

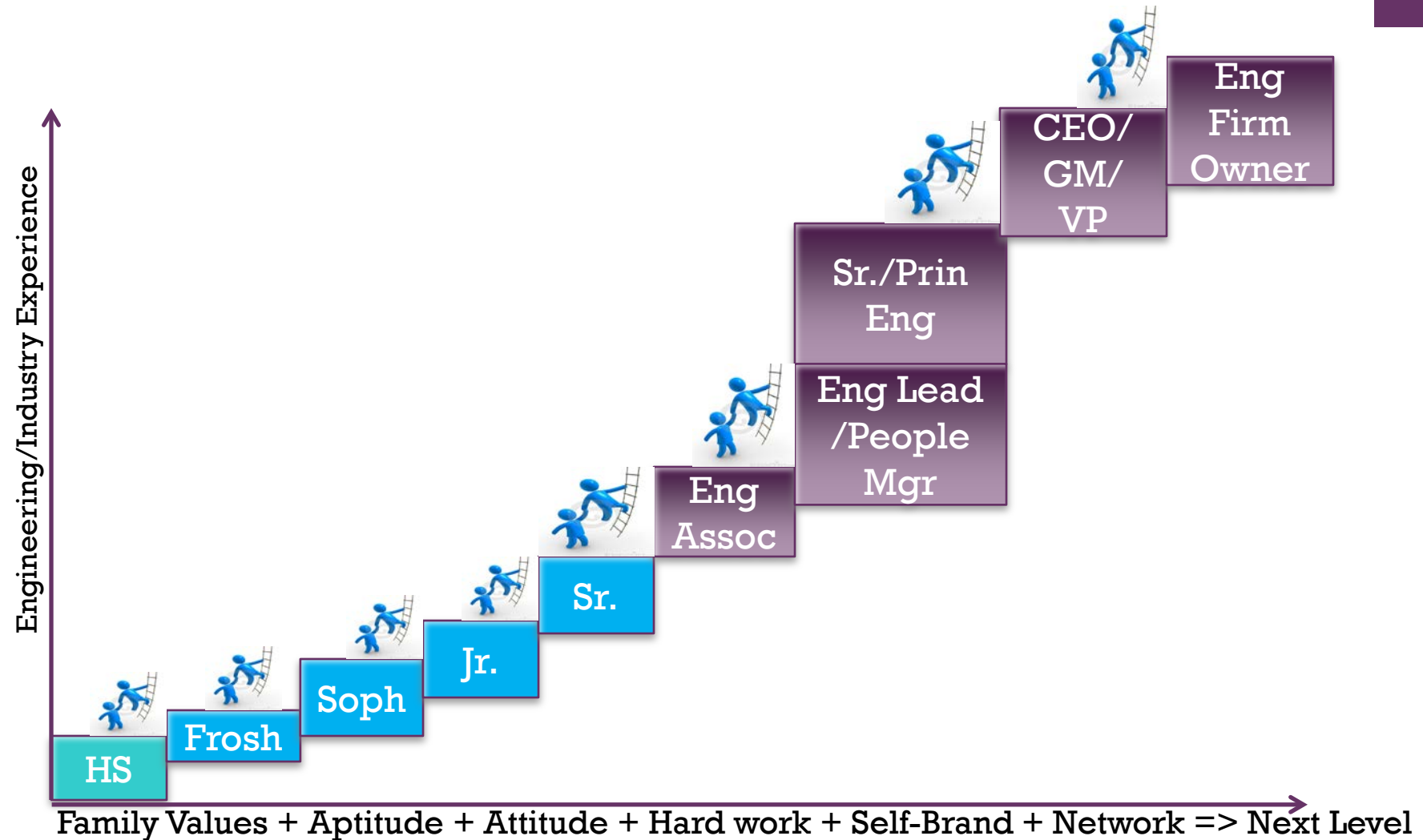


MEP Mentoring Program California State University, Sacramento

Starting a cascading mentoring
program for MEP students

+ What is a cascading mentor program?

Getting To The Next Level – hard work is not enough!



+ What is MEP's cascading mentoring program?

- Three current levels:
 - Freshman Mentee
 - Academic Mentor (advanced level MEP student)
 - Professional Mentor (engineer)

+ What is MEP's cascading mentoring program?

■ Roles

■ Freshman Mentee

- Meet with academic mentor weekly during first two semesters.
- Meet with academic mentor and professional mentor monthly in spring and stay in contact over the summer.
- Complete monthly surveys.
- Report potential issues to MEP Counselor immediately.

+ What is MEP's cascading mentoring program?

■ Roles

■ Academic Mentor

- Schedule weekly meetings (15-30 minutes) with freshman mentee and provide guidance (not counseling) for first two semesters.
- Schedule monthly meetings with freshman mentee and professional mentor for professional development.
- Complete monthly surveys.
- Report potential issues to MEP Counselor immediately.

+ What is MEP's cascading mentoring program?

■ Roles

■ Professional Mentor

- Introduce “real” engineering to freshman mentee and academic mentor.
- Provide professional development (how to succeed as an engineer).
- Guide freshman mentee and academic mentor for internships.
- Complete monthly surveys.
- Report potential issues to MEP Counselor immediately.

+ Why start a cascading mentoring program for MEP students?

- To help MEP freshmen get off to a strong start by:
 - Beginning with the end in mind
 - Providing connectivity
 - Good grades
- To help MEP staff by:
 - Offering another layer for monitoring the progress of freshmen
 - Engaging alumni and other engineers with minimal cost
 - Offering a tangible program for RFPs



Why start a cascading mentoring program for MEP students?

- Office of Institutional Research (August 2013) Study
 - Retention rate of MEP participants for Fall 2011 cohort (when mentor program started) was 96.0% by Fall 2012 compared to 71.2% of non-MEP URM participants. This variance of 24.8% is statistically significant.
 - Cumulative college GPA of MEP participants after Fall 2011 semester was 2.77 compared to 2.33 of non-MEP URM participants. This variance of .46 is statistically significant.
 - “Based upon the results found, it can be safely assumed that this program (MEP) had positive impact on the retention and academic performance of its participants, especially in relation to their first semester” Office of Institutional Research
- Many factors can be attributed to the favorable results of the OIR study; however, the MEP Mentor Program is likely a contributing force.



Other Benefits

- **Freshmen:** opportunity for a successful first year in engineering; potential internships and professional development.
- **Academic Mentor:** potential internships, professional development, MEP community service credit.
- **Professional Mentor:** making a difference in someone's life; reaching out to the community.



+ Step 1

- During the winter break, MEP Staff forms the MEP Mentor Program Management Team comprised of several professionals in industry that are passionate about the success of MEP students. They meet in advance to organize and schedule the year's plans.



+ Step 2

- During the spring semester, MEP staff recruits academic mentors for fall's incoming freshmen. It is essential that freshmen have an academic mentor starting their first semester in college. Academic mentors receive MEP community service credit for fall and spring semesters.

+ Step 3

- Before the fall semester begins, MEP staff matches academic mentors with incoming freshmen by major and gender.

+ Step 4

- At the beginning of the fall semester, Academic Mentors are invited to the MEP Workshop to meet freshmen mentees. MEP staff introduces roles and responsibilities and training.
- Weekly mentoring sessions begin with Academic Mentors and Freshmen Mentees.



+ Step 5

- During the fall semester, MEP staff recruits Professional Mentors for freshmen that successfully complete the MEP Workshop in the fall (and associated academic mentors).



+ Step 6

- At the end of the fall semester, MEP staff matches Professional Mentors with freshmen that successfully complete the MEP Workshop in the fall (and associated academic mentors).

+ Step 7

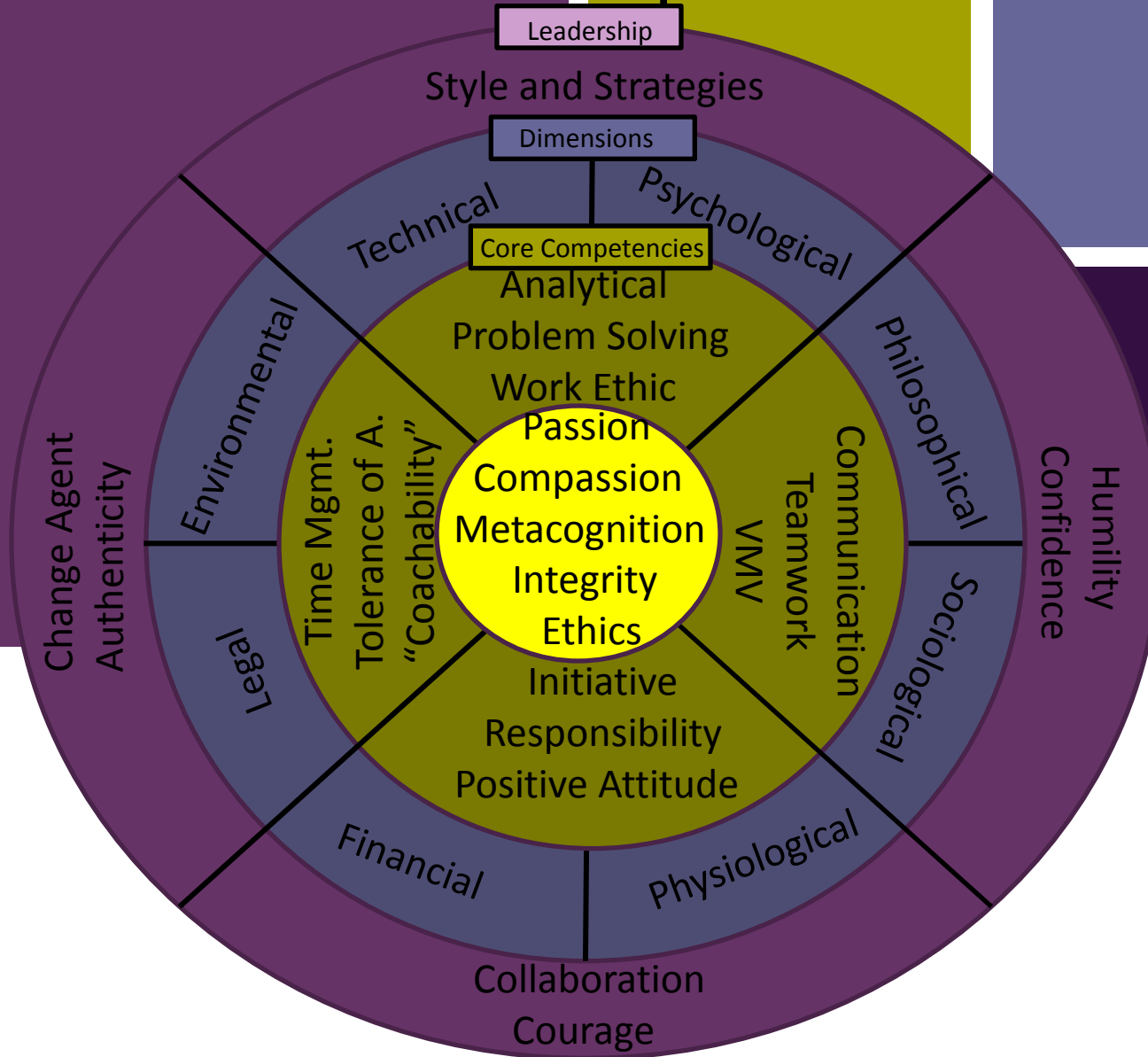
- At the beginning of the spring semester, MEP hosts a kickoff event where mentees meet their professional mentors for the first time. MEP presents plans for the spring semester, reviews each team members' roles and responsibilities with a focus on Professional Mentor Roles and Responsibilities, and provides mentor teams with an opportunity to become acquainted (details of kickoff event in final slides of this presentation).



+ Step 8

- Mentor teams of 3 meet monthly through the spring semester.
- Professional development (PD) and leadership topics are covered by professional mentors with guidance from MEP's PD and Leadership model (meetings are held collectively at the university or place of choice (workplace or public venue) by Professional Mentor.

Professional Development and Leadership Model



+ Step 9

- After the spring semester, mentor teams continue to keep in contact until the end of the summer.



+ Step 10

- A recognition event is held after the Mentor Program year has ended at the beginning of the fall semester. This event acknowledges mentors, mentees, and sponsors that participated in the program.



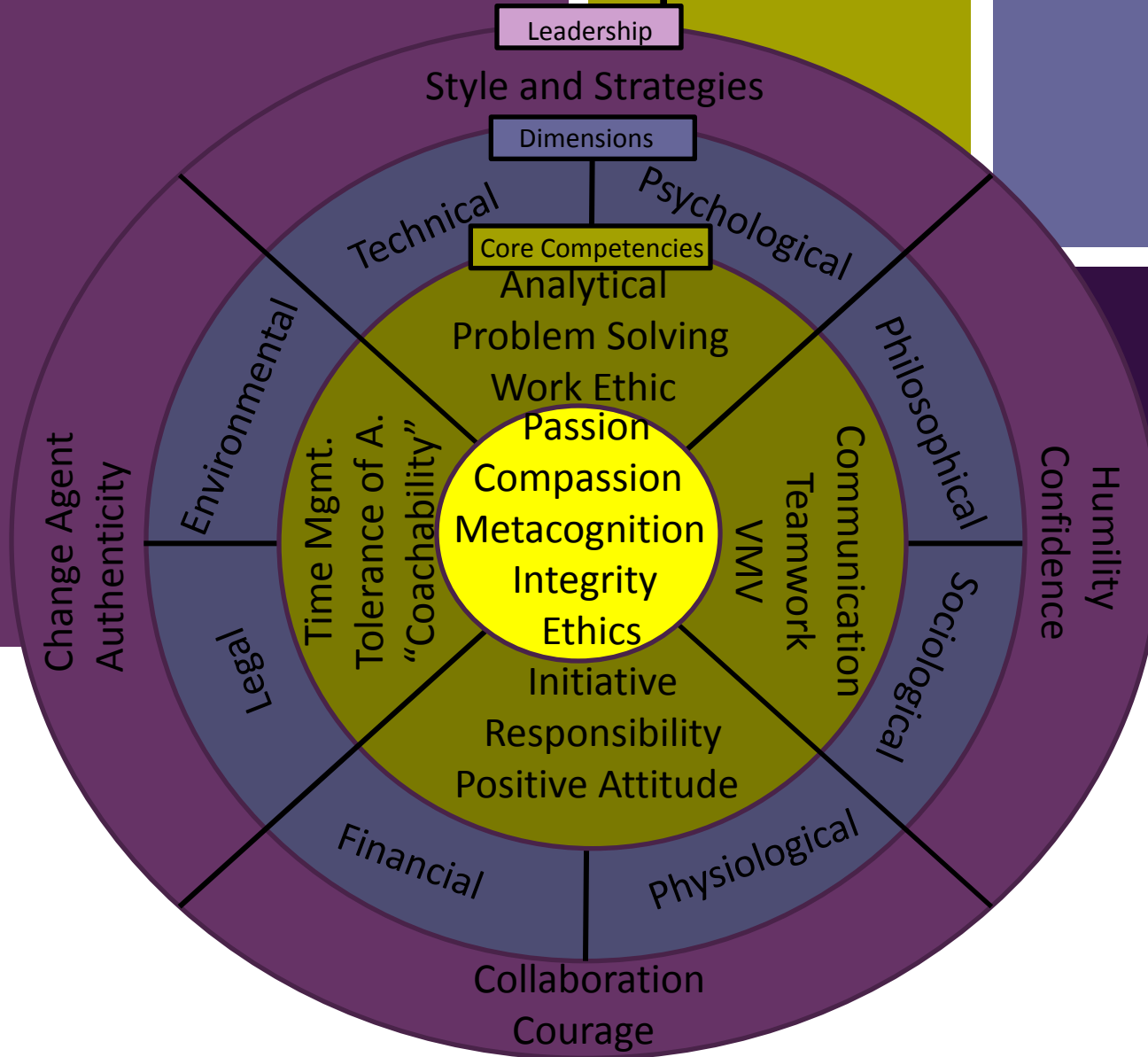
MEP Mentor Program Kickoff Event



+ MEP Mentor Program Kickoff Event Agenda

- Welcome by College of ECS Dean
- Keynote by Industry
- Mentee/Mentor Testimonials from Prior Year
- MEP Professional Development and Leadership Model
- Mentor Program Presentation Focusing on Roles of Professional Mentor (also important for Mentees)
- Mentor Tool Kit

Professional Development and Leadership Model



+ Mentor Program Presentation

- Mentoring*What is it?*
- Why Mentor? *General Discussions*
 - *Participants capture reasons and use as framework to align with MEP Goals*
- Mentoring Types ---
 - *At end, participants have understanding of various mentoring types and where MEP fits*
- What Do Mentors Do?
 - *Have understanding of mentor roles with practical ways for mentor/mentee interaction*
- The Etiquette of Mentoring Do's and Don'ts

+ Mentoring...What is it?

Coaching vs. Mentoring

■ **Coaching**

- Used when there is a well-defined goal that is based on improving skills
- Focuses on specific performance improvement

■ **Mentoring**

- Focuses on professional development, providing general guidance, setting and achieving goals, making decisions or facilitating problem solving
- It is personal

+ Mentoring ---- What is it ?

Mentoring is to support and encourage people to manage their own learning in order that they may

- *maximize their potential,*
 - *develop their skills,*
 - *improve their performance and*
 - *become the person they want to be*
- Eric Parsloe, The Oxford School of Coaching & Mentoring

+ Why Mentor?

Fill the blanks

-
-
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Mentoring Types ... Where is MEP?

- **Informal** – conversations that happen by chance or by arrangement
- **Peer mentoring** - two colleagues mentor each other
- **Reverse-mentoring** - executives mentored by non-executives
- **Cascading mentoring** – each level of an organization mentor those below
- **Group mentoring** - one mentor meets with several mentee's
- **Mentoring round-tables** - peers interact in a group mentoring conversation
- **Mentoring circles** - facilitated group, each person mentors one person and is mentored by another
- **Mastermind mentoring and business coaching**- experts coach novices
- **Formal – relationships in a structured program**



What do Mentors do?

- **Share** own experiences—both successes and failures. They teach through stories and anecdotes, and offer insights that can only come with experience
- **Model** professional behavior.
- **Guide** people through the professional environment -- things that cannot be taught in school.
- **Advise** on complex situations that may not have a single right answer or approach. They offer observations and explanations that help people learn.
- **Support** and offer reassurance when learning becomes difficult or overwhelming
- **Expand Network** with other professionals
- **Sounding board** for Mentee



What Do Mentors Do?

- Maximizing the Mentor Experience
 - *Introduce practical tips for positive mentor experience – building the relationship*
 - *Open interactive discussions on past experiences*
 - *Tool box for success*
- Developing Action Plan (with success measures)
 - *Should be fun and easy, yet powerful.*
 - *A way to tap into information that might otherwise be unspoken and goals that might go unrecognized.*

+ THE ETIQUETTE OF MENTORING DO'S AND DON'TS

DO

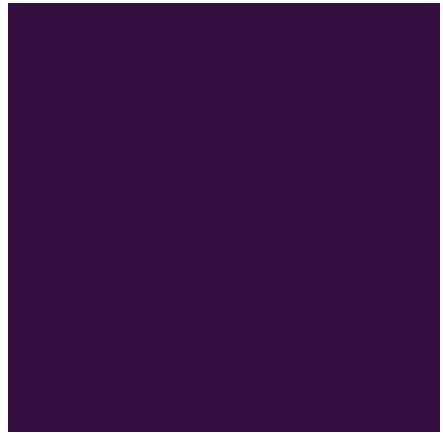
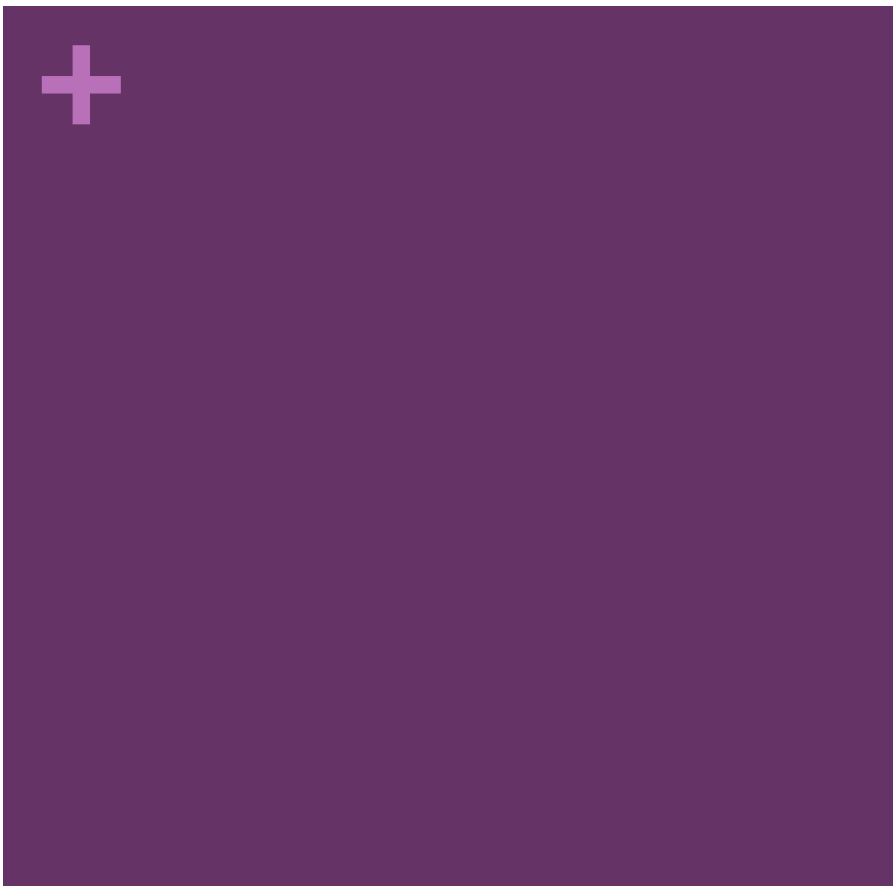
- **Respect your mentee's time as much as your own.**
- Be explicit about the 'norms' for your meetings and your own needs and limits (e.g., time, style of interfacing, etc.).
- Always ask if you can make a suggestion or offer feedback.
- Tell your mentee that you don't expect them to follow all of your suggestions.
- Expect your mentee to move toward his/her goals; not yours.
- Express appreciation to any help your mentee gives you.
- Keep the relationship on a professional basis.
- Recognize and work through conflicts in a respectful way; invite discussions of differences.
- Keep the door open for your mentee to contact you in the future—if that is your wish.

DON'T

- Assume that your schedule always has priority.
- Make your mentee guess or learn by trial and error, about the ground rules for your meetings.
- Automatically give advice or criticism.
- Assume your advice will be followed.
- Expect a clone of yourself.
- Take your mentee for granted or assume the she/he doesn't need positive reinforcement.
- Move too quickly into a personal friendship, if at all.
- Avoid discussion of inappropriate subjects and forcing your solutions in conflicts.
- End the relationship on a sour note.

+ Conclusions and Next Steps

- *Grade the workshop*
- *Did we achieve our objectives?*



Mentor Tool Kit

MEP Mentor Program Agreement (sample)

As a mentor and mentee in the MEP Mentoring Program, we agree to abide by the following set of guidelines:

1. Commit to making the time to meet on a regular basis (e.g. monthly),
2. Keep the content of our conversations confidential.
3. Practice active listening.
4. Provide each other with honest, direct and respectful feedback.
5. Other:

Professional Mentor

Academic Mentor

Freshman Mentee

Date

Date

Date

MEP Mentor Program Future Goals Sheet

(Set realistic, but challenging goals)

List your goals for the coming year. Be as specific as possible, and indicate how you will assess if the goal was accomplished (expected outcome). To be completed by Academic Mentor and Freshman Mentee.

- Goal:

Expected outcome:

- Goal:

Expected outcome:

- Goal:

Expected outcome

MEP Mentor Program Meeting Journal

Use this page to record the discussion points in each of your mentoring meetings.

Date:

Check-in (Urgent Issues, personal issues, school, etc.)

Goal Discussions:

Action Items:

Next Meeting Date:

Initiation: First Meeting Checklist

Get to Know Each Other

- Share information about your professional and personal life
- Learn something new about your mentee/mentor

Establish Guidelines

- When and where will we meet?
- How will we schedule meetings?
- How will we communicate between meetings?
- What agenda format will we use?
- Will there be any fixed agenda items to be discussed at every meeting?
- How will we exchange feedback?
- How will we measure success?

MEP Mentor Program Agreement

- Review program agreement, modify if desired, sign and exchange
- Review goals for the mentoring relationship

Confirm Next Steps

- Schedule date, time and place of future meetings



Maximizing the Mentor Experience

Thoughts and Tips

- Agree on goals (ideally in writing) for the mentoring relationship from the outset. Frequently go back to your goals to measure progress.
- Keep a time limit as part of the goal, evaluate your progress periodically.
- Have a fun relationship but don't get off track and lose sight of goals.
- Listen, listen, and then listen some more. Establish/build trust, respect and openness in communication from the start.
- *Share past experiences that are constructive.*

Mentoring Relationships

- **Appreciate**
 - High level of trust and mutual respect
 - Assume the other person has positive intentions
 - Willing to give the benefit of doubt when issues arise
- **Tolerate**
 - Lesser amount of trust and respect
 - 50/50 accountability – you do your part, and I'll do mine
 - Over time, less willing to give benefit of doubt
- **Avoid**
 - Little or no trust and respect
 - Feel little to no accountability to the other person
 - Take advantage of any opportunity to avoid meeting / working together

+ Best Practices

- **Early Stage (Estimated at First 2 Months or 2-4 Meetings)**
 - Build Relationship & Establish Trust
 - Focus on person not the goal
 - Agree on what's "safe" to discuss
 - Get to know each other, hobbies, why you come to work, motivation
 - Stick to expectations
 - Discuss learning styles
 - The mentor is not evaluating the mentee
 - Manage the Logistics
 - Schedule logistics
 - Probe to get to the next level of what mentee is really hoping to achieve (improve goal clarity)
 - Define what success really looks like for both
 - Outline some topics to discuss
 - Establish checks and milestones
 - Use the Dialogue Guide
 - Give and Get Feedback
 - Am I getting what I need / am I giving what you need?
 - Are we ready to move on to other topics / areas?

+ Best Practices

■ **Mid-Point (Estimated at 3-5 Months)**

■ Continue to build relationship and improve trust

- Role model value of the partnership
- Areas of commonality and differences are more apparent
- Mentor is learning from mentee
- Give and receive feedback on the relationship
- Conversations go deeper, more meaningful with shared vulnerability
- Really comfortable enough to dig into diversity topics
- Expand beyond the Dialogue Guide

■ Co-own the success of the partnership

- Check progress toward goals, and re-assess or revise as necessary
- Mentee has made good progress on some of his/her goals
- Mentor provides additional resources / contacts for mentee
- Either partner may decide that it is not working – this IS OK!

■ Change routine, mix it up, re-energize (go off-site for meetings, etc.) if needed

■ Focal impact of discussions



Best Practices

- **End of Formal Relationship (Estimated at Final 1-2 Months)**
 - Honest assessment
 - How do you feel about the partnership and experience?
 - Honest assessment of progress against goals
 - Self assessment and partner assessment
 - Discuss and agree on lessons learned
 - What went well, what could have gone better?
 - How can I do better as a mentor/mentee in the future?
 - Capture key learnings to apply and what has already been applied
 - Reach agreement on what happens next
 - Continue with partnership; Meet ad-hoc or as needed; Go your separate ways
 - Keep this particular mentoring experience in context
 - Real-time soul searching and passion
 - Build on key learnings
 - Closure/recognition
 - Celebrate
 - Recognize your partner



Goals / Mutual Expectations

- Goal sharing
 - Mentee shares goals
 - Mentor should ask clarifying questions, confirm ability to support mentee
 - Mentors share potential goals
 - Diversity related or previous experience in mentoring partnerships
- Mutual expectations