

UNIVERSITY OF TECHNOLOGY, JAMAICA

Mentorship Manual



“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”

John C. Cros

UNIVERSITY OF TECHNOLOGY, JAMAICA

Mentorship Programme



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INTRODUCTION

The Mentorship Programme at the University of Technology, Jamaica, is a collaborative effort between the Department of Student Services and the Alumni Relations Office. The programme is designed to develop and fine-tune the skills of third and final year students with a view to aiding their integration into the professional world of work. The Mentorship Programme places emphasis on the development of the students' life skills outside of the classroom through one to one interaction with specially selected professionals who will perform the role of mentors. These mentors, selected from the University's alumni, staff as well as other professionals, will provide the positive motivation necessary for the students to become well-rounded individuals, assist in developing leadership skills and form linkages in the professional community. Participants may enjoy mutually satisfying relationships as they seek to develop a better understanding of people and form life-long friendships. The programme supports the University's commitment to providing a holistic approach to the education of its students and therefore seeks to develop the whole person through this channel.



UNIVERSITY REGISTRAR'S MESSAGE



Mrs. Mercedes Deane

It is with great pleasure that I extend a warm welcome to all mentors and mentees of the UTech, Ja. Mentorship Programme. We are in a time where students need guidance and counselling on how to navigate the uncertainties behind, among other things, career planning and professionalism. Most importantly, self-development is of tantamount importance as we seek to undergird students through the Mentorship Programme.

As you actively participate, I trust that this experience will be mutually enriching both professionally and personally. My sincere hope is that you will benefit from the programme and find it to be a rewarding experience.



ASSISTANT REGISTRAR'S MESSAGE

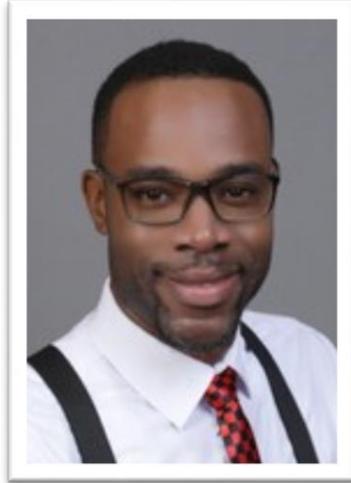


Mrs. Dorrset Gabbidon-Pottinger

It is with great pleasure that I welcome you to the UTech, Jamaica Mentorship programme. You have made an excellent decision by choosing to be a part of this programme. The aim is to foster and develop professional relationships and lifelong friendships between mentees and mentors.

The university's mentorship programme is an unintrusive transition and support programme aimed at preparing students for real life work experiences ahead. Mentoring is a strategy for development at any age, and benefits both mentees and mentors. Therefore, we urge students to use this opportunity to gain knowledge, advice and wisdom from their mentors in order to become valuable members of the UTech, Ja. community, the nation and the global workforce. Likewise, it is our hope that our mentors get a chance to share their experiences and knowledge, whilst reflecting on their own career and personal development.

CAREER AND PLACEMENT OFFICER'S MESSAGE



Mr. Maurice Colquhoun

I am elated to welcome all mentors and mentees of the UTech, Ja. Mentorship Programme. Regrettably at this time students are going through university without the right consultation. Students should be able to have and find mature professionals who may not necessarily have the right answers, but can be a source of help and encouragement. The Mentorship Programme exists as the vehicle through which students and industry practitioners can be paired together for the formation of unique networking relationships.

My sincere hope is that students will capitalize on this opportunity as the programme offers a means for professional/personal growth, counselling, and advice. Additionally, my desire is that mentors will seek to offer themselves and service for the enhancement of students' welfare.



ALUMNI RELATIONS OFFICER MESSAGE



Ms. Cheryl Messam

Welcome to our community of mentors at the University of Technology, Jamaica (UTech, Jamaica)! We are happy that you have chosen to support UTech, Jamaica in the personal and professional development of our students, through mentorship. We are especially thankful to our mentors who are also alumni of UTech, Jamaica, for giving back to your alma mater in this act of service.

As mentors, you enter the lives of our students at a critical and vulnerable period of their life-stage and development. Many of our students, though enrolled in degree programmes, are still unclear about their career goals, and how best to make wise decisions relevant to their significant relationships and the demands of daily life.

As you engage with your mentee, you will serve multiple roles, including teacher, coach, confidante, comforter, and champion. You will serve as an example of professionalism and help them to transition with support and greater confidence into the world of work. Your choice to engage with our students as mentor will ensure a positive and life-enhancing experience for you and your mentee.



We in the Alumni Relations Office are ready to support you in any way we can to ensure that you have a positively impactful academic year in our mentorship programme. Thank you for investing in the development of our students, our University and our nation. We wish for you a strong, vibrant and enduring mentor-mentee relationship this academic year and beyond.





THE CONCEPT OF MENTORING

Mentoring is not a new concept. In ancient societies, the passing on of ideas and ideals of behaviour, was a means of ensuring continuity of societal codes of conduct. In Greek mythology, Greek gods and goddesses were models of those societies and each of them had set patterns of behaviour/expectations that people sought to emulate or appease.

This concept which revolves around the interaction between a trusted friend or experienced individual and a less-experienced or younger person, continues today.

In the informal sense, mentoring takes place quite unconsciously. An individual may provide guidance by virtue of his/her behaviour to a less experienced or younger person. Likewise, a mentee may select someone he/she admires and seek to emulate that individual.

Hence some mentors are chosen, some evolve naturally, based on the heights of their achievements, earned respect and/or their willingness to lead. In modern times mentoring has been developed as an academic concept where formulating and measuring progress of the programme is documented.

In whatever format, the objectives of mentoring are the same. Such a programme provides young people with a trusted friend who offers direction and support to them and who contributes to their psychosocial development, guiding them into adulthood and independence.

Thus the shaping of new societies is a direct function of these relationships.

The UTech Mentorship Programme--helping students to bridge the gap between the University and the world of work.





THE NATURE OF THE UTECH, JA. MENTORSHIP RELATIONSHIP

There is no single formula for good mentoring!

Establishing a positive mentoring relationship is similar to establishing any other valued human relationship in a number of respects. In any relationship, both parties usually have a genuine desire to understand the values and expectations of the other person, and to respect and become sensitive to another's feelings and needs.

The Mentorship relationship at Utech, Ja. differs in an important way from other personal relationships because it is professional in nature. Mentors are responsible for conveying and upholding the standards, norms and values of a particular profession. In addition, they are responsible for offering support and challenge to their mentees, while the mentees strive to fulfil the expectations of the profession.

Healthy mentoring relationships therefore, can be viewed as evolutionary rather than static in nature. These relationships change because the purpose of the relationship is to enable the mentee to acquire new knowledge, skills and standards of professional competence. As a mentee's performance evolves to new levels of competence under the mentor's guidance and support, the relationship will necessarily change. It is important that both individuals establish a number of objectives that are attainable over the specified period, as a means of measuring the success/progress of the relationship.



E-Mentoring

Fostering Local and International Connections

With the help of telecommunications, the programme has been expanded to include a network of mentoring relationships locally and internationally. In this new modality, participants communicate with the use of the internet, or telephone-although where possible, face-to-face contact is encouraged.

The main difference between mentoring and e-mentoring is the absence of the face to face contact between e-mentors and e-mentees. E-mentors and e-mentees are subject to the same selection and matching process as obtains under the regular programme. Interested participants are requested to be guided by this manual.

This programme is open to third and final year students. The mentee will continue the programme into the following year with full mentoring with a mentor who can offer a more personalised relationship.

President Dr Rae Davis officially launched this new feature in September 2003.





Expectations of the Mentor

CHARACTERISTICS OF A GOOD MENTOR

M- Moral Support----genuine and loyal

E- Emotional Encouragement

N- Nurturer

T- Tutor

O- Observer

R- Role Model---Respectful

PUTTING SKILLS INTO PRACTICE

OPEN COMMUNICATIONS

- 1. Listen**
- 2. Answer questions**
- 3. Teach**
- 4. Be honest and transparent**
- 5. Share life experiences, wisdom, as well as technical expertise**





EFFECTIVE LISTENING

Careful listening allows you to hear exactly what your mentee is trying to tell you without being judgemental.

Pay attention to the undertones – attitude and body language. When you think you have understood a point, it might be helpful to repeat it to your mentee and ask whether you have understood correctly.

Through careful listening, you convey empathy and understanding of his /her challenges. When your mentee feels this empathy, the way is open for clear communication and more effective mentoring.

KEEPING IN TOUCH

Your assessment of your mentee will determine the type and amount of assistance he/she needs. Do not assume that the only students who need help are those who ask for it. Even a student who is doing well could need an occasional serious conversation. Encourage telephone calls and e-mail for more regular contact.

NETWORKING

You can be a powerful ally for your mentee by helping him/her to build network of contacts. Advise him/her of the far-reaching effects of networking on the job, during internships, meetings of professional societies, service clubs etc. Your mentee may lack sufficient experience to imagine what kind of work he/she might do as a professional. Networking may help to clarify.





The University prohibits monetary exchanges.
If you wish to assist your mentee financially,
this must be done through the Department of
Student Services.

Top tips for Mentoring

Before you start:

Agree where and how you will meet:

- Face-to-face
- Phone
- Skype/zoom
- ... and how often

Have a conversation to agree what you would both like to gain from the mentoring relationship.



Mentoring is a supportive form of development that helps an individual manage their career, improve their skills.

A mentor should be:

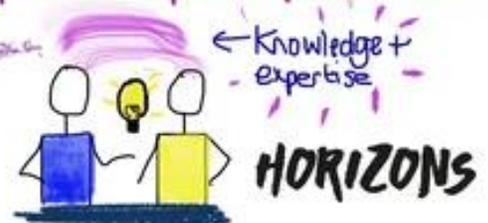
- Compassionate
- Inquisitive
- Positive ✓
- Authentic
- Approachable
- Encouraging
- Kind ♥

Did you know?

Mentoring is about sharing skills. A mentor can be more senior than the person they are mentoring, or more junior (reverse mentoring)

Able to listen well, ask open questions, offer non-judgemental constructive feedback

Willing to share knowledge, expertise, experience, resources.





GUIDANCE

Never assume that your mentee knows something just because it is obvious to you. One of your goals is to be a guide to his professional universe.

MOTIVATION

Gently probe your mentee's level of interest and provide the necessary motivation for his/her achievement. If he/she has low self-confidence, introduce him/her to another student or a colleague who faced similar challenges; talk with him/her more; build his/her confidence.

ROLE MODEL

You provide a personal window for your mentee to see his/her future. Your ethical and professional behaviour, as well as a positive attitude towards your work, will make a strong impression on your mentee. You may even be a source of encouragement for your mentee to become a mentor someday.

CONFIDENTIALITY

Do not reveal the mentee's private business to your friends or family members, especially your children. This is a small world and the mentee may just hear it again from a third or fourth party. This could devastate the individual and destroy trust in adults.

PERSONAL DISTANCE

Do not become emotionally attached to the mentee so that you long for his or her companionship. Keep the discussions on general and non-personal issues. If the mentee volunteers personal information, do not refuse it but handle it professionally.

FINDING COMMON GROUND

Establish commonalities between you. This facilitates conversation and undergirds your relationship. When a problem is presented by the mentee, respond with a series of questions, answers to which will help him or her to understand the issue better and arrive at his or her own decision as to how to proceed.



DO NOT PREACH, DO NOT SEEK TO CONTROL

Usually the mentee already knows that some actions are wrong. Preaching will only lower the person's self-esteem and create a sense of hopelessness. Provide the necessary encouragement.

ALWAYS INSPIRE HOPE

Encourage positive thinking. Whatever the situation, mentees can become better if we adopt the right thoughts and attitude toward the cause of their distress.

DO NOT APPLY PRESSURE

It does not matter how many benefits you perceive that a certain course of action may have for the mentee, if he or she says, "no," then, that should be the end of the discussion.

RESPECT THE MENTEE'S WISHES

If the mentee insists on carrying out injurious actions, you can only point out the negative implications of such actions. Leave the issue there. Sometimes people will only learn from their own mistakes. Coercion will only lead to resentment and erosion of trust. Be there for him or her when the chips fall. Assure him or her of your care and concern.

UPHOLD MORAL STANDARDS

Despite the situation, do not cooperate with the mentee to become engaged in immoral acts. Examples of this may be:

- Plagiarism
- Lying about completion of assignments on time
- Taking/dealing in drugs

LEAD BY EXAMPLE

You should be seeking to impart high moral and professional standards. You yourself ought to be a model of these values and attitudes. During informal conversations, tell stories of some of the work or socially related problems you faced and how you applied honesty and integrity in dealing with these problems. Idealize the benefits gained from the experience and share your commitment to repeat your principled actions should you be placed in the situation again. Even if you suffered loss for your principled stance, show how emotional maturity and learning sometimes come at a great price.



COMMUNICATE YOUR STANCE ON ETHICS AND MORALS

Make it clear that you do not support socially unacceptable behaviour. Do not destroy a mentee's self-respect by insulting, cursing or abusing; especially, do not reprimand in the presence of others. Silence can be most effective at times.

YOU ARE NOT A PANACEA

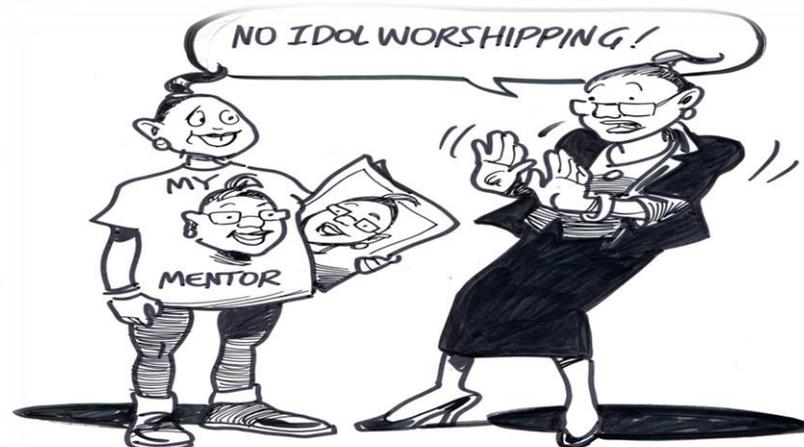
You cannot solve all problems. Identify the ones that are within your competence to handle and make use of the referral form to refer the others to the relevant specialists. Be sure to inform the mentee of your intended actions. If he or she says, "no," then let the decision be "no."

REGARD ALL THEIR ISSUES AS IMPORTANT

The mentee will from time to time confide in you some concern he or she regards as very serious. In your opinion, such a concern may be utterly groundless and even trivial. But to the mentee, it is all-important. Seek to empathise with the individual and make suggestions as to how he or she may deal with the concern.

DO NOT ACCEPT IDOL WORSHIP

Be sensitive to needs for guidance but do not allow them to idolize you, place you on a pedestal or deify you. Explain you are subject to faults and weaknesses like other human beings.



**IT IS IMPORTANT THAT A HEALTHY
BALANCE IS
MAINTAINED IN YOUR INTERACTIONS.**



BE BOLD ENOUGH TO SAY YOU ARE SORRY

Be quick to apologize for broken promises or for any perceived emotional hurt that you may have caused the mentee. Do not make it a habit to break promises.

DO NOT BE HYPOCRITICAL AND DO NOT DECEIVE

Do not praise when there is need to express disapproval. If a female unwed mentee becomes pregnant, do not say, "That's great! When is the baby due?" Of course, if you are genuinely convinced that the pregnancy is a great idea there is every reason to express the sentiments.



"The best advice I can give, to a young teacher, is to realize that students will probably forget most of what you say but not how it made them feel."



The First Move

An effective mentorship relationship is characterised by mutual respect, trust, understanding and empathy. There is no single formula for good mentorship. Different mentees will require different amounts and kinds of attention, advice, information and encouragement.

- Show interest in the mentee.
- Inform your mentee how you wish to be addressed by him/her.
- Discuss with your mentee his/her understanding of the mentoring programme.
- Tell him/her your understanding of the programme.
- Set clear guidelines within which you both will operate.
- Assure your mentee that whatever you discuss will be kept confidential except in instances of imminent danger.
- Find out more about your mentee - discuss his/her special interests, career goals, likes and dislikes, hobbies, talent etc.
- Encourage your mentee to talk to you - advise of your availability to him/her.
- Explain your professional pressures and time constraints and the importance of punctuality.





Expectations of the Mentee

Self-motivated – You must take initiative too. Do not leave it all up to your mentor. Ask questions, make telephone calls, make suggestions - Use the knowledge and resources that your mentor passes on to you.

Resilient - There will be moments of disappointment. You may not live up to the expectations of your mentor or even your own expectations. Brush yourself off and try again.

Ambitious - Keep your goals in sight and remain focused.

Willing to learn - There are many lessons you can learn from interacting with your mentor.

Understanding of your mentor's limitations -Remember that your mentor is only human. He/she may not have all the answers.

Make a Good First Impression-First impressions are lasting, so ensure your behaviour and appearance are to the best of your ability.





Your participation in the programme is an indication of your interest in learning new skills in preparation for the work world. In this competitive global economy, the out-of-classroom experiences contribute immensely to your development and marketability.

It is always important to remember that the mentoring relationship is a professional one and that your mentor is a volunteer who is willing to share his/her experiences with you to help make you better prepared for your transition to the work world. So be guided by the following:

- **Be honest and detailed-** An honest and detailed completion of your application form will ensure that your mentor understands who you are and the goals you wish to achieve. This will better prepare him/her to work with you.
- **Be open-minded-** Be prepared to accept the mentor who is assigned to you. Do not have preconceived ideas of who your mentor should be.
- **Express your understanding of the Programme:** At the first and second meetings, ensure that you and your mentor have a similar understanding of the Programme and how you both will operate.



and remember this...

- **Respect your mentor's time:** Always be punctual and stick to the times that the mentor has available to deal with you. Should you be faced with an emergency, do call to reschedule.
- **Uphold moral standards-**Apply moral conduct in your relationship with your mentor.
- **Do not request monetary exchanges-**nor regard your mentor as a source for any exchange of funds.
- **Do not idol-worship your mentor-**Your mentor, like other human beings is subject to faults and weaknesses. Keep the relationship on an even keel.
- **Dress appropriately for all occasions-**Ask for guidance on mode of dress required to attend functions when uncertain. As a rule, dress modestly.





SUGGESTED ACTIVITIES

Spending quality time with your mentor is highly recommended as this affords you an opportunity to enhance your relationship.

Here are some activities that that you can do together:

- Attend Business Lunches
- Seminars/Workshops
- Meetings
- Tour of Institutions/Organizations
- Alumni Functions
- University Functions
- Lectures
- Cultural shows
- Design a business portfolio

**REMEMBER THAT THE MENTORSHIP
PROGRAMME IS A PROFESSIONAL
ONE AND IS NOT MEANT FOR
PERSONAL RELATIONSHIPS.**



Over time and with several occasions to meet and do things together, you will build trust and confidence in your mentor.

You may find that your relationship grows and far exceeds the time allocated for the Programme. The mentor and mentee may eventually redefine their relationship as colleagues, peers and/or friends.

The mediocre mentor tells.
The good mentor explains.
The superior mentor demonstrates.
The greatest mentors inspire!

- Lucia Ballas Traynor



"The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves."

Steven Spielberg



The Programme Provides:

- Professional linkages.
- Mentees with a direct reference for the purpose of receiving guidance and encouragement.
- A bridge to the corporate world.
- A role model reference point.
- A forum in to which discover weaknesses and showcase strengths.
- An opportunity for acquiring new knowledge, skills and standards of professional competence.
- An opportunity for dealing with problems.
- An opportunity to develop lifelong relationships.



GETTING STARTED



Procedure:

The following procedures will assist and guide you successfully through the programme:

Mentors:

- **New mentors should attend the Mentorship Workshop.**
- **All mentors should attend the official launch of the Mentorship Opening Reception. Except in extreme case where one is unable to attend, this must be communicated. (*Please disregard if you have already communicated with us*)**
- **Mentors should assist their mentee with creating a career portfolio. (If requested, a sample portfolio can be provided for guidance.)**
- **Providing or organizing ONE mock interview experience for their mentee.**
- **All mentors should attend closing function.**
- **The mentee (Student) will do an evaluation of their experience with their mentor.**
- **Mentors are expected to make contact with their mentee for the duration of programme when they are available.**



The following procedures will assist and guide you successfully through the programme:

Mentees:

- **All mentees should attend the mentee briefing session before commencing the programme.**
- **All mentees should attend the official launch of the Mentorship Opening Reception. Except in extreme case where one is unable to attend, this must be communicated. (*Please disregard if you have already communicated with us*)**
- **Mentees should create a career portfolio with assistance from mentor. (If requested, a sample portfolio can be provided for guidance.)**
- **All mentees should attend closing function online.**
- **The mentor will do an evaluation of their experience with their mentee.**
- **Mentees are expected to make contact with their mentor for the duration of programme when they are available.**



BUILDING RELATIONSHIPS

Mentoring is not an attempt to create a clone, but an opportunity to see your mentee fulfil his/her unique potential.

Effective mentoring does not have to be time-consuming. Lead by example!

Share information Communicate the news that you can , so minds don't wander.	Adjust your style You have many different communication styles and personalities on your team. Don't think that you can manage everyone the same way, and don't assume everyone likes to be managed the way you like to be managed.	Have fun Your team wants to enjoy going to work . Play ten minutes!	Raise your hand When your people see you putting in extra hours, they are inspired to jump in and follow your lead .
Say thanks People want to feel appreciated! A simple thank-you note doesn't cost a thing , and it makes a huge difference .	Remove obstacles Bureaucracy stifles creativity and innovation . Cut down some of the paperwork.	Focus your time It's the old 80:20 principle. Focus the majority of your time and attention on the 20% of your people and projects that generate 80% of your results .	
Empower through delegation We know no one can do it as well as you can, BUT you need to delegate to give yourself time to complete tasks more appropriate for your level.	Set small milestones If you can't match last year's numbers, set milestones that can be reached .	Give feedback Your direct reports want feedback, and it's crucial in making your team as productive as possible .	



mentor

O	L	E	D	O	M	E	L	O	R	C	K	I	O
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OPEN TO IDEAS
 KNOWLEDGEABLE
 ROLE MODEL
 COMPETENT
 EVALUATING
 CONFIDENT
 SUPERVISION
 FEEDBACK
 ACCESSING
 CONSTRUCTIVE
 FACILITATOR
 APPROACHABLE
 APPROPRIATE
 PROFESSIONAL
 SKILLED



YOUR MENTORING YEAR IN REVIEW

Establish Trust



Build a Relationship

Ask for Feedback

TELL US WHAT YOU THINK.....



Give Feedback

Establish Ground Rules



Have a Conversation

Maintain Accountability



Avoid Stumbling Blocks

Set Starter Goals



Set S.M.A.R.T Goals

Be Thankful

today I'm thankful for



Resolve to Do Better