?
- When do you realistically expect to achieve your goal?
- So what happened? Tell me about it.
- What led up to the situation?
- What details can you provide?
- What is your intent?
- What role did you play in the situation?
- What is the challenge or obstacle?
- What would you like to accomplish (before we meet next time)?
- What did you learn (from an experience, about yourself, about others, about a situation)?
- What will you do with this knowledge?
- What steps do you plan to take to accomplish those goals? How are you going to get there?
- What resources will you need?
- What barriers or challenges can you anticipate?
- What is the situation/problem/issue?
- What do you think is the cause?
- What have you done so far to address it?
- What has worked so far? What has not worked?
- What could you do (differently) to get your desired result?
- How can I help you to be successful?
- What went well? What needs work?
- Who else is affected by this situation or involved?
- What have you attempted so far?
- What has prevented you from success?
- How much control do you have over the outcome?
- What resources do you need in order to move forward?
- What important facts should you consider before moving forward?
- Are there different ways to achieve your goal?
- How can you get started?
- Who could help you?
- What options have you decided to pursue?
- How much of your goal will this option achieve?
- What criteria will you use to measure success and progress?
- What is your next step? and the one after that?
- What are your concerns?
- What resistance or challenges do you expect?
- How will you overcome those challenges or resistance?
- How committed are you to taking action?
- Is anything preventing you from taking action?