Mentoring – Can I do it?

Kara Caldwell-Freeman, DrPH, RD

Objectives
1. To provide an overview of the Mid-career Mentoring/Professional Program in California
2. To discuss the steps in a development plan
3. To stimulate interest in participants as a mentor/mentee

I. Mid-Career Mentoring Project
   A. CDA/DEP Collaborative Strategic Initiatives Grant
   B. Purpose of project
   C. Development of Handbook
   D. Change to Professional Mentoring

II. Development Plan
   A. Complete a self-analysis (Portfolio process)
   B. Determine long and short range personal goals
   C. Identify a mentor
   D. Establish a formal program
      1. Participate in training
      2. Outline responsibilities
      3. Identify resources
      4. Establish time line
   E. Evaluate

III. Summary
   A. Mentor and Mentee Self Assessment Guidelines
   B. Statewide contacts
   C. Questions
CALIFORNIA DIETETIC ASSOCIATION
Professional Mentoring Training
Lesson Plan
Professional Mentoring Program - Mentor/Mentee Training Lesson Plan

TIME: approximately two hours

INSTRUCTOR: Mentoring Coordinator

AUDIENCE: mentors and mentees

METHOD: lecture with video, discussion and activities

MATERIALS AND EQUIPMENT:
- Video cassette player with monitor
- Mentoring that Makes a Difference Video Package from the Mentoring Group, Grass Valley, Ca. Available at www.mentoringgroup.com. The set contains:
  - Mentoring that Makes a Difference: for Mentees (43 minute video + Learners Guide)
  - Mentoring that Makes a Difference: for Mentors (43 minute video + Learners Guide)
  - The Mentee’s Guide
  - The Mentor’s Guide
  - Strategies for Getting the Mentoring You Need
  - Ideas for Facilitations
- LCD or Overhead Projector (optional for large group presentation)
- Overhead slides (optional): see PowerPoint presentation (Appendix C: Professional Mentoring Program – Mentor/Mentee Training)
- PowerPoint presentation: Professional Mentoring Program – Mentor/Mentee Training handouts or outline view (optional)
- Handouts from The Helping Hand, Appendices A & B:
  - Mentoring Model
  - Specifications for Mentor
  - Mentor Guidelines
  - Specifications for Mentee
  - Mentee Guidelines
  - Active Listening
  - Active Listening Skills
  - What to Do Before the First Meeting of Mentor/Mentee
  - Application
  - Mentee Fact Sheet
  - Goal Setting
  - Activity Log
  - Contract and Waiver
  - Mentor Evaluation
  - Mentee Evaluation
PARTICIPANT GOAL:
By the end of the training the mentor/mentee will be able to establish a successful mentoring relationship and development plan with their mentee/mentor.

LEARNER OBJECTIVES:
By the end of the training the student will be able to:
- Identify effective mentoring behaviors from their past experiences.
- Name specific benefits received by mentors and mentees.
- Explain who should be managing the mentoring relationship and why.
- Describe and use four Core Mentoring Skills.
- Describe several tips and best practices related to mentoring.
- Describe and use five Mentor-Specific Skills. (mentors)
- Describe and use five Mentee-Specific Skills. (mentees)
- Outline a structured process for helping the develop mentees. (mentors)
- Outline a structured process for making use of mentoring. (mentees)

LESSON OUTLINE/CONTENT:
Use Power Point Presentation.

EVALUATION:
Successful completion of Mentee “Self Development Plan”.
Follow-up with our participants and have them complete an evaluation at the conclusion of their relationship:
- Mentee Evaluation
- Mentor Evaluation
The Helping Hand
Professional Mentoring Program
Mentor/Mentee Training

California Dietetic Association and
ADA - Dietetic Educators of Practitioners
WHY A MENTORING PROGRAM?

• Supports ADA Vision
• Directly related to ADA Strategic Goals
• Forms a basis for a new option for Professional Development Portfolio, 2001
How will this presentation help me today?
MENTORING THAT MAKES A DIFFERENCE

Featuring: Dr. Linda Phillips-Jones
The Mentoring Group
www.mentoringgroup.com
Think of two mentors from your past

- How did you get together?
- What did the mentor give?
- What did the mentor receive?
**SHARED CORE SKILL**

**MENTEE-SPECIFIC SKILLS**
- Learning Quickly
- Showing Initiative
- Following Through
- Managing the Relationship

**MENTOR-SPECIFIC SKILLS**
- Acquiring Mentors
- Inspiring
- Providing Corrective Feedback
- Managing Risks
- Opening Doors
- Instructing/Developing Capabilities

**Listening Actively**
**Identifying Goals & Current Reality**
**Building Trust**
**Encouraging**

Reproduced with permission from Linda Phillips-Jones, PhD, The Mentoring Group
DEVELOPMENT PLAN

- Development Objectives
- Measures
- Development Activities
- Resources/Support
- Time Line
RECOMMENDED WEBSITES AND READINGS

• www.dietitian.org
• www.mentoringgroup.com
• Bateson, CB. Composing a Life: Life as a work in progress
• Bolles, R What Color is Your Parachute?
• Peddy, Shirley The Art of Mentoring
SUMMARY

• Mentor Guidelines
• Mentee Guidelines & Mentee Self-Evaluation
• Contract and Waiver
• Things To Do at First Meeting of Mentor/Mentee
• Mentor and Mentee Evaluation
THE HELPING HAND:
A GUIDE FOR DIETETIC MENTORING PROGRAMS

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2nd Edition Editor: Kara Caldwell-Freeman, DrPH, RD
Acknowledgments

Thanks to all the mentors in our lives.

The support of the American Dietetic Association Affiliate Dietetic Practice Group Collaborative Strategic Initiative Grant 1999-2000 made possible The Helping Hand.
Forward, 2nd Edition

The second Edition of the Helping Hand has been revised based on the input from the Statewide Mentoring Coordinator and the District Coordinators for 2002-2003. We selected information and forms most helpful to us as we worked with districts, mentors and mentees. We believe that this manual can be used as you develop and maintain a mentoring program. We enjoy our role and find it professionally satisfying to watch these relationships grow.

I would like to thank Teresa Bush-Zurn for her support during the revision this Manual. A very, very special thank you to Jacquelyn Roberts for her assistance with the editing of this edition.

This Manual would not be complete with a tribute to Pauline E. Schatz, the guiding force and mentor to all of us.

Good luck to you as you develop your programs.

Kara Caldwell-Freeman, DrPH, RD
Statewide Professional Mentoring Coordinator, 2000-2003
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SECTION I

OVERVIEW

HOW TO USE THIS HANDBOOK

There are many reasons why you may be reading this handbook: 1) you want to start a mentoring program, 2) you want to participate in a mentoring program, or 3) you are involved with a mentoring program and want to know more about mentoring. Whatever your reason, we hope it will provide insights and guidance as you seek to understand the mentoring process. It is designed to offer some practical suggestions and possibly some solutions for problems you may encounter establishing your own mentoring program.

There are seven sections in the handbook:

I. OVERVIEW

The Overview provides some background on mentoring and discusses reasons for developing a professional mentoring program.

II. STEPS IN DEVELOPING A MENTORING PROGRAM

This section gives a step-by-step procedure for setting up a mentoring program.

III. PROCEDURES AND ACTIVITIES

This section discusses key procedures and activities that are used during the mentoring process.

IV. MENTORING SITUATIONS

The case studies selected represent situations based upon actual mentoring incidents.

V. GLOSSARY

The glossary is a list of words and phrases used in this discussion of mentoring.

VI. RESOURCES

This section contains resources, sources of information concerning mentoring, Web sites, books and other materials that may be useful to anyone wanting to delve further into the concept of mentoring.

VII. APPENDICES

The Appendices contain resources, forms and marketing tools for your use.

Since this Manual is intended as a guideline for those of you who wish to establish a Mentoring program, it is suggested that the use of the material be adapted to meet your own program
goals. Forms in Appendix B are those the California District Coordinators have found useful but you may wish to adapt those as well.

MENTORING

WHAT IS MENTORING?

Through the ages mentoring has been the process by which the wisdom of one generation is passed to the next. The concept of mentoring is recorded in Greek history in Homer’s, The Odyssey, which was written around 800 B.C. One of Homer’s tales is about Mentor, who is actually the Goddess Athena in disguise. As Mentor, Athena became a wise and faithful counselor, true friend and advocate to whom Odysseus entrusted the education of his son, Telemachus. Mentor stayed with Telemachus for many years and even helped him search for his father, Odysseus, who was absent for long periods of time (1).

The U.S. Congress in 1995 defined mentoring as “…a relationship in which a more experienced person facilitates the broad development of a less experienced person on a regular basis and over an extended period of time” (2).

TYPES OF MENTORING

Mentoring is more art than science. It can be informal or formal. Informal mentoring is described as the unplanned pairings and interactions that occur among experienced and less experienced individuals. In other words two people meet, find themselves to be compatible, and recognize that one or both have knowledge and experience to share. Because the arrangement is informal, it may never be recognized as mentoring. Formal mentoring on the other hand involves a deliberate matching of two individuals who then form explicit agreements whereby the experienced person designates specific activities for the mentee. These agreements are usually committed to writing, setting time lines, rules and other procedures. In most cases mentoring arrangements fall between formal and informal arrangements. Linda Phillips-Jones (3) calls it “enhanced informal mentoring.” In this relationship, mentors and mentees may or may not be matched; however, one or both should be
be familiar with mentoring concepts and aware that the relationship is more structured than it is in informal mentoring.

Whatever one’s field, the one-on-one nature of mentoring provides a safe, protected environment in which to learn. By drawing on the mentor’s experience one can avoid needless trial and error. A good mentor guides his or her mentee in developing key skills, methods and work habits, including such subtleties as how to behave at a meeting, how to best maintain proper documentation, and how to manage difficult interpersonal relationships. Mentoring is not only about fitting in, but is about designing a career and the life you want (4).

Women and minorities have benefited from mentoring programs. It is easy for women and minorities to become isolated in the work force. A mentor or mentoring program can help level the playing field. Businesses like Hewlett-Packard and organizations such as the American Association for Women in Science have established mentoring programs and procedures to help newly hired employees “learn the ropes” and to help women and minorities come up through the ranks. The Association for Women in Science has established a viable mentoring program for its members which includes such topics as obtaining grants, writing effective resumes, dealing with sexual harassment, advancing one’s career, returning for another degree, and balancing job and family (5). Probably the most important personal gain from these programs is the greater self-confidence the participants acquire through a mentoring relationship. Women appear to benefit from the same advantages as men providing they are given opportunities to develop their abilities.

**TYPES OF MENTORS**

Just as there are many types of mentoring programs, there are many classifications of mentors. In general, there are two types of mentors - **primary** and **secondary**. The **primary** mentor is the person we turn to first and from whom we seek the most advice. Whoever is the primary mentor at any given time is the one considered the most important at that time (6). **Secondary** mentors are those who guide us regarding specific needs or interests. These individuals may help with a career or profession, ethical issues, and – in some cases – even emotional well-being.

Other terms for mentors include **peer mentors, step-ahead mentors, active and passive mentors, long- and short-term mentors, momentary and niche mentors.** All
describe mentors who fill a particular need at a particular time of life and are thus considered to be secondary mentors. Another term often seen in the literature is Self-Mentoring. Self-Mentoring is controlled by the mentees. These individuals continually acquire knowledge and skills from resources they find on their own. They tend to read many biographies (7).

WHY DO DIETITIANS NEED MENTORING?

Just as technology is changing the way many professions practice, it is presenting major challenges to dietitians. Traditionally, the career development of dietitians has been concentrated in academic programs and internships. Unfortunately, there are few graduate-level programs planned for practicing dietitians. The absence of such programs is particularly critical for the dietitians needing or wanting to make a career change. Where are they to go for advice and support? Research has shown mentoring to be an increasingly crucial factor in a person’s success (8).

Many of the practice groups in the American Dietetic Association have recognized the value of mentoring as an opportunity to link new and experienced dietitians. Among the practice groups that have started mentoring programs are Clinical Nutrition Management, Diabetes Care and Education, Dietitians in Business and Communications, Dietitians in General Clinical Practice, Dietitians in Nutrition Support, Nutrition Entrepreneurs, Pediatric Nutrition and Renal Dietitians. Some offer scholarships but all offer the guidance of practitioners who are willing to share their valuable experience with interested dietitians.

TELEMENTORING

Technology has also had an impact on mentoring programs. With the Internet, businesses have launched various telementoring programs. Telementoring combines the proven practice of face-to-face mentoring with the speed and ease of electronic communication. Academic institutions are also using the Internet as a means by which faculty can make significant contributions to the academic lives of students. Melanie Goldman discusses telementoring as a method to give school children guidance and opportunities they need to compete in today’s technologically advanced world. It is one way of becoming acquainted with real world experiences while under the guidance of teachers and business professionals who assist in their learning. “Mentoring brings real world expertise into the classroom and
augments the teacher-student ratio” (9). Since many schools now have internet capabilities, telementoring may serve as a tool that otherwise may be unfilled by being able to bring in individuals from all segments of the community, business, professional, parents and even grandparents –who might otherwise not be available to these young minds. Many programs have been developed to assist teachers in developing mentoring programs for use with students. Student projects, complete with mentoring, are also available on the Internet.

Two of the more interesting programs are the programs started by Hewlett-Packard and The Merck Institute for Science Education. Both are industry-sponsored programs geared to students in the 5th to 12th grade. By spending about 30-45 minutes a week communicating via e-mail, adult mentors assist students to achieve academic excellence in math and science, to improve communication skills, and to explore future career and educational opportunities. Now combined under the International Telementor Center, these two programs are projected to serve at least 10,000 students annually by the year 2003 (6,10).

Busy schedules may prevent individuals from volunteering as mentors. However, telementoring provides a viable option to relieve the pressure on both mentor and mentee. The ability to communicate any time, any place should greatly enhance a mentoring program.

**BENEFITS AND RISKS OF MENTORING**

Like most activities in life mentoring has its benefits and risks. Some of the obvious benefits of mentoring are:

1. Doors can be opened for the mentee.
2. Mentees learn to set goals.
3. Chances for success and increased productivity are heightened.
4. Feelings of confidence and well-being are enhanced.
5. For organizations, the mentee demonstrates commitment and loyalty.

There are risks associated with poor mentoring relationships. When there is a mismatch, for example, or when the mentor is not sufficiently knowledgeable or committed to the task, the mentee can become frustrated, lose any sense of creativity, and even become disgruntled enough to cause problems within the organization. Certainly poor mentoring relationships ultimately damage the success of the program as a whole.
NEED FOR A PROFESSIONAL MENTORING PROGRAM: CAREER CHANGES

Paula Robbins is quoted in Helfand (11) describing career change as “…a marked shift in one’s job, sometimes requiring new skills or knowledge, sometimes a totally different work environment, sometimes both.” Career changes occur in varying degrees and at all ages. Bolles (12) notes that 45% of all US workers would change careers if they could. Each year, 10%, equivalent to 10 million workers, actually do change careers. Of those who changed, 5.3 million changed voluntarily, 1.3 million involuntarily, and 3.4 million changed for both a voluntary and involuntary reasons. According to Helfand (11), the average American will work for ten different employers, last three to five years in a job, and change careers three times before retiring.

ASPECTS OF PERSONAL AND PROFESSIONAL MID-CAREER CHANGE

Reasons for making career changes are many. Changes occurring in one’s personal live must be considered when contemplating professional change. It is interesting to note that the life cycle has changed dramatically over the last generation (13). Sheehy (13) comments that people are leaving childhood sooner but are taking longer to grow up. These changes in the life cycle cause people to be more productive longer than their parents. Unwillingness, or inability due to downsizing, to stay in the same job, produce a career-mobile society. Mentoring can aid in those transitions by providing guidance through a rocky time.

MAKING THE CHANGE

Fear of change is natural, but if not handled well can adversely affect one’s career. Fear of failure is most common during a time of change. It may cause one to set goals far below his/her capabilities which, in turn, results in lower achievement. Fear may prevent one from or asking for help or from making any change at all. Taking risks and experiencing personal growth go hand in hand. It has been well documented that women in particular, suffer not only from a fear of failure but a fear of success. Some women feel undeserving of success; some fear the jealousy and envy of others that might result in a loss of friends; some feel they will be punished for their success. Many are convinced that they do not have the traits required for success. If one is to move ahead, these negative feelings must be dealt with (11).
Professional change is a particularly sensitive situation when increases in family obligations coincide with potential increases in job responsibilities. A successful career change entails a combination of understanding your fear of failure or success, knowing your interests, skills, values, personality as well as career awareness. One question to ask is, what is frightening about a change? Once the cause of the fear have been identified, you can better focus on developing a plan to deal with the specific problems that change poses. Having a mentor or participating in a mentoring program can make the difference between a satisfactory and meaningful change and one that does not make use of your full potential (11).

THE PROFESSIONAL MENTORING PROGRAM IN CALIFORNIA

The Professional Mentoring Program in California is the outgrowth of an attempt to meet the career needs of the members of the California Dietetic Association (CDA) who may find themselves being forced to re-evaluate their career situation. In the present economic environment not only are companies downsizing, but the ongoing technological revolution alters where we work and the way we perform on the job. Furthermore, the current knowledge explosion that affects so many professions means, for dietitians, that we will be out of date within three to five years if we cannot “keep up.” Consequently, the pressure to learn and/or enhance professional skills is immense. Fortunately, dietitians are increasingly aware that if they are to be successful in the future, they must develop new skills and confidence working in diverse settings.

CDA began exploring ways to meet the ongoing professional education needs of its members in 1986. Through a Zellmer grant, research was conducted on the possibility of using mentoring as a continuing education tool. The result was a pilot study that became the basis of a Professional Mentoring Program. In January 1999, the president of CDA, Carol Ceresa, learned about the ADA Affiliate/DPG Collaborative Strategic Initiative Grants. Creating the partnership between the California Dietetic Association and the Dietetic Educators Practice Group of the American Dietetic Association (ADA/DEP), she applied for the grant to develop a mid-career mentoring project. In April 1999, CDA received one of four grants from the American Dietetic Association.

The stated goals of the grant were to: 1) Provide and promote mentoring opportunities to advance practice skills, 2) Enable CDA/ADA members to realize their potential and benefit
by participating in a mentor/mentee relationship, 3) Strengthen relationships among a strong affiliate and a strong practice group to achieve mutual organizational goals and 4) Support ADA’s transition of membership to the Professional Development 2001 plan that emphasizes self-assessment and self-improvement in a specific practice area.

Development of a procedural manual on mid-career mentoring was an important undertaking. The time frame for establishment of the project was designated June 1999 through May 31, 2000. Teresa Bush-Zurn, Vice-President of the California Dietetic Association Education Council, became Project Director. Since Pauline E. Schatz had been Principal Investigator under the Zellmer Grant, she was appointed Project Advisor. Renee Sapp assumed the responsibilities of the CDA Statewide District Coordinator. Eleven District presidents chose District Mid-Career Mentoring Coordinators, and the project was on its way. During the planning stages, which included the writing of the grants, Linda Vaughan chaired ADA/DEP, and Sandy Witte chaired ADA/DEP from June 1999 through June 2000. What you see in the handbook is, in large part, the result of the efforts of all of these women.

By the end of the project, the many requests for help from individuals not in the mid-career pattern made it obvious that the scope of the program needed to reach beyond the mid-career dietitian. Thus, the focus of the program became Professional Mentoring and it was expanded to attract and incorporate any RD or DTR interested in a mentoring relationship.

The California Professional Mentoring Program is still an evolving program. We fully expect this handbook to undergo continuing revisions as we learn more about the practice of mentoring professionals in dietetics.
SECTION II

STEPS IN DEVELOPING A MENTORING PROGRAM

Each organization should develop a mentoring program that best fits the needs of their organization. However, there is a projected order to achieve success. The goals of a mentoring program in dietetics are to:

- assist dietitians to learn new roles and responsibilities within the profession
- enable racial and ethnic minority groups to participate at the same level as others
- assist those wanting to explore new career options and/or educational opportunities needed to advance in the field.
- enhance the mentoring ability of those who wish to pass on the skills and knowledge they have acquired.
- develop new leadership in the profession.

The organizational structure of a mentoring program need not be complicated. At the state level, it is suggested that the mentoring program be placed under the Education Council/Committee of the state. There should be one statewide mentoring coordinator who reports to the Education Committee/Council. District Coordinators are appointed by and are responsible to the presidents of each district but work in cooperation with the statewide coordinator. In lieu of District Coordinators when the number of volunteers is in short supply, regional coordinators might be used. Recommended specifications for these positions can be found in Appendix A – Resources. Telementoring, discussed previously, provides the opportunity to maintain contact when time is a limiting factor. District/regional coordinators are responsible for training and maintaining communication with mentors and mentees, and the statewide coordinator serves as a resource person and link between the Districts and the State.

Within the basic format of this organization, there are five steps to follow in the establishment of a mentoring program.

**Step One.** Appoint a coordinator

**Step Two.** Identify prospective mentors and mentees

**Step Three.** Identify resources
**Step Four.** Define tasks and establish procedures

**Step Five.** Begin program

---

**STEP ONE**

**APPOINT MENTORING COORDINATOR(S)**

If you are located in a state that has more than four districts, you may want to consider the appointment of a statewide mentoring coordinator. Otherwise, you can probably function very well with a mentoring coordinator in each district who reports to the chairman of the Education Committee. Being a statewide or district mentoring coordinator can be a very exciting and challenging position. Basically the qualifications for both positions are essentially the same but the responsibilities differ in some aspects.

**QUALIFICATIONS AND RESPONSIBILITIES FOR STATEWIDE AND DISTRICT MENTORING COORDINATORS**

Coordinators must be members of the American Dietetic Association, State Association and their District for a minimum of three years, and be either a Registered Dietitian or Dietetic Technician Registered. The other qualifications deal with the more subjective requirement of “people skills”.

The ability and desire to help people develop to their fullest potential is a prime prerequisite for these coordinator positions. The coordinator must be non-judgmental. The position requires maturity, experience and a grasp of the mentoring process, an understanding of career development and the ability to assume a leadership role in the implementation of a mentoring program. Maintaining high standards at this level is of critical importance to the success of the program.

**RESPONSIBILITIES OF STATEWIDE MENTORING COORDINATOR**

Basically the statewide mentoring coordinator maintains the line of communication between the district mentor coordinators and the Education Council or the State Organization. That is, monitoring and evaluating the progress of the district programs; developing and
monitoring an ongoing training program for the district coordinating mentors; developing and implementing marketing strategies and providing feedback to the districts as needed.

RESPONSIBILITIES OF DISTRICT MENTORING COORDINATOR

The responsibilities of the District Mentoring Coordinator comprise three main categories: (1) Communication, (2) Matching Mentors and Mentees and (3) Developing Mentors and Mentees. Because the District Mentoring Coordinator is the link District members, mentors, mentees, statewide coordinator and the District Executive Board, it is important that s/he be able to develop and maintain open communication among all of these groups.

STEP TWO

IDENTIFY MENTORS AND MENTEES

ROLE OF THE MENTOR

The next task in developing a mentoring program is to identify mentors. Candidates can be found through news bulletins, announcements at meetings, word-of-mouth and telephone calls. As noted earlier, a mentor is someone who oversees the career and development of another person (usually someone less experienced), while teaching, counseling, and providing psychological support (14). Although a wise and trusted friend can be a mentor, to act in this capacity demands knowledge and experience in an area or field or interest to the mentee.

CRITICAL SKILLS FOR MENTORS

Linda Phillips-Jones (3) has developed a model in which she identifies the specific skills required of both mentor and mentee. She notes the core skills vital for mentors and mentees alike: listening actively; identifying goals with respect current reality; building trust; encouraging. The ability to listen actively is a key communication skill, a technique one can learn, and must learn to maintain an effective mentoring relationship.

The critical skills specific for mentors include the ability to inspire, provide corrective feedback, manage risks, open doors; and instruct and develop capabilities. The primary
responsibility of a mentor in a professional mentoring program is to assist mentees develop their potential on a personal as well as a professional level. This can be achieved by working to modify their perceptions, thinking and behavior. One of the greatest gifts a mentor can give to a mentee is an invitation to meet change as a friend (11, 15) Simple as it appears this invitation calls on the mentor to act as model, counselor, confidante, teacher, advocate and advisor. The mentor will be expected to:

- Work with mentee to develop goals and reasonable time lines for meeting them
- “Open doors” whenever possible
- Assist the mentee with a self-evaluation
- Meet regularly with the mentee to share activities, report on progress and respond to questions.

Knowing oneself is vital to being an effective mentor. Those who are going through periods of transition are likely to be asking themselves questions such as:

- What have I done with my life?
- Where am I headed in my career?
- Am I meeting my responsibilities to my family?
- What options do I have for change?

These questions raise emotionally charged issues that call for a sometimes painful self-evaluation. To be of value to another, the mentor must understand the feelings and fears they will encounter in their mentees. It is up to the mentor to provide continuity and help the mentee bridge the gap between the past and future. Sharing experiences is useful.

**BENEFITS AND RISKS OF BEING A MENTOR**

If you have volunteered to become a mentor, you may very well be asking yourself “Why in the world am I doing this? I’m stretched to my limits now” In reality being a mentor benefits you at least as much as the mentee. Ask good teachers why they teach and they will say “Because I enjoy the students. They have taught me so much”. Although there are risks associated with being a mentor, overall the literature, research, and personal observation indicate the benefits far outweigh the risks.
ROLE OF MENTEE

The mentee in a mentoring relationship is difficult to define because it differs with each individual and each situation or setting. For many, especially those in professional practice, being a mentee involves a role reversal. Mentees enter these relationships understanding at some level that they are in the learning position and will need to let go of old ways of perceiving themselves and their personal and professional worlds. Those who are ready for change bring an enthusiasm and freshness to the relationship that is stimulating for both mentor and mentee. Others find the challenge difficult, and go through the process with great anxiety. For still others, the pressures of change are too great and they return to their safe haven. (15) It is important for mentor and mentee to discuss these concerns. Section III describes some procedures and activities that can help facilitate discussion.

RESPONSIBILITIES OF MENTEE

Because the mentee is the focus of the mentoring relationship, it is important that everyone involved be aware of the responsibilities of the mentee. The mentee must assume a proactive role - something the mentor needs to clarify at the outset. The more self-reliant the mentee, the greater the success of the partnership. The following list of the responsibilities of the mentee was compiled from those found in mentoring literature:

- The mentee is expected to make the initial contact with the mentor, although the contact can sometimes be handled through an orientation session.
- The mentee must to initiate the process for making appointments with the mentor.
- The mentee commits to being on time for appointments or for renegotiating days and times as needed.
- The mentee is expected to communicate his/her goals and aspirations to the mentor. The mentor needs to know what the needs of the mentee are or s/he will be limited in ability to help.
- The mentee must to maintain a positive attitude, to recognize available options, to act in his/her own behalf.
- The mentee must respect the mentor and the mentor’s time.
- The mentee must to follow through on the suggestions and advice of the mentor.
CRITICAL SKILLS FOR MENTEES

In addition to the shared core skills identified by Linda Phillips-Jones (3) and described under Mentors, the mentee needs to be competent in the following areas:

**Acquiring mentors.** This is a basic skill and critical to the whole mentoring relationship. Whether the mentor/mentee are “matched” or come together informally, it is important that the mentee find a mentor with whom s/he is comfortable and with whom the mentee feels confidence.

**Learning quickly.** Dr. Phillips-Jones makes the following suggestions:

- Apply the knowledge and skills presented to you, and be ready to tell your mentors how you succeeded in doing so.
- Observe carefully and learn from the modeled actions of mentors and others.
- Study materials related to your designated areas of development given to you by mentors and others.
- Integrate new knowledge into a conceptual framework to ease problem solving.
- Receive feedback non-defensively. If the mentee disagrees with the mentor, or feels that the mentor has a misperception, it needs to be discussed.

As the mentoring relationship proceeds, there will be many times when the mentee and mentor disagree. It is vital that the mentee maintain a strong learning attitude, be willing to consider new ideas, and show openness to being proven wrong. In a very real sense, it is the mentee who manages the relationship and must take a strong lead. Some helpful hints are:

- Stay current with your mentor. What goals have you reached? Are you satisfied with the meeting schedule?
- At regular intervals during the mentoring process, describe how you feel.
- Prepare ahead of time for the termination of the mentoring relationship.
- Leave the relationship on friendly terms.

**SELF ASSESSMENT FOR MENTORS AND MENTEES**

According to Gail Sheehy (16) all transitions entail self-evaluation and re-assessment. Transitions can be periods of growth and expansion, and they can be smooth or rocky. Just as
the mentor must be in touch with the challenges and fears associated with change, the mentee, actively struggling with transition, is asking:

- What have I done with my life?
- How are my significant relationships faring? What am I getting from and what am I giving to these relationships?
- Am I advancing in my career or am I stuck?
- What is my role in the community?
- What do I really want for myself and those close to me?

One’s feelings and thoughts influence one’s actions. Accordingly, if the mentee does not possess sufficient self-esteem, s/he will settle for something less than satisfactory. In this program we want dietitians to think in a manner that leads to improvements in the quality of life. The link between self-esteem and career success is so strong that serious self-esteem issues need to be dealt with before even attempting any career-related self-assessments (11).

**STEP THREE**

**IDENTIFY RESOURCES**

Now that a coordinator has been chosen and mentors and mentees have been determined, it is time to identify resources. Perhaps the best approach is for the coordinator and mentors to decide together what resources they will need and how to obtain them. Although every mentoring program is different, some fundamental concepts can be applied when identifying resources.

Places to look for useful information:

- Other dietetic mentoring programs, such as practice groups
- Dietitians in unique positions, such as Quality Assurance, private practice, research
- Classes offered at local universities and colleges
- Conferences
- Books, magazine articles, professional journals and other written materials
- The Internet
Let’s discuss each of these potential resources.

**Other Mentoring Programs.** Today, mentoring programs are becoming more widespread. By talking with people in other programs, you can learn how they started, what expectations they have of their mentors and mentees, what experiences they have had that they can share with you. Most people involved in mentoring are more than willing to be helpful.

**Dietitians in Unique Positions.** In our world today, dietitians often work in unique positions such as *Research Dietitians, Dietetic Administrators, Journalists, Quality Assurance Coordinators,* and *Consultants* to nursing homes, business and industry, *Private Practice,* or *Specialists in Medical Nutrition.* Some dietitians moved on to practice medicine or law and have retained their RD status. Any one of these professionals would be helpful resources and possibly secondary or niche mentors offering specific counsel in their chosen fields.

**People in Other Professions.** To broaden the outlook or perspective of mentees, it may be necessary to go to people outside the field of dietetics. As an example: Nancy A., a Registered Dietitian for about six years, wants to become a part-time lecturer in nutrition. Someone suggested that she would benefit from developing marketing skills. Where? A good resource would be someone who owns or manages a marketing agency and can provide her with a fresh outlook on marketing that she can then combine with her dietetic background.

**Classes at Universities and Colleges.** Universities and colleges are a vast source of information for those who want to enhance their knowledge base and skills. Classes can help develop new skills, earn advanced degrees, or certification. Courses are usually available on a part-time basis in regular sessions, through Extension Classes, or by distance learning on the Internet, or by correspondence. Through the availability of the Internet, one can take a class anywhere in the United States without leaving home.

**Conferences.** Conferences are wonderful places to meet peers and exchange ideas. It is a good idea to go to conferences sponsored by associations or groups outside of the field of dietetics. For example, there are conferences being sponsored by law firms on the legal aspects of medical practice on the Internet - useful information for the future Medical Nutrition Specialist.

**Books, Articles and the Internet.** The written word still has a great impact on our thinking. Anything you want to know is in writing somewhere. Using the World Wide Web,
you can research in many languages, in a multitude of libraries in any number of countries. A listing can be found in Section VI, References.

STEP FOUR

DEFINE TASKS AND ESTABLISH PROCEDURES

Establishing procedures will probably be the most time consuming activity in developing a mentoring program. Section III is devoted to the discussion of specific procedures and activities but as before, there are some general considerations that apply to most programs. Procedures can be developed jointly by the District Mentoring Coordinator, prospective mentors and mentees. After the procedures and/or guidelines have been developed, they must be reviewed and updated annually.

Some of the fundamental issues which may arise are:

1. How will interviews with mentors and mentees be conducted. Who will do the interviewing?
2. What forms will be needed?
3. How will written records be handled? Who keeps them?
4. How will mentoring matches be made?
5. How long should a mentoring relationship continue?
6. How often should mentors and mentees meet? Are there forms of communication other than face-to-face meetings that would be fruitful?
7. How are evaluations conducted?
8. What are the policies and guidelines for maintaining confidentiality?

Although the basic principles will be similar for most programs, specific needs will require that specific guidelines be instituted.
STEP FIVE
BEGIN THE PROGRAM

TRAINING

An important element for the success of the mentoring program is training--especially training of the mentors (3, 11, 17, 18). Therefore, it is recommended that the program begin with a training session for mentors and mentees. The training session can also be referred to as an Information Session or Orientation. The training session for mentors should include background about the general role and specific responsibilities of the mentor. The training session for the mentees should include suggestions on how the mentee will receive maximal benefit from a mentoring program.

In addition to focusing on the specific responsibilities of the mentee, topics best covered with mentors and mentees being together are:

- The purpose of the mentoring program
- Logistics of the program
- Time management
- Stress management
- Communication skills
- Values clarification

Sometime during this training session opportunities must be provided for the mentors and mentees to talk with one another to clarify the expectations mentors and mentees have of each other. Examples of training sessions for mentors and mentees can be found on the Internet. Section VI, Resources has a list of examples of Internet sites. The use of a video such as Mentoring That Makes a Difference is very highly recommended. More information about this video can be found in Section VI, Resources. Lesson plans for mentor and mentee training along with suggestions for slides can be found in Appendix C – Marketing Tools.

The training session is only the beginning. Training sessions need to be ongoing - not necessarily frequently but at regular intervals. Subsequent training sessions can focus on activities the mentor and mentee can plan and carry out.
EVALUATION

All programs should have an evaluation component. When the mentor/mentee relationship ends, both should complete an evaluation of the relationship. Appendix B - Forms contains Evaluation Forms that they can fill out and return to the District/Regional Coordinator. These then can be submitted to the Statewide Mentoring Coordinator to use in an annual program evaluation. The following guidelines may be useful in formulating evaluation strategies.

GUIDELINES FOR DEVELOPING EVALUATIONS

1. What elements of the program need to be evaluated?
   Performing a comprehensive evaluation can be a full-time job. With limited time and money available, you will probably want to limit your evaluation.

2. What questions should be asked?
   Examples are: Is the duration of the program adequate? What new skills have the mentors and mentees acquired? How valuable were the experiences for the mentees? What have the mentors and mentees gained from the program?

3. How will data be collected?
   A decision will need to be made whether questionnaires, interviews, observations or existing records are the best sources of data.

4. How will the evaluation data be used?
   How the data will be used is important in deciding which questions to ask and how to collect the data.

PROVIDING FEEDBACK TO MENTOR

Being a mentor requires a great deal of commitment. It is important that mentor receive recognition and feedback through mentoring conferences and meetings with groups of other mentors. Conferences with mentors from other areas can be scheduled to coincide with professional meetings such as the annual meetings of the state and national dietetic associations. Telephone conferences and email can be used effectively to share and update experiences. It is not necessary nor recommended that a mentor operate as a lone individual.
MONITORING AND ADJUSTING THE PROGRAM

Adjustments to the program demand vigilance on the part of the coordinator. If the mentoring program is to remain meaningful, it must be re-evaluated and adjusted to the needs of the participants. In the course of a relationship people change. In a mentoring situation it is the partnership between mentor and mentee that determines the value of the mentoring experience. A good relationship will allow both participants to grow. The mentoring process is a developmental process. At the end of a specified time period both participants should be able to look back and recognize the growth.
SECTION III
PROCEDURES AND ACTIVITIES

After organizing the program, procedures and activities become a major focus. Some of the procedures and activities that may be helpful are:

- Marketing Strategies
- Matching Mentors and Mentees
- Active Listening
- What to Do at First Meeting
- Deciding Which Records To Keep
- Activities Mentors and Mentees Can Do Together

The procedures and activities are presented as tools. Not all will be necessary or even appropriate in all situations. Coordinators and mentors must determine which tools will be useful for their mentoring situation.

MARKETING STRATEGIES

Once the mentoring program has been developed, marketing becomes a major focus of energy. The purpose of marketing is to inform your target population about the program.

Some of the ways in which the message can be disseminated are:

**News bulletins** can be used at the district and state level. A brief paragraph can be included in every issue so that people become aware of programs as their needs change.

**Flyers** are a quick and inexpensive way of circulating information. It is helpful to put together a one-page flyer briefly describing the program, its objectives, requirements, benefits and how mentees can become involved. The flyers can be distributed at meetings, posted on bulletin boards, through the mail in dietetic newsletters, electronically or in packets with other information. These publicity tasks need to be done repeatedly and consistently. The more publicity generated, the greater the chance of attracting both mentors and mentees. See Appendix C – Marketing Tools for a sample of a recruitment flyer.
**Announcements** in addition to news bulletins and flyers, can be used to reinforce the message. Announcements can be made at district and state level conferences as well as meetings in the workplace and meetings of committees and practice groups. The Appendix C – Marketing Tools contains a PowerPoint presentation that can be used at meetings.

**Telephone calls** to key people in the district organization can keep the program visible.

**Web sites.** If your district has a web site, place a short announcement of the mentoring program. If you have space available, you can place a “teaser” about the value of mentoring or a quiz about the need for mentoring.

**Articles.** There is usually someone available on the Education Council who can write a piece about the value of having a mentor and place it in a newsletter.

**Testimonials** from past mentees are persuasive advertising.

**Poster Boards** at meetings can be used to disseminate program information.

The idea is to keep the program visible and current for the target audience. It’s not unlike a political campaign. The candidate who is most visible is the one most likely to succeed. If people are to use this program, they need to know about it first. Marketing, in this case, is an educational strategy.

**MATCHING MENTORS AND MENTEES**

**Processing the Applications.** Applications from potential mentors and mentees are sent to the District Mentoring Coordinator. (A copy of the application form can be found in Appendix B - Forms). The coordinator then interviews the applicant as needed. On the basis of the application and interview the District Coordinator recommends mentors and mentees to one another. Depending upon need and availability, a mentor may have several mentees or a mentee may have several mentors. In the case of multiple mentors, it is suggested that one of the mentors be designated as the principal or “brokering” mentor. A meeting between mentors and mentees can be arranged in several ways:

1. An orientation session may be held for all potential mentors and mentees. This is a non-threatening way for mentors and mentees to meet.
2. Prospective mentees may call prospective mentors for a face-to-face meeting.
3. Prospective mentors may contact prospective mentee.
Preparing For The First Meeting

**Mentors.** Before the first meeting with a mentee it is recommended that the mentor review *Specifications for Mentor, Mentor Guidelines* and *Active Listening Skills* found in Appendix A - Resources.

**Mentor Guidelines** To guide a less experienced person through the new experiences of life and work (19, 20) calls upon the mentor to act as a nurturer which, in turn, demands respect and concern for the mentee. Perhaps the most important commitment the mentor makes is the willingness to devote time and energy on behalf of the mentee. The following guidelines suggest some of the concrete tasks expected of a mentor:

1. Provide the mentee with information about your educational background, professional experiences, interests and satisfactions.
2. Share with the mentee your own mentoring experiences as a student, new professional, and established professional.
3. Discuss the benefits of organizations and professional development opportunities, making recommendations as appropriate.
4. Prepare one critical piece of advice you would give to your mentee.
5. Share resources, as appropriate.
6. Invite the mentee to meetings or activities that fit the mentee’s needs or aspirations.
7. Arrange further contacts through telephone, lunch or social occasions.
8. Facilitate linkages with other professionals who might be useful to mentee
9. Arrange to have a resource person you or your mentee can go to if the relationship falters.

**What to Look for in a Mentee.** If there is an opportunity to meet with the potential mentee, some of the characteristics which the mentor may be looking for are:

1. Geographic availability. If the mentee is not geographically available, are there acceptable ways of communicating-such as e-mail, fax etc.?
2. Ability to communicate verbally and in writing.
3. Skills in interpersonal relationships. This may be one of the areas the mentees wishes to improve.
4. Respect for the time constraints of the mentor.
5. Ability to take action on information provided by the mentor.
6. Willingness to follow through on assignments.
7. Respect for the efforts on the part of the mentor to “open doors”.
8. Clearly defined goals.
9. Willingness to ask for help.
10. Willingness to accept help.
11. Ability to listen.
12. Assertiveness when the occasion calls for it.

Some of the above cannot be adequately assessed ahead of time, but they are characteristics that the mentor may want to evaluate as the mentoring relationship progresses.

Mentee. Potential mentees would benefit from evaluating their need for mentoring, by using the *Mentee Self-Evaluation* (Appendix A - Resources), completing the *Mentee Fact Sheet* and *Goal Setting* forms (Appendix B – Forms). Setting short, intermediate and long-range goals help the individual focus on what they would like to get out of the relationship. It helps them go into the first meeting with the mentor with a clear picture of what they want to accomplish during the contract time. Reviewing the *Specifications for Mentee and Mentee Guidelines* (Appendix A – Resources) helps one to focus on these goals.

Goal Setting. Goals are basically guides. As such, they must be re-evaluated and changed as needs or circumstances change. A worksheet developed by Dorothy Mitstifer (21) groups goals into long-range, intermediate and short-range. Long-range goals take anywhere from five to an indefinite number of years to achieve. It is the long-range goals that establish direction. Intermediate and short-range goals are more immediate and attainable. Short-range goals can be considered checkpoints along the way to attaining the long-range goals. They must be realistically determined and re-evaluated should they not work, to be too ambitious, or the mentee’s needs and circumstances change.

It is useful to distinguish **Professional Goals** from **Personal Goals**. When looking at professional goals the mentee might ask whether s/he wants to:

- Do the most professional good for the most people
- Improve professional skills
- Improve professional stature and image
• Improve communication skills
• Improve patient/client relationships
• Upgrade patient/client understanding and appreciation of complete professional services
• Enjoy more benefits from seminars and continuing education
• Improve technical facilities and equipment
• See the profession in a new perspective
• Add new dimensions to the practice

When looking at personal goals the mentee may want to consider whether s/he wants to:
• Be more creative
• Be warmer or more at ease with people
• Have more leisure time
• Eliminate negative tendencies and develop a more positive outlook
• Become a better listener
• Increase awareness of others’ feelings
• Eliminate things in life that harass, depress or frustrate you
• Develop more self-confidence
• Overcome stage-fright on a speaker’s platform
• Achieve self-fulfillment from everyday practice
• Get more fun out of life
• Find a better balance between work and family life

ACTIVE LISTENING

There is an American Indian proverb that sums up the importance of listening: “Listen or thy tongue will keep thee deaf.” Most of us are not aware when we are not listening well. Active listening goes beyond merely registering a person’s words and thoughts. It means actively engaging with the world of the mentee and attempting to experience it from the inside. Ask yourself: What does it feel like to be this person? How does she see the world? What are
the forces propelling her life? Appendix A - Resources, *Active Listening*, contains a series of yes and no questions to help you evaluate your listening skills (22).

Active listening skills place certain demands on us. A listing if these skills can be found in Appendix A - Resources. Note how many of these caveats you follow or would be willing to incorporate into your present listening mode (23).

**WHAT TO DO AT FIRST MEETING**

The first meeting between mentor and mentee is very important. In all probability neither knows the other very well, and both want this relationship to be successful. Establishing good communication between them is a top priority. They might start by sharing information about their backgrounds. This may include a discussion of their self-assessments (See Appendix A – Resources). Depending on time available and the strength of the rapport, mentor and mentee might move into goal setting, determine which records to maintain and negotiating their contract. In any case future meetings will need to be arranged. Reviewing *Mentoring That Makes a Difference*, from the Mentoring Group (See Section VI - Resources) often helps both the mentor and mentee establish how they want this relationship to work. Appendix B - Forms contains some helpful hints titled *What to Do Before the First Meeting*.

**DECIDING WHICH RECORDS TO KEEP**

**Activity Logs.** It is suggested that the mentor keep an activity log on each mentee. (It’s amazing how quickly one can forget what happened at the last meeting). The log will give the Mentor a means of tracking the mentee as s/he progresses toward her goals. (A suggested *Activity Log* can be found in the Appendix B - Forms). The mentee, should keep a *journal or diary* for recording meetings, interviews, visits, advice and suggestions. A brief summary of impressions can be invaluable as the mentee progresses through the program.

A suggested format for the journal is to divide it into three parts.

- Part I can be devoted to recording impressions and feelings.
- Part II can be a section for questions to ask the mentor.
- Part III can be completed toward the end of the program when the mentee is in a position to summarize the mentoring experiences and to note what s/he has gained or lost or what s/he still needs to learn.
Negotiating a Contract. After setting goals and deciding what records to maintain, it is a good practice to develop a contract so that each party knows what to expect of themselves and each other. As part of the contract have the mentee sign a copy of the waiver form. (Sample copies of the Contract and Waiver forms can be found in Appendix B - Forms.)

Arrange for Future Meetings. Before leaving the first meeting it is important to establish a schedule for the future contacts. How often do you want to meet? Who will initiate the contact? Are telephone, e-mail, facsimile contacts acceptable means of communication?

ACTIVITIES MENTORS AND MENTEES CAN DO TOGETHER

The first few meetings in a mentoring relationship can sometimes be awkward. The mentee is likely to feel very uncomfortable about the prospect of change, even though she initiated it. On the other hand, the mentor is concerned that the mentee feel at ease and regard her/him with confidence. We sometimes overlook the reality that the mentor also faces change and that both want the other’s approval, if not admiration. The following activities are designed to provide opportunities for the mentor and mentee to establish rapport. Those with an asterisk are considered high priority.

• *Establish mentoring goals together.
• *Schedule mentoring sessions at least once a month.
• *Have mentee “shadow” or observe the mentor or another professional.
• *Set up a project that will start the mentee toward his/her goals and improving skills.
• Meet over breakfast or lunch.
• Talk about life in broad terms.
• Talk about career changes and transitions.
• Talk about what it takes to get ahead, generally and in specific terms.
• Talk about personal values especially as they dictate or influence behavior and decision making.
• Talk about the value of networking.
• When appropriate talk about balancing a career and family
• Select and jointly attend professional meetings.
• Suggest or provide relevant reading material.
• Locate appropriate courses, seminars or professional meetings.
• Use telephone, e-mail, notes, faxes for sharing information or checking in between meetings.
• Arrange for meetings with other mentors and mentees.
• Introduce the mentee to people who can help

The activities and procedures that have been discussed here are basically guidelines that can be used to maximize the effectiveness of your program. As you proceed with your mentoring program, you will have the need to modify or develop checklists and other procedures to meet the needs of your program. However, the one element in this whole process that cannot be defined and yet is essential is enthusiasm.

Mentoring is a wonderful opportunity--enjoy it.
SECTION IV
MENTORING SITUATIONS

The following mentoring situations are based upon actual occurrences. Names, places and specific incidents have been changed so that any resemblance to actual events, locales, or persons, living or dead, is entirely coincidental. The mentoring situations are meant to stimulate discussion and thinking about mentoring techniques. Following each situation is a section titled *Thoughts for Consideration*. These *Thoughts* reflect the comments and thinking of dietitians who have read these mentoring situations. There are no right or wrong answers—just options for action.

MENTORING SITUATION 1 The Undervalued Dietitian

**Participant:** Mentee, Nancy Houston, RD

**Location:** 200 bed hospital on the West Coast.

A week ago Nancy Houston was informed by the hospital administrator that she and the two dietitians whom she supervises, will be reporting to a Certified Dietary Manager (CDM) who has been hired to be Food Service Department Head. In addition her salary will be decreased to help pay for the CDM’s salary which will be greater than the salaries of the RDs. Nancy had been a DTR before she became an RD. She is simultaneously angry, feels she is being undervalued and even wonders why she bothered to pursue the RD. Nancy had been offered the position of CDM but did not accept it because she is 4 months pregnant and has two older children at home. The location of this hospital is close enough for her to drop off and pick up her two children in a reasonable amount of time. She has enjoyed working at this hospital and being recognized for her outstanding performance. Nancy feels that she is in a rather awkward position but does not want to seek another position in a different facility.

**Discussion:**

If Nancy came to you for advice, what would you tell her?

What are some specific ways in which you could help her?

**Thoughts for Consideration**

This needs to be Nancy’s decision. Helping her to recognize her options is a necessary step in that direction. The Mentor can help Nancy evaluate the options by listing the
advantages and disadvantages for each situation. This will require very careful listening on the part of the mentor.

Encourage Nancy to discuss this with other dietitians who have been in similar situations.

Encourage Nancy to discuss this with her family.

MENTORING SITUATION 2: The Mentee Who Didn’t Need a Mentor

Participants: Mentor 1  Rachel Lawrence, RD  
Mentor 2  Mary Washington, RD  
Mentee:  Marissa Fox  

Location:  Suburbia

At age 45 Marissa Fox decided that she needed a career as an insurance policy. Marissa grew up in a home that did not place great emphasis on education. In fact while she was growing up she was told repeatedly that she wasn’t bright enough to go to college or to become a “professional”. She didn’t feel that her parents were mentors. When she was in high school, she thought she wanted to become a nurse. The career counselor at the high school arranged for her to shadow a nurse for a day. She found this experience to be very inspirational. However, when asked if she thought the counselor could have been considered a mentor, she replied “No, I was the one who investigated the nursing program. I don’t see where she did anything for me.”

After graduating from high school, Marissa enrolled in the local community college where she completed an A.A. degree in Biology. She then found a job as a lab tech with one of the local scientific companies. After four years in the lab, she left her job, was married and, for the next 20 years, she was a homemaker raising four children. When her youngest child entered high school, she felt that she was ready to pursue a career.

She heard about the dietetic program at the state university and decided that with her background this would probably be a good choice for a career. She completed the course work in three years with above average grades and went on to complete a dietetic internship. After completing her internship, she worked as a part-time clinical dietitian in a small hospital while completing course work for an MBA.

When she began to look for a job, she was advised that a mentor might be helpful. She was referred to two dietitians who were knowledgeable in the area of clinical nutrition
management. The first mentor, Rachel Lawrence, impressed Marissa as being disorganized and rigid in her expectations. The second mentor, Mary Washington, wanted her to work on a project that didn’t interest Marissa. At this point she decided that she didn’t need a mentor. She felt that she had come this far in life without a mentor and didn’t need one now.

**Discussion:**
- Do you agree with Marissa’s conclusion that she didn’t need a mentor?
- Do you agree with her that she probably never had a mentor?
- Does everyone need a mentor at some point in their life?
- If Marissa came to you for mentoring, what would you do?

**Thoughts for Consideration**

At this stage in her life Marissa is probably not going to recognize anyone as a mentor. The thought comes to mind that she probably didn’t feel that anyone has ever listened to her. Certainly the two dietitians to whom she had been referred appeared to be more interested in their own agenda than in trying to understand what Marissa needed. Gaining her confidence isn’t going to be easy but it’s worth a try.

**MENTORING SITUATION 3: Where Do I Go From Here?**

**Participant:** Mentee, Victoria Stewart  
**Location:** Arkansas

Victoria Stewart grew up in a small town in Oklahoma with a population of about 9,000. Her mother designed and molded ceramic in addition to being a homemaker; her father was an engineer and she had one brother who was five years younger than she. Victoria was always a good student but somehow seemed to lack the ambition or possibly self-confidence to fulfill her ambitions. She was the high school valedictorian and graduated cum laude from college. She was able to identify many mentors in her life such as her mother who guided her into dietetics, several dietitians who encouraged her to become more active in the dietetic association and a college professor whom she found interesting and stimulating.

Her career pattern showed that she tended to retreat from perceived competition. When she attended junior college, she entered as a pre-medical major. She did very well academically but was overwhelmed by the thought of going to college for at least another six years to become a doctor. It was at this point that her mother guided her into dietetics. After graduating from college, she deliberately applied to an internship that she felt would be non-
competitive. In her work as a dietitian she has excelled in all of her assignments. Yet when the administration offered her the position of Director of Dietetics, she turned in down. She seems to be at a point in her career where she has a better idea of what she doesn’t want to do than what she does want to do. She thinks that she would like to leave hospital dietetics and go into an area of health education.

Discussion:

What type of guidance does Victoria need at this point?
What are some specific activities that could be suggested for her?
Would it be advisable for her to leave the field of dietetics?

Thoughts for Consideration

This is a situation where having Victoria shadow someone who has been very successful in an administrative position could be helpful.
Introduce her to successful dietitians in the health education area.
Arrange for her to be appointed to a committee where she can interact with people who are successful achievers.
Help her to identify options.
Suggest books and other literature about optimizing one’s talents.

MENTORING SITUATION 4: The Mentor Who Became a Mentee

Participant: Mentor/mentee: Nicole Wood, MS, RD
Location: Anywhere

Nicole Wood at age 35 finds herself at another professional crossroad. During the past 12 years she has met and dealt with many of life’s experiences. She had been married to an airline pilot for eight years when he died suddenly from a heart attack. She and her husband had pursued their careers intensely and enthusiastically. She had been a clinical dietitian, consultant dietitian, food service administrator, and was now a chief clinical dietitian. At each step she had defined professional goals and a mentor to whom she could relate. During the past 4 years she has been coping with the challenge of supporting herself. She directed her energies toward working with the dietetic association by working on committees within her state. She found dietitians with whom she felt a strong professional identification. She even volunteered to be a mentor in her district dietetic association. It was at this point that she realized that she was not comfortable being without professional goals and a mentor to whom she could relate.
She also feels that her next career step will probably be up and possibly out of the field of dietetics.

**Discussion:**

What are some possible options for Nicole Wood?

Do you agree with her that it is necessary for her to leave the field of dietetics to be able to move up in her career?

**Thoughts for Consideration**

Nicole Wood will probably find her own way and will undoubtedly find another mentor. She is an interesting contrast to Marissa in Situation 2 who felt that she didn’t need a mentor. Both are self-starters yet their reaction to the need for a mentor is quite different.

**MENTORING SITUATION 5 Dietitian on the Move**

**Participants:** Mentor: Alexandria Arnold MS, PhD, RD  
Mentee: Joyce Baker, RD

**Location:** Midwest and West

Joyce Baker had been raised in a family which was Public Health oriented. Her mother had been a public health nurse in the United States Public Health Service (USPHS). Her mother’s position required that the family move often. She grew up moving to a new place about every two or three years. This pattern of frequent moves followed Joyce into her career. During the past year she moved to Minnesota but after six months returned to Oregon. She then found a job in Phoenix, Arizona but shortly thereafter returned to Oregon.

She was concerned about the low salaries in public health nutrition and dietetics and as a result was thinking of leaving the field and pursuing a more lucrative alternative. However, before she made any significant changes, she wanted to discuss her situation with someone knowledgeable in the area of public health nutrition. She was referred to a highly respected public health nutritionist, Alexandria Arnold. Because they lived in different cities it was decided that teleconferencing would be the most practical way to communicate. Alexandria Arnold and Joyce had several long telephone conversations during which they explored Joyce’s goals and aspirations. They discussed the advantages and disadvantages of remaining in dietetics. Ultimately Joyce found a position in WIC with some administrative responsibilities that she doesn’t like.
Discussion:

If you were Joyce Baker’s mentor what would you do?

Do you feel the telephone was an effective method of communication? What other arrangements might have been made?

What changes do you think Joyce needs to make?

What are some specific activities that Joyce can pursue to help her become more effective in the field of dietetics?

Thoughts for Consideration

Joyce Baker is a product of a mobile family and will probably always be looking for something new and different. Although person-to-person interaction is sometime considered to be more effective, the realities of today’s world are that communication is becoming more dependent upon technology. At some point it would be helpful if they could meet half-way for a conference.

It doesn’t appear that Joyce has given herself the time or opportunity to explore all the options in dietetics. She needs more exposure to other successful dietitians.

MENTORING SITUATION 6  One Mentee and Two Mentors

Participants: Mentor 1: Jennifer Tucker, MPH, RD
Mentor 2: Sarah Martin, PhD, RD
Mentee: Amy Jones, MS, RD

Location: Somewhere in the Midwest

Amy Jones, MS, RD, graduated with honors from a large midwestern university where she also completed her dietetic internship and masters degree in the medical center. For the past several years she had been working as a clinical dietitian at the Midway County Hospital when she heard about a mentoring program that her state dietetic association was offering. She felt she had learned a great deal in her positions at the Midway County Hospital but now felt ready for a change. She contacted the mentoring coordinator of her district who asked that Amy define her goals. On the basis of her stated goals, the coordinator gave her the telephone numbers of two possible mentors, Jennifer Tucker, MPH, RD and Sarah Martin, PhD, RD. Jennifer Tucker was Assistant Director of the dietetic department and Sarah Martin was the Chief Clinical Research Dietitian.
Amy met both dietitians at separate interviews and felt that either would be a good mentor. Jennifer Tucker and Jessica Jones were also impressed with Amy and decided to be “co-mentors”. All three negotiated and signed a mentoring contract that clearly defined Amy’s goals and objectives. Amy then proceeded to set up separate interviews with each mentor. Within a very short period of time it became apparent that the two mentors had different agendas in mind for Amy. In addition Amy began to feel uncomfortable with Sarah Martin who was very critical of Jennifer Tucker’s recommendations.

**Discussion:**

What recommendations would you make in this situation?
Could this situation have been structured differently? How?
If you were Amy what would you do?
Have you ever been in a situation similar to this? What did you do?

**Thoughts for Consideration**

Some of the options available to Amy Jones are:

1. Make arrangements to have Amy work with one dietitian at a time in a serial fashion.
2. If Amy feels secure enough, she could tell Sarah Martin that her comments about Jennifer Tucker make her feel very uncomfortable.
3. Another option would be to remain silent whenever Jennifer Tucker is mentioned in a negative way.
4. Amy can decide to choose one dietitian as a mentor.
5. Find a new mentor.

**MENTORING SITUATION 7 The Mentor Who Didn’t Show Up**

**Participants:**  
Mentor 1: Judy Becker, MS, RD  
Mentor 2: Emily Nash, RD  
Mentee: Kimberly Dunn, MS, RD

**Location:** Anywhere

After completing her internship, Kimberly Dunn worked as a clinical dietitian in a small not for profit hospital. During this time she married a successful young lawyer. When her first child was born, she resigned from her dietetic position and became a full-time homemaker. During this time she maintained her registered status with the American Dietetic Association.
After her third and youngest child entered first grade, she decided that she wanted to work part time in dietetics but she wasn’t quite sure how to re-enter the field. A friend suggested that she find a mentor and recommended Judy Becker. They met, talked and Kimberly came away from the interview very enthusiastic. The following week when Kimberly called to arrange for a meeting with Judy Becker, she couldn’t reach her so she left a message on her answering machine. After two days Judy Becker returned her call and they arranged for a meeting. At the designated meeting Judy Becker arrived a half hour late and spent the rest of the time explaining why she was late. They arranged for another meeting time but Judy Becker canceled the day before the meeting.

Kimberly Dunn went back to her friend who had recommended Judy Becker and asked if there were someone else whom she could recommend as a mentor. This time Emily Nash was recommended. Emily Nash explained that she had a very tight schedule but if Kimberly Dunn was willing to work with her, they could probably make some arrangements. At their first meeting, they arranged for a regular meeting time and began developing Kimberly’s goals. At the second meeting they began exploring several options that could help Kimberly to meet her goal of working part-time as a nutrition counselor. This continued for about three months. With Emily Nash’s help by the end of the three months Kimberly had found a part-time position in a nutrition clinic where she was able to acquire the necessary experience and hours to become a CDE.

**Discussion:**

This had a happy ending but are there other routes Kimberly Dunn may have taken?

If you had been Kimberly Dunn how would you have approached Judy Becker?

**Thoughts for Consideration**

There is the possibility that Kimberly Dunn may have become discouraged after her encounter with Judy Becker and sought other avenues outside of dietetics. She may very well have thought “If Judy Becker is an example of what dietitians are like, who wants to be a dietitian?”

Kimberly’s desire to be in the dietetics field was strong enough that she took the action that she did. Although negative learning isn’t recommended on a long-term basis, sometimes we learn a great deal from our negative experiences.
MENTORING SITUATION 8: Is There a Second Chance?

Participant: Mentee, Joy McGregor, MS, RD
Location: Southwest region of the United States

Joy McGregor, age 42, wants to return to the field of dietetics after having been through an alcoholic rehabilitation program. About six years ago she had come to the realization that she was addicted to alcohol. At that time she was the assistant administrative dietitian in a 250-bed hospital. Her performance on the job had been excellent. Although she drank heavily when she was off duty, she reported to work on time and performed well. Then about six years ago she began calling in sick. These calls became more frequent and after awhile she didn’t bother to call. Her performance ratings dropped. After many counseling sessions with her supervisor and the hospital administrator, she was dismissed. With the help of friends she found her way into an alcoholic rehabilitation center where she re-evaluated her life-style and began making changes in her behavior.

She is now living with an older sister and wants to return to dietetics. She is remorseful, feels great shame and is fearful that she will not be accepted by the dietetic community. Her sister, who works in a personnel office in the city, suggested that she find someone in the dietetic community who would act as a mentor for her. On the basis of strong recommendations, she has come to you.

Discussion:

What will you do? Why?

Thoughts for Consideration

There are a number of actions that Joy and a mentor can take such as:

1. Help Joy evaluate her strengths and weaknesses both personal and professional
2. Evaluate Joy’s skills. Does she need to take some course work? Has she maintained her RD status? If she needs course work, help her decide which courses and academic institutions would be most suitable for her.
3. Together define some long term and short term goals for Joy.
4. Develop a plan of action that may include introducing Joy to people who are known to be understanding and helpful. A toxic mentor at this point could be very harmful.
5. Help her develop a new network through the district dietetic association.
Joy McGregor is one of many people who have disabilities. Sometimes these disabilities require help and accommodation on the part of people with whom they are working. Joy needs to identify what help she needs (if any) and how the organization can help her. In return the organization needs to be very clear about the level of performance that is expected from her. Joy may not be fully aware of her own inner resources and this is certainly an area where a mentor can be helpful.

MENTORING SITUATION 9: Time to Say Good-Bye?

Participants: Mentor, Kevin Stewart, MS, RD, Chief Administrative Dietitian
Mentee, Olivia Anderson, RD, Hospital Administrator

Location: Anywhere

Olivia Anderson, RD has been a mentee with Kevin Stewart for about 18 months. They work in separate facilities but have managed to meet regularly. At the beginning of the mentoring relationship, they negotiated a contract with well defined goals and objectives. One of Olivia’s objectives was to move into an administrative position in dietetics. Olivia has made good progress toward the fulfillment of her goals and was recently appointed to become an administrative dietitian in her facility. Kevin has enjoyed these contacts and has been stimulated by the mentoring relationship to explore new ideas and to discover new approaches to problems-especially through the use of computers. However, the hospital administrator in Kevin’s facility has begun to object to the time he has been spending with Olivia Anderson. The hospital administrator feels that Kevin should be directing his energies toward mentoring his own employees. Kevin feels that the insights and knowledge that he has gained from this experience have been used for the benefit of the employees in his department.

Discussion:

What advice would you give Kevin?
Could this situation have been avoided?
After 18 months is it time for this mentoring relationship to end? What would be a good way to end the mentoring situation?

Thoughts for Consideration

After 18 months it is probably time to begin thinking about bringing the formal mentoring relationship to a close. However, this does not mean that an informal friend-to-friend
type of relationship cannot continue. One way of ending the formal mentoring is to refer Olivia
Anderson to another mentor if she needs one.

As for Kevin’s supervisor one wonders how much information Kevin had given his
supervisor before he started on this mentoring project. Also has Kevin shared the insights and
knowledge he has gained from this experience with his supervisor?

MENTORING SITUATION 10: What is the Real Story?

Participants: Mentor, June Richardson, MA, RD, FADA
Mentee, Michelle Smith, MS, RD

Location: Southeastern United States

Michelle Smith has been an RD for about seven years. She is single and has no
apparent financial responsibilities for anyone other than herself. She graduated from a well-
known university with a 3.4 average on a 4.0 scale. She successfully completed an accredited
dietetic internship. During the last seven years she has been employed by four different
hospitals as a clinical dietitian. The dietetic department in one hospital was taken over by a
management company. Another hospital decided to down-size the dietetic department. A third
hospital re-organized and eliminated Michelle’s position. She is now in her fourth position and
is feeling quite anxious. Michelle feels that she needs help and has asked June Richardson to be
her mentor. June Richardson is very proud of her accomplishments in the field of dietetics that
include being president of her district and successfully participating in seeking licensure for
dietitians in her state. June agreed to mentor Michelle Smith.

After several meetings together, June became aware of Michelle’s tendency to be
boastful to the extent that it gave the impression of conceit. It is obvious that she hasn’t
accomplished as much as she says. June Richardson sees this as a problem in an employment
situation and a possible cause for the loss of her previous positions.

Discussion:

Do you agree with June Richardson’s conclusion?

What would you suggest that June Richardson do now? Would sharing her experiences
be helpful? Why?

Is it possible that there is an element of insecurity on Michelle’s part?
Thoughts for Consideration

Michelle Smith is an example of someone who is apparently very intellectually capable but seems to lack social intelligence. Michelle senses something in June Richardson that she wishes to emulate. By sharing her professional history with Michelle, June may be able to provide some insight into behaviors which help lead to success. Being boastful and giving the appearance of conceit is often a cover-up for insecure feelings. Michelle has possibly used this as a crutch for so long that she isn’t aware of her impact on others.

MENTORING SITUATION 11: A Man in a Woman’s World

Participants: Mentor, Ashley Kramer, MBA, RD
Mentee, Jonathan Dunn, MS, RD

Location: Large Metropolitan Area

By the time Jonathon Dunn came to Ashley Kramer for some advice, he was quite discouraged. He had applied to several acute care facilities that advertised for an administrative clinical position. He had good recommendations along with varied and successful experience as a clinical dietitian. He felt he was ready to move up to the next level in clinical dietetics. However, every time he applied for a position as administrative clinical dietitian/nutritionist, he was not chosen. When he followed up on his interviews, he was told that he came in second-always to a woman. He felt that there was a pink curtain between him and the position he wanted.

Discussion:

Is Jonathon Dunn correct in his analysis?
If you were Ashley Kramer what would be some of the recommendations you would make to Jonathon?
What are some activities you could arrange for Jonathon?

Thoughts for Consideration

Jonathon Dunn may or may not be encountering prejudice. Prejudice is difficult to bring into the open light. Few people are completely aware of their prejudices.

There are several things that Jonathon can do.
1. Jonathon can go back to the interviewers and ask them what he needs to do to qualify for the level of position he wants. It’s important that he listen to what these people say-
especially the parts with which he does not agree. He may find that he is not presenting himself well.

2. Find a mentor. A mentor can help him by giving him a reality check.

MENTORING SITUATION 12: Mentoring a Genius

Participant: Alexis Perkins, PhD, RD

Location: A large city on the east coast

Alexis Perkins had been a very precocious child. She loved school, her mother and father but didn’t interact much with other children. She preferred talking to the teacher rather than playing with other children. She was valedictorian of her high school graduating class. She graduated summa cum laude and earned a Phi Beta Kappa key upon graduation from the university. She completed a masters degree in biochemistry but just before she graduated, her principle advisor suggested that she take the training to become an RD. She took all the necessary courses to qualify for an internship and was accepted into one on the east coast. During the internship the staff dietitians felt that her interactions with them and the patients were lacking in diplomacy. They almost unanimously agreed that her interpersonal skills needed improvement. After completion of the internship, placing her in a dietetic position was difficult. She either didn’t like the position or the hiring dietitian didn’t like her. She eventually found a position in a teaching/research unit at a major university and continued her studies for a PhD in biochemistry. She completed her PhD and was offered a position by a university to become Program Director of a dietetic internship that was being developed. She took the position and soon found herself overwhelmed by the students, faculty and the university rules and regulations. She is aware of her responsibility to the students and the profession of dietetics but doesn’t quite know how to cope with the situation.

Discussion:

If Alexis Perkins came to you for mentoring, what would you tell her?
Are there positions in the field of dietetics for which she may be better suited?
What are some specific activities you can arrange or plan to do with Alexis?

Thoughts for Consideration

Alexis Perkins doesn’t fit the usual image of the clinical dietitian. Her contribution to dietetics can be through research and possibly teaching. Alexis could benefit by having a mentor who would be willing to act as an advocate for her. She needs someone who can explain
her to others. Also she could benefit from a mentor who would be willing to “hold up a mirror” and allow her to see herself as others see her. This takes a tremendous amount of tact on the part of the mentor and understanding on the part of the mentee. This is not an easy task.
SECTION V
GLOSSARY

**BROKERING** Brokering is a process where the mentor refers the mentee to another mentor for help with special problems but continues to monitor the progress of the mentee.

**COACH** A coach gives direction to his/her players and teaches them how to develop new skills to grow. A coach is usually team oriented.

**MENTEE** The mentee is the person who is being helped by the mentor.

**MENTOR** A mentor is someone who oversees the career and development of another person, usually a junior, through teaching, counseling, providing psychological support, protecting, and at times promoting or sponsoring. The mentor may perform any or all of the preceding functions during the mentor relationship (17).

**Active mentor** A mentor who is actively interacting with a mentee.

**Long term mentor** A mentor who has actively been involved with mentee over a number of years--such as a teacher. (See traditional mentor).

**Momentary mentor** Someone who in a fleeting moment has made a lasting impression on an individual. Example: An inspiring speaker or a meeting with a famous person.

**Niche mentor** A mentor with a special ability or talent who mentors in a limited capacity.

**Passive mentor** A passive mentor is one who is not actively involved with the mentee but may be quietly observing in the background. This individual often has made an impression on the mentee without any particular effort or even awareness of this influence.

**Peer mentors** Peer mentors are our equals in society/family, possessing wisdom or experience (23).

**Primary mentor** The primary mentor is the person from whom we most often seek advice and help. (See traditional mentor)

**Secondary mentor** This is the mentor who provides guidance for specific needs. It is not unusual to have one primary mentor and many secondary mentors.

**Step-ahead mentors** Step-ahead mentors are the older siblings of society/family. They are slightly older and have more experience and knowledge (23).
**Short-term mentor** (see secondary mentor)

**Traditional mentor** Traditional mentors are the revered older members of society/family possessing wisdom or experience (23).

MENTORING Mentoring is a relationship in which a more experienced person facilitates the broad development of a less experienced person on a regular basis and over an extended period of time (2).

**Enhanced informal mentoring** This is informal mentoring in the sense that mentors and mentees are not matched or monitored in a program. However, one or both partners are acquainted with mentoring concepts and strategies and the relationship has more structure than completely informal mentoring (3).

**Formal mentoring** Formal mentoring refers to explicit helping agreements and activities between experienced persons (who may or may not be called mentors) and their mentees. These partnerships have goals, formal or informal rules, time lines, and procedures. Typically they occur in formal programs with other matched pairs, although two individuals can privately contract such an arrangement between themselves. (3).

**Informal mentoring** Informal mentoring refers to the unplanned pairings and interactions that occur among experienced and less experienced individuals. Pairs meet, are drawn to each other, and primarily focus on helping the less experienced person succeed. However, the arrangement is informal and may never be recognized as mentoring (3).

**Self-mentoring** Self-mentoring is a process which is controlled by the individual. The individual usually cannot identify a primary or secondary or any kind of mentor in his/her life. This person has managed to obtain the advice, counseling, guidance needed by managing their resource.

**Telementoring** Telementoring is relationships in which the primary form of contact between mentor and mentee is through the use of telecommunication media such as e-mail, listserves etc. This process combines the proven practice of mentoring with the speed and ease of electronic communication, enabling busy professionals to make significant contributions.
REFERENCES


(22) Rosen K. Active listening-Skills to become the most effective listener. Available at http://www.profitbuilders.com. Accessed April 19, 2002

SECTION VI
RESOURCES

WEBSITES

www.adp.cahwnet.gov

www.adm.uwaterloo.ca/infccecs/CRCmanual
  This web site has a complete career manual with charts and activities for self assessment. It can be used by non-profit organizations without a fee.

www.advancingwomen.com
  Designed for business and career women

www.coachu.com
  Designed to train coaches. There are some helpful hints for mentoring

www.dietitian.org
  Website for the California Dietetic Association

www.eatright.org
  Website for the American Dietetic Association

www.rmentoringgroup.com
  A web site devoted to mentoring for organizations and businesses. This is a California based company that is headed by Linda Phillips-Jones. There are resources for sale and good monthly tips for those interested in mentoring. 
  *Highly recommended.*

www.mentoring-resources.com
  Good source for gaining insight into the mentoring programs sponsored by business and industry.

www.mentoring.org
  By accessing this site, you will be able to utilize a bulletin board to talk to other mentors.

VIDEOS

*Mentoring That Makes a Difference.* Available from the Mentoring Group/CCC, 13560 Mesa Drive, Grass Valley, CA 95949-8312. Phone: (530) 268-1146, FAX (530) 268-363, e-mail: mentorusa@foothill.net.

GUIDES

The following guides can be used separately or with the video *Mentoring Makes a Difference*.


BOOKS AND JOURNAL ARTICLES

   A Best Seller for over two years. This tells the story of a Mentor (Bernie Schwartz) and a former student (Mitch Albom) and their unique relationship. This is a true story that chronicles mentoring at its best. A Must Read.

   Catherine Bateson is the daughter of Margaret Mead and Gregory Bateson and has followed her parents' footsteps into anthropology. This is a book that tells the story of five different women and how they developed along with their careers. Excellent book for anyone seeking a career change.

   Probably the best "how-to" book around for anyone who is looking for a job or seeking a career change. An updated edition is published annually.


   A "how-to" guide for women and companies. Foreword by Sheila W. Wellington

   A book for academics. A classic that describes the connection between teaching and mentoring.

   One of the most recent books about mentors and mentees.

   This book contains interviews with 37 women in science and discusses the roles of mentors and their achievements in their professional lives. Deals realistically with the problems of professional women.
A book that deals with career changes. Profiles ten people who made career changes and how they met the challenges. The author correlates career changes with adult development.

An excellent book for anyone who is interested in how and why cultures survive and the role of mentoring in this survival.

Still the leading authority on how adults learn. A must read if you are dealing with adults in any type of educational setting.

An old classic which is still good today Discusses the stages of behavior for an adult.

If you are interested in conducting some workshops or training sessions, this is a good module to have.

The book is written as a narrative. Dr. Peddy takes you through the process of a merger of two companies and how "Rachel Hanson" used mentoring to solve many of the problems. At critical points in the book she has listed key points to be considered in mentoring situations. *A Must Read*.

This is the story of the journalist Cokie Roberts and her relationship with her mother and how it affected her development and success in her career as a journalist. It is easy, delightful reading.

This is an article which is based upon the findings of a Zellmer Study conducted 1986-1989. It describes a proposed structure for a statewide mentoring network.
   A very practical and interesting book. The authors share their experiences with mentoring programs and give some very down to earth and realistic advice for those who are interested in mentoring or being mentored.

   For those of you who are interested in Greek mythology and its influence upon the development of mentoring, this is a book for you.

   The information in the book is based upon a study which included interviews with over 150 executives in Fortune 500 companies. Research indicates that mentors play a major role in career development.

   A very thought provoking book about what we may expect in the new millenium. Has an interesting chapter on the role of mentors in the future.

OTHER

Occupational Outlook Quarterly $8 per year
Supt Of Documents  
P.O. Box 371954
Pittsburgh, PA 15250-7954
Voice: 202-512-1800
FAX: 202-512-2250

Data Base for Occupational Outlook Quarterly
O’Net replacing Dictionary of Occupational Title (DOT)

O’Net Home Page  
www.doleta.gov/programs/onet
SECTION VII
APPENDICES
Appendix A

Resources
CALIFORNIA DIETETIC ASSOCIATION  
State Professional Mentoring  
STATEWIDE PROFESSIONAL MENTORING PROGRAM COORDINATOR  
SPECIFICATIONS

TITLE: Statewide Professional Mentoring Program Coordinator

ELECTED OR APPOINTED: Appointed by Vice-President, Education Council

DURATION OF POSITION: Two (2) years suggested. May be reappointed.

LINE OF COMMUNICATION: Vice-President, Education Council

QUALIFICATIONS:

+ Member of ADA and CDA for minimum of three years.
+ Registered Dietitian or Dietetic Technician Registered
+ Demonstrated ability to enable people to develop their potentiality
+ Has understanding of the adult learning process
+ Willing to share experiences as role model in the development of others
+ Ability to establish cooperative relationships
+ Capable of establishing cooperative relationships
+ Evidence of interdisciplinary planning and problem solving
+ Advocate of career development
+ Ability to maintain a mature atmosphere of mutual respect
+ Capable of assuming leadership role in organization to implement the Professional Mentoring Program
+ Previous mentoring experience desirable

RESPONSIBILITIES:

+ Maintains a line of communication between District Mentor Coordinators and Education Council. This includes reports as requested by the Education Council.
+Monitors and documents progress of the mentoring programs at the district level

+Facilitates mentor and mentee matches between districts and DPG groups

+Establishes and maintains mentoring contacts with the DPG groups

+Participates in program development, including on-going training of District Mentor Coordinators as well as orientation of newly appointed District Mentoring Coordinators

+Develops and implements marketing strategies

+Develops and implements evaluation strategies as needed

+Attends meetings of Education Council when invited

REPORTS REQUIRED:

Periodic progress reports to the Education Council as determined by the Vice-President, Education Council

Other reports will vary as needed.

TIME COMMITMENTS:

An average of 4 to 6 hours per month
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
DISTRICT MENTORING COORDINATOR
SPECIFICATIONS

TITLE: District Mentoring Coordinator

ELECTED OR APPOINTED: Appointed

DURATION OF POSITION: Two (2) years suggested. However, length of time will vary with each district.

TERM OF OFFICE: Can be reappointed

LINE OF COMMUNICATION: District President and State Mentoring Coordinator

QUALIFICATIONS:

+Member of ADA, CDA and District for a minimum of three (3) years
+Registered Dietitian or Dietetic Technician Registered
+Demonstrates an ability to enable people to develop their potentiality
+Has an understanding of the adult learning process
+Willing to share experiences as role model in the development of others
+Ability to establish cooperate relationships
+Evidence of interdisciplinary planning and problem solving
+Advocate of career development
+Ability to create a mature atmosphere of mutual respect between mentor/mentee
+Ability to assume leadership role in organization and implementation of Professional Mentoring Program

RESPONSIBILITIES:

+Develop a line of communication between District members, mentors, statewide coordinator and District Executive Board
+Develop and implement a recruiting process for mentors and mentees in the District
+Screen mentor applications and appoint for a one-year term. (Renewable at the discretion of the Coordinator)

+Screen mentee applications and make appropriate assignments

+Identify resources for program and promote use of resources by mentors

+Establish procedures needed for implementation of Professional mentoring in the district

+Write and submit reports as needed to District Executive Board and Statewide Mentoring Coordinator

+Assist in the evaluation process of Professional Statewide Mentoring Coordinator

+Performs other duties assigned by the Statewide Mentoring Coordinator or District Executive Board

REPORTS REQUIRED:

Will vary with each District

A summary of the number of active mentees

Periodic progress reports will be submitted to the Statewide Mentoring Coordinator

TIME COMMITMENT:

Will vary depending upon the number of mentees seeking help
THE MENTORING SKILLS MODEL

SHARED CORE SKILLS

Acquiring Mentors
- Learning Quickly
- Showing Initiative
- Following Through
- Managing the Relationship

Listening Actively
- Identifying Goals & Current Reality
- Building Trust
- Encouraging

Inspiring
- Providing Corrective Feedback
- Managing Risks
- Opening Doors
- Instructing/Developing Capabilities

MENTTEE-SPECIFIC SKILLS

MENTOR-SPECIFIC SKILLS

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CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
SPECIFICATIONS FOR MENTOR

TITLE: Mentor

ELECTED OR APPOINTED: Appointed by District Mentor Coordinator

DURATION OF POSITION: To be determined by District Mentoring Coordinator

LINE OF COMMUNICATION: District Mentoring Coordinator

QUALIFICATIONS:

+ Member of ADA, CDA and District for minimum of three (3) years
+ Registered Dietitian or Dietetic Technician Registered
+ Advocate of career development
+ Willing to share experiences as role model in the development of others
+ Availability to attend appropriate training sessions
+ Ability to communicate ideas and demonstrate skills and training techniques
+ Ability to create a mature atmosphere of mutual respect between mentor/mentee
+ Evidence of interdisciplinary planning and problem solving
+ Past exposure to a variety of dietetic experiences
+ Available office space and administrative support

RESPONSIBILITIES:

+ Complete mentor self-assessment
+ Help mentee with self-evaluation
+ Review and discuss self-evaluation strategies with mentee
+ Share your background and experiences with mentee
+ Help mentee develop goals and reasonable time lines to meet goals
+ Direct completion of contract and waiver

+ As needed arrange for further contacts through telephone, professional or social activities as appropriate.

+ Coordinate follow-up meeting dates with mentee

+ Identify and share resources that will enable mentee to achieve goals

+ Maintain a separate activity log for each mentee

+ Complete reports in a timely manner

+ Evaluate progress of mentee

+ Complete forms evaluating mentoring program. Make constructive suggestions for change

+ Attend training sessions and or mentor group meetings conducted by District Mentoring Coordinator

**REPORTS REQUIRED:**

Activity log of each mentee

Reports requested by Statewide Mentoring Coordinator and District Mentoring Coordinator

Contracts when appropriate

**TIME COMMITMENT:**

Will vary depending upon number of mentees seeking help
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
MENTOR SELF-ASSESSMENT

Being a mentor can be a very rewarding experience. Starting with a self-assessment you can gain insights into your own behavior that in turn can result in greater understanding of the behavior of others.

These are some of the questions that you may be asked:

- Should I go back for an advanced degree?
- Should I leave the field?
- How can I manage my career and family without neglecting one or the other?
- What do I need to do to move up the ladder?
- How do I overcome some of the "road-blocks" I have encountered?
- How do I develop the skills I need to survive in the 21~ century?

To help determine your readiness to be a mentor, please consider the following questions:

1. Do you feel pleased with your competence level and are you eager to help others?
2. Can you empathize with the mentee?
3. Do you think that sharing information will decrease your power?
4. Do you believe people will benefit by doing things the hard way?
5. Do you have the time necessary to be a good mentor?
6. Do you know yourself and what aspect of mentoring you can and are willing to give?
7. Are you willing to share what you can with a potential mentee?
8. Do you find yourself prepared to make the opening move?
9. Do you expect the relationship to take considerable time and effort?
10. Do you let go when the time is right?
11. Do you enjoy mentoring?

Modified from the Virginia Dietetic Association Affirmative Action Committee
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
MENTOR GUIDELINES

Overview: Mentoring relationships are well documented in nurturing a sense of loyalty and commitment to one's profession. The mentoring process is the "guiding (of) a less experienced person through the new experiences of life and work" (1,2).

Your role as a mentor should be perceived as a nurturer who has strong respect and concern for the mentee. The major contribution is the willingness to devote time and energy on behalf of your mentee.

How Do I Begin? To begin your mentoring process, we suggest you read about mentoring. Many references are available. Mentees may be prepared with questions and concerns, but the suggestions below will help you in your preparation.

1. Provide your mentee with information about your educational background, professional experiences, interest, and professional satisfactions.

2. Provide your mentee with information about your mentoring experiences as a student, new professional, and established professional.

3. Discuss the benefits of organizations and professional development opportunities, and make recommendations, if appropriate.

4. What "one piece of advice" would you give to mentee?

5. Share resources, as appropriate.

6. Invite the mentee to meetings or activities, as appropriate.

7. Arrange further contacts through telephone, lunch, or social occasions, as appropriate.

8. Facilitate linkages with other professionals.

Who do I contact regarding problems with and concerns about mentoring?
Contacts can be made with the Mentoring Coordinator

References:

Reprinted with permission of Kappa Omicron Nu
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
SPECIFICATIONS FOR MENTEE

TITLE: Mentee

SELECTION PROCESS:
After reviewing the application of the Mentee, the District Mentoring Coordinator will suggest a
mentor(s). It is the responsibility of the mentee to contact the mentor(s). The final decision for
any match will be the result of a mutual agreement between mentor and mentee.

DURATION:
Unless there are extenuating circumstances, it is suggested that two (2) years be the maximum

LINE OF COMMUNICATION: Mentor

QUALIFICATIONS:
+ Member of ADA, CDA and District for a minimum of three (3) years.
+ Registered Dietitian or Dietetic Technician Registered
+ It is suggested that the mentee be geographically available to the mentor.
+ Ability to communicate verbally and in writing

RESPONSIBILITIES:
+ Responsible for making initial contact with mentor
+ Be on time for appointments. If it becomes necessary to change or miss an
appointment, the mentee needs to contact the mentor by telephone, e-mail or FAX as
soon as possible and arrange for another appointment.
+ Present professional behavior and dress
+ Communicate goals and aspirations to mentor
+ Maintain regular contact with mentor
+ Maintain a positive attitude
+ Balance the personal and professional acquaintance with your mentor
REPORTS REQUIRED:

Program evaluation form

TIME COMMITMENT:

Will vary with the needs and goals of the mentee
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
MENTEE GUIDELINES

Overview: Mentoring relationships are well documented in nurturing a sense of loyalty and commitment to one's profession. Therefore, you should perceive your mentor as a nurturer with a strong respect and concern for you as the mentee. For this process to be successful, you need to devote time and energy to this relationship.

Do's in Developing a Relationship with Your Mentor:

- Understand what you want from the relationship and communicate your goals and aspirations to your mentor
- Temper your ambition with a balance of enthusiasm and humility
- Understand that you also have to give to the relationship
- Be realistic; maintain a positive attitude
- Act on your mentor's advice
- Balance the personal and professional acquaintance with your mentor.
- Keep all scheduled appointments, display professional behavior and dress appropriately
- Maintain regular contact with your mentor

Don'ts in Developing a Relationship with Your Mentor

- Ask for advice about everything. Have a purpose for each contact.
- Ask your mentor to act in your place or tell you precisely what to do.
- Complain about other people or missed opportunities in an unprofessional manner.
- Commit yourself to obligations that you can't keep.
- Cancel at the last minute.

References:

Reprinted with permission of Kappa Omicron Nu.
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
Mentee Self-Evaluation

The following activities are meant to be used as a self-evaluation tool for determining your readiness for mentoring.

**DO I NEED A CHANGE?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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I feel confused about where I am going career-wise.

I feel that I am not being sufficiently challenged in my present career.

The new competition coming along knows more than I do.

I feel that I am slipping, that I am out of touch with the trends of the world.

I lack commitment and do not have a feeling of belonging in my workplace.

Pride in my work is declining. I seem to be working only for a paycheck.

I avoid taking risks and will not take responsibility for new projects.

If you answered yes to more than three of these, you may need to re-evaluate your sense of direction and commitment in your career.

**AM I READY FOR A MENTOR?**

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>DON'T KNOW</th>
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I know the kind of career mentoring I want

I'm willing to accept a mentor's help, if appropriate.

I'm a good listener—I hear what the other person is saying.

I'm a good follower.

I can be counted on to carry out commitments.

I'd be willing to let a mentor take much of the credit for our accomplishments at first while I learn as much as possible.

I learn new things quickly.

I'd be willing to speak up (diplomatically) if I disagreed with a mentor—I am not a "yes" person.

I'm good about expressing appreciation to people who help me.
I feel that my career potential is high—I'd be a good risk as a mentee.

**SCORING:**

If you answered yes to:

- 7-10 You should be an excellent mentee
- 4-6 You need some time to think about your needs, abilities, and the nature of your commitment.
- 3 or less You appear to have no desire to find a mentor


**IDENTIFYING CAREER VISION**

Of all the possible directions I could take in the next five to seven years, which ones offer the greatest promise of dramatically improving my position and achieving the greatest success of me?

Write as short or long an essay as you wish. Then use the vision Checklist to evaluate your Career Vision.

---

**VISION CHECKLIST**

To what extent are you future oriented?

To what extent is your vision likely to lead to a better future?

To what extent is your vision appropriate? How does it fit your values and culture?

To what extent does it clarify purpose and direction?

Does it inspire enthusiasm and commitment?

To what extent does it reflect your uniqueness?

Is it ambitious enough?

Adapted from Burt Nanus Visionary Leadership, 1992
ACTIVE LISTENING

Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward, and we want to sit in their radius. When we are listened to, it creates us, makes us unfold and expand.

-Karl Menninger

The following questions will give you some idea of how well you are listening. Please answer yes or no:

- Are you doing something else while the mentee is talking? Are you thinking about the work on your desk? What you will be eating for dinner?

- During your conversations, do you wait for a pause so that you can say what’s on your mind?

- How difficult is it for you to stay quiet? Do you talk without thinking first?

- Are you faking your listening just so you can get in your comments?

- Do you practice selective listening? Do you hear only what you want to hear?

- Are you aware of the message the mentee is communicating through facial expressions, eye contact and vocal intonation?

- Do you allow background noise or your environment hinder your ability to listen?

- Do you listen through filters? Do you pass judgment on people by their age, success, appearance?

If you answered yes to more than three of these questions, you probably could improve your listening skills.

www.profitbuilders.com
ACTIVE LISTENING SKILLS

Face your mentee head on

Keep an open posture-don’t cross arms and legs.

Lean toward the mentee-show involvement in what he/she is saying

Stay relaxed in your overall manner-show you are comfortable with the situation.

Be aware of the mentee’s and your own body language

Don’t confuse content and delivery: Assume the mentee has something to say, even if he/she is having trouble saying it.

Cultivate empathy with the mentee. Try to put yourself in his/her place.

Avoid distractions. Choose a comfortable and quiet place for your meetings.

If possible, avoid time pressure for your meeting.

Don’t jump into the conversation too soon. Let the mentee finish what s/he is saying. Pause a few seconds before giving feedback. You both need time to think.

Give the mentee time to correct a mistake.

Use nonverbal gestures or simple phrases to show you are listening.

Whenever possible use open-ended questions beginning with what or how. If you can, avoid yes and no questions.

Ask leading questions that encourage the mentee to think, such as:
  What do you think would happen if______?
  What’s the (best/worst) think that could happen?
  How would you feel if________?

Respond neutrally. Do not approve or disapprove. For example, you might respond: “That’s one way, what might be another?”

Play back specific things a mentee has said that you would like to discuss further.

Whenever possible, let the mentee take the lead in the conversation.

Adapted from the Mentoring Guidebook, Lib Crockett and Jay Smink, Clemson University, Clemson, SC
Appendix B

Forms
CALIFORNIA DIETETIC ASSOCIATION  
State Professional Mentoring  
Mentee Fact Sheet

Name________________________________________________________________________

Address________________________________________________________________________

________________________________________________________________________

Telephone: (H)_______________ (W) _________________

Email:________________________

I prefer to be contacted between the hours of _________ and _________

I prefer not to be contacted ________________________________.

My most valuable strengths include: ___________________________

________________________________________________________________________

________________________________________________________________________

Topics I would like to discuss with my mentor include:

1. _________________________________________________________________________

   _________________________________________________________________________

2. _________________________________________________________________________

   _________________________________________________________________________

3. _________________________________________________________________________

   _________________________________________________________________________

Please return this form to your Professional Mentoring Chairperson:
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring Application

The California Dietetic Association offers a Professional Mentoring Program for Registered Dietitians who are members of the American Dietetic Association, and their local state district. If you are interested in becoming a mentor or being mentored, please complete the attached application.

CDA cannot assume any cost related to the mentoring activities. The cost of telephone calls or other expenses will be assumed by the individuals involved and will vary with each district.

Please return form to: DISTRICT MENTORING COORDINATOR:

Check one of the following:
I wish to be a:  [ ] Mentor  [ ] Mentee

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<tr>
<th>Name</th>
<th>Business Address</th>
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<table>
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<th>Home Address</th>
<th>Business Address</th>
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PROFESSIONAL MEMBERSHIPS:

ADA Membership #:_____________  Name of District: ____________________________

JOB HISTORY:

Please briefly discuss: (use other side of paper if necessary)

If Mentee: How a Mentor can be helpful.

If Mentor: What special skills, knowledge, experiences, you have which can be helpful to a Mentee.
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
Goal Setting

The purpose of goal setting is to assist you in outlining your course of actions to reach your goal. This should be accomplished before you meet with a potential mentor. Goals are not necessarily etched in stone. They need to be revised constantly. This worksheet helps you to classify your Long Range, Intermediate and Short Range Goals. The Long Range Goals may never be completed but they are aspirations and serve as a means of establishing direction. The Intermediate and Short Range Goals are more immediate and reachable if you keep them realistic and re-evaluated periodically.

Step I: Take about 3 minutes to write, in the space below, the professional and personal values you hold: The following underlying beliefs (values) will guide my future decisions:


Step 2: Write 3 to 5 Long Range Goals (what do I wish to achieve during the course of my career as a dietitian 3-5 years from now)

<table>
<thead>
<tr>
<th>Long Range Goal</th>
<th>Target Date</th>
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Step 3: Write 3-5 Intermediate Goals (goals you hope to accomplish by the end of your professional experience 1-2 years from now). These goals help you to accomplish the Long Range Goals.

<table>
<thead>
<tr>
<th>Intermediate Goal</th>
<th>Target Date</th>
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Step 4: Write 3-5 Short Range Goals (These are goals which can be achieved within the next 6 months)

<table>
<thead>
<tr>
<th>Short Range Goal</th>
<th>Target Date</th>
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### CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
What to Do Before the First Meeting of Mentor/Mentee

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<tr>
<th>TO DO</th>
<th>MENTOR</th>
<th>MENTEE</th>
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<tbody>
<tr>
<td>Read through packet of information</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Provide information about background</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Complete Mentor Self-Assessment</td>
<td>X</td>
<td></td>
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<tr>
<td>Complete Mente Checklist, including Am I Ready for a Mentor</td>
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<td>X</td>
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### Things To Do at First Meeting of Mentor/Mentee

1. Share information that was completed before meeting about background, employment, self-assessment.

2. Begin Goal Setting and consider activities which will enable mentee to fulfill goals.

3. Estimate the length of time that will be needed. It is suggested that all activities be completed within a one-year time frame.

4. Establish a meeting time or a mutually satisfactory method of communication such as e-mail, Fax, telephone or written communication. Plan to make contact at least once a month.

5. Other:
### State Professional Mentoring
### Activity Log

<table>
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<th>Mentor</th>
<th>Mentee</th>
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<table>
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<tr>
<th>DATE</th>
<th>ACTIVITY (Include location and people involved)</th>
<th>Results/Further action to be taken</th>
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**CALIFORNIA DIETETIC ASSOCIATION**
State Professional Mentoring Contract

Mentor                                          Mentee

NAME: __________________________________    ________________________________
TITLE:  __________________________________    ________________________________
ADDRESS: ________________________________  ________________________________

________________________________________________________________________

TELEPHONE: _____________________________    _________________________________

Expectations: Both mentor and mentee briefly describe their expectations from this program
(Use additional sheets as necessary)

Objectives: (To be developed jointly by mentor and mentee) Under each objective list the
activities that will be used to meet these objectives and the anticipated completion date. Also
include evaluation strategies, if appropriate. Use additional sheets as needed

Responsibilities: Define for mentor and mentee separately. This will include meeting or contact
time.

Signature:

________________________________________________________________________

Mentor    Date      Mentee     Date

CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring Waiver

By affixing your signature hereto you agree to waive any and all legal rights of any kind whatsoever direct or implied against the California Dietetic Association, which may arise from your activities in the Professional Mentoring Program.

You agree that the California Dietetic Association provides its information and services to you without any warranty, either expressed or implied, and in no event shall the California Dietetic Association or any of its members, officers, directors or representatives be held liable to you for any direct, indirect, incidental, consequential or punitive damages or losses of any kind arising from the use, content or services provided to you of any nature whatsoever, including any work related injuries or losses under Workman's Compensation Rights.

You further agree to hold the California Dietetic Association and any of its members, officers, directors and representatives harmless for any losses or damages that may be caused by your words, conduct, action or inaction.

IT IS so AGREED

Signature:

_________________________  ______________________  ______________________  ______________________
Mentor                      Date                     Mentee                      Date

Print name:

Signature:

_________________________
Mentor                      Mentee
State Professional Mentoring
Evaluation of Experience - Mentor

1. Overall, was the Mentoring program beneficial for the mentee? Yes_____ No_____

2. Overall, was the program beneficial and satisfying to you, the mentor? Yes_____ No_____

3. In your opinion which of the following were beneficial aspects of the program for the mentee? (Circle all that apply)
   a. Knowledge acquisition
   b. Networking
   c. Professional activities
   d. Communication skills
   e. Employee interactions
   f. Job market
   g. Resources
   h. Other _________________________________________________________________

4. Did your Mentee possess adequate characteristics skills for this to be a successful learning experience? Yes_____ No _____

   Please explain:

5. Would you mentor another mentee in this program? Yes_____ No _____

6. How could this program be improved?

Please return this form to your District Mentoring Coordinator:

Developed by Laura Calderon, June 1999
CALIFORNIA DIETETIC ASSOCIATION
State Professional Mentoring
Evaluation of Experience - Mentee

1. Overall was the Professional Mentoring Program beneficial for you?  Yes_____    No___

2. Which of the following were beneficial aspects of the program? (Circle all that apply)
   a. Skills acquisition
   b. Knowledge acquisition
   c. Networking
   d. Professional activities
   e. Communication skills
   f. Employee interactions
   g. Job market
   h. Resources
   i. Other _________________________________________________________________

3. Did the program meet your needs?     Yes ______     No ______
   Please explain:

4. Did your Mentor possess adequate mentoring skills?    Yes _____   No _____
   Please explain:

5. What was the most useful information/skill you learned from your mentor?

6. Would you refer a colleague to the Professional Mentoring Program? Yes_____ No _____

7. How could this program be improved?

8. Would you be willing to be a Mentor? Yes ___________   No ____________

Please return this form to your District Mentoring Coordinator:

Developed by Laura Calderon, June 1999
Appendix C

Marketing Tools

Please see Appendix C folder for Marketing Tools