

The Citadel African American ALUMNI-STUDENT Association
(CA₄) MENTORING PROGRAM

MENTOR'S HANDBOOK

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Overview

Mentoring a Citadel African American cadet is a valuable way to stay connected with The Citadel community while making a difference to a new generation of cadets. **The CA₄ Mentoring Program** provides a way for alumni to help students connect the classroom experience to

broader issues and prepare for career paths. Effective mentoring offers a great opportunity to bring people together, to learn from one another, to network, to grow, and to develop personal and professional skills.

The **CA4 Mentoring Program** seeks to provide students with supportive relationships that encourage them to think strategically about life after The Citadel. As a mentor, you can help students hone essential leadership skills and better articulate their goals, as well as offer a safe space in which to raise issues, tackle challenges, and develop confidence. Finally, professional networking takes place which we all know is invaluable in career exploration.

The mission of the mentoring program is to foster a culture that:

- Connects cadets with alumni mentors through a framework encouraging productive conversations around academic, professional, and life goals.
- Empowers alumni mentors to engage students in critical thinking that is reflective and strategic.
- Rejuvenates communication, leadership, and interpersonal skills for alumni mentors.

Great mentees take an active role and responsibility for their own learning and development, and great mentors facilitate that growth by asking thought-provoking questions that help a student to reflect on their experiences. In the process, the mentee gains help and insight as they explore career options, navigate The Citadel landscape, and bridge the gap from cadet life to work life.

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**“A Cadet Does
Not Lie, Cheat
or Steal, Nor
Tolerate Those
who Do.”**

How to Use this Guide

This is a Guide and should be used to assist you in your mentoring role. It is not intended to be followed to the letter. Use common sense and prudence in its application. Every mentoring relationship develops differently, and the information, materials, and resources in this handbook are offered as recommendations and guidelines only—not requirements. We hope you find this guide helpful as you embark on your next mentoring partnership.

This guide is divided into three primary sections:

- **PROGRAM STRUCTURE AND EXPECTATIONS.** Describes the program timeline and logistics, including how to register, and lays out expectations in terms of time commitment, communications, boundaries, and goals.
- **MENTORING TOOLKIT.** Describes key mentoring skills (including active listening, reflective questioning, modeling, critical thinking, and feedback), and outlines the general goals and approach for each stage of the mentoring process.
- **WHO ARE CITADEL CADETS?** Provides a broad overview of generational and developmental trends that may factor into a mentoring relationship, including an outline of some of the challenges and experiences students face as they move from Knob years to Seniors.

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Program Structure and Expectations

The **CA4 Mentoring Program** matches Citadel cadets with same gender alumni mentors. Mentoring partners can meet regularly throughout the year—by email, phone, text, Skype, and (if possible) in person—to talk about post-Citadel ideas, plans, and concerns. The shape of each relationship (e.g., frequency, method, and topics of conversation) is largely up to each mentoring pair, although the CA4 does offer guidance and suggestions.

The CA4 will match alumni mentors with cadet mentees in general based on geographical location, majors and gender. But these are not hard and fast rules.

Initial phone and email conversation are encouraged to facilitate getting to know each other and establish guidelines for communication. Email, phone, Skype, Facetime, or other similar software tool can be utilized to meet the needs of mentor and mentee. After that, it is up to each mentoring pair to decide how to structure their partnership: how often to meet, whether those meetings are structured or free-flowing, what topics of conversation are covered, etc.

Optimally, a mentoring relationship will span the 4 years through graduation. At the end of each semester, evaluations will be utilized to help each participant reflect on their experience. Mentors can then decide whether they wish to re-up for another year. We understand that circumstances and priorities can change from year to year, and that mentors may sometimes

need to take a break or even withdraw from the program. We encourage you to carefully assess your ability to commit to the program each year. Any questions or concerns, please reach out to the **CA4 Director of Recruitment and Membership**.

EXPECTATIONS

Effective mentoring requires a complex and defined set of skills, passion to support the growth of another person, and above all, time, energy, and enthusiasm. Entering into a mentoring relationship is not a decision to be taken lightly; before taking the plunge, we encourage you to think carefully about:

- What benefits you might gain from being a mentor
- Whether you have the time and energy to mentor someone
- Whether you can make a year-long commitment to this process

The following guidelines are intended to help you have a successful mentoring partnership and a positive impact in your mentee's life.

- MAINTAIN REGULAR CONTACT. We recommend that mentors and mentees commit to speaking a minimum of twice a month during the mentoring cycle. Although email is an important tool in distance mentoring, it cannot be substituted for actual, real-time conversation. Conversations may occur over the phone, via Skype (or similar software), and/or in person when possible.
- SET CLEAR AND REALISTIC GOALS. At the start of a mentoring partnership, mentors and mentees will have a conversation that addresses goals for both the mentor and mentee.

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- BE RESPONSIVE. Both mentors and mentees are expected to return calls and emails in a timely manner (ideally within two business days).
 - PROVIDE FEEDBACK. It is important that feedback is candid and delivered in a thoughtful and constructive way. Help your mentee learn how to receive and respond to feedback by modeling the behavior through open discussion. Refer to the Mentoring Toolkit section for more specific suggestions for effective feedback.
 - FACILITATE SELF-REFLECTION AND SELF-DEVELOPMENT. Ask thought-provoking questions to help your mentee understand and articulate his or her motivations, accomplishments, weaknesses, etc. Employ active listening as a way to develop questions to ask your mentee.

- HONOR COMMITMENTS. If a mentoring conversation must be cancelled, it is expected that you and your mentee will do your best to communicate in advance of the meeting and reschedule. If you decide to remove yourself from the program, it is expected that you will honor partnerships in progress. If circumstances prohibit you or your mentee from participating in the program before the end of the year, each party must notify their mentoring partner and the Career Center as soon as possible.
- EVALUATE. At the end of the year, both participants will be asked to complete an evaluation form.

MENTORING IS NOT...

- AS A MENTOR, YOU ARE NOT EXPECTED TO OFFER INTERNSHIPS OR JOBS. Although it sometimes works out that a mentee happens to be a great fit for an available opportunity, this is by no means the norm or expectation.
- AS A MENTOR, YOU ARE NOT EXPECTED TO BE AN ATM OR FOOD SUPPLIER. Please don't get into a habit of loaning your mentee money, it will quickly create a strained relationship. You should treat your time with your mentee like work when it comes to indulging in alcoholic beverages during your time together; even if they are of age, keep it dry. When it comes to an occasional meal, please refer to Appendix A.
- AS A MENTOR, IT IS CRITICAL THAT YOU NOT TAKE ON THE ROLE OF THE STUDENT'S COUNSELOR.

Please encourage your mentee to take advantage of the Career Center's services as appropriate. If you have any questions or concerns about your role as a mentor, please contact the CA4 Director for Recruiting and Membership. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the **Citadel Campus Assessment Team in the Office of the Assistant Provost at (843) 953-5155**.

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**“Do the Right
Thing when No
One is
Watching.”**

Mentoring Toolkit

MENTORING SKILLS

Highlighted below are some of the important skills that can help you to empower your mentee to think, reflect, and take the necessary action steps to realize their goals. Your objective should be to provide guidance and support; you are not expected to solve problems for your mentee.

Ask thought-provoking questions

Your main goal as a mentor is to help your mentee take the steps needed to pursue their goals. Use open-ended questions that prompt deeper thought and reflection. Your questions should create a space for open discussion and allow your mentee to reflect on their opinions, thoughts, and feelings. Open-ended questions encourage participation, stimulate discussion, and help you establish rapport. For example, instead of asking “Are you enjoying your classes?” ask, “What is it that you enjoy most about your classes?” You can then follow up with a “Why?” or “Why not?”

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Sample questions

- What are your strengths? ▪ What do you love?
- What do you find difficult? ▪ What do you value?
- Whom do you look to as a role model? ▪ What do you dream about?
- Where do you see yourself in 6 months? A year?
- When are you happiest? Most productive?
- What do you worry about?
- What are your talents?
- What are your goals?

As a mentor you are a role model and should be aware of your word choice, your demeanor, and how you react to people and situations. Keep in mind that your mentee looks to you for advice and guidance, so be conscious that your words and actions align.

Tips to practice role modeling with your mentee:

- Use examples from your own experiences to demonstrate how to receive feedback, take ownership, build effective partnerships, etc.
 - Model how to effectively receive and respond to feedback when receiving it from your mentee.
 - Model active listening when your mentee is speaking.

- Be present, engaged, and on time to meetings with your mentee.

Provide objective feedback and guidance

Constructive feedback is critical to effective mentoring. It prevents small issues from growing into major problems, helps build trust and respect, and promotes personal and professional growth. Tips for providing feedback:

- In your first meeting, ask your mentee how they best receive feedback. What setting is most comfortable? What preliminary information do they need? Are there specific phrases that you should use (or avoid)? How long do they need to process and/or respond?
- When you are ready to provide feedback, check for a willingness to listen by asking for permission to deliver feedback. Make sure the other person is in the frame of mind to receive it.
- Check for understanding. Use your active listening skills to make sure that you accurately understand the situation before jumping to a conclusion.
- Check for positive intent. Make sure that your intentions are to help with the other person's growth and development and are not related to any personal bias or feelings that you may have about the person.
- Focus on behaviors and results. Frame your message around concrete behaviors and results of those behaviors.

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Demonstrate critical thinking

When you provide feedback to your mentee, you model your ability to think critically about the situation. A critical thinker clearly articulates a question or problem, gathers and assesses relevant information, tests solutions against relevant criteria, has an open mind to alternative solutions, and communicates the decision effectively to others.

Steps to critical thinking:

- Identify the problem
- Identify possible solutions to the problem
- Analyze/evaluate possible solutions
- Make a decision and implement the solution

- Reflect on what happened and why

You can find many opportunities to engage your mentee in critical thinking discussions. For example, you select a reading on a relevant topic and discuss its merits and how the mentee might apply it to their life. Your mentee is honing these skills every day in the classroom, and one of your jobs as a mentor is to help them learn to apply these skills to their life.

STAGES OF MENTORING

Your mentoring partnership will likely be marked by three distinct stages. In the beginning, you and your mentee will get to know one another, set goals for the partnership, and agree on expectations. The middle stage is an on-going process. You and your mentee may revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development. At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

The beginning

In your first couple of meetings, you and your mentee will want to spend some time getting to know each other and establishing a rapport. You will then be able to set appropriate goals, ground rules, and expectations for both parties. Tips to get to know your mentee:

- Discuss your personal backgrounds and professional history.
- Discuss why you chose The Citadel and your most significant memory, class, etc.
- Share any previous experience with mentoring and lessons learned.
- Share why you have agreed to be a mentor and your goals for the partnership.
- Talk about your mentee's goals and what they want out of the partnership.

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Potential areas of focus for goal setting:

- Develop professional expertise in a specific area of focus.
- Work on a specific academic goal such as a research project or grant proposal.
- Develop leadership abilities.
- Explore personal interests and abilities.
- Learn how to handle school-life-work balance.
- Explore future career paths and opportunities.

Questions to establish clearly defined expectations:

- How often will you meet and how?

- Who will be responsible for making the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- How will feedback be provided and received?
- Who will run the meetings? Will that person be responsible for creating an agenda?
- What does confidentiality mean to you and what does it mean to your mentee?
- What topics are off-limits?
- How will you respect one another’s time?

The middle

This stage will focus on discussing how to achieve the goals that have been outlined with the student. Not only will you examine these goals in more depth, but you will also assist your mentee with developing an action plan for achieving them.

An example of an effective goal statement is “Identify programs this semester and gather information so that I can study abroad next year.” Your mentee’s action steps for this goal may include:

1. Attend an information session on the study abroad program.
2. Schedule a meeting to speak with the study abroad advisor to discuss opportunities.
3. Research programs and eligibility criteria in order to identify at least 2 programs of interest.
4. Identify 2-3 students who have attended programs of interest and arrange to speak with them about their experience.

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Tips for creating effective goal statements using the SMART goal model:

- **SPECIFIC.** The goal statement should be concrete and action-oriented. What specifically is your mentee trying to accomplish? Ask: what do you mean by that? Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb?
- **MEASURABLE.** How will your mentee know when they have achieved the goal? How will your mentee track and measure progress? How is success defined?
- **ACHIEVABLE.** The goal should require work, but be attainable. Is the goal too big or too small?

- **REALISTIC.** Does the mentee have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed to reach the goal? Does the goal set up your mentee for failure?
- **TIMELY.** There should be a specific time frame for achieving the goal, which will hold your mentee accountable.

As time goes on, you and your mentee may continue to revisit and refine current goals, as well as develop new ones. The section on “Suggested Activities and Discussion Topics” may provide you with some additional ideas.

The end

This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentee. What were the greatest challenges? What would you each do differently? How will your mentee use new knowledge and skills moving forward? It is also important to acknowledge the successes and accomplishments achieved over the course of your mentoring partnership. Additionally, it is a time to redefine the partnership with your mentee and set new ground rules and boundaries for any future interaction.

Learning how to bring closure to a relationship is another opportunity for growth for your mentee. There will be numerous times in their future when they will have to experience the end of relationships, both personally and professionally. Learning how to do so with grace and respect is yet another tool in their tool kit as they move forward. This is true even if your mentoring partnership has to end earlier than expected. If either you or your mentee decides to leave the relationship prematurely, we ask that you do so by bringing appropriate closure to the relationship.

Note that the end of a formal mentoring relationship does not necessarily mean the end to your relationship with your mentee. Rather, you may transition to a new relationship, one that hopefully will continue for years to come.

Note: You and your mentee will receive a final program evaluation that you may choose to incorporate into your conversation.

Mentoring Generation Next

- This generation has grown up using technology such as computers and smart phones, and most have always had access to Internet information. They are very comfortable sharing

their lives on social media (Facebook, YouTube, Instagram, Twitter, etc.), aren't afraid to share their opinions and ideas, and are used to having their opinions heard. While this mode of communication can be quick and effective for social change campaigns and political movements, it also poses a challenge for students who may not consider how their online image can affect their professional pursuits.

- Online communication is almost instantaneous (again with the smart phones), and as a result, formalities may not be observed in deference to speed. Typos, abbreviations, and informal speech are often the result. Face-to-face interactions are less frequent, since students are used to planning activities and scheduling appointments online, and they may be reluctant to initiate a phone call or engage in a face-to-face conversation with someone they don't know well, particularly an older adult.
- Young (or soon-to-be) professionals are seeking meaning through careers that allow them to share their gifts and make an impact in the lives of others; they are more interested in making a positive difference in the world than professional recognition. They are looking to align (not just balance) work and life values, and tend to value flexibility (e.g., telecommuting, flextime) over higher pay.
- The highly public and (seemingly) overnight successes of entrepreneurs such as Mark Zuckerberg (Facebook) and Sergey Brin and Larry Page (Google) have left their mark, creating some unrealistic expectations. On the other hand, the Great Recession has had an enormous impact on current students, and many are still very apprehensive about their ability to find any job after graduation.

CADET DEVELOPMENT

Throughout your mentoring partnership, keep in mind the challenges cadets face as they transition from adolescence to adulthood; and freshmen to seniors. This formative time in a student's life is marked by discovery and exploration of personal beliefs, interests, values, strengths, goals and identity. As a result, Citadel Cadets especially sometimes commit themselves to so many classes, organizations, clubs, causes, and activities that they may have difficulty meeting those commitments.

Cadets can have great optimism for the possibility to transform their lives, but at the same time may not yet feel fully responsible for those lives. You have the opportunity to help your mentee learn how to confront problems, both big and small, which may include selecting a career path,

forming healthy relationships, finding meaning and purpose, managing conflict, making academic and social choices, and navigating increased diversity, or other social issues.

KNOB YEAR

The chart below outlines some of the general issues and experiences students face as they journey from Knob year to seniors. Some of these topics may be more or less relevant depending on the individual student, as well as their major(s), background, and interests; note that many of the topics listed under each year continue to be relevant in subsequent years as well.

This outline is intended to provide insight and perspective into your mentee's life; it is not meant to suggest that you should address all or even any of these topics during the course of your mentoring partnership. Remember, as a mentor, it is critical that you NOT take on the role of the student's counselor. If you have any questions or concerns about your role as a mentor, please contact the Citadel Assistant Provost for Enrollment at (843) 953-1642. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the **Citadel Campus Assessment Team in the Office of the Assistant Provost at (843) 953-5155**.

First Year

For the first-year cadets, college is their first time living away from home. It is an additional stressful time as they get adjusted to the fourth-class system and new academic and social pressures to build a new sense of self-awareness. Many will consider leaving the school and will need a strong support system as they deal with the rigors of the fourth-class system:

- **SOCIAL.** Cultural differences; making friends; becoming independent; managing failure; managing time; developing healthy habits (e.g. eating habits, mental health, substance abuse, etc.). They will begin by learning the difference between a moral temptation, posed by a choice between "right and wrong" and the ethical dilemma posed by a "right versus right" situation.
- **ACADEMIC.** Choosing classes and a major; developing study skills; maximizing faculty office hours; understanding expectations; discover personal strengths, asking for help; utilizing academic support services, developing a 4-year graduation plan
- **MILITARY.** Military training for knobs is extremely stressful. From the start of their day until the evening study period, they are constantly challenged by upperclassmen to be as close to perfect in every military movement associated with navigating the campus. Physical conditioning is essential during this period of their lives and will consume the topic of your initial conversation.

Sophomore Year

- **SOCIAL.** Sophomore year is often characterized as a time in which the newness of college and thrill of being away from home fades. Without the structure of the fourth-class system, sophomores may feel undisciplined and unmotivated. They will continue to move from individual to team environments and appreciating how team members balance and magnify each other in ways that make the whole greater than the sum of the parts. They will increase empathetic awareness of the needs and situations of others, striving to understand diverse points of views and respecting the input of others. They will continue to “find their voice” and using it when faced with ethical dilemmas, learning when and where to say “no” and taking a bold stance against things that are wrong and inappropriate.
- **ACADEMIC.** Managing extracurricular commitments, managing increasingly challenging coursework; discussing career options in major, learning about grad school.
- **PROFESSIONAL.** Connecting interests to experiences; learning how to network with professionals; developing interview skills, connecting career options to major.

Junior Year

- **SOCIAL.** Progress will be marked by demonstrating the skills of team building that optimizes the capabilities and contributions of each member. Progress will be marked by expanding influence and inspiring others to find their voice. Subordinates will be trusted with appropriate levels of responsibility that shares authority and supports subordinates that makes mistakes as they develop.
- **ACADEMIC.** Study abroad; advanced coursework; grad school preparation
- **PROFESSIONAL.** Attending career & employer information sessions; internship search, completing internships; requesting recommendations and/or references; on-campus recruiting and career center.

Senior Year

- **SOCIAL.** Seniors approaching graduation have many obvious stressors such as completing their post-graduation plans, and overall anxiety around life after The Citadel. Senior year will culminate with the understanding that leaders are not expected to be the expert on everything or monopolize power but to create the conditions for the team to succeed as a whole. Leadership will be based on a principle-based personal leadership philosophy and demonstrating inclusive leadership that embraces diversity and creates security, opportunity and fulfillment for all. Continue expanding outreach and engagement with the broader community.

- **ACADEMIC.** Meeting graduation requirements completing internships can cause daily stressors.
- **PROFESSIONAL.** Applying to graduate/professional school; job search; learning professional behavior; completing final resume, learning connection between college and career, establishing credibility.

Respect for Others

Mentors are not expected to always have the answers; in fact, you must not take on the role of the student's counselor. If you have concerns about the health or safety of a student, or if they need immediate intervention, please contact the Counseling Center. You should always refer them to campus resources.

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APPENDIX A Occasional Meal Form

Athlete mentors must complete the form 2 days prior to a meal and emailed to The Citadel Athletic Director for Compliance, brownk4@citadel.edu. For all mentor nonathlete mentee meals, please follow the guidelines below but the form does not have to be filled out.



Occasional Meal Form

Athletics Compliance Office

16.11.1.5 Occasional Meals

A student-athlete or the entire team in a sport may receive an occasional meal in the locale of the institution on infrequent and special occasions from an institutional staff member. An institutional staff member may provide reasonable local transportation to student-athletes to attend such meals. A student-athlete or the entire team in a sport may receive an occasional meal from a representative of athletics interests on infrequent and special occasions under the following conditions: *(Revised: 1/10/92, 4/25/02 effective 8/1/02, 4/29/10)*

(a) **The meal must be provided in an individual's home, on campus or at a facility that is regularly used for home competition and may be catered;** and *(Revised: 4/25/02 effective 8/1/02, 4/29/2010)*

(b) A representative of the institution's athletics interests may provide reasonable local transportation to student-athletes to attend the meal function only if the meal function is at the home of that representative. *(Revised: 4/25/02 effective 8/1/02)*

Sport: _____

Date of Meal: _____

Request made by: Coach
 Rep of Athletics Interest
 Institutional Staff Member
 Parent of Student-Athlete

Who will be attending this meal*? Current Athletes
 Prospects/Recruits
 Other Individuals

*Please attach list of all those attending.

Location of Meal: _____

Is transportation being provided? Y N

I have read the Occasional Meals Bylaw above and agree to abide by all of the terms and conditions as set forth in that bylaw. I will not provide this meal until it has been approved through the Compliance Office and I have been notified of such approval.

Name of provider

Phone Number

Signature/Date

E-mail Address

****PLEASE SUBMIT TO COMPLIANCE & SPORT SUPERVISOR AT LEAST SEVEN (7) DAYS IN ADVANCE****

To be completed by Compliance & Sport Supervisor

Previous Occasional Meal(s): _____

Compliance Approved: **YES** **NO** Signature: _____ Date: _____

Sport Supervisor Approved: **YES** **NO** Signature: _____ Date: _____

