



EDGE Mentoring

Handbook for Mentors & Mentees

What is EDGE Mentoring

Purpose:

The EDGE Mentoring Program engages with the Creighton community along with Creighton alumni and friends to share knowledge and develop relationships for the benefit of our students. The mentoring experience is invaluable to help students discern the best path for them, and to professionally develop the students to meet their future goals.

Goals:

- To engage CU students with the broader Creighton community, alumni and/or friends of Creighton
- To develop CU students both personally and professionally

Mentor and Mentee Roles and Expectations

Mentor:

- Maintain a professional relationship
- Guide and teach others
- Encourage development both personally and professionally
- Listen, ask questions, and be present
- Answer questions to the best of ability
- Follow Creighton University policies in relation to role as mentor
- Recognize the importance of your role and the impact on the mentee

Mentee:

- Maintain a professional relationship
- Listen, learn, and be present
- Be open to being challenged
- Ask questions
- Follow up monthly (at minimum) with mentor
- Be respectful of the mentor's time
- Recognize the importance of the relationship
- Honor and commit to scheduled engagements

****Both the mentor and the mentee should report any questions or concerns to the EDGE Mentoring Program (edgementoring@creighton.edu or 402.280.5566)**

The mentoring relationship does **not** include the following:

- Academic Advising
- Tutoring
- Academic Success Counseling
- Mental Health Counseling
- Expectations of hiring or admittance

Program Benefits

Mentors: The mentor engages in career and professional development discussions with individuals who are seeking advice and experience. The program challenges the mentor to continue to strive to be an individual the mentee can look up to and model. The connection of the mentor with their alma mater and/or community strengthens the development of the next generation of professionals. It also further engages the mentor in connection with their alma mater and/or community to strengthen the next generation of professionals.

Mentees: The benefits to the individual being mentored are vast and differs based on the needs of the mentee. Each student is at a different stage both professionally and personally. The student may even be discerning the direction of their career. The student gains wisdom, direction, and guidance throughout the duration of the mentoring relationship.

Getting Started

In order to create a match the following will occur...

- Mentees will complete the EDGE Professionalism Module and submit their mentoring request through BlueLine. The request consists of a few questions along with the completion of a short paragraph regarding what they hope to gain from the mentoring experience. The mentee will also submit a resume (the resume will be critiqued and returned to the mentee).
- From the information provided, EDGE Mentoring will work to match the mentee with a mentor that best fits the interests of both parties.
- Once a match is identified, EDGE Mentoring will contact the prospective mentor to share what the mentee is hoping to gain and the program the mentee is enrolled in (if any). The mentee's name will not be given.
- If the prospective mentor approves the match, the contact information will be provided to the mentee along with a LinkedIn profile link (if applicable).
- The mentee will reach out to the mentor and provide their resume. The purpose of this initial contact will be to introduce themselves and is also used to set up a time for the first engagement.

Initial Contact - Establish a Strong Foundation

Now that a time has been defined for a first meeting, it is helpful to have a plan to establish a solid foundation. The format of the meeting may be in person, over the phone or via Skype/FaceTime – whichever works best for both parties.

The purpose of the first contact is to set goals and expectations of each other in the mentor/mentee relationship. Talk about each other's backgrounds and future career goals and interests. Keep in mind that the more open you are with communicating goals and expectations, as well as who you are as an individual, the easier it will be to establish a relationship and maintain productive dialogue.

Talking Points/Questions

A newsletter will be emailed once a month to facilitate some potential questions/talking points. There are a few things to keep in mind when thinking through talking points and questions during the monthly connection:

1. Be open and honest to gain trust and respect
2. Spend some time getting to know each other's background and find a few commonalities
3. Treat each other the way you want to be treated – respect each other's time and viewpoint
4. Avoid closed-ended questions that elicit one-word responses

There are several questions that may help break the ice:

- Where are you from?
- How did you get to where you are today (location and college/career)?
- What do you do in your free time?
 - Go beyond read, run, walk my dog. What books do you read? How long do you typically run, what got you into running? What type of dog do you have? Have you always had a dog?

Mentees, ask questions regarding employment and family:

- Why did you decide to work for the company you are working for?
- What is your favorite and least favorite part of your job?
- What changes might be occurring in your occupation?
- What courses and past experiences proved the most valuable for you in this job?

Mentors, ask questions regarding school and goals:

- Why did you choose to attend Creighton?
- What has been the most beneficial/least beneficial experience so far?
- What are you planning to study?
- What are your future goals?
- How might you gain relevant experience for your future?
- What are your strengths and what areas are you working on improving?

Confidentiality and Program Agreements (MENTOR)

As a Mentor, I agree to adhere to the [policies](#) of Creighton University as it pertains to my role as an EDGE Mentor.

Key Policies:

- [Credo of Creighton \(1.1.1.\)](#)
- [Mission Statement \(1.1.2.\)](#)
- [Diversity and Inclusion \(1.1.6\)](#)
- [Racism \(1.1.4.\)](#)
- [Children and Vulnerable Adults \(2.1.27.\)](#) *(If working with individuals under the age of 19)*
- [Sexual Violence, Harassment, Discrimination and Grievances \(2.1.25\)](#)
- [Affirmative Action \(2.2.1.\)](#)
- [Affirmative Action for Individuals with Disabilities \(2.2.2.\)](#)
- [Relationship Between Employees and Students \(2.2.5.\)](#)
- [Confidentiality of Student Records \(4.3.1.\)](#)

Confidentiality and Program Agreements (MENTEE)

Mentoring & Informational Interviewing Code of Conduct

It is our goal to make sure that every student represents not only themselves, but also Creighton University, in the best possible manner. As you build a relationship with alumni and friends of Creighton University, you are creating the foundation for those students who will follow. Unprofessional behavior reflects negatively on you and can eliminate the possibility of opportunities for future students. As you read and sign the Code of Conduct below, please give thought to the importance of your conduct in professional settings as well as the effect on your personal and professional future.

When meeting or speaking with my mentor I will behave professionally and courteously by:

1. Arriving promptly
2. Accurately representing myself and my experiences
3. Maintaining strict confidentiality and privacy about all aspects of my visit or conversation
4. Maintaining honesty and integrity by being forthright in my interactions with professionals, peers, and staff
5. Dressing professionally and according to the situation for meeting
6. Not abusing drugs or alcohol
7. Not using smart phones, cell phones or personal devices during my mentoring experience (unless appropriate and directed by contact). I will only check messages on breaks and when not in the presence of the contact/mentor.
8. Being aware of and following the guidelines and requirements of Creighton University
9. Not expecting a job or internship, and acknowledging the mentor relationship is for my professional and personal development

I agree to follow the Code of Conduct described above. I realize that failure to follow the Code of Conduct may negatively impact my access to referrals and resources.

Potential Questions or Concerns:

What is my role?

See Page 1 of the Handbook.

What if I have concerns regarding my mentor/mentee?

All concerns can be directed to EDGE Mentoring

- edgementoring@creighton.edu or 402.280.5566

What if I have questions about resources available for my mentee?

You can direct the student to EDGE Mentoring or contact them directly.

What if my mentee has unreasonable expectations in our relationship?

Explain what your role is and what it is not (page 1). Also, this is a teachable moment to encourage them to think through reasonable expectations of a mentor. If you continue to feel that the mentee does not understand your role, please inform EDGE Mentoring.

What if my mentor has unreasonable expectations in our relationship?

Explain your interpretation of your role and what it is not (page 1). Remind the mentor of your time commitments and what you are hoping to gain from the relationship. If you continue to feel that the mentor does not understand your role, please inform EDGE Mentoring.

What training/guidance has been given to my mentee?

Each mentee completes the EDGE Professionalism Module along with agreeing to a code of conduct. They have also been given the EDGE Mentoring Handbook. Depending on the program, they may also be given additional training. Both the mentors and the mentees will be given a newsletter each month that will provide additional training/guidance.

What training/guidance has been given to my mentor?

Each mentor has been given the EDGE Mentoring Handbook. Both the mentors and the mentees will be given a newsletter each month that will provide additional training/guidance.

How often am I matched with a mentee?

Prior to each match, you will be contacted to approve the match. If at any point you are unable to mentor an additional student, please let us know at that time.

What if I do not feel that my mentee/mentor and I are a good fit?

While we hope to limit this, it certainly can occur. If you know that you have tried to develop the relationship but it is just not a good fit, please let EDGE Mentoring know and we will work to find a new match for the mentee and keep the mentor in the database for a potential future match.

How long does the Mentee/Mentor relationship last and how often do we meet?

The more formalized program matches will last for 1 semester with 1 engagement a month (up to 4 total engagements minimum). If the match is outside a formalized program, then the match can last as long as desired. We ask that you inform EDGE Mentoring if the match has ended. Also, there is always an option to continue a mentoring relationship longer than originally expected; we just ask that either the mentor or mentee inform EDGE Mentoring if you are continuing beyond the original program timeline.