

Mentoring Program Handbook

Protégé Guide



UNIVERSITY *of* NEW HAMPSHIRE
COOPERATIVE EXTENSION



UNH Cooperative Extension Mentoring Program

The Strategic Plan directs the organization to develop “a comprehensive orientation, training and mentoring program.” The Mentoring Program described in this hand book was developed by Maryann Kasprzak and Sally Barney in 2002 as a key component of a comprehensive orientation program for new UNH Cooperative Extension employees. UNH Cooperative Extension is very fortunate to have had the development of the orientation program by Mary Ann and Sally based on their in-depth research of Extension orientation programs in other states.

Maryann Kasprzak is a 4-H Youth Development Program Coordinator, Agricultural Sciences. Research and development of the Mentoring Program was conducted by Maryann as part of her academic studies through the USNH College of Lifelong Learning.

Sally Barney, formerly a 4-H Youth Development Program Leader with UNH Cooperative Extension, has a history of developing quality key components of Extension work, including training materials relating to Americans with Disabilities Act, Extension Volunteer Management Program and the New Employee Orientation Program.

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Mentoring Program Handbook - Protégé Guide -

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COOPERATIVE EXTENSION

GOALS

1. To support the new staff member in understanding UNH Cooperative Extension's mission, vision, values and goals.
2. To share the skills and knowledge of successful Extension professionals with new employees.
3. To provide support in locating and accessing Extension resources and resource persons.
4. To foster open communication and dialogue.
5. To provide motivation for job performance, creativity, and the acceptance of responsibility with confidence.
6. To bring employees together to establish a network of professionals within the organization.

The UNH Cooperative Extension Mentoring Program is designed to provide a professional, educational and personal support system for the new employee. When the mentoring program goals are met the new employee should experience an easier transition into their position with UNH Cooperative Extension and earlier productivity.

Mentoring Program Overview

A review of literature and personal interviews with mentoring program administrators indicate that mentoring is more successful when:

1. Supervisors select the mentors
2. Mentors are provided training
3. Mentors are successful employees who are supportive of the organization
4. Mentors initiate contact early
5. Face-to-face meetings, initiated by the mentor, occur within the first month of the new staff member's employment
6. Regular structured interaction takes place
7. Mentors and protégés have similar program responsibilities
8. Mentors are willing to share both organizational and program knowledge
9. Mentor and protégé have regular communication
10. Confidentiality is maintained
11. Mentor has no supervisory role with the protégé
12. Mentor or protégé can request re-assignment without blame being assigned
13. Goals and expectations for the relationship are mutually set
14. Mentor and protégé clearly understand their roles and responsibilities
15. The relationship is not overly burdened by distance or time
16. Mentors and protégés are able to establish a friendship
17. Extension administration is supportive of the program and the program becomes a formal part of the organization's operating structure

Mentor and Protégé Responsibility to the Program

1. Complete your Bio-Sketch within two weeks of the new staff member's employment. Forward the Sketch to your mentor/protégé.
2. Mentor shall initiate contact within the first two weeks of the staff member's employment.
3. Protégé shall complete the New Staff Needs Assessment and bring it to the first mentor/protégé meeting.
4. Mentor and protégé meet face-to-face and together set goals for future meetings - the Needs Assessment may be used as a guide.
5. Meet regularly face-to-face and/or by phone or E-mail. Be flexible in setting meeting dates but keep appointments as scheduled.
6. Mentor and protégé complete and return the 6 month and final evaluations.
7. Let the Program Leader/Supervisor know from time to time how the mentor relationship is progressing.
8. Not all marriages are made in heaven and the same is true for mentor/protégé relationships. If you would like to discuss your mentoring relationship feel free to call the Program Leader/Supervisor. Concerns can be addressed and, if necessary, relationships rebuilt without blame being assigned.

Responsibilities of a Mentor

Mentors must be willing to accept the commitment of time and energy to provide support for a new employee during their first year. A clear understanding of the mentoring process will go a long way toward assuring success. You will need to maintain support and open communication. You will also:

- Initiate contact with the protégé.
- Be a good listener.
- Maintain confidentiality.
- Give constructive feedback.
- Promote protégé creativity and skill development.
- Meet at scheduled times.
- Share the organization's mission, vision, values and culture.
- Help the protégé to develop goals, access resources and build a professional network..
- Maintain a positive attitude.
- Encourage independence; not dependence.
- Remember there is most often more than one way to reach a goal. Support the protégé to the best of your ability, but remember the program success or failure of the protégé is their responsibility.

Avoid these pitfalls:

- Don't give advice unless asked.
- Don't take responsibility for your protégé's program or duties.
- Don't allow the protégé to be "apron strings" dependent on you.
- Don't complain about your own problems.
- Don't do your protégé's work for them.

Responsibilities of a Protégé

You will find that having a supportive mentoring relationship will benefit you as you learn the ins and outs of your new position. Your mentor is a support, but not your supervisor. Be receptive to what the mentor has to say and be clear in asking for assistance when you need it. Protégé responsibilities include:

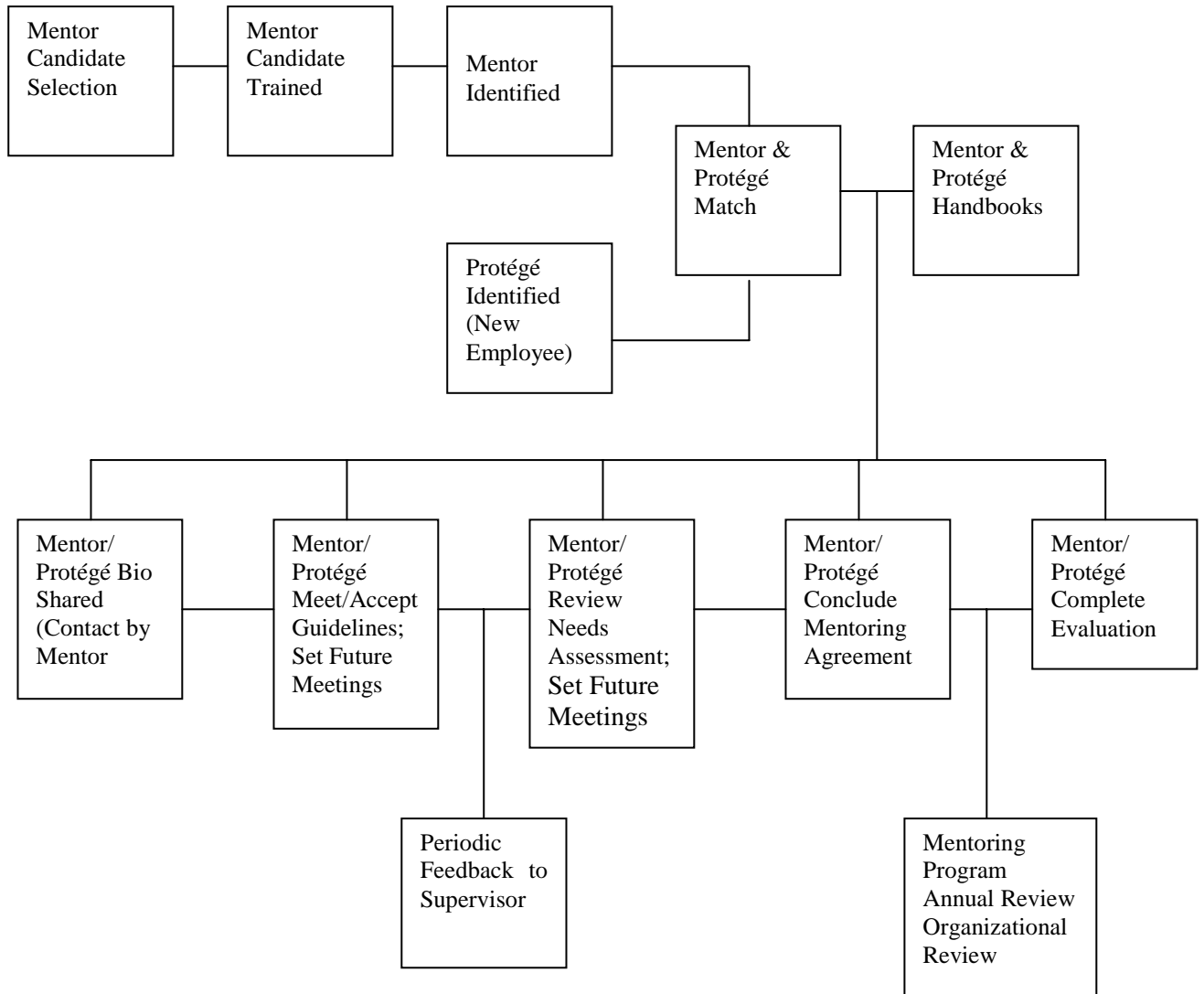
- Assume personal responsibility for your professional growth.
- Listen and consider alternatives.
- Maintain confidentiality.
- Accept constructive feedback willingly.
- Be willing to take risks, be open to new ideas.
- Maintain a positive attitude.
- Demonstrate initiative.
- Respect your mentor's time.
- Notify your mentor of problems, concerns or questions.
- Remember, there is more than one way to reach a goal.

Avoid these pitfalls:

- Don't rely on your mentor as your only source of information.
- Don't expect your mentor to give you all of the answers - think of your mentor as suggesting alternatives.
- Don't ask your mentor to do your work for you.
- Don't cancel meetings at the last minute.

ATTACHMENTS

Mentoring Model for University of New Hampshire Cooperative Extension





_____ Mentor
_____ Protégé

Mentor/Protégé Biographical Sketch

Name: _____

Address: _____

Position: _____ **County:** _____

Immediate Supervisor: _____

Phone: _____ **E-mail:** _____

Educational Background:

Undergraduate Institution: _____

Major: _____ Year Graduated: _____

Graduate Institution: _____

Major: _____ Year Graduated: _____

Additional Training: _____

Program/Work Experience:

Years with UNH Cooperative Extension: _____ Years in Current Position: _____

Previous Relevant Work Experience:

Major Areas of Interest/Expertise (Program Focus):

My Strengths:

My position with UNH Cooperative Extension interests me because:

Protégé Only:

Topics I would like to discuss with my Mentor include:

Personal Interests (optional):

Hobbies/Leisure Interests:

Community Activities:

Family:

The purpose of sharing the Biographical Sketch is to provide basic information upon which the Mentor/Protégé team can develop a successful relationship. If at all possible, Mentor and Protégé should exchange their Biographical Sketches prior to their first meeting.

7/03



NEW STAFF NEEDS ASSESSMENT
UNH Cooperative Extension
Mentoring Program

In this assessment the new staff member will prioritize areas of need as a means of facilitating discussion with their Mentor. This is solely a discussion tool and is not an assessment that will be utilized for evaluation purposes.

In each section rank from highest to lowest
1 = greatest need to discuss

Communication Skills:

- writing newsletters/newspaper columns _____
- interacting with the media _____
- presentation skills _____
- presentation skills - radio/TV _____
- dealing with conflict _____
- teamwork skills _____
- computer skills _____

Program Development:

- writing annual program plans _____
- program ideas _____
- marketing programs _____
- resources for programming _____
- understanding the annual Plan of Work process _____
- program evaluation _____
- grant writing/resource development _____
- working with committees/councils _____
- program area/Extension calendar of events _____
- specialist support _____

Organizational Structure/Culture:

- UNHCE mission, vision, values _____
- organization of Extension - county, state _____
- informal/unwritten rules _____
- Extension lingo - acronyms _____

Career Guidance/Professional Development:

- professional associations _____
- in-service opportunities _____
- other professional development opportunities _____
- professional awards _____

Personal Development:

time management _____

balancing work and family _____

maintaining a schedule/prioritizing needs _____

protocol - chain of command _____

Other Needs:

What are the most important things you would like to get from this relationship?

Preferred method of learning? (Listening, hands-on, shadowing/observing, reading/research)

7/02



Protégés are Good Listeners

Tips for Being a Good Listener

- Stop talking to others and to yourself. Learn to still the voice within. You can't listen if you are talking.
- Imagine the other person's viewpoint. Picture yourself in his/her position, doing his/her work, facing his/her problems, having his/her values, etc.
- Look, act and be interested. Don't read your mail, doodle, shuffle or tap papers while others are talking.
- Observe non-verbal behavior to glean information beyond what is said to you.
- Don't interrupt. Sit still past your tolerance level.
- Listen between the lines for implicit meanings as well as explicit ones. Look for omissions - things left unsaid or unexplained and ask about them. Listen for understanding. That's different than listening for agreement.
- Speak only affirmatively while listening. Resist the temptation to jump in with an evaluative or critical comment or a story of your own at the moment a remark is uttered. Confine yourself to constructive replies until the context has shifted and criticism can be offered without blame. "Put down" phrases discourage sharing. People tend to react negatively when someone implies a judgment or criticism, especially at the beginning of the relationship.
- To ensure understanding and shared meanings, rephrase what the other person has just told you at key points in the conversation.
- Stop talking. This is first and last, because all other techniques of listening depend on it.

Adapted from: *Mentoring, Investing in our Future*, Mentoring Sub-Committee of the New Personnel Orientation ADHOC Committee, Ohio State University



UNIVERSITY of NEW HAMPSHIRE
COOPERATIVE EXTENSION

SIX MONTH EVALUATION
UNH Cooperative Extension
Mentoring Program

Name: _____ **Date:** _____

Position: _____ **Mentor:** ____ **Protégé:** ____

1. How often do you meet with your mentor/protégé?

2. What has been the most valuable aspect of the mentoring program?

3. Has the mentoring program met your initial expectations?

4. Do you have any questions or concerns related to the mentoring relationship or mentoring program? Please explain briefly.

5. Additional comments:

Send to: _____

7/02



UNIVERSITY of NEW HAMPSHIRE
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FINAL EVALUATION
UNH Cooperative Extension
Mentoring Program

Name: _____ Date: _____

Position: _____ Mentor: _____ Protégé: _____

Your evaluation of the Mentoring Program will be kept confidential. Your responses will be used solely for the purpose of improving the program.

1. Briefly describe your mentor/protégé experience and the effectiveness of the relationship.

2. What was most helpful in developing the mentor/protégé relationship?

3. What did you perceive as barriers to the development of a successful mentor/protégé relationship?

4. In what ways did the mentoring relationship help you to succeed in your role with UNH Cooperative Extension?

5. How would you improve the UNH Cooperative Extension Mentoring Program?

6. Do you feel your mentor/protégé was committed to the mentoring relationship?

Send to: _____

7/02



CASE STUDY #1

You are feeling overworked. Your county fair is next week and the work ahead of you is overwhelming. Everyone is running around trying to "fight fires" that seem to pop up everywhere. You know you will have to stay late to get caught up.

Although you have support staff in the office, the administrative assistant must leave early every day before 5:00 PM to pick up her daughter at day care; she is unable to stay late on any evening. You know she has worked through her lunch hour on several occasions, but you are still feeling annoyed that she is leaving.

All of the program staff in the office also work long hours. You have been employed in the County for 5 months and up to now you have enjoyed working with this group; but today you could just SCREAM! You are tired, angry and never want to hear about a county fair again.

You call your mentor.



CASE STUDY #2

You are a new Extension Educator with three months on the job. There had not been a previous Educator in the role for almost a year. Old mail had been stacked and was waiting for you. Old phone messages were still on those pink slips supposedly waiting for call backs. There is no apparent filing system; you have been unable to find a way to retrieve information when you needed it and you have not been able to figure out the best way to deal with all of the mail you have gone through.

You know other Educators have filing systems that allow them to retrieve information whenever you have asked questions of them, but you can't figure out how to do it. You feel that filing should be a simple matter, and are confused by the amount of difficulty you have had in managing access to information. What is the best way to handle this? Can you get control over all of the "stuff" that comes across your desk?

You call your mentor.



CASE STUDY #3

You give up! When you joined this office as a new Extension Educator, everyone had been welcoming and interested in helping you succeed. They would schedule time with you, offer advice, and share their opinions about the current status of Extension within the office, and in Durham. As time has passed, you realize that there are very strong personality conflicts going on among the staff. People are rubbing each other the wrong way, or avoiding each other completely.

Their attention to you has shifted into an effort to try to bring you over to one side or the other. You are feeling caught in the middle of a problem that is infecting the entire office staff. You're beginning to realize that quality of work is being affected by this issue as well, and support staff are divided in their loyalties too.

You do not want to take sides in this division of staff, you just want to do the best job that you can and find a way to work with everyone. However, you are beginning to question if your role with the COA or County Council Chair will be affected. How can you enjoy the job when all of this “personality stuff” is hanging in the air?

You call your mentor.

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