

WAKE FOREST
UNIVERSITY

MENTEE HANDBOOK



**MENTORING
RESOURCE CENTER**

WAKE FOREST UNIVERSITY

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Introduction

Welcome to mentoring at Wake Forest University! Mentoring relationships have always been a part of the Wake Forest experience; at its heart is the teacher-scholar ideal. Wake Forest professors are committed to personalized teaching and to their students' individual development. Staff members, your peers, alumni, and even your parents are invested in making sure that you get the most out of this experience. Mentoring is an exciting opportunity to bring people together, to learn from one another, to network, to grow, and to develop personal and professional skills. It is an opportunity for you, the mentee, to benefit from the wisdom and guidance of people who are more experienced than you. We are excited that you are taking this step forward on your developmental journey!

As part of the University's commitment to developing a mentoring culture on the Wake Forest campus, we have created the **Mentoring Resource Center** as part of the **Office of Personal and Career Development**. The Mentoring Resource Center provides guidance, resources, support, and recognition for Wake Forest mentoring relationships and programs. If at any point during your experience as a mentee you need help, support, guidance, or feedback, please do not hesitate to contact us:

Mentoring Resource Center
Reynolda Hall, Room 230
Winston-Salem, NC 27109
<http://mentoring.opcd.wfu.edu/>

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And, be sure to follow us on Twitter (@WFUmentoring) and subscribe to our e-newsletter (*Mentoring Minute*) for best practice information, resources, tips, and tools that you can use!

Is Mentoring Right for You?

In the pages that follow you will find information, tips, and tools to assist you in your experience as a mentee. It should be emphasized that even though entering a mentoring relationship can appear easy, it is not a decision to be taken lightly! Participating in a mentoring relationship requires

- Time, energy, and enthusiasm
- Commitment to regular meetings with your mentor
- Engagement in discussion and reflection on your goals and your progress towards achieving those goals
- Taking specific actions to stretch your growth and learning
- Passion about your own growth and development

You may find, after some careful consideration, that mentoring is not for you or that you do not have the time to invest in this sort of relationship right now. This is ok! It is far better to make that decision now, before the relationship begins, than to do so when a mentor has already invested time and energy in you.

Additionally, you should consider what goal you are trying to achieve and who would be best to support you in that. The following chart outlines various developmental models to help you identify exactly what you are looking for.

Mentor	has more experience than you in that area in which you are interested in being mentored; willing to engage in a personal and purposeful relationship over a period of time; facilitates your growth and development
Coach	skilled in asking questions, listening, and encouraging you to work towards your goals; not required to have experience in the area in which you are interested in being coached; facilitates skill development, goal setting, and creating a plan of action
Sponsor	advocates for you, identifies opportunities and provides connections to those opportunities; promotes you to higher-ups for increased responsibility and advancement based on his or her personal political or organizational capital
Accountability Partner	will check in with you at agreed-upon points to ensure that you are staying on course with your work towards your goals
Wise Counselor	periodically provides advice and wisdom that may rise to the level of a “mentoring moment”; may also be called “advisor” or “guide”
Networking Contact	can suggest opportunities, provide introductions, and may pass along your resume but may not rise to the level of a “sponsor”

If you do decide to embark upon this developmental journey, the potential rewards are tremendous. Those rewards include, but are not limited to

- Discovering new interests or deepening a commitment to one previously held
- Learning from a more-experienced individual
- Taking risks in a safe environment with constructive guidance and feedback
- Developing valuable personal and professional skills
- Identifying and pursuing personal, professional, or academic goals

Additionally, effective mentoring has considerable benefits, including:

- Increased clarity and satisfaction in one's professional role
- Increased promotional rates and salaries
- Increased persistence to degree completion
- Higher GPA's and educational aspirations
- Long-term well-being outcomes
- Greater likelihood to mentor others

Mentoring is a great opportunity for you to grow, both personally and professionally. So if you are ready to stretch yourself in new ways, to learn, and to explore your interests and strengths, then let's get started!

What is Mentoring?

Mentoring has a long history, dating back to Homer's *Odyssey*. In the story, when Odysseus, king of Ithaca, leaves to fight in the Trojan War, he entrusts the care and guidance of his son, Telemachus, to his friend, Mentor.

After the war, Odysseus wanders for 10 years, trying to return home. Eventually, Telemachus goes in search of his father and the goddess Athena assumes the form of Mentor to accompany Telemachus on his quest.

Over time, mentoring has evolved from a master-apprentice model, to a manager-protégé model, to a mentor-mentee model, with considerable responsibility on today's mentees to take ownership for creating developmental networks to support their learning and growth.

Take a moment and think about the word **mentor**. What words or images come to mind *for you*? Write them in the space provided below.

What does your answer above tell you about how you define effective mentorship?

At Wake Forest University, we define mentoring as:

A purposeful and personal relationship in which a more experienced person (mentor) provides guidance, feedback, and wisdom to facilitate the growth and development of a less experienced person (mentee).

Or, to put it another way: Mentoring is a developmental **relationship** based on **intentional** conversations.

Mentors ask: Where do you want to go, and how can I help you to get there?

Mentoring is...

- a relationship in which the mentee takes **active responsibility** for his own learning and development, and the mentor serves as facilitator of that growth.
- a relationship built on the history, experience, and knowledge of **both partners**.
- a relationship in which the mentor **facilitates** the mentee's growth and development by asking thoughtful, thought-provoking questions, and providing feedback based on his or her experience.

Mentoring is not...

- a relationship in which the mentee passively receives instruction from the mentor.
- a relationship in which the mentor tries to mold the mentee into a version of herself.
- a relationship in which the mentor solves the mentee's problems for him or gives him all of the answers.

A mentor sometimes takes on different roles, depending on the needs of the mentee, including: teacher, advisor, counselor, and coach. It is important to note that a mentor is not there to do the work for you. A mentor is a *facilitator*: of conversations, of access to resources, of connections, of relationships, and ultimately of your growth and development. A mentor will help you to set goals, develop a plan of action to pursue those goals, and push you to reflect on what you are experiencing and learning as you do that work. A mentor is a guide, a wise counselor, and a thought partner. A mentor makes an investment in you emotionally and intellectually, and in terms of time and energy.

Forms of Mentoring

Traditionally, mentoring is thought of as a one-to-one relationship, with the more experienced person mentoring the less experienced person. It used to be that these were hierarchical, authoritative relationships, with an older, more seasoned mentor selecting a younger mentee for development. Today, effective mentoring puts more emphasis on the relationship and the personal knowledge to be gained than on position, age, or status.

Your mentor could be someone who is not much older than you, which is what is known as a **peer mentor**. Also, rather than find just one mentor, we encourage you to build a network of potential mentors to fulfill different roles. Sometimes called **personal board of directors**, these networks allow for diverse viewpoints and recognize that one person often cannot fulfill all needs. You might have an academic mentor, a professional mentor, and a mentor focused on personal goals or interests.

Distance Mentoring is a mentoring relationship that occurs over telephone, Skype, or other technology due to the fact that the mentoring partners are unable to meet in person. As we become more of a global community, these types of relationships will become more common. Distance mentoring requires particular attention to time, planning, and establishing ground rules as connections can be harder to form through this sort of mentoring.

Formal mentoring most often happens through structured mentoring programs. The program dictates the beginning and ending dates to the relationship, provides expectations for how often you are to meet with your mentor, requires regular check-in points with a Program Coordinator, and offers a formal orientation or training session and often a formal closure to the program. Formal mentoring can also happen outside of the structures of a program when two individuals come to a formal agreement regarding expectations, goals, and boundaries and recognize that they are entering a mentoring relationship.

Informal mentoring happens without these structures in place. In fact, you may have benefited from informal mentoring in your life and not even realized it at the time. Often teachers, parents, clergy, coaches, and even peers serve as informal mentors. An informal mentor is a more experienced person who takes an interest in a less experienced person's growth and development, and sets out to purposefully guide that individual. An informal mentoring relationship is not part of a program or a formally-structured relationship. However, informal mentoring pairs would do well to set clear expectations for the relationship, discuss developmental goals, and regularly check in with each other on progress towards those goals.

The Mentoring Relationship

Take a moment and reflect on mentoring relationships you have experienced and then answer the following questions:

1. Who has served as a mentor for you in your life?

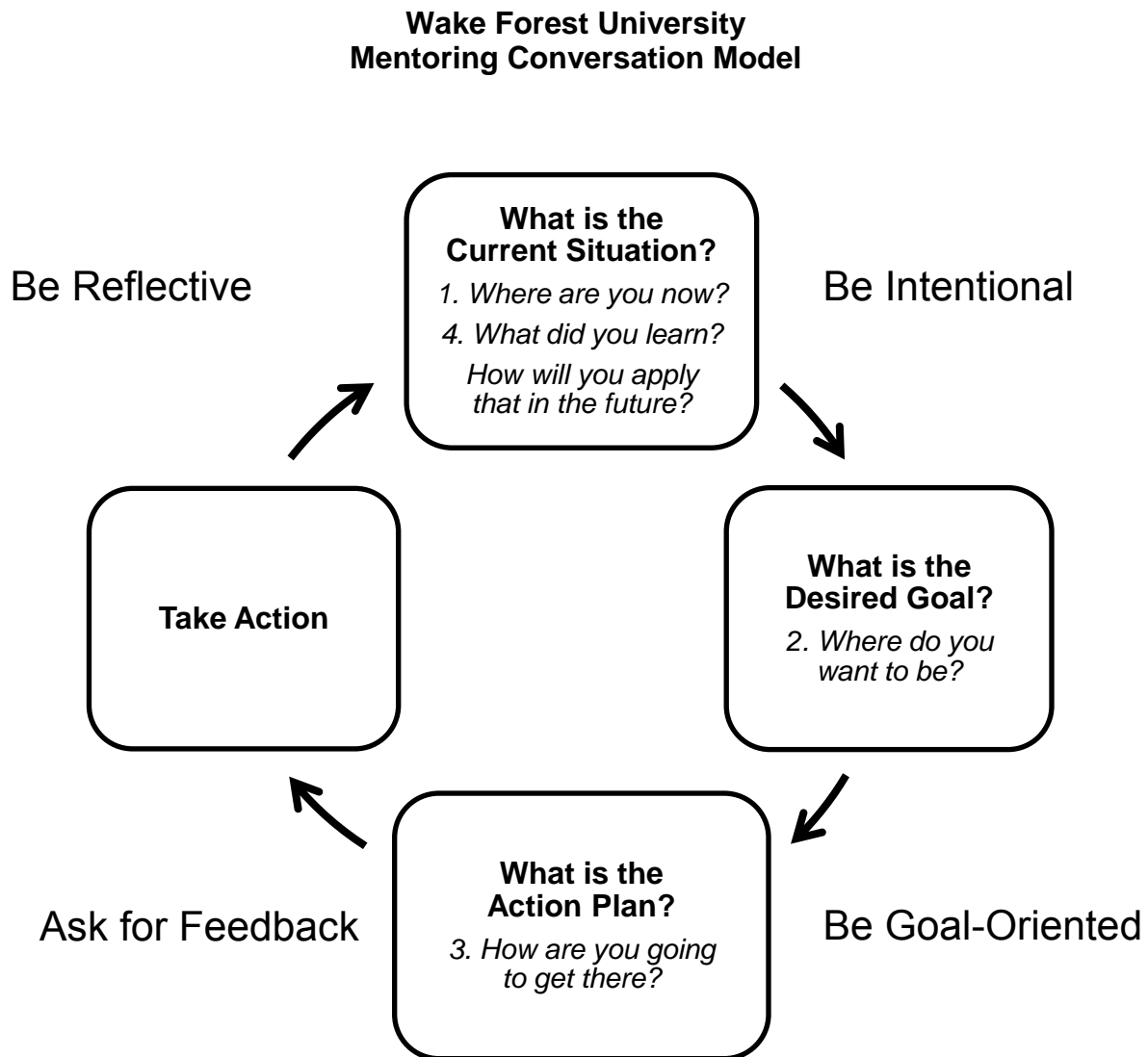
2. What did that person do for you? (*for example: guide, teach, answer questions*)

3. What worked well in that relationship?

4. What did not work well in that relationship?

5. What did you learn about being in a mentoring relationship?

At Wake Forest, we believe that mentoring is about *your* growth and development, and that means that you will be asked to think about where you are, envision where you want to be, create a plan to get there, and then take concrete steps in that direction. During the course of your mentoring relationship, you will be asked to create goals, take action towards achieving those goals, and then reflect on what happened, why, and what you have learned for the future. In this process you will be engaging in a mentoring conversation:



Your mentor may not use the exact words contained in the model. But the model can serve as a helpful guide both to you and your mentor as you meet during your mentoring relationship. One of the key steps in this model is the act of *reflection*. After you take action, your mentor will prompt you to reflect on what happened, why, what you learned, and how you will apply that new knowledge in the future.

It is our goal that every Wake Forest graduate acquire competency in these four areas:

1. Take ownership for choices and decisions
2. Set and pursue goals for personal and professional growth
3. Seek out feedback on goals, choices, and decisions
4. Intentionally reflect on learning and application

Mentors are great support systems in your work towards achieving competency in each of these areas.

Mentoring Learning Outcomes©

As we have mentioned, your mentor's role is neither to provide you with all of the answers nor to solve all of your problems. Your mentor *facilitates* your ability to discover the answers and solutions, and to encourage your growth and development. Mentors do this by

- Building and supporting effective relationships
- Providing objective guidance and feedback based on personal experience
- Facilitating reflective thinking
- Taking ownership for their own personal growth and development

You, as the mentee, are an active participant in the mentoring process, responsible for your own growth and development. As such, you also must learn and practice particular skills, including

- Building effective personal and professional relationships
- Setting goals for personal growth and learning
- Asking for and receiving feedback
- Reflecting on experiences and lessons learned for future application

Don't worry if you don't have all of these skills fully-formed yet. This is part of the mentoring developmental process: practicing and learning how to effectively use your mentoring tool kit! And, you will do so with guidance from your mentor. We encourage both mentors and mentees to use our Beginning/Mid-Year and End-of-Relationship Self-Evaluation Forms to assess progress towards developing their mentoring skill set and to identify opportunities for growth. These forms can be found on the Mentoring Resource Center website here: <http://mentoring.opcd.wfu.edu/develop-your-mentoring-skill-set/>.

The following Mentee Learning Outcomes outline the skill sets you should work to develop during your mentoring relationship along with strategies to achieve each learning goal. Let's take a closer look at these outcomes below.

Mentee Learning Outcomes:	Strategies:
<p>1. Build effective personal and professional relationships Takes initiative to build and maintain relationships based on mutual trust, respect, and accountability. Actively creates intentional relationships with more experienced mentors to support work towards personal learning goals.</p>	<ul style="list-style-type: none"> - Keep your commitments – do what you say you will do, show up, be punctual, be present - Share your story – be willing to disclose your past and current experiences and future hopes and fears - Maintain confidentiality – build trust by honoring others’ stories as your own - Build your network – seek out individuals who challenge your perspective and worldview
<p>2. Set goals for personal growth and learning Creates goals as framework for mentoring relationship. Owns progress towards accomplishing goals through process of taking action, asking for feedback, and reflecting on lessons learned for future application.</p>	<ul style="list-style-type: none"> - Create SMART goals – write 2-3 developmental goals to work on during the relationship using the SMART goal framework - Identify action steps – write 2-3 concrete action steps for each goal statement - Share progress – regularly share progress towards goals and ask for feedback on next steps - Reflect and re-set – periodically reflect on progress and lessons learned in order to set new goals
<p>3. Ask for and receive feedback Openly shares progress towards personal goals and actively solicits feedback on strengths and opportunities for growth. Practices active listening and understands how to receive and respond to feedback in an appropriate manner that maintains relationships.</p>	<ul style="list-style-type: none"> - Share progress – regularly share progress towards learning goals, challenges and successes - Ask for feedback – seek out individuals who can give feedback on strengths and opportunities for growth - Practice active listening – receive feedback without defensiveness, ask for clarity as needed, express gratitude - Reflect and apply – take time to reflect on the message in the feedback and assess how to apply in the future
<p>4. Reflect on experiences and lessons learned for future application Intentionally engages in self-reflection after taking action towards identified goals. Openly engages in reflective conversations with mentor regarding lessons learned and future application. Becomes more self-aware of strengths and growth opportunities and how to capitalize on both.</p>	<ul style="list-style-type: none"> - Practice self-reflection – regularly set aside time to ask “What?”, “So what?”, “Now what?” questions - Share reflection with mentor – openly share learning moments and ask for feedback - Acknowledge strengths and opportunities – be able to objectively assess own strengths and opportunities for growth - Create learning plan – develop plan to build on strengths and work on growth opportunities

How to Find a Mentor

Most often, informal mentoring relationships develop organically out of previously-established interpersonal relationships. But it is also possible to seek out a formal mentoring relationship. Before you do, spend some time thinking about the following questions:

1. What is your goal? What are you going to work on in this relationship?

2. What do you need to achieve that goal? (Look back at the developmental model chart on page 4)

3. Who is best suited to fill that role? Someone you already know? Or, do you need to ask for recommendations?

After you have answered these questions and created a list of potential mentors, it is important to reach out and to assess the other person's interest. Talk about your goals and explain why you want to be in a mentoring relationship. Express your interest and the qualities that you are looking for in a mentor, and then ask the person if they would be interested and willing and would have the time to serve as your mentor as you work towards your goal.

If the answer is no, thank the potential mentor for his candor, and move on to the next person on the list. He is not saying no because he does not like you, but because he does not feel that he has the time or ability to commit to this relationship. The most important qualification of a mentor is someone who has the time, the interest, and the willingness to build a mentoring relationship with you. If the answer is yes, then it's time to enter the beginning phase of the mentoring relationship.

Three Phases

Mentoring relationships have three distinct phases that each requires a different focus of attention.

1. **The Beginning** – in this phase the mentoring pairs work on getting to know one another, set goals for the relationship, agree on commitments and expectations.
2. **The Middle** – in this phase the mentoring pairs go through an ongoing process of setting goals, creating an action plan, taking action, and reflecting on outcomes. It is a period of sustained growth and relationship development.
3. **The End** – in this phase the relationship must be redefined. The relationship and achievements are evaluated and accomplishments are celebrated.

Even in informal relationships, it's important to pay attention to these three phases and how you and your mentee are intentionally engaging with each other.

The Beginning

The beginning of a mentoring relationship is the time to set expectations. At your initial meeting, take some time to get to know each other. Some topics for discussion:

- Discuss your backgrounds and histories.
- Share any previous mentoring experiences you each might have had, and talk about what was learned from that.
- Talk with your mentor about your learning and developmental goals. What do you want to get out of this relationship? Some potential areas you may want to focus on:
 - Developing your academic skills related to critical thinking, setting priorities, taking personal intellectual responsibility
 - Developing professional expertise in a specific area of focus
 - Working on a specific academic goal such as a research project or developing a grant proposal
 - Establishing interpersonal relationships
 - Developing a personal identity based on values and beliefs
 - Developing personal independence
 - Developing leadership abilities
 - Exploring opportunities to expand your comfort zone (through study abroad, for example)
 - Increasing self-confidence and self-esteem

- Exploring personal interests and abilities
- Building confidence and learning to take risks
- Learning resiliency – how to handle difficult times and to bounce back
- Learning how to handle school-life-work balance
- Learning how to maintain health and well-being
- Exploring future career paths and opportunities
- Exploring opportunities to contribute to the community
- Be sure to ask your mentor about her (or his) goals for you and for the relationship as well. This is a good point of discussion and may help you to identify appropriate goals for exploration and growth.

Clearly-defined expectations should be established for your mentoring relationship to avoid any confusion or stumbling blocks down the road:

- How often you will meet and where will these meetings take place?
- Who will make the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent? Who runs the meetings? Does your mentor expect you to come with an agenda?
- What will be your “ground rules” for how you will communicate?
- How you will know when the relationship should be brought to closure?
- What does confidentiality mean to you and what does it mean to your mentor? Will your conversations be kept confidential?
- What topics are off-limits?
- How will you respect one another’s time?
- Are you always “on” as mentoring partners, or just when you meet?

At a minimum the following are expectations for mentoring partners at Wake Forest.

Expectations of the mentee include:

- Honor your commitments – show up for meetings, on time, or reschedule with appropriate advance notice when necessary
- Be open – to feedback and guidance provided by your mentor
- Be engaged – participate fully in the relationship from beginning to end
- Take initiative – consider options, ask questions, be willing to take risks

Expectations of the mentor include:

- Be available – mentor pairs should make meaningful contact at least every other week (two times per month)
- Be present – set aside other commitments during your time with your mentee
- Be engaged – provide feedback, advice, and guidance
- Coach proactively – gently push the mentee to take action

Again, it cannot be stressed enough that this relationship is all about *you*. Simply put, you will get out of it what you put into it. This is a *relationship* and relationships take work. Commit to put in the time and the effort and to stretch yourself in new ways. And remember: your mentor is a busy person, with commitments of her (or his) own. She has volunteered to set aside time to be with you. Do not take that lightly. Keep in mind the old saying: you never have a second chance to make a first impression!

We recommend that you and your mentor together develop a written agreement for the relationship. It always helps to put into writing what it is we say that we are going to do. It will also help, down the road, to remind you and your mentor just what it is that you set out to accomplish. Revisit the mentoring agreement periodically to remind you and your mentor of your commitments and to make sure they are still appropriate. Update the agreement if necessary.

A sample mentoring agreement is included on the following page, as well as a blank one for your use.

Wake Forest University

Mentoring Relationship Agreement

We have agreed to the following goals:

1. Develop personal support network of faculty, staff, and peers by the end of the year.
2. Identify and explore personal interests and abilities through classwork and out-of-class activities during the academic year. _____
3. Increase understanding of personal responsibility for academic outcomes. _____

The mentoring partnership is scheduled to last until:

__May 2018_____

Additionally, we agree to the following:

1. Meeting Schedule:

Every other Tuesday from 11 am - 12 pm in Starbucks _____

2. Responsibility for setting meetings:

Meetings are set for the year _____

3. Ground Rules for the Relationship:

1. Keep to meeting schedule; 2. 1 week's notice to reschedule if necessary;

3. Conversations will be kept confidential, unless there is danger for harm; 4. We will be open, honest, and willing to take risks. _____

4. Provide regular feedback to each other by:

In person, at the end of each meeting. _____

We agree to assess the progress of the relationship on the following date: __January 2018__ as well as at the scheduled conclusion of the partnership. At that time we may enter into a new mentoring agreement if both partners agree to it. If we decide to end the partnership prior to the scheduled conclusion, we will do so with appropriate closure.

Mentor

Date

Mentee

Date

Wake Forest University

Mentoring Relationship Agreement

We have agreed to the following goals:

1. _____
2. _____
3. _____

The mentoring partnership is scheduled to last until:

Additionally, we agree to the following:

1. Meeting Schedule:

2. Responsibility for setting meetings:

3. Ground Rules for the Relationship:

4. Provide regular feedback to each other by:

We agree to assess the progress of the relationship on the following date:

_____ as well as at the scheduled conclusion of the partnership. At that time we may enter into a new mentoring agreement if both partners agree to it. If we decide to end the partnership prior to the scheduled conclusion, we will do so with appropriate closure.

Mentor

Date

Mentee

Date

The Middle

Most of your relationship with your mentor will be spent in “the middle.” This is the period where you will become extremely familiar with your mentor. It is important that you stay focused on your goals and your commitment to the relationship and to your developmental progress. As with any relationship, it will be tempting to slip into old habits as time goes on and you become more familiar with your mentor. Remember, a mentoring relationship is an *intentional* relationship. You must make time for it, come to meetings prepared, and do the work between meetings that is required to make progress towards your goals. Building relationships takes time, and successful relationships are built through respect, trust, follow-through, accountability, and honest communication. It takes practice, and it requires maintenance.

To complete a mentoring agreement, you must set some concrete goals and develop an action plan for achieving them. Goal-setting can be an incredibly difficult process, even if you know what it is that you want to accomplish! Goals should be both a stretch, something to work towards that may require new skills or the use of different “intellectual muscles,” but also focused enough that you can in fact achieve them.

Goal Setting

When developing goals, it is helpful to use the SMART goal model. Goal statements should be:

Specific – The goal statement should be concrete and action-oriented. What, specifically, are you trying to accomplish? Ask yourself: what do I mean by that? Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb (for example: develop, improve, create)?

Measurable – How will you know when you have achieved the goal? How will you track and measure progress? How do you define success?

Achievable – The goal should require work, but be attainable. Is the goal too big (for example, “travel to outer space” is probably too big of a goal for a first-year student) or too limited (for example, “make dean’s list” probably does not require much work for a straight-A student)?

Realistic – Do you have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed for you to reach the goal? Does the goal set you up for failure from the outset?

Timely – There should be a specific time-frame for achieving the goal which will help to keep you accountable. Is this time-frame reasonable for achieving the goal that you have set?

Let's look at an example. *Have a good first year at Wake Forest* is not a SMART goal. It is a goal, certainly, but let's examine it in terms of the SMART goal model.

Is it specific?

Not really. What is meant by "good"? And, "have" is not an action-oriented verb. What is it specifically that you are trying to achieve?

Is it measurable?

Not as it is written. How will you know when you have achieved that goal?

Is it achievable?

Potentially, but without specifics, it is hard to determine.

Is it realistic?

Again, potentially, but lacking specifics it is hard to determine.

Is it timely?

Yes. It is focused on the first year of school.

Now let's look at another example. *Develop a personal support network of faculty, staff, and peers by the end of my first year at Wake Forest* is a much better goal. Now you can write out an action plan to achieve that goal, including action steps. A sample action plan is included below.

Mentoring Action Plan

Goal: *Develop a personal support network of faculty, staff, and peers by the end of my first year at Wake Forest*

Action Steps

1. Identify and meet with 2-3 faculty members outside of classes to discuss and receive feedback on my academic and personal interests each semester.
2. Identify and meet with 2-3 staff members to discuss my extracurricular interests and challenges each semester.
3. Identify and join at least 1 social club or organization by the end of the year.

Don't get frustrated if it takes several meetings with your mentor to develop your goals. Remember, everyone has a different way of learning and processing information. Indeed, part of your developmental journey will be the very act of creating a vision, goals, and an action plan, all skills that you will carry with you after Wake Forest.

Finally, a note about cultural sensitivities. Wake Forest, just like other institutions, is an increasingly diverse place. This diversity provides opportunities for augmented learning and widening our viewpoints, but it also provides opportunities for real stumbling blocks in a mentoring relationship. We all see the world in different ways; when there are

cultural differences this is particularly true. We each bring our own history, experiences, and knowledge to any relationship, and these things affect the way that we see the world. It is important that we all become more culturally self-aware.

- Ask yourself: What are my potential biases towards other people's cultural values?
- If your mentor is from a different background than your own, see this as an opportunity to develop an appreciation for the other person's culture.
- Pay particular attention to the importance of active listening.
- Avoid using language that will stereotype or that will exclude.
- Be aware of religious issues or practices, implications of non-verbals, and different interpretations of time that may be the result of different cultural norms.

If you have specific questions or concerns about cultural differences, contact the Intercultural Center (336.758.5864, interculturalcenter.wfu.edu/), the Center for Global Programs and Studies (336.758.5938, global.wfu.edu/), and the Office of Diversity and Inclusion (336.758.3824, diversity.wfu.edu/).

The End

The end of the mentoring relationship is the time for reflection on the wisdom gained during the relationship. It is an opportunity to harness all that was learned and to push both you and your mentor forward towards new goals and action. It is a time for a final, formal mentoring conversation, to reflect on all that you have learned and to discuss how you will use that new knowledge in the future. Additionally, it is time to redefine the relationship with your mentor and to set new ground rules and boundaries for your future interaction.

We encourage both mentors and mentees to use our End-of-Relationship Self-Evaluation Forms to assess progress towards the Mentoring Learning Outcomes and to identify future opportunities for growth. These forms can be found on the Mentoring Resource Center website here: <http://mentoring.opcd.wfu.edu/develop-your-mentoring-skill-set/>.

It is especially important that you and your mentor celebrate what you have done together! If you are not part of a formal mentoring program, or if your mentoring program does not provide a final celebratory event, create one of your own. Find a speaker to go see together, go to a meal, take some time to acknowledge in words and in person what the two of you have accomplished together.

Learning how to bring closure to a relationship is another opportunity for growth. There will be numerous times in your future when you will have to experience the end of relationships, both personally and professionally. Learning how to do so with grace and respect is yet another tool in your tool kit as you move forward. This is true even if the relationship has to end earlier than expected. No matter what, if either you or your mentor decides to leave the relationship prematurely, the other must respect that decision. But do so by bringing appropriate closure to the relationship.

Be sure to thank your mentor for his (or her) investment in you. This does not require money or gifts. By expressing your gratitude for his time, energy, and support of you, you continue the relationship-building process.

Note that the end of a formal mentoring relationship does not necessarily mean the end to your relationship with your mentor. Rather, you are transitioning to a new relationship, one that hopefully will continue for years to come.

Final Thoughts

Mentoring relationships are wonderful opportunities for growth and development, expanding perspectives, learning new skills and abilities, taking risks, and discovering new frontiers. When done well, a mentoring relationship truly can have life-changing effects. It is our goal that, by developing and supporting a mentoring culture at Wake Forest, one day all of our interactions will be based on a purposeful interest and concern for one another's personal paths.

That being said, do not feel that you are in this relationship alone! Although mentoring is traditionally conceived of as a partnership between two people, there are a vast array of resources here at Wake Forest available to guide and support you. Do not hesitate to contact the Mentoring Resource Center staff for assistance. Additionally, there are many books and online resources that you may find useful; a few are listed on the page that follows and additional support can be found at the Mentoring Resource Center website. And good luck as you embark on this exciting phase of your developmental journey!

Recommended Resources

Buckingham, M., & Clifton, D. O. (2001). *Now discover your strengths*. New York, NY: The Free Press.

International Mentoring Association. <http://mentoringassociation.org/>

Johnson, W. B., & Ridley, C. R. (2008). *The elements of mentoring*. New York, NY: Palgrave Macmillan.

McWilliams, A. (2017). *Five for your first five: Own your career and life after college*. Winston-Salem, NC: Library Partners Press.

Mentor. <http://www.mentoring.org/>

Mentoring Works. <http://mentoring-works.com/>

Stanfield, R.B. (Ed.). (2000). *The art of focused conversation*. Canadian Institute for Cultural Affairs.

Zachary, L. J., & Fischler, L. A. (2009). *The mentee's guide: Making mentoring work for you*. San Francisco, CA: John Wiley & Sons, Inc.

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