

Mentoring Guide

All You Need to Know about Being A
BYU Hope Mentor

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What is BYU Hope Mentors?

We live in an age when, as the Lord foretold, men’s hearts are failing them, not only physically but in spirit. (See [D&C 45:26](#).) Many are giving up heart for the battle of life. ... Satan is increasingly striving to overcome the Saints with despair, discouragement, despondency, and depression.¹ Yet, of all people, we as Latter-day Saints should be the most optimistic and the least pessimistic. For ... we are ... assured that “the Lord shall have power over his saints, and shall reign in their midst.” (D&C 1:35–36.)²

One of Satan’s major destructive strategies is discouragement, which leads to a loss of faith, hope and patience. Remember, “And if ye have no hope ye must needs be in despair.”³ To those who are discouraged, there is the feeling that “there is nothing I can do to change myself or my circumstances.”⁴ BYU Hope Mentors are builders and supporters of young men and women and through a program of one-on-one weekly personal interactions that help foster hope and optimism for the future in our mentees.

As a Hope Mentor you are a guide, friend and resource who shares your spiritual, educational and professional experience to help pave the way for youth to develop a gospel centered vision for life, set educational and career goals and find an increased hope in their personal future. A BYU Hope Mentor derives satisfaction from helping youth see and realize their divine potential. *Remember, mentoring is about being a good friend.*

As a Mentor You Play Several Roles, Including:

Motivator: Expresses belief and confidence in the mentee’s abilities, and encourages the mentee to take positive actions in furtherance of their personal goals.

¹ “Do Not Despair”, Ezra Taft Benson, October 1974 General Conference

² “Do Not Despair”, Ezra Taft Benson, October 1974 General Conference

³ **Moroni 10: 22** – “And if ye have no hope ye must needs be in despair; and despair cometh because of iniquity.”

⁴ “A Mighty Change of Heart”, Elder Spencer J. Condie, October 1993 General Conference

Resource: Teaches and advises the mentee on how to make educational and professional contacts, and introduces the mentee to new opportunities, people, places or ideas.

Supporter: Encourages open and honest dialogue, and listens to and responds to the needs of the mentee.

Coach: Helps the mentee develop, and work to achieve, realistic and meaningful goals.

The Mentoring Relationship

For mentoring to be successful there must be a reciprocal, comfortable relationship between mentor and mentee. Both parties must work at the relationship to make it successful by being open-minded to the application of gospel principles, respectful and keeping to the expectations they have set for the relationship. Ideally, the mentoring relationship will be a mutually beneficial one; as the mentor learns from the mentee and the mentee from the mentor.

THE MENTORING EXPERIENCE: BENEFITS AND EXPECTATIONS FOR THE MENTOR

How Will I Benefit as a Mentor?

We believe that mentoring will be a positive and spiritually enriching experience for you. Specifically, we hope you will:

- Refine your coaching and mentoring skills
- Develop meaningful connections and friendships with mentees
- Learn about the BYU Alumni workshops, Career Day and educational and career opportunities for the mentees
- Experience a reconnection with BYU
- Expand your professional and social network as you collaborate with other mentors, members of the community and BYU Alumni

What is Expected of Me as a Mentor?

One of the best aspects of volunteering with BYU Hope Mentors is that it is flexible – you and the mentee can decide on how the relationship will work. We do, however, have some minimal expectations of our mentors, including:

- Spend at least one (1) hour per week building the mentoring relationship
- Set expectations with your mentee for how and when you will contact each other
- Help your mentee in identifying and setting goals, track progress and make changes
- Approach mentoring relationship by being open-minded to the application of gospel principles, and having professionalism and respect in your relationship with your mentee.
- Support your mentee's personal, educational and career development
- Respond to all communications in a timely manner
- Maintain and model professional behavior. Define professional behavior if needed.
- Communicate problems with the mentoring relationship to Jennifer Chatfield at chatfieldgang@comcast.net

What is *Not* Expected of Me as a Mentor?

- To offer jobs or internships to your mentee
- To have all the answers for your mentee
- To initiate all contact with your mentee

How will the Mentee Benefit?

Following are some general ways we hope the mentees will benefit from being in a mentoring relationship:

- Hope in mentee's ability to make and achieve personal, educational and career goals
- Build a personal support network
- Develop and enhance educational, career and communication skills

- Connect academics and career; acquire advice on experiences and courses that would be of greatest benefit
- Explore new ideas and areas of interest
- Gain exposure to education and career options, advice and job search tips

What is Expected of the Mentee?

Before a student can search for a mentor, they must attend a mandatory orientation in which they are instructed to think about what they want out of a mentoring relationship. They are informed of our expectations, which include:

- Spend at least one (1) hour per week building the mentoring relationship
- Make the first contact with the selected mentor and respond to *all* communication
- Set specific goals for the mentoring relationship with mentor
- Agree and commit to expectations and goals set with the mentor
- Be appropriate in their requests of their mentor, in particular, in NOT asking for a job, financial help or sponsorship
- Approach the mentoring relationship by being open-minded to the application of gospel principles, and having professionalism and respect in your relationship with your mentor
- Be receptive to suggestions and feedback
- Communicate problems with the mentoring relationship to Jennifer Chatfield at chatfieldgang@comcast.net

HOW BYU HOPE MENTORS WORKS

The Matching Process

Mentees, as recommended and interviewed by local ecclesiastical leaders and accepted into the program by BYU Hope Mentors, register with BYU Hope Mentors, and attend a mandatory orientation. After the orientation, mentees are assigned a mentor by BYU Hope Mentors based on BYU Hope Mentors matching criteria. If you receive a request to mentor a particular mentee, you have the option to accept or decline.

Mentoring Sessions

The mentoring sessions run for **six (6) months**. At the end of the mentoring session we formally release you so that you are able to work with another mentee (or mentees), and your mentee can work with a new mentor. BYU Hope Mentors goal, however, is to develop on-going relationships, so we encourage you to continue your relationship on an informal basis.

When You are Requested as a Mentor

When you are requested as a mentor, an email will be sent to your primary email with *Subject: "BYU Hope Mentors: Mentee Request"*.

- Mentees can have only one mentor at a time. Please respond within **three days**
- You can either **accept or decline** a request. If you choose to decline, please send a message to the invitation sender with your reason when prompted
- If you accept, **contact information** is emailed to both the mentee and the mentor

You are in Control!

By logging into the BYU Hope Mentors website, you can:

- Choose the maximum number of mentees you want during any given session
- Change the number of mentees you want to work with at any time
- Take yourself in or out of the mentor searchable pool at any time

ONCE A MATCH IS MADE

Initial Contact with your Mentee

Mentees are expected to initiate contact with you once the match is made.

- We encourage the mentees to send an **introductory email** to the mentor, so be on the lookout and please respond in a timely manner (mentees not having convenient access to email may call you by phone or contact you via letter)

- Sometimes, however, mentees are nervous or intimidated to reach out, so if you don't hear from your mentee, please feel free to **take the lead**
- If the mentee **does not respond** to your message(s) or you have any other problems, please contact Jennifer Chatfield at chatfieldgang@comcast.net

What Should I Expect of the First Conversation?

We strongly suggest that you have a conversation early on in the relationship in-person. This personal interaction will go far in creating a connection and setting up a good foundation for your relationship. Here are some guidelines for the conversation:

- Tell the mentee that you are **excited** about being his/her mentor! Sharing your enthusiasm will help reassure them that you are committed to making the relationship succeed
- **Build rapport** with your mentee by asking questions about the mentee's background and experiences. Remember, you have the gospel vision in common and that is a great place to start!
- It is important at the beginning of the relationship to talk about **expectations and goals** for the mentoring experience. Make sure to either start this dialogue in this first conversation or set up another time to do so. You can use our Hope Mentoring Agreement, which can be found at <https://> [to be provided]

BUILDING THE MENTORING RELATIONSHIP

Every mentoring relationship is unique. In fact, there is so much to learn that there are entire books devoted to how to build a mentoring relationship. Following are a few guidelines based on feedback we have received from our mentors that we hope will help you in creating a satisfying relationship with your mentee.

Set Goals with Your Mentee

- Setting goals with your mentee at the **beginning of the relationship** is critical because it gives direction to the relationship and informs you in how to help the mentee. See Appendix B and C for goal setting help

- If your mentee does not know his/her goals, this can be your **first mentoring moment**. You can ask questions such as “What made you sign up for the mentoring program?” or “What are your specific concerns and questions right now?” or simply “How can I help you?”
- Remember, goal setting can be a **process**, so make a point to check in and ask the mentee if his/her priorities are changing or evolving
- Remember, “Where there is no vision, the people perish:”⁵ Also, “Every accountable child of God needs to set goals, short- and long-range goals. A man who is pressing forward to accomplish worthy goals *can soon put despondency under his feet*, and once a goal is accomplished, others can be set up. Some will be continuing goals.”⁶

Set Expectations with Your Mentee

- **Stick** to the decision you made with your mentee on how and when you will communicate with each other. Renegotiate as needed
- If the mentee is **unresponsive** at any point in the relationship initiate contact. Some mentees will be overwhelmed by how much they are doing and forget to contact you
- If your mentee doesn’t respond to you after multiple attempts, please **contact** Jennifer Chatfield at chatfieldgang@comcast.net

Get to Know your Mentee

- Ask **thoughtful** questions about the mentee’s interests, experiences and background
- **Follow up** on any important steps the mentee has taken, and ask what he/she learned
- Be an **active listener** by feeding back what the mentee says, avoiding interrupting and show interest in your voice and posture

Offer Options Versus Solutions

⁵ **Proverbs 29:18** – “Where there is no vision, the people perish: but he that keepeth the law, happy is he.”

⁶ **Do Not Despair**”, Ezra Taft Benson, October 1974 General Conference

- **Avoid** giving quick solutions. Ask the mentee what he/she is thinking and help the mentee process his/her own ideas
- Make **suggestions** of things the mentee might try, for example, “Have you looked into...” or “Something I found helpful was...” versus “You should...” or “You need to...”
- Remember, often times people will not do what we say, so **don’t get discouraged** if your mentee does not heed your advice

Share your Story

- Telling your mentee **about yourself** and your experiences builds trust and rapport
- Think about how you have learned from your **mistakes** and how your mentee can learn from them
- Share your **lessons learned** with your mentee

Be a Coach!

- Encourage your mentee **to take risks**. They may need a little push, but it will help them in the long run
- Remember, mentees have much to learn from **you**
- Do not hesitate to **give your mentee feedback**

Coordinating Schedules

- It may be difficult to find the time to talk or meet with your mentee, so schedule your **next conversation** at the end of each meeting
- Keep the relationship a **priority** and ask your mentee to do the same
- If you are unable to meet in person, pick-up the phone and confer by phone

SUGGESTED MENTORING ACTIVITIES

You and your mentee may decide what you want to work on together from the onset. But if you need some ideas on what to do with your mentee, the following list is a great place to start.

Career Conversations

- Discuss your educational background and the role of educational preparation in your field
- Share information about a current event or issue in your field
- Schedule a shadow visit, if appropriate

Job Search Process

- Critique the mentee's resume and/or cover letter
- Lead your mentee through a mock interview
- Offer guidance on where to best look for jobs/internships in your field

Education Conversations

- Ask about mentee's interests and strengths
- Educational goals
- Educational options and opportunities

Tell Your Story

- Share how you have balanced personal life and career and what to expect
- Discuss what you would have done differently if you had to do it over
- Talk about how you have dealt with personal or professional challenges

Networking Pursuits

- Introduce your mentee to colleagues or other contacts
- Guide your mentee in how to conduct an informational interview

THANK YOU BYU HOPE MENTORS!

We want to extend our deepest gratitude for your participation in the BYU Hope Mentors Program. This program would not be possible without your commitment and enthusiasm to connect with local mentees and your willingness to share your life and experience. This guide will evolve with the BYU Hope Mentors Program. As we work together throughout this year, we welcome your suggestions for improving our written materials as well as our program. Your participation in this process will help the BYU Hope Mentors Program become a success and blessing to all who participate in this program. Remember the Savior's statement:

“Inasmuch as ye have done it unto the least of these my brethren, ye have done it unto me.”⁷

CONTACT US

If you have any questions or concerns, please do not hesitate to contact us at Jennifer Chatfield at chatfieldgang@comcast.net or Douglas A. Lewis at Doug@tllfirm.com

Become “Connected for Good” !

Douglas A. Lewis
Chapter Chair,
BYU Alumni Association, Southwest Florida Chapter

In preparing this Mentoring Guide we have used material from sister institutions. We particularly acknowledge using most of our material from the Stanford Alumni Mentoring Guide.

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- ⁷ **Matthew 25:40** -- 40 And the King shall answer and say unto them, Verily I say unto you, Inasmuch as ye have done it unto one of the least of these my brethren, ye have done it unto me.

Appendix A

MENTORING AGREEMENT: SUGGESTED TALKING POINTS

To get the most out of your mentoring experience, BYU Hope Mentors requests that you talk to your mentee about the general expectations and goals that you have for your mentoring relationship.

Agree on Expectations: How will the relationship work?

1. **Meeting together:** What works best? (remember, you want to have at least one meeting or conversation each week) Will we meet:

In Person

Skype

Phone

Email

2. In general, **how often** would we like to meet/interact (e.g. twice per week, every week, etc.)? Renegotiate as needed.

3. If an **email/voice mail** is received, we will get back to our partner within:

24 hours

1-2 days

3 days

Other

4. If we can't make an expected meeting/interaction, how will we get in touch?

5. When will we meet or talk **next**?

Agree on Goals: What do you hope to gain from the relationship?

1. What are the **mentee's goals** for this mentoring relationship? (see BYU Hope Mentors registration form) Is there any clarification needed?
2. What are the **mentor's goals** for this mentoring relationship?
3. What **actions** can you and your mentee take to achieve these goals? See Appendices B&C for goal setting resources

Appendix B

GOAL SETTING

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

- Guide and direct behavior
- Provide clarity
- Reflect what the goal setters consider important
- Help improve performance
- Increase the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitude

SMART Goal-setting Model

The SMART guidelines can facilitate setting effective goals in traveling the road to success.

SMART means:

Specific – A goal of “graduating from college” is too general. Specify how this will be accomplished, e.g. “study more in order to receive better grades.”

Measurable – Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

Action-oriented – Be proactive in taking action that will result in reaching the desired goal.

Realistic – Strive for attainable goals; consider the resources and constraints relative to the situation.

Timely – Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.

Appendix C

GOAL SETTING WORKSHEET

First, discuss mentor’s background. Then discuss the mentee's education and work experience to date.

Next, the mentee can indicate their level of interest in the following activities. Rate interest level as low (L), medium (M) or high (H).

Critique mentee’s resume/portfolio/CV	L	M	H
Develop interviewing or informational interview skills	L	M	H
Discuss how personal and professional life can fit together	L	M	H
Guidance on how to seek a job/internship in the field	L	M	H
Shadow mentor at workplace	L	M	H