Quinsigamond Community College Mentoring

Program Handbook

Quinsigamond Community College Mentoring connects QCC students with staff, faculty, industry, and community members to create one-on-one mentoring relationships. This unique program provides extensive benefits to students, as well as professional development and networking opportunities for mentors.

This program provides a way for QCC students to connect with mentors and build positive relationships to support their college experience. Students will also develop employer desired skills, gain an understanding of workplace expectations and network to increase their likelihood of finding a rewarding career.

Contact Information

Email: mentoring@qcc.mass.edu
Phone: 508.854.4573
Website: www.qcc.edu/mentoring
Map of Campus

QCC Mentoring Office: 271 A, Administration Building

Recommended QCC Mentoring
Meeting Site: Harrington Learning Center, First Floor

QCC Campus Police
670 West Boylston Street
Worcester, MA 01606
Business Line 508-854-4221
Emergency 508-854-4444

H = Handicapped Parking
About QCC Mentoring

In the Fall of 2018, Quinsigamond Community College launched a comprehensive new program that brought several mentoring programs at the college under one initiative: QCC Mentoring. Quinsigamond Community College Mentoring connects QCC students with staff, faculty, industry and community members to create unique, one-on-one mentoring relationships. This program provides extensive benefits to students, as well as professional development and networking opportunities for mentors.

Mentors and mentees work to help students develop their academic, social, and professional skills. Students are connected with academic supports at QCC, and learn skills to succeed in their classes. Mentors and Mentees join together for monthly events, to expand social networks and build community. Through their work with mentors, students develop employer desired skills, gain an understanding of workplace expectations and have the opportunity to network; increasing the likelihood of finding a rewarding career.

QCC Mentoring Goals

- Provide a positive setting for students at QCC to connect with mentors and build a relationship that will support their college going experience.
- Improve student performance, retention, and persistence
- Connect students with professional networks, opportunities, and industry contacts.
- Help students develop employer desired “soft” skills, understand workplace expectations, and increase their likelihood of finding a great career.
- Deepen the partnerships of Quinsigamond Community College with Worcester businesses, non-profits, institutions, and community organizations.
- Increase QCC’s professional network, and create networking and educational opportunities for alumni and community mentors.
Using the QCC Mentoring Platform

QCC Mentoring is using an online mentoring platform called Xinspire to support our matches. This platform allows students to select a mentor, keep in touch with your match, and access great mentoring resources. Once you click the link below, please create a mentoring account to apply.

www.qccmentoring.xinspire.com/register

Below, you can see what our Mentoring Platform looks like:

How to use Platform

1) You can click on your connections (bottom of the page) to interact with your mentee/mentor
2) The image on the right is the connection page with a mentee- You can start a video chat, message your match through the platform, set a shared goal, or share a document.
3) For students: If you do not already have a mentor, you can search through the mentors available, and filter by whatever criteria you’d like. You can also see who we suggest for you right on your home page.
4) If you would like to video chat on the platform, make sure to allow your web browser to access your camera and microphone.
5) If you have any questions about the platform, just email mentoring@qcc.mass.edu.
Mentoring Domains

Academic:
Mentors are expected to encourage students to utilize campus supports in their academic studies. Mentors should push students to focus on academic success, and help mentees study effectively. Mentors are not expected to serve as tutors or teachers for student mentees. Give your mentee funding to support them in their education.

Social:
Mentors are expected to support mentees in their social and emotional growth. Mentors can provide moral support, serve as active listeners, provide positive encouragement, and build a mentees self-confidence. Mentors are not expected to serve as therapists or counselors. If a serious issue arises are expected to refer mentees to QCC counseling services, or alert QCC Mentoring staff.

Professional:
Mentors are expected to serve as professional role models and guides into the professional world. Mentors can review and explore mentees interests and abilities, practice professional communication strategies, facilitate goal setting and planning, and introduce mentees into appropriate professional networks. Mentors can review mentee resumes and cover letters, and provide constructive feedback. Mentors are not expected to serve as career counselors or professional supervisors.

Mentor Responsibilities

With a mind toward building a successful mentoring relationship, QCC Mentors are expected to:

- Schedule and attend at least one, thirty minute to one hour, face-to-face session per month with the mentee throughout the academic year.
- If possible, attend Mentor training sessions on campus, at work, or utilize online mentor support materials.
- Maintain contact with the mentee(s) via electronic means throughout the semester(s).
- Celebrate mentee success.
- Document each in person session via the Mentor Portal.
- Maintain contact with QCC Mentoring staff via email.
- Encourage mentees to take advantage of campus services.
- Attend additional QCC Mentoring events throughout the year, according to interest.
- Follow QCC monthly area of focus for mentoring sessions.
Mentee Responsibilities

With a mind toward building a successful mentoring relationship, QCC Mentees are expected to:

- Schedule and attend at least one, thirty minute to one hour, face-to-face session per month with the mentor throughout the academic year.
- Read through the Mentee Training PowerPoint
- Maintain contact with the mentor via electronic means throughout the semester.
- Maintain contact with QCC Mentoring staff via email.

Mentee Code of Conduct

As a participating mentee of QCC Mentoring, I agree to the following Code of Conduct for Mentees. If I violate any of these rules, QCC Mentoring may suspend or terminate my participation as a mentee in the QCC Mentoring Program.

Rule 1. Confidentiality.
Except as provided below, I shall not disclose to any third party any personal details of my communications with my mentor without prior permission of my mentor. **My mentor is a mandated reporter, meaning if I disclose a crime or harm to myself or others, they must report this to campus police.**

Rule 2. Availability.
I shall be available for a minimum of 30 minutes to one hour per month to communicate with my mentor.

Rule 3. Communications.
In my communications with my mentor, (1) I shall not use offensive language, and (2) I shall not transmit offensive images. Offensive language includes, but is not limited to, (a) profanity or verbal abuse directed towards the mentor, (b) sexually suggestive comments directed towards the mentor, and (c) derogatory remarks directed towards any individual or group of individuals based on religion, race, color, ethnicity, country of origin, age, sex, sexual orientation, or sexual identity. Offensive images include, but are not limited to, (a) images that are sexually suggestive, lewd, or pornographic and (b) images that include offensive language, as described above.

Rule 4. Topics for Discussion.
If my mentor expresses unwillingness, reluctance, or discomfort in discussing any topic that I have raised, I shall promptly cease pursuing that topic.
Rule 5. Personal Relationships.
I shall not pursue a romantic or sexual relationship with my mentor.

I understand that my mentor will meet me at a QCC Mentoring approved location for our in-person, monthly meetings. [Approved locations listed in this manual.] If there is an off campus event I wish to attend through QCC Mentoring, I am responsible for transportation to/from that event. My mentor cannot transport me in their vehicle at any time.

Rule 7. Prohibited Advice.
I shall not seek medical, mental-health, or legal advice from my mentor.

I shall not ask my mentor for financial assistance. No money will be spent by mentors in QCC Mentoring, including for food or snacks at mentoring meetings.

I shall not expect my mentor to find me a job. For a mentee who is about to graduate and is seeking employment, much of the discussions with the mentor will of course focus on career opportunities. It is appropriate, for example, for the mentee to ask the mentor to assist in writing a resume and to review a resume. It is also appropriate for the mentee to ask the mentor for advice on conducting interviews and for advice on job-search strategies. It is not appropriate, however, for the mentee to expect the mentor to act as a job placement service and to circulate the mentee’s resume as a matter of course. Under specific circumstances, the mentor may volunteer to circulate the mentee’s resume among the mentor’s colleagues and to inquire whether there is a suitable job opening; however, such assistance is strictly at the discretion of the mentor, and the mentee shall not expect, or demand, that the mentor perform such actions as a requirement of the mentorship.

If I observe any QCC Mentoring participant behaving in a manner that violates the QCC Mentoring Code of Conduct for Mentors or the QCC Mentoring Code of Conduct for Mentees, I shall promptly report my observations to QCC Mentoring staff at Mentoring@qcc.mass.edu.
Role of A Mentor

A QCC Mentor is a ‘guide on the side,’ an active listener, a fervent supporter, an advice-giver, and a trustworthy role-model; the mentor is not a pontificator, dictator, counselor, academic adviser, or decision-maker.

A QCC Mentor can be a sympathetic listener and work with the mentee to generate possible solutions to the mentee’s problem, but the mentor cannot make decisions for the mentee.

A QCC Mentor can ask questions that can guide mentees toward self-realization and reflection, but the mentor won’t always provide, or even know, the answers.

A QCC Mentor understands that struggling with questions often teaches more than being provided with all of the answers.

A QCC Mentor has a respect for individuals and individuality, and the mentor does not believe that the only way to proceed is the “mentor’s way.”

A QCC Mentor conveys a sense of dignity and respect that encourages a trusting relationship.

A QCC Mentor handles sensitive information appropriately and refers the mentee to necessary services in sensitive situations. [Local resources listed in this manual.]

A QCC Mentor sees solutions as well as barriers, balancing respect for real and serious problems with the optimism one needs to find realistic solutions.

A QCC Mentor is flexible, open, and communicative.

A QCC Mentor does not provide support for the mentee 24/7.

A QCC Mentor is not automatically the mentee’s best friend. Through discussions with the mentee, a mentor and mentee build a friendly but professional relationship.

A QCC Mentor is not a parent, tutor, academic counselor, financial supporter, or an intimate partner of the mentee.
Thank you to the Core Partners of QCC Mentoring!

Core Partners of QCC Mentoring are organizations that have sent 10 or more Mentors to the program. Mentors and Mentees will take tours of each Core Partner organization, and Core Partners receive additional training and pipeline opportunities. We could not run the QCC Mentoring Program without the support of our wonderful Core Partners! If you are interested in discussing Core Partnership for your organization, please reach out to gsantner@qcc.mass.edu
QCC Mentoring Monthly Recommended Exercises and Workshops

QCC Mentoring will provide monthly exercises Mentors and Mentees to jumpstart their one on one sessions. Additionally, Mentoring staff will recommend college wide events and workshops that can benefit students.

Instructions for the exercises and a monthly Calendar of Events will all be accessed through the Mentoring Platform. Below is a sample of previous exercises, focus areas, and workshops.

**October: Time Management and Organization:** How do we stay organized when dealing with academics, job responsibilities, and family responsibilities? What tools can we use at QCC to help stay on top of our competing responsibilities?

**November: Professional Communication:** How can we find the best way to communicate in different settings? What is the best way to communicate at work, in class, with a mentor, and with a friend? Mentors and Mentees will discuss ways to communicate most effectively and appropriately in person and over email.

**December: Community Engagement and Community Service:** What are the best ways to get involved at QCC? How can we give back to our Community through Community Service?

**January: Self Care and Mindfulness:** It can be difficult to take time out of our busy schedules to relax and center ourselves. This month we will explore ways to practice self-care, and stay fresh for the upcoming Spring Semester. Mentor and Mentee will also set new goals for the Spring Semester.

**February: Planning Ahead:** What are your plans for next year? What are your plans for after QCC? Mentors and Mentees can discuss transferring, their academic major, and plans for graduation/completion of their programs.

**March: Financial Literacy and Financial Aid:** Are you taking advantage of all the available the financial aid opportunities and support on Campus? Have you filled out your FAFSA form for next year? How can you prepare now to be a financially successful College Graduate?

**April: Job Search and Interview Skills:** As we get closer to summer, many students will be looking for jobs. This month we will ask mentors to work with mentees to prepare for job interviews, and look over their resumes.
What the Research Says about Mentoring

Students are more likely to persist and graduate in settings that provide academic, social, and personal support. Support may be provided in structured forms such as in summer bridge programs [and] mentor programs.


After one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to students who do not have mentors.


Mentoring increased students' GPA, mentored students failed fewer courses, and mentored students were much more likely to be in good academic standing after one year of college than non-mentored students (88.5% vs. 57.1%).


Mentored first year students are significantly more likely to return to college for a second year.


Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.

Mentored minority college students are twice as likely to persist as non-mentored minority students. They also have higher GPAs than non-mentored students.


- Formal and informal mentoring programs are conducive to the transition, retention, and success of minority students in higher education.
- Students who participate are much more satisfied with their college experience than those who did not participate in mentoring programs.
- Establishing multiple levels of mentoring programs—faculty, peers, staff, and administrators—is important in providing success mechanisms for minority students.


Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.


Which research “pull quote” are you the most excited/intrigued about? Why?
Relationship Guidelines

We recommend Matches in QCC Mentoring are based on:

- Career interests
- Academic interests
- Personal interests
- Availability to meet

QCC Mentees will request a mentor through the Mentoring Platform, or ask mentoring staff members to make a match for them. Once a Mentee and Mentor are matched, they can schedule a meeting at their convenience, using the guidelines provided in the Mentoring Platform.

Once initial meeting has taken place, Mentors and Mentees are expected to communicate and schedule one meeting per month for the duration of the academic year.

Mentors can also meet before/after QCC Mentoring sponsored events, which will take place at least once per month for the duration of the academic year.

Locations for In Person Meetings

QCC Mentoring sessions can take place:

**Virtually, through the Mentoring Platform OR Zoom/Facetime/Microsoft Teams/Google Meet**

**On the QCC West Boylston Campus**

- Harrington Learning Center Café on the main level between 7:30am and 7:00pm
- Harrington Learning Center second floor study room between 8 am and 8 pm
- Harrington Learning Center advising cubicles (upon request) between 8 am and 8 pm.

**At a QCC Community Learning Hub**

- Great Brook Valley Community Learning Hub: 35 Freedom way, Worcester MA. Hours are: Monday, Tuesday, Wednesday, Thursday, Sunday from 4-8pm
- Catholic Charities Community Learning Hub: 10 Hammond Street, Worcester MA. Hours: Monday, Tuesday, Wednesday, Thursday from 8:30am-5pm and Wednesday from 5-8pM
- Downtown Campus Quinsigamond Community College Community Learning Hub: 25 Federal St. Worcester MA, Room 007B. Hours Monday, Tuesday, Wednesday, Thursday and Sundays from 4-8pm
Virtual Mentoring
As we open up our Mentoring Program to Virtual Communication, we ask that the Mentor and Mentee are respectful of each other’s boundaries. Some may be most comfortable with text and email, some with phone calls, and some with video communication. You can use whichever method works best for the Mentee and Mentor. If you need guidance or technical support, please reach out to mentoring@qcc.mass.edu.


Setting Boundaries in the Mentoring Relationship

As the Mentor and Mentee continue to work with each other, you’ll grow more comfortable with each other (hopefully). Sometimes, however, people can take liberties with comfort. A mentee might see you the mentor as a friend and ask you for certain favors that aren’t appropriate for a mentoring relationship or a mentor might show up late to a scheduled mentoring meeting because you’re “cool with it,” even though you’re not.

As well, a mentor might feel comfortable enough to ask questions that aren’t appropriate for a mentoring relationship. [We always want to keep the relationship warm but professional; mentor/mentee relationships are not allowed.]

If you are having difficulty establishing boundaries in your match, and one of the pair is consistently pushing these boundaries, please inform QCC Mentoring staff immediately.

Several examples of boundaries being crossed are:

- A mentee asking a mentor for money. This is not allowed under QCC Mentoring, even a small amount of money for coffee or food.
- Your mentor asking personal questions that you do not wish to answer.
- Your mentee engages in gossip about another faculty member, staff member, or student.
- Your mentor reveals intimate or unfriendly feelings towards you.
- Your mentee asks you for a ride somewhere.

All of the requests above are inappropriate, and should be reported to QCC mentoring staff members. QCC Mentoring Training will have additional information on the best ways to set and enforce boundaries within your match.
The Influence of Culture on Mentoring Relationships

Culture, in its broadest meaning, is the underlying fabric that holds together a person's world. It includes language, values, beliefs, customs, rituals, and oral and written history, art, music, dance, food, and much more. It is so much a part of who we are and how we live, that most of the time we are not even aware of how it shapes what we see, think, and feel. You can spend a lot of time learning about culture: your own, others', and its influence in general on how we function in our communities and in the world. But you can also take some pretty basic measures to help you be a culturally curious and culturally sensitive mentor. Here's some ideas to help you get started.

Why Does Culture Matter?
As a part of the mentoring relationship, you will likely find many ways that your background differs from your mentee/mentor's background. At a minimum you will discover generational differences. Perhaps you will also be from different ethnic and religious heritages, or from different socio-economic groups. It might be tempting to want to just look past the differences and focus on what you have in common, but that's not the road to a strong relationship. Rather, the more you can learn about and appreciate your differences and similarities, the better.

What You Can Expect:
- Generational Differences
- Family System Differences
- Socioeconomic Differences

What Can You Do?
You can start with a few simple, but not necessarily easy, steps:

- Honestly examine your own mind for prejudices and stereotypes.
- Recognize that almost all of us have learned some and that acknowledging them is the first step to broadening our perspectives.
- Think about where biases come from and try to see them as learned misinformation.
- Make a personal commitment to be a culturally sensitive mentor.
- See your mentee/mentor first and foremost as a unique and valuable person.
- Approach cultural differences as opportunities for learning.
- Expose yourself to pop culture.
- Do a little Internet research on generational differences, not so you can stereotype or make assumptions, but so you can see how the times we live in help shape the people we become.
Active Listening

We encourage our Mentors and Mentees to engage in Active Listening, as opposed to passive hearing. We believe the information below will be helpful for you to read and process as a Mentor, and prepare you to be an active listener at all times.

Listening is an active skill whereas hearing is passive. When we listen, we pay close attention to what someone is saying, interpret their meaning, look for clues in body language that support our intuition, connect what someone is saying to what they’ve said before, and offer restatements of what we think we heard. Phew!

Hearing is a passive skill. Words go in, but we don’t really process them. Sometimes, hearing involves simply waiting for the other person to stop talking so that we may say what we wanted to say—hearing a pause and jumping in as opposed to listening to the words.

Of course, active listening is a skill that successful mentors exhibit. But how does one do it? Here are a few different ways of looking at it.

**HEAR > INTERPRET > EVALUATE > RESPOND**

**HEAR the message:**

Pay attention. Look at the speaker, stop other tasks, and don’t allow interruptions. Let them know they are your top priority. Select the information that is important. Recognize emotional messages.

**INTERPRET the message:**

Speakers do not always say exactly what they mean or mean exactly what they say. So you need to paraphrase and ask questions to ensure that your understanding of the speaker’s message is accurate. Look for non-verbals that might contradict what the speaker is saying verbally. If verbals and non-verbals don’t match, check it out with the speaker. *Example: “I just failed my math mid-term, but it’s no big deal.” (smiling, but eyes moist, voice shaky, eyes downcast).*

**EVALUATE the message:**
Make sure that you have all of the important information before forming an opinion. Consider all available information carefully before making a final decision. Ask questions, don't jump to conclusions.

RESPOND to the message:

Give feedback to let the speaker know what you heard and how you heard it. Responding allows you and the speaker to reach a common understanding. Example: “So, if I understand what you said, you will be meeting me at the west entrance of the Student Center at 5:15 p.m. If you aren't there, I am to park in the parking lot and go wait for you in the HLC. Is that correct?”

General Questions to Jumpstart Mentoring Sessions

This is a list of suggested questions that will hopefully result in a healthy and productive conversation between you and your mentee. You might find it helpful to take notes for future reference. Your goal is to offer direction and encouragement to your mentee but not to be their personal counselor. If they delve into personal matters that you feel uncomfortable with, encourage them to take advantage of the resources available to them. [See the resource guide]

Background:
- Where did you go to high school? How did you do in high school?
- What are your hobbies? What do you do in your spare time?

Academic Support:
- Do you have a support system for your education? People who are supportive and encouraging?
- Do your friends and family encourage you to excel? If not, what do you do?
- Do you study with other students?
- Do you get tutoring when you need it?
- Do you know where to find tutoring? Writing workshops? Math help?

Financial Support:
- Do you have the financial means to get to your academic goal?
- Have you applied for financial aid? Scholarships?
- Do you have a job?
- How do you balance your job with your education?

Academic Goals:
- Have you identified a major? Have you identified a career?
- Does your educational plan match up with your career?
- Does your career match up with the lifestyle you want to live?
- Do you participate in activities that put you in contact with other professionals in your field?
- Do you participate in activities that connect you with students pursuing similar academic goals?
- Are you taking and succeeding in the classes you need?
- What does your time look like during the week?
- How much of it is work? Class? Studying?
- Do you keep a planner?
- Do you commit yourself to blocks of time for studying?

**QCC Campus Resources and Referrals**
In this section we provide a comprehensive map that can guide you and your mentee as you connect them with the appropriate support service. After the map, there will be a list of common scenarios you and your mentee might encounter, and the appropriate referral you could suggest.
<table>
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<tr>
<th>Program Or Office</th>
<th>Services Offered</th>
<th>Target Population</th>
<th>Location &amp; Contact Information</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Academic Advising</strong></td>
<td>Guide students from entry to exit at QCC. Provide faculty advisor, Administer Accuplacer, help with scheduling etc.</td>
<td>All QCC students</td>
<td>Harrington Learning Center: Student Success Center 508.854.4308</td>
<td>Great place to start with testing, resources, and steps to enroll.</td>
</tr>
<tr>
<td><strong>Academic Tutoring</strong></td>
<td>Free tutoring for currently enrolled QCC students, in person and online. Writing Center, Math Center, General Academic Area tutoring, and Steps to Success for basic College Readiness available.</td>
<td>All QCC students</td>
<td>HLC 208, 206, 222, 20S <a href="mailto:wacinfo@qcc.mass.edu">wacinfo@qcc.mass.edu</a> <a href="mailto:gaa@qcc.mass.edu">gaa@qcc.mass.edu</a> <a href="mailto:MathCenter@qcc.mass.edu">MathCenter@qcc.mass.edu</a></td>
<td>Many options- choose tutoring that matches need of student.</td>
</tr>
<tr>
<td><strong>Career Services</strong></td>
<td>Assist students in finding careers after college.</td>
<td>All QCC students</td>
<td>272A <a href="mailto:careerservices@qcc.mass.edu">careerservices@qcc.mass.edu</a> 508-854-4439</td>
<td>Helpful workshops listed on The Q page. Can help students put together resumes, cover letters, prepare for interviews, and even find business casual clothing.</td>
</tr>
<tr>
<td><strong>Brothers &amp; Keepers</strong></td>
<td>Peer support to increase retention and success of male students.</td>
<td>Male QCC students</td>
<td>170A <a href="mailto:brothersandkeepers@qcc.mass.edu">brothersandkeepers@qcc.mass.edu</a> 508.854.7413</td>
<td>Program to assist students in obtaining the confidence, resources and skills needed to succeed academically and socially.</td>
</tr>
<tr>
<td><strong>Counseling Services</strong></td>
<td>Free counseling services available to all.</td>
<td>All QCC students</td>
<td>162A <a href="mailto:twells@qcc.mass.edu">twells@qcc.mass.edu</a> 508.854.4479</td>
<td>If you believe a student is in need of counseling, you can refer them to counseling services, and notify QCC Mentoring Staff.</td>
</tr>
<tr>
<td><strong>Disability Services</strong></td>
<td>Works with students to overcome any boundaries or issues that arise from a documented disability.</td>
<td>Any QCC student with documented disability or in need of accommodation</td>
<td>246A <a href="mailto:disabilitieservices@qcc.mass.edu">disabilitieservices@qcc.mass.edu</a> 508.854.4471</td>
<td>If a student discloses a disability to you, and you are in need of guidance or support in your work with that student, feel free to reach out to the disability office or QCC Mentoring Staff.</td>
</tr>
<tr>
<td><strong>Help Desk</strong></td>
<td>The help desk can help any QCC student who is having difficulty with their technology or email communication.</td>
<td>All QCC students</td>
<td>B66A <a href="mailto:help@qcc.mass.edu">help@qcc.mass.edu</a></td>
<td>All technical support and guidance for student technology can be found here.</td>
</tr>
<tr>
<td><strong>Registrar</strong></td>
<td>Office that organizes student registration for classes and provides transcripts.</td>
<td>All QCC students and alumni</td>
<td>152A <a href="mailto:registrar@qcc.mass.edu">registrar@qcc.mass.edu</a> 508.854.4257</td>
<td>If students in need of help registering for classes, have hold, etc...</td>
</tr>
<tr>
<td><strong>Transfer Services</strong></td>
<td>Assists students who are planning or interested in transferring to another institution.</td>
<td>All QCC students</td>
<td>272A <a href="mailto:transfer@qcc.mass.edu">transfer@qcc.mass.edu</a> 508.854.4404</td>
<td>Helpful for students who want to continue to four year college, or to learn more about it. Scholarships: theq.qcc.edu/ICS/Student_Services/Transfer_Services_Scholarships.jnz</td>
</tr>
<tr>
<td><strong>Trio: Fast Forward</strong></td>
<td>Assists special population students with support services to succeed in QCC: One stop shop for academic, financial aid, and college counseling.</td>
<td>First generation, economically disadvanta ged college students, and students with disabilities at QCC</td>
<td>170A <a href="mailto:trio@qcc.mass.edu">trio@qcc.mass.edu</a> 508-854-4458</td>
<td>Note: There is an application process, students must meet federal guidelines to be eligible. First come first serve, so students should apply early in the fall.</td>
</tr>
<tr>
<td><strong>Library Services</strong></td>
<td>Can help students with research acquiring books for courses, and help with homework assignments</td>
<td>All QCC students</td>
<td>HLC 3rd floor <a href="mailto:reference@qcc.mass.edu">reference@qcc.mass.edu</a> 508-854-4366</td>
<td>Librarians are a very helpful resource that many students do not know about or access.</td>
</tr>
<tr>
<td><strong>Student Clubs</strong></td>
<td>There are a wide variety of clubs for students to join, which will help them engage with the college community.</td>
<td>All QCC students</td>
<td>Student Center <a href="mailto:mbeane@qcc.mass.edu">mbeane@qcc.mass.edu</a></td>
<td>Direct students to any club that fits their interests: Or have them start their own club.</td>
</tr>
<tr>
<td><strong>Testing</strong></td>
<td>Testing office can help students prepare for and take the appropriate placement tests needed for entry at QCC.</td>
<td>All QCC students</td>
<td>58A <a href="mailto:testing@qcc.mass.edu">testing@qcc.mass.edu</a> 508.854.2784</td>
<td>Students need to show photo ID for all testing.</td>
</tr>
<tr>
<td><strong>Dean of Students</strong></td>
<td>Assists students with academic, personal or social challenges related to acclimating to College life. Provides advocacy and referral to both on and off campus resources</td>
<td>All QCC students</td>
<td>365A <a href="mailto:twvecchio@qcc.mass.edu">twvecchio@qcc.mass.edu</a></td>
<td>The number one advocate for students.</td>
</tr>
<tr>
<td><strong>Financial Aid</strong></td>
<td>The goal is to assure that students do not have financial barriers if they want to earn a college degree or certificate. We offer a wide variety of federal, state and institutional assistance programs.</td>
<td>All QCC students</td>
<td>Harrington Learning Center: Student Success Center <a href="mailto:FinancialAid@qcc.mass.edu">FinancialAid@qcc.mass.edu</a> 508.854.4261</td>
<td>Great resource for your mentee if they have any financial questions at all about payin g for QCC, work study, or taking additional classes.</td>
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Resources and Referral Quiz (For Mentors)

Scenario One:
Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition and cannot afford textbooks, food or even transportation to class. What would be the appropriate response?

A. Give your mentee funding to support them in their education
B. Recommend they get a job on campus
C. Refer them to the Financial Aid office to go over their tuition bill and financial aid package
D. Refer the student to their on campus advisor

Scenario Two:
Your mentee is seems unable to make the time to study on top of school work, their job, and family commitments. They are interested in succeeding in college, but they express a difficulty in building a schedule that allows for effective studying time. How can you help them?

A. Walk through their schedule with them, and find some times they may be able to study
B. Recommend they drop a class to find more time to study
C. Recommend they attend a Steps to Success class at QCC, or other academic tutoring
D. Help the Mentee complete their homework by proof reading their papers for them

Scenario Three:
Your Mentee mentions that they cannot figure out the right classes to take in the upcoming semester to fulfill the requirements for their major. They want to graduate on time, but cannot understand which classes they can take at which time. How can you help them?

A. Research certificate and degree pathways on QCC's website, and advise the mentee on the best possible courses to take
B. Bring the mentee a copy of the QCC Course catalog and work together to figure out the best courses for the mentees to take
C. Refer the student to Academic Advising, where they will go over their pathway with a QCC Staff member
D. Refer the mentee to the tutoring, where a tutor may be able to point them in the right direction

Scenario Four:
Your Mentee is going to graduate at the end of the current semester, and has not begun preparing for their job search. They tell you they do not have a resume, have never gone through a job interview, and do not have business casual clothes. How can you help them?

A. Work to procure the student a job at your current place of employment
B. Write a resume with the mentee
C. Refer the mentee to Career Services, where they can work to build a student’s resume, find internships, and prepare them for job interviews
D. Reach out to colleagues at other companies to hire your mentee
Resources and Referral Quiz: Answers

Scenario One:
Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition and cannot afford textbooks, food or even transportation to class. What would be the appropriate response?

While it may be tempting to support your mentee financially, or provide financial advice, the best strategy would be Option C, refer the mentee to financial aid. The Financial Aid office can adjust their package, point the mentee to appropriate scholarships or campus jobs, and support them in financial planning for their education.

Scenario Two:
Your mentee is seems unable to make the time to study on top of school work, their job, and family commitments. They are interested in succeeding in college, but they express a difficulty in building a schedule that allows for effective studying time. How can you help them?

You may feel confident in your knowledge of college readiness and study skills, and would like to support them academically. However, QCC Mentors are encouraged to refer students to specific classes and supports on campus, such as the steps to success classes or other academic tutoring. Option C would be the best option, as it leaves the decision making and specific skills to trained QCC professionals.

Scenario Three:
Your Mentee mentions that they cannot figure out the right classes to take in the upcoming semester to fulfill the requirements for their major. They want to graduate on time, but cannot understand which classes they can take at which time. How can you help them?

Your mentee may be confused about the best courses or schedules to sign up for at QCC. While it is appropriate to ask them questions about their upcoming decisions, we ask that you always refer mentees to academic advising. QCC Academic Advisors are best prepared to work with students to determine specific pathways, course schedules, and graduation plans. Mentors will be most effective if they ask open ended questions to help students determine their goals, and point mentees to trained professionals to identify the appropriate pathway. Option C is the best option listed.

Scenario Four:
Your Mentee is going to graduate at the end of the current semester, and has not begun preparing for their job search. They tell you they do not have a resume, have never gone through a job interview, and do not have business casual clothes. How can you help them?

While you may be tempted to hire or support you Mentee professionally, QCC mentoring would prefer that you refer them to career services in the creation and initial preparation for job interviewing. Once students have had a baseline of training at QCC, you are welcome to support them through editing resumes or practicing interviewing. Option C would be the best option listed.
QCC Mentoring: Getting to Know You Activity: We recommend you use this in your first meeting

1. Make a list of words that reflect who you are, or ways that you identify:

   Examples: Gender, Religion, Cultural Background, Hobbies, Jobs, Political Beliefs, Role in Family, Favorite Sports, etc... There are no wrong answers!

2. Choose the top 5: The most important parts of yourself:

3. Divide the circle below into a pie chart with five parts, with each section of the circle equal to how much it is that you identify with that group:

4. Introduce yourself to your match by discussing the parts of you- Making the whole
Additional Mentoring Training Activities
These activities will be utilized in the QCC Mentoring Training:

Training Activity 1: “Say What” Role-Play
Find a partner. One person will play the mentor, and one person will play the mentee. The mentor will listen, actively, and the mentee will talk.

**Mentee:** Use one of the following topics to jumpstart your conversation.

First Week of Classes | Not Happy with a Grade | Too Much Homework | Tired of Being Mentored
Financial Aid Not Yet Received | Terrible Parking Situation | Looking for Campus Resources

**Mentor:** Use the following table to help yourself practice different types of “actions.”

<table>
<thead>
<tr>
<th>Type of Action</th>
<th>Purpose of Action</th>
<th>Implement</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>1. To convey interest in what the speaker is discussing</td>
<td>Don’t agree or disagree.</td>
<td>“I see…”</td>
</tr>
<tr>
<td></td>
<td>2. To keep the person talking</td>
<td>Use a noncommittal positive tone.</td>
<td>“Yes…”</td>
</tr>
<tr>
<td>Restating or</td>
<td>1. To show that you are listening and understand</td>
<td>Restate the other’s basic ideas, emphasizing the facts.</td>
<td>“If I understand, your idea is…”</td>
</tr>
<tr>
<td>Clarification</td>
<td>2. To check the listeners perception of the speaker’s message</td>
<td></td>
<td>“In other words, this is…”</td>
</tr>
<tr>
<td>Reflecting or</td>
<td>1. To show that you are listening and understand</td>
<td>Restate the other’s basic feelings</td>
<td>“You feel that…”</td>
</tr>
<tr>
<td>Paraphrasing</td>
<td>2. To show your understanding of their feelings</td>
<td></td>
<td>“You must feel angry that…”</td>
</tr>
<tr>
<td>Summarizing</td>
<td>1. To pull important ideas, facts, etc. together.</td>
<td>Restate, reflect, and summarize major ideas and feelings</td>
<td>“These seem to be the key ideas…”</td>
</tr>
<tr>
<td></td>
<td>2. To establish a basis for further discussion</td>
<td></td>
<td>“If I understand you, you feel that…”</td>
</tr>
<tr>
<td></td>
<td>3. To review progress</td>
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</tbody>
</table>

Switch roles when you’ve completed your turn (about eight minutes for each side).
Training Activity 2: Red Card/Green Card Boundary Game

A boundary is a line that separates one thing from another. Boundaries can be visible or invisible and they can be thought of as protective barriers that help keep us safe.

Boundaries help us separate one thing from another, and remain aware. Poor boundaries can lead to destructive side-effects including unmet or confused expectations.

- All relationships have assumptions behind them, based on societal values.
- These assumptions are rarely discussed openly in everyday conversation.
- Individuals may have different assumptions about certain relationships and their boundaries.
- Boundaries may be either physical and/or psychological.
- Boundaries are related to trust.
- There can be both negative and positive consequences when people try to change boundaries.
- There will often be resistance to changing boundaries from people who have previously established the boundaries.

To illustrate the differences in our individual boundaries we’re going to try a group activity. I’m going to read a situation and if this is something you would not do, hold up your red card. If this is something you would do hold up your green card. Remember there aren't any right or wrong answers.

1. Telling your mentee (whom you just met) about the first time you fell in love
2. Using social networking sites while at work
3. Hugging your mentee
4. Texting while driving
5. Tell your mentee where you live
6. Tell your mentee about your academic college experience
7. Tell your mentee about your social college experience
8. Talk to your mentee about sex
9. Tell your mentee personal information about a close friend
10. Ask your mentee to get something out of your purse
11. Accept a gift from your mentee’s family
12. Talking to your mentee about problems in your relationship with a significant other
13. Giving your mentee five dollars for a sandwich
14. Driving your mentee to a doctor’s appointment

If you ever have a question or concern around a boundary, please reach out to QCC Mentoring staff!
Training Activity 4: Cultural Responsiveness Assessment

This tool is designed to explore both individual and organizational cultural responsiveness. Its purpose is to help you consider your skills, knowledge, and awareness in the work to empower mentoring relationships. Its goal is to assist you to recognize what you can do on a personal level and organizationally to be more inclusive of youth, family, and stakeholders in your community.

We believe a major benefit of QCC Mentoring is the opportunity for our mentors and mentees to interact with an individual from a different culture and community. This assessment will help you prepare to serve as a culturally responsive and aware mentor.

Please read each statement and place a check in the appropriate column that follows. Please be as candid as possible with your responses, as there is no right or wrong answers to the following questions.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Sometimes</th>
<th>Fairly Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 I have a clear sense of my own ethnic, cultural, and racial identity.</td>
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<td></td>
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</tr>
<tr>
<td>2 I have biases that influence the way I think and behave.</td>
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<tr>
<td>3 I understand that my various identities provide both power and privilege in different ways.</td>
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<tr>
<td>4 I am knowledgeable about the experience of different cultural groups in the United States.</td>
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<tr>
<td>5 My social circle includes people of various cultural identities.</td>
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<td>6 I recognize and avoid language that reinforces stereotypes.</td>
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<tr>
<td>7 I seek to increase my knowledge of cultures different from my own.</td>
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<tr>
<td>8 I know and use a variety of relationship building skills to create connections with people who are different from me.</td>
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Additional Perks of QCC Mentoring

Athletic Membership
QCC Mentors are eligible to sign up for a QCC Athletic membership, free of charge. To receive this benefit, please fill out this form and bring it to the QCC Athletic Center. The Athletic Membership Form can be found in the next section of the handbook.
# Athletic Center Membership Application

**MEMBERSHIP TYPE** | **QTY** | **COST** | **TOTAL**
--- | --- | --- | ---
1. QCC Employee, Retiree, Board Member, Students and their Spouse & Children (26 yrs. & under) |  | NC | No Charge
2. QCC Alumni |  | $100 |  
3. Senior Citizen/ State Municipal Retiree |  | $100 |  
4. Individual Monthly Membership (15 and older) |  | $20 |  
5. Individual Yearly Membership (15 and older) |  | $150 |  
6. Family Year Members (2 adults & 2 children 17 & under) |  | $300 |  

**TOTAL AMOUNT DUE** |  

---

**PLEASE PRINT**

**NAME:** ____________________________ **PHONE:** ____________________________

**ADDRESS:** ____________________________ **D.O.B.** ____________________________

**CITY:** ____________________________ **STATE:** ____________________________ **ZIPCODE:** ____________________________

In case of Emergency: ____________________________ **Phone:** ____________________________

**ADD ONS:**

<table>
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<tr>
<th>D.O.B.</th>
<th>ID#</th>
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</table>

- Children under age 13 must be accompanied by an adult
- Children under age 15 are not allowed on weight equipment
- All year memberships are valid 12 months from start date
- Applicant is responsible for all add on members on the application
- Applicant agrees to follow all rules and regulations of the Athletic Center and QCC
- You are exercising at your own risk. Please be sure to read the hold harmless waiver as it releases QCC and the Athletic Center of responsibility for injuries you may incur while exercising in the facility
- Failure to follow rules and regulations will result in suspension of membership privileges

I certify that the above information is complete and accurate to the best of my knowledge. I have read and understand all information on the application. I also understand falsifying information can result in my membership being revoked.

**Applicant’s Signature:** ____________________________ **Date:** ____________________________

**If Under 18 Guardian Signature:** ____________________________ **Date:** ____________________________