

Quinsigamond Community College Mentoring

Mentor 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 will provide 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 networking to increase their likelihood of finding a rewarding career.

Contact Information for QCC Mentoring

Email: Mentoring@qcc.mass.edu

Phone number: 508 854 4573

Website: www.QCC.edu/Mentoring

About QCC Mentoring

Beginning in the fall of 2018, Quinsigamond Community College will launch a comprehensive new program that brings all mentoring 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 will provide extensive benefits to students, as well as professional development and networking opportunities for mentors.

Mentors and mentees will work to develop student success in three areas: Academic, Social, and Professional. Students will be connected with academic supports at QCC, and learn skills to succeed in their classes. Mentors and Mentees will join together for monthly events, to expand social networks and build community. Through their work with mentors, students will develop employer desired skills and gain an understanding of workplace expectations and networking to increase their likelihood of finding a rewarding career.

The QCC Mentoring program will host monthly workshops and social events for mentors and mentees throughout the academic year. Mentors will have access to QCC professional development, a complementary gym membership at QCC, as well access to the Fab Lab, library and additional on-campus resources.

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.

Mentor Responsibilities

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

- Schedule and attend a minimum of one, face to face session per month between with the mentee(s) during the each semester that should last for at least 30 minutes.
- If possible, attend Mentor training sessions on campus or at work place, 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

Events

QCC staff will inform mentors of campus events (workshops, discussions, resources, etc.) that can assist mentors in achieving the mission of QCC Mentoring. QCC mentoring will also host events designed to enrich the mentoring relationship.

History

Quinsigamond Community College has previously held multiple successful mentoring programs on campus, which consisted of faculty and staff members mentoring students in academic, social and professional areas. In 2018, Quinsigamond Community College brought all the previous mentoring programs under one umbrella initiative: QCC Mentoring. At this time, President Luis Pedraja invited community members from throughout the greater Worcester area to serve as mentors at QCC.

Mentor Domains: Academic, Social, Professional

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.

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.

QCC Mentoring Calendar of Events: December 2018 to May 2019

Event Title	Date	Time	Location	Target Audience	
	12/14/2018	Mentee Workshop: Mindfulness	12:00 PM	HLC 109 A, West Boylston Street Campus	Mentees
1/31/2019	QCC Mentoring Spring Kick Off	4:00-6:00 PM	HLC 109 A/B, West Boylston Street Campus	Mentees and Mentors: all encouraged to attend	
	2/22/2019	Mentee Workshop: Financial Literacy	12:00 PM	HLC 109 A, West Boylston Street Campus	Mentees
	2/26/2019	QCC Mentoring Event: Visit to AbbVie Pharmaceuticals	11:00 AM to 4:00PM	Bus leaves from QCC at 11:00: Event at AbbVie	Mentees and Mentors, especially those interested in STEM Fields
	3/7/2019	QCC Mentoring Event: Visit to Wakefly (Digital Media Company)	1:30: to 4:30 PM	Bus leaves from QCC at 1:30 PM. Event at Wakefly	Mentees and Mentors, especially those interested in Media, Business, and Computer information Sciences.
	3/29/2019	Mentee Workshop: Transferring	12:00 PM	HLC 109 A, West Boylston Street Campus	Mentees
	3/27/2019	QCC Mentoring Event: Getting to Know STEM at QCC	2:00-4:00 PM	HLC 109 A, West Boylston Street Campus	Mentees and Mentors
	4/12/2019	Mentee Workshop: Interview Skills and Mock Interviews	12:00 PM	HLC 109 A, West Boylston Street Campus	Mentees
4/29/2019	QCC Mentoring Event: End of Year Celebration	4:00-6:00 PM	HLC 109 A/B, West Boylston Street Campus	Mentees and Mentors: all encouraged to attend	
	5/3/2019	Mentee Workshop: Health and Wellness	12:00 PM	HLC 109 A, West Boylston Street Campus	Mentees

Being a Mentor

Please read and initial each statement.

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.

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.

Tinto, Vincent. "Promoting Retention Through Classroom Practice," Paper Presented at *Enhancing Student Retention: Using International Policy and Practice* Conference, Amsterdam, Nov. 5---7, 2003.

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.

Campbell, T.A. and Campbell, E.D. 1997. "Faculty/Student Mentor Program: Effects on Academic Performance and Retentions." *Research in Higher Education*, 38, 727-742.

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%).

Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first--- year, low achieving students. *Canadian Journal of Education* 28(4), 853---873.

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

Terenzini, P.T., Pascarella, E.T., and Blimling, G.S. 1996. "Students Out---of---class Experiences and their Influence on Learning and Cognitive Development: A Literature Review." *Journal of College Student Development*, 37, 149-162.

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

Bordes, V., & Arredondo, P. (2005). Mentoring and 1st year Latina/o students. *Journal of Hispanic Higher Education*, 4, 114---133.

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

Crisp, G. and Cruz, I. 2009. "Mentoring College Students: A Critical Review of the Literature between 1990 and 2007." *Research in Higher Education*, 50: 525–545.

- **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.**

Pope, M. L. (2002). *Community College Mentoring: Minority Student Perception*. *Community College Review*, 30(3), 31.

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Which research "pull quote" are you the most excited/intrigued about? Why?



MENTORING TIMELINE

June – August

- QCC staff will reach out to, and begin signing up participating mentors. If interested, potential mentors can:
 - Attend QCC Mentoring information sessions
 - Communicate directly with the QCC Mentoring staff
 - Fill out an online mentor application
- QCC staff will conduct outreach with local businesses, community organizations, and alumni groups

September – October

- QCC Mentoring staff will conduct informational sessions for students
- QCC Mentoring staff will distribute and collect mentee applications
- Mentors and Mentees will be matched
- Kick-off Orientation
- Monthly programming will begin in October

November – December

- Monthly programming will continue
- Mentors and Mentees Holiday social event
- Mid-year feedback survey will be distributed and collected

January – March

- QCC Mentoring staff will conduct formal check-ins with all mentoring pairs
- QCC staff will produce and distribute mid-year report based on survey results
- New Mentors and Mentees join the program for spring semester
- Monthly programming will continue

April – May

- Monthly programming will continue
- Year-end reception
- Spring semester feedback survey will be distributed and collected
- QCC mentoring Staff will produce a summary report for the academic year based on survey data and student results

Relationship Guidelines

- QCC Mentors and Mentees will be matched according to
 - Career interests
 - Academic interests
 - Personal interests
 - Availability to meet
- All QCC Mentor/Mentee pairs will be matched for the fall semester by the first Friday of October
- QCC Mentees will be asked to reach out via email before the first meeting
- First meeting will take place at QCC Mentoring Kick-Off Event
 - October 11th, Harrington Learning Center and Auditorium, 4:30 PM at Quinsigamond Community College
- 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 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:

- On the QCC West Boylston Campus in the Harrington Learning Center Café, Second floor study room, or advising cubicles (upon request) between 8 am and 8 pm.
- At a Quinsigamond Community College 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.

Setting Boundaries with your Mentee

As you and your mentee(s) 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 as a friend and ask you for certain favors that aren't appropriate for a mentoring relationship or a mentee 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 with your mentee, or your mentee is consistently pushing these boundaries, please inform QCC Mentoring staff immediately.

Several examples of a mentee crossing a boundary 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 mentee asking personal questions that you do not wish to answer.
- Your mentee engages in gossip about another faculty member, staff member, or student.
- Your mentee reveals intimate or unfriendly feelings towards you.
- Your mentee asks you for a ride somewhere.

All of the requests above are inappropriate for a mentee, 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 with your mentee.

QCC Campus Resources and Referrals

In the next section we will 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.

Program/Office	Services Offered	Target Population	Location	Contact	Notes	QCC link
Academic Advising	Guide students from entry to exit at QCC: provide faculty advisor, Administer Accuplacer, help with scheduling	All QCC students	Harrington Learning Center: Student Success Center	advising@qcc.mass.edu ; 508.854.4308	Great place to start with testing, resources, and steps to enroll.	https://theq.qcc.edu/ICS/Student_Services/Academic_Advising.jnz
Academic Tutoring	free tutoring for currently enrolled QCC students, in person and online. Math Center for Math support, Writing Center for Writing Support, General Academic Area tutoring, and Steps to Success for basic College Readiness Skills	All QCC students	HLC 208, 206, 222, 205	wcinfo@qcc.mass.edu ; gaa@qcc.mass.edu ; MathCenter@qcc.mass.edu ;	Many options- choose tutoring that matches need of student	https://theq.qcc.edu/ICS/Student_Services/Academic_Tutoring.jnz
Career Services	Assist students in finding careers after college	All QCC students	272A	508-854-4439; Email: careerservices@qcc.mass.edu	Helpful workshops listed on The Q page. Counselors can help students put together resumes, cover letters, prepare for interviews, and even find business casual clothing	https://theq.qcc.edu/ICS/Student_Services/Career_Services.jnz
Brothers & Keepers	Peer support to increase retention and success of male students	Male QCC students	170A	brothersandkeepers@qcc.mass.edu ; 508.854.7413	Program to assist students in obtaining the confidence, resources and skills needed to succeed academically and socially.	http://www.qcc.edu/brothers-keepers-program
Counseling Services	Free counseling services available to all.	All QCC students	162 A	twells@qcc.mass.edu ; 508.854.4479	If you believe a student is in need of counseling, you can refer them to counseling services, and notify QCC Mentoring Staff.	http://www.qcc.edu/services/counseling-services
Disability Services	Works with students to overcome any boundaries or issues that arise from a documented disability	Any QCC student with documented disability or in need of accommodation	246A	disabilityservices@qcc.mass.edu ; 5088544471	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.	http://www.qcc.edu/services/disability-services
Help Desk	The help desk can help any QCC student who is having difficulty with their technology or email communication.	Any QCC student	866A	help@qcc.mass.edu	All technical support and guidance for student technology can be found here.	https://theq.qcc.edu/ICS/Help/
Registrar	Office that organizes student registration for classes and provides transcripts	Any qcc student or alumni	152A	registrar@qcc.mass.edu ; 508.854.4257	If students in need of help registering for classes, have hold, etc...	https://theq.qcc.edu/ICS/Student_Services/Registrar.jnz
Transfer Services	Assists students who are planning or interested in transferring to another institution	Any QCC student	272A	transfer@qcc.mass.edu ; 508.854.4404	Helpful for students who want to continue to four year college, or to learn more about it. Scholarships: https://theq.qcc.edu/ICS/Student_Services/Transfer_Services_Scholarships.jnz	https://theq.qcc.edu/ICS/Student_Services/Transfer_Services.jnz
Trio: Fast Forward	Assists special population students with support services to succeed in QCC: One stop shop for academic, financial aid, and college counseling.	First generation, economically disadvantaged college students, and students with disabilities at QCC	170A	triosss@qcc.mass.edu ; 508-854-4458	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.	http://www.qcc.edu/services/trio-student-support-services
Library Services	Library services can help students with research acquiring books for courses, and help with homework assignments	Any QCC student	HLC 3rd floor	508-854-4366 reference@qcc.mass.edu	Librarians are a very helpful resource that many students do not know about or access.	http://qcc.mass.libguides.com/c.php?g=556057&p=3823430
Student Clubs	There are a wide variety of clubs for students to join, which will help them engage with the college community.	Any QCC student	N/A	mbeane@qcc.mass.edu	Direct students to any club that fits their interests: Or have them start their own club.	http://www.qcc.edu/student-life/clubs-and-organizations
Testing	Testing office can help students prepare for an take the appropriate placement tests needed for entry at QCC.	Any QCC Student	58A	testing@qcc.mass.edu ; 508.854.2784	Students need photo ID for any testing at QCC	https://www.qcc.edu/services/testing
Dean of Students	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	Any QCC Student	365A	tvecchio@qcc.mass.edu	The number one advocate for students	
Financial Aid	The goal of the Financial Aid Office is to assure that students do not have financial barriers if they want to earn a college degree or certificate. Our office is committed to helping students receive the financial assistance they need to attend QCC. We offer a wide variety of federal, state and institutional assistance programs.	Any QCC Student	Harrington Learning Center: Student Success Center	FinancialAid@qcc.mass.edu ; 508.854.4261	Great resource for your mentee if they have any financial questions at all about paying for QCC, work study, or taking additional classes.	https://www.qcc.edu/financial-aid-scholarships

Resources and Referral Quiz

Scenario One: Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition, unable to pay for books, or even unable to pay for food and transportation to QCC for classes. 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 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

Answers:

Scenario One: Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition, unable to pay for books, or even unable to pay for food and transportation to QCC for classes. 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.

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, 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 mentor, you will likely find many ways that your background differs from your mentee'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- One of the best things you can do to help bring the age gap between you and your mentee is to question your assumptions. For example, to help you relate to your mentee you have probably spent some time thinking about what your life was like as a teen. That's great, but keep in mind that life for young people today is very different in ways both positive and negative. One obvious example is technology in the form of things like cell phones, electronic games, and Instant Messaging. These resources are widely available, though in some families it's not affordable, further widening the gap between "haves" and "have nots."

Furthermore, in some cases technology may be helpful and useful, and in other cases, such as violent video games, it can be harmful. To better understand your mentee's "world" check out pop culture. Ask your mentee to introduce you to the latest music, movies, activities, and places.

Family System Differences- between mentors and mentees are another influence. Perhaps, for example:

- You own your home while your mentee's family rents one and shares it with many extended family members. Or your mentee lives in a foster home or with a friends' family.
- You own or lease a car while your mentee uses public transportation or gets rides from friends or family.
- You have a home computer and use email a lot while your mentee doesn't have a computer and also has to share a room with siblings so doesn't have privacy for phone calls, much less homework.
- You have lived in the same home for several years while in the same period your mentee has moved four times.

Socioeconomic Differences-

Poverty, in particular, is a cultural factor that can stress a mentoring relationship in unique ways.

For example, a mentee whose family has lived for generations in poverty might spend \$100 on designer clothing in order to enjoy the moment. A mentor might think it would be better to save for "the future." That future, however, may seem very uncertain and unpredictable to the young person. And perhaps holding on to the money might mean risking having it stolen, and putting it in a bank isn't an option because a) there's no reliable way to get there, and b) institutions like banks aren't trustworthy. But all of this will vary, of course, from person to person. If you take the time to understand your mentee's personal views, you might be able to sensitively start to create together a new, positive perspective. Also ask your match support staff for information or training, regarding socioeconomic gaps or differences.

Try It

Many mentor matches find that they appreciate talking about cultural differences and similarities. Start with simple discussions about things like communication styles, slang, and body language. Then share something else like a favorite "traditional" food, type of music, or event. Next, learn together about an aspect of a culture that's different from either of yours.

Slowly but surely you'll build a strong relationship based on mutual understanding and respect!

Makes You Think

Nearly 20% of families in the United States speak a language other than English in their own homes.¹

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 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.

¹ <http://quickfacts.census.gov/qfd/states/27000.html>

Active Listening:

We encourage our Mentors to always 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:

Guide on the Side: 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 of interest? Or 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 Mentoring Monthly Area of Focus

QCC Mentoring will provide monthly areas of focus for your use as a mentor. Each month you will receive a list of questions and possible activities you can discuss and complete with your mentee. This area of focus is meant to serve as a guide and jump start your session each month. It is not a requirement of the program, although we encourage using the areas of focus in the beginning of the program to build a rapport with your mentee.

October: Professional and Academic Communication

November: Engagement in Community

December: Self-Care

January: Preparing for Job Search and Life after College

February: Financial Planning and Literacy

March: Academic Goals and Aspirations

April: Preparing for Job Interviews and Presenting Yourself

Mentee Workshops: These workshops are designed for Mentees, and we ask that you highly encourage your mentee to attend. If you are interested, you may attend with your mentees. Contact mentoring@qcc.mass.edu if you would like to attend a session.

10/12/2018: Career Services Etiquette Luncheon 12pm

11/16/2018: How to Get Involved on Campus 12pm

12/14/2018: Mindfulness 12pm

2/22/2019: Financial Literacy 12pm

3/22/2019: Transferring

4/12/2019: Interviewing Skills Mock Interviewing 12pm

5/3/2019: Health and Wellness 12pm

Additional Perks of QCC Mentoring

Parking Pass

This pass will allow you to park on the West Boylston Street campus, in the upper lots. Please make sure to fill out a new form in the Spring semester. The parking pass can be found in the next section of the handbook. Please fill it out, rip it from this packet, and place it on your dashboard when you come to QCC for Mentoring Sessions.

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.

QCC Temporary Visitor Parking Pass

Place on dashboard



GUEST PARKING PASS – QCC Mentoring

Plate Number _____

GOOD THIS DATE ONLY: 12/19/18-5/23/19

*For use in the visitor parking area **Lot#1-Lot#5***

2019 Parking Pass#2336santner

Approved: DC DiGiovanni

Driving Directions:

Main Campus- 670 West Boylston Street, Worcester, Massachusetts 01606

From Boston or East of 495

Massachusetts Turnpike to Rt. 495 North to Rt. 290 West to Rt. 190 North to Exit 1 West Boylston Street – North 1 mile to campus (on right).

From Springfield or West

Massachusetts Turnpike to Rt. 290 East to Rt. 190 North ½ mile to Exit 1 West Boylston Street – North 1 mile to campus (on right).

From Lowell or North

Rt. 495 to Rt. 2 West to Rt. 190 South to Exit 4 West Boylston Street, South 1 ½ miles to campus on your left.

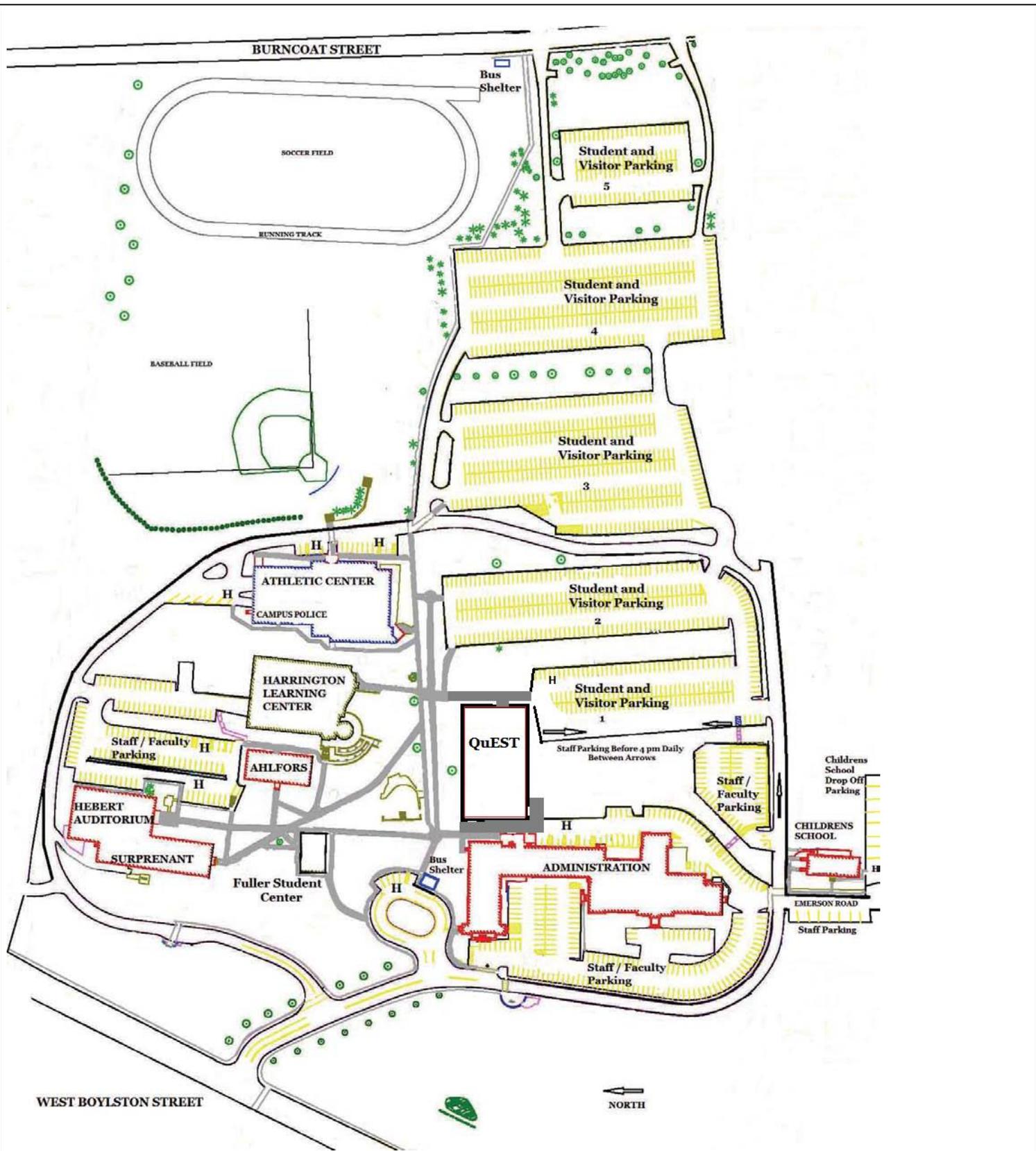
SOUTHBRIDGE- 5 Optical Drive, Southbridge, MA

From Worcester

- Take I-290 W toward Auburn
- Take exit 8 toward RT-12 S/Webster
- Turn Left onto Oxford St N
- Turn Right onto Southbridge St/MA-12
- Turn slight Right onto US-20/Southbridge Rd.
- Turn Left onto US-20/Southbridge Rd.
- Turn Left onto MA-169/Southbridge Rd.
- Follow approx. 5 miles into Southbridge
- Turn Left onto Mechanic St.
- Continue through one stop light, the entrance to QCC is on your Left

From Springfield

- Take I-291 E. ramp toward US-20 E/Mass Pike/Boston
- Merge onto I-291 N
- Merge onto I-90 E/Mass Pike via exit 7
- Merge onto I-84 W/Wilbur Cross Hwy via exit 9 toward Sturbridge/Hartford
- After toll, merge onto I-84 West
- Take First Right Exit 3B onto Rte. 20 West
- Turn Left at First Stoplight onto Route 131
- Follow Rte. 131 for approx. 4 miles into Southbridge
- Continue to rotary halfway around onto Mechanic Street
- The entrance to QCC is on your Right



Campus Police
 670 West Boylston Street
 Worcester, MA 01606
 Emergency 508-854-4444



QUINSIGAMOND
 Community College

H = Handicapped Parking Admissions = Harrington Learning Center

QUINSIGAMOND COMMUNITY COLLEGE ID# _____
Athletic Center Membership Application

<u>MEMBERSHIP TYPE</u>	<u>QTY</u>	<u>COST</u>	<u>TOTAL</u>
1. <u>QCC</u> 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: _____ **D.O.B.** _____ **ID#** _____
 _____ **D.O.B.** _____ **ID#** _____
 _____ **D.O.B.** _____ **ID#** _____

- 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:** _____

Additional Mentor 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 | Terrible Parking Situation | Financial Aid Not Yet Received | Too Much Homework | Looking for Campus Resources | Tired of Being Mentored

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

Active Listening Techniques

Type of Action	Purpose of Action	Implement	Examples
Encouraging	<ol style="list-style-type: none"> To convey interest in what the speaker is discussing To keep the person talking 	Don't agree or disagree. Use a noncommittal positive tone.	“I see...” “Yes...”
Restating or Clarification	<ol style="list-style-type: none"> To show that you are listening and understand To check the listeners perception of the speaker's message 	Restate the other's basic ideas, emphasizing the facts.	“If I understand, your idea is...” “In other words, this is...”
Reflecting or paraphrasing	<ol style="list-style-type: none"> To show that you are listening and understand To show your understanding of their feelings 	Restate the other's basic feelings	“You feel that...” “You must feel angry that...”
Summarizing	<ol style="list-style-type: none"> To pull important ideas, facts, etc. together. To establish a basis for further discussion To review progress 	Restate, reflect, and summarize major ideas and feelings	“These seem to be the key ideas...” “If I understand you, you feel that...”

Switch roles when you've completed your turn (about eight minutes for each side).

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!

Assumption Activity

Pair up with an individual that you don't know well. Without exchanging any information (no speaking!), fill out the questions below. Afterwards, you will be instructed to share your answers with your partner.

1. Where was your partner born?
2. What type of car does your partner drive?
3. Does your partner rent or own his or her house?
4. Who else lives at your partner's house?
5. What does your partner do in his/her spare time?
6. What is your partner's favorite type of food?

How did you fill out the information requested? Was any of it correct?

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.

REPLACE

	Statement	Never	Sometimes	Fairly Often	Always
1.	I have a clear sense of my own ethnic, cultural, and racial identity.				
2.	I have biases that influence the way I think and behave.				
3.	I understand that my various identities provide both power and privilege in different ways.				
4.	I am knowledgeable about the experience of different cultural groups in the United States.				
5.	My social circle includes people of various cultural identities.				
6.	I recognize and avoid language that reinforces stereotypes.				
7.	I seek to increase my knowledge of cultures different from my own.				

8.	I know and use a variety of relationship building skills to create connections with people who are different from me.				
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