

Mentoring Resource Toolkit 101

- Incight's Mentee Training Overview
- Finding a Mentor - Tips and Ideas
 - Mentoring Goal Setting Sheet

Welcome to **Incight's Mentee Training Overview**. We are happy to provide you with the necessary information and support you need in seeking out a mentor. Our desire is for you to have a successful and enjoyable experience.

The information below is meant to be a primer. You will also find out what works for you as an individual as you navigate through the process of mentoring.

Please feel free to call the Incight staff if you have any questions. Meanwhile, read on!

Purpose of Incight's Mentoring Program:

To provide youth with disabilities meaningful community connections to help advance their college education and career opportunities.

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The Mentoring Relationship

Why have a mentor? Because a mentor...

- Focuses on you and your needs
- Acts as a hotline, advice column and sounding board
- Helps you identify your goals and helps you reach them
- Shows you possibilities that are open to you

A mentor is...

Someone who's there for you and who takes the time to listen

Someone who sees your vision and can help you find ways to realize it

Someone who helps you see possibilities and can help you set goals

Your mentor will.....

Help you with the 3 A's.

- ★ ADVICE: Help you make better decisions
- ★ ACCESS: Open up a new world of ideas and experiences.
- ★ ADVOCACY: Help empower you to get your voice heard

Your mentor will NOT...

- ↓ Buy you gifts
- ↓ Make important decisions for you
- ↓ Help or encourage you to do things you know you shouldn't do
- ↓ Take the place of family members or other important advisors

Being a Mentee

So, now we know what a mentor is and what you can expect from your mentor. But hey, there are two people in a mentoring relationship. What about you, the mentee?

You SHOULD:

- ★ Email your mentor regularly
- ★ Say "thanks"
- ★ Suggest topics you want to discuss
- ★ Let your mentor know how s/he can help you
- ★ Be honest
- ★ Explore differences (age, race, where you live)
- ★ Tell your mentor if something is bothering you

Remember that, just like you, your mentor wants to be liked and respected.

You SHOULDN'T:

- ↓ Ignore your mentor's calls and/or emails
- ↓ Agree to do anything you don't want to do
- ↓ Wait for your mentor to make all the decisions
- ↓ Let your mentor set goals for you



- ↓ Expect your mentor to buy you things
- ↓ Forget to respect your mentor's privacy

Personal Mentoring Program Structure

- Be in email contact with your mentor at least once per week
- Telephone and/or face-to-face meetings once a quarter (when possible)
- Remain in communication with the Incight staff to keep them aware of the progress of the relationship (once a week for the first three months, once a month thereafter)

Getting Started

Ready to really dig in and see how the mentoring relationship works from beginning to end? Here are a few tips about communicating with your mentor for the first time.

First-time communication Do's:

- Introduce yourself and tell your mentor about your background
- Remember that you'll communicate with your mentor many times, so you don't have to say everything at once
- Share why you're glad to be in the mentoring program. It will make both of you less nervous
- Ask your mentor a few questions about his/her background
- Tell your mentor what you'd like to accomplish and what you'd like his/her help with (use what you wrote down)

Stages of the Mentoring Relationship

Great! You know how to communicate with your mentor for the first time. But what about the second and third time, and all the times after that? Now it's time to learn about the stages of the mentoring relationship. This section includes important information about setting goals, too.

→ Stage 1: Getting to Know One Another

We talked about the very beginning of this stage in the previous section when we learned how to communicate with your mentor for the first time.

During this stage you may want to:

Talk to your mentor about how s/he got involved in mentoring.

Share stories about school conflicts/difficulties and how they were resolved - or how you wish they had been resolved.

Ask your mentor about his/her difficulties at the workplace and how s/he dealt with them.

Talk about difficulties you're facing and how you're dealing with them. Ask your mentor's advice.

→ Stage 2: Setting and Reaching Goals

This is an important stage and one when you'll get a lot of help, guidance and support from your mentor. Understanding how to set goals will help you to reach them. To set goals, just remember that good goals are **SMART** goals.

Goals should be:



Specific: Make sure you've defined your goals so that you know exactly what you'd like to achieve. It's hard to know whether or not you've reached a goal if the goal is too vague.

Measurable: You will most likely find it easiest to take your big goals and break them into small steps so that you can see the results.

Achievable: Identify your strengths & weaknesses, then set a goal that you are capable of accomplishing.

Realistic: It's okay to have big dreams, but remember any limitations you may have & work within them. Don't start out by setting yourself up for disappointment.

Time-sensitive. Set a time limit to reach your goals. This gives you incentive to work towards them. Some goals should be short-term, some medium-term, and some long-term. It's okay to make adjustments to your time limits when absolutely necessary.

Remember, use your mentor as a resource during the setting and reaching goals stage. Your mentor has been there before, and you can talk to your mentor about successes and failures. S/he can introduce you to information, places and people to help you along. Your mentor is there to be your own personal cheerleader.

→ Stage 3: Closure

This stage happens in different ways and at different times for each mentoring relationship. Some mentors and mentees choose to stay in touch for years after the formal interaction ends. There are usually two main reasons the relationship ends:

Reason 1: The goals of the relationship are achieved or the time commitment ends

Reason 2: The mentor or mentee chooses to end the relationship

Ending when commitment ends:

Celebrate your successes

Talk about your relationship and what you've accomplished

Ending early:

Major life changes, such as health concerns, major school or career shifts or a major move may make continuing impossible.

If the relationship ends early:

Celebrate what you've accomplished

Acknowledge that there is probably some disappointment for you both

Make sure your mentor knows his or her efforts are appreciated

Call Incight staff for help with these and all issues related to your mentoring relationship

Contact Information

Remember, if you have questions or concerns, the Incight staff is here to help. Feel free to contact us in the way that works best for you:

Incight
310 SW 4th Ave.
Ste 530
Portland, OR 97204
971.244.0305
questions@incight.org

Finding a Mentor – Tips and Ideas

Who do you want to become, how must you change to become that person, and how can you use your college experience to bring about these changes? A well-chosen mentor can help you answer these questions.

Why Have A Mentor?

A mentor can:

- help you reach your personal, professional and career goals
- provide you with support and encouragement
- make connections in your career interest area
- model a successful career
- help you make the next move in your career development
- demonstrate personal integrity
- introduce you to colleagues and help with networking
- help you to identify and work with your strengths and weaknesses
- provide opportunities for you to develop independence
- and lots more!

How to Find Your Own Mentor

Mentor Attributes to Consider

Below is a list of important considerations in choosing a mentor.

If a goal is to use your college experience to overcome shyness and bolster your confidence, then you may want to seek out a mentor who is friendly, caring, optimistic, and supportive and who encourages you to explore new activities and opportunities.

If you need to work on your motivation, then you may want a mentor who challenges you to meet high expectations.

If you want to go to graduate school, you may benefit from a mentor who is professionally qualified and academically competent, can write you a letter of recommendation that graduate programs will take seriously, and is well connected with professional colleagues on other campuses to "open doors" for you when you apply for graduate school.

The combinations of these successful mentor characteristics are as endless as the number of people who are seeking mentors.

- **Interpersonal Skills**

- **Caring and Encouraging**

- Is empathetic and non-judgmental.
 - Is invested in you and your success.

- **Promoting and Sponsoring**

- Will communicate your positive attributes to others.
 - Can "open doors" to career opportunities.

- **Supporting and Protecting**

- Serves as a source of emotional support during difficult times.
 - Helps with coping and problem-solving.

Challenging and Demanding

- Will motivate you to attempt new tasks that stretch your current abilities.
- Is unwilling to accept less-than-optimal performance.

• **Personal Attributes**

Mature and Wise

- Has attained advanced personal, social, and professional development.
- Has a reputation for giving accurate and useful advice.

Friendly and Optimistic

- Appears to genuinely enjoy mentoring
- Maintains a positive outlook on life for her/himself and for others

Admired and Respected

- Possesses characteristics that you aspire to attain.
- Is held in high regard by her/his peers.

Trustworthy and Dependable

- Possesses ethical and moral integrity and expects the same of others.
- Is willing to provide assistance to you even under difficult conditions.

• **Professional Competencies**

Qualified and Competent

- Possesses the necessary experiences or credentials.
- Performs her/his professional role in a capable and effective manner.

Experienced and Seasoned

- Has successfully traveled the path that you are now traveling.
- Willing to share personal/professional experiences and mistakes.

Knowledgeable and Informative

- Possesses accurate and up-to-date information and is willing to communicate it.

Professionally Involved and Active

- Is actively involved in her/his professional or academic organizations.
- Continues to learn and develop within her/his profession.

Where to Look for a Mentor

- Professional organizations
- Your school – professors, staff, counselors
- Work places, volunteer sites
- Library, media, internet
- Family and friends
- Trade journals

Make a list of prospective mentors

The very first thing you should do is to make a list of the people you would like to be your mentor/mentors. Choose people you admire and with whom you can communicate easily and honestly. Don't be afraid to put names on your list. You have nothing to lose if you have the courage to accept the word "no" with grace. Go for it!

Be clear about what you are asking for. Are you looking for advice? Connections to other people? Support and help in reaching specific goals? Understand what your motivations and needs are.

Don't forget to let them know how much time you are expecting – an hour a month for a professional connection is a good place to start. If the two of you end up connecting more, all the better.



Ask.

Right now, there are people whom you would never think of asking to mentor you because you are afraid they might say no. But you will be surprised to find out how people are eager to share their recipe for success if they are asked. Some of them are even flattered.

Go forth!

You have a “yes”! Take initiative in communications, be prompt and courteous, stay curious, check in regularly on how the relationship is going and show your appreciation. Enjoy the process!

Mentoring Goal Setting Sheet

“A goal is a dream with a deadline.” - Leo B. Helzel

Past Goals Attained	
<ul style="list-style-type: none"> • 	
New Goal (focused on career & education)	Estimated Completion Date
★ <i>EXAMPLES – complete 3 informational interviews, attain a certain GPA, live on campus, have a summer internship, etc</i>	★
Steps to meeting goals	
<ul style="list-style-type: none"> • 	
Possible obstacles to meeting goals	Steps to Overcome Obstacles
<ul style="list-style-type: none"> • <i>EXAMPLES –certain skill set needed, time, motivation, accommodations</i> 	<ul style="list-style-type: none"> •
What mentor will do	
What mentee will do	

Goals should be SMART - Specific, Measurable, Attainable, Relevant and Timely