



**Lone Star College-North Harris  
Women in Stem Education (WISE) Institute  
Mentor Handbook**



HSI/STEM Program



**Welcome to the Women in STEM Education (WISE) Institute Mentoring program at Lone Star College-North Harris! The WISE Institute is funded by the U.S. Department of Education. This handbook provides an outline of the WISE Institute’s mentoring program and outlines the expectations and responsibilities of the mentors, mentees, and activities. It includes helpful information from a variety of successful mentoring programs and other resources. We encourage you to use and share it as a resource.**

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WISE Institute Mentor:

Thank you for your commitment to making a difference in the lives of our students at Lone Star College-North Harris. You are helping these students to build a solid future for themselves and their families!

As a mentor, you will quickly learn to share up-front your specific expectation for a successful relationship with your WISE Institute mentee. It is essential to invest time in learning about the aspirations, attributes, and preferences of your mentee. We would like you to share your college experiences; the good and challenging. We would like you to encourage your mentee to develop a 2-5 year educational plan and the importance of declaring a major. We ask that you honor any commitments you make to your mentee as well as the confidences she shares with you. We are bi-monthly commitment through August of 2014, however, we understand that mentorship relationships can often be lifelong! In addition, we ask that you provide honest caring, regular, and tactful feedback to your mentee.

The STEM staff wishes you the best in your upcoming life-changing journey this academic year!

Sincerely,

STEM Program Staff



## **GOALS OF THE MENTORING PROGRAM**

1. To expose LSC students to the array of careers available in Science, Technology, Engineering, Math, and related fields.
2. To embrace respect, integrity, responsibility, education and leadership.
3. To help our students to make informed and responsible decisions.
4. To assist participants in finding their college purpose and breaking through barriers they may encounter through their academic journey.
5. To enable students to begin to network with professions working in STEM-related fields and to build a professional support system within the first few years of college.
6. To raise students' awareness about the issues faced by women with careers in STEM-related fields.

## **STEM PROGRAM HISTORY**

The Lone Star College- North Harris program is funded by the United States Department of Education and started on October 1, 2011. The Women In STEM Education Institute at Lone Star College-North Harris was launched in September 2012. The WISE Institute Mentoring Program is one of the initiatives of the HSI/STEM grant.

The Lone Star College-North Harris HSI/STEM Program is designed to increase the number of students attaining degrees in the fields of Science, Technology, Engineering, or Mathematics. The focus is on developing model transfer and articulation agreements between 2-year institutions and 4-year intuitions in such field.

The Lone Star College College-North Harris HSI/STEM staff and college administration seek to make the study of Math engaging and meaningful. The college supports the improvement of student success through graduation and transfer programs. Student success is a high priority for our staff.

The goals and services are to improve success and retention rates by providing smart classrooms, developing and implementing innovating teaching formats for required Math courses, to increase access by converting math courses using innovative technology and to support student's academic achievement.

## **WHY STEM, WHY NOW?**

There is no doubt that to advance our economy and our society we need to create the next great technology innovations, not just consume them. That's why there is such urgency for the U.S. to develop a stronger workforce of experts in science, technology, engineering, and math (STEM). After all, according to the U.S. Department of Labor, only 5% of U.S. workers are employed in fields related to science and engineering, yet they are responsible for more than 50% of our sustained economic expansion.

STEM-related disciplines are responsible for many of the societal innovations that make our world better. So it is clear that to benefit our economy and society, our national priority should be on encouraging more students to study STEM.

### **Top 10 reasons to pursue a STEM-related field:**

1. Cross-Marketability of Skills
2. High Pay
3. Job Availability
4. Less Competition
5. Less of a Gender Salary Gap
6. Basic Skills Won't Get Obsolete
7. Innovation
8. Initiatives for Better Classes
9. Everyday Critical Thinking
10. Helping to increase the U.S. STEM Pipeline

## **BENEFITS OF MENTORING**

1. Give back some of the support and inspiration you have received throughout your career.
2. Make contacts within your industry and build your professional network.
3. Improve your communication and leadership skills.
4. Develop or maintain connections to Lone Star College-North Harris and contribute to efforts to build a stronger industry and community.
5. Contribute to the future of your field or industry by assisting the next generation of leaders.

## **MENTORING ROLE**

It's not possible to anticipate every situation and the appropriate behavior to apply when one is mentoring. However, here are a few suggestions to use as general guidelines:

### **Do:**

- Get to know your mentee. Try to really understand how things are for him or her now.
- Be positive, patient, dependable, honest and sincere.
- Be consistent, but flexible. Expect changes in plans.
- Encourage, praise and compliment – even the smallest of accomplishments.
- Be an active listener. Use language that's easy to understand.
- Give concrete explanations.
- Be straight, honest and sincere (people pick up on falseness and shallowness).
- Ask for opinions and participation in decision-making.
- Work with your mentee. Share your knowledge rather than giving advice.
- Be enthusiastic – it's contagious.
- Stress the positive.

- Be firm. Have your mentee assume responsibilities and hold him or her accountable.
- Help your mentee use mistakes as learning experiences.
- Be fair – they’ll notice if you’re not.
- Help identify your mentee’s talents, strengths and assets.
- Tell your mentee about yourself, especially what you remember from your college years.
- Help them identify the significance for their own lives of the information you are discussing (e.g., possible future profession, similar experiences, etc.) – tell them how they can use the information.
- Have activities planned in advance.
- Take the initiative. A mentee who fails to call or attend must be pursued and the coordinator notified of the situation so that issues can be resolved and sessions can begin again, if applicable.
- If you’re going to miss a mentoring session, call the coordinator and leave a message for the mentee. It is important to let the mentee know you did not forget about your mentoring session.
- Learn to appreciate your mentee’s cultural and ethnic background. Strive toward cultural reciprocity.
- Be open to what your mentee can teach you or share with you.
- Honor Your Commitment – This is extremely important! You’ll hear this over and over again!
- HAVE FUN!

### **Don’t:**

- Expect to have instant rapport with your mentee.
- Be lenient in order to be liked – it won’t earn their respect, and they need consistency and structure.
- Lecture, moralize or preach.
- Tell them what to do (instead, you should suggest, invite, encourage).

- Share personal problems unless it is to explain your current disposition (e.g., tired or irritable).
- Make promises you can't keep.
- Be convinced that what mentees say is always what they mean.
- Pry into the young person's life. If a mentee pries into your affairs, it is okay to say that some things in your life are private just as they are in his or her life.
- Be afraid to admit that you do not know an answer or that you have made a mistake. Find the correct answer and learn together. It helps the mentee to see that you are learning too.
- Interpret lack of enthusiasm as a personal rejection or reaction to you.
- Be sarcastic or use excessive teasing.
- Lend money.
- Violate confidences, with the single exception of crisis intervention situations, in which case you must contact the coordinator privately and immediately.
- Attempt to become a surrogate parent to a child.

## EFFECTIVE MENTORING

EFFECTIVE	INEFFECTIVE
<b>Advisor</b> Sounding board, facilitator	<b>Rescuer</b> Problem fixer, assumes responsibility
<b>Protector</b> Supports, is a safety net	<b>Bodyguard</b> Fights mentee's battles, overprotective
<b>Coach</b> Provides structure, gives feedback and direction	<b>Svengali</b> Dictates, controls learning
<b>Diamond Cutter</b> Suggests, polishes rough edges	<b>Mechanic</b> Wants a quick-fix, insensitive to feelings
<b>Broker</b> Identifies resources, develops	<b>Buckpasser</b> Abdicates, doesn't follow-up
<b>Challenger</b> Positively provokes, pushes toward highest standards	<b>Adversary</b> Pushes too far too soon, devil's advocate
<b>Clarifier</b> Teaches organizational values, politics	<b>Minesweeper</b> Removes obstacles so mentee doesn't have to deal with politics
<b>Affirmer</b> Gives needed support, enhances self-esteem	<b>Smotherer</b> Gives too much feedback, discounts mentee's feelings or concerns
<b>Sponsor</b> Provides visibility and recognition, advertises talents of mentee	<b>Stinger</b> Promotes mentee at expense of others

## **ROLES, ACTIVITIES AND SKILLS OF A MENTOR**

<b>Skill</b>	<b>Examples</b>
Building and sustaining the personal relationship	<ul style="list-style-type: none"> <li>a. talk time focused on feelings</li> <li>b. talk about mentoring and personal experiences</li> <li>c. get to know each other</li> <li>d. periodically review and discuss needs</li> <li>e. social time together</li> </ul>
Networking with others	<ul style="list-style-type: none"> <li>a. join professional associations</li> <li>b. encourage involvement and leadership roles in local, state, and national professional associations</li> <li>c. model the development of contact networks</li> </ul>
Coaching	<ul style="list-style-type: none"> <li>a. fill knowledge gaps in a variety of “how to” situations</li> <li>b. observe performance on-site and identify learning needs</li> <li>c. identify ways to work smarter rather than harder</li> </ul>
Communicating	<ul style="list-style-type: none"> <li>a. schedule mentoring meeting</li> <li>b. phone conversations</li> <li>c. e-mails</li> <li>d. observe speaking opportunities, seminars, etc.</li> </ul>
Encouraging	<ul style="list-style-type: none"> <li>a. write notes, compliments, calls, praise, contacts, listening</li> </ul>
Facilitating	<ul style="list-style-type: none"> <li>a. share files, read books, share work samples, co-present at conferences</li> </ul>
Goal Setting	<ul style="list-style-type: none"> <li>a. review personal goals and aspirations</li> <li>b. develop and critique professional goals and progress</li> <li>c. encourage building initiatives and professional development</li> <li>d. encourage advanced degree work</li> </ul>
Guiding	<ul style="list-style-type: none"> <li>a. discuss, review options but do not tell mentee a specific way to do something</li> <li>b. listen, ask questions for clarity</li> </ul>
Conflict management	<ul style="list-style-type: none"> <li>a. discuss conflict reaction characteristics and comfort levels</li> <li>b. model resolution skills</li> <li>c. listen, share, and guide as situations develop</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>a. brainstorm, evaluate, model, reflect</li> </ul>
Providing and receiving feedback	<ul style="list-style-type: none"> <li>a. evaluate oral and written communications</li> <li>b. review planning and implementation of programs</li> </ul>
Reflecting	<ul style="list-style-type: none"> <li>a. personal talk time; debrief; share stories; document events, activities, and incidents</li> <li>b. adult learning</li> </ul>

## **TIPS FOR MENTORS**

- Make a special effort to be available to your mentee at least twice every month, away from the distractions of your work, if at all possible.
- Interact and share – share your mistakes and struggles, as well as your successes.
- Share your specific expectations for the relationship up-front with your mentee.
- Invest time in learning about the aspiration, attributes and preferences of your mentee, the better you know your mentee the more detailed guidance you can provide.
- Periodically identify special learning opportunities in your organization or in professional networks for your mentee.
- Actively assist the mentee in developing her own personal network of professional contacts.
- Honor any commitments to and confidences of your mentee.
- Be clear about purpose and boundaries.
- Periodically validate with your mentee the value of the information and counsel you are providing.
- Provide honest, caring, regular, and diplomatic feedback to your mentee.
- Listen deeply and ask powerful questions.
- Maintain and respect privacy, honesty and integrity.
- Accept that the relationship is temporary, but be alert for the possibility that it may exceed for a longer time frame, this should be a mutual agreement as to how you wish to proceed
- Believe in your ability to mentor.
- Make a list – preparing for your first meeting

## CREATING MEMORABLE MOMENTS

Below are some activities that students can do with their industry mentors via phone, email, or face to face:

- Participate in a mock interview with your mentor
- Ask to have an informational interview
- Spend some time at your mentor's workplace (job shadowing)
- Attend a workshop, conference or some other event together
- Go for a coffee or a meal and talk about career interests and accomplishments
- Ask them if they mind sharing personal stories about the work life (e.g. how did they manage conflicts or disagreements at work?)
- Tour a facility in your area of interest
- Discuss the goals you set during your orientation training
- Ask your mentor how they went about finding a job
- Discuss the types of employment that are available for your degree
- Look at job websites together to explore potential job opportunities
- Ask about how they maintain a work/life balance
- Share your cover letter and résumé with your mentor and ask for feedback
- Ask your mentor about possible past experiences they have had as a mentee

## **CODE OF CONDUCT: GUIDELINES FOR MENTORING RELATIONSHIPS**

The following Code of Conduct provides important guidance to both mentors and mentees about their mentoring relationships. These boundaries protect the rights of all mentoring participants.

- Trust and confidentiality are critical components of a successful mentoring relationship and will be maintained at all times.
- No illegal drugs will be promoted or consumed within the mentoring relationship or related to mentoring partnership activities.
- No alcohol will be promoted or consumed within the mentoring relationship or related to mentoring partnership activities where students are below the legal drinking age. Where students are over the legal drinking age, alcohol consumption within the mentoring relationship or related to mentoring partnership activities will take place only in licensed establishments, and no excessive alcohol consumption will be promoted.
- Attendance and active participation in all LSC-NH WISE Institute Mentoring meetings and events is required.
- Romantic or intimate involvement between mentees and their mentors during the term of the mentoring program is not allowed.
- Professional conduct will be maintained at all times throughout the mentoring relationship.
- Commitment to the mentoring relationship is an important part of the WISE Institute Mentoring Program. Those unable to fulfill their responsibilities, or those who are having difficulty in their mentoring relationship, should contact a STEM grant staff member to discuss an appropriate course of action.

## **STEM PROGRAM STAFF CONTACT**

**Sylvia Martinez, MS**  
HSI/STEM Grant Director  
281.765.7806  
[Sylvia.M.Martinez@lonestar.edu](mailto:Sylvia.M.Martinez@lonestar.edu)

**Raul Silvani**  
HSI/STEM Technology Coordinator  
281.260.3539  
[Raul.A.Silvani@lonestar.edu](mailto:Raul.A.Silvani@lonestar.edu)

**Cathleen Tyson-Ferrol, Ed.D.**  
HSI/STEM Outreach/Articulation Program Coordinator  
281.618.5415  
[Cathleen.Tyson-Ferrol@lonestar.edu](mailto:Cathleen.Tyson-Ferrol@lonestar.edu)

**Denise Lewis**  
HSI/STEM Office Coordinator  
281.618.5416  
[Denise.L.Lewis@lonestar.edu](mailto:Denise.L.Lewis@lonestar.edu)