



MENTOR ROLES WORKSHEET & MENTEE/MENTOR AGREEMENT

Both the Mentor Roles Worksheet and the Mentee/Mentor Agreement are resources that are intended for use at each semester's Mentee/Mentor Kick-Off.

Mentor Roles Worksheet

Purpose

The Mentor Roles Worksheet was created to begin a dialogue about each of the many roles that a mentor can play in a mentee/mentor relationship. The goal is to ensure that each mentee/mentor pair begins their relationship with a mutual understanding and agreement of the role of the mentor. This resource will help each mentee/mentor pair:

- Determine what roles are mutually acceptable for the mentor to fulfill in their pairing;
- Identify areas that might require extra support from the mentor;
- Identify areas that the mentor needs to seek outside support on (i.e. university/SigEp policies and procedures).

Instructions

1. Give *each mentor and mentee their own worksheet* to be completed independently at the Kick-Off;
2. The facilitator talks through the worksheet at a high level;
3. The mentor should complete the worksheet based upon what he/she believes their role should be, while the mentee should complete it based upon what he desires his mentor's role to be;
4. Once completed, the pair should talk about any incongruences between the two and discuss ways to come to a mutual understanding on each topic;
5. After each pair has debriefed their worksheets, the facilitator should lead a discussion with the group. Discussion topics could include:
 - a. Overall impressions of the experience;
 - b. Knowledge/awareness gained through this exercise;
 - c. Areas of incongruity and how/if mutual understanding was reached;
 - d. Major takeaways from this experience.

Mentee/Mentor Agreement

Purpose

The Mentee/Mentor Agreement was created to ensure mentees and mentors develop a mutual understanding of communication and operational expectations from the beginning of their relationship. Additionally, it creates a "road map" to operate from.

This resource will help each mentee/mentor pair:

- Identify and discuss any generational gaps surrounding the use of technology and communication;
- Establish communication expectations;
- Ensure a face-to-face meeting is taking place at least once a semester;
- Build open communication around SMART goals and the achievement of these goals.

Instructions

1. Give *each mentor/mentee pair one agreement*;
2. The facilitator talks through the agreement at a high level explaining each section;
3. The mentee should present his goals to his mentor or work with him/her to create them;
4. The pair should agree upon ways in which the mentor is going to assist in the attainment of these goals;
5. After each pair has thoughtfully completed the agreement (this should take at least 30 – 45 minutes), the facilitator should debrief the exercise with the group. Discussion topics could include:
 - a. The role operational expectations play in the success of a mentee/mentor relationship;
 - b. Any knowledge/awareness gained by creating this agreement;
 - c. Examples of each officers goals and how the mentor is assisting the mentee in reaching that goal;
 - d. The importance of the mentor's role in the attainment of each of the mentee's goals;
 - e. The use and implementation of these agreements moving forward.
6. As the sharing occurs, encourage pairs to improve their "Goals" section based off best practices from other pairs.
7. At the end of the Kick-Off, the chapter counselor should collect all agreements, make copies for him/herself and the AVC President, and then re-distribute to each mentee/mentor pair.

"Good mentoring relationships are a product of two things: doing and accomplishing things together." Hamilton & Hamilton, 2010

Are there any specific days or hours that you will *not* be available?

Mentee:

Mentor:

What time is too late to call you?: Too early to call you?:

Mentee:

Mentee:

Mentor:

Mentee:

May I call after that time if it is an emergency? (circle your response)

Mentee: Yes No

Mentor: Yes No

We commit to meeting face to face: (circle one)

Weekly Monthly Bi-Monthly Once a semester

We will respond to each other's communication within: (circle one)

1 hour 3 hours 12 hours 24 hours 48 hours

Goals

Mentee: please list your top three SMART goals for your executive board position and your top personal SMART goal for the semester. Then, as a pair, decide how the mentor can best assist you in achieving that goal.

Position Specific goals:

Goal #1:

How mentor can best assist in reaching this goal:

Goal #2:

How mentor can best assist in reaching this goal:

Goal #3:

How mentor can best assist in reaching this goal:

Personal Goal

Goal:

How mentor can best assist in reaching this goal:

Agreement

This agreement outlines the goals and expectations that have been agreed upon for the mentoring partnership between the above mentoring pair. Although the thoughtful completion of this form is a requirement in the _____ (*insert chapter distinction*) Mentoring program, it is understood that as the partnership grows, items agreed upon above could change and adjust naturally to fit the needs of either party. If at any time during the duration of the mentoring contract one member of the mentoring pair does not feel like the other is able or willing to fulfill the items agreed to above, please contact your Mentoring Committee Chairperson/Chapter Counselor and/or AVC President.

Signatures

Mentee:

Date:

Mentor:

Date:



MENTOR ROLES WORKSHEET

The following are a series of potential mentor functions. The mentor and mentee should each complete a worksheet. Mark *your* agreement level on each of the following mentor roles and once completed, discuss each area with your mentor/mentee. Be sure to discuss what each area looks like for you in both theory and practice.

I believe that a mentor should:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
Be a problem solving agent					
Be a counselor					
Be an information resource person					
Be an idea resource person					
Be an honest sounding board					
Be one I can be honest with, without fear of judgment					
Be an interpreter of university/college policies and procedures					
Be an interpreter of SigEp policies and procedures					
Be a guarantor of success for programs/events					
Be a personal role model for behavior					
Be an attendee at events					
Be a “doer” of chapter programs					
Be a coordinator/advocate for a balanced program calendar					
Provide an outside resource/viewpoint					
Be a developer/planner of new programs					
Provide continuity between years					
Be an educator of program philosophy and program skills					
Be someone who becomes a friend					
Be an educator/trainer of leadership and organizational skills					
Be one to push back and check reality					
Be a source of constant feedback, not just affirmation					
Be a role model of “brotherly love”					