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Peer Mentoring And Empathy

Ronald Wayne Hochstatter

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PEER MENTORING AND EMPATHY

by

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Bachelor of Arts, University of Wyoming, 2003
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A Dissertation

Submitted to the Graduate Faculty

of the

University of North Dakota

In partial fulfillment of the requirements

for the degree of

Doctor of Philosophy

Grand Forks, North Dakota

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2012

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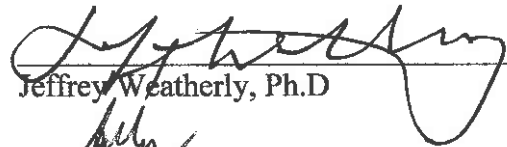
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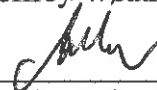
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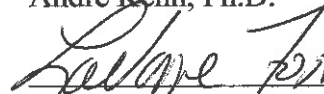
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This dissertation meets the standards for appearance, conforms to the style and format requirements of the Graduate School of the University of North Dakota, and is hereby approved.



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Title Peer Mentoring and Empathy
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ABSTRACT

This study investigated the impacts of mentoring training, empathy training and sex difference on peer mentoring relationships. Mentoring training was conducted by the investigator and empathy training was provided by the University of North Dakota's Conflict Resolution Center. A total of 174 participants enrolled in an eight-week peer mentoring program. Participants were randomly selected and placed in four groups, no training, mentoring training, empathy training and both mentoring and empathy training. Mentors were asked to complete the Interpersonal Reactivity Index and the Prosocial Personality Battery. Protégés were asked to complete the Protégé Satisfaction Scale and the Relational Assessment Scale. Findings revealed that training did not have a significant impact on empathy expression. Results confirmed female mentors display more other-oriented empathy than male mentors. Results revealed no significant difference in satisfactions levels between males and females. Finally, results demonstrated that mentoring training led to more satisfied protégés.

Keywords: Mentoring Enactment Theory, empathy training, mentoring training, sex differences, mentor, protégé, satisfaction, peer mentoring, mentoring

CHAPTER I

LITERATURE REVIEW

Introduction

Within the past twenty five years, an increased interest in mentoring relationships has developed. This increased interest has brought to the attention of scholars the importance of the formation and maintenance of mentoring relationships, demonstrating the substantial benefits that exist for members of the relationships. Kram (1985) laid the foundation for mentoring research describing the benefits of mentoring relationships.

In 1985, Kram first suggested mentoring relationships offered two types of “functions”, psychosocial and career. One of the psychosocial functions of mentoring is counseling (Kram, 1985). One component of counseling is being able to be empathetic. Highly empathetic individuals may be better able to foster the intimacy and trust that is central to the psychosocial dimension (Allen, 2003). Although the notion of counseling was introduced by Kram over twenty five years ago, researchers have not examined the impact of empathy on mentoring relationships. Additionally, with an increase in minorities in education, universities are exploring options to help recruit and retain minorities and other underrepresented students. Furthering the study of mentoring and empathy, this research examined whether empathy training and mentoring training impacted satisfaction in mentoring relationships. The research also examined whether sex differences impacted satisfaction.

Mentoring

Although research on mentoring relationships is a relatively new concept, the act of mentoring has long been established in history. The idea of a more advanced mentor guiding a less advanced protégé is a concept that has not changed with time. The roots of mentoring can be traced to 800 B.C., when Mentor, a close friend of King Odysseus, was asked to guide and teach the king's son, Telemachus, the necessary skills to be an effective leader (Homer, 1969). Hundreds of years later, the idea of grooming a protégé into an effective leader has remained the same.

Kalbfleisch (2002) advanced a theory on mentoring relationship and suggested these relationships are personal and neither partner can be replaced in the relationship without significantly changing the dynamic of the relationship. Kalbfleisch (2007) further specified that mentors tend to be more sophisticated, having more resources, knowledge and power, which they were willing and able to share. Through the formation of a mentoring relationship, the mentor and the protégé's relationship can be characterized by caring and assistance for each other. This notion of assisting another individual is evident in Kalbfleisch's (2002) definition of mentoring, "as a personal relationship between a more sophisticated mentor and a less advanced protégé...At the center of this relationship is a human connection of two people: one more advanced in a particular area, one less advanced, joined in a common commitment to achieving success" (pp. 63-64).

In addition to understanding the concept of what a mentoring relationship is, it is important to understand the different types of mentoring that exist in personal and professional settings.

Traditional vs. peer mentoring

Colvin and Ashman (2010) suggested mentoring has been occurring at some capacity in universities and colleges since the 1700's. Most research on mentoring relationships over the last 25 years has focused on traditional mentoring relationships, relationships in which one junior individual is guided by a senior individual of an organization (Higgins & Kram, 2001). Fletcher and Ragins (2007) defined traditional mentoring relationships as one directional learning with a hierarchical mode of influence that focuses on individual achievement including: focus on the protégés, focus on protégé outcomes, and power as individual variable.

Mentor function focuses on the behaviors, skills and experience mentors have including teaching, coaching and expertise. Colvin and Ashman (2010) suggest the roles of mentors have transformed throughout time to include more of a counseling and advisor role. Parker, Hall, and Kram (2008) believed that drawing from previous experience can be a disadvantage in mentoring relationships because the relationship is focusing on the past as opposed new situations that might arise.

Parker, Hall, and Kram (2008) suggested traditional role of mentor is someone who is older and wiser leading and guiding someone who is younger. In traditional mentoring relationships, it is often assumed the mentor has expertise from past experiences to guide the protégé. Contrary to a traditional mentoring relationship, a peer mentoring relationship, in its most simplistic definition, is a relationship between two individuals who are of equal standing. Hall and Jaugietis (2011) believed peer mentoring can be more effective than traditional mentoring because peers have more recent experiences and the lack of status difference creates a higher level of comfort.

Fletcher and Ragins (2007) furthered this definition by defining a peer as “someone who maintains a similar position/level within an organization, who might have a different degree of tenure” (p. 286). Similarly, Bryant, and Terborg (2008) defined peer mentoring as “an intentional relationship where an individual with more knowledge in one area provides support and teaching to an individual with less experience” (p. 11).

According to Fletcher and Ragins (2007), peer mentoring relationships, similar to traditional mentoring relationships, consist of career and psychosocial functions. The career functions, which differ than the career functions present in traditional mentoring relationships, present in mentoring relationships are information sharing, career strategizing and job related feedback. Bryant and Terborg (2008) suggested knowledge (information) sharing is one of the primary purposes of peer mentoring relationships. Bryant and Terborg (2008) offered further evidence of job related feedback by suggesting “one of the many benefits is job related feedback is more recent and often the insight is based on their own experiences” (p. 13).

Within the scope of peer mentoring relationships, Fletcher and Ragins (2007) stated there are several types of peer mentoring relationships. Peer mentoring relationships tend to vary along a continuum based on trust, commitment level, relationship intensity, issues addressed and needs satisfied. Fletcher and Ragins (2007) discussed three types of peer mentoring relationships. Each of the three types provided different types of career and psychosocial functions. The information peer serves the primary function of sharing information, strictly on a professional level. The information peer does not share a large amount of personal information.

Collegial peers provide their peer with career strategizing, job related feedback and friendship. Contrary to the information peer, there is a large amount of personal information that is exchanged and a higher level of trust. The final type of peer is the special peer. A special peer offers confirmation, emotional support, personal feedback and friendship. Fletcher and Ragins (2007) described special friends as having a best friend bond with a strong connection on both a personal and professional level.

In addition to several types of peer mentoring relationships, Fletcher and Ragins (2007) believed there are three important relational characteristics, mutuality, reciprocity and need for success. Fletcher and Ragins (2007) believe that mutuality occurs when individuals share something in common, either a mutual interest or a mutual understanding. The second characteristic is reciprocity. Relationships reach maximum potential when both parties believe they are receiving as much information and support as the other party. The final characteristic needed for a successful peer mentoring relationship is the relationship needs to be complementarity. This refers to the idea that although both members might share some of the same values, each individual possess unique and different communication skills that the other individual can improve on.

There are two types of mentoring that are often confused: peer and step-ahead mentoring. Ensher and Murphy (2010) believed that although peer and step-ahead mentoring shares similar traits, they are uniquely different. Ensher and Murphy (2010) stated that “peer mentors are relationships between individuals of the same level within an organization while a step-ahead mentor typically is a level above their protégé” (p. 3).

One of the components of any personal relationship including mentoring is the emotional connection which exists between individuals. Part of establishing a strong

emotional connection with someone is the ability to read their emotions through nonverbal communication. Through this human connection, we are able to imagine the positions and emotions other individuals are feeling.

As well as having an understanding of the impact emotions can have on a mentoring relationship, organizations and individuals should have an understanding of the different functions of mentoring relationships.

Functions of mentoring

The benefits of mentoring relationships are not limited to guidance. In 1985, Kram suggested there are several types of benefits involved in mentoring relationships. Kram (1985) separated these benefits into two categories and coined them as career (instrumental) functions and psychosocial functions. Kram (1985) believed that psychosocial functions can enhance a protégé's personal growth. Although not directly assisting in the professional growth of a protégé, psychosocial functions can help enhance an individual's competency, identity and effectiveness. Psychosocial functions include counseling, friendship, role modeling and acceptance and confirmation. Acceptance and confirmation offer the protégé an opportunity to build their confidence and self-esteem, generally through positive reinforcement from their mentor.

The counseling component allows protégés to be advised by their mentor to help deal with issues that arise, and allows for the mentor to be empathetic with the protégé, helping to strengthen the relationship between them. Another psychosocial function in mentoring relationships is friendship. Friendship is characterized by social interaction that results in mutual liking and understanding and enjoyable informal exchanges about work and outside work experiences. The final psychosocial component of mentoring is

role modeling, which Bouquillon, Sosik, and Lee (2005) described as the mentor using their attitude, values and behaviors to guide the protégé. Allen (2003) believed highly empathetic individuals may be better at fostering trust and intimacy, which are important characteristics within the psychosocial dimension.

Different from psychosocial functions, Kram (1985) stated career functions are functions that help the protégé advance within the organization. Career functions tend to be more visible to outsiders who can observe promotions, raises and new opportunities. Career functions include coaching, sponsorship, exposure and visibility, protection and challenging work assignments. Coaching helps increase protégé's knowledge and allows them to be able to navigate more effectively in work environment.

Exposure and visibility is when the mentor allows the protégé to become more involved thus higher members of an organization would notice him/her. Sponsorship refers to the mentor nominating the protégé and supporting the protégé in moving laterally within an organization (Kram, 1985). Protection is effective and essential in an organization since being exposed at a vulnerable time can hinder the protégé's chances at advancement within the organization. Challenging assignments allow the protégés to work and receive constructive criticisms, which assist in the development of strengths.

The benefits of mentoring are not limited to the protégé and mentor but also includes the organization in which the participants are involved. Ensher and Murphy (2010) stated that "employees in organizations learn to communicate more effectively through mentoring relationships, employees also have a higher sense of loyalty, commitment to their organization, leading to a lower level of turnover" (p. 2). Ensher

and Murphy (2010) discussed ways mentoring can be used as a recruiting and retention tool.

Crisp (2010) suggested mentoring in academia, specifically students, can be viewed as having four types of benefits. The types of benefits are psychological, emotional support degree, career support, academic/subject knowledge support, and the presence of a role model. The first construct, psychological and emotional support, incorporates listening. Listening consists of offering support through encouragement and mutual understanding. The second construct, degree and career support, involves the mentoring assessing the protégé's weaknesses and strengths then guiding the protégé in the decision making process in an academic setting.

Academic subject knowledge support is the third construct which involves the idea of gaining the skills needed for educating and challenging the student. The fourth and final construct, existence of a role model, concentrates on the presence of a role model in the student's life. A vital component of being a role model is sharing with the protégé their own successes and failures, thus emphasizing the importance of self-disclosure (Nora & Crisp, 2007).

Similar to Kram's (1985) functions of mentoring, Jacobi (1991) suggested there are four discrete components of mentoring relationships. Of the four, Jacobi (1991) suggest three are suitable approaches for peer mentoring: involvement in learning, academic, social integration and social support. According to Hall and Jaugietis (2011), the integration and social support approaches are most appropriate for mentoring that focuses on engagements. The integration approach focuses on the degree to which a

student identifies with a school or college. The social support approach focuses on the establishment of networks at school that can offer support.

Overall, the positive attribute of mentoring can contribute greatly to relational and institutional development. In Eby, Allen, Evan, NG, and Dubois (2007), meta-analysis of mentoring literature concluded mentoring was significantly related to favorable behavioral, attitudinal, health related, interpersonal, motivational and career outcomes. Eby et al. (2007) revealed there was a negative correlation between mentoring and withdrawal behavior, withdrawal intentions, substance abuse, psychological stress, and strain.

Mentoring in education

Although most research has focused on how mentoring impacts businesses, academia is another venue where mentoring occurs (Allen, Russell, & Maetzke, 1997; Noe, 1988a). Crisp and Cruz (2009) believed mentoring in higher education was first studied in 1911 by engineering faculty at the University of Michigan. Although mentoring in education was first studied over 100 years ago, it was not until the 1980s when researchers first started looking at the different roles mentoring had in academia.

Campbell and Campbell (1997) reaffirmed the importance of mentoring relationships by discovering the differences between students who received mentoring versus student who lacked mentoring. Campbell and Campbell (1997) discovering that students who were mentored earned a higher grade point average (2.45 vs 2.29), completed more credits per semester (9.33 vs 8.49), and were less likely to drop out of college (14.5% vs 26.3%) than college students who did not participate in a mentoring program. A decade later, Sanchez, Bauer and Paronto (2006) confirmed high dropout

rates among college students still exist, finding that roughly 32% of college students never finish their degree. More recent research conducted by Larose, Cyrenne, Garceau, Harvey, Guay, Godin, Tarabulsky, and Deschenes (2011) focused on new participants in a mentoring program. Larose et al. (2011) revealed protégés that completed the mentoring program had higher levels of motivation, more positive career profiles and an enhanced institutional attachment.

Astin, Alexander, Vogelgesang, Ikenda, and Yee's (2000) research on academic involvement and interaction revealed that students who have a higher level of interaction with their peers and faculty are more likely to invest higher levels of physical and psychological energy to their academic experience. In addition Sanchez, Bauer, and Paronto (2006) linked peer mentoring to socialization, satisfaction with one's university and intention to graduate. Ferrari's (2004) research supported this notion by suggesting that having a mentor can increase student's self-esteem and their academic self-efficacy.

Other benefits Ferrari (2004) discovered include a higher overall satisfaction with their academic institution and their academic program. The importance and relevance of Ferrari's (2004) finding are supported Watts and Eccles (2008) who discovered students with low academic self-efficiency, low institutional involvement, and low participation in extracurricular activities are common reasons for students to drop out. Larose et al. (2011) research suggest mentoring programs should focus on incoming students to help establish institutional attachment and to help students adjust to the social environment of college.

Through mentoring within an academic setting protégés have a high overall satisfaction with their college experience that can improve their desire to learn and

institutional attachment (Allen, Russell & Maetzke, 1997; Larose, Cyrenne, Garceau, 2001; Harvey, Guay, Godin, Tarabulsky, & Deschenes, 2011). Furthermore, Allen, Russell, and Maetzke (1997) revealed students who are in satisfying mentoring relationship are willing to become mentors to future students.

Although the idea of examining mentoring within the academic arena is not new, Buell (2004) noted that most of the research has focused on the impact mentoring has on faculty. Hall and Jaugietis' (2011) research on high school seniors transitioning to a university suggest one of the benefits of peer mentoring programs is easing the transition of students from high school to a university setting. Pellegrini and Scandura's (2005) research on creating equivalence between protégés and mentors, elaborated on the notion that mentoring in academia is important for students. Their research found that psychosocial support is the most important mentoring function for students. More specifically, encouragement and increasing self-confidence rank the highest.

Pellegrini and Scandura (2005) suggested mentors who serve as role models encourage students to become more involved in learning. Parker, Hall, and Kram (2008) pointed out that peer mentoring already occurs frequently in education and can often be seen in the classroom between students working together. Bouquillon, Sosik, and Lee (2005) stated that an educational environment facilitates trust and allows acceptance, friendship and confirmation, all of which are psychosocial functions.

Benefits of mentoring are not limited to the protégé and mentor but also include the organization in which the participants are involved. Ensher and Murphy (2010) stated that several benefits to organizations with mentoring programs include an increase in loyalty, a decrease in likelihood of turnover and an increase in the overall communication

within the organization. Ensher and Murphy (2010) discussed how mentoring can be used as a recruiting and retention tool. Kalbfleisch and Davies (1993) research suggested the mentoring process and relationship can be a reciprocal relationship.

To help ensure mentoring relationships are fluid and positively functional, it's important that members of a mentoring organization are properly trained to be mentors.

Mentoring training

Zachary (2005) discovered that participating in mentoring training can help participants increase mentor competence confidence and helps members to be creative in the workplace. Zachary (2005) also noted that mentoring plays a critical role in promoting productivity, organizational readiness, meaningful learning and builds individual and organizational capacity. According to the National Mentoring Partnership, a partnership that works with over 5000 programs that impacts over 3 million students, training for mentoring should include at least seven topics. These topics included were the programs rules, the mentor's goals, expectations for the mentor, expectations for the protégé, the mentor's obligation, appropriate roles, relational development, relational maintenance, ethical issues that may arise related to the mentoring relationships, effective closure of the mentoring relationship and sources of assistance available to support mentors (Wiley, 2010).

In another mentoring training program, Dubrin (2005) discusses how mentoring relationships needs to include encouraging concentration, using motivational interest, effective memory recall, giving feedback and practice .

In a final mentoring training program, Megginson, Clutterbuck, Garvey, Stokes, and Garrett-Harris (2006) offered their suggestions as to topics that should be addressed

in mentoring training. Some of their more prominent suggestions are the definition of mentoring, benefits of mentoring relationships for both the mentor and the protégé, how to build rapport, setting goals, learning techniques and styles.

Martin and Sifers (2012) study revealed that mentoring programs that provided initial training to their mentors and ongoing support tended to have more satisfied protégés than programs that did not offer training or support. Rhodes, Grossman, and Roffman (2002) stated that mentors can influence their protégés by improving social skills, cognitive skills, and emotional well-being. Improvement in these areas contributes to positive protégé satisfaction with their mentoring program.

Empathy

Russell (2003) asserts, “most major topics in psychology and every major problem faced by humanity involve emotion” (p. 145). From infants we are able to recognize and mimic the facial expressions of others. Although scholars agree individuals have the ability to relate to others, there is an abundance of discussion and disagreement in how empathy is defined. Empathy was first defined in the late 1960s by Hogan. Hogan (1969) described empathy as "the intellectual or imaginative apprehension of another's condition or state of mind without actually experiencing that person's feelings" (p. 308).

Contrary to this definition and basing empathy on an intellectual component, other researchers have described empathy in terms of emotions. Mehrabian and Epstein (1972) defined empathy in terms of awareness and having a “heightened responsiveness to another's emotional experience" (p. 526).

Although Hogan (1969) and Mehrabian and Epstein (1972) definitions of empathy were advanced for the time, both studies examined empathy as uni-dimensional. One of the main problem in constructing a widely accepted definition of empathy arises from the debate about whether empathy involves recognizing emotion or experiencing it, or both.

Then in 1983, a third approach to defining empathy was offered. Davis' approached empathy differently than previous researchers becoming the first researcher to define empathy as a multi-dimensional construct. Davis (1983) described empathy as multifaceted in terms of responsivity. Davis (1983) developed the Interpersonal Reactivity Index, which examined empathy from multiple perspectives using four scales: Fantasy Scale, Perspective Taking Scale, Personal Distress Scale and Empathic Concern Scale. Davis' empathy approach is still considered the most effective method to examine empathy and continues to be utilized thirty years later.

In more recent work, Batson (2009), described empathy is several different components and stated there are currently eight different commonly used concepts of empathy. These concepts are described as eight unique ways in which empathy has been defined by previous researchers and clinicians. Concept one consisted of knowing another person's internal state which can included the other person's thoughts and feelings. Although researchers have called knowing another person's internal states empathy; others researchers have called it cognitive empathy. Concept two is adapting one's posture to match the neural response of an observed other.

When someone actively matches another person's nonverbal communication, it is referred to as the facial empathy, motor mimicry or imitation. Furthermore, Batson's

(2009) described the perception-action model which states that an individual that perceives another in a given situation automatically leads one to match their state. One comes to feel something of what others feels, and thereby to understand the others internal state.

The third concept is when an individual comes to feel as another person feels. This is one of the more common definitions as empathy is often described as coming to feel the same emotion that another person feels. An important component of matching the way another person feels is the ability to engage in emotional catching. Emotional catching describes the ability to accurately read another person's emotions.

One of the most important concepts in defining empathy is distinguishing between empathy and sympathy. As previously discussed, empathy is defined as an emotional reaction to another's emotional state or condition that is consistent with that person's state or condition. Different than empathy, sympathy is an emotional reaction based on the interpretation of another's emotional state, which involves feeling of sorrow, compassion or concern for the other (Batson, 1991a).

Batson (2009) labeled conception four as intuiting or projecting oneself into another's situation. Batson (2009) discussed how this concept was first described by Lipps in 1903. Batson (2009) stated that in 1909, Titchener used the word *Einfühlung*, which would later be coined empathy in English. This includes using one's imagination to project themselves into another person's psychological state. Batson and Ahmad (2009) referred to this concept as the imaginary-other perspective.

The fifth concept is similar to concept four in it involves the use of one's imagination, yet concept five suggests individuals try to imagine how another is thinking

and feeling. Batson (2009) described how research conducted by Wispé (1968) called for imagining how another is feeling as psychological empathy.

The sixth concept described by Batson involves imagining how one would think and feel in another place. Batson (2009) discussed how through the use of imagination, one would think and feel in another person's situation or another person's shoes. Batson (2009) noted this concept was coined the imagine-self perspective by Stotland (1969) continued this reference in current research (Batson & Ahmad, 2009).

Concept seven is feeling distress at witnessing another person's suffering. Batson (2009) described this as when an individual feels anxiety or unease from seeing someone they know in a difficult situation. Batson (2009) also refers to this as empathy or personal distress. Batson (1991b) stated personal distress is another emotional reaction that is frequently confused with empathy and sympathy. Personal distress is an induced emotional reaction, such as anxiety or worry, which is coupled with self-oriented concern. Batson (1991b) suggested that when an individual experiences personal distress it leads to them wanting to alleviate their own stress.

The last concept Batson (1991b) described is feeling for another person who is suffering. Batson (1991b) described this response as having concern for another's emotions, including situations when the perceived welfare of the other is positive, negative when the perceived welfare is negative.

Although these eight concepts demonstrate the wide array of definitions of empathy, for the purpose of this research empathy was defined as: "(a) an accurate understanding of the situation of a partner, putting yourself in his/her shoes, seeing the world from his/her point of view and (b) communicating that understanding to a partner,

thus increasing the likelihood that one's partner feels understood” (Long, Angera, Jacobs Carter, Nakamoto, & Kalso, 1999, pp. 235-236).

Despite such an array of definitions of empathy, one notion all researchers can agree upon is the importance of empathy. Empathy training can offer both personal and relational development, allowing for individuals to become more effective leaders and better relational partners.

Sex differences and empathy

Hoffman (1977) was the first researcher to examine in depth the difference in empathic expression between males and females. As children we are socially taught that males are tough and rugged while females are soft and caring (Iacuone, 2005). Hoffman (1977) suggested societal stereotypes are continually reinforced, such a teaching male children not to cry, impacts empathic expression in adults.

Eisenberg and Lennon (1983) stated empathy is one of the most commonly attributed characteristics associate with females. Eisenberg and Lennon (1983) believed the stereotype comes from the wide help believe that females are more nurturing and other oriented than males. Eisenberg and Lennon (1983) discovered females expressed more emotions, especially positive emotions, while men tended to express little emotion, except negative emotion. Eisenberg and Lennon (1983) stated, “stereotypes help lead to the belief that females tend to empathize more and females are better at empathizing” (p. 100).

Furthermore, Eisenberg and Lennon (1983) meta-analysis of sex differences and expressed empathy focused on revealed that a self-reporting measurement tended to favor females. These finding has been substantiated by research conducted by Eisenberg,

Fabes, Schaller and Miller (1989) which discovered sex differences in self-reporting in responding to empathy, inducing stimuli. Research by Baron-Cohen and Wheelwright (2004) confirmed previous researched which stated females tend to score higher on self-reporting empathy scales.

Research by Reniers, Corcoran, Drake, Shryane, and Vollm (2011) of over 1100 participants confirmed previous findings that females tend to score higher than males on all measurements of empathy. Additionally, research by Jolliffe and Farrington (2006) analysis of sex differences in empathy display demonstrated females scored much higher than males on all scales and when analyzed separately the empathy differences were true differences and not the result of greater socially desirable responding by females.

With females expressing more empathy than males, one could also expect females would be more likely to display other oriented empathy and prosocial behavior than males.

Empathy training

Empathy training has been an ongoing topic of discussion and an area of research for the last 50 years. Whether the skill of empathic awareness is a learned skill or an innate one is a matter of discussion. Sahin (2012) stated that although empathy as an ability cannot be taught it can be developed through training. Aladağ and Tezar (2009) described peer helping as, “a process in which trained, supervised students help other students with personal and academic issues for the purpose of offering supportive relationships, clarifying the other students’ thoughts and feelings, exploring options and alternatives, and facilitating them in defining their own solution” (p. 255). One of the

distinct advantages of training in peer relationships is the potential to improve interpersonal communication skills along with personal and professional self-growth.

Aladağ and Tezar (2009) Peer Helping Training Program was designed with the purpose of fulfilling three specific goals. Aladağ and Tezar (2009) believe the first goal of training should be helping students develop their helping skills. Aladağ and Tezar (2009) believe this would help in maintaining relationships and clarifying emotional expression.

The second goal, also applicable to empathy, was training the students to have the ability to teach other students who need help with fine tuning their skills to assist other students. The third and final goal was to help the student trainer with their own personal growth. This goal also furthers the notion that peer mentoring relationships can be mutually beneficial. To help accomplish the third goal, participants were asked to partake in training that focused on self-esteem and self-acceptance.

Early research conducted by Kalisch (1971) on empathy training of nursing students discovered as little as 12.5 hours of training lead to significant results that indicated protégés whose mentors participated in empathy training were more satisfied than protégés who mentors did not participate in empathy training. Kalisch (1971) utilized a pre-test, post- test approach and used empathy training through didactics, role playing, experimental and role modeling.

Another frequently used training model was developed by Feshbach in the 1970s (Pecukonis, 1990; p. 64). Feshbach proposed a three component model of empathy training which focuses on cognitive and affective behavior. The first two components are cognitive, including, “discrimination of affective cues, other person role perspectives, and

affective responses” (p. 64). The three components are affect discrimination, role taking and affective. Pecukonis (1990) argued that although Feshbach’s research has been successful, it has been limited to a population of young children.

Stepien and Baernstein’s (2006) review of empathy in education discovered the most popular training technique is communication training. Communication training utilizes lectures, small groups and workshops to teach individuals how to be empathetic. Through communication training, Stepien and Baernstein (2006) concluded that all of the studies that conducted pre and post testing had significant results in the increased use of empathy. Training also revealed that empathy training can have long term impacts, when measured at six months and twelve months after the training.

One variable to consider is if sex differences exist in empathy training. In the next section previous literature will be examined to determine if an individual’s sex has a significant impact on their ability to utilize empathy training

Sex differences and empathy training

Black and Phillips (1982) results indicated females were significantly more empathetic before training. Black and Phillips’ (1982) participants were then exposed to 22 hours of empathy training. After the training, results indicated there was not a significant difference in empathic expression or recognition between male and female participants.

Haynes and Avery (1979) focused on whether differences in males and females existed after completion of communication training. One of the components of Haynes and Avery (1979) communication training was empathy. Haynes and Avery’s (1979) indicted a significant difference in self-disclosure and empathic skills for males and

females who were exposed to empathy training. In Long, Angera, Carter, Nakamoto, and Kalso (1999) research focused on gender differences in couples who participated in a four session empathy training longitudinal study.

Long, Angera, Carter, Nakamoto, and Kalso (1999) discovered that although there was not an increase in general empathy score, over a six month period both males and females reported a higher level of expressed empathy. The notion of gender difference existing but not being significant was also supported by research conducted by Erera (1997).

Recently, empathy training has been studied in males who are aggressive (Yeo, Ang, Loh, Fu, & Karre, 2011). Yeo, Ang, Loh, Fu, and Karre (2011) research suggested empathy training can assist in making males less aggressive and more empathic towards other in difficult situations.

Hypothesis one: mentors who participate in training would be more empathetic than mentors who did not participate in training.

Mentoring Enactment Theory

Kalbfleisch's (2002) Mentoring Enactment Theory was the first theory to test mentoring relationships. Mentoring Enactment Theory consist of nine propositions, propositions one through five focus on the initiation of the mentoring relationship while propositions six through nine focus on the continuation of the mentoring relationship. Kalbfleisch's (2002) Mentoring Enactment Theory examines the communication strategies that are used by the protégés and mentor in the initiation, development, maintenance and repairing of mentoring relationships.

Ensher and Murphy (2010) described Mentoring Enactment Theory as, “a particularly useful theory as it provides the recommendations for the initiation as well as ongoing maintenance and repair of the mentoring relationship” (p. 3). Kalbfleisch (2007) stated that mentoring relationships bring quality to the mentor and the protégé, they both benefit from a connection with another human being. Ensher and Murphy (2010) believed individuals use mentoring as a form of communication to accomplish goals and influence one another. Furthermore, through the connection that exists, individuals can create a relationship that incorporates trust.

An important component of any interpersonal relationship is being able to establish an emotional connection with another individual. Applying empathy to peer mentoring relationships, the following study focused on furthering three propositions of Mentoring Enactment Theory. For the purpose of this study, only one of the nine propositions, proposition eight, was tested. In proposition eight of Mentoring Enactment Theory, Kalbfleisch (2002) suggested females would be more likely direct their conversations towards goals than males.

Proposition 8: Female protégés will be more likely than male protégés to direct their conversational goals and communication strategies towards initiating, maintaining and repairing their relationship with their mentor (Kalbfleisch, 2002, p.68).

Hypothesis two: as a type of communication strategy, female mentors would be more likely than male mentors to display other-oriented empathy in their mentoring relationships.

Sex differences in mentoring

Burke and McKeen (1996) research on sex effects in mentoring relationships indicated mentors were an important factor for success among males, but a mentor is more important in the overall success of females. McKeen and Bujaki (2007) believed mentoring is essential for females and it helps females overcome unique barriers and assist females in decoding masculine culture. Additionally, McKeen and Bujaki (2007) stated that mentoring can be beneficial for females by helping them to feel safe within the work place and assisting them in feeling as if they belong to the organization.

Kalbfleisch (2002) explained that same sex mentoring relationships occur more often than cross sex mentoring relationships. Kalbfleisch (2002) also noted that protégés express a higher level of comfort with mentors of the same sex. Research conducted by Lockwood (2006) revealed female students were more inspired by female mentors than male mentors.

Sosik and Godshalk (2005) research on sex similarities and differences of mentor and protégé dyads furthered this notion by adding that protégés were more comfortable with same sex mentors. Sosik and Godshalk (2005) believed same sex mentoring relationships were more comfortable since they could more easily relate to their mentor. Kalbfleisch (2002) stated that mentors were more likely to mentor protégés of the same sex. Ragins (1997) research on diversifying mentoring relationships in organizations discovered one of the problems that exist within mentoring was the principal that females and minorities have limited access to form mentoring relationships.

Noe's (1988b) research on matched mentoring dyads indicated that protégés in cross sex mentoring relationships utilized the mentoring relationship more than protégés

in same sex mentoring relationships. Noe (1988b) stated matching dyads on race or sex increases the likelihood of success due to a higher probability of similarities. Ragins (1989) argued that the sex of the protégé influences the type of mentoring they need.

Additionally, Ragins (1989) suggested that female protégés need more socio-emotional support from their mentors while males need more instrumental support from their mentors. Although there were differences in the needs of the protégé, research suggested female mentors provide more psychosocial support, especially to female protégés (Allen & Eby, 2004, McKeen & Bujaki, 2007).

Research discovering male and female mentors provided the same amount of career support to male and female protégés (Allen & Eby, 2004; McKeen & Bujaki, 2007). Allen and Eby's (2004) research suggested male mentors report providing their protégés with more career function, regardless of the sex of the protégé.

McKeen and Bujaki (2007) believed males and females view mentoring relationships differently. They stated that the masculine model of mentoring views the relationship from the instrumental point of view: what the relationship can do for them? Contrary to the masculine model, the feminine model of mentoring views the mentoring relationship from an affective perspective: where the relationship is and how it can develop. McKeen and Bujaki (2007) believed mentoring can assist females in the following ways: clarifying overt and subtle performance expectations, providing feedback on which styles males are most comfortable with, helping to gain access to informal networks, providing challenging assignments and helping to break or reduce stereotypes of females in the workplace.

Hypothesis three: female protégés would be more satisfied with their mentoring match than male protégés.

Relational satisfaction

Eby, McManus, Simon, and Russell (2000) posited that in all relationships, even healthy relationships, conflicts and problems arise. Canary and Cupach (1998) demonstrated that relational conflict and perception of communication competence can lead to an increase in control, trust, intimacy and relational satisfaction. Gross, Guerrero, and Alberts (2004) research on perceptions of conflict strategies and communication competence in dyads discovered that conflict in mentoring relationships can be beneficial; they argued that although disagreement is inevitable, if the conflict is managed effectively there can be positive outcomes.

One effective relational maintenance strategy that can be utilized to solve relational problems is the use of empathetic concern for the other member of the relationship. Davis and Oathout's (1987) study on empathy and relational satisfaction focused on a self-reporting on empathy and the impact of personality on relational satisfaction. Davis and Oathout (1987) suggested that empathetic concern for others is associated with higher positive behavior, lower negative behavior and higher satisfactory relationships.

Hypothesis four (a): protégés whose mentors participate in training would be more satisfied with the mentoring program than protégés whose mentors did not participate in training.

Hypothesis four (b): protégés, whose mentors participated in training, would be more satisfied with their match, then protégés whose mentor did not participate in training.

Mentoring Program: PUMPED

One of the goals of this dissertation is to create a peer mentoring program as a vehicle that could be fully implemented at the completion of this pilot research. The mission of the Peer Undergraduate Mentoring Program Educational Design (PUMPED) is to aim at assisting in the recruitment and retention of the highest quality students. Students who enter the program were paired with a mentor that assisted them on both a personal and professional level in their development at the university. Freshmen and sophomore students were paired with junior and senior students who served as their peer mentors. In the future, when PUMPED is fully implemented, students will have the opportunity to be paired with an Alum mentor. Students who are paired with an Alum mentor will be referred to as a step up mentoring relationship.

The goal of PUMPED was to create a program and atmosphere where peer and step up mentors assist students in course preparation, in social aspects and serve as an outlet for additional information that the protégé might need while attending the university, which includes but was not limited to organizations, tutoring and other opportunities that can facilitate personal and professional growth. Additionally, PUMPED goal was to be a tool in creating the next generation of leaders through increasing campus involvement, increasing networking, and increasing professional development of students.

Finally, the goal of PUMPED was to have a continuous flow and expansion from the entrance into the university system, throughout students' educational experience and continuing to include alumni involvement. This includes but is not limited to the involvement of freshmen students through their growth as undergraduates, graduate students and alumni.

Mentors were asked to volunteer up to two hours of their time per week to help ensure the success of the program. The two hours of their time was utilized in the development of a positive connection with their mentor/protégé. The mentor and protégé were encouraged to utilize several venues to connect including the use of modern technology.

One of the goals of PUMPED was to create a mentoring program that assisted students in several different courses. An outline of some activities can be seen in Smith's (2008) mentoring program that created a peer mentoring program where the peer mentoring roles include a combination of in class and extracurricular activities in the host course, such as giving a class presentation, facilitating discussion or small group in class, planning short interactive learning activities for a class, organizing study groups, facilitating online discussion, coaching students on presentations, assisting with experiential learning, troubleshooting group programs and concerns, answering simple questions about the course structure or tutoring for writing assignments.

Current Study

The current study aimed at creating a mentoring program that is all inclusive for university undergraduate student and using the program as a vehicle to test hypotheses. The study examined mentoring through a series of five hypotheses that explored sex

differences in mentoring relationships. Furthermore, relational satisfaction in mentoring relationships and satisfaction with the mentoring program was examined. Participants were exposed to empathy training and mentoring training to determine the effects of training on mentoring relationships.

CHAPTER II

METHOD

Introduction

In the previous chapter, the author identified how previous research has not examined the impact of empathy training or mentoring training, on mentoring. Previous research has established protégés tend to display a higher level of satisfaction with same sex mentors.

These findings help shape the purpose of the current study which is to examine the influence of (a) peer mentoring training, (b) empathy training and (c) sex of mentor on protégé satisfaction.

The first hypothesis: mentors who participate in training would be more empathetic than mentors who did not participate in training. To test this hypothesis, the researcher administered the Interpersonal Reactivity Index (IRI) to mentors at the beginning and at the end of the eight-week program.

A second hypothesis: as a type of communication strategy, female mentors would be likely than male mentors to display other-oriented empathy in their mentoring relationships. To test this hypothesis, mentor participants completed the Prosocial Personality Battery (PSB) to mentors at the beginning and end of the eight-week program.

Hypothesis three: female protégés would be more satisfied with their mentoring match than male protégés. To test this hypothesis, participants were asked to complete the Relational Satisfaction Scale (RAS) at the end of the eight-week program.

Hypothesis four (a): protégés whose mentors participate in training would be more satisfied with the mentoring program than protégés whose mentors did not participate in training. To test this hypothesis, the researcher administered the Protégé Satisfaction Scale (PSS) at the end of the eight-week program.

Hypothesis four (b): protégés, whose mentors participated in training, would be more satisfied with their match, than protégés whose mentor did not participate in training. To test this hypothesis, protégés completed the (RAS) at the end of the six weeks.

Definitions

In the development of a conceptual definition of mentors and protégés, a modified version of Kalbfleisch's (2002) definition of mentoring is applied.

Kalbfleisch (2002) defined mentoring as:

“A personal relationship between a more advanced mentor (junior/senior) and a less advanced protégé (freshman/sophomore)[...]At the center of this relationship is a human connection of two people: one more advanced in a particular area (educational level), one less advanced, joined in a common commitment to achieving success (graduating college).” (pp. 63-64)

For the purpose of this project, empathy was defined as, “(a) an accurate understanding of the situation of a partner, putting oneself in his/her shoes, seeing the world from his/her point of view and (b) communicating that understanding to a partner, thus increasing the likelihood that one's partner feels understood” (Long, Angera, Jacobs Carter, Nakamoto, & Kalso, 1999, pp. 235-236). Empathy was measured using the Interpersonal Reactive Index (IRI), first developed by Davis (1980) and later modified by Davis (1983).

Recognizing the difference between sex and gender, sex was defined as an individual's biologically assigned sex, either male or female. Other-oriented empathy was measured by the Prosocial Personality Battery (Penner, 2002). The helpfulness dimension was also measured since high scores on both dimensions indicate a person possesses prosocial behavior.

Operationally, mentors were assigned based on their year in school. A mentor was defined as a student who had completed at least sixty college credits, had selected a major, and was willing to act as a guide for a younger student. A protégé was defined as a student who had completed less than fifty nine credits and had a desire to learn more about the university and university related opportunities. The operational definition for sex was be male or female. Empathy training and mentoring training were defined as either participated or did not participate.

Research Design

The goal of this research was to explore the impacts of the independent variables (IV) mentoring training, empathy training and sex on the dependent variable (DV)

satisfaction. One control group, no training, three experimental groups, empathy training only, mentoring training only and both empathy training and mentoring training were compared.

Population

The target population for this study was all undergraduate students enrolled in introductory courses in communication at a medium sized Midwestern university. The population included traditional aged (18-24) students who were enrolled in courses in the fall 2011 semester or the spring 2012 semester.

Sample

In the fall 2011 semester, undergraduate students, age 18 and above, enrolled in communication 110 (fundamentals of public speaking), communication 212 or (interpersonal communications) were invited to participate in the research. When a second wave of participants was needed, participants were solicited from on campus events, sororities and fraternities in the spring of 2012.

Instrumentations

Some of the most widely used empathy questionnaires have been Hogan's empathy (EM Scale; Hogan 1969), Mehrabian and Epstein's questionnaire measure of emotional empathy (QMEE; Mehrabian & Epstein, 1972) and Davis's Interpersonal Reactivity Index (IRI; Davis 1980). Hogan (1969) stated empathy was exclusively a cognitive manner.

In opposition of Hogan (1969), Mehrabian and Epstein (1972) believed empathy is exclusively an affective phenomenon. Mehrabian and Epstein (1972) studied empathy

and how motor mimicry impacted feedback and influenced emotional experiences (Doherty, 1997). Although the two previously discussed scales treat empathy as uni-dimensional, Davis (1980) Interpersonal Reactivity Scale treats empathy as both cognitive and affective.

The Interpersonal Reactivity Index (IRI)

Cited by over 2000 academic articles, the IRI scale consists of 28 items constituting four dimensions of empathy. Each of the 28 items, seven items per dimension, were rated using a five point likert-like format, ranging from 0 (does not describe me well), to 4 (describes me very well). Davis (1980) stated the IRI measures individual responses to witnessing negative experiences.

The Fantasy Scale (FS) of the Interpersonal Reactivity Scale measures how likely an individual is to identify with fictitious characters in movies, play and books. The Perspective Taking Scale (PT) of the Interpersonal Reactivity Scale is used to measure if an individual has the ability to examine a situation from another person's point of view. Statsio and Capro (2006) stated the Perspective Taking Scale of the Interpersonal Reactivity Scale is positively correlated with self-esteem and other-oriented sensitivity while being negatively correlated with boastfulness, arrogance and self-oriented sensitivity.

The Empathic Concern Scale (EC) of the Interpersonal Reactivity Scale measures whether the participant can relate to another individual undergoing negative experiences or distress. The Empathic Concern Scale of the Interpersonal Reactivity Scale measurement is positively related to shyness, social anxiety, and audience anxiety. The

Empathic Concern Scale of the Interpersonal Reactivity Scale measurement is negatively related to loneliness (Statsio & Capro, 2006, p. 179). Statsio and Capro (2006) believed some of the traits correlated with Empathic Concern Scale of the Interpersonal Reactivity Scale include sympathy, warmth and compassion.

The Personal Distress Scale (PD) of the Interpersonal Reactivity Scale measures whether the participant experiences discomfort or anxiety while viewing other's negative experiences. The Personal Distress Scale of the Interpersonal Reactivity Scale is highly correlated with shyness, social anxiety, extroversion and fearfulness (Statsio & Capro, 2006, p. 179). Statsio and Capro (2006) suggested a strongly negative correlation between the Personal Distress Scale of the Interpersonal Reactivity Scale and self-esteem.

Finally, the Perspective Taking Scale of the Interpersonal Reactivity Scale comprises the cognitive component of Davis' IRI scale, whereas the Personal Distress, Fantasy Scale, and Empathic Concern scales comprise the affective components of the IRI. Davis (1980) reported the IRI had adequate internal reliability, with coefficient alphas ranging from .71 to .77. Coefficient alphas for the present study ranged from .63 to .67 for the pre-test and .59 to .72 for the post-test (for the Interpersonal Reactivity Index measurement, see Appendix B).

Prosocial Personality Battery (PSB)

The Prosocial Personality Battery (PSB) is used to measure prosocial behavior and empathy and is two dimensional. Dimension one, Other-Oriented Empathy, consist of five subscales: Social Responsibility, Empathic Concern, Perspective Taking, Mutual Moral Reasoning and Other- Oriented Reasoning. Penner, Fritzsche, Craiger, and

Freifeld, (1995) state participants who score high on the Other- Oriented Empathy Dimension are likely to “experience both affective and cognitive empathy, and to feel responsibility for and concern about the welfare of others (p. 7).

The second dimension, Helpfulness, consists of Personal Distress and Self-Reporting Altruism. Penner and colleagues (1995) believed individuals scoring high on the helpful scale are unlikely to experience discomfort when viewing another person who is in a highly distressful situation.

For the purpose of this study, the Prosocial Personality Battery was used to measure other-oriented empathy in mentors. Other-oriented empathy is related to altruism. Batson (1991) posited the empathy-altruism hypothesis, which states that if an individual feels empathy for another person, they would help another person, regardless of the presence of a reward.

Thus, for the purpose of this study, the other-oriented empathy dimension of the PSB was used since this dimension scores if individuals feel responsible for and concern about the welfare of others. The Prosocial Personality Battery was selected because of the high level of reliability and validity.

The initial Prosocial Personality Battery (Penner, 1995) measurement contained 128 items. The most recent version of the PSB contains a total of 30 items. Also, the co-variations are not impacted by the respondent’s sex, age or educational background.

Penner (1995) stated the Prosocial Personality Battery is different than other measurements because the two dimensions measure prosocial behavior through thoughts, feelings and actions. The coefficient for Penner’s (2002) research was .80 for both

dimensions. In this study, the coefficient for Other- Oriented Empathy Scale pre-test was .40. The coefficient for the helpfulness pre-test was .46. The coefficient for the Other-oriented Empathy Dimension post-test was .73. The coefficient for the post-test helpfulness dimension was .47 (see Appendix C for the Prosocial Personality Battery).

Protégé Satisfaction Scale (PSS)

Lyons and Oppler's (2004) Protégé Satisfaction Scale was designed to measure the satisfaction of protégés in formal mentoring relationships. The Protégé Satisfaction Scale measures responses to 21 items on a five point likert-format questionnaire. Lyons and Oppler's (2004) study administered the Protégé Satisfaction Scale to a diverse sample (n=267), 63% Caucasian, 22% African-American, 13% Hispanic, 2% Native American and 1% Asian (p. 219).

Lyons and Oppler (2004) eliminated factors with a variance of less than 1.0. Additionally, factors that loaded less than .60 were excluded. Lyons and Oppler's (2004) results indicated three factors: job characteristics, mentor satisfaction and organizational support. Reliabilities for these factors were .95 for job characteristics, .93 for mentor satisfaction and .85 for organizational support. The reliabilities for the present study were .75 for job characteristics, .92 for mentor satisfaction and .38 for organizational support. Word replacement on several items was made to adapt the scale to fit an academic setting. The following words changes occurred, replacing "my current position" with "school" (item three), "job" with "school" (items four and six), "job" with "classroom" (item seven), "work" with "school" (items eight and eighteen), "organization" with "school" (item nine) and "facility" with "department" (item 19) (see Appendix D for modified Protégé Satisfaction Scale).

Relational Assessment Scale (RAS)

The Relational Assessment Scale (RAS) was developed by Hendrick (1988). The RAS is a modified version of Hendrick (1981) Marital Assessment Questionnaire that converted the marital scale to a general relational scale and increased the number of items from five to seven. The RAS was used to measure the satisfaction level of protégé with their mentoring pair.

Hendrick (1981) reported a coefficient alpha of .86. The modified scale Relational Assessment Scale used in the present study revealed a coefficient alpha of .70. For the purpose of this study, a modified version of the Relational Assessment Scale was used. The item, “how much do you love your partner” was omitted (see Appendix E for the modified Relational Assessment Scale).

Demographics

The researcher developed a simple demographic survey for participants to complete. The participants were asked to disclose their age, year in school and race (for the complete demographic questionnaire, see Appendix F).

Communication

Participants were asked to complete a communication survey that focused on what methods of communication were utilized in their mentoring relationship (see Appendix G). Participants were asked to track their interactions on the Mentor-Protégé tracking form (see Appendix H). Finally, participants were given a tip sheet that was adapted from Arizona State University to assist them in their mentoring relationship (see Appendix I).

Data Collection

Participants were asked to attend one information session. Participants were informed the program would consist of an eight-week mentoring program. Participants who agreed to the mentoring program were asked to complete mentor or protégé application (see appendices J & K). Participants were matched on two criteria. First, all participants were separated based on sex. Secondly, the participants were matched based on their major, to help increase the likelihood of similarities between the mentor and protégé. Each participant was notified via email about their match and how to contact their match.

After matching the pairs, the pairs were randomly sorted into four groups. The first group participated in empathy training. The second group was subjected to mentoring training. The third group of participants participated both empathy and mentoring training. The final group did not participate in any training.

Empathy Training

The empathy training was conducted by Kelsey Jaeckel, a Conflict Management Consultant for the UND Conflict Resolution Center. Her roles at the Center include mediation, coaching, community training and education, event coordination, liaison to the UND community and marketing. The Conflict Resolution Center has offered the following empathy courses in, “Empathy, Developing an Ear for Others”, “Listening with Love” and “Developing your Emotional Intelligence”.

The Conflict Resolution Center agreed to do consulting pro-bono and specifically tailor the training for university level students. Since the Conflict Resolution Center has

well established credibility in the field of empathy, the researcher entrusted the Conflict Resolution Center to develop their own training. The Conflict Resolution Center developed a new training program specifically for this dissertation (a complete copy of the empathy training can be found in Appendix L).

Mentoring Training

The mentoring training was conducted by the principle investigator. A Training Program at National Mentoring Partnership has been utilized by over 5,000 programs. The researcher utilized a modified version of the National Mentoring Partnership. The researcher covered all of the components the National Mentoring Partnership Program suggested: programs rules, the mentor's goals and expectations for the mentor and the protégé, the mentor's obligation and appropriate roles, relational development and maintenance, ethical issues that may arise related to the mentoring relationships, effective closure of the mentoring relationship and sources of assistance available to support mentors (Wiley, 2010; p. 9). The mentoring training can be found in Appendix M.

Data Analysis

After each wave of participants, data were entered and checked for missing values and accuracy. Variables were recoded and reversed when needed. The data of the two waves were combined after the completion of the second wave. Initially, one way ANOVAs were conducted on the pre-test and post test data for the IRI and PSB. After the ANOVAs, ANCOVAs were conducted on the pre-test and post-test data to explore differences between participants who participated in training and participants who did not participate in training.

T-tests were conducted to examine protégé satisfaction levels and sex of the mentor. Finally, t-tests were conducted to determine if differences existed in protégé satisfaction with the match and the program based on mentors who participated in empathy and mentoring training. Findings for these tests are discussed in chapter four.

Confidentiality

All participants received a copy of the IRB approved information sheet (see Appendix A). The information sheet explained to students the program would last eight-week. Students were also informed they may or may not receive direct benefits from participating in the research. The participants were informed that their data would be coded and that all information would remain anonymous. Participants were told that by participating in the research, they would have an opportunity to win one of 20 (\$25) Visa gift cards. The participants were informed that their participation was voluntary and they could discontinue their involvement at any time without any consequences.

Summary

This chapter discussed the steps that were completed and the hypotheses to be tested in this study. Research methodology, including the research design, population and sample was discussed. A discussion of the instruments that were used was discussed. The chapter concluded with a discussion of the human subject's rights and confidentiality.

CHAPTER III

RESULTS

Introduction

The basis of this research was to examine peer mentoring relationships in undergraduate students. The specific purpose was to determine if (a) peer mentoring training, (b) empathy training or (c) sex of mentor influenced satisfaction in peer mentoring relationships.

There were four hypotheses for this study. The first hypothesis: mentors who participate in training would be more empathetic than mentors who did not participate in training. A second hypothesis: as a type of communication strategy, female mentors would be more likely than male mentors to display other-oriented empathy in their mentoring relationships. Hypothesis three: female protégés would be more satisfied with their mentoring match than male protégés. Hypothesis four (a): protégés whose mentors participate in training would be more satisfied with the mentoring program than protégés whose mentors did not participate in training. Hypothesis four (b): protégés whose mentors participated in training would be more satisfied with their match than protégés whose mentor did not participate in training.

Data Management

Data was stored in a locked cabinet in the researcher's office. After data were entered into SPSS, the data was saved and stored on a memory stick, which was stored in

the locked cabinet. The paper copies of the completed surveys will remain in a locked cabinet until May 2015.

Description of the sample

Utilizing two waves of participants, a total of 226 participants consented to participating in the research. Of the 226 applicants, 174 participants completed the eight-week mentoring program (descriptive statistics of mentors and protégé’s gender and race can be found in Table 1). The mean age of mentors was 21.48 while the mean age for protégés was 19.97. The age range for the mentors ranged from age 20 to 25, while the age range for the protégés ranged from age 18 to 23. The average grade point average, on a 4.0 scale, for the mentor participants was 3.35 while the protégé’s average grade point average was slightly lower, at 3.13. Of the participants, 56.3% were juniors or freshmen while 43.7% of the samples were seniors or sophomores. On average, participants communicated 3.1 hours per week with their match. Of participants, 92% report meeting face to face and 96% report using communication through telephones (including phone calls and text messages). Finally, 86% of participants used social networking technology (Facebook and Twitter) to communicate with one another.

Table 1

Mentor and Protégé Characteristics

Characteristic	Mentor (n=87)	Protégé (n=87)
Gender		
Female	43 (49)	43 (49)
Male	44 (51)	44 (51)
Ethnicity		
White	77 (88)	75 (86)
African American	4 (5)	5 (6)
Asian	6 (7)	7 (8)

Note. Percentages in parentheses.

Reliabilities

Reliabilities were calculated for all measurements and scales. Reliabilities are conducted to determine if a correlation existed between the items on a scale. Internal consistency, also known as Cronbach alpha, ranges from zero and one.

The widely-accepted social science cut-off is that alpha should be .70 or higher for a set of items to be considered a scale. According to DeVellis (1991), the following levels are applied to Cronbach alphas. Cronbach alphas much above .90 should consider shortening the scale, Cronbach alphas between .80-.89 are good, Cronbach alphas between .70-.79 are respectable, Cronbach alphas between .65-.69 are minimally acceptable, Cronbach alphas between .60-.64 are undesirable, Cronbach alpha < 0.60 are unacceptable.

Reliabilities for Interpersonal Reactivity Battery

Pre-test. Davis' (1980) Interpersonal Reactivity Scale reported coefficient alphas ranging from .71 to .77, which are considered respectable levels. An examination was conducted on each of Davis' scale to determine if the Cronbach alpha would increase if items were deleted.

For the Fantasy Subscale pre-test, the deletion of an item would not increase from .66, a minimally acceptable level. Similar findings for the Empathic Concern Scale revealed the coefficient of .63, an undesirable Cronbach alpha, would not increase with the removal of any items.

The deletion of the question "I sometimes find it difficult to see thing from the 'other guy's' point of view" from the perspective taking scale would increase the pre-test

Cronbach alpha from .66 to .70. Although not a substantial increase, the increase would raise the alpha from an undesirable to a minimally acceptable level. The deletion of the question, “when I see someone get hurt, I tend to remain calm: would increase the Personal Distress Scale Cronbach alpha from .67 to .73, increasing the Cronbach alpha from a minimally acceptable level to a respectable level.

Post-test. The post-test reliabilities levels were not consistent with the pre-test levels. The coefficient for the Fantasy Scale of the Interpersonal Reactivity Scale was .77, a respectable Cronbach alpha. The deletion of items from the Fantasy Scale of the Interpersonal Reactivity Scale would not increase the Cronbach alpha. The Cronbach alpha for the Perspective Taking Scale of the Interpersonal Reactivity Scale was .66, considered a minimally acceptable Cronbach alpha level. The deletion of the question “If I’m sure I’m right about something, I don’t waste much time listening to other people’s arguments” would increase the reliability of the scale to .73, a respectable Cronbach alpha level.

The coefficient for the Empathic Concern Scale of the Interpersonal Reactivity Scale was .59, an unacceptable reliability level. The coefficient for the Personal Distress Scale of the Interpersonal Reactivity Scale was .63, an undesirable Cronbach alpha (all reliabilities for the IRI can be found in Table 2).

Table 2

Reliability Comparisons for Interpersonal Reactivity Index

Scale	Davis (1980) Cronbach alphas	Pre-Test Cronbach alphas	Post-Test Cronbach alphas
Fantasy	.78	.67	.72
Perspective Taking	.73	.66	.66
Empathic Concern	.70	.63	.59
Personal Distress	.76	.66	.63

Reliability for the Prosocial Personality Battery

Pre-test. The coefficient for the Other-Oriented Empathy Dimension was .40, which is unacceptable. The deletion of the item, “no matter what a person has done to us, there is no excuse for taking advantage of them” would increase the coefficient to .51. Although still unacceptable, the dimension would be more reliable.

The coefficients for Penner’s (2002) scales range from .65 to .77. The Social Responsibility pre-test revealed a Cronbach alpha of .52, an unacceptable Cronbach alpha level. The deletion of the question, “no matter what a person has done to us, there is no excuse for taking advantage of them” would increase the coefficient to .57. Although still considered unacceptable, the new reliability would be an improvement to the original alpha.

The Empathic Concern Scale yielded a Cronbach alpha of .60, minimally meeting the criteria for undesirable alphas. The deletion of any item would decrease the coefficient. The Perspective Taking Scale coefficient was .55, an unacceptable Cronbach alpha level. The deletion of items would not significantly increase the coefficient. The Other-Oriented Reasoning Scale yielded a Cronbach of .59, just below the undesirable Cronbach alpha level.

Deleting items from this scale would not increase the coefficient. The Mutual Moral Reasoning Scale had an unacceptable coefficient alpha of .48. By deleting the item, “my decisions are usually based on what is the most fair and just way to act”, the coefficient would increase to .58. Although the coefficient would still be unacceptable, the scale would be more reliable.

The second dimension, helpfulness, pre-test coefficient was .46, which is unacceptable. The deletion of the item, “I am usually pretty effective in dealing with emergencies” would increase the coefficient to .49. Although still unacceptable, the dimension would be more reliable.

The Personal Distress Scale revealed a Cronbach of .66, meeting the minimally acceptable Cronbach alpha level. The deletion of the item, “I am usually pretty effective in dealing with emergencies” would increase the coefficient to .72. This would raise the reliability of the scale from minimally acceptable to acceptable. The self-reporting altruism coefficient was .66, meeting the minimally acceptable cutoff. Deletion of items would not increase the coefficient (all coefficients can be found in Table 3).

Post-test. The post-test Other-Oriented Empathy Dimension coefficient was .73. The deletion of items would not increase the coefficient. A discussion of the post-test subscale coefficients follows. The Social Responsibility scale Cronbach alpha was an unacceptable .46. Deleting the question, “when people are nasty with me, I feel very little responsibility to treat them well” would increase the coefficient to .49, still well below the .60 level of undesirable. .

The Cronbach alpha for the perspective taking scale was .50, an unacceptable Cronbach alpha level. By deleting the item, “If I’m sure I’m right about something, I don’t waste much time listening to other people’s arguments” the coefficient would be .66. This would increase the reliability from unacceptable to minimally acceptable.

The coefficient for the Other- Oriented Reasoning Scale was .49, an unacceptable Cronbach alpha. By deleting the item, “my decisions are usually based on my concern for

other people”, the coefficient would increase to .58. Although still unacceptable, this still would increase the reliability of the scale. The Mutual Moral Reasoning scale yielded a Cronbach of .53. According to DeVellis (1991), this would be an unacceptable Cronbach alpha. The deletion of scale items would not increase the coefficient.

The post-test coefficient for second dimension, helpfulness, was .47, which is unacceptable. The deletion of the item, “I am usually pretty effective in dealing with emergencies” would increase the coefficient to .53, unacceptable but an improvement in the reliability. The Cronbach alpha for the Personal Distress Scale was .57, constituting a unacceptable Cronbach alpha level. Deleting scale’s items wouldn’t increase the coefficient. The coefficient for the self-reporting altruism was .68, falling within the minimally acceptable level. The deletion of items would not increase the coefficient (Cronbach alphas for the original scale and present study can be found in Table 3).

Table 3

Reliability Comparisons for Prosocial Personality Battery

<u>Dimension</u> Scale	Penner (2002) Cronbach alphas	Pre-Test Cronbach alphas	Post-Test Cronbach Alphas
Other- Oriented Empathy	.80	.40	.73
Social Responsibility	.65	.52	.46
Empathic Concern	.67	.60	.33
Perspective Taking	.66	.68	.60
Mutual Moral Reasoning	.64	.48	.53
Other -Oriented Reasoning	.77	.59	.49
Helpfulness	.80	.46	.47
Personal Distress	.77	.66	.56
Self-Reported Altruism	.73	.66	.68

Reliability for the PBB

The coefficients for the scales in this measurement range from .85 to .95. DeVellis (1991) stated coefficients in the range of .80 to .90 are very good, while reliabilities higher than .95, although considered excellent, a researcher should consider shortening their scale. The Job Characteristic Scale alpha for the current study was .75, which is considered respectable. The deletion of items would not increase the coefficient. The coefficient for the Mentor Satisfaction Scale was .92, which is considered excellent. The deletion of items would not increase the coefficient.

The coefficient for the Organizational Support Scale was .38. The deletion of the item, “I am satisfied with the amount of time it took for me to be assigned a mentor” would increase the coefficient to .45, which is still unacceptable but a higher than previous coefficient (coefficient for the original study and the present study can be found in Table 5).

Table 4

Reliability Comparisons for Protégé Satisfaction Scale

Scale	Lyons & Oppler (2004) Cronbach alphas	Present Study Cronbach alphas
Job Characteristics	.95	.75
Mentor Satisfaction	.93	.92
Organizational Support	.85	.38

Reliability for the RAS

The coefficient for the RAS scale is .86, falling within DeVellis (1991) category of very good. The coefficient of the scale in the current study was .70, a respectable Cronbach alpha. The deletion of the item, “my mentoring relationship had a lot of problems” would increase the coefficient to .77. Although this increase would increase

the reliability, the coefficient would stay at a respectable level (the coefficients for the original scale and the present study can be found in Table 5).

Table 5

Reliability Comparison for the Relational Assessment Scale

Scale	Hendrix (1981) Cronbach alpha	Present Study Cronbach alpha
General Satisfaction	.86	.70

Hypotheses Testing

This section will address the findings for the four hypotheses. Each hypothesis will be restated and the discussion of which statistical analyses were used will discuss. After the presentation of the findings, a brief discussion of the significance of the findings will be offered.

The first hypothesis: (a) mentors who participate in training would be more empathetic than mentors who did not participate in training. To test this hypothesis, the researcher administered the Interpersonal Reactivity Index (IRI) to mentors at the beginning and at the end of the eight-week program.

The first step in comparing groups is to compare the means of the experimental groups and the means of the control group. Since four means were compared, a series of one way ANOVAs were conducted on the pre-test groups in order to compare the means between the three experimental groups and the control group. The one way ANOVAs were used to compare the means for the four IRI dimensions: Fantasy, Empathic Concern, Perspective Taking and Personal Distress (the pre-test ANOVA results for the pre-test can be found in Table 6).

Table 6

ANOVA for Empathy and Training Pre-test

Dimension	N	Means (SD)	F	Sig
Fantasy			2.546	.062
No Training	20	15.90 (6.11)		
Empathy Training	23	18.48 (5.31)		
Mentoring Training	20	14.75 (5.13)		
Empathy & Mentoring Training	24	14.88 (4.05)		
Empathic Concern			.445	.722
No Training	20	17.65 (4.64)		
Empathy Training	23	18.87 (3.15)		
Mentoring Training	20	18.60 (3.94)		
Empathy & Mentoring Training	24	17.96 (3.91)		
Perspective Taking			1.423	.242
No Training	20	12.85 (2.85)		
Empathy Training	23	14.17 (2.52)		
Mentoring Training	20	13.60 (2.11)		
Empathy & Mentoring Training	24	12.79 (2.89)		
Personal Distress			2.046	.114
No Training	20	8.45 (1.93)		
Empathy Training	23	7.09 (2.49)		
Mentoring Training	20	7.25 (2.09)		
Empathy & Mentoring Training	24	6.92 (2.28)		

The ANOVA for the IRI pre-test revealed there were no statically significant differences between individuals who participated in no training, empathy training, mentoring training and empathy and mentoring training. Specifically suggesting there was no difference in the empathy levels between the four groups.

Another one way ANOVA was conducted on the post-test groups to examine if mean differences existed between the control group and the three experimental groups on the four dimensions of the IRI (the post-test ANOVA results for the pre-test can be found in Table 7).

Table 7

ANOVA for Empathy and Training Post-test

Dimension	N	Means (SD)	F	Sig
Fantasy			1.268	.291
No Training	20	14.20 (3.98)		
Empathy Training	23	16.56 (4.96)		
Mentoring Training	20	16.85 (6.18)		
Empathy & Mentoring Training	24	15.42 (4.16)		
Empathic Concern			.616	.607
No Training	20	18.30 (3.77)		
Empathy Training	23	17.95 (3.43)		
Mentoring Training	20	18.60 (3.87)		
Empathy & Mentoring Training	24	17.25 (2.94)		
Perspective Taking			.989	.402
No Training	20	16.15 (3.98)		
Empathy Training	23	17.65 (4.54)		
Mentoring Training	20	15.70 (3.29)		
Empathy & Mentoring Training	24	16.58 (3.71)		
Personal Distress			.465	.707
No Training	20	13.25 (4.12)		
Empathy Training	23	12.39 (3.94)		
Mentoring Training	20	12.35 (3.59)		
Empathy & Mentoring Training	24	11.88 (3.85)		

An examination of the findings reflex the same results as the pre-test, indicating there were no statistically significant differences in the means between any of the four groups. Thus concluding that neither mentoring training, empathy training nor both mentoring training and empathy significantly impacted the presence of empathy in mentors.

Since one of the major limitations of a one-way ANOVA is that it is unknown how the means differ; only that the means are not equal. In order to examine if the post-test effects were influenced by the group differences on the pre-test, an ANCOVA was conducted for group differences using pre-test scores as the covariate (ANCOVA findings are in Table 8).

Table 8

ANCOVA for Empathy and Training

Scale	<i>Df</i>	F	Sig
Fantasy	1	.376	.542
Empathic Concern	1	.304	.583
Perspective Taking	1	3.620	.061
Personal Distress	1	.001	.715

Based on the non-significant findings in the ANOVAs and ANCOVA, it can be concluded that there is no difference in empathy levels between mentors who participate in empathy training and mentors who did not participate in empathy training. Thus, hypothesis one is not supported.

Hypothesis two: as a type of communication strategy, female mentors would be more likely than male mentors to display other-oriented empathy in their mentoring relationships. The Prosocial Personality Battery was administered before and after the eight-week mentoring program. To examine this hypothesis, a series of independent sample t-tests were conducted on the other-oriented empathy and helpfulness dimensions. Both dimensions were examined since significant differences on both dimensions indicated prosocial behavior. Significance in the subscales of the dimensions was explored.

The PSB consist of two dimensions, Other-Oriented Empathy and Helpfulness. The Other-Oriented Empathy Dimension includes the subscales Social Responsibility, Empathic Concern, Perspective Taking, Mutual Moral Reasoning and Other-Oriented Reasoning. The Helpfulness Dimension includes the subscales Personal Distress and Self-Reporting Altruism (the pre-test t-test is in Table 9).

Table 9

Independent Sample T-test for Sex and Other-Oriented Empathy Pre-test

Dimension	Male Mentors	Female Mentors			
Scale	Means	Means	T	F	sig
Other-Oriented Empathy	68.61 (4.82)	68.90 (5.67)	-.260	.068	.795
Social Responsibility	19.52 (3.73)	19.39 (3.92)	.160	.127	.722
Empathic Concern	14.34 (1.79)	14.60 (2.06)	-.638	2.84	.095
Perspective Taking	13.29 (2.42)	13.42 (2.88)	-.216	.750	.389
Mutual Moral Reasoning	10.88 (1.66)	10.65 (1.70)	.652	.159	.691
Other-Oriented Reasoning	10.57 (1.97)	10.84 (1.53)	-.711	4.878	.030*
Helpfulness	29.50 (4.23)	28.19 (3.71)	.022	2.615	.110
Personal Distress	7.09 (2.28)	7.69 (2.23)	-1.254	.008	.930
Self-Reporting Altruism	18.59 (3.31)	17.81 (2.60)	1.216	1.260	.265

*p<.05

There were no significant differences between the means for the other-oriented dimension or helpfulness dimension. An analysis of the subscales revealed there was a significant difference in the means for the Other-Oriented Scale. Female mentors scored significantly higher on the Other-Oriented Reasoning Scale than male mentors. These results indicate that female mentors would be more likely to make decisions to benefit others than male mentors.

A second independent sample t-test was conducted on the post-test to determine if significant differences existed between the means of the dimensions or the subscales in the dimensions (the t-test for the post-test can be found in Table 10).

Table 10

Independent Sample t-test for Sex and Other-Oriented Empathy Post-test

Dimension	Male Mentors	Female Mentors			
Scale	Means	Means	t	F	sig
Other -Oriented Empathy	69.95 (7.30)	69.81 (7.38)	.089	.008	.929
Social Responsibility	22.57 (3.15)	22.19 (3.25)	.557	.027	.870
Empathic Concern	13.88 (2.30)	14.09 (1.99)	-.446	1.519	.221
Perspective Taking	13.29 (2.42)	13.42 (2.88)	-.937	1.309	.256
Mutual Moral Reasoning	10.39 (1.86)	10.37 (1.56)	.039	1.509	.223
Other-Oriented Reasoning	10.48 (1.50)	10.02 (1.61)	1.360	.026	.871
Helpfulness	28.20 (4.22)	28.19 (3.71)	.022	.000	.983
Personal Distress	7.36 (1.97)	7.84 (1.98)	-1.114	.273	.602
Self-Reporting Altruism	17.57 (3.25)	18.02 (3.00)	-.678	.194	.661

The findings from the independent sample t-test for the post test revealed there were no significant differences between males and females for Other-Oriented and Helpfulness Dimensions. Furthermore, the post test scores indicated there were no significant differences between male mentors and female mentors on any of the Prosocial Personality Battery subscales.

After conducting the t-test, further analysis is needed to determine influence if significant difference exist. In order to examine if the post-test effects were influenced by the group differences on the pre-test, we conducted an ANCOVA for group differences using pre-test scores as the covariate (the ANOVA for the empathy training is found in Table 11).

Table 11

ANCOVA for Sex and Other-Oriented Empathy

Dimensions			
Scale	Df	F	Sig
Other -Oriented Empathy	1	6.287	.014*
Social Responsibility	1	1.115	.294
Empathic Concern	1	7.022	.010*
Perspective Taking	1	.005	.946
Mutual Moral Reasoning	1	1.320	.254
Other -Oriented Reasoning	1	2.982	.088
Helpfulness	1	.030	.863
Personal Distress	1	1.834	.179
Self-Reporting Altruism	1	.001	.978

*p<.05

Results from the ANCOVA indicated there were significant difference between male and female mentors and the other-oriented empathy. Specifically, females were more likely to feel responsibility for and concern about the welfare of others than male mentors.

The analysis of the subscales indicated a significant difference between males and females on the Empathic Concern Scale. Specifically, female mentors were more likely to display empathetic tendencies in mentoring relationships than male mentors.

The third hypothesis examined whether a difference existed between the satisfaction levels of female protégés with their match than male protégés with their match. Specifically, the third hypothesis: female protégés would be more satisfied with mentoring match than male protégés. To test this hypothesis: participants were asked to complete the Relational Satisfaction Scale (RAS) at the end of the eight-week program.

To determine if significant differences in means were present, an independent sample t-test was conducted on the RAS scores (see Table 12 for results from the independent sample t-test).

Table 12

Independent Sample T-Test for Protégé's Sex and Mentoring Match

Item	Sex of Protégés						Results of independent sample t-tests		
	Males			Females			T	df	p
N	Mean	SD	n	Mean	SD				
Satisfaction	44	18.98	3.87	43	17.86	4.81	1.19	85	.236

With a p-value higher than .05, the results indicate there is not a significant difference in satisfaction between female protégé matches and male protégé matches. This suggests mentors sex did not influence the satisfaction of the protégés.

Hypothesis four (a): protégés whose mentors participate in training would be more satisfied with the mentoring program than protégés who mentors did not participate in training. An ANOVA was conducted to compare means on the four groups to determine if the means were significantly different (see Table 13 for findings).

Table 13

ANOVA for Protégé's Satisfaction with Mentoring Match

Training	N	Means (SD)	F	Sig
Mentoring Match			6.191	.001*
No Training	20	15.65 (4.91)		
Empathy Training	23	17.57 (5.31)		
Mentoring Training	20	20.30 (2.43)		
Empathy & Mentoring	24	20.00 (2.59)		

*p<.001

Because statistically significant result was found, a post-hoc test was conducted. A one-way ANOVA was used to test for protégé satisfaction among the four groups.

Protégés satisfaction with their mentoring match differed significantly across the four group, $F(3, 83) = 6.19, p = .001$. A Tukey post-hoc test of the four groups indicated that the group that received no training ($M = 15.65, 95\% \text{ CI } [13.35, 17.95]$) was significantly less satisfied than the group whose mentors participated in mentoring training ($M = 20.30, 95\% \text{ CI } [19.16, 21.44]$), $p=.003$.

The Tukey post-hoc test indicated that the group that received no training ($M = 15.65, 95\% \text{ CI } [13.35, 17.95]$) was significantly less satisfied than the group whose mentors participated in empathy and mentoring training ($M = 20.00, 95\% \text{ CI } [18.91, 21.09]$), $p=.003$. No other statistical findings were present.

Hypotheses 4b centered on the idea that training would impact protégé’s satisfaction with their mentoring match. Hypothesis four (b): protégés, whose mentors participated in training, would be more satisfied with their match, then protégés whose mentor did not participate in training.

Table 14

ANOVA for Protégé’s Satisfaction with Mentoring Program

Scale	N	Means (SD)	F	Sig
Mentoring Program			5.579	.002*
No Training	20	62.00 (11.63)		
Empathy Training	23	64.48 (13.28)		
Mentoring Training	20	71.30 (9.78)		
Empathy & Mentoring Training	24	73.29 (7.01)		

* $p < .05$

Since significance was evident, a Tukey post-hoc test was conducted to determine which groups were significantly different from each other. Protégé satisfaction with the mentoring program differed significantly across the four groups, $F(3, 83) = 5.58, p = .002$.

A Tukey post-hoc comparisons of the four groups indicate that the group that received no training ($M = 62.00, 95\% \text{ CI } [56.56, 67.44]$) was significantly less satisfied with the mentoring program than the group whose mentors participated in mentoring training ($M = 71.30, 95\% \text{ CI } [66.72, 75.88]$), $p = .035$.

A Tukey post-hoc comparisons of the four groups indicate that the group that received no training ($M = 62.00, 95\% \text{ CI } [56.56, 67.44]$) was significantly less satisfied with the mentoring program than the group whose mentors participated in empathy and mentoring training ($M = 73.29, 95\% \text{ CI } [70.33, 76.25]$), $p = .004$.

A Tukey post-hoc comparisons of the four groups indicate that the group that received empathy training ($M = 64.48, 95\% \text{ CI } [58.73, 70.22]$) was significantly less satisfied with the mentoring program than the group whose mentors participated in empathy and mentoring training ($M = 73.29, 95\% \text{ CI } [70.33, 76.25]$), $p = .029$.

Summary

This chapter examined the results from four hypotheses. Hypotheses one and three were not supported. These findings indicated training did not increase empathy in mentoring relationships and sex of mentor does not impact protégés satisfaction with their match. Hypotheses two and four hypotheses were supported. These findings indicated females display more other-oriented empathy in their mentoring relationships.

Additionally, training is positively correlated with mentoring program satisfaction and mentoring match satisfaction. The next chapter will offer a discussion of the finding. The implications and recommendation for future research will be discussed in the next chapter.

CHAPTER IV

DISCUSSION

Overview of Present Study

The present study examined the impact of empathy training and mentoring training in peer mentoring relationships. Sex differences were examined to determine if a mentor's sex impacted mentoring relationships. For the present study, traditionally aged undergraduate students, 18-24 years old, were used to examine the four hypotheses.

Interpretation of Hypotheses Findings

The first hypothesis: mentors who participate in training would be more empathetic than mentors who did not participate in training. To test this hypothesis, the researcher administered the Interpersonal Reactivity Index (IRI) to mentors at the beginning and at the end of the eight-week program. The results demonstrated there were no differences between the four groups, three training groups and one control group. These findings suggest the empathy and mentoring training that were utilized in the present study did not have an impact on the amount of empathy expressed in mentoring relationships.

One potential explanation for the non-significant findings is the low reliabilities of the IRI dimensions. Another potential explanation for the results is the population. Students in the age range of 18-24 years old tend to be involved in a number of activities outside of the classroom. To invest the time to listen and convey the message to another that the mentor understands their situation and how it feels to be in their shoes is time

consuming. The lack of sufficient time in student's lives could contribute to non-expressive empathy.

A second hypothesis: as a type of communication strategy, female mentors would be more likely than male mentors to display other-oriented empathy in their mentoring relationships. To test this hypothesis, mentor participants completed the Prosocial Personality Battery to mentors at the beginning and end of the eight-week program. The findings from hypothesis two suggest female mentors are more likely than male mentors to display other-oriented empathy in their mentoring relationships.

Hypothesis three: female protégés would be more satisfied with their mentoring match than male protégés. To test this hypothesis, participants were asked to complete the Relational Satisfaction Scale (RSS) at the end of the eight-week program. The non-significant findings suggested there was not a significant difference in satisfaction. Several contributing factors could include the criteria for matching the dyads. Each dyad was paired with someone of a similar major, thus increasing the likelihood of having some topics to discuss. Furthermore, the likelihood of similarities increased since only same sex dyads were examined. Cross-sex dyads were not examined in the present study.

Hypothesis four (a): protégés whose mentors participate in training would be more satisfied with the mentoring program than protégés whose mentors did not participate in training. To test this hypothesis, the researcher administered the Protégé Satisfaction Scale at the end of the eight-week program.

The findings for this hypothesis suggest training impacted program satisfaction. The results showed participants who received no training were less satisfied than

participants who received mentoring training and participants who received empathy and mentoring training. A possible explanation is the mentoring training provided additional information about the mentoring process (i.e. guidelines, rules of mentoring, relational expectations) thus making mentors more comfortable in mentoring their protégé.

Hypothesis four (b): protégés whose mentors participated in training would be more satisfied with their match than protégés whose mentor did not participate in training. To test this hypothesis protégés completed the (RAS) at the end of the six weeks. Similar to the finding for hypothesis four (a): participants who received no training were less satisfied than participants who received mentoring training and participants who received empathy and mentoring training. This explanation of a better understanding of mentoring as a concept is having a better understanding of how to initiate and maintain relationships can lead to more satisfied relationships. The importance of mentoring training was further demonstrated by the significant difference between participants who participated in empathy training and participants who participated in both empathy and mentoring training.

Study Findings and Past Literature

The findings in the current study indicated protégés whose mentor was exposed to mentoring training were significantly more satisfied with their mentor and with the mentoring program. In a 2012 article, Martin and Sifers (2012) noted the significance of incorporating mentoring training into mentoring programs. Martin and Sifers (2012) study indicated participants whose mentor received mentoring training were more satisfied than participants whose mentors did not receive training. The findings from the

present study confirmed the importance of utilizing mentoring training in mentoring relationships.

Rhodes, Grossman, and Roffman (2002) that mentors can influence their protégés by improving social skills, cognitive skills, and emotional well-being. Improvement in these areas contributes to positive protégé satisfaction with their mentoring program. With matching dyads based on major, significant results in the current study confirm Rhodes and colleagues' notion. The mentoring training provided in the present study encouraged mentors to interact with their protégés to support social skills.

The findings in the present study indicated there was a significant difference between individuals whose mentor had no training verse individuals whose mentor had empathy and mentoring training.

The findings in the present study diverge from previous literature. Aladağ and Tezar (2009) study aimed at developing and fine tuning helping skills. The empathy training in the current study focused on skills mentors could use to become more empathetic. Aladağ and Tezar's (2009) results discovered statistically significant results with little training. The findings from the present study indicated empathy training was not statistically different than the other group except when combined with mentoring training. Potential reasons for the difference between the two studies include Aladağ and Tezar's (2009) study included a separate training session focusing on self-esteem and self-acceptance. Additionally, Aladağ and Tezar (2009) exposed participants to 12 hours of empathy training while the participants in the present study were only exposed to two hours.

Stepien and Baernstein's (2006) study on empathy in academia, noted the most popular training technique was to focus on communication training. A key component of the mentoring training was focusing on communication skills. This could help to explain why participants whose mentor received no training were significantly less satisfied than protégés whose mentors received training that included the mentoring training component.

Long, Angera, Jacobs- Carter, Nakamoto, and Kalso's (1999) longitudinal study discovered females were more likely than males to express empathy. The results from the current study diverge from their findings. The present study found no significant difference between the expressed empathy of female mentors versus male mentors. Participants in Long and Associate's (1999) study received a total of four hours of empathy training. One difference between their study and the current study is participants in the current study only received two hours of training, half of what Long and colleague's participants were exposed to.

The results of the present study are consistent with results from Erera (1997) which found no significant difference in expression of empathy between males and females.

The present study discovered no significant difference between satisfaction levels of female protégés and male protégés. Kalbfleisch (2002) suggested protégés expressed a higher level of comfort with mentors of the same sex. Sosik and Godshalk (2005) confirmed Kalbflesich's findings. Additionally, Noe (1988) suggested matching dyads based on sex would increase satisfaction because of the increased likelihood of

similarities. Since the current study examined only same sex dyads, it is plausible there was not a significant difference in satisfaction due to a high level of comfort with their same sex mentor.

Implications

Several implications can be taken from the current study. First, the current study reiterated the importance of utilizing mentoring training in mentoring programs. Furthermore, the importance of matching dyads by sex was confirmed in this study. The current project demonstrated the importance of following protocol set forth by previous researchers. Specifically, in terms of mentoring training, it is vital to incorporate all components and guidelines set forth by the National Mentoring Partnership.

Previous researchers have focused on longitudinal training, varying from four to twelve hours. The current study demonstrated that failure to expose participants to sufficient training could potentially impact results.

Application

The findings offer support for furthering the mentoring program, PUMPED, which was discussed in chapter one. This project offered support for the implementation of the full mentoring program at a four year institution.

Theoretical

Hypothesis two: female mentors would be more likely than male mentors to display other-oriented empathy in their mentoring relationships. This hypothesis was based on Mentoring Enactment Theory posited by Kalbfleisch (2002). Finding

significant results for hypothesis two lends credence to the importance of Mentoring Enactment Theory.

Limitations

Participants

One limitation to this dyadic research was the reliance of a single perspective, protégés. An examination of relational satisfaction from the protégé and mentor would allow for additional information and potentially more insight into peer mentoring relationships.

A second limitation of this study is demographics. Although the research was conducted at a mid-sized Midwestern university, the results might be more indicative of a Caucasian population due to the small percentage of minority participants. Cultural differences, such as apprehension to express positive emotions could have impacted the study. This research was representative of males and female participants but other demographic factors were not evaluated. Similar research conducted at a more diverse university may reveal different results.

The age of the participants has a significant impact on the results. Participants were traditionally aged students, 18-24 years old. Peer mentoring occurs at all age groups and by limiting the age requirements of the participants, the results and significance can only be applied to these demographics. Specifically, the results from this study cannot be applied to graduate students, students at two year institutions or students enrolled in post baccalaureate degrees. The restriction of students having to be enrolled at a university also means these results cannot be applied to individuals outside of an academic setting.

Method

Since students were asked to complete the same survey twice, participants might have created a pattern of simply marking any number. The research did not ask the participants if they took the survey seriously.

A self-reporting measurement can impact the reliability of the study, as evident in the low coefficients of the measurements. The low coefficient's can be indicative that the measurement was not measuring what the scale was meant to measure.

A final methodological limitation of the present study was the research design, a quasi- experimental design, lacking randomization. Since participants were solicited through classrooms, on campus events and fraternities and sororities, the population was not a random sample of the university students.

Control of Procedures

The current research relied on participants to track their communication with each other and to meet on their own for two hours a week. With such lack of control, the investigator was not able to verify the meeting time participants claimed to have met. Without confirmation of actually meeting time or content discussed, it is impossible to determine if participants actually conformed to the guidelines set forth in the experiment.

Training

The empathy training was offered by the Conflict Resolution Center at the University of North Dakota. One of the challenges was coordinating times and dates with the center to conduct the research. The center offered \$2700 worth of services for free.

The researcher had limited interaction and decision making in the material and the presentation of the material which could have impacted the results.

Duration

Another limitation to the current study is that the data collection occurred over several waves. This can lead to a sample bias and may have impacted the results. Additionally, having undergraduate dedicate two hours a week for eight-weeks, can be problematic. Generally, students are willing to participate in research if they are given a reward. Examples of rewards include extra credit or financial compensation. Without a guarantee of either, a number of participants withdrew from the research.

One of the challenges of conducting a longitudinal study is the likelihood of increased dropout rates of participants. The current study had a dropout rate of over 23%. With college students being involved in extracurricular activities, the amount of time they had to continually remain devoted to a volunteer mentoring program was limited.

Compensation

Participants were given the opportunity to win one of 20 (\$25) gift cards. The financial reward is considered a limitation because some of the participants might have completed the research solely for the opportunity to receive financial compensation. Additionally, if all of the participants were given equal compensation, it might have decreased the number of participants that withdrew from the research.

Future research

Future research should examine several areas. Research should continue to examine peer mentoring relationships from several perspectives. The importance of

mentoring training was evident in the present study. Future studies should continue to follow the guidelines outlined by the National Mentoring Partnership.

Several different measurements were utilized in the present study. Although reliabilities of the IRI were unacceptable in the present study, the IRI's reliability and validity are well established and respectable. Thus, future researchers should continue to use the IRI in the examination of empathy in relationships.

The PSB has an established history of measuring of measuring prosocial behavior through other-oriented empathy and helpfulness dimensions. Future studies should continue to use the PSB to examine these dimensions in a wide array of relationships, including peer mentoring, traditional mentoring and step-up mentoring relationships.

The present study demonstrated the PSS and RAS are effective tools for measuring protégés satisfaction. Future research should focus on examining peer mentoring relational satisfaction from the protégé and mentor's perspective. This would provide comparative data, allowing future research to determine if satisfaction with matches and programs are one directional or multidirectional.

The present study demonstrated the PSS and RAS are effective tools in measuring satisfaction in peer mentoring relationships from the protégé's perspective.

Future research needs to consider some of the challenges of conducting longitudinal research. One of the more significant challenges of longitudinal research is being able to maintaining control over participants. Having a formal mentoring program with scripted conversations and formal meeting times can help to increase the

effectiveness of a mentoring program. Establishing periodic rewards could help to increase to help increase interest, involvement and retention of participants.

Demographic differences should also be examined. The sample for this study was predominately white. Future research needs to determine if different ethnicity produce similar findings. The present study focused on traditional undergraduate students. Future research should examine the impact of mentoring training on non-traditional and graduate students.

Summary

The current study examined the impact of mentoring training and empathy training on peer mentoring relationships. Additionally, protégé satisfaction was measured. The study revealed mentoring training impacted satisfaction and female mentors were more likely than male mentors to display other-oriented empathy in their relationship. This chapter provided an overview of the study, a discussion of the results, the implications of the present study and the limitations of the present study. This chapter concluded with recommendations for future research and a summary of the chapter.

Conclusions

For thousands of years, mentoring has played an important role in the development of leaders. Through the use of mentoring, individuals have learned the skills needed to become future leaders. When academia is examined, mentoring is important and perhaps vital to the success of individuals. Mentoring offers benefits to individuals allowing them to become and maintain comfort with an environment. Mentoring offers a unique opportunity for individuals to grow personally and professionally.

Peer mentoring programs offer individuals an opportunity to receive guidance from someone similar to themselves. A peer mentoring program can help an individual become acclimated with a campus, department, major or organization. Peer mentoring programs offer colleges and universities a unique strategy to help increase the recruitment and retention of students. More importantly, mentoring programs allow educational institutions to recruit and retain students, who are driven, possess a high desire to learn and students who have self-created high expectations.

This study demonstrated mentoring training can lead to satisfied protégés in peer mentoring programs. College and universities looking to increase retention and recruitment should follow guidelines outlined by the National Mentoring Partnership in creating mentoring programs.

Recent trends in research have demonstrated increased interest in empathy. Incorporating empathy into everyday relationships can help individuals understand other's point of view. Having a better understanding of how one can include empathy in their daily lives can contribute to the personal and professional growth of individuals, regardless of sex.

Appendix A

Information Sheet

TITLE: Peer Mentoring and Empathy
PROJECT DIRECTOR: Ronald W. Hochstatter
PHONE #: 1-701-777-2673
DEPARTMENT: Communication

This study is being conducted as part of graduate coursework at the University of North Dakota. The purpose of this research study is to gather and analyze data in order to investigate differences in the empathy in peer mentoring relationships among college age students.

Approximately 200 people will take part in this study. Data collection will be in the form of the attached survey and will take place at the University of North Dakota campus at Okelly Hall. Your participation in the study will last 30 minutes per week for 8 weeks. You will only need to do the survey twice, once at the beginning and once after the eight weeks.

There are no foreseeable risks to participating in this survey. However, if you have any questions or feel you would like to discuss this study more in depth with the researcher, feel free to contact him at the number provided.

You may not benefit personally from being in this study. However, we hope that, in the future, other people might benefit from this study. The knowledge gained may be used in the formulation of a new, rapid assessment tool for empathy measurements and may be used to help further develop peer mentoring programs in the future. The results may lead to a future potential peer mentoring program to be used at a collegiate level.

You will not have any costs for being in the study. By participating in this project you will have the opportunity to potentially win 1 of 20 (\$25) Visa gift cards. The University of North Dakota and the research team are receiving no payments from other agencies, organizations, or companies to conduct this research study.

The study record may be reviewed by Government agencies and the University of North Dakota Institutional Review Board. The records of this study will be kept private to the extent permitted by law. Confidentiality will be maintained by means of storing surveys and any voluntary personal information in a locked storage cabinet and computers accessible only by the researcher's personal identification code. If a report or article is written about this study, the study results will be described in a summarized manner so

that you cannot be identified unless you so desire to be; you have the opportunity to discuss the topic of depression in depth with the researcher, if you so choose.

Your participation is voluntary. You are free to skip any questions which you would prefer not to answer. You may choose not to participate or you may discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. Your decision whether or not to participate will not affect your current or future relations with the University of North Dakota.

The researcher conducting this study is Ronald Hochstatter, M.A.. You may ask any questions you have now. If you later have questions, concerns, or complaints about the research please contact Mr. Hochstatter at (701) 777-2673 at any time. Questions may also be directed to Dr. Pamela Kalbfleisch at her UND office; telephone (701) 777-6369 during daytime hours.

If you have questions regarding your rights as a research subject, or if you have any concerns or complaints about the research, you may contact the University of North Dakota Institutional Review Board at (701) 777-4279. Please call this number if you cannot reach research staff, or you wish to talk with someone else.

The completion of the survey constitutes your consent. Please place the completed survey in the locked box provided.

Thank you for participating!

Appendix B

Interpersonal Reactivity Index (IRI)

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: 1,2,3,4, 5. when you have decided on your answer, fill in the letter on the answer sheet next to the item number. **READ EACH ITEM CAREFULLY BEFORE RESPONDING.** Answer as honestly as you can. Thank you.

1. I daydream and fantasize, with some regularity, about things that might happen to me.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

2. I often have tender, concerned feelings for people less fortunate than me.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

3. I sometimes find it difficult to see things from the "other guy's" point of view.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

4. Sometimes I don't feel very sorry for other people when they are having problems.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

5. I really get involved with the feelings of the characters in a novel.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

6. In emergency situations, I feel apprehensive and ill-at-ease.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

8. I try to look at everybody's side of a disagreement before I make a decision.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

9. When I see someone being taken advantage of, I feel kind of protective towards them.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

10. I sometimes feel helpless when I am in the middle of a very emotional situation.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

11. I sometimes try to understand my friends better by imagining how things look from their perspective.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

12. Becoming extremely involved in a good book or movie is somewhat rare for me.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

13. When I see someone get hurt, I tend to remain calm.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

14. Other people's misfortunes do not usually disturb me a great deal.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

16. After seeing a play or movie, I have felt as though I were one of the characters.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

17. Being in a tense emotional situation scares me.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

19. I am usually pretty effective in dealing with emergencies.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

20. I am often quite touched by things that I see happen.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

21. I believe that there are two sides to every question and try to look at them both.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

22. I would describe myself as a pretty soft-hearted person.

1	2	3	4	5
doesn't		neutral		does describe
describe me				me well
well				

23. When I watch a good movie, I can very easily put myself in the place of a leading character.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

24. I tend to lose control during emergencies

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

26. When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

27. When I see someone who badly needs help in an emergency, I go to pieces.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

28. Before criticizing somebody, I try to imagine how I would feel if I were in their place.

1	2	3	4	5
doesn't describe me well		neutral		does describe me well

Appendix C

Prosocial Personality Battery (PSB)

Below are a number of statements that may or may not describe you, your feelings, or your behavior. Please read each statement carefully and circle one that corresponds to choices presented below. There is no right or wrong responses

1. When people are nasty to me, I feel very little responsibility to treat them well.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

2. I would feel less bothered about leaving litter in a dirty park than in a clean one.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

3. No matter what a person has done to us, there is no excuse for taking advantage of them.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

4. With the pressure for grades and the widespread cheating in school nowadays, the individual who cheats occasionally is not really as much at fault.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

5. It doesn't make much sense to be very concerned about how we act when we are sick and feeling miserable.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

6. If I broke a machine through mishandling, I would feel less guilty if it was already damaged before I used it.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

7. When you have a job to do, it is impossible to look out for everybody's best interest.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

8. I sometimes find it difficult to see things from the "other person's" point of view.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

9. When I see someone being taken advantage of, I feel kind of protective towards them.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

10. I sometimes try to understand my friends better by imagining how things look from their perspective.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

11. Other people's misfortunes do not usually disturb me a great deal.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

12. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

13. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

14. I am usually pretty effective in dealing with emergencies.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

15. I am often quite touched by things that I see happen.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

16. I believe that there are two sides to every question and try to look at them both.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

17. I tend to lose control during emergencies.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

18. When I'm upset at someone, I usually try to "put myself in their shoes" for a while.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

19. When I see someone who badly needs help in an emergency, I go to pieces.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

PART 2:

Below are a set of statements, which may or may not describe how you make decisions when you have to choose between two courses of action or alternatives when there is no clear right way or wrong way to act. Read each statement and circle one that corresponds to the choices presented below.

21. My decisions are usually based on my concern for other people.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

22. My decisions are usually based on what is the most fair and just way to act.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

23. I choose alternatives that are intended to meet everybody's needs

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

24. I choose a course of action that maximizes the help other people receive.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

25. I choose a course of action that considers the rights of all people involved.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

26. My decisions are usually based on concern for the welfare of others.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

27. I have helped carry a stranger's belongings (e.g., books, parcels, etc.).

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

28. I have allowed someone to go ahead of me in a line (e.g., supermarket, copying machine, etc.)

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

29. I have let a neighbor whom I didn't know too well borrow an item of some value (e.g., tools, a dish, etc.).

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

30. I have, before being asked, voluntarily looked after a neighbor's pets or children without being paid for it.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

31. I have offered to help a handicapped or elderly stranger across a street.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Appendix D

Protégé Satisfaction Scale (PSS)

Below are a number of statements that may or may not describe you, your feelings, or your behavior. Please read each statement carefully and circle one that corresponds to choices presented below. There is no right or wrong responses

1. The mentoring program has assisted me in mastering the knowledge, skills, and abilities required for my job.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

2. Because of the mentoring program, I feel satisfied with my school.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

3. The mentoring program has made me feel more comfortable in performing the required tasks of school.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

4. The mentoring program has had a positive effect on how I carry out my school related duties.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

5. The mentoring program has had a positive effect on my self-confidence and self-esteem.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
6. The mentoring program has provided me with a sense of control in achieving desired results in school.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
7. My mentor has provided me with the interpersonal skills that are necessary for me to perform in the classroom.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
8. The mentoring program has assisted me in establishing satisfying school relationships.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
9. Because of the mentoring program, I have acquired a further understanding of the school's goals, policies, and procedures.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
10. I feel that the mentoring program has benefitted me and my career.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |
11. Overall, I feel that the mentoring program will help me achieve future career goals.
- | | | | | |
|-------------------|----------|-----------|-------|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Strongly Disagree | Disagree | Uncertain | Agree | Strongly Agree |

12. Overall, the mentoring program has met my expectations.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

13. My mentor took a personal interest in my career.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

14. I believe that my mentor was an eager and willing participant in the mentoring program.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

15. My mentor is a role model to me.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

16. I am satisfied with the mentor that I was assigned.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

17. My mentor and I discussed career goals often.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

18. I was able to schedule meetings with my mentor during school hours.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

19. My department supports and encourages individuals to participate in the mentoring program.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

20. The mentoring program was well publicized at my location.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

21. I am satisfied with the amount of time it took for me to be assigned a mentor.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Appendix E

Relational Assessment Scale (RAS)

Below are a number of statements that may or may not describe you, your feelings, or your behavior. Please read each statement carefully and circle one that corresponds to choices presented below. There is no right or wrong responses

1. My mentor met my needs?

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

2. I was satisfied with my mentoring relationship?

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

3. My mentoring relationship is good compared to most?\

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

4. I often wish I hadn't gotten into this mentoring relationship?

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

5. My mentoring relationship met my original expectations?

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

6. There were many problems in my mentoring relationship?

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Appendix F
Demographics

Mentor's Age _____

Protégé's Age _____

Mentor Sex: M F

Protégé's Sex M F

Year in School:

1st (freshman) 2nd (sophomore) 3rd (junior)

4th /5th (senior)

Mentor/Protégé year in school:

1st (freshman) 2nd (sophomore) 3rd (junior)

4th /5th (senior)

Mentor's Major:

Protégé's Major:

Mentor's GPA _____

Protégé's GPA _____

Appendix G

Communication Pattern

1. On average, how many hours a week have you had contact with your mentor/protégé since the first time you met your mentor protégé?

Less than 1 hour a week
 1-3 hours a week
 4-5 hours a week
 6-8 hours a week
 More than 8 hours a week

2. What percentage of your communication occurred through computer mediated communication (email, text, chat, facebook)?

No computer mediated communication
 0-25%
 26-50%
 51-75%
 All our communication was computer mediated

3. Which of the following computer mediated communication did you use? (check all that apply)

email
 text
 skype
 facebook

4. How likely do you think is it that you will stay in contact with your mentor/protégé after the program is over?

1	2	3	4	5
Very Unlikely	Unlikely	Neutral	Likely	Very Likely

5. I would have participated in the mentoring program even if there was not an opportunity for a reward.

1	2	3	4	5
Very Unlikely	Unlikely	Neutral	Likely	Very Likely

6. I treated participation in this research and mentoring program seriously.

1	2	3	4	5
Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree

Appendix H

Mentor - Protégé Tracking Form

To be completed by the Protégé or Mentor. The table below has been developed in order to help us keep track of your meeting times. Please note that subject matter is not documented. Please include the date and time of the contact and the type of contact (text, facebook, face to face).

MENTOR _____

PROTEGE _____

DATE	TYPE OF CONTACT	LENGTH

Signature _____

Date _____

Appendix I

Tips for Mentors/Protégés

- Make a personal commitment to be involved with students
- Respect an individual's ability and right to make their own choices in life
- Listen and accept different points of views
- Appreciate student struggles and provide empathy, not sympathy
- Look for solutions and opportunities as well as barriers
- Be enthusiastic and nurturing
- Be generous with your time
- Be an active participant, a mentor, friend, coach and confidante vs. an authority figure and ask not tell
- Have fun
- Build and respect trust
- Help them find their place
- Provide concrete resources

Adapted: School of Management, Arizona State University
March 2009

Appendix J

Protégé Application (Freshman/Sophomore)

Name: _____

Major: _____

Phone: _____

E-mail: _____

Please check all the areas that you would like to receive information and guidance in:

<p>Research/Scholarly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a paper <input type="checkbox"/> Study tips <input type="checkbox"/> Selecting a major <input type="checkbox"/> Other 	<p>Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course assignments <input type="checkbox"/> Clubs within major <input type="checkbox"/> Other <input type="checkbox"/> Blackboard
<p>Professional/Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> The ins and outs of the school and university <input type="checkbox"/> Building a professional network <input type="checkbox"/> Building a social network <input type="checkbox"/> Collaborating on projects <input type="checkbox"/> Balancing professional and personal life <input type="checkbox"/> Setting goals, establishing priorities and managing time <input type="checkbox"/> Importance of community involvement <input type="checkbox"/> Continuing education <input type="checkbox"/> Other 	<p>Personnel Issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing interpersonal skills <input type="checkbox"/> Trust building <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Listening <input type="checkbox"/> Other

If you have questions or comments please contact:

Ronald Hochstatter
 Communication Program
 Corwin, Room 236
 Grand Forks, ND 58202
 Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Appendix K

Mentor Application (Junior/Senior)

Name: _____

Major: _____

Phone: _____

E-mail: _____

Please check the areas that you think you can provide information and guidance in:

<p>Research/Scholarly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a paper <input type="checkbox"/> Study tips <input type="checkbox"/> Selecting a major <input type="checkbox"/> Other 	<p>Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course assignments <input type="checkbox"/> Clubs within major <input type="checkbox"/> Other <input type="checkbox"/> Blackboard
<p>Professional/Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> The ins and outs of the school and university <input type="checkbox"/> Building a professional network <input type="checkbox"/> Building a social network <input type="checkbox"/> Collaborating on projects <input type="checkbox"/> Balancing professional and personal life <input type="checkbox"/> Setting goals, establishing priorities and managing time <input type="checkbox"/> Importance of community involvement <input type="checkbox"/> Continuing education <input type="checkbox"/> Other 	<p>Personnel Issues</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing interpersonal skills <input type="checkbox"/> Trust building <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Listening <input type="checkbox"/> Other

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 Grand Forks, ND 58202
 Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Appendix L

Conflict Resolution Center



Capturing the energy of conflict!

Empathy Training

Goals:

- To uncover the importance of listening with empathy;
- To understand our barriers to listening with empathy;
- To learn and practice skills for improved listening

Presenter: Kelsey Jaeckel, Conflict Management Consultant, UND Conflict Resolution Center

ABOUT THE CONFLICT RESOLUTION CENTER

The Conflict Resolution Center has been supporting difficult conversations for over 20 years on the campus of the University of North Dakota, in the cities of Grand Forks and East Grand Forks, in the State of North Dakota, and in the region. In the last decade, we have been part of a national and international movement toward Transformative Mediation, upon which the core premises of this training is based. It sets our services apart by breathing life into the training and making it relevant, applicable, relational, intuitive, and foundational.

We provide public workshops and trainings in conflict transformation including difficult conversations, conflict management, change management, mediation training, and facilitation training. We customize training for groups and organizations in order to bring working groups together to transform the culture of their workplace. We provide group facilitation for groups involved in visioning or planning, and for groups experiencing conflict. We also offer one-on-one Coaching services to our clients.

UND Conflict Resolution Center – *Capturing the Energy of Conflict*

Contact us on the web at <http://conflictresolution.und.edu>

Phone: 701.777.3664, email conflict_resolution@und.edu

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Homeostasis, a key concept in biology, refers to the body’s maintenance of a consistent internal environment. In order to maintain this balance, the body automatically regulates many of our life processes. Homeostatic mechanisms are needed to control many functions, including our blood, oxygen, temperature, weight, and water.

Everyone has a homeostasis; however, the words, experiences, attributes, and values that define harmony or balance in our lives are unique to each of us. In our interactions with other people, we also establish a collective or shared homeostasis. For example, a person brings his/her homeostasis to a marriage, which in turn is shaped by his/her spouse. They maintain their individual homeostasis, but they are also a part of a shared homeostasis with each other. Employees bring their homeostasis to work, and their homeostasis is part of a larger collective, corporate homeostasis. When we are in our homeostasis we typically feel: calm, motivated, organized, clear, capable, and efficient, in control, confident, helpful, and empathic.

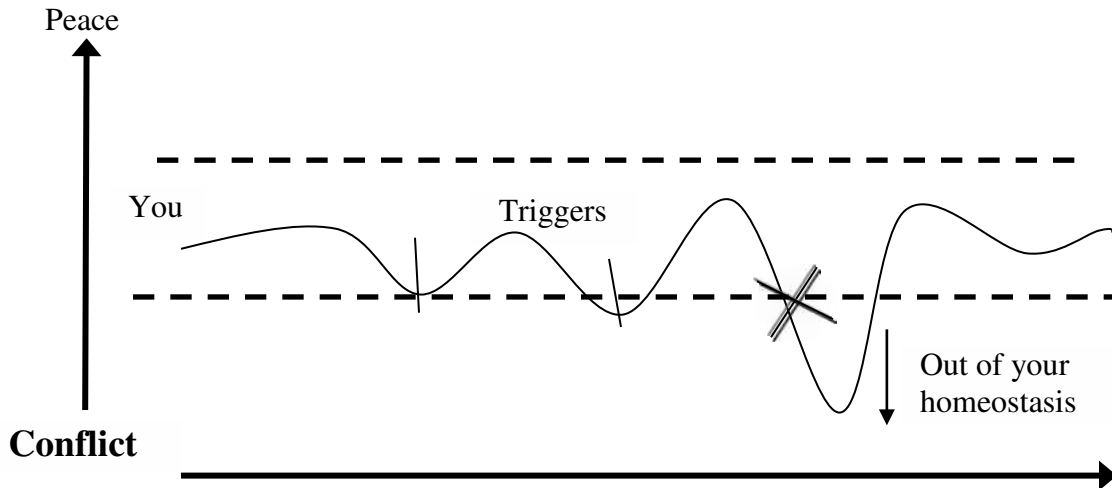
Use your homeostasis as the barometer for how you are feeling and thinking during the day. It will help you to “tune in” to your emotions and use them to positively guide your thoughts and behaviors in the workplace.

<p>Describe YOUR Homeostasis</p>

Similar to our physical body’s attempt to stay in homeostasis, we believe that we have a mental and emotional homeostasis. That homeostasis is our ability to maintain a balance between peace and conflict. It’s our comfort zone where we are best able to live out our beliefs and values.

So, how does this relate to conflict? When we experience conflict (e.g., a difficult conversation) it upsets our balance. We typically can handle stress within reasonable limits, but similar to our body’s reaction to an injury or illness, conflict can take us out of our homeostasis. Many of us avoid difficult conversations because they could cause

conflict and this conflict disrupts our balance. When we are out of our homeostasis we typically feel: uncertain, unsure of what to do, not in control, frustrated, angry, least able to listen and take the perspective of another person, self-absorbed, least able to problem solve and least able to live out our values.



SYMPATHY VS. EMPATHY: WHAT'S the DIFFERENCE?

Sympathy	Empathy

Sympathy and empathy are both acts of feeling, but with sympathy you feel for the person; you're sorry for them or pity them, but you don't specifically understand *what* they're feeling. Sometimes we're left with little choice but to feel sympathetic because we really can't understand the plight or predicament of someone else.

Empathy can best be described as feeling with the person. *Notice the distinction between for and with.* Sympathy expressed to a person in grief suggests that person is alone in their grief. Empathy suggests you're in it with them, you can imagine what it is to be in their shoes, and you are together with them in emotional turmoil and loss.

EMPATHY: DEVELOPING AN EAR FOR OTHERS

Every day we interact with people on campus- in the classroom, dorms, student organizations, and other aspects of university life. We are asked to understand them and work effectively with their different personalities, but how do we do it? In a nutshell, empathy involves attending to the emotional cues of others, listening well, and taking an active interest in another person's perspective.

Empathy is the ability to detect what others are feeling even if those feelings go unexpressed verbally. People do not often talk about their feelings, and this is especially

true in academia where the culture often discourages doing so. However, people still give non-verbal cues by their tone of voice, facial expressions, and body movements. The ability to pick up on such emotional cues is particularly important where people have reason to conceal their true feelings—a fact of life on most campuses.

Empathy is important in any situation involving people. Do you know when someone is upset, angry, or frustrated? If so, do you know why? Do you care? Are you able to suspend judgment when listening to someone? Do you struggle to believe what someone tells you? Can you figure out another person's motives or intentions?

To increase our empathy skills we must:

- First, be able to read another person's emotions
- Second, sense and respond to a person's unspoken emotions, moods, and feelings—how he or she is feeling right now. This is difficult because people may actively seek to conceal or mislead us about what is going on for them.
- Third, understand the issues or reasons behind a person's behavior—why does a person act a particular way? This requires us to understand a person's motives, intentions, and traits.



ADDRESSING OUR BARRIERS

“Seek first to understand and then to be understood.”—*Steven Covey*

It is important, when developing empathy, to address the barriers we experience when trying to understand another person’s point of view. To varying degrees, we are all curious about the motives behind people’s behavior; however, the manner in which we try to understand them can be very different. The most effective way to gain empathy is to simply address the issue and then listen as a person explains the situation, but we rarely engage in this type of empathic listening. Instead, we often just *assume* we understand.

We base our understanding on stereotypical information or past experiences and apply this broad, general knowledge to specific situations. Simply put, after we have determined that someone may be experiencing a conflict, we *choose* to respond in one of two ways: 1) we address what we are seeing and seek to understand; or 2) we ignore the situation and infer our own reasons behind the behavior.

Why do we ignore someone’s non-verbal cues when we know that something is wrong? Why do we ignore someone when we can tell he or she needs to talk? Why do we assume we understand? What barriers do you have in place that keeps you from empathizing with a co-worker?

Directions:

Think about the barriers that inhibit your willingness to engage in empathic listening, and then answer the following questions.

1. What are the barriers that get in the way of listening, especially in the face of stress, emotion, or conflict?
2. How do these barriers impact the way you interact with others?
3. What do you need to overcome these barriers and listen empathically?
4. How can you foster empathic listening in others?

LISTENING WITH EMPATHY – What does it really mean?

Can you name one person in your life who *really listens to you*? Who hangs on every word you are saying, reflecting what they've heard, so that you can feel and sense that they *truly understand you*? Many of us don't any more, and for those who do have such a person, it is usually a grandmother or older person. And are *you* that kind of listener for anyone in your life?

Hearing is an involuntary physical act that happens through our primary sense organ when sound waves impinge upon the ear. Everyone with healthy ears can hear. Listening takes cultivation and evolves through one's lifetime.

Listening is noticing and directing attention and interpreting what is heard.

Deep Listening is exploring the relationship among any and all sounds. Hearing is passive. We can hear without listening. This is the state of being tuned out - unaware of our acoustic ecology - unaware that the fluttering of a butterfly's wings has profound effect near and in the far reaches of the universe. We can hear sounds inwardly from memory or imagination or outwardly from nature, or from civilization. Listening is actively directing one's attention to what is heard, noticing and directing the interaction and relationships of sounds and modes of attention. We hear in order to listen. We listen in order to interpret our world and ourselves and to experience meaning.

Our world is made of vibrations as we are made of vibrations. Vibration connects us with all beings and connects us to all things. We open ourselves to vibration in order to listen to the world as a field of possibilities and we listen with narrowed attention for specific things in the world such as the music we might be performing. We interpret what we hear according to the way we are listening. Through accessing many forms of listening, we grow and change whether we are listening to the sounds of our daily lives, the environment or to music.

Deep listening is a lifetime practice. The more I listen the more I learn to listen. Deep listening involves going below the surface of what is heard and also expanding to the whole field of sound whatever one's usual focus might be. Such forms of listening are essential to the process of unlocking layer after layer of imagination, meaning, and memory down to the cellular level of human experience. Listening is the key to performance. Responses, whatever the discipline, that originate from deep listening are connected in resonance with being and inform the speaker, listener, artist, art and audience in an effortless harmony.

The practice of mindfulness is one way in which to develop the skills needed for deep listening. Consider this and other ways you might reconnect to this lost art of listening.

Mindfulness or being mindful is being aware of your present moment. You are not judging, reflecting or thinking. You are simply observing the moment in which you find yourself. Moments are like a breath. Each breath is replaced by the next breath. You're there with no other purpose than being awake and aware of that moment. As John Kabat Zinn says reflecting on a Japanese mindfulness puzzle: "Wherever you go, there you are."

If you start by being aware of your breath, you know it comes and goes. It is like the end of one wave from among the endless ocean waves. They come, they end, they flow back to be covered by another incoming wave. You can hear the sound. Its rhythm puts the mind into a trance, and you go far away but wherever you go, there you are.

Mindfulness is a way of learning to relate directly to whatever is happening in your life, a way of taking charge of your life, a way of doing something for yourself that no one else can do for you — consciously and systematically working with your own stress, pain, illness, and the challenges and demands of everyday life.

In contrast, you've probably encountered moments of "mindlessness" — a loss of awareness resulting in forgetfulness, separation from self, and a sense of living mechanically. Restoring within yourself a balanced sense of health and wellbeing requires increased awareness of all aspects of self, including body and mind, heart and soul.

Reawakening to what you already are... Fortunately, mindfulness is not something that you have to "get" or acquire. It is already within you — a deep internal resource available and patiently waiting to be released and used in the service of learning, growing, and healing.

Mindful Listening requires you to check-in to yourself before, during and after mediation; making sure you are 'hanging on every word', reflecting back what you heard, and not your own "spin" on the conversation. You must be very honest with yourself as you practice reflective listening: am I listening openly without judgment? Am I hearing what is said and how it is said? Am I distracted by other thoughts or needs?

Try to STOP:

S=stop yourself T=turn inside O=observe feelings P=proceed with listening

UNDERSTANDING EMOTIONAL EXPRESSION

Allowing for and responding to emotions during a conversation is a distinguishing characteristic of good listening. Emotions are part of the overall communication. Emotional tone or expression cannot and should not be separated from the conversation. Emotional expression often signals an opportunity people to get clearer about a situation and to begin to see other points of view. A person may be conveying the importance of the topic to him or her, or something about his or her sense of self, or how he or she is experiencing the conflict or the past or present interactions with the others.

We respond to emotional expression in a way that what they've said, and invites them to reflect, elaborate, deliberate, engage in dialogue, and/or make decisions. We must avoid the temptation to ignore emotional expression, criticize it, eliminate it, or redirect it. Emotions may be critical to fostering interpersonal understanding and making voluntary, fully informed decisions.

HOW DO WE ADDRESS EMOTION? COMMUNICATION—MORE THAN WORDS ALONE

Talking, a conversation, and communication are more than just words.
People communicate through:

- Words
- Tone of voice
- Intensity/ Volume
- Tempo
- Gaze
- Gestures
- Facial expressions
- Posture
- Movement
- Physical proximity/ Space
- Silence



This means that a listener must attend closely to both what is said and how it is said. Caution is needed, however, in *interpreting* the other person's feelings and emotions from his or her expression (i.e., how feelings and emotions are revealed).

Affective expression varies widely among people, groups, and cultures. For example, silence can mean seething anger just as easily as acceptance. Tuning into people's emotions, how they express themselves, and using good communication skills to be sure you understand them, are great ways to enhance your ability to listen with love.

COMMUNICATION SKILLS

Active Listening

First, be *present!* Increase your retention of the speaker's message by being patient, reviewing and summarizing, listening between the lines, and observing non-verbal communication.

Try to avoid agreeing or disagreeing internally with the speaker's message. Listen for the ideas and viewpoint, which have caused the speaker to hold his/her opinions. Be aware of your emotional filters—different words and phrases have different meanings depending on their context and our experience (e.g., When I say "I have a lot of money," how much *is a lot?*)

Respond in a way that simply says the speaker has been heard but not judged.

Paraphrase/Reflection

Listen carefully and repeat what the speaker has said in your own words (e.g., I hear you saying...It sounds as though...So for you this is about...). Check with the speaker for accuracy. Include nonverbal observations and emotions that you see. Reflection promotes clarity for both the speaker and listener.

Check-ins

A check-in is a comment that allows a person to disagree with how you understand or observe. By asking, "Is that it?" or "Do you mean?" allows the party to clarify what you may misunderstand.

Encouragers

Head nodding, saying okay, uh huh, etc., or short sentences such as "Tell me more," or "Say more about..." encourage them to talk more.

Make Observational Comments

Tell people what you see happening in a neutral way. Comment on their level of emotion or the intensity of the interaction. Check out their nonverbal communication—What is it telling you? Comment on tense or strained interaction and allow parties to decide how to handle it (e.g., "You seem upset.").

Summarize

Reflect on the issues the person mentioned earlier, have they covered everything they wanted to talk about? Recap what's happened toward the end of a conversation, or begin a conversation by summarizing what you heard the person say they wanted to talk about.

Respect Silence

Allow them time to reflect and think. Develop comfort with long moments of silence. Avoid the tendency to fill every moment with sound.

LISTENING WITH EMPATHY PRACTICE: CLARITY EXERCISE

“If we were supposed to talk more than we listen, we would have two mouths and one ear.”

—Mark Twain

Directions: In small groups, two people have a conversation.

Speaker: Just talk about anything you are unsure or conflicted about. The conversation should be as “real” as possible.

Listener: Just listen. At natural breaks, offer a reflection of what you heard.

After: Debrief what it was like to have a chance to speak uninterrupted, and whether the reflection helped you to feel heard and understood. Switch roles.

Listener:

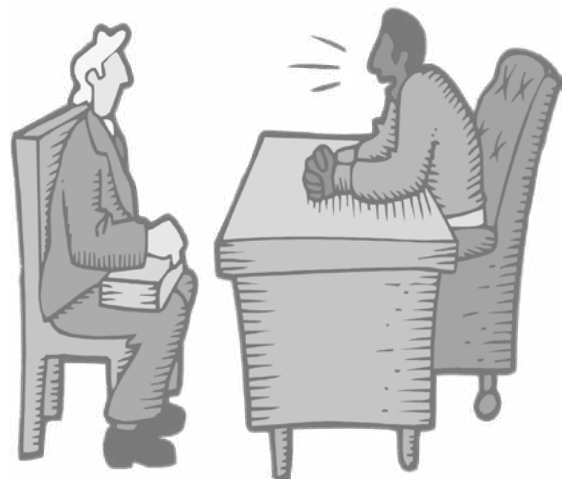
DO

- ✓ Pay attention to the speaker
- ✓ Listen carefully; stay in the moment
- ✓ Practice using reflections only when the speaker has completely finished

DON'T

- ✓ Give advice
- ✓ Ask leading questions
- ✓ Tell about your own experiences
- ✓ Evaluate or judge what you hear
- ✓ Think about how to solve the problem

Each time you get a directive urge make a checkmark by the corresponding bullet in the “DON'T” list above.



Appendix M
Mentoring Training



By: Ronald Hochstatter



MENTOR GUIDELINES AND CODE OF CONDUCT

CONGRATULATIONS! As a mentor, you are now about to begin one of life's most rewarding and fulfilling experiences. Your commitment indicates that you believe in your classmates. You recognize the magnitude of the responsibility that you accepted in choosing to work with undergraduates and agree to interact appropriately with your protégé according to the highest ethical standards at all times.

Be yourself! Please read the following guidelines carefully.

Your Role as a Mentor:

- At the initial stages of the match, your protégé may appear to be hesitant, unresponsive, and unappreciative of the mentor relationship. This guarded attitude is simply a manifestation of his/her insecurity about the relationship. The protégé's attitude will gradually take a positive turn as he/she realizes your sincerity about being a friend. Be patient! Don't try to speed up the process by going out of your way to accommodate your protégé, such as seeing your protégé more than the prescribed one hour per week.
- Remember that the mentor-protégé relationship has an initial phase. During this phase the protégé is more interested in getting to know how "real" you are and how much he/she can trust you. Establish how you can reach your protégé: by phone, e-mail, or facebook, or at a designated meeting location. Experience proves that calling or e-mailing your protégé at school is usually the best way to make contact. Establish a time and phone number where you can usually answer calls or make contact. Protégés need encouragement to leave messages on your voicemail to confirm meetings as well as to cancel them.
- Don't try to be teacher, disciplinarian, therapist, or babysitter. Experience demonstrates it is counterproductive to assume roles other than a dependable, consistent friend. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without

passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing or telling the protégé what to do. Never "should of" your protégé.

- Respect the uniqueness and honor the integrity of your protégé and influence him/her through constructive feedback. The mentor empowers the protégé to make right decisions without actually deciding for the protégé. Identify the protégé's interests and take them seriously. Be alert for opportunities and teaching moments. Explore positive and negative consequences.

- Set realistic expectations and goals for your protégé and make achievement for them fun. Remember there is a big difference between encouraging and demanding. Mentors have a great deal of impact; it's not always immediately evident. Look for signs such as increased school attendance, improved grades, showing up for meetings and expressing appreciation.

- As a friend you can share and advise, but know your limitations. Problems that your protégé may share with you regarding substance abuse, molestation and physical abuse are best handled by professionals. If you have any concerns, contact the mentor coordinator, Ronald.hochstatter@gmail.com, immediately.

Discipline:

There may be instances when your protégé's behavior is unacceptable.

- Never use abusive language.
- Don't use ultimatums.
- Don't give your protégé the silent treatment to solve the problem. Discuss your concerns.

Health and Safety:

Protect the health and safety of your protégé and yourself, seek advice from the mentoring coordinator, Ronald Hochstatter, when in doubt about the appropriateness of an event or activity.

- Do not use alcohol, tobacco or drugs when with your protégé.
- Do not have firearms or weapons present while with your protégé.
- Always wear seat belts while in the car.
- Have adequate personal liability and automobile insurance coverage.

Program Rules:

- Discussions between you and your protégé are considered confidential. Be careful about sensitive personal issues.
- If you have a concern you feel is beyond your ability to handle, call the mentor coordinator even if it seems trivial. There is no reason to feel helpless or hopeless.
- Your protégé will reward you through notes, e-mails or simply conversation. He/she may tell you how “great” you are, how you might have helped him/her with a specific problem and so much more. It may be big or small.
- You will work with your protégé to establish mutual respect, friendship, motivation and measurable goals. Please don’t hesitate to ask questions if you find any part of the guidelines unclear or confusing. The mentor coordinator is available to assist you in any way possible.

Your commitment and dedication to your protégé may be the most profound opportunity that you experience. Please exert every effort to maintain professional standards, improve your mentor skills, and exercise good judgment when engaged in any activity involving your protégé.

The essence of mentoring is the sustained human relationship: a one-on-one relationship that shows a protégé that he/she is valued as a person and is important to a society, organization and university.

Good Mentors Characteristics	Potential Mentoring Topics



It's not possible to anticipate every situation and the appropriate behavior to apply when one is mentoring. However, here are a few suggestions to use as general guidelines:

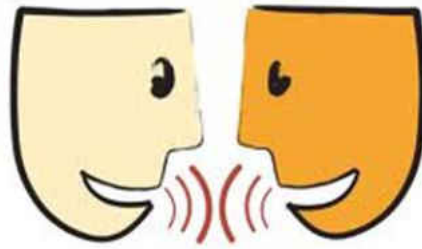
Do:

- Get to know your protégé. Try to really understand how things are for him/her.
- Be positive, patient, dependable, honest and sincere.
- Be consistent, but flexible. Expect changes in plans.
- Encourage, praise and compliment – even the smallest of accomplishments.
- Be an active listener. Use language that's easy to understand.
- Give concrete explanations.
- Be straight, honest and sincere (people pick up on falseness and shallowness).
- Ask for opinions and participation in decision-making.
- Work with your protégé. Share your knowledge rather than giving advice.
- Be enthusiastic – it's contagious.
- Stress the positive.
- Be firm. Have your protégé assume responsibilities and hold him/her accountable.
- Help your protégé use mistakes as learning experiences.
- Be fair – they'll notice if you're not.
- Help identify your protégé's talents, strengths and assets.
- Take the initiative. A protégé who fails to call or attend must be pursued and the coordinator notified of the situation so that issues can be resolved and sessions can begin again, if applicable.
- If you're going to miss a mentoring session, call the coordinator and leave a message for the protégé. It is important to let the protégé know you did not forget about your mentoring session.
- Learn to appreciate your protégé's cultural and ethnic background. Strive toward cultural reciprocity.
- Be open to what your protégé can teach you or share with you.
- Honor Your Commitment – This is extremely important! You'll hear this over and over again!
- **HAVE FUN!**

Don't:

- Expect to have instant rapport with your protégé.
- Be lenient in order to be liked – it won't earn their respect, and they need consistency and structure.
- Lecture, moralize or preach.
- Tell them what to do (instead, you should suggest, invite, encourage).
- Share personal problems unless it is to explain your current disposition (e.g., tired or irritable).
- Make promises you can't keep.
- Be convinced that what protégés say is always what they mean.
- Be afraid to admit that you do not know an answer or that you have made a mistake.
- Interpret lack of enthusiasm as a personal rejection or reaction to you.
- Be sarcastic or use excessive teasing.
- Refer to youths that reside in public housing as being from "the projects."
- Lend money.
- Violate confidences, with the single exception of crisis intervention situations, in which case you must contact the coordinator privately and immediately.

Communication



Skills

The following four communication skills are very helpful for mentors to develop and practice. These skills are particularly useful when your goal is to open up communication and increase social skills with individuals. They are also useful skills that you can help your protégé develop:

Active Listening

Active listening is an attempt to truly understand the content and emotion of what the other person is saying by paying attention to verbal and non-verbal messages. The task is to focus, hear, respect and communicate your desire to understand. This is not the time to be planning a response or conveying how you feel.

Active listening is not nagging, cajoling, reminding, threatening, criticizing, questioning, advising, evaluating, probing, judging or ridiculing.

Skills to Use:

- Eye contact;
- Body language: open and relaxed posture, forward lean, appropriate facial expressions, positive use of gestures; and
- Verbal cues such as “um-hmmm,” “sure,” “ah” and “yes.”

Results of Active Listening:

- Encourages honesty — helps people free themselves of troublesome feelings by expressing them openly;
- Reduces fear — helps people become less afraid of negative feelings;
- Builds respect and affection;
- Increases acceptance — promotes a feeling of understanding;

When you actively listen, you cooperate in solving the problem — and in preventing future problems.

“I” Messages

These messages give the opportunity to keep the focus on you and explain your feelings in response to someone else’s behavior. Because “I” messages don’t accuse, point fingers at the other person or place blame, they avoid judgments and help keep communication open.

At the same time, “I” messages continue to advance the situation to a problem-solving stage.

Avoid: “You didn’t show up, and I waited for an hour. You could have at least called me and let me know that you wouldn’t be there. You are irresponsible.”

Take care that the following actions and behaviors are congruent with an honest, open heart:

- Body language: slouching, turning away, pointing a finger;
- Timing: speaking too fast or too slow;
- Facial expression: smiling, squirming, raising eyebrows, gritting teeth;
- Tone of voice: shouting, whispering, sneering, whining;
- Choice of words: biting, accusative, pretentious, emotionally laden.

Results:

“I” messages present only one perspective. Allowing the other person to actually have a point of view and hearing it doesn’t mean that he or she is right. “I” messages communicate both information and respect for each position. Again, this skill moves both parties along to the problem-solving stage.

Paraphrasing

Paraphrasing focuses on listening first and then reflecting the two parts of the speaker’s message — fact and feeling — back to the speaker. Often, the fact is clearly stated, but a good listener is “listening between the lines” for the “feeling” part of the communication. Using this skill is a way to check out what you heard for accuracy — did you interpret what your protégé said correctly? Often words that meant one thing when mentors were young could have an entirely different meaning for youth today.

Examples for fact:

- “So you’re saying that . . .”
- “You believe that . . .”
- “The problem is . . .”

Examples for feeling:

- “You feel that . . .”
- “Your reaction is . . .”
- “And that made you feel . . .”

Paraphrases are not an opportunity to respond by evaluating, sympathizing, giving an opinion, offering advice, analyzing or questioning.

Results:

Using active listening skills will enable you to gather the information and then be able to simply report back what you heard in the message — the facts and the attitudes/feelings that were expressed. Doing so lets the other person know that you hear, understand and care about his or her thoughts and feelings.

Open-Ended Questions

Open-ended questions are intended to collect information by exploring feelings, attitudes and how the other person views a situation. Open-ended questions are extremely helpful when dealing with young people. Youth, teenagers especially, tend to answer questions with as few words as possible. To maintain an active dialogue without interrogating, try to ask a few questions that cannot be answered with a “yes,” “no,” “I don’t know,” or a grunt.

Examples:

- “How do you see this situation?”
- “What are your reasons for . . . ?”
- “Can you give me an example?”
- “How does this affect you?”
- “How did you decide that?”

Note: Using the question “Why did you do that?” may sometimes yield a defensive response rather than a clarifying response.

Results:

Because open-ended questions require a bit more time to answer than close-ended questions (questions that can be answered by “yes,” “no,” or a brief phrase), they give the person a chance to explain. Open-ended questions yield significant information that can in turn be used to problem solve.

CLOSURE

Some mentor–protégé pairs do not need to worry about this stage until far down the road. However, at some point all relationships will come to an end, whether it is because the program is over or the mentor is moving or for some other reason. It is critical that this stage not be overlooked. Very rarely are they provided the opportunity to say goodbye properly.

1. Identify natural emotions, such as grief, denial, and resentment. Help your protégé to express his or her emotions by modeling the behavior. For example, if your relationship is coming to a close and you and your protégé enjoyed your time together, you might say something like “I am going to really miss you. I have enjoyed our time together.” However, you must be honest. If your relationship is coming to a close and your time together was all right but not great, then don’t lie and say that you are going to be sad that this is over.
2. Provide options for saying goodbye in a healthy, respectful, and affirming way. Don’t wait until the last meeting to say goodbye. Make sure you start addressing this issue as soon as you know the relationship will be coming to a close.
3. Address appropriate situations for staying in touch with your protégé. Check with your program coordinator to see what the policy is for staying in touch with your protégé. It is then up to you and your protégé as to whether you will stay in touch and how you will do that. Don’t assume that just because you want to stay in contact that your protégé will want to as well. It must be mutual.

Appendix N

Peer Undergraduate Mentoring Program Educational Design Manual

PUMPED was developed through research on current academic mentoring programs. The program is currently under the development of Ronald Hochstatter. This document is a modified version of the Pilot Career Management Program for North Dakota Women's Health CORE. Special thanks goes to Dr. LaVonne Fox, whose long hours and commitment to the creation of the North Dakota Women's Health CORE document and program assisted in the creation of the Peer Undergraduate Mentoring Program Educational Design (PUMPED). Other committee members for the North Dakota Women's Health CORE included Dr. Ann Flower, Dr. Kathy Sukalski, Dr. Patricia Moulton and Dr. Elizabeth Burns.

PART ONE
OVERVIEW OF PROGRAM

Overview of PUMPED

This section of the document will provide a succinct overview of mentoring and PUMPED. Section one will offer a proposed format and tentative suggestion for training sessions as well as Section one will offer some of the benefits for all of the parties involved with PUMPED.

Introduction

Mentoring is an age-old developmental tool whose practice extends as far back as 800 B.C. Mentor, the companion of King Odysseus, was entrusted with the responsibility of guiding and teaching Odysseus' son, Telemachus, to become a competent successor for the kingdom.

Mentoring offers several benefits to undergraduate students. More specific to academia, research by Campbell and Campbell (1997) conducted on over 300 participants discovered that students who had a mentor had a higher grade point average (GPA) (2.45 vs. 2.29), more units completed per semester (9.33 vs. 8.49, and a lower dropout rate (14.5% vs. 26.3%) (p. 727). These findings were consistent with research by Rodger and Tremblay (2003) that discovered students who were mentored had significantly higher grades than students who were not mentored.

Kalbfleisch (2002) research on mentoring relationships defined mentoring:

As a personal relationship between a more sophisticated mentor and a less advanced protégé. At the center of this relationship is a human connection of two people: one more advanced in a particular area, one less advanced, joined in a common commitment to achieving success (pp. 63-64).

Kram (1985) stated mentoring relationships can be mutually beneficial because the protégé develops a sense of competence and self-worth as well as an opportunity for advancement. The mentor gains a sense of self-competence and self-worth by passing on their wisdom and experience.

Kram (1985) states there are two functions mentoring serves for protégés. Kram separated these functions into two categories, psychosocial functions and career functions. Kram (1985) believes that psychosocial functions enhance a protégé in several different areas. Psychosocial functions can help enhance an individual's competency, identity and effectiveness. Additionally, Kram (1985) stated the psychological functions include counseling, friendship, role modeling, acceptance and confirmation. Different from psychosocial functions, Kram (1985) stated that career functions are functions that will help the protégé advance within the organization. Career functions include coaching, sponsorship, exposure and visibility, protection and challenging work assignments.

Role modeling, a third and equally important function, was added by several scholars. Bouquillon, Sosik, and Lee (2005) described role modeling as the mentor using their attitude, values and behaviors to guide the protégé. Mentors who serve as role models encourage students to become more involved in learning

Program Overview

Pilot Undergraduate Mentoring Program Purpose

The Peer/Alumni Undergraduate/Graduate Mentoring Program Educational Design (PUMPED) is a pilot program that is designed to provide the University of North Dakota (UND) undergraduate and eventually graduate students with additional methods to maximize their opportunities for pursuing satisfying and productive academic and career objectives, networking and forming social bonds. This program can benefit not only undergraduates, but all levels of the academic continuum.

PUMPED Goals and Objectives

1. *Resource*: to be a resource for students that would complement other supportive academic and student affairs programs on campus, including but not limited to: Student Support Services, Career Services, and Student Government.
2. *Access*: To prevent feelings of isolation and to increase new student's effectiveness and visibility through improved access to information and resources that support academic activities and to develop networking opportunities for new ventures and relationships.
3. *Acculturation*: Orient new students to UND, including information on the process of course selection, activity and club involvement and professional development.
 - i. To assist new students in their professional and personal development through the guidance and support of experienced students and faculty who serve as role models, advisors, and advocates.
 - ii. Assist existing students in career growth outside the classroom through guidance and support of alumni who serve as role models, advisors and advocates.
4. *Balancing School/Personal Loads*: To facilitate the attainment of individual strategic academic and career objectives by providing an environment where new students can discuss and gain assistance with prioritizing the diverse and conflicting demands of school, career and family/friends. (Fox, 2006, p.7).

Our top priority remains the recruitment and retention of outstanding students who adhere to the highest standards for the benefit of all: our students, our programs and, ultimately, the people of North Dakota.

Stimulate educational productivity

Action Plans:

- a. Maintain enthusiasm among students
- b. Foster development activities
- c. Recognize peer mentoring and the creation of scholarships

Maintaining and expanding institutional resources

Action Plans:

- a. Maintain support for faculty mentors
- b. Provide administrative support
- c. Increase graduate student, post-doctoral, and alumni support

Enhance the learning environment

Action Plans:

- a. Continue to promote respect and appreciation of cultural diversity and individual differences
- b. Continue to demonstrate positive student mentor role models
- c. Continue development of educational programs promoting life-long learning skills
- d. Provide a positive work and learning environment

Identify pathways for acknowledging and encouraging excellent performance

Action Plans:

- a. Continue with improvement of performance-based measurements
- b. Continue to demonstrate appreciation for faculty, staff, students, and alumni
- c. Identify financial means to provide faculty and staff recognition

Establish a better system for student career advancement

Action Plans:

- a. Establish career paths that allow students to distinguish their strengths
- b. Develop consistent policies and procedures for the appointment evaluation and involvement of student mentor

Establish strong connections between alumni and students

Action Plans:

- a. Promote lifelong learning and connection to education
- b. Maintain values and goals that promote a connection to one's alma mater and promote educational/professional satisfaction for students
- c. Demonstrate the value of building a network of mentors in one's career field

Benefits to University of North Dakota

- a. Increases in
 - a. recruitment and retention
 - b. connectivity between alumni, students and campus (a sense of community)
 - c. productivity of undergraduate students
- b. creation of a climate of collegiality, community and cooperation
- c. the opportunity to nurture future institutional leaders.

Benefits to Protégé

According to Kram (1985), mentoring assists the protégé in developing a sense of competence, identity, self-worth and effectiveness. Through peer mentoring, the Protégé gains assistance in establishing identity within the university, networking, advising, a better understanding of the UND organizational structure and culture, together with practical advice on time management and balancing the school workload with the conflicting demands and responsibilities of career and family/friends. Academically, the measurable outcome for students with mentors, according to Campbell and Campbell (1997), would be a higher GPA, more units completed per semester and a lower dropout rate.

Benefits to Mentor

Mentors who serve as role models encourage students to become more involved in learning (Pellegrini & Scandura, 2005). Kram stated that the mentor provides counseling, friendship, role modeling (via attitude, values and behaviors,) acceptance and confirmation. In exchange, the mentor acquires a sense of self-competence and self-worth by passing on their wisdom and experience. They gain the satisfaction of having helped a student and of contributing to the overall success of UND, increased knowledge from the relationships, positive addition to their resume/CV, and improved mentoring skills.

Benefits to Alumni

Alumni who chose to participate in PUMPED will receive the personal satisfaction of assisting undergraduate and graduate students in personal and professional growth. Alumni will also have the benefit of forming strong relationships with the next generation of leaders, allowing these alumni to have the opportunity to hire their protégé for employment if they desire.

Benefits to the University

PUMPED will serve as an outlet that will strengthen the ties between current and former students. PUMPED will help the University of North Dakota in building long term relationships with all participants increasing recruitment and retention of students.

Through PUMPED, the University of North Dakota has another option that will help to continue creating successful leaders locally, regionally and nationally.

Proposed Format

The Peer Undergraduate Mentoring Program Educational Design (PUMPED) will include a formal mentoring program in addition to other future planned components to meet the needs of undergraduate development continuum. The aim of the program is to contribute to UND, with the potential program having the ability to expand to other universities within the North Dakota University System (NDUS) and within the US. This program includes:

- I. 4 training sessions on the topics of:
 1. Orientation (Date:_____)
 2. Mentoring Training (Date:_____)
 3. Empathy Training (Date:_____)
 4. Balancing Personal/Professional (Date:_____)

Each session is scheduled to last 1 hour with the last 15 minutes designed for networking.

- II. Protégé Cohort Collaboration Meetings: purpose is to provide an informal environment for discussion, collaboration and support. This is also a form of collaborative mentoring within the cohort itself. It is also the first step in developing the program's next set of future mentors.
 - a. Informal meetings occur every other month opposite of the module sessions
 - b. First session is facilitated, remainder of sessions will be participant facilitated focusing on: prior module topics, future module topics, clarification, emerging needs, needs or issues.
- III. Facilitation and support of Mentoring Relationship:
 - a. Mentoring Responsibilities
 1. Aid students in getting acclimated to the university and career options
 2. Provide additional career and academic planning, consultation, and feedback
 3. Recommended minimum time commitment is 1-2 hours per month for a period of 9 months (full academic calendar)
 4. To be a support system and a link to other resources: a source of information
 5. Tutor specific skills, effective behaviors and how to function in the organization
 6. To provide awareness and connection to others who are encountering the same experiences to help reduce feelings of isolation.
 7. To provide support and feedback on observed behaviors
 8. Coach activities that will add to experience and skills development
 9. Serve as a supportive confidant
 10. To assist in the development of a greater self-awareness of strengths and abilities

11. To provide a relationship that is caring and genuine to enhance and support the protégé's sense of connection to the institution and persistence in academia
- b. Protégé's Responsibilities
1. To be motivated and goal directed; able to clearly identify your expectations
 2. Be responsible and willing to take the initiative
 3. Understand the areas where they want to facilitate growth in
 4. Respect of your mentor's time
 5. Good communication skills
 6. Accept critiques in a professional manner
 7. Demonstrate your commitment to your education
 8. Follow your mentor's advice
 9. Respect boundaries
 10. Have realistic expectations which will be defined through interactions with mentor

IV. Program Evaluation

- a. The complete evaluation plan is available in the appendix. The evaluation process includes both formative and summative procedures such as:
 1. Module session evaluation
 2. Mid and end of 9 month: focus group or 1:1 meeting with mentor(s) dependent upon the mentor's schedule
 3. Mid and end of 9 month: focus group meeting with protégé(s)

PART TWO
ADMINISTRATIVE ROLE AND
RESPONSIBILITIES

Administrative Roles and Responsibilities

Part two will provide an overview of the administration responsibilities and roles. This section will provide the general rules and regulations of PUMPED including termination policies. Part two also provides suggestive positions for individuals involved with PUMPED. This will help with the general structure of the program.

Administrative Role

Although it is vital that the movement and commitment for such a program occur at the grassroots level, it is both critical and essential that the support and commitment of administration be apparent at all levels for such a program to succeed.

Administrative Responsibilities

Recruitment Plan

- Send out invitations for participation to both potential mentors and protégés, solicitation will be done via posters, listserv, alumni association and emails
- Assistance with the coordination of the orientation session
 - Identification of potential attendees
 - Provide welcoming and introductory statements at first session
 - Provide refreshments
- Identification of possible incentives for participation as a mentor such as:
 - A “Distinguished Achievement Award” for student mentors, to recognize the efforts of those student mentors who work to further academic success of their protégé and colleagues
 - A “Distinguished Achievement Award” for alumni mentors, to recognize the efforts of those alumni mentors who work to further the career success of their protégé
 - Banquet
 - “Incentive Award” for new ideas adopted to improve the program
- Identification of possible incentives for participation as a protégé such as:
 - “Certificate of Completion” for protégés and student mentors that can be included in their portfolio and resume/CV showing professional development gains
 - Opportunity to continue in program as a mentor
- Marketing of the Program: marketing includes updating website, working with local organizations and solicitation of participants
 - E-news
 - Alumni Review
 - Webpage development and maintenance
 - Channel 3/Studio One
 - Dakota Student
 - Recruitment guide book for undergraduate and graduate programs
 - Enrollment services material and recruiter presentations

Potential Barriers

Several barriers have been identified in the field of mentoring. The barriers identified in the evaluation included:

A. Gender: organizational demographics, relational demography, sexual liaisons, gender stereotypes, gender behaviors, and power dynamics. (Ragins & Cotton, 1991)

To address this issue all participants of the program will be initially matched with a same sex mentor. If a protégé is adamant about wanting a mentor of the opposite sex, an additional member of the opposite sex (alumni or student) will be paired.

B. Race: lack of access to informational networks; tokenism, stereotyping, and incorrect performance attributions; inadequate socialization processes; and norms that discourage cross-race mentoring (Noea, 1988).

To address this issue participant will be paired with seniors who are more acclimated within the university and with alum that is acclimated with the students discipline/job market. If a participants has a desire to be paired with someone of a specific race, PUMPED will attempt to match them but cannot make guarantees on matching based solely on racial preference.

3. Unsatisfied mentor or protégé: It can be expected mentors or protégés in the program may become frustrated with the dynamics of the relationship and prefer to end the relationship.

To address this issue if either participant wants to terminate the relationship, a meeting with both the mentor and protégé will take place. The purpose of the meeting is to address the concerns within the relationship to determine if changes in the relationship can correct the issue. If the meeting is unsuccessful, the program will attempt to match the protégé with another mentor.

Rules for Terminating a participant Failure to adhere to of the following rules may result in termination from PUMPED

General Guidelines for Mentoring Relationships:

1. Once you commit to your weekly schedule for the semester, you must follow through. This may be only a couple of hours for you, but for the other person it is a big deal
2. Be consistent, dependable, and responsible. If you are unable to make a mentoring session, call the other person through previously arranged contact method
3. Do not overestimate the number of hours you can commit, but make it a priority
4. Be honest, patient, flexible, and respectful. Treat them as you would like to be treated

The following behaviors will not be tolerated:

1. Any use of profanity or degrading language
2. Use of sexual language or conduct of any kind

3. Any verbal or physical abuse towards a student
4. Use of tobacco products on campus or underage consumption of alcohol
5. Carrying a concealed weapon or use of any kind of weapon
6. Chronic absences or unexcused absences

Things to be cautious about:

1. Being alone with a student. Be visible to others at all times.
2. Handing out contact information.
3. Telling about your personal life.

Adapted: Georgia Tech CEISMC Mentoring Program
September 2009

Committee Members/Duties

Operation Coordinator:

This position requires the oversight of PUMPED operation manual. This position will require the operation coordinator to work closely with all of the coordinators to effectively run PUMPED. This position will require the coordinator to meet individually and collectively with all of the coordinators of PUMPED. The operation coordinator will be the primary spokesperson for PUMPED and will be required to attend all meetings with administration and student committee meetings. Suggested Budget: TBD

Alumni Coordinator:

This position requires effective networking with Alumni. This position will be in charge of assisting the selection committee with matching undergraduate students with Alumni. This position will also include working with the event planning coordinator to help ensure Alumni are involved with all events. The budget money should be used to help in the recruitment of Alumni. These funds can be used to cover the cost associated with networking, advertising cost at Alumni events and other costs deemed necessary by the alumni coordinator. Suggested Budget: TBD

Technology Coordinator:

Facilitate all technology that will be used directly and indirectly through PUMPED. This includes but is not limited to web sites, social networking websites, organizing technology for presentations and events. The budget money should be used to create and maintain the websites, purchase technology if deemed needed and to cover cost associated with other technological issued deemed necessary by the technology coordinator. Suggested Budget: TBD

Event Planning Coordinator:

This position requires great organization skills, great communication skills and effective networking skills. This position involves the organization of advertising for PUMPED within UND and outside of UND. This job will require an individual to reserve facilities, plan events for all of PUMPED gatherings including through on campus fairs and other opportunities. The budget goal should be used to cover the cost of reserving rooms, booth and advertising for PUMPED. The budget should also be used to cover award material that will be awarded at the end of each academic year and other cost deemed necessary by the event planning coordinator. Suggested Budget: TBD

Selection Coordinator:

The Selection Coordinator will be in charge of overseeing the student selection committee. This individual will work closely with the undergraduate representatives to match undergraduates with their peer and alumni mentor. Also the selection coordinator will make the recommendation as to the eligibility of applicants. Suggested Budget:TBD
Recruitment Coordinator:

This individual will be responsible for the recruitment of undergraduate and graduate students to PUMPED. The Recruitment Coordinator will also work with the Alumni Coordinator on recruitment strategies for alum. This position will require an individual to coordinate with the university opportunities to present oral presentations, poster presentations as well as utilizing university events (i.e. volunteer recruitment day and organization day). Suggested Budget: TBD

Financial Coordinator:

This individual will have oversight of all finances of PUMPED. This individual will be responsible for the distribution of funds to the coordinators and balancing all funding received. The financial coordinator will also be in charge of providing recommendations to the committee members about increases or decreases in their budgets. Suggested Budget: None

Faculty Coordinator:

The faculty coordinator will serve as an additional advisor to the undergraduate participants. The faculty coordinator should be familiar with current technology, have a high desire to assist in the success of undergraduates and have sufficient time to commit to the program. Suggested Budget: None

Student Representatives/Student Committee: TBD

This committee will be a five student panel that will be representative of the UND student body. The student panel will consist of students who are current and active members of PUMPED. Representatives can be any year in school. Student representatives will serve as the voice of the students in PUMPED and make biannual recommendations to improve the program. Suggested Budget: None

- Total Suggested Budget per Academic Year: TBD
- Each Coordinator will receive 1 vote for all decisions in PUMPED.
 - In the event of a tie, further discussion should occur and another vote will occur
- Each position will initially be advertised positions campus wide. Interviews will follow and members will be selected
- All positions are non-compensated unless funding is secured specifically for this purpose
- Each member is appointed for 1 year and can be reappointed for up to five years
 - Appointment is made through nomination with all current members voting in the nomination

PART THREE

Documents

Documents

Section three provides the essential documents affiliated with PUMPED. The documents include an initial interest survey, PUMPED fact sheet, recruitment letters, applications, communication tracking forms and mentoring partnership agreements. Forms for protégés, student mentors and alum mentors are included.

Mentoring Program Description

Peer Undergraduate Mentoring Program Educational Design (PUMPED) aims at assisting in the recruitment and retention of the highest quality students to UND. Students who enter the program will be paired with a mentor that will assist them on both a personal and professional level in their development at the university. Freshmen and sophomore students will be paired with junior and senior students who will serve as their peer mentors. Students will also have an opportunity to network and have an Alum mentor.

Peer mentors will assist students in course selection and course preparation, in social aspects, and will serve as an outlet for additional information that the protégé might need while attending the university, which includes but is not limited to organizations, tutoring and other opportunities that can facilitate personal and professional growth. PUMPED aims to create the next generation of community leaders, through involving students in campus events, networking and hands-on professional development.

Additionally, the goal of PUMPED is to have a continuous flow and expansion from the entrance of the university system all the way through to alumni involvement. This includes but is not limited to the involvement of freshmen students through their growth as undergraduates, graduate students and alumni.

Mentors will be asked to volunteer up to two hours of their time per month to help ensure the success of the program. The two hours of their time should be utilized in the development of a positive connection with their mentor/protégé. The mentor and protégé are both encouraged to utilize several venues to connect including the use of modern technology.

Peer Undergraduate Mentoring Program Educational Design (PUMPED)

What does PUMPED stand for?

Peer Undergraduate Mentoring Program Educational Design

What is PUMPED?

PUMPED is a new innovative mentoring design for a peer/alum mentoring program

How is PUMPED different than other mentoring program?

PUMPED goal is to be inclusive, rather than exclusive. Acknowledging the success and need for exclusive mentoring program, PUMPED allows for all students, regardless of age, gender, grade point average or year in school an opportunity to network and contribute to others and their own success.

Who is PUMPED associated with?

PUMPED is currently a non-affiliated organization, aiming to give higher education establishments the opportunity to implement the PUMPED model and philosophy.

Who can participate in PUMPED?

PUMPED gives any undergraduate student who has a desire to be successful, starting with their education and continuing with their career, the opportunity to contribute as a mentor or protégé.

Why should I get involved in PUMPED?

Every student possesses a set of skills and talents that can help facilitate a more diverse educational environment. PUMPED will give students an opportunity to expand their networking, have a great resume builder and build their maturity personally and professionally through interactions with their peers and alum.

How do I get matched with my mentor/protégé?

PUMPED uses a student oriented panel that will match mentors and protégés based on interest, need and major. PUMPED goal is to match a student with a peer mentor and a alum mentor in the same discipline to help facilitate personal and professional growth in all participants.

If you have questions or comments about PUMPED, please email:

ronald.hochstatter@gmail.com

Interest Survey: This survey should be administered prior to the development of PUMPED. This survey was developed to determine the overall interest of a diverse group of undergraduate students. The survey provides a diverse group of questions that helps in determining the target audience for PUMPED.

Please answer all questions honestly and to the best of your ability. You will have 15 minutes to complete the survey.

Category 1. Knowledge of Mentoring

A. I would rate my knowledge of mentoring as the following.

<input checked="" type="radio"/> Excellent	<input checked="" type="radio"/> Very Good	<input checked="" type="radio"/> Moderate	<input checked="" type="radio"/> Poor	<input checked="" type="radio"/> No Knowledge
--	--	---	---------------------------------------	---

Comments:

B. My knowledge of mentoring is based upon the following sources of information: (Please check all that apply.)

<input type="checkbox"/> Personal experience	<input type="checkbox"/> Observing others	<input type="checkbox"/> Reading about it	<input type="checkbox"/> Discussions with peers	<input type="checkbox"/> Pre existing
<input type="checkbox"/> Community organizations	<input type="checkbox"/> Television	<input type="checkbox"/> Internet	<input type="checkbox"/> Educational Institution	<input type="checkbox"/> Other: Please explain

Comments:

C. My general attitude towards mentoring is:

<input checked="" type="radio"/> Very Positive	<input checked="" type="radio"/> Positive	<input checked="" type="radio"/> Neutral	<input checked="" type="radio"/> Negative	<input checked="" type="radio"/> Very Negative
--	---	--	---	--

Comments:

D. Below is a list of common perspectives concerning mentoring. Please answer True, False or Can't Answer (CA) to the items below:

	T	F	CA
Mentoring is only for the high potential students.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Mentoring is for those students who have not made the grade.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Mentoring is an effective method of developing your potential.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Mentoring can only be effective when your instructor is involved.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Spontaneous or natural mentoring is best.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
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Comments:

		T	F	CA
My university supports and encourages the free exchange of information across levels and units.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
We are encouraged by instructors to learn new things		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
There is a need for mentoring in my department		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
If true, at which level is it needed:	Campus wide	<input checked="" type="radio"/>		
	Department	<input checked="" type="radio"/>		
	Course	<input checked="" type="radio"/>		
There are a number of people inside my department whom I consider to be role models.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
I feel comfortable going to the other students in my department.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
My current advisor freely offers advice and counsel to those who need it.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
I am comfortable going to my advisor asking for help with a problem that I can't solve.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
My peers are the best source of help and information about jobs, promotions, assignments, etc.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Category 2. The Need for Mentoring at my University

Comments:

Category 3. Development Activities Profile

		T	F	CA
Within the last two years, I have taken a workshop at Career Services		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
If the above is true, check only one of the statements.	I found it helpful	<input checked="" type="radio"/>		
	Not helpful	<input checked="" type="radio"/>		
	Somewhat helpful	<input checked="" type="radio"/>		
I am afraid that if I don't upgrade my skills, I will not be able to graduate from college		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
I know what it takes to succeed in college.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
I have ample opportunity to develop my professional competencies.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
I have a long-term career plan on which I am making good progress.		<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

It's not what you know but who you know that counts in getting raises and promotions.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
At least one of my current assignments challenges my current capabilities.	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>

Comments:

Category 4. Desired Benefits of Mentoring

Below is a list of some of the more common benefits of mentoring. Please rate the value of each in the box indicated. Please place a value of one to five in EACH of the boxes. (Values are ranked on a scale from 1 to 5, with 1 being the lowest benefit and 5 being the highest.)

Information sessions are open student forums to explain the Mentoring Program. Each session will last approximately 60 minutes and the sessions will be offered at different times during the week. <i>Could you attend one session?</i>	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	
Comments: <input type="text"/>			
Training sessions are required for all selected participants. The Introductory Session is 2 hours and the Advanced Session is 2 hours. <i>Could you attend one or both sessions? Please indicate?</i>	One Session <input checked="" type="radio"/>	Both Sessions <input checked="" type="radio"/>	None <input checked="" type="radio"/>
Which could you attend: <input type="text"/>			
Discussions between Mentor and Protégé are recommended for 2 hours per month for the 9-month period of the Program. <i>Would you be willing to commit to spending a minimum of 18 hours over a 9 month period in the mentoring program?</i>	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	
Comments: <input type="text"/>			
Would you be willing to dedicate time to your mentoring relationship?	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	
How often could you commit two hours a month?	Every Month <input checked="" type="radio"/>	Once a Semester <input checked="" type="radio"/>	Cannot participate <input checked="" type="radio"/>
Comments: <input type="text"/>			
Periodically, there will be checkpoints held to evaluate the progress of the mentoring pairs. At each checkpoint there is an interview or brief on-line questionnaire. <i>Would you be willing to participate?</i>	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	
Comments: <input type="text"/>			
FOR Protégés (Scale 1-5)		FOR Mentors (Scale 1-5)	
Learn how to balance work and life (manage time)	<input type="checkbox"/>	Foster inclusion	<input type="checkbox"/>
Expand knowledge of career path and	<input type="checkbox"/>	Enhance awareness of diversity issues	<input type="checkbox"/>

options			
Develop interpersonal and communication skills	<input type="checkbox"/>	Develop next generation of leaders	<input type="checkbox"/>
Expand knowledge of the organization	<input type="checkbox"/>	Encourage organizational savvy	<input type="checkbox"/>
Gain knowledge of a different function	<input type="checkbox"/>	Transfer university knowledge, values and spirit	<input type="checkbox"/>
Improve networking capability	<input type="checkbox"/>	Provide an alternative source of feedback to protégés	<input type="checkbox"/>
Develop capabilities to work as a team	<input type="checkbox"/>	Enhance coaching skills	<input type="checkbox"/>
Improve job satisfaction and morale	<input type="checkbox"/>	Utilize the wealth of professional expertise and experience	<input type="checkbox"/>

Category 5. Possible Prototype Participation

A. The Mentoring Program would require a time commitment for training, meeting with one’s mentoring partner, and evaluation checkpoints. Please indicate those items that you feel you might create a barrier (please explain in comments section)

B. My desire to participate in a Mentoring Program is:

<input checked="" type="radio"/> Very High	<input type="radio"/> High	<input type="radio"/> Neutral	<input type="radio"/> Low	<input type="radio"/> Very Low
--	----------------------------	-------------------------------	---------------------------	--------------------------------

Comments:

C. The probability of my applying to a Mentoring Program is:

<input checked="" type="radio"/> Very High	<input type="radio"/> High	<input type="radio"/> Neutral	<input type="radio"/> Low	<input type="radio"/> Very Low
--	----------------------------	-------------------------------	---------------------------	--------------------------------

Comments:

D. If I apply, it would be as one of the following:

<input checked="" type="radio"/> Protégé	<input type="radio"/> Mentor	<input type="radio"/> Both
--	------------------------------	----------------------------

Comments:

E. Factors that would keep me from applying: (Check all items that apply)

<input type="checkbox"/> Time commitment	<input type="checkbox"/> Uncertainty about how it works
<input type="checkbox"/> Compensation considerations	<input type="checkbox"/> Qualifications
<input type="checkbox"/> No interest	<input type="checkbox"/> Don’t know if it’s right for me at this time

<input type="checkbox"/>	<input type="checkbox"/> Don't know if I am qualified
--------------------------	---

Category 6. Desire for Information/Areas of Interest

Which of the following would be the best method(s) for you to gain information about the program? Please check all that apply.

Address by President	<input type="checkbox"/>
Newsletter	<input type="checkbox"/>
Brochure	<input type="checkbox"/>
Intranet website devoted to mentoring (UND website)	<input type="checkbox"/>
Mentoring information sessions	<input type="checkbox"/>
Mentoring booklet which explains the basics	<input type="checkbox"/>
Personal stories from those who have been involved in mentoring.	<input type="checkbox"/>
Channel 3	<input type="checkbox"/>
Application to the program can be made at meetings and on the web site.	<input type="checkbox"/>

Comments:

Please use this space to provide suggestions to make this a successful mentoring program.

Category 7. Demographics

Gender	Racial/Ethnic Background	Age	Year in School	College
<input checked="" type="radio"/> Male	<input type="checkbox"/> African or African-American	<input type="checkbox"/> 18-19	<input type="checkbox"/> Freshman	<input type="checkbox"/> Aviation
<input checked="" type="radio"/> Female	<input type="checkbox"/> Asian	<input type="checkbox"/> 20-21	<input type="checkbox"/> Sophomore	<input type="checkbox"/> Art and Sci
	<input type="checkbox"/> Caucasian	<input type="checkbox"/> 22-23	<input type="checkbox"/> Junior	<input type="checkbox"/> Business
	<input type="checkbox"/> Hispanic	<input type="checkbox"/> 23-24	<input type="checkbox"/> Senior	<input type="checkbox"/> Medicine
	<input type="checkbox"/> Native American/Eskimo	<input type="checkbox"/> 25 or older	<input type="checkbox"/> Fifth Year	<input type="checkbox"/> Other

Category 8. Personality Attributes

Below is a list of personality attributes, please select all that apply to you:

<input type="checkbox"/> honest	<input type="checkbox"/> hardworking	<input type="checkbox"/> outgoing	<input type="checkbox"/> brave
<input type="checkbox"/> mature	<input type="checkbox"/> nervous	<input type="checkbox"/> adventurous	<input type="checkbox"/> inquisitive
<input type="checkbox"/> happy	<input type="checkbox"/> responsible	<input type="checkbox"/> talkative	<input type="checkbox"/> withdrawn
<input type="checkbox"/> funny	<input type="checkbox"/> angry	<input type="checkbox"/> confident	<input type="checkbox"/> friendly
<input type="checkbox"/> insecure	<input type="checkbox"/> moody	<input type="checkbox"/> shy	<input type="checkbox"/> forgiving
<input type="checkbox"/> caring	<input type="checkbox"/> sensitive	<input type="checkbox"/> sad	
<input type="checkbox"/> loud	<input type="checkbox"/> creative		

Category 9. Preferences

Do you prefer working with someone from a particular ethnic background?

<input type="checkbox"/> Yes
<input type="checkbox"/> No

If yes, which ethnic background and why?

Do you prefer working with a male or female?

<input type="checkbox"/> Male
<input type="checkbox"/> Female
<input type="checkbox"/> No Preference

Mentor/Protégé Invitation Letter

Dear Student Mentor:

I am pleased to invite you to participate in the Peer/Alumni Undergraduate/Graduate Mentoring Program Educational Design at the University of North Dakota (PUMPED). This program is designed to help new students and transfer students become more familiar with the institution and to begin realizing and fulfilling their academic and career goals. Seniors and juniors are strongly encouraged to volunteer as mentors.

As a mentor, you will be responsible for the following:

- Aid freshmen/sophomore/transfer students in getting acclimated to the university
- Provide supplementary consultation / feedback for academic/career planning
- Act as a clearing house of information
- To be a support system and a link to other resources; a source of information
- how to function within the university
- To assist in the development of a greater self-awareness of strengths and abilities
- To provide a relationship that is caring and genuine to enhance the individual's sense of connection to the institution and support for persistence in academia

The recommended time commitment is 1-2 hours per month for a period of 9 months. Additional and specific information about the program is attached for your review. If you are interested in being a mentor, please complete the attached application and return it to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Sincerely yours,

Attachment: Mentoring Program Description
Mentoring Application

Alum Invitation Letter

Dear Alum Mentor:

I am pleased to invite you to participate in the Peer/Alumni Undergraduate/Graduate Mentoring Program Educational Design at the University of North Dakota (PUMPED). This program is designed to help new students and transfer students become more familiar with the institution and to begin realizing and fulfilling their academic and career goals. Seniors and juniors are strongly encouraged to volunteer as mentors.

As a mentor, you will be responsible for the following:

- Aid students in getting acclimated to jobs within your organization
- Provide supplementary consultation / feedback career planning
- Act as a clearing house of information
- To be a support system and a link to other resources; a source of information
- To assist in the development of a greater self-awareness of strengths and abilities
- To provide a relationship that is genuine to enhance the individual's sense of connection to the organization with which you are affiliated with

The recommended time commitment is 1-2 hours per month for a period of 9 months. This is a recommended amount of time can include but is not limited to face to face conversations, email/phone/Facebook/twitter connections. We strongly encourage the use of technology as a way to connect and enhance your relationship with your protégé. Additional and specific information about the program is attached for your review. If you are interested in being a mentor, please complete the attached application and return it to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Sincerely yours,

Attachment: Mentoring Program Description
Mentoring Application

Protégé Application

Name: _____

Major: _____

Phone: _____

E-mail: _____

Please check the areas that you would like to receive information and guidance on:

<p>Research/Scholarly</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing a paper <input type="checkbox"/> Study tips <input type="checkbox"/> Applying for graduate school <input type="checkbox"/> Other (please specify: _____) 	<p>Academics</p> <ul style="list-style-type: none"> <input type="checkbox"/> assignments, using blackboard <input type="checkbox"/> Clubs within major <input type="checkbox"/> Other (please specify: _____)
<p>Professional/Educational</p> <ul style="list-style-type: none"> <input type="checkbox"/> The ins and outs of the school and university <input type="checkbox"/> Building a professional network <input type="checkbox"/> Building a social network <input type="checkbox"/> Collaborating on projects <input type="checkbox"/> Balancing professional and personal life <input type="checkbox"/> Setting goals, establishing priorities and managing time <input type="checkbox"/> Developing career strategies and plans to achieve career goals <input type="checkbox"/> Importance of community involvement <input type="checkbox"/> Continuing education <input type="checkbox"/> Company recommendations or referrals <input type="checkbox"/> Entry level position concerns <input type="checkbox"/> Climbing the corporate ladder <input type="checkbox"/> Other (please specify: _____) 	<p>Personal Development</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing/strengthening interpersonal skills, listening <input type="checkbox"/> Trust building <input type="checkbox"/> Conflict resolution <input type="checkbox"/> Other (please specify: _____)

Please e-mail or mail completed application:

Ronald Hochstatter
 Communication Program
 Corwin, Room 236
 Grand Forks, ND 58202
 Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Mentor Application

Name: _____

Major: _____

Phone: _____

E-mail: _____

Please check the areas that you, as a Senior/Junior, can provide guidance and expertise:

- Academic (i.e. study groups, research, designing presentations, presentations, applying for graduate school)
- Professional (i.e. ins and outs of school/university, networking, balancing school and personal life, setting goals, establishing priorities, managing time, developing career strategies and plans to achieve career goals)
- Personal Development (i.e. interpersonal skill assessment and development, trust building, successful organization participation, documentation)
- Other _____

In what capacity would you be willing to participate? (Please check all that would apply.)

- A mentor for a freshmen/sophomore
- An advisor/facilitator in the module sessions
- A mentor for a transfer student

Please include a recent copy of your Vita, which will be beneficial in matching you with your protégé.

Please e-mail or mail completed application to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Mentor (Alum) Application

Name: _____

Occupation: _____

Phone: _____

E-mail: _____

Please check the areas that you, as Alum, can provide guidance and expertise:

- Academic (i.e. selecting graduate schools, organizations which benefit applicants, research, designing presentations, presentations, applying for graduate school)
- Professional (i.e. ins and outs of school/university, networking, balancing school and personal life, setting goals, establishing priorities, managing time, developing career strategies and plans to achieve career goals)
- Personal Development (i.e. interpersonal skill assessment and development, trust building, successful organization participation, documentation)
- Other _____

In what capacity would you be willing to participate? (Please check all that would apply.)

- A mentor for a junior/senior
- An advisor/facilitator in the module sessions
- A mentor for a transfer student

Please include a recent copy of your Vita, which will be beneficial in matching you with your protégé.

Please e-mail or mail completed application to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Mentor/Protégé Welcome Letter

Dear Student Mentor,

Thank you for volunteering to be part of the Peer Undergraduate Mentoring Program Educational Design at the University of North Dakota (PUMPED).

Please note in the following weeks you will be given a choice of which training session you would like to attend. The training session will outline the rule and expectations of the program. Please ensure we have current contact information on record.

In the coming weeks, protégés will be given a list of mentors to choose from. If the protégé determines he/she is interested in being mentored by you, he/she will contact you to complete the Mentoring Partnership Agreement Worksheet (see attachments). If it is then mutually decided you would like to proceed, the Mentoring Partnership Agreement should be completed and returned to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673

A Tip Sheet is attached that you may find helpful.

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Again, thank you for your participation in this program.
Sincerely,

Ronald Hochstatter

Attachments: Mentoring Partnership Agreement Worksheet
Mentoring Partnership Agreement
Tips for Mentors and Protégés

Alum Welcome Letter

Dear Alum,

Thank you for volunteering to be part of the Peer Undergraduate Mentoring Program Educational Design at the University of North Dakota (PUMPED).

Please note in the following weeks you will be given a choice of which training session you would like to attend. The training session will outline the rule and expectations of the program. Please ensure we have current contact information on record.

In the coming weeks, protégés will be given a list of mentors to choose from. If the protégé determines he/she is interested in being mentored by you, he/she will contact you to complete the Mentoring Partnership Agreement Worksheet (see attachments). If it is then mutually decided you would like to proceed, the Mentoring Partnership Agreement should be completed and returned to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673

A Tip Sheet is attached that you may find helpful. In addition, please feel free to contact us with any questions.

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Again, thank you for your participation in this program.
Sincerely,

Ronald Hochstatter

Attachments: Mentoring Partnership Agreement Worksheet
Mentoring Partnership Agreement
Tips for Mentors and Protégés

Dear Protégé,

Welcome to the Mentoring Program!

Attached are materials to help you get started. You should complete the Mentoring Partnership Agreement Worksheet and use it to guide your discussions with your prospective mentors.

The final attachment is a Tip Sheet containing suggested activities for you and your mentor(s). Once again, you need not restrict yourself to the suggested activities.

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Sincerely,

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Attachments: Mentoring Partnership Agreement Worksheet
Mentoring Partnership Agreement
Tips for Mentors and Protégés

Mentor/Protégé Welcome Email

Dear Student,
Welcome to PUMPED!

Attached are materials to help you get started. You should complete the Mentoring Partnership Agreement Worksheet and use it to guide your discussions with your prospective mentors.

The final attachment is a Tip Sheet containing suggested activities for you and your mentor(s). Once again, you need not restrict yourself to the suggested activities.

If you have questions or comments about PUMPED, please email,
ronald.hochstatter@gmail.com

Sincerely,

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Alum Welcome Email

Dear Alum,

Welcome to the Mentoring Program!

Attached are materials to help you get started. You should complete the Mentoring Partnership Agreement Worksheet and use it to guide your discussions with your prospective mentors.

The final attachment is a Tip Sheet containing suggested activities for you and your mentor(s). Once again, you need not restrict yourself to the suggested activities.

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Sincerely,

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Mentoring Partnership Agreement Worksheet

Prior to formalizing a mentoring partnership, it is helpful to consider how much time we can devote to the partnership, what skills and knowledge we can contribute, our personal boundaries, and our expectation of the partnership. Completing the following questions will clarify the role and level of participation in a mentoring partnership. These questions can provide a basis for discussion prior to completing the Mentoring Partnership Agreement.

- Have you ever been in a mentoring program before?
 - If yes, what would you do over again and what would you do differently?
- After reviewing the Mentoring Program Description and Tips, what do you expect in a mentor?
- What are the specific objectives you wish to achieve by the conclusion of the agreement?
- What knowledge, skills, and abilities possessed by your mentor will most benefit you in achieving your objectives?
-
- Structure and Relationship Guidelines
 - How will we establish and ensure our meetings?
 - Will the meetings be scheduled and/or will some be informal and spontaneous?
 - Who will initiate the meetings?
 - How often will we meet?
 - Where will we meet?
 - How will we meet? (phone, face to face, facebook, skype)
 - What should take priority over our meetings?
 - How confidential will our conversations be? How will we define confidentiality?
 - How will we ensure the partnership is working for both of us?
 - What tips would you give your mentor so he/she can be most successful in working with you?

- How will we discuss things when they are or are not working?
 - How will we handle feedback? How often?
 - How will we handle conflict?
- Is there a possibility we may decide to end the partnership prior to the recommended one-year time frame?
 - How would we end the partnership?
 - Would we disclose the grounds for ending the partnership or simply agree it is not working?
- How will we know the partnership has been successful?
- Is there any additional information you would like to share with your mentor?

Adapted: Drexel University College of Medicine/ LaVonne Fox, Ph.D.
March 2009

Mentoring Partnership Agreement

This is to be used after your initial conversations with your protégé. It is a mutually agreed upon contract, signed by both parties. The Mentoring Partnership Agreement is between a freshman/sophomore/transfer student and a junior/senior student or between a student and alum. It generally begins at the onset of the freshman/sophomore or transfer student's first year and continues for 9 months. Some freshman/sophomore or transfer students will find mentoring with one or more mentors will meet their professional career development needs.

Goals of the Mentoring Partnership:

Resource: to be a resource for students that would complement other supportive academic programs on campus.

1. Access: To prevent feelings of isolation and to increase new student's effectiveness and visibility through improved access to information and resources that support academic activities and to networking opportunities for new ventures and relationships.
2. Acculturation: Orient new students to the University of North Dakota, including information on the process of course selection, club/activity involvement and professional development.
 - i. To assist new students in their professional and personal development through the guidance and support of experienced students members and faculty who serve as role models, advisors, and advocates.
3. Balancing School/Personal Loads: To facilitate the attainment of individual strategic career objectives by providing an environment where new students can discuss the conflicting demands of school and family/friends and prioritizing the diverse demands of these conflicts.

Goals:

Learning Outcomes:

Ground Rules:

Parameters of the relationship:

Steps to achieving the Goals and Learning Outcomes:

Time frame:

To achieve these goals and objectives we agree to the following meeting arrangements;

Mentor's signature/date

Protégé's signature/date

Mentoring Partnership Agreement should be completed and returned to:

Ronald Hochstatter
Communication Program
Corwin, Room 236
Grand Forks, ND 58202
Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Adapted:
Drexel University College of Medicine/ LaVonne Fox, Ph.D.
March 2009

Tips for Mentors/Protégés

- Make a personal commitment to be involved with students
- Respect an individual's ability and right to make their own choices in life
- Listen and accept different points of views
- Appreciate student struggles and provide empathy, not sympathy
- Look for solutions and opportunities as well as barriers
- Be enthusiastic and nurturing
- Be generous with your time
- Be an active participant, a mentor, friend, coach and confidante vs. an authority figure and ask not tell
- Have fun
- Build and respect trust
- Help them find their place
- Provide concrete resources

Adapted: School of Management, Arizona State University
March 2009

Mentor Development Checklist

This checklist will enable you to plan strategies that will ensure the success of your mentoring program.

- **Why/Motive**
 - What are your reasons for developing the program?
 - What do you want to accomplish?
 - What advantages and benefits will the program offer the company and participants?
 - Is the mentoring program the best way to impart skills and knowledge and to develop human resources potential?
 - What are its advantages over other training methods?
 - Can we make these answers public to your organization?

- **Internal Marketing**
 - How will you present the program?
 - What will you say about the program's purpose, objectives, goals, and mechanics and about the benefits to the organization and the individuals participating?
 - How will you publicize the program? (internally and externally)
 - Who is the target population? (we recommend an inclusive approach, not exclusive)
 - Will the program be formal or informal? (formal reduces miscommunication and conflict)

- **Organizational Support and Commitment/Context**
 - Do you have organization-wide cooperation, support, and commitment (three different things) from top management?
 - How will you go about securing these endorsements?
 - Will you request organization-wide input and suggestions or advice from a limited number of experts and decision-makers?
 - Have you involved all areas of your organization in the design and development of your program?

- **Selection Methodology**
 - How will you select participants for the program? (implicit or explicit)
 - What will the selection criteria entail? (formal and public)
 - How will you present this criteria to interested candidates?
 - Will participation be voluntary or mandatory? Why?

- **Resource Assessment and Allocation**

- What resources do you have? (memos, discussion, meetings, email, trainer on staff, etc.)

- **Program Mechanics, Evaluation and Follow Up**
 - How will the program foster and support mentor-protégé relationships?
 - Will it provide opportunities for mentors and protégés to meet and exchange views and opinions so they can assess their own suitability?
 - Or will the program assign mentors to proteges?
 - Will you test or pilot the program to find out about pitfalls before you actually begin?
 - How will you evaluate the results and outcomes of the program?
 - When will you make adjustments and changes to ensure accomplishment of program goals?

Adapted: Pueblo Community College

August 2009

PART FOUR

Mentoring

INTRODUCTION

Who can be a Mentor?

Someone who:

- Is a good listener and strong communicator
- Has an established network of professional peers and resources that can be used to assist the individual
- Possesses supervisory skills
- Is independent, allowing the individual to develop a career path distinct from the mentor's
- Avoids competition with the individual
- Has a solid self-esteem and an excellent reputation
- Is motivated to help others.

Purposes of Mentoring

1. To be a support system and a link to other resources; a source of information
2. To provide insight into an organization's philosophy of human resource development
3. Tutor specific skills, effective behaviors and how to function in the organization
4. To help reduce feelings of isolation by providing awareness and connection to others who are encountering the same experiences
5. To provide support and feedback on observed behaviors
6. Coach activities that will add to experience and skills development
7. Ability to refer protégé to appropriate support during times of personal crisis.
8. To assist in the development of a greater self-awareness of strengths and abilities
9. To provide a relationship that is caring and genuine to enhance the individual's sense of connection to the institution and support for persistence in academia

Mentoring Roles (The Leadership Center at Washington State University)

1. Befriending: take an active interest in the personal development of the individual
2. Reality Testing: willing to involve one in the individuals concerns, plans and goals when appropriate, to the extent that you can serve to challenge or confront the individual on issues that may seem unrealistic. To encourage critical thinking about issues they are facing
3. Communicating: effective listening is an essential communication skill for leaders. You can model effective listening and it demonstrates you are interested in what is going on in his or her life.
4. Observing: encourage the protégé to observe you in different roles to see how you manage your priorities. You can also observe the individual and provide constructive feedback on his or her effectiveness.

5. Believing/Empowering: a mentor can be supportive in the process of protégés gaining self-esteem and confidence.
6. Reflecting: It is important that we learn, model and encourage reflection. Help the individual identify who they are.
7. Being available: Making yourself available is a very important expectation because an effective mentoring relationship requires time together to develop. Set aside time on regular basis. Take time to make contact and reach out.

Possible discussion topics for Mentors and Protégés

Decision making styles	Time management	Risk taking
Self-confidence	Balancing personal and school	Teaching
Majors	School organizations	Student government
The future	Professional Membership	Gender issues
Group membership	Stress management	Networking
Career paths	Enhancing visibility	New ideas
Cultures	Family	Relationships
Goals	Overcoming barriers to success	Interests
Education	Successes	Failures

A Mentoring Program could include:

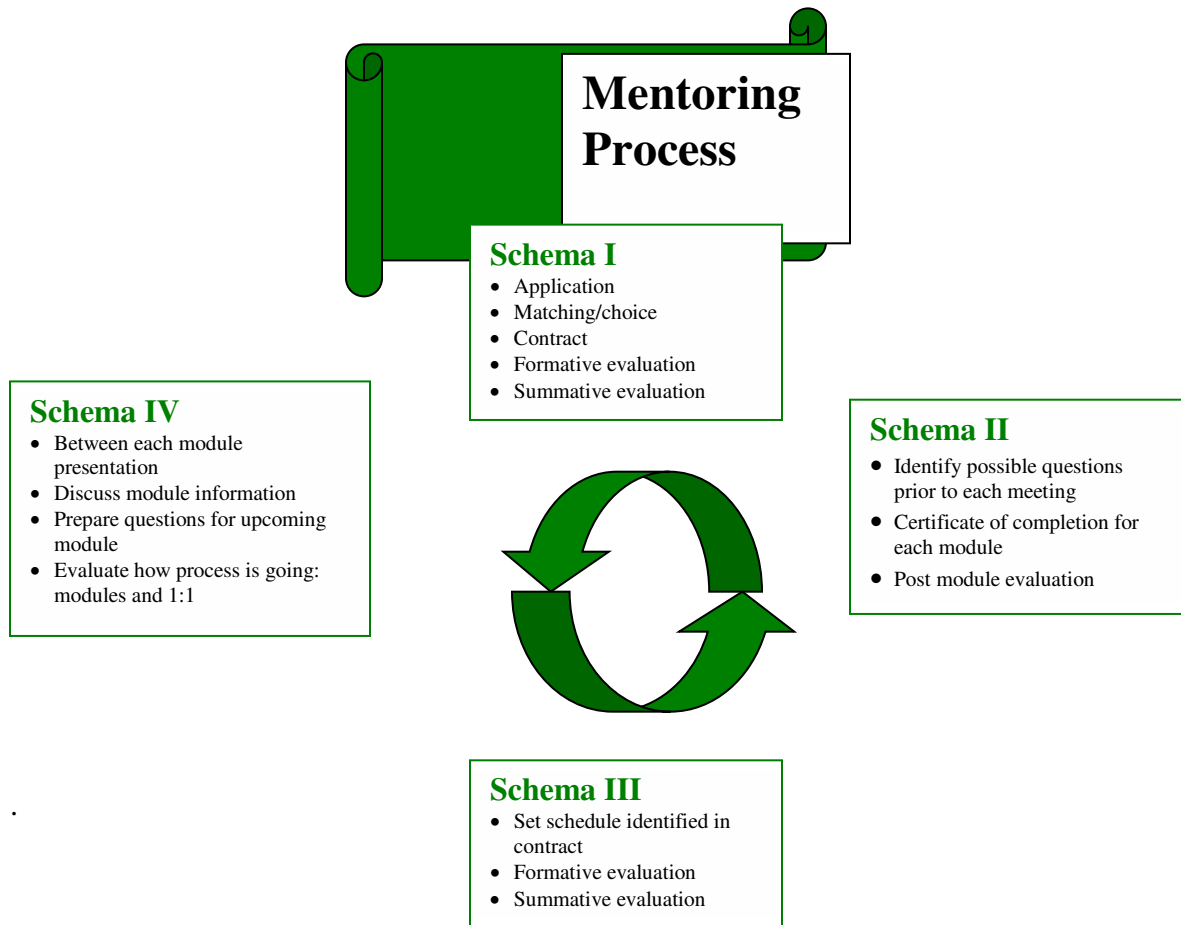
1. Offering workshops, seminars, and events designed to introduce protégés to university life and organizations campus-wide;
2. Fostering interdisciplinary relationships between campus scholars through scheduled community events
3. Sharing information about professional advancement and other campus-based opportunities for students.
4. Conflict management workshop/training
5. Academic Leadership
6. Career planning
7. Teambuilding
8. Time management and organizational skills
9. Negotiation (salary, benefits, travel, space, support staff, time for research)
10. Effective communication
11. Self-marketing: job applications, resume building, effective networking, etc...

Pitfalls

1. Needs to have support from all levels both in policy and fiscal.
2. Needs to have involvement from men (members of both sexes) and (appropriate) training for both male and female mentors
3. Needs to have identified as a necessary institutional service or somehow tied to evaluation.
4. Specific for the Mentor

- a. Limited time: studies have shown that finding the time and energy for getting together is a primary obstacle. Use email, fax, phone etc. to stay in touch. Email is beneficial for short but more frequent contact.
- b. Lack of knowledge/skills: if it is found that there is not really the necessary common ground or if you are in an area you do not feel competent to advise in, please contact someone to assist the individual (i.e. networking).
- c. Over-dependence: (may be caused by excessive advice giving and not encouraging the protégé to work through the decision making process themselves through appropriate questioning) can go either direction in a relationship but it is not wise. Ensure the proper coaching and training of the mentors to cope with over dependency.

Peer Undergraduate Mentoring Program Educational Design (PUMPED)



Adapted: LaVonne Fox, Ph.D

August 2009

Orientation

Purpose

1. To provide individuals with the opportunity to make connections and network with others through the facilitation of a more social/informal atmosphere.
2. To provide resources to gain knowledge of general university policies, procedures and practices.

Description

There are several activities provided for you to choose from. The primary focus of each is to facilitate increased interaction of participants.

Instructions to Facilitators

I. Module Outline and Activities

- Ice Breaker
 - Introductions, Two truths and a lie
- Orientation Handbook
- Introduction to the Mentoring Program
 - Benefits of Mentoring
 - Overview of Mentoring Process and Relationship
- Complete Mentor/Protégé Application

II. Initial Questions

III. Synthesis Set

IV. Wrap Up

Additional possibilities / ideas:

- Scavenger Hunt by tables: have clues/questions that they need to find in or through the orientation manual.

Date Developed: _/_/_

Date Revised: _/_/_

Protégé: _____ Date _/_/_

Mentor: _____ Date _/_/_

Area of Mentoring	Goals	Method/Activity/ Resources To Achieve Goal	Target Date	Actually Date Completed	Outcomes/ Revisions

PART FIVE
MONITORING AND
EVALUATION
PROCESS

Monitoring and Evaluation Process

The following section will provide the evaluations for mentors and protégés. The attached documents are a mid semester evaluation form, protégé and mentor self-evaluation forms and a final evaluation form. These documents will be used to assist in evaluation of PUMPED, of the matching format and the participants themselves.

Mid Semester Evaluation

Peer Undergraduate Mentoring Program Educational Design (PUMPED)

Mentor Evaluation Form

To be completed by protégé; additional forms for mentors will be provided

Name of Protégé _____

Name of Mentor _____

Mentor Role _____

Circle One: 1=Disagree strongly 2=Disagree 3=Agree 4=Agree strongly

Topic	Rating	Comments
Intellectual Growth and Development		
Encourages my inventiveness	1 2 3 4	
Helps me develop my capacity	1 2 3 4	
Helps me to be critical and objective concerning my own results and ideas	1 2 3 4	
Helps me become increasingly independent in identifying course and organization that will be beneficial	1 2 3 4	
Provides constructive feedback	1 2 3 4	

Provides thoughtful advice	1 2 3 4	
Professional Career Development		
Provides counsel for important professional decisions and navigating barriers to success	1 2 3 4	
Provides opportunities for me to meet with faculty and peers	1 2 3 4	
Helps me to envision a career plan	1 2 3 4	
Provides guidance in development and presentation of school work	1 2 3 4	
Provides training in the skills needed to mentor others	1 2 3 4	
Academic Guidance		
Provides advice on my coursework and academic goals	1 2 3 4	
Ensures that I am firmly grounded in rules regarding ethical behavior and responsibility	1 2 3 4	

Helps me to work effectively with other individuals	1 2 3 4	
Helps me to develop good negotiating skills	1 2 3 4	
Provides constructive feedback on my presentation and writing skills	1 2 3 4	
Personal Communication		
Listens carefully to my concerns	1 2 3 4	
Routinely monitors my progress and reviews proposed timelines and milestones with me	1 2 3 4	
Takes into account gender, ethnic, and cultural issues in interacting with me	1 2 3 4	
Does not take advantage of my time and abilities	1 2 3 4	
Provides timely feedback	1 2 3 4	

Helps me to clarify my responsibilities such as contributing to team effort, working diligently and responding to criticism	1 2 3 4	
Is appropriately accessible to me	1 2 3 4	
Serves as Role Model		
Illustrates active teamwork and collaboration	1 2 3 4	
Illustrates good mentoring skills	1 2 3 4	
Illustrates good work habits	1 2 3 4	
Illustrates good work/life balance	1 2 3 4	
Your overall commitment		
I hindered the mentoring process	1 2 3 4	
I illustrate good work habits	1 2 3 4	

I contributed positively to the relationship	1 2 3 4	
I handled constructive criticism appropriately	1 2 3 4	

Other Comments:

Signature: _____ Date: _____

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Mentoring Evaluations should be completed and returned to:
 Ronald Hochstatter
 Communication Program
 Corwin, Room 236
 Grand Forks, ND 58202
 Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Adapted from University of Illinois at Chicago Department of Medical Education

August 2009

Final Evaluation

Part 1: Survey

1. My mentor was easy to approach and talk with?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

2. My mentor offered advice and encouragement to me with respect to my independent goals?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

3. The two of us met regularly?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

4. I requested for regular feedback and constructive criticism

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

5. I looked for professional activities

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

6. My mentor involved me in networking?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

7. My mentor acted as my advocate on my behalf within the department or division (when applicable)?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

8. My mentor encouraged me to develop research ideas?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

9. My mentor connected me to other professionals who could "fill in the gaps" in areas where he/she might be less skilled?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

10. My mentor provided feedback in the critical skills of my major?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

11 My mentor exhibited integrity?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

12. My Mentor held me to realistic standards?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

13. I worked with my mentor to establish a written plan including goals to be met?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

14. The guidelines were established up front, defining how often or when we would meet on a routine basis?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

15. Did the two of you determine at the beginning of the relationship, guidelines by which to evaluate the success of the relationship?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

16. Did you and your Mentor complete the goals planned?

1 2 3 4 5
Strongly Disagree Neutral Strongly Agree

MENTOR SELF-EVALUATION

To be completed by Alum/Peer Mentor: Read each statement and place an X in the appropriate column to rank each statement that best characterizes your mentoring performance. Your responses are kept confidential and are greatly appreciated. Your reply will enable the committee to continue to improve the mentoring process. Thank you for participating and congratulations on a semester well done

Rating Scale: (1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have provided an initial visit to assess needs and responsibilities.					
2. I have demonstrated support as a team player.					
3. I am a good listener and have shown respect to my protégé.					
5. I have demonstrated appropriate level of confidentiality and trust.					
6. I have made myself readily available and have been flexible to protégé's schedule.					
7. I have provided suggestions for classroom management and time management issues.					
8. I have arranged and attended meetings, workshops, and sessions with protégé.					
9. Meetings were conducted in a relaxed social environment during contact time.					
10. Celebration of accomplishments and social events with campus community were provided.					
11. I have provided information and/or contact with appropriate PUMPED personnel for specific needs.					
14. Time conflicts rarely occurred, allowing the completion of adequate contact hours in one semester.					
15. I demonstrated patience and tolerance during mentoring sessions, using time wisely.					
16. I recognized the need to explain things in a simplistic manner for level of various					

complexity issues.					
17. I displayed interest and professionalism at all times concerning college and student issues discussed.					
18. I demonstrated integrity and support of PUMPED Vision Statement & Values, as well as the College's Mission Statement.					
19. Meeting sessions were productive to obtaining protégé's semester goals.					
20. I feel participation in PUMPED strengthened protégé's skills, with the overall outcome enhancing student learning.					

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Please Complete and Return to:

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 Grand Forks, ND 58202
 Phone (701) 777-2673
Ronald.hochstatter@gmail.com

Adapted: Pueblo Community College

August 2009

PROTÉGÉ SELF-EVALUATION

To be completed by Protégé: Read each statement and place an X in the appropriate column to rank each statement that best characterizes your mentoring performance. Your responses are kept confidential and are greatly appreciated. Your reply will enable the committee to continue to improve the mentoring process. Thank you for participating and congratulations on a semester well done

Rating Scale: (1) Strongly agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I was honest in my initial meeting about my needs and responsibilities					
2. I have demonstrated support as a team player.					
3. I am a good listener and have shown respect to my mentor.					
4. I have demonstrated appropriate level of confidentiality and trust.					
5. I have made myself readily available and have been flexible to mentor's schedule.					
6. I listened to suggestions for classroom management and time management issues.					
7. I have attended meetings my mentor.					
8. Meetings were conducted in a relaxed social environment during contact time.					
9. Celebration of accomplishments and social events with campus community were provided.					
10. I have provided information and/or contact with appropriate PUMPED personnel for specific needs or tasks.					
11. Time conflicts rarely occurred, allowing the completion of adequate contact hours in one semester.					
12. I demonstrated patience and tolerance during mentoring sessions, using time wisely.					
13. I explained things in a simplistic manner for level of various complexity issues.					

14. I displayed interest and professionalism at all times concerning college and student issues discussed.					
15. I demonstrated integrity and support of PUMPED Vision Statement & Values, as well as the College's Mission Statement.					
16. Meeting sessions were productive to obtaining protege 's semester goals.					
17. I feel participation in PUMPED strengthened protege 's teaching skills, with the overall outcome enhancing student learning.					

If you have questions or comments about PUMPED, please email, ronald.hochstatter@gmail.com

Please Complete and Return to:

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Grand Forks, ND 58202
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Adapted: Pueblo Community College

August 2009

PART SIX

Liability

Release and Indemnity

IN CONSIDERATION OF being permitted to participate in Peer Undergraduate Mentoring Program Educational Design (PUMPED), the undersigned, on behalf of myself, my heirs, executors, administrators and assigns, hereby:

1. Acknowledges that the undersigned's participation in PUMPED may include activities that may be hazardous to the undersigned and assumes the risk of injury or harm associated with such participation.
2. Releases and forever discharges PUMPED and its employees, officers, directors, shareholders, affiliates, agents, representatives, successors and assigns (collectively the "Releasees") of and from all liability, claims, demands, damages, costs, expenses, actions and causes of action (collectively the "Claims") in respect of death, injury, loss or damage to myself or property howsoever caused, arising or to arise by reason of or during my participation in the Event, whether prior to, during or subsequent to my attendance and notwithstanding that any Claim may have been contributed to or occasioned by the negligence of any of the Releasees.
3. Indemnifies and holds harmless the Releasees from and against any and all liability incurred by any or all of them arising as a result of or in any way connected to my participation in the Event.
4. Understands and acknowledges that PUMPED does not carry or maintain health, medical or disability insurance coverage for the undersigned and therefore agrees to assume responsibility for such insurance coverage on the undersigned.
5. Agrees that in the event that any provision of this Release and Indemnity is held to be invalid or unenforceable by any court of competent jurisdiction, the invalidity or unenforceability of such provision will not affect the remaining provisions of this Release and Indemnity, which shall continue to be enforceable.

I HEREBY ACKNOWLEDGE READING, UNDERSTANDING AND AGREEING WITH THE FOREGOING.

Witness Signature

Signature of Participant

PART SEVEN

Resources

Resources

<http://www.edmentoring.org/>

http://www.us-government-grants.net/article_info.php?articles_id=126

http://www.mentoring.org/take_action/advocate_for_mentoring/funding_for_mentoring/obtaining_grants/

<http://www.ed.gov/programs/fipsecomp/index.html>

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