



**Mentee and Mentor Handbook**  
**Winter 2023**

To the students, alumni, and the College community:

**Thank you for your support and participation!**

In a collaboration between the Levett Career Center and the Office of Alumni Relations, the **COACH Mentoring Program** launched its pilot year in Winter 2021. With the help from the Educator Preparation Program at Hanover College, we are excited to introduce **COACH For Education**, the first student-to-alumni mentoring program directly targeted for students studying in the Education Department.

As we began to plan in the summer of 2019, the current pandemic was nowhere in our “plan.” We could have considered the pandemic as a roadblock, preventing us from moving forward; however, we took advantage of this unforeseeable event and turned it into an opportunity and a reason. If we have learned anything from this past year, let’s hope this year has strengthened us; to be more thoughtful, more helpful, and more proactive.

We know more than ever, things can change, as we have adjusted this year’s programs from the pilot year. And we expect this program will shift and evolve year to year. To see the longevity of this program, we welcome suggestions for maintaining, changing, or improving elements of this program.

Thank you!



**Jenny Siepler Moss '06**

Executive Director  
Levett Career Center



**Christy Hughes**

Director  
Office of Alumni Relations



**Dr. Dustin Bailey**

Head, Education Preparation Program  
Education Department

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## **What is the COACH For Education?**

The COACH For Education aims to connect sophomores with alumni mentors in relation to their interests and experience in the Education department or industry. We believe when students reach their second year of college, the “new” feeling of college can wear off and the “questioning” feeling becomes a quick replacement:

- What should I choose as my major?
- What can I do with “x” major?
- Should I be considering graduate school?
- How are alumni using their degree in their professions?

Furthermore, questions or concern for non-academic related topics may arise, such as:

- How can I better balance my social life and academic life, while also thinking about what I want to do in my life?
- Where do I want to live when I graduate?
- How will I be able to pay back my student loans?

Hanover College houses many resources within its faculty and staff; however, we know alumni hold the keys to “the information they wish they knew back then.” Through mentorship, alumni will be able to relate to uncertain times, to share how they navigate through challenges, and lend helpful information on a variety of topics. We understand that students have a lot of interests - so do alumni! A common interest that both students and alumni share is the Hanover experience, and alumni mentorship may be the motivator to a more successful life at and after Hanover.

The COACH For Education intends to give **opportunities** for students and alumni to develop meaningful, lasting connections. What you will not see in the COACH For Education is a lot of **requirements**. A central thought for this program was accessibility. For the program to be equitable for any sophomore to participate, the program needs to allow flexibility, customization, and ownership of the mentorship between mentee and mentor.

For alumni mentoring, experience is not needed – but an interest is! Training and monthly meetings will enhance a mentoring skill set. For students, answers are not required – but an answer-seeking attitude is! The opportunity for a mentor who is not a parent, relative, or peer gives room for “real talk.” Many alumni will share their many interests, a range of insights and resources. And many will likely admit they “still don’t know what they want to do when they grow up.”

## **For the Mentor: Benefits and Expectations**

### **How will alumni benefit as a mentor?**

To be an alum of Hanover College means to be a part of something special. Many alumni look for ways to give back and pay it forward, and the COACH For Education is the newest way to engage with your alma mater. To uphold the mission of the college – lifelong inquiry, transformative learning, and meaningful services – the COACH For Education a one-stop shop.

As a mentor we hope you will be able to:

- Reconnect with Hanover College.
- Connect and share stories, expertise, and knowledge to students who are looking for guidance.
- Identity or enhance a skill set or style that may be beneficial in other areas of your personal or professional life.
- Learn more about Generation Z – who could be your own children, coworkers, neighbors, or future doctors.
- Find joy in helping another who may not have access to the resources you had or have in your life.

### **What are the expectations of a mentor?**

Prior to being paired with a mentee, alumni are expected to attend the provided training session(s). As mentioned, the student and the alum decide on the mentorship schedule. Mentors are encouraged to meet with their mentees on a biweekly or monthly schedule for the first three months of the program (June – August). **All mentors are expected to keep a log regarding their mentees' progress or status from one-on-one meetings.** Lastly, all mentors and mentees are also expected to attend monthly group meetings, scheduled for one-hour sessions.

To create a safe, encouraging environment, we do expect mentors to uphold good behaviors, such as:

- **Active listening** – support a conversation by staying attentive and withholding judgment.
- **Express kindness and empathy** – use words to encourage storytelling, establish trust, and create a relationship.
- **Steadiness** – through a positive communication style and attitude, consistency will support your mentor-mentee connection.
- **Professionalism** – maintaining an appropriate relationship with your mentee, in a supportive and guided role, is an expectation not to be violated.

### **Mentor-Mentee Meeting Notes**

Mentee's name:

Mentor's name:

Date:

Meeting location:

Duration of meeting:

Notes about conversation:

Progress on goals:

Areas of strength:

Areas of growth:

Ways mentor can assist:

Action steps:

## Relationship-building Resources

It's important to note alumni are not expected to "have all of the answers." The goal and purpose in this program are to establish good student-alumni connections, to transfer information from a more experienced person to a less experienced person, and to motivate both mentor and mentee in a positive life trajectory.

Mentors are not expected to:

- **Offer money or employment** – students may be seeking internships or jobs, and mentors may assist in the search process or direct to the Levett Career Center staff.
- **Serve as a mental health professional** – guiding and advising students will likely touch on both professional and personal topics; however, the focus of mentoring should be a forward motion and not an evaluation of trouble or past issues.
- **Be an expert on everything** – recognizing where your experiences or expertise stops, or lacks, is a good behavior as a mentor.

By volunteering your time and energy to serve as a mentor, you are agreeing to help your mentee to identify, pursue, and potentially reach their goals. To start building that foundation, we suggest:

- **Share your Hanover story** – tell your mentee more about you, where you come from, why you attended Hanover, what were challenges, and what are some key lessons that you've learned along your path. Talking through an already common factor – Hanover College – is an instant ice breaker.
- **Ask open-ended, thoughtful questions** – leading with the question, "tell me about your sophomore year at Hanover" rather than "how is your sophomore year at Hanover?" will lead to more information sharing and allow you to learn more about your mentee.
- **Find out about your students' interests** – knowing how your mentee spends their time outside of school, such as if they like to read, learn what genre or authors do they enjoy, will allow you to know your mentee as a person and not just a student you mentor.
- **Do what you say you're going to do** – follow up on important action steps, show up for planned meetings or be mindful if you need to cancel a planned meeting, as consistency in behavior translates to being a dependable person in your mentee's life.
- **Refer to SMART goals** – keep short-term and long-term goals in mind for yourself and your mentee, and check in on the status of the progress: what's standing in the way of achieving "goal A?" How can I help?

## **The Road to "Real Talk" and "Drawing the Line"**

Being a mentor can be thought of as being a COACH! When your mentee has recognized you as someone who identifies opportunities, encourages logical risk or challenge, and praises good performance, a coach-like mentality and mentoring style may develop organically.

The idea of “real talk” is when a student can be open, vulnerable, and answer-seeking, especially with a conversation partner they have come to believe is open-minded, actively listening, supportive, and honest.

Ways to encourage “real talk:”

- **Find ways to relate** – when possible and appropriate, offer your perspective to encourage a deeper level of conversation and ability to mentor.
- **Mentor by example** – to get more, give more.
- **Ensure the conversation is 50-50** – being an active listener is one part of the puzzle and being an active conversationalist is the other part.
- **Be familiar with on-campus resources** – encourage students to seek out their faculty advisor for academic advising, financial aid counselor to discuss types of aid in their financial aid package, or career center staff for experiential learning opportunities and professional development.
- **Offer criticism** – being supportive doesn’t mean everything will be “hearts and sunshine” every day; mentors can be supportive by offering direct, constructive criticism to move forward.
- **Discuss opportunities to connect and network with other alumni** – offer your mentee an opportunity to shadow you at your workplace or when possible, talk about other alumni or people who you know may benefit in knowing your mentee and vice versa.
- **Motivate towards professional development** – encourage mentees to develop professionalism through resume writing or mock interviewing, allowing students to practice with you or a career center staff member.

Some topics to initiate “real talk:”

- **Education + Career** – discuss how Hanover prepared you for your professional life; draw connection in how a liberal arts education assists you in your daily work.
- **First generation college student** – tell you mentee some of the challenges in being the first to go to college in your immediate family; share successes and talk about those people or resources at Hanover that helped you throughout your four years.
- **Discovering your lifestyles** – storytelling through self-discovering can be powerful; however, the choice is up to the individual how and what they share.
- **How’s the world treating you** – whether skimming the surface or diving in, current events can be a heavy topic, but mentorship can help unpack and support.



Creating rapport with your mentee may come very easily for you; however, knowing where to “draw the line” and setting boundaries is essential for the integrity of the mentorship.

To set boundaries:

- **Agree to be a decent human being** – any suggestion of harassment of any kind is not tolerated, from the mentor or mentee.
- **Use clean language** – avoid offensive language that may be hurtful to someone’s nationality, gender, sexual orientation, race, age, religion, political view, or socioeconomic status.
- **Refrain from “friending” your mentee on social media** – platforms such as Facebook, Instagram, and Twitter should be respected and considered private information (note: this boundary works in reverse as well – please refrain from accepting a friend request from your mentee on mentioned platforms).
- **Meet in appropriate spaces** – as the program is completely virtual at this time, mentors and mentees may decide to meet in public spaces; however, public spaces such as bars, residence halls, and homes/apartments are not appropriate meeting spaces.
- **Meeting over a meal is fine but alcohol is not** – buying or ordering alcohol for yourself or your mentee is prohibited; consuming alcohol during mentoring meetings is prohibited.

The COACH For Education is here to support healthy relationships between mentors and mentees, as well as all participants within the program and the College.

Resources:

- **If mentors are finding it difficult to navigate** – to find “real talk” or to “draw the line” – mentors can contact the COACH program directors by phone or email for assistance.
- **If mentors believe your mentee is in danger of harming themselves or others** – please contact the Hanover College Counseling Services at 812-866-7399 and notify the COACH program directors.

## **For the Mentee: Benefits and Expectations**

## **How will I benefit as a mentee?**

To be a student at Hanover College means you are a part of a community. The list of “why did I chose to come to Hanover” usually includes the beautiful scenic campus, opportunity for academic rigor, ability to be a student athlete and campus involvement, and belong to a strong alumni network.

Students in the COACH For Education will have the advantage of direct mentorship from an alumni mentor, who will uphold consistency, engagement, knowledge, and support. As this mentoring program is built for students in their sophomore year, the goal is to assist student in the so-called “sophomore slump year.”

The first year at college is exciting – new place to live, new classes to explore, new people to meet. During the second year of college, that “new” feeling wears off, and the reality of pressure and uncertainty will likely increase the need to make decisions:

- What should I declare as my major?
- Who should I ask to be my faculty supervisor?
- What do I want to do with my major – grad school or find a job?
- Do I want to continue my education at Hanover? There’s time to transfer...or drop out...

Many alumni have mentioned how they benefited by identifying someone as a mentor during their time at Hanover. Though there are mentoring programs on campus, the COACH For Education connects students to “former students” – alumni – who have ‘been in your shoes.’ Alumni have answered the questions that students are asking themselves currently; they have faced challenges and found successes through obstacles which students may be maneuvering through presently.

As a mentee we hope you will be able to:

- Connect with a mentor who has shared interests or background.
- Access expertise and knowledge from an alum who is willing to give guidance.
- Identity or enhance a skill set or style and explore new ideas through advice.
- Invest in yourself and your goals.
- Establish nonjudgmental, “real talk.”
- Develop your professional network.
- Consider “paying it forward” to serve as a future mentor.

## **What are the expectations of a mentee?**

As mentioned, the student and the alum decide on the mentorship schedule. Mentees are encouraged to meet with their mentors on a biweekly or monthly schedule for the first three months of the program (June – August). **All mentees are expected to keep a reflective journal regarding their experience, progress, or status from one-on-one meetings.** Lastly, all mentors and mentees are also expected to attend monthly group meetings, scheduled for one-hour sessions.

To create a safe, encouraging environment, we do expect mentees to uphold good behaviors, such as:

- **Accountability** – be the one who cares the most about your success – show up to scheduled meetings, initiate conversation, and be open to the activity of mentorship.
- **Invest** – identify goals – or ask your mentor for help – set benchmarks and make the time and energy to spend on your own successes.
- **Openness** – active listening, asking questions, and completing action steps will allow you to assess your journey through mentorship.
- **Professionalism** – maintaining an appropriate relationship with your mentor, in an answer-seeking role, is an expectation not to be violated.

To **get** the most from this program, mentees are expected to **give**. Being proactive in your mentorship agreement translates to committing intellectually, mentally, and emotionally.

The COACH For Education asks both students and alumni to commit equally to their mentorship agreement.

**If your mentor becomes unresponsive and unpredictably unavailable** – after several attempts to communicate – please contact the COACH program directors by phone or email.

## Relationship-building Resources

It's important to note students are not expected to "have all of the answers." The goal and purpose in this program are to establish good student-alumni connections, to transfer information from a more experienced person to a less experienced person, and to motivate both mentor and mentee in a positive life trajectory.

For every relationship to lift from the ground, a strong foundation must be firmly set. Getting to know your mentor will be different from your friend getting to know their mentor, as all mentoring relationships are unique.

Some possible topics and questions to get to know your mentor may be:

- **Background**
  - Tell me about your time at Hanover.
  - Tell me about how you like to spend your free time.
  - Do you have a mentor? What have been the benefits as the mentee?
  - What motivates you?
- **Profession or industry**
  - Tell me more about your profession and how you found yourself in that line of work.
  - How has your profession or the industry changed from when you started your career?
  - What is the opportunity for upward mobility? To earn an advanced or terminal degree while remaining employed?
  - How did your Hanover experience prepare you or not prepare you for your career?
  - What are the current social impacts on the industry or your position?
- **Lifestyles**
  - How do you manage to balance life and work?
  - How did you find an affordable place to live in a new, unfamiliar city?
  - Do you have advice on personal financing?
  - Do you have advice regarding ways to meet new people or how to get involved in the community?
- **Mentorship**
  - Are you new to mentoring?
  - Who is or was your mentor?
  - What are you looking to get out of this mentorship?
  - Are there goals that I haven't considered that you recommend?

## How to Reach Your Goals

Setting goals, both short-term and long-term, can motivate someone to act. To assist in identifying, creating, and reaching goals, we ask students and mentors to complete SMART goals:

- **Specific**
  - What do you want to achieve?
  - What is this goal important?
  - Example: I will meet regularly with a tutor to improve my French grade.
- **Measurable**
  - How much or how many?
  - How will I know when I've reached this goal?
  - Example: I will practice public speaking and mock interviewing until I decrease my use of filler words.
- **Achievable**
  - How can I accomplish this goal?
  - What actions do I need to make to achieve this goal?
  - Example: I will attend workshops to gain professional development.
- **Realistic**
  - Is this goal worthwhile?
  - Am I the right person to set and reach this goal?
  - Example: I will listen to guest employer presentation to learn more about the reality of their profession and determine if the path is right for me.
- **Timely**
  - When can I achieve this goal?
  - What success can I have in six months? One year?
  - Example: Securing a summer internship to learn more about an interested profession will give me firsthand information about the position.

SMART goals assist individuals to move forward in their goal-setting behavior. This program encourages students and alumni to make goals for themselves.

Mentors are encouraged to help discuss, brainstorm, and consider goals with their mentees; however, the COACH For Education promotes individuals to set goals which motivate. Recognizing value and the importance of a goal by writing it down, visualizing the journey and milestones, and making a commitment follow through are keys to seeing results.

## SMART Goals Worksheet (adapted from the University of Texas)

Today's Date: \_\_\_\_\_ Target Date: \_\_\_\_\_ Start Date: \_\_\_\_\_

Date Achieved: \_\_\_\_\_

Goal: \_\_\_\_\_

### **Verify that your goal is SMART**

**Specific:** *What exactly will you accomplish?*

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**Measurable:** *How will you know when you have reached this goal?*

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**Attainable/Action-Oriented:** *Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them? What are the exact steps you should take to accomplish this goal?*

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**Relevant/Realistic:** *Why is this goal significant to your life?*

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**Timely:** *When will you achieve this goal?*

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## For Everyone: Mentorship Agreement

The purpose of a Mentorship Agreement is for both transparency and ownership between the mentor and mentee. To be partners in a mentoring relationship, both mentor and mentee have the availability and responsibility to set the schedule, frequency, and type of mentorship.

### Mentorship Agreement (adapted from Clarion University)

Mentee's name:

Mentee goals:

- 1.
- 2.
- 3.
- 4.
- 5.

Mentor's name:

Mentor's goals:

- 1.
- 2.
- 3.
- 4.
- 5.

Mentorship expectations:

Meetings (percent of the time)

- ☐ In-person (location)
- ☐ Email

- ☐ Phone
- ☐ Virtual (FaceTime, Zoom)

Frequency (type)

- ☐ Weekly
- ☐ Biweekly

- ☐ Monthly\* (beyond the first three months)

Duration

- ☐ Half hour

- ☐ Hour

Messages received

- ☐ Returned within 24 hours

- ☐ Returned within three day

Need to cancel meeting – notify by:

- ☐ Text
- ☐ Call/voicemail

- ☐ Email

## Early Dismissal or Termination Process

The COACH For Education aims to serve students and alumni in an equitable program, allowing for personal and professional growth; however, the program's existence depends on the students and alumni involvement.

If expectations are not being met, attempts to resolve issues between the mentor and mentee will be explored. After several attempts of trying to remedy issues, the mentorship between the student and alum may be dismissed or terminated by either individual, with the notification to and conversation with a COACH program director.

The decision for early dismissal or termination of a mentor and mentee relationship may be reached from a variety of situations, such as:

- Failure to uphold expectations.
- Mismatch between the mentor and mentee.
- Request for reassignment.
- Mentor or mentee chooses to withdraw from the program.
- Foul play or duplicity within the mentor and mentee relationship.
- Other personal factors.

For the termination process to begin, from mentor or mentee, the following steps include:

- Contact the COACH program directors via phone or email to identify the situation.
- Schedule a conversation or meeting with a COACH program director to discuss the situation and lead to the next step in meeting with the mentor and mentee and the COACH program director to mediate and moderate.
  - It's important to note both mentor and mentee are encouraged to share their perspectives and explore ways to mend the relationship if reconciliation can be reached.
- Plan for the next steps. For instance, if the issue was the matter of unnotified absences to one-on-one mentor and mentee meetings, discussing a new day and time to meet may be the next step. If the mentee is reassigned to a new mentor due to the departure of a mentor, assisting the student to identify what worked well and what didn't work from the previous mentorship may prevent missteps in the future.

The COACH For Education promotes honesty and open communication, to avoid negative gossip and rumors.

**If a mentor or mentee leaves or is terminated from the program** – a written or verbal notification that a mentor and mentee have decided to end their mentorship will come from the COACH program directors. For those who would like to meet individually with a COACH program director, private appointments are available.

**If a mentor and mentee are reassigned** – a written or verbal notification concerning the reassignment was determined by all parties involved.



## Confidentiality

A healthy mentorship maintains transparency, trust, and loyalty. Information, whether one deems as private or not, should not be exchanged beyond the mentor and mentee relationship. The exception to this rule is the possibility of harm to oneself or another.

To ensure confidentiality between the mentor, mentee and the program, all mentors and mentees are required to complete and uphold a confidentiality contract.

### Mentoring Program Confidentiality Contract

(adapted from Northeastern State University)

For a mentoring relationship to develop, both the mentor and mentee must feel that discussions of private issues or problems are being handled with discretion. The purpose of this agreement is to protect both the mentor and mentee from a breach in confidentiality during the mentoring process.

I, \_\_\_\_\_, agree to keep confidential the specifics of my discussions with my mentor/mentee, unless given permission to share this information with others. I am also encouraged to discuss any concerns I have about my mentoring experience with the COACH For Education directors. The program directors will maintain confidentiality unless a breach of confidentiality is necessary to maintain someone's personal safety.

I understand that a copy of this agreement will be given to my mentee/mentor, and I will also receive a copy of his/her/their signed agreement.

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Signature

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Printed name

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Date (MM/DD/YY)

## Resources

**Campus Contacts:**

Jenny Moss, Executive Director  
Levett Career Center  
812-866-7397  
mossj@hanover.edu

Christy Hughes, Director  
Office of Alumni Relations  
812-866-7012  
hughes@hanover.edu

Dustin Bailey, Associate Professor  
Education Program  
812-866-7392  
bailey@hanover.edu

Gladish Learning Center  
Duggan Library  
812-866-7215  
learn@hanover.edu

Misty Jacobs, Student Success Support  
Specialist  
Gladish Learning Center – Accessibility  
Services  
812-866-6844  
brownje@hanover.edu

Duggan Library  
812-866-7399  
library@hanover.edu

Catherine Knott, Chaplin  
Chaplin's Office  
812-866-7087  
knott@hanover.edu

Office of Student Life  
812-866-7076  
studentlife@hanover.edu

Constance Pope, Associate Director  
Office of Multicultural Affairs  
812-866-7025  
pope@hanover.edu

Christy Ownbey, Director  
Health Services  
812-866-7082  
ownbey@hanover.edu

Jim Hickerson, Director  
Campus Safety  
812-866-7175  
hickerson@hanover.edu

Catherine LeSaux, LCSW, Director  
Counseling Services  
lesaux@hanover.edu

**Mentoring resources:**

SMART Goals: How to Make Your Goals Achievable -  
<https://www.mindtools.com/pages/article/smart-goals.htm>

National Mentoring Resource Center -  
<https://nationalmentoringresourcecenter.org/index.php/30-topic-areas/204-e-mentoring.html>