

ONE-ON-ONE MENTORING PROGRAM
UNIVERSITY OF TEXAS AT ARLINGTON
ENVIRONMENTAL AND EARTH SCIENCE
PROGRAM

2007

One on One Mentoring

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Section One: Introduction and Overview

The one-on-one mentoring program within the Environmental and Earth Science Program is designed to provide valuable opportunities for growth and learning for both the protégé and the mentor outside of the traditional classroom learning environment. The one-year program provides an opportunity to enhance skills, explore career opportunities and ideas and to begin or enhance the establishment of a network of colleagues.

Mentoring is different from coaching or sponsoring. It is rather an opportunity for two-way learning and an opportunity to focus on the protégé's growth and development needs. Where coaching or sponsoring is directed by the more seasoned professional, mentoring is initiated by and led by the protégé.

Mentoring is:

- An equal partnership with two-way learning and communication
- Driven by the protégé
- A path to clearly defined goals, roles, expectations and timeframes
- A way to value and leverage diversity
- A way to establish personal and professional relationships

Mentoring is not:

- A guarantee of a job
- Coaching or sponsoring
- Driven or directed by the mentor

Like all worthwhile endeavors and relationships, each member will get out of the experience what he or she has invested in the relationship. The mentoring relationship is an opportunity to learn and grow. We hope you will take this opportunity and run with it!

Section Two: Benefits to Mentor/Protégé

Benefits to the Protégé

The Protégé receives guidance and insight into various aspects of the business environment through a one-on-one interactive relationship. In addition, he/she may receive the following benefits:

- First-hand opportunities to learn
- Review goals and aspirations in a secure forum
- Share information, knowledge and expertise
- Expand network of resources
- Discuss feedback in a non-threatening environment

Benefits to the Mentor

- Gain insight into new ideas and issues from future leaders
- Contribute to the development of a career
- Show an appreciation to diverse thought, skills and ideas
- Guide Protégé to various levels of insight and higher-level thinking
- Understand and clarify the Protégé's needs and values

Section Three: Mentoring Relationship and Commitment

A successful Protégé and Mentor relationship is a co-learning process that allows both Protégé and Mentor to develop new talents, hone leadership skills and build self-awareness. Mentoring relationships require considerable dedication and commitment on the part of the participants. Like any relationship, the value you derive, will be directly proportional to the effort, time and attention you put into it.

As the “driver” of the relationship, the Protégé is expected to initiate contact with the Mentor to schedule meetings and begin the introductory process. The first meeting should focus on setting goals and objectives for the year-long commitment, and in getting to know one another. After the relationship is under way, it is perfectly acceptable for the Mentor to initiate meetings, but it is understood that the Protégé drives the goals and direction of the relationship.

Building a meaningful partnership will require time, patience and commitment on the part of both team members. This cultivation and fostering of growth will mainly be based on trust and mutual respect. Responsibility for a successful relationship lies with both the Mentor and Protégé, as this is a mutual learning experience.

Characteristics of Successful Mentor/Protégé Pairings

- Be honest, open and trustworthy
- Maintain confidentiality
- Be the “real” you
- Follow up on commitments
- Be accessible and available – be an active participant, not a spectator
- Define roles, objectives and expectations at the beginning of the relationship
- Make the most of opportunities – encourage risk taking
- Practice patient and active listening
- Offer encouragement and realism
- Encourage recognition of strengths and build on uniqueness
- Be consistent in communication with each other
- Encourage assertive, probing questioning
- Be flexible and adaptable in attitude and action

Section Four: Getting Started

Define Roles

- The roles of the Protégé and Mentor are separate and distinct. It is important to define these roles, expectations, and actions at the beginning of the relationship.
- As the driver of the relationship, the Protégé will initiate much of the interaction
- The Protégé generally sets the agenda, is willing, able and committed to furthering his/her growth, communicates and provides feedback, asks questions, listens, accepts advice, takes advantage of opportunities and exchanges ideas with the Mentor
- The Mentor acts as listener, observer, advisor, confident, and facilitator.

Establish Action Plans & Set Goals

- This is the first and most important activity as it will set the tone and direction of the relationship.
- These are set, communicated and tracked by the Protégé
- These will be the basis of strategies, observations, tools and feedback for both team members
- The action plan and goals should include:
 - Expected level of commitment (time, activities, etc)
 - Performance standards
 - Realistic expectations
 - Identify gaps and learning opportunities
 - Determine goals and desired outcomes with definitive timelines
 - Define scope of meetings and establish boundaries for the relationship

Establish Boundaries and a Trusting Relationship

- What is discussed in the relationship is strictly confidential throughout the relationship and after it is ended
- Each partnership should establish boundaries for the relationship at the inception. These boundaries should be honored and not changed unless both parties agree.

Forms are provided below to guide this process. Although it is not necessary to fill these out, the Mentor and Protégé should recognize and discuss the issues raised, so that the experience is beneficial for both parties.

Setting Goals

For the one-year commitment, it is recommended that the Protégé set 3 to 5 goals. These should be concise, measurable, realistic and attainable.

Protégé	Mentor
Goal: Strategy: Action:	

Action Plan

From your goal setting, the Protégé develops the action plan. The Protégé and Mentor collaborate on dates for completion and expected results

Development Plan	Activity	Completion Date	Results

Defining Roles and Responsibilities

1) What are your expectations of your role as Protégé/ Mentor?

2) What are your expectations of your Protégé's/ Mentor's role?

3) How do your expectations compare?

Your Collaborative Description of Roles

Protégé role:

- 1.**
- 2.**
- 3.**

Mentor role:

- 1.**
- 2.**
- 3.**

The Trust Relationship and Boundary Setting

The mentoring relationship is built on trust between the partners. As information is shared and confidences extended, it is imperative that adherence to the established boundaries of confidentiality be maintained.

Each team may want to discuss the boundaries established for the relationship and document them here.

Boundaries

- 1.
- 2.
- 3.

Protégé

Mentor

Section Five: Managing Constructive Feedback

Feedback is an important element in the success of effective and open communication. Constructive feedback allows both the Protégé and Mentor to share information-specific, issue-focused observations. Both the Protégé and Mentor should provide feedback during the mentoring process.

Characteristics of effective feedback are:

- Timely, consistent and on-going
- Honest and sincere, avoiding right or wrong conclusions
- Constructive, not critical, defusing defensive reactions
- Advisory, providing guidance for future actions and behaviors
- Flexible, recognizing differences in individual styles and ways of doing things
- Recognizes observations can be accepted or rejected
- Reinforces accountability for adhering to standards and expectations
- Influences and initiates commitment to beneficial behaviors and /or actions that can be realistically changed
- Focuses on actions and behaviors rather than the individual, and only those actions that can be realistically changed
- Encourages discussion and dialogue around the feedback in a non-threatening secure environment.

Section Six: Protégé/ Mentor Checklist

Pre-meeting activities

- 1) Schedule meeting (date, time, place)
- 2) Develop agenda
- 3) Send confirmation of meeting with agenda and/or event information
- 4) Bring materials required for meeting (worksheet etc)

Meeting Activities

- 1) Discuss agenda items
- 2) Determine action items for next meeting
- 3) Determine meeting location, date and time

Post-meeting Activities

- 1) Develop next meeting's agenda and forward to Mentor
- 2) Send follow-up communiqué
 - a. Thank partner for meeting and express appreciation
 - b. Confirm commitment to next meeting
 - c. Attach agenda for next meeting

Section Seven: Application and Assignment of Mentors

Students interested in the mentoring program must apply, using the form that follows on the next page. Applications are considered by the EES Program's Advisory Council at its periodic meetings (three times a year). Mentors are assigned based on their availability and mutual interests with applicants.

Once a mentor is assigned, applicants are sent the contact information of the mentor. The expectation is that the protégé will initiate contact with the mentor and schedule a meeting, following the guidelines in Section Four ("Getting Started").

In keeping with the philosophy that mentoring is initiated by and led by the protégé, the program follows a "three-month rule". If a protégé has not initiated or maintained contact with the mentor for a period of three months, that relationship will be considered to have ended, and the protégé will be informed of this.

Should this occur, the protégé in question may reapply for the mentoring program, by again filling out and sending the application form that follows.

Protégé Application for UTA EES Mentoring Program

Fill this out and return it to
Dr. James P. Grover
Director, EES program
Box 19498, University of Texas at Arlington
Arlington, TX 76019

Name: _____

Address: _____

Phone: _____

Area of Study: _____

Tell us what you hope to gain from your mentoring experience?

Tell us what areas you are most interested in learning about?

What kind of mentor would you prefer? Male _____ Female _____ Either _____

Are there any constraints regarding travel, scheduling etc that we should know about when placing you with a mentor?

Are there any other issues that might help us in pairing you successfully with a mentor?

Mentor Application for the UTA EES Mentoring Program

Fill this out and return it to
Dr. James P. Grover
Director, EES program
Box 19498, University of Texas at Arlington
Arlington, TX 76019

Name: _____

Address: _____

Phone: _____

Employer: _____

Profession/ Area of Expertise/Responsibility:

Tell us what you hope to gain from your mentoring experience?

Are there any constraints regarding travel, scheduling etc that we should know about when placing you with a protégé?

Are there any other issues that might help us in pairing you successfully with a protégé?