

COMPASS

Mentoring Program



Manual



Where are you headed?

Communicating Opportunities through Mentoring
Practices to Achieve Student Success

Coahoma Community College
Division of Enrollment Management and Student Engagement
662-621-4155



Mentoring:

Communicating Opportunities through Mentoring Practices to Achieve Student Success (C.O.M.P.A.S.S.)

is a retention mentoring program designed to improve academic success and retention, and to assist students to reach their career goals. The primary focus is to provide structure, trusting faculty/staff-mentoring relationships with students. This facilitation is through academic and personal growth through administration, faculty, and staff guidance. The program consists of sixty-eight mentors and fifty-four mentees.



Coahoma Community College Mentoring Manual

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COMPASS

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SELECTION AND GUIDELINES?

Mentors and mentees are matched according to major area of study, common interests, hobbies, and career goals. Both mentor and mentee are provided with guidelines. The Division of Enrollment Management and Student Engagement staff continually provides support to both mentor and mentee. Following orientation, the mentoring partnership will meet weekly for a minimum of one hour per week.



What is Mentoring?

We all have a need for insight that is outside of our normal life and educational experience. The power of mentoring is that it creates a one-of-a-kind opportunity for collaboration, goal achievement, and problem solving.

Mentoring is a developmental partnership through which one person shares knowledge, skills, information, and perspective to foster the personal and professional growth of someone else.

Types of Mentoring

- Informal—This is what most people think of when they think of mentoring: a spontaneous, casual relationship where a senior person takes a junior person "under his or her wing" and provides long-term guidance and counsel. Yet many people who want mentors do not have them. The desire to give everyone access to mentoring has led many organizations to start "formal" or structured mentoring programs.
- Structured—Structured mentoring programs are designed to create a culture where people can proactively support the development of one another. In these programs, mentors are generally matched with mentees to support specific goals such as leadership development, diversity, or retention.

Benefits of Mentoring

Most mentoring programs are designed for the benefit of mentees, and they encourage participants to come into a relationship with specific goals and expectations. The benefits of mentoring, however, often extend far beyond the relationship's initial purpose and affect everyone involved: mentees, mentors, and the organization.

Benefits for Mentees

- Access to a support system during critical stages of college and career development
- Insider perspective on navigating their chosen career
- Clear understanding and enhancement of academic and career development plans
- Ability to develop mentoring relationships in industries where mentoring is not readily available
- Enhanced understanding of the importance of mentors
- Exposure to diverse perspectives and experiences
- Direct access to power resources within the professions of audiology; speech-language pathology; and speech, language, and hearing science
- Identification of skill gaps before leaving school
- Greater knowledge of career success factors a lasting career network

Roles of the Mentee and Mentor

Role of the Mentee

As a mentee, you will play many different roles during the course of your mentoring relationship. The following are some important roles for you to keep in mind:

Driver of Relationship

- Identify the skills, knowledge, and/or goals that you want to achieve and communicate them to your mentor
- Bring up new topics that are important to you at any point and give feedback to your mentor

Development Planner

Maintain a mentoring plan and work with your mentor to set up goals, developmental activities, and time frames

Resource Partner

Work with your mentor to seek resources for learning; identify people and information that might be helpful

Teacher

Look for opportunities to give back to your mentor; share any information that you think might be valuable

Continuous Learner

Take full advantage of this opportunity to learn.

Role of the Mentor

As a mentor, your primary role is to provide guidance and support to your mentee based on his or her unique developmental needs. At different points in the relationship, you will take on some or all of the following roles:

Coach/Advisor

- Give advice and guidance, share ideas, and provide feedback
- Share information on "unwritten rules for success" within environment/organization

Source of Encouragement/Support

- Act as sounding board for ideas/concerns about school/career choices; provide insights into possible opportunities
- Provide support on personal issues if appropriate

Resource Person

- Identify resources to help mentee enhance personal development and career growth

- Expand the mentee's network of contacts

Champion

- Serve as advocate for mentee whenever opportunity presents itself
- Seek opportunities for increased visibility for mentee

Devil's Advocate

When appropriate, play devil's advocate to help mentee think through important decisions and strategies.

General Rules to Remember

Each mentee should be able to make progress toward meeting unique goals, and each mentor should be able to use his/her strengths. No two people will get the same benefits.

Every mentoring relationship, structured or informal; should abide by a few simple rules:

1. Confidentiality

If you want to build a trusting relationship with your mentee, it is critical that you maintain confidentiality. If the mentee gives you permission to share information, this is not an issue. You must remember that anything you are told in confidence cannot be shared.

2. No-Fault End of Relationship

It is rare that people want to end a relationship. Try to resolve concerns and conflicts early on, so problems that can derail your progress don't have a chance to fester. If you do have to end the relationship, be professional and discuss the termination. It may be slightly uncomfortable, but it is important to honor and respect each other.

If concerns cannot be resolved after talking to the Program director, the relationship will be ended. and are able to help with any issues that may arise. There will also be an evaluation survey at the end of the program.

3. Participation in Monitoring and Evaluation Process

Mentors and mentees should create simple benchmarks for evaluating the success of your mentoring relationship. Check in with each other, and don't assume that if things are working for you, everything is fine with your mentor/mentee. A monthly reporting form is necessary to make sure contact is being made.

It is critical that you respond to occasional surveys asking how the mentoring process is going. You will never be asked to share confidential information, but we want to ensure that the relationships are beneficial.

FORMS

Communicating Opportunities through Mentoring Practices to Achieve Student Success

MENTOR'S REGISTRATION FORM

Responsibilities

As a mentor, you will:

- Provide opportunities for career exploration and clarification of goals
- Be a positive role model
- Share your academic and professional experiences
- Listen with an open mind
- Communicate regularly

Benefits

As a mentor, you'll feel good as you:

- Support students entering your profession
- Promote economic development
- Network with others in your field
- Give back to the community.

Name: _____ Date: _____

Phone: _____ Email Address: _____

Employer: _____ Job Position: _____

Hobbies/Interests/Community Involvements:

Preferred days/times for participation: _____

Why do you want to be a mentor? _____

*Please return this form to the Office of Enrollment Management and Student Engagement
2nd Floor- Zee A. Barron Student Union*

Communicating Opportunities through Mentoring Practices to Achieve Student Success

MENTEE REGISTRATION FORM (Students Only)

Responsibilities:

- Provide Student-to-Student and Mentor-to-Student guidance and support
- Provide students with a source of information about the various programs from corporate mentors and peers

Benefits:

- Help you adjust to college life and give you information on classes
- Corporate mentors share college/professional experiences with you
- Provide support when you need it
- Make new friends

Name: _____ Date _____

Phone: _____ Email Address: _____

Classification _____ Major _____

___ Off Campus ___ On Campus Expected Graduation Date _____

Personal information (Please check all that apply):

☐ Returning Student ☐ Work Full/Part Time ☐ Married ☐ Have Children

Hobbies/Interests/Community Involvements:

Days you would be available to be mentored:

Monday	Morning	Lunch	Afternoon
Tuesday	Morning	Lunch	Afternoon
Wednesday	Morning	Lunch	Afternoon
Thursday	Morning	Lunch	Afternoon
Friday	Morning	Lunch	Afternoon

*Please return this form to the Office of Enrollment Management and Student Engagement
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C.O.M.P.A.S.S. Mentoring Program

Monthly Report

Month _____ Year _____

Mentee: _____ Mentor _____

Brief description of weekly meetings:

Activities:

Comments:

Referrals:

Mentor's signature

date

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Division of Enrollment Management and Student Engagement
C.O.M.P.A.S.S. Mentoring Program

Evaluation Form

Please check one.

___ Freshman Mentee ___ Sophomore Mentee ___ Mentor

Please rate the following:

	Excellent	Good	Fair	Poor
Quality of the Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usefulness of the Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Events of the Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall Effectiveness of the Mentoring Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I like about the Mentoring program ...

What I disliked about the Mentoring Program

What I would like to see the Mentoring Program provided in the future...

Thank you for completing this form. Your input and suggestions will be used to plan future events and activities.

APPENDIX

Coahoma Community College
C.O.M.P.A.S.S. Mentoring Program
Division of Enrollment and Student Services

SAMPLE

Please check one.

☐ Freshman Mentee ☐ Sophomore Mentee ☒ Mentor

Please rate the following:

	Excellent	Good	Fair	Poor
A. Quality of the Mentoring Program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Usefulness of the Mentoring Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Events of the Mentoring Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Overall Effectiveness of the Mentoring Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I like about the Mentoring program ...

Gives me the ability to interact with students

What I disliked about the Mentoring Program ...

None

What I would like to see the Mentoring Program provided in the future...

More events such as luncheon as a movie night once a month

Thank you for completing this form. Your input and suggestions will be used to plan future events and activities.

Coahoma Community College
C.O.M.P.A.S.S. Mentoring Program
Division of Enrollment and Student Services

Please check one.

☒ Freshman Mentee ☐ Sophomore Mentee ☐ Mentor

Please rate the following:

	Excellent	Good	Fair	Poor
A. Quality of the Mentoring Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Usefulness of the Mentoring Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Events of the Mentoring Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Overall Effectiveness of the Mentoring Program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What I like about the Mentoring program ...

The Mentoring program helps me stay focused

What I disliked about the Mentoring Program ...

He could do more events

What I would like to see the Mentoring Program provided in the future...

More events for mentors

Thank you for completing this form. Your input and suggestions will be used to plan future events and activities.

EVALUATIONS

There are sixty-eight mentors and fifty-four mentees.

Six evaluations have been submitted.

Of the results three freshman mentees and three mentors felt that:

A. Quality of the Mentoring Program

3-Excellent

2-Good

1-Poor

B. Usefulness of the Mentoring Program

4-Excellent

1-Good

1-Fair

C. Events of the Mentoring Program

3-Excellent

2-Good

1-Fair

D. Overall Effectiveness of the Mentoring Program

5-Excellent

1-Poor

98% of the evaluations felt that the Mentoring Program is a good support system because it helps with interaction, and motivation.

25% of the evaluations felt that they don't have enough events.

100% of the evaluations felt that more cooperative events and activities should be planned for greater interaction between students.

To correct the dislikes of the mentoring program, a calendar of events has been formulated and more activities will occur.

COAHOMA COMMUNITY COLLEGE

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