



Texas Association of Student Financial Aid Administrators Diversity & Leadership Initiatives Committee

Mentor/Protégé Resource Guide *Compliments of: Educational Funding Services, Inc.*

Special points of interest:

- ◆ Benefits of Mentoring & Protégé Outcomes
- ◆ 12 Strategies for Effective Mentoring
- ◆ Mentoring Basics

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Mentor

Someone who helps someone else learn something the learner would otherwise have learned less well, more slowly, or not at all.

Chip Bell

Protégé

A person guided and helped, especially in the furtherance of his/her career, by another more influential person.

Webster Dictionary

Mentoring Basics

Mentoring is a complex, interactive process occurring between individuals of different levels of experience and expertise which incorporates interpersonal or psychological development, career, and/or educational development and socialization functions. (C.N. Carmin, 1988)

Mentoring is the process by which an experienced person provides advice, support, encouragement, and a role model to a less experienced person. For organizations, it provides a proven strategy to orient talented new employees and maximize their job-related skills. It is a key human relations activity for those who realize that the future of any organization depends on its ability to effectively utilize each individual's talents within the context of an organization's unique culture.

Greek mythology provides us with much in terms of mentoring practices, Odysseus left Telemachus (his son) with his friend Mentor who would teach and guide him from his absence, during the Trojan Wars (Adams, 1993). The ancient Greeks were among the first to use mentoring as a tool for developing talent. Individual students were matched with individual teachers, who imparted wisdom and led by example.

Socrates was a Mentor.

These real and mythological historical mentoring efforts proved largely successful for both the mentor and the protégé. Mentoring became and continues today as a "win-win" proposition.

Mentoring works primarily because of the one-to-one relationship. Mentoring is essentially a form of "relationship alliance" training, in which the teaching is personal and individualized to meet the needs of the protégé. This makes learning easier, since the protégé is favorably predisposed toward his or her teacher. (Adams and Scott, 1995)

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*“Everything is
Becoming,
Nothing Is”*

Plato

Benefits of Mentoring

- ◆ Satisfaction of being useful and helpful to someone else
- ◆ Increased respect
- ◆ Improving listening skills
- ◆ Gaining ideas
- ◆ Becoming more outgoing
- ◆ Reinforcing professional identity
- ◆ Increasing patience
- ◆ Feeling of pride in seeing protégé learn and focus on goals
- ◆ Ability to lead protégé to a higher level of thinking

Protégé Outcomes

- ◆ Increased self-motivation, self-discipline and self-esteem
- ◆ Increased interpersonal skills
- ◆ Greater awareness of value system
- ◆ Critical evaluation of what works, what does not work
- ◆ Acquisition and implementation of new knowledge
- ◆ Increased decision making skills
- ◆ Enhanced leadership skills
- ◆ Successful transition in completion of professional/educational goals
- ◆ Enhanced atmosphere of trust and respect
- ◆ Benefit from networking opportunities

Dr. David James

MENTORING DO'S AND DON'TS

Do...

- ✓ Get to know your protégé
- ✓ Assure communication is 50/50
- ✓ Serve as a reality check—help your protégé understand the real world of the workplace
- ✓ Treat protégé as an adult
- ✓ Extend more praise than criticism

Don'ts...

- ✓ Be authoritarian or “preachy”
- ✓ Do *everything* for your protégé
- ✓ Get your personal ego involved in the success or failure of your protégé
- ✓ Arbitrarily limit your protégé's goals and aspirations
- ✓ Have unreasonable expectations

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12 Strategies for Effective Mentoring



1. **Positive Attitude** - encourage the protégé to approach life and goals with enthusiasm and to accepting of self and others.
2. **Valuing** - encourage a person to examine beliefs and ideals in an effort to establish personal values and goals.
3. **Open-Mindedness** - encourage a person to keep an open mind to ideas.
4. **Interrelations** - the interactions between mentor and protégé should be a situation of sharing, caring and empathizing.
5. **Creative Problem Solving** - encourage the protégé to use a creative problem solving process.
6. **Effective Communication** - encourage a person to be an attentive listener and an assertive questioner.
7. **Discovery** - encourage the protégé to be an independent thinker.
8. **Strengths and Uniqueness** - encourage a person to recognize individual strengths and uniqueness and build on them.
9. **Confidence** - assist a person in developing self-confidence.
10. **Awareness** - stress that an individual be award of the environment, be intuitive, be problem sensitive, and be ready to make the most of opportunities.
11. **Risk-Taking** - encourage a person to be a risk-taker and to be an active participant, not a spectator.
12. **Flexibility** - share with a protégé the importance of being flexible and adaptable in attitudes and actions, looking alternatives, and seeing situations/persons from different perspectives.

“If a man seeks from the good life anything beyond itself, it is not the good life that he is seeking.”

Plotinus

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*“All men by nature
desire to know.”*

Aristotle

The Five Stages of Developing a Mentor/Protégé Relationship

STAGE ONE

Apprehension. Both parties in the new relationship may feel anxious and uneasy. Neither may know quite where to start, and it is incumbent upon the mentor to “break the ice.”

STAGE TWO

Testing. This occurs in most mentoring relationships. The protégé may expect inconsistency and lack of commitment, and thus protect him/herself from being disappointed. If the protégé is sincere about wanting to help, however, this phase is typically short-lived.

STAGE THREE

Trust. Gaining the protégé's trust can occur early in the relationship; especially if the mentor takes active steps to help the protégé get established in his/her career.

STAGE FOUR

Goal-Setting. The mentor should know what is important to the protégé; set realistic goals, explore ways of reaching those goals.

STAGE FIVE

Predictability. The mentor becomes someone that the protégé can count on. In this final stage, the mentor can more freely give constructive criticism. (Adams and Scott, 1995)

Conversation Starters

Dialogue is another important component of developing a relationship. The following are a few statements and questions that can get you and your mentor/protégé on the road to becoming close confidants.

When I was younger I...

Where are you originally from?

One year from now I expect...

Are you working on an advanced degree?

Ten years from now I expect...

Do you have any pets?

The single most important thing in life to me is...

What got you interested in your profession?

My favorite thing about working in Financial Aid is...

Do you have an undergraduate degree?

How many years of experience in Financial Aid do you have?

If so, what is it in? What college did you attend?

What organizations within TASFAA are you a part of?

What is your favorite color?

What organizations outside of TASFAA are you a part of?

What offices/positions have you held in TASFAA?

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Getting to Know Your Mentor/Protégé

Getting to know your mentor/protégé personally is an important part of developing an effective partnership. The following are a few suggestions of information about yourself that you can share with your mentor/protégé. This list is by no means exhaustive; feel free to include any other biographical information that you feel might enhance your relationship. When you are done with your list, be sure to communicate the information to your partner so they can get to know you better.

“If I have seen further it is by standing on the shoulders of giants.”

Isaac Newton

Mentor/Protégé Profile

NAME _____

SCHOOL/AGENCY _____

POSITION _____

SOFTWARE USED _____

NUMBER OF YEARS IN FINANCIAL AID _____

ADDRESS _____

E-MAIL ADDRESS _____

PHONE NUMBER () _____ - _____

FAX NUMBER () _____ - _____

BIRTHDAY _____ / _____ / _____

ANNIVERSARY _____ / _____ / _____

HOBBIES/INTERESTS



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Mentoring Activities Log

With so much to talk about, you should have **at least** three contacts with your mentor/protégé over the course of the year. Please record these activities so that ideas for meetings can be shared with others participating in the program.

“It is one thing to show a man he is in error, and another to put him in possession of the truth.”

John Locke

Mentor Name _____

Protégé Name _____

Mentoring Relationship Began _____ / _____ / _____

Type of Contact

Date _____ / _____ / _____

- Phone
- Face to Face _____ Conference _____ Rally _____ Luncheon _____ Other
- E-mail
- Other _____

What we discussed

Type of Contact

Date _____ / _____ / _____

- Phone
- Face to Face _____ Conference _____ Rally _____ Luncheon _____ Other
- E-mail
- Other _____

What we discussed

Mentoring Activities Log

Type of Contact

Date _____ / _____ / _____

- Phone
- Face to Face _____ Conference _____ Rally _____ Luncheon _____ Other
- E-mail
- Other _____

What we discussed

Type of Contact

Date _____ / _____ / _____

- Phone
- Face to Face _____ Conference _____ Rally _____ Luncheon _____ Other
- E-mail
- Other _____

What we discussed

Type of Contact

Date _____ / _____ / _____

- Phone
- Face to Face _____ Conference _____ Rally _____ Luncheon _____ Other
- E-mail
- Other _____

What we discussed

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TASFAA – www.tasfaa.org

SWASFAA – www.swasfaa.org

NASFAA – www.nasfaa.org

Texas Guaranteed Student Loan Corporation – www.tgslc.org

Texas Higher Education Coordinating Board – www.thecb.state.tx.us

FAFSA on the web – www.fafsa.ed.gov

National Student Loan Clearinghouse – www.nslc.org

Selective Service Registration – www.sss.gov

Fastweb scholarship search – www.faweb.com

Other Websites/E-mail addresses:

Student Loans are our only Business!



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