WOCHA MENTOR HANDBOOK

2018-19 Academic Year

WOMEN OF COLOR, HONOR & AMBITION (WOCHA)

MU Division of Inclusion, Diversity & Equity –
Access & Leadership Development
About Women of Color, Honor & Ambition (WOCHA)

The Women of Color, Honor and Ambition (WOCHA) program is a one-year initiative open to all undergraduate students who identify as women between their second and fifth academic years of study. WOCHA is specifically designed through the lens of students of color, and seeks to positively impact participants in the areas of character building (i.e., ambition and integrity), achievement, health and wellness, and service. The MU Division of Inclusion, Diversity & Equity is charged with providing oversight for the WOCHA program.

Mission

The WOCHA program seeks to provide personal, academic, cultural, social, and professional and leadership development to undergraduate women enrolled at Mizzou.

Vision

WOCHA participants will achieve academic excellence, graduate from college, and empowered to become successful leaders in their respective careers and communities. Participants will be actively engaged in the Mizzou community and committed to achieving in every phase of human endeavor.

Pillars

- Achievement
- Ambition
- Health and Wellness
- Integrity
- Service

How Applicants Are Selected

WOCHA cohort participants are selected through an application review process that occurs during the spring semester prior to the start of an academic year. Applicants are required to:

- Have a GPA if 2.5 (minimum) or 2.75 (preferred).
- Make a personal commitment to both attendance and academic excellence.
- Submit a personal statement of 500 words or less regarding the importance of WOCHA's foundational pillars to personal, professional and academic goals.
- Submit a letter of recommendation.
• Complete and submit the online application.

The WOCHA Advisory Committee is charged with reviewing complete applications. Applicants who meet the eligibility requirements are then extended an invite for a group interview with the WOCHA Advisory Committee. After the interview process concludes, applicants are notified within 5-7 business days of their acceptance or non-acceptance to the program. Specific reasons for non-acceptance are also provided to applicants with the hope that they will reapply the following spring.

Program Overview

Over the course of an academic year, selected students participate in a series of workshops conducted by Mizzou faculty and staff as well as local community leaders. These workshops are essentially designed to meet the following programs goals:

• Increase the retention rates of women of color.
• Foster a sense of community among participants.
• Support and challenge women of color to achieve academic excellence.
• Develop an increased awareness surrounding academic support mechanisms, business acumen, professional attire, etiquette and various social activities.

Monthly Weekend Outings

WOCHA participants pledge to attend no less than 75 percent of program activities - including both in-person sessions and virtual meetings. These sessions may include, but are not limited to, training opportunities with Dale Carnegie, service learning/community service activities, and physical fitness workouts. Leadership training provided by Dale Carnegie representatives teaches participants how to sharpen their skills and improve overall performance. The Physical Fitness Challenge aims to support participants’ health awareness and development through their participation in wellness activities. WOCHA participants set wellness goals at the beginning of the program with the intent to accomplish those goals by the end of the academic year. Community service activities are selected by the participants. After completing the service component, WOCHA participants are required to put together a presentation that speaks directly to their experience. Monthly weekend outings are designed to positively impact each participant’s personal, academic, cultural, social, professional and leadership development.
WOCHA Wednesdays

WOCHA Wednesdays are held throughout the academic year for participants. WOCHA Wednesdays provide participants with an opportunity to check in with the entire cohort. Planned activities for WOCHA Wednesdays may include academic check-ins, physical fitness classes, or a guest speaker.

WOCHA Mentorship

Mentorship and support are key drivers of success, yet women can have a harder time finding mentors, especially ones with influence. In an effort to enrich the student experience, a mentorship program has been implemented to help WOCHA participants connect to and create unique relationships with internal and external professionals. This program component seeks to provide a mutually enriching experience for both the mentor and mentee, as they will be afforded opportunities to share various experiences (i.e., academic, personal, professional, social and more) while learning from each other.

What is A Mentor?

A mentor is an experienced, successful and knowledgeable professional who willingly accepts the responsibility of facilitating the professional growth and support of a mentee through a mutually beneficial relationship.

A Mentor Is A...

- Friend
- Coach
- Companion
- Supporter
- Advisor
- Role model
- Resource for new ideas and opportunities
- Person to talk to

A Mentor Is Not A...

- Social worker
- Parent
- Super hero
• Parole officer
• Source of money
• Therapist
• Solution to all problems

**Recruitment**

Over the course of the spring semester, WOCHA program leads work to recruit as large and diverse a pool of potential mentors as possible for the incoming cohort. Once potential mentors indicate their interest, they are asked to fill out a Mentor Application (or asked to provide the information requested on the form during a phone call). On this form, potential mentors provided information on their mentorship experience, professional experience, areas of content expertise, and geographic areas in which they had worked or had specialized knowledge.

Using both the student and mentor applications, mentees are matched by WOCHA program leads based primarily on the mentee’s requested mentor attributes and mentor’s stated areas of expertise and experience. Pairing helps create appropriate mentoring relationships by using strategies most likely to increase the odds that the relationship will be effective. Prospective mentors are properly vetted by WOCHA program leads prior to receiving notification of their acceptance.

WOCHA mentors and mentees will have their first formal in-person Meet and Greet activity in February. Coordination for this event will be handled by WOCHA program leads.

**Mentorship Agreement**

The WOCHA Mentorship Agreement is a document that is shared between the mentor and mentee to complete at the beginning of the relationship. The agreement and mentoring relationship may be terminated at any time, however it is anticipated that the pairing will agree to commitment to one another for an academic year. At the end of the program, it may be decided to continue with the relationship or end the commitment. In either case, it is the hope that mentors will remain in contact with their mentees.

**Great Expectations**

It is important to remember that the purpose of mentoring is to **build a relationship**. The mentor’s primary mission should be to establish trust and to be a supportive role model in the mentee’s life.
As a Mentor…

Do Expect…

- To be a positive role model to your mentee
- The relationship to be one-directional, at least to start
- Some change to happen
- Maintain communication with your mentee
- Demonstrating interest in personal and professional development
- To support your mentee in reaching their goals
- To experience some frustration as a mentor
- To be busy
- To make some impact in your mentee’s life
- **To meet with your mentee twice a month.**

Do **NOT** Expect…

- To “reform” or “save” your mentee
- Your mentee to confide in you or trust you, at least to start
- Great change quickly
- Your goals to mirror your mentee’s goals for themselves
- That you will be “best-friends-at-first-sight”
- Your mentee to schedule meetings or develop plans
- To know about or understand the impact you have made

* If a prospective mentor is worried by the expectations or commitment, it is likely that they will not be an ideal candidate.

**In-Person Meetings**

Mentors are required to meet with their mentee twice a month for a total of two hours. These meetings are designed to provide a platform for mentor and mentee to engage freely in an effort to connect with one another. Mentors and mentees should work together to schedule and plan for regular monthly meetings.
**E-Mentoring**

E-Mentoring offers a distance mentoring option that enables WOCHA participants their mentors to communicate (i.e., telephone or video conferencing) at their convenience. E-Mentoring can and will work, but it requires a unique skill set to optimize the outcomes. You will need to have technology in place that provided a safe and secure environment for communication exchanges, archives all messages, and has the ability to track communications between you and your mentee.

**Engagement Evaluations**

At the end of each month, mentors will be sent an evaluation form to complete and submit regarding their level of engagement with WOCHA mentees. The form will specifically ask questions that will glean quantitative and qualitative measures for engagement. WOCHA program leads will use information provided on the evaluations to formulate a year-end report.

**Mentee Reflections**

At the end of each month, WOCHA mentees will be required to submit a form that outlines their level of engagement with assigned mentors. These documents will give the mentees an opportunity to add their thoughts and analysis to what they have experienced throughout the mentorship process. WOCHA program leads will use information provided in the reflections to formulate a year-end report.

**Mentoring Activities**

During the mentoring relationship, you and mentee will spend time together doing various activities. Depending on your program, these activities might be planned for you by WOCHA program staff or you may have to come up with ideas with your mentee.

Give your mentee a voice in this process and avoid planning every activity for them. Let them tell you what they would like to do. If they’re having trouble thinking of ideas, give them a few different options based on their interests. Alternatively, you and your mentee could develop a long list of ideas early on to choose from throughout the relationship.
Ideas for Outings (Optional)

Community Service Opportunities

- Help a local nonprofit agency with a mass mailing or recruit donors by telephone
- Volunteer with a local nonprofit to help people learn to read
- Visit a local nursing home or hospital
- Deliver meals, gifts, and blankets to shelters for the homeless, the abused or to families in need.

Arts, Crafts, and Other Activities

- Go to an art or music festival
- See a play
- Read a favorite book together
- Attend a Poetry Slam event
- Visit an art museum

Animals and Nature

- Take a hike
- Go on picnic
- Complete an outdoor workout together
- Visit a local farmer’s market

Sports and Physical Activities

- Do an “-a-thon” together (e.g., walk-a-thon, bike-a-thon, marathon) for a good cause
- Play a round of miniature golf
- Do an exercise circuit at a local park
- Go swimming at a local pool
**Setting Goals**

Beyond having fun with one another, setting goals with your mentee and working towards them together will be your primary activity. When setting goals, make sure they are **S.M.A.R.T.**

**Specific** – Answer the “who, what, when, where, why, how, and “which” questions.

**Measurable** – Create benchmarks to check your progress. Determine how exactly you will now when your goal has been attained.

**Achievable** – Make sure that it is realistic to attain the goal within your timeframe keeping other responsibilities in mind.

**Relevant** – Does the goal matter? How will it create a positive change? What will be the impact of reaching the goal?

**Timely** – Create a timeframe for the goal to be achieved. Have a due date and check in dates to measure progress.
Sharing Culture with Your Mentee

What’s important to remember about diversity is to be inclusive – be respectful and welcoming of all of the differences you encounter. Your mentee will undoubtedly have culture, identities, and experiences that differ from your own. Explore those differences with your mentee and also find commonalities. Ask about your mentee’s family, their traditions, and what’s important to them. Share with your mentee about your culture and identity, and perhaps how things were for you at their age. You’ll be surprised at how much you can learn!

The diversity among us helps us to learn more about other ways of life and provides the opportunity to share the wealth of experiences each of us has with one another.
Mentorship Tools

**The B.E.S.T. Model**

All relationships go through stages. The B.E.S.T. model demonstrates the typical lifestyle of mentor relationships: **Building**, **Enhancing**, **Sustaining**, and **Transitioning**.

**Stage One: Building**

The first stage of the mentoring lifecycle is building the relationship – meeting your mentee for the first time, establishing trust, clarifying roles, and agreeing on boundaries are all part of this stage.

You and your mentee will both have some anxiety and/or excitement about building this new relationship. Take the initiative to explore mutual interests and find common ground.

Because trust is so fragile at this point, it is extremely important to be consistent, authentic, and open-minded. What you do now will set the tone for the rest of the mentoring relationship.

**Stage Two: Enhancing**

Stage two involves enhancing the mentoring relationship. This means exploring interests in depth, setting goals, and offering yourself as a resource to your mentee.

The goals you set can be personal in nature, career-oriented, academics-focused, or anything else that your mentee has in mind. Remember – this is a time for your mentee to talk about their ambitions; not an opportunity for you to impose your goals onto them.

**Stage Three: Sustaining**

In the third stage of the mentoring relationship, trust has been established and conversation is more comfortable, personal and open. Working on goals might be a central focus of the relationship.

While this new level of comfort is wonderful, it also might come with some new challenges. You and your mentee may struggle to live up to the expectations you agreed to at the start of the relationship. If this happens, you might re-negotiate the terms of your relationship by evaluating what you have accomplished, what new goals you have, and how you would like to work on them together.

**Stage Four: Transitioning**

Change can be a scary thing, but they can be made easier by preparing for them. A good way to prepare for relationship transition with your mentee is to talk about it! Celebrate how much you have accomplished, and remind your mentee how much
time remains. Part of these discussions should include what you want your relationship to look like once the program ends.

No matter when you decide to transition out of the mentoring relationship, be sure to give yourself and your mentee closure. Closure means ending the relationship on a good note, celebrating the time you have spent together, and clarifying your relationship moving forward. Make sure you are both on the same page.
Nine Tips for Establishing Trust

Trust can be a very difficult thing to establish. Both you and your mentee will bring your own set of expectations, hopes, and experiences to the relationship.

All of these things affect the way the relationship will develop, the purpose and goals of the relationship, and the boundaries you and your mentee establish.

Consistency is a big part of trust building. Make sure your actions and your words match and that you follow through on commitments.

Know that you will get busy. Things will come up. What’s important is to be open and honest about your limitations and realistic about your commitments to your mentee.

1. **Be a Friend** - Be your mentee’s peer and friend – not another authority figure or parent.

2. **Mutual Respect** - Don’t impose your beliefs or push your mentee to do things they don’t want to do. Know that you are two different individuals.

3. **Listen** - Try to pick up on your mentee’s interests, concerns, and goals through active listening. Don’t give advice unless asked first.

4. **Take a Step Back** – Make sure your mentee knows that they are the focus. Let them decide what to do, what to talk about, and what goals to work on.

5. **Be Supportive** – Avoid dismissive language like “that’s not a big deal.” Show them that you are on their side.

6. **Be Consistent** – Do what you say you will do. Follow through. Be present and attentive to your mentee while you are together.

7. **Have Fun** – Resist the urge to be totally focused on goals. Having fun together in the beginning can help you work on more challenging things later on.

8. **Be Yourself** - Don’t put on a role to try and “connect” with your mentee. Being authentic is the best thing to do.

9. **Be Realistic** – Don’t agree to extravagant requests – things that cost unreasonable amounts of time, money or effort. Be realistic when setting goals.
**Setting Boundaries**

Setting boundaries in the mentoring relationship will help to ensure that you and your mentee have realistic expectations of one another and can also help you to avoid some awkward situations.

Some good boundaries to set up with our mentee might include:

- What conversation topics are off-limits
- Language/words that are off-limits
- The kind of relationship you develop with your mentee’s family
- How much money you are willing to spend on your mentee
- What ways are appropriate to communicate with one another, what times of day, and how frequently
- Types of behaviors that are off-limits
- Defining your role – what you can and cannot reasonably do with and for your mentee
**Setting a Good Example**

As individuals, we juggle many different parts of our lives. We all go through life with different experiences and face different decisions. We all make mistakes, and we all have our own hurdles to overcome.

Setting boundaries enables you to separate your personal life from the relationship you have with your mentee. Be mindful about which types of personal information, experiences, and stories to share with your mentee. Keep in mind that the struggles you are facing relative to your age may not be appropriate or practical to share with your mentee.


Finding Support

As a peer mentor, you do not need to have all of the answers. One of the most important skills you can learn from mentoring is how to ask for help. For some issues, you can find ways to respectfully and confidentially troubleshoot with others you trust.

Remember – you can ask for help from:

- WOCHA Program Staff
- Other Mentors
- MU Counseling Center (https://counseling.missouri.edu/)
- MU Student Health Center (https://studenthealth.missouri.edu/)

While the information your mentee shares with you should generally be kept private, there are some situations that merit full-disclosure of information – as in situations where your mentee is a risk to themselves or others.

In addition, MU Policy states that any employee of the University, except specific confidential resources, who becomes aware of sex discrimination as defined in policy 600.020 (including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation) is a Mandated Reporter, regardless of whether the recipient of the behavior is a student, employee, volunteer or visitor of the University: http://civilrights.missouri.edu/reporting/.

A Mandated Reporter is required to promptly report the information to the Title IX Coordinator, regardless of whether the person reporting the information to you requests confidentiality and regardless of how you become aware of the offensive behavior (personal observation, direct information from the subject of the behavior, indirect information from a third party, etc.). You should warn the Complainant that you must report all known information, including names of involved parties, if known, and all other information in your possession.
Handling Tough Issues

While together, you and your mentee may encounter some difficult issues such as:

- Substance use and abuse
- Abuse, violence and bullying
- Mental health issues
- Peer pressure
- Sexuality and relationships
- Death

With many of these issues, engaging in open and honest conversation about the problem is an important way to learn more and determine the best course of action. As a peer mentor, your role is to direct your mentee to the appropriate resources, whether that is a referral to a professional or sharing a good news article. When discussing these issues remember to remain calm and nonjudgmental.

Just because one of these issues comes up in conversation does not mean that your mentee is in imminent danger. For instance, if your mentee is curious about using illegal substances, talking about it encourages your mentee to ask questions and learn information about the risks of these activities.

Sometimes, just having a trustworthy friend to talk to about these issues can help enormously. Show your support by using active listening skills, affirming their feelings, and empathizing with their struggles. After having that moment of affirmation, you can move on to exploring options and pursuing the best solution.
Deciding to Report a Problem

When you notify an administrator about your concerns or observations, tell your mentee immediately prior to the report and talk to them about why you made your decision. Make sure they know that you are on their side and that you want what’s best for them. Offer to support them in any way that you are able to, but don’t make promises you can’t keep.

The following list can help you identify whether or not your mentee has a problem that should be discussed and/or reported.

Warning Signs

General warning signs:
- Loss of interest in coursework
- Spending a lot of time alone
- Severe mood swings
- Sleeping a lot or very little
- Eating a lot or very little
- Turning away from personal contacts
- Engaging in risky behaviors

Substance abuse:
- Irrational, clumsy, “spaced out” behavior
- Lying
- Secretiveness

Abuse, violence and bullying:
- Injuries that can’t be accounted for
- Physical defensiveness; getting jumpy or nervous
- Sudden onset of compulsive or self-destructive behavior
MU Policy states that any employee of the University, except specific confidential resources, who becomes aware of sex discrimination as defined in policy 600.020 (including sexual harassment, sexual misconduct, stalking on the basis of sex, dating/intimate partner violence or sexual exploitation) is a Mandated Reporter, regardless of whether the recipient of the behavior is a student, employee, volunteer or visitor of the University: http://civilrights.missouri.edu/reporting/.

Mental health issues:

- Becoming withdrawn
- Talking about death or dying
- Prolonged sadness; expression of hopelessness
- Prolonged nervousness or anxiety
- Severe insecurity
- Inexplicable and irrational behavior
- Unhealthy coping mechanisms – sexual activity, drug use, self-harm, etc.
WOCHA Program Support

In order for you to have the best mentoring experience possible, please do not hesitate to contact WOCHA program staff at any time if you have questions or concerns. We will also keep in regular contact with you by sending updates via email.

The mentoring relationship is intended to last until a student graduates from the WOCHA program; however, we ask that mentors and mentees evaluate their relationship on a monthly basis. Questions or concerns regarding WOCHA Mentorship, should be directed to:

Morgan McAboy-Young
Associate Director – Access Programming & Outreach Initiatives
MU Division of Inclusion, Diversity & Equity
Access and Leadership Development
mcaboyyoungm@missouri.edu

Aliyha Hill
Graduate Assistant
MU Division of Inclusion, Diversity & Equity
Access and Leadership Development
ahrw5@mail.missouri.edu
Mentor Application

Thank you for your interest in serving as a WOCHA Mentor. The program, which is specifically designed through the lens of students of color, aims to positively impact academic efforts and develop successful leaders of tomorrow. By serving as a mentor, you will support and challenge undergraduate students who identify as women to achieve academic excellence. Mentorship will assist the WOCHA participants to connect to and create relationships with internal and external professionals. To complete the WOCHA Mentor Application, please log on to: https://missouri.qualtrics.com/jfe/form/SV_1T6rwQYfb3yfhgp. Information provided on the application will be used to pair you with a WOCHA mentee.

For more details on the mentorship process, please email Morgan McAboy-Young (mcaboyyoungm@missouri.edu) or Aliyha Hill (ahrw5@mail.missouri.edu).
Mentoring Agreement

We are both voluntarily entering into this partnership. We wish this to be a rewarding experience, spending most of our time discussing developmental activities. We agree that...

1. The mentoring relationship will last for ______________ months. This period will be evaluated throughout the academic year.

2. We will meet at least once every ______________ weeks. Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will agree a date for the next meeting.

3. Each meeting will last a minimum of ______________ minutes and a maximum of ______________ minutes (A minimum of 10 hours of contact per semester is required.).

4. In between meetings we will contact each other by telephone/email no more than once every ______________ weeks/days.

5. The aim of the partnership is to accomplish the following goals and objectives:
   1.
   2.
   3.

6. We agree that the role of the mentor is to:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ______________

7. We agree that the role of the mentee is to:
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ______________

8. We agree to keep the content of these meetings confidential.

9. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.
We will review this agreement throughout the academic year in order to evaluate the mentoring partnership. In the event one of us believes it is no longer productive for us to continue or the learning situation is compromised, we may decide to seek outside intervention or conclude the relationship. In this event, we agree to use closure as a learning opportunity.

Name ___________________________ Date __________

Name ___________________________ Date __________
Engagement Evaluation

Evaluating the mentoring interactions candidly and regularly will help the Mentor and Mentee stay focused, effective, and productive. It allows both parties to make adjustments going forward to ensure the highest quality mentoring relationship. In order to accurately assess interactions with your mentee, please complete and submit the form below to Morgan McAboy-Young (mcaboyyoungm@missouri.edu) or Alihya Hill (ahrw5@mail.missouri.edu) by the last Friday of each month.

1. Aspects of our interactions that are working well are:

2. Our relationship could improve if:

3. This has been most useful to me:

4. This has been least useful to me:

5. The quality and frequency of our communications is:

6. My overall evaluation of our monthly interaction is:
Mentee Reflection

To be completed after each meeting with your mentor. Email competed forms to please email Morgan McAbroy-Young (mcaboyyoungm@missouri.edu) or Aliyha Hill (ahrw5@mail.missouri.edu). Forms should be submitted by the last Friday of each month.

Name:

Date and Time of meeting:

Mentor:

Location:

Define your expectations of the meeting:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>Somewhat</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were your meeting expectations met?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the meeting productive?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was the length of meeting sufficient?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Next scheduled meeting with mentor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What did you like/dislike about the mentoring sessions?

What could have been done to make the mentoring experience a better one?

What points did you take away from the mentoring session?
References

- Kansas State University, College of Human Ecology, Mentor Handbook - http://www.he.k-state.edu/mentoring
