

THE DC PBK MENTORSHIP NETWORK PROGRAM HANDBOOK

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THE DC PBK MENTORSHIP NETWORK: PROGRAM HANDBOOK

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Overview

The DC PBK Mentorship Network program focuses on connecting DC PBK Association members with one another to not only share professional advice, but also to foster the intellectual curiosity that brings the Phi Beta Kappa community together at its core. Through connecting members of all ages, backgrounds, and experiences, the Mentorship Network aims to catalyze learning relationships among DC PBK Association members and strengthen the personal and professional lives of individuals and their connections to the Association.

How is the program structured?

The DC PBK Mentorship Network offers several ways for members to connect!

Mentor Directory

Our mentor directory serves as a sort of ‘marketplace’ for members to find mentors to meet with! Only DCPBK members have access to this directory and have the ability to directly contact mentors by sending them a direct message in the directory. You can sort the mentor directory list by PBK chapter, degree, and occupation. Throughout your career, you might need different types of mentorship, so feel free to reach out to different mentors! [Go to the Mentor Directory](#)

Mentors and mentees once connected can meet together on their own terms – virtually, in-person, once a week, once every two months, whatever they decide!

Mentorship Mixers

For many members, the Mentorship Mixers are the highlight of their participation in the program! Three to four times a year, DCPBK hosts these always-popular mixers, both in-person and virtually. We invite all DCPBK members and mentors to these mixers where participants can connect in round-robin style activities and ice-breakers. These mixers are a great opportunity to meet our mentors and make connections! Mixers will be announced in the DCPBK newsletter and listed in the events section of the website.

Mentorship Workshops

Have you ever thought “I’d love to help other people in my industry, but I don’t know how to be a mentor” or “I’m not experienced enough to be a mentor”? Our mentorship workshops are for you! Twice a year, these workshops will be held to help mentors (and mentees!) learn how to derive the most benefit from mentorship! We’ll help give you the tools to create fruitful mentorship sessions and relationships, as well as help you become more comfortable giving or accepting mentoring.

Key Competencies Of Effective Mentors/Mentees¹

Whether you are a mentor, mentee, or peer mentor, there are qualities and behaviors that you can cultivate to make sure both you and your match get the most out of the relationship. For peer mentors, think about how the competencies for both mentors and mentees are important for you and your match to fully benefit from supporting each other through a peer mentorship.

KEY COMPETENCIES OF AN EFFECTIVE MENTOR

The mentor is supportive. Some associated behaviors include:

- Shares and reflects on personal and professional information to build trust
- Honors commitments by meeting when agreed
- Listens empathically to feelings as well as facts
- Is accepting and non-judgmental
- Uses good timing when disagreeing is necessary
- Makes appropriate reinforcing comments often and on a timely basis

The mentor is challenging. Some associated behaviors include:

- Sets high expectations of performance and encourages trying
- Notes “safe,” old patterns of performing that could be transformed or improved
- Confronts issues and assumptions
- Plays “devil’s advocate”

The mentor is a pathfinder. Some associated behaviors include:

- Helps establish mentee’s succinct vision for growth
- Helps identify and select among potential learning experiences
- Helps “connect the dots” between activities undertaken and importance in achieving developmental goal
- Shares own experiences and acts as role model

The mentor is empowering. Some associated behaviors include:

- Helps clarify mentee’s thinking and feeling on an issue to enable deciding what action to take
- Avoids owning and solving mentee’s problem when presented to her or him
- Allows mentee to fail as part of growing and learning to take responsibility

The mentor manages effective learning. Some associated behaviors include:

- Assists in establishing development objectives
- Helps identify and evaluate relevant learning activities
- Pushes for learning in depth (problem-finding, not just problem-solving)

Mentors....

- Share experiences as learning tools
- Encourage professionalism
- Proactively maintain contact and encourage open communication
- Help problem solve
- Facilitate career planning and development skills (targeting, networking, resume building).
- Help the mentee externalize academic experience
- Encourage introspection
- Facilitate goal-setting and being goal-oriented
- Maintain privacy/confidentiality

Adapted from [Convening Leaders Guide to Creating a Mentoring Program](#)

¹ Adapted from [ACHE Leadership Mentoring Network Sample Partnership Agreement](#)

- Identifies and challenges mentee's reliance on old habits and approaches
- Guides mentee in applying specific lessons to broader context

KEY COMPETENCIES OF AN EFFECTIVE MENTEE

The mentee is receptive and open to accepting help. Some associated behaviors include:

- Shares and reflects on personal and professional information to build trust
- Honors commitments by meeting when agreed
- Requests assistance and acts on recommendations
- Seeks and honors honest feedback

The mentee is self-managing. Some associated behaviors include:

- Assumes ownership of decisions about career direction
- Takes responsibility for acting to advance toward career goals and objectives
- Readily supplies the energy to propel the mentoring partnership

The mentee strives to achieve and be guided by authentic self-awareness. Some associated behaviors include:

- Self-examines introspectively to establish strengths, weaknesses, and values
- Learns how own behaviors and patterns affect others
- Regularly reflects on established developmental needs and how he or she responds to them

The mentee maintains a growth orientation. Some associated behaviors include:

- Articulates clear vision of own desired future
- Develops solid agenda for advancing from present reality to desired future
- Seeks lessons from developmental experiences even when not entirely successful

Preparing for Your Initial Meeting

For both mentors and mentees, planning for the initial meeting with your match is a key to establishing a successful mentoring relationship. Review the following questions and advice, think about your answers, and jot down some notes that can guide you for the initial meeting.

Both mentors and mentees should think about:

- What do you want to gain from the relationship?
- What do you have to offer (knowledge, skills, experience)?
- How frequently do you want to meet?
- How will meetings be conducted (in-person, phone, skype)?
- What does confidentiality mean to you? What topics are off-limits for discussion?
- Do you want to correspond and meet at other times outside your specific mentoring meetings (e.g. send check-in emails, go to DC PBK events together)?

Specifically, mentors and peer mentors may want to²:

- Summarize your goals and expectations for the mentoring partnership
- Review your mentee's profile or resume (CV, if available) to determine whether your area of expertise will be beneficial to the mentee
- Carefully determine the time that you have available for the meetings, e.g., "How should we work together? Will we stay in touch between meetings, and how?"
- Plan for what you want to learn about your mentee in the initial meeting. Prepare some questions to ask your mentee that will help you understand his/her goals and objectives. Sample questions include:
 - What is your current profession?
 - What is your academic experience?
 - What professional or academic areas would you like to develop?
 - What skills do you have with which you are confident?
 - What training/advanced courses or degrees have you completed, or plan to complete?
 - What resources do you currently utilize for professional development (e.g. other mentors, job training programs, other professional organizations, etc.)?
 - What skills do you desire to develop?
 - How can I help you develop these skills?
 - What attracted you to this program?
 - At the end of the mentorship, how would you like to have grown as a result of this mentoring relationship?
 - What one thing can I do to ensure a positive experience for you in this relationship?
 - What should I expect from you in this mentoring partnership?
- Think about some of your own personal hobbies and interests, apart from professional and academic interests, that you want to share with your mentee so he/she has a better understanding of who you are outside the mentorship.

Specifically, mentees should:

- Identify your goals and expectation of the mentoring relationship
- Review the resume/CV you submitted to your mentor and begin your Personal Development Worksheet
- Plan for what questions you want to ask your mentor to understand his/her background. Prepare some initial questions to ask. Sample questions include:
 - What is your current profession? How did you enter this profession?
 - What is your academic background?
 - What professional or academic areas have you found most useful in your career?
 - What training/advanced courses or degrees have you completed?

² Adapted from [Convening Leaders Guide to Creating a Mentoring Program](#)

- What types of resources do you recommend for professional development?
- At the end of the mentorship, how would you like to have grown as a result of this mentoring relationship?
- What one thing can I do to ensure a positive experience for you in this relationship?
- What should I expect from you in this mentoring partnership?
- Think about some of your own personal hobbies and interests, apart from professional and academic interests, that you want to share with your mentor so he/she has a better understanding of who you are outside the mentorship.

Getting to Know Each Other: Your Initial Meeting³

You've done a lot of preparation – now how are you going to make it through your questions and topics in the initial meeting? Utilize the following general agenda to guide your conversation based on your preparation. If you run out of time, begin planning for additional topics to be discussed in future meetings.

Initial Meeting Agenda

- Get acquainted and establish relationship
- Find commonalities and discuss each other's interests, hobbies
- Share professional background, education, areas of expertise
- Discuss goals for participating in the DC Mentorship Network program
- Set expectations for mentorship by filling out the Mentorship Agreement, if you want

Moving Forward: After the First Meeting

You've had your first meeting and have decided to move forward with the mentorship. Congratulations!

In planning for the rest of your meetings with your mentor/mentee, consider the following best practices for sticking to both your personal goals:

- Set a specific time, date, and location for the next meeting before ending a current meeting, if at all possible. If not, allow at least a week to plan a meeting with your mentor/mentee. Once a time is set, meet at the agreed time and place and be punctual!
- Agree on what will be discussed in the next meeting. Decide if there are specific topics or themes you would like to focus on at different meetings.
- Prepare an agenda in advance.

Questions for Developing Trust with your Mentorship Match

1. Describe your different responsibilities.
2. What gives you the greatest sense of job satisfaction?
3. What do you regard as your major strengths?
4. What areas would you like to focus on for improvement?
5. Describe the area of responsibility that you find most frustrating.
6. What helps you most in your work?
7. What hinders you from achieving your goals?
8. Are you happy in your present job? Why? Why not?

Adapted from [SHRM Mentoring Program Toolkit](#)

³ Adapted from [Mentoring Training Program for Protégés and Mentors](#)

- Have a summary of notes from the last session to review and discuss progress, new roadblocks, or other developments.
- Follow up on action items from previous meetings.
- Agree on action items
- Communicate with your mentor/mentee if something in the mentorship is not working.
- Have fun, and don't forget to celebrate your successes!

As the relationship develops and you feel the mentorship is successful, think about expanding the impact beyond your one-on-one relationship. If you are willing and interested in introducing your mentee/mentor to others in your network, we encourage you to do this. Invite your mentee or mentor to events and look for additional opportunities and experiences that enhance the goals of your mentorship and/or tap into the interests or hobbies of your mentor/mentee.

APPENDIX A: Mentorship Agreement⁴

The purpose of this Mentorship Agreement is to assist you in documenting mutually agreed upon goals and parameters that will serve as the foundation for your mentorship.⁵ We highly recommend this to new mentors and mentees!

We agree on the following goals as the framework for our mentorship:

(Examples: explore new career opportunities/ alternatives; learn about and utilize new skills for professional development; build personal leadership skills)

We agree our meetings will be held with adequate frequency and duration to support the development of our relationship and the achievement of our goals. We plan to:

(Please note how often you agree to meet, for how long, and who initiates setting up meetings.)

We agree to utilize communications methods for our meetings that are accessible for both parties and support the development of our relationship and achievement of our goals. We plan to:

(Please note the ways you will communicate and hold meetings: in person, phone, video call, etc.)

We agree to maintain confidentiality in the relationship. We agree that confidentiality includes:

⁴ Adapted from: [Mentoring Partnership Agreement](#) and [Mentorship Agreement Template](#)

⁵ This is a non-binding and non-legally enforceable agreement.

We agree that in the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without questions or blame. In this event, we agree to use closure as a learning opportunity.

Mentee Signature

Mentor Signature

Date

APPENDIX B: Personal Development Worksheet for Mentees & Peer Mentors

This worksheet is designed to help you capture your personal and professional goals and think about action steps to reach those goals. Think of this as a tool to use throughout your mentorship to help you refine your goals and the necessary actions to take to achieve those goals. Ask for feedback and utilize advice received.

GOALS & ACTIONS

GOAL 1: _____
ACTION 1: _____
ACTION 2: _____
ACTION 3: _____
ACTION 4: _____
ACTION 5: _____
REFLECTION: *Take time to reflect how your actions have moved you to your goal thus far and think about your next steps.*

GOAL 2: _____
ACTION 1: _____
ACTION 2: _____
ACTION 3: _____
ACTION 4: _____
ACTION 5: _____
REFLECTION: *Take time to reflect how your actions have moved you to your goal thus far and think about your next steps.*

GOAL 3: _____
ACTION 1: _____
ACTION 2: _____
ACTION 3: _____
ACTION 4: _____
ACTION 5: _____
REFLECTION: *Take time to reflect how your actions have moved you to your goal thus far and think about your next steps.*

CONDUCT A PERSONAL S.W.O.T. ANALYSIS

How is your current state of being – personally and professionally – set up to support your goals? Conduct a personal S.W.O.T. analysis – identify your strengths, weaknesses, opportunities, and threats (i.e. obstacles) – as you currently see them. Use your answers as a framework for self-reflection to understand how you might approach your goals and actions.

APPENDIX C: Roles and Responsibilities⁶

Additional information to assist you in preparing for your mentorship.

Mentor Roles & Responsibilities

Phase 1: Identifying Your Role

- Have a clear understanding of why you want to be a mentor
- Mentor with a realistic assessment of your skills and experience

Phase 2: Communicating Expectations

- Have a clear understanding of your expectations for your mentee
- Clearly communicate those expectations
- Stay flexible in changing expectations or plans
- Create goals with milestones and deliverables
- Adapt your feedback to your mentee's learning style
- Be realistic about setting timelines

Phase 3: Working Together

- Advise, don't dictate
- Advise on what you know and admit the things you don't know
- Give good examples
- Recognize your mentee's weaknesses and build on his/her strengths
- Offer constructive feedback
- Evaluate progress
- Be your mentee's supporter when he/she reaches his/her goals
- Be consistent and reliable

Mentee Roles & Responsibilities

Phase 1: Identifying Your Role

- Have a clear understanding of why you want to be mentored

Phase 2: Communicating Expectations

- Have a clear understanding of your expectations for your mentor
- Clearly communicate those expectations
- Stay flexible in changing expectations or plans
- Create goals with milestones and deliverables
- Inform your mentor about your preferred learning style
- Be realistic about setting timelines

⁶ Adapted from [Convening Leaders Guide to Creating a Mentoring Program](#)

Phase 3: Working Together

- Understand that your mentor will not have all the answers
- Accept constructive feedback
- Set time aside for self-reflection
- Evaluate progress
- Celebrate success
- Be consistent and reliable
- Provide your mentor with updates after the mentoring is completed

Appendix D: Help! What if We Get Stuck? (Additional Resources and Activities)⁷

Develop a Biography: Ask your mentee/mentor to develop a personal biography (less than one page) to share. Be creative. Don't limit it to the professional or academic.

Craft Your Elevator Speech...With a Twist: Mentee/Mentors develop and deliver 10-second elevator speeches that describe themselves. Mix it up – craft a 10-second elevator speech for your mentor match (and vice versa) and gain insight from how you describe each other.

Share Resources: Ask your mentor/mentee to share resources regarding topics that are of mutual interest, or topics could help your mentee/mentor better understand your profession or hobbies. Discuss your findings from these resources and why they are interesting and useful.

Self-Reflective Exercise: Ask your mentee/mentor to complete a matrix of his/her preferences and skills to reflect on his/her experience and developmental needs. Have your mentee/mentor categorize his/her skills and preferences into four categories: (1) things that I like and do well; (2) things that I don't like and do well; (3) things that I don't like and don't do well; and (4) things that I like and don't do well. Things that mentees/mentors like and don't do well can serve as the basis of actions and future developmental planning.

⁷ Adapted from [SHRM Mentoring Program Toolkit](#)