The Extension Mentoring Program for New County Administrative Assistants

Desk Reference Guide

“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”
- Steven Spielberg

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Acknowledgements

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Extension Organizational Development (EOD) oversees and is responsible for the management of the Extension Administrative Assistants Mentoring Program for North Carolina Cooperative Extension. However, EOD could not have created this guide without the guidance and support of the following people and are grateful for their contributions to this resource:

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Notes
“Extension” refers to North Carolina Cooperative Extension, the organization that includes employees from both North Carolina State University and North Carolina A&T State University.

“Mentee” always refers to the new administrative assistant who has been hired and who has been assigned a mentor. “Mentor” always refers to the experienced administrative assistant who provides the mentoring.

“District Extension Directors (DEDs)” refers to those who oversee an assigned Extension District. DEDs manage all personnel aspects and financial budgets for their assigned district. They also supervise CEDs and Area Specialist Agents (ASAs), foster county government relationships with Extension, and serve as liaisons between Extension Administration and the county offices.

“Regional Extension Directors (REDs)” refers to the North Carolina A&T State University administrators who are in roles similar to that of the “District Extension Directors (DEDs)” at North Carolina State University.

“CED” refers to County Extension Directors who direct and manage the county Extension offices.

“DAA” refers to the District Administrative Associates who report to the District Extension Directors and provide guidance and training to the Extension Administrative Assistants.

“EOD” refers to Extension Organizational Development, the unit that provides professional and leadership development for Extension employees.
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Introduction

Purpose

The purpose of the Extension Mentoring Program for New Administrative Assistants serves to add an important element to the onboarding process for our new support staff where they can develop a professional and educational support system through the assignment of the designated mentor. The Mentoring Program provides a formalized relationship where the new administrative assistant will:

- Learn about the importance of their role to Extension and the citizens of North Carolina;
- Build a relationship with a trusted advisor so that the new administrative assistant can be exposed to the culture, expectations and functions of Extension;
- Develop as a contributing member of Extension with the support and guidance of not only their County Extension Director and colleagues, but also with focused guidance and support from their mentor.

This training manual serves as a guide for both the mentor and the mentee. All mentors and mentees are required to read this manual in its entirety before the first meeting between mentor and mentee.

Scope of the Mentoring Program for New Administrative Assistants

County Extension Administrative Assistants have a vital role in the day-to-day operations in each of North Carolina county centers. Their job can be quite complex at times as they have to navigate the procedures, policies and processes associated with both county and state (i.e., the university). Having a mentor is meant to help the new hire learn their job; however, our new administrative assistants are encouraged to have a group of people who help them learn the various responsibilities their roles encompass.

It is important for the new hire to know that North Carolina has 101 county centers and each of those centers has its own approach to how administrative duties are handled within their respective offices. Therefore, in addition to having a mentor who understands the “university side” of business operations, it will be very important for the new hire to establish relationships with other county employees who work in their same county. A county extension office is viewed as a “department” within the county. Counties also have other departments such as Budget, Communications, Emergency Services, Finance, Health, Human Resources, Sheriff, Social Services, etc. (just to name a few). The size of the county will more than likely depend on the number of departments it has. New administrative assistants are encouraged to talk with their County Extension Director about attending appropriate county departmental meetings so that they can learn more about who is who in the county, how the county operates, and what the county Extension office needs to know about different county procedures. The new hire will also want to take the time to meet others within county departments during their first few weeks of employment; please talk with the County Extension Director (CED) about being introduced to appropriate county personnel. The new administrative assistant should also talk with the District Administrative Associate (DAA) and their CED when they have questions, concerns or need additional guidance. The mentor is there to help onboard the new administrative assistant, but the scope of the support a mentor can provide will more than likely not include the nuances of the new administrative assistant’s county and its operations, processes, and procedures.
Origins of “Mentor”

The term, “mentor,” originated from Greek mythology. “Mentor” was a loyal friend and advisor to the King of Ithaca, Odysseus. Odysseus had a son, Telemachus, and Mentor helped to raise Telemachus while Odysseus was away fighting the Trojan War. Mentor became not only Telemachus’ teacher, but he also served as the boy’s coach, counselor and protector, building a relationship based on trust. Today, “mentoring” is synonymous with the process by which mentors guide and guard others. Thus a “mentor” is someone who is seen as a trusted advisor and teacher who can share wisdom, support and direction.1

Definition

Mentoring is defined as “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed-upon goal of having the lesser skilled person grow and develop specific competencies.”2

The distinction is made between role models and mentors in that role models may never realize that they have influenced someone else. In the Extension Mentoring Program, mentors and mentees are entering into a specific agreement to carry out a formalized mentoring relationship that facilitates the skill development, knowledge and expertise of the new administrative assistant.

1 https://www.etymonline.com/word/mentor
Mission, Vision, Philosophy and Goals of the NCCE Mentoring Program

Mentors have an important role in the professional growth of their mentees. Mentors are integral to the mentee’s integration into their career within Extension. Given this, the MISSION of the Extension Mentoring Program for New Administrative Assistants is to provide our new hires with a trusted advisor who can guide them during their first year of employment so that the new hire can gain a strong understanding of Extension and learn the skills to be successful in their role as a support staff member.

Extension exists to empower people and provide solutions. Mentors contribute to this mission by empowering their mentees and providing them with the solutions, support and insight they need to effectively serve the citizens of North Carolina.

The VISION of the Extension Mentoring Program for New Administrative Assistants is to establish a strong mentoring program where seasoned administrative assistants aid and enhance the development of new hires so that new administrative assistants develop the knowledge, skills and attitudes that promote their growth as both new members of Extension and as individuals.

The following five statements communicate the PHILOSOPHY of the Extension Mentoring Program for Administrative Assistants:

- Mentoring is a partnership.
- Mentoring is a supportive professional relationship.
- Mentoring is communicating with one another effectively.
- Mentoring enhances the development of the new support staff.
- Mentoring benefits the mentee, the mentor and the organization.

The main GOAL of the Extension Mentoring Program for Administrative Assistants is to provide a professional and educational support system for new administrative assistants. This goal can be realized by the MENTOR achieving the following objectives with their MENTEE:

- Educating new support staff about Extension’s vision, mission and goals (https://www.ces.ncsu.edu/our-vision/).
- Talking through the onboarding information that the new administrative assistant needs to go through within their first few months of employment (https://eod.ces.ncsu.edu/for-support-staff/). Discuss onboarding information with the District Administrative Associate.
- Providing new administrative assistants with a historical overview of Extension and its role within the 101 county centers: (https://d.lib.ncsu.edu/collections/catalog/ll000394#?c=&m=&s=&cv=&z=-2890.6758%2C-292.5556%2C9278.3515%2C5851.1111&xywh=-3176%2C-293%2C9847%2C5851).
- Identifying resources and other employees in the organization who can serve as a resource for new administrative assistants.
- Sharing with new administrative assistants the skills, knowledge and insights of an experienced and successful County administrative assistant so that new employee can learn and gain what is needed to be successful in their roles.
- Fostering open communication and dialogue that leads to engaged, productive and well-trained new employees.
- Strengthening the technical and professional skills of new support staff.
Mentoring Process Guidelines and Considerations

The following general guidelines will apply to each mentoring relationship and should be understood by both the mentor and the mentee:

- Mentors are selected based on the recommendations of the County Extension Directors (CEDs).
- Mentor/mentee pairings are based on proximity. Extension Organizational Development (EOD) has the primary responsibility for the oversight and administration of the *Extension Mentoring Program for Administrative Assistants*. The CEDs of both the potential mentor and mentee need to approve the pairing before formal notification is made to both the mentor and the mentee.
- DAAs, CEDs, and DEDs will be copied on the notification sent to the mentor and mentee about their pairing and the next steps for starting the mentoring relationship.
- Commitment to the formal mentoring process is for one (1) year. Mentors are encouraged to maintain informal contact with their mentees after the formal mentor relationship ends.
- The mentee will be provided notification of who their mentor is as close as possible to their start date with Extension. The mentor should contact the mentee within the first week after the mentor/mentee assignment has been made.
- The mentor and the mentee are required to meet face-to-face or online (through software such as Google Hangouts, Zoom or Skype) at least once a month during the first six months of the mentee’s employment with Extension. A minimum of nine (9) face-to-face (or face-to-face online) visits should occur between the mentor and the mentee within the first year of the new hire’s employment.
- Mentors and mentees should correspond frequently (at least once every two (2) to four (4) weeks) either by phone, email, Zoom, Google chat, or in-person. Both participants need to make sure that this communication occurs on a regular, ongoing basis.
- “NO FAULT” Arrangement: Throughout a person’s career, all employees face various challenges and changing circumstances which are often unexpected and may make it difficult to continue serving as a mentor. The *Extension Mentoring Program* operates with a NO FAULT philosophy that allows mentors and mentees to request changes or reassignments without fear of repercussions. The mentor or mentee may request a change or release from the assignment by contacting Extension Organizational Development (EOD) ([https://eod.ces.ncsu.edu/about-eod/](https://eod.ces.ncsu.edu/about-eod/)).
- The mentor may encourage the mentee to work with other professionals with the approval of the mentee’s County Extension Director (CED).
- The mentee’s County Extension Director (CED) is encouraged to communicate with the new administrative assistant about their progress throughout the mentoring process.
- Both the mentor and the mentee will come prepared to their meetings so that their time together is productive and effective.
- Both the mentor and the mentee will read this manual and familiarize themselves with their respective roles within the mentoring process as well as the suggested topics and activities to engage in over the course of the mentoring relationship.
Mentoring Qualifications, Selection and Training

Mentors undoubtedly have a strong influence on a mentee which, ultimately, will lead to an impact on the organizational system. Given this, it is essential that mentors have the following:

**QUALIFICATIONS:**

- Commitment to the mission of Extension;
- Demonstrated and effective skills in customer service, financial policies and procedures and the overall responsibilities of the support staff position;
- Knowledge of the policies and procedures of North Carolina State University and/or North Carolina A&T State University (if applicable), North Carolina Cooperative Extension, and their respective counties;
- A minimum of three (3) years of County Extension experience;
- Currently serving in a district and/or county similar to that of the new administrative assistant.

In the mentor selection process, preferences and priority will be given to individuals who possess the following **CHARACTERISTICS** (listed below in no particular order):

- Team player; positive attitude; self-confident and well-skilled in their support staff role;
- Trustworthy; ethical professional behavior;
- Strong communication skills; attentive listening skills;
- Respected by peers and shows respect for others;
- Listens and communicates effectively;
- Patient, encouraging and caring; recognizes and encourages excellence;
- Appreciates and encourages diversity;
- Flexible, adaptable and is receptive to new ideas.

**SELECTION** of mentors involves administrators within Extension. Mentors are identified by their County Extension Directors (CEDs). These names and additional information (position, years of employment in Extension, contact information, county) are submitted to Extension Organizational Development (EOD). EOD provides training to the administrative assistants who are selected to serve as mentors. EOD works with the CEDs to make mentor/mentee assignments and appropriate matches as new administrative assistants are hired. CALS Personnel provides a list of new hires each month so that matching can occur as close to the support staff’s start date as possible.

**TRAINING** of mentors will occur once they have been identified. This training is required and will be either face-to-face group trainings and/or offered online. Mentors have to attend the training before they can be matched with a new support staff hire. The training will cover information important to the success of the mentoring relationship.
The Mentoring Program: Benefits

The following is an outline of some of the general benefits of mentoring. However, it is important for mentors to realize that they play an important role not only in the success of their mentees, but also in the overall success of Extension as an organization. Sharing their wisdom, time and experiences with those who will continue to carry Extension forward is greatly appreciated.

<table>
<thead>
<tr>
<th>Recipient</th>
<th>Benefit</th>
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<tbody>
<tr>
<td>Mentor</td>
<td>• Enhanced personal growth and development.</td>
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<td></td>
<td>• Revitalized interest in work.</td>
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<td></td>
<td>• Close relationship with the new support staff professional/mentee.</td>
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<td></td>
<td>• Gratification from watching the mentee develop.</td>
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<td></td>
<td>• New ideas and perspectives generated.</td>
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<tr>
<td></td>
<td>• Development and promotion of positive aspects of Extension.</td>
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<td></td>
<td>• Gives something back to the organization (time, talent, wisdom).</td>
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<td></td>
<td>• Passes on knowledge to the next generation of staff.</td>
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<td></td>
<td>• Sense of accomplishments through mentee’s success.</td>
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<tr>
<td>New Hire</td>
<td>• Supportive atmosphere.</td>
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<td></td>
<td>• Information on technical and process skills.</td>
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<td></td>
<td>• Development of new skills.</td>
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<td>• Development of confidence in their new role.</td>
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<td>• Knowledge of Extension and the land-grant system.</td>
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<td>• Insight into organizational aspects of Extension.</td>
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<td>• Head start on future career leading to better performance and productivity.</td>
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<td>• Professional networking.</td>
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<td>• Non-evaluative feedback.</td>
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<td>• Opportunity to be successful.</td>
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<td>• Will learn the multiple responsibilities they have as Extension</td>
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<td>Administrative Assistants.</td>
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<tr>
<td>Organization</td>
<td>• Enhanced performance of the new support staff professionals.</td>
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<td>• Increases the employee retention rate and reduces turnover.</td>
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<td>• Saves funding needed to recruit, interview and replace new staff as a result of losing new hires prematurely.</td>
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<td>• Positive work environment and organizational climate.</td>
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<td>• Development of future leaders.</td>
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<td>• Development of new talent.</td>
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<td>• Continuity of organizational culture.</td>
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<td></td>
<td>• Increases teamwork.</td>
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<td>• Increases productivity.</td>
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Thank you for agreeing to take on the role of Mentor for a new Administrative Assistant in North Carolina Cooperative Extension. The Mentoring Program is part of the Extension Onboarding process, and the goal of the Mentoring Program is to provide newly hired administrative assistants with a mentor from their district for one (1) year. Upon receiving their assignment of a mentee, the mentor needs to initiate contact with the new hire within five (5) days. Please know that your role as a mentor means that you agree to devote time and energy to the mentoring relationship; this same expectation is true for the mentee.

You were chosen as a mentor because you exhibit a majority of these characteristics:

- You have extensive knowledge and experience within North Carolina Cooperative Extension;
- You have a commitment to the mission of Extension;
- You have good communication skills;
- You have established a network of resources; and
- You have had experience managing time and tasks.

You are respected among your peers, your opinions are sought by others, and you exhibit teamwork. You are also open to new ideas and to supporting the next generation of support staff.

Mentors convey the organization’s culture, traditions, values and strategies for accomplishing goals to their mentee. Mentors also provide non-evaluative support for newly hired administrative assistants and an open atmosphere for dialogue. In addition, mentors should:

- Pass on organizational skills.
- Listen and question.
- Teach specific competencies.
- Provide appropriate praise.
- Demonstrate trust.
- Build confidence within their mentee.
- Provide support and counsel.
- Act as a role model and maintain a professional relationship with the mentee.
- Assist their mentee in reaching professional goals.
- Give constructive feedback.
- Foster creativity.
- Assist with self-evaluation.
- Help identify ways to establish appropriate professional boundaries so that work/life balance is practiced and realized.
- Provide networking opportunities.
- Discuss mentee’s accomplishments.
- Act as a colleague, ally and co-learner

[List continued on next page]
• Initiate contact and follow up with the mentee on a regular basis.
• Maintain confidentiality - this is essential for the mentoring relationship to be successful given that private or sensitive information may be shared. However, if something concerning the mentor or the mentee needs to be discussed with others, it should first be discussed within the mentoring relationship. In addition, if there are concerns of an illegal nature or concerns about the health/safety of the mentor or mentee, these matters can and should be discussed with the appropriate CED, DED/RED, EOD or Extension Personnel. Any matters that cannot be resolved between the parties involved need to follow the appropriate chain of command: CED then, if not resolved at the level, DED.
• Keep in mind that the CEDs are the supervisors and are the ones to whom administrative assistants report. In addition, the District Administrative Associates (DAAs) serve as a source of support and guidance for administrative support staff.

The mentor has an important role in the development of the new administrative assistant. However, there are certain things mentors should AVOID in the mentoring relationship:
• Criticizing the mentee.
• Criticizing Extension and/or the Universities.
• Gossiping about others in Extension and/or the county.
• Trying to solve all of the mentee’s problems.
• Trying to give advice to the mentee on everything.
• Encouraging the mentee to be totally dependent upon you.
• Complaining about your own problems to the mentee.
• Being too busy and not following up when the mentee needs your support or guidance.
• Taking responsibility for the mentee’s programs or duties.

Both the mentor and the mentee have many things to juggle in their day-to-day work schedules. Given this, during their first meeting with one another, mentors and mentees need to schedule their meetings and determine how they will maintain on-going interactions. The mentor should talk with their mentee every two to four weeks to discuss the mentee’s progress either in person, over the phone or online. Mentor and mentee need to meet face-to-face (either in person or online) at least once a month for the first nine months of the mentoring relationship.

As a mentor, it is important to remember that your mentee may have limited knowledge and experience. Get to know her or him as an individual. Use this knowledge of her/his abilities, interests and goals as a foundation upon which to build during the next twelve (12) months.

One other consideration regarding the mentoring relationship is that the mentor can, and will, gain knowledge and insight from the mentee as well. Mentoring is a “two-way street” where both parties can learn from each other and benefit from the mentoring relationship.
To begin the mentoring relationship and continuing the process:

- Write a letter to your assigned mentee (see Appendix A).
- Complete your Mentor/Mentee Biographical Sketch within the first week of your mentee’s employment (see Appendix B).
- Complete the Communication Styles Quiz and the Learning Styles Questionnaire (see Appendix C).
- Send copies of the letter, biographical sketch, communications styles quiz, and learning styles questionnaire to your mentee.
- Call the mentee to initiate the relationship.
- Get started early! Set up the first face-to-face meeting as soon as possible and no later than two weeks of the new hire’s start date.
- Within the first 30 days of the mentoring assignment, the Extension Organizational Development (EOD) will check in with both the mentor and mentee. This check-in will be in the form of a Mentor Program Evaluation. The purpose of the check-in is to verify that initial contact has been made and progress is being experienced. It is at this point that an online survey will be emailed to both the mentor and the mentee.
- During the course of the mentoring relationship, EOD may email or call the mentor and the mentee to check in with them informally.
- Formal evaluations will be done at the 3-month, 6-month and the conclusion of the one-year mentoring relationship. Online evaluations forms will be emailed to both the mentor and the mentee; please complete these.
- If at any point during the mentoring process a change needs to be made within the mentoring relationship, EOD will work with the respective CEDs to make those changes.
- Upon completion of the first year of the formal mentoring process, the mentor should complete the Mentoring Program Evaluation Form (Appendix D) and submit it to both the mentee’s CED and Extension Organizational Development (EOD) within one month of the mentor/mentee relationship officially terminating.
- Mentors and mentees are encouraged to informally maintain their mentoring relationship after the first year of formal mentoring. Although no formal evaluation will take place, mentors are asked to continue to be available to their mentees for consultation, guidance, professional development suggestions, and other work-related topics of discussion.
**General Roles for Mentors***

**Communicator**

- Encourages two-way exchange of information.
- Listens to the mentee’s work-related concerns and responds appropriately.
- Establishes an environment for open interaction.
- Schedules uninterrupted time to meet with the mentee.
- Acts as a sounding board for ideas and concerns.

**Coach**

- Works with mentee to identify and understand career-related skills, interests and values.
- Helps mentee evaluate the appropriateness of career options.
- Helps mentee plan strategies to achieve mutually agreed-upon personal goals.
- Helps to clarify performance goals and developmental needs.
- Teaches managerial and technical skills.
- Reinforces effective on-the-job performances.
- Recommends specific behaviors in which the mentee needs improvement.
- Leads by example.

**Advisor**

- Communicates the formal and informal realities of progression in the organization.
- Recommends training opportunities from which the mentee could benefit.
- Recommends appropriate strategies for career direction.
- Reviews the mentee’s development plan on a regular basis.
- Helps the mentee identify resources required for career progression.
- Helps the mentee identify obstacles to career progression to take appropriate action.

**Referral Partner**

- Expands the mentee’s network of professional contacts.
- Helps bring together different learners who may mutually benefit by helping each other.
- Helps link the mentee with appropriate educational opportunities.
- Identifies resources to help the mentee with specific problems.
- Follows up to ensure that the referred resources were useful.
- Encourages mentee to seek additional guidance and support from other “informal” mentors.

In addition to the roles and responsibilities outlined for mentors in this manual, mentors are also expected to adhere to the following ethical guidelines:

As a mentor:

- I will meet with my mentee regularly in accordance with the expectations and instructions set forth in the Extension Mentoring Program.
- I will endeavor to listen to and not lecture my mentee.
- I will provide guidance and feedback in an appropriate and supportive manner.
- I will help my mentee understand that I am a colleague on whom she/he can rely for guidance and support.
- I will serve as a positive role model for my mentee, helping her/him see the need for adherence to the expectations and responsibilities associated with being an Extension administrative assistant.
- I will keep my mentee’s confidence to the extent possible without violating policies, laws or ethical principles associated with N.C. Cooperative Extension, North Carolina State University and North Carolina A&T State University. I will inform my mentee as to the limitations on my ability to keep her/his confidence. If there is a reason that I need to disclose anything relating to my mentee, I will attempt to do so in a manner that is least harmful and most beneficial to my mentee and to the Extension Mentoring Program. I know that the way to address a problem is to first discuss it with the person(s) involved; if not resolved, then involve the CED. If not resolved at the CED level, then talk with the appropriate DAA, Extension Human Resources or Extension Organizational Development.
- I will keep in mind my commitment to always act in the best interest of my mentee and of the Extension Mentoring Program. I will assist my mentee with attaining the knowledge and skills needed to be a responsible, productive and successful Extension Administrative Assistant. I will avoid any activity that detracts from these goals.
- I will avoid any impropriety, or the appearance of any impropriety, in my relationship with my mentee and the Extension Mentoring Program.

*Adapted from: “Mentor Code of Ethics”, www.humdevcrt.org, Milwaukee, WI*
Responsibilities of a Mentee

The following are the expectations for the mentee. It is important for you, as the mentee, to keep in mind that your mentor is a supportive colleague who has a desire to support and guide your onboarding with Extension as well as encourage you in your growth and development as an Extension Administrative Assistant. You, as the mentee, need to plan to devote time and energy to the relationship, just as the mentor will. Both the mentee and mentor can (and should) benefit from the mentoring relationship. While you will be assigned one mentor formally, we do encourage you to seek out the advice and support of others. You also need to keep in mind that your CED is your direct supervisor, so seeking information and direction from your CED is extremely important as well as expected. Having regular conversations with your CED and understanding their expectations of you as well as forming a support system with your DAA and other Extension Administrative Assistant will help you gain further knowledge and information to make you more successful.

In order for the mentoring relationship with your assigned mentor to be successful, you as the Mentee, are expected to:

- Review your mentor’s biographical sketch to learn more about her/his background.
- Review your mentor's communication styles quiz and learning styles questionnaire to learn more about the way she/he communicates and learns best.
- Complete the biographical sketch (Appendix B) and share it with your mentor within the first week of your mentor assignment.
- Complete the communications styles quiz (Appendix C) and the learning styles questionnaire (Appendix C) and share it with your mentor within the first week of your mentor assignment.
- Establish open and honest communication as well as a way to exchange ideas.
- Maintain confidentiality; this is essential. If something concerning the mentor or the mentee needs to be discussed with others, first discuss it within the mentoring relationship. If not resolved within the mentoring relationship, then discuss it at the next level of management which is the CED. If not resolved at the CED level, then discuss the situation with either Extension Human Resources or Extension Organizational Development.
- Understand what you need, in terms of learning the different aspects of your job, from the mentoring relationship and communicate your goals and aspirations to your mentor.
- Understand you have as much to give to the mentoring relationship as you have to receive.
- Act on the mentor’s advice when it is applicable to your situation.
- Follow up with resources and references the mentor shares to find answers or needed information.
- Keep all scheduled appointments with the mentor, display professional behavior and dress as appropriate.
- Schedule biweekly contact with the mentor through telephone, email or face-to-face meetings.
- Be flexible on meeting times and places.
- Be realistic and maintain a positive attitude.

Continued…. 
• Understand that you have a formal mentor that is assigned to you. You are encouraged to build a network within Extension, so you are encouraged to seek informal mentors such as those Extension support staff and employees who are your office colleagues, who work in the same type of county as you, who are specialists, and who you can collaborate with on career-related endeavors.

• Be ambitious and enthusiastic.

Given the fact that the mentor has a full-time role within Extension and that the purpose of the mentoring relationship is to provide guidance, new administrative assistants should AVOID:

• Asking advice on everything; have a purpose in each request.
• Asking the mentor to tell you precisely what to do or to act in your place.
• Relying on the mentor to give or seek answers to all of your questions or requests.
• Complaining about other people or missed opportunities in an unprofessional manner.
• Committing yourself to obligations you cannot keep.
• Cancelling meetings or visits with the mentor at the last minute.
Expectations of a Mentee

A Mentee is expected to:

- Be willing to accept constructive feedback.
- Communicate regularly with her/his mentor.
- Act professionally.
- Exhibit flexibility.
- Demonstrate initiative.
- Notify her/his mentor of problems or concerns.
- Maintain confidentiality (unless noted on page 8 in this manual).
- Express appreciation for her/his mentor’s efforts.
- Maintain a professional relationship with the mentor and have appropriate boundaries within the mentoring relationship (i.e. not calling on mentor during non-work hours or asking personal favors of mentor).
- Plan for professional development.
- Be open to new ideas.
- Respect her/his mentor’s time.
- Take action on the information provided by her/his mentor.
- Pass on the gift of mentoring to others.
Suggestions for a Successful Mentoring Visit

Monthly face-to-face visits will result in effective communication between the mentor and the mentee. The visits will be in addition to phone/email/online contacts aimed at building rapport, fostering growth and helping the new administrative assistant with their development as a new employee of North Carolina Cooperative Extension.

The following guidelines will help assure a productive and successful visit with the mentee:

- Schedule adequate time with minimal interruptions to foster a positive mentoring relationship.
- Provide directions to meeting location(s).
- Be ready and accessible for mentoring visit(s).
- Know what you want to accomplish to enhance the mentoring visit.
- Have information readily available for sharing.
- Allow time for an office tour and introduction of county staff wherever the meeting is being held.
- Plan out activities that may benefit the mentee such as:
  - Allowing the mentee to see the mentor work with budgets, accounts, etc.
  - Sharing key contacts and resources with mentee.
  - Showing mentee how to effectively use the Wolf Reporting System (WRS).
  - Inviting the mentee to a professional development meeting for administrative support staff.
- Allow time for the mentee to ask questions, process concerns, share experiences or explore ideas.
- Share meeting agendas in advance.
- Keep in mind that the mentor and mentee can also meet at professional organization meetings, work-related activities, etc.; think about how to be creative with when, where and why you meet.
Questions for the mentee to ask the mentor:

- How long have you been working for North Carolina Cooperative Extension?
- What is your County/District?
- What is one professional accomplishment that makes you especially proud?
- What is one personal accomplishment that makes you especially proud?
- What is the greatest satisfaction in your job?
- What is the greatest challenge in your job?
- What are the first three (3) things I need to do as a new Extension Administrative Assistant?
- What are the top three (3) things I need to know about Extension?

Questions for the mentor to ask the mentee:

- Have you met with your DAA?
- Have you met with your CED?
- What have you learned so far about your Extension office and your county?
- What goals do you have for the mentoring relationship?
- What can we do to help you meet those goals?
- What is something you want to make sure to ask me today?
- How is the onboarding process going? (source: https://eod.ces.ncsu.edu/for-support-staff/ and discuss onboarding information with your District Administrative Assistant [DAA])
- Have you ever worked with Extension before (in another state or while in school)?
- What has been your previous experience with Extension; i.e. were you involved with 4-H, etc.?

For both the mentor and mentee:

- What activities will each of you pursue this year?
- How often will we meet? (keep in mind you need to meet at least 9 times over the first year of the new hire’s employment and it will be helpful to meet more often during the first six months of the new hire’s employment).
- On what dates will we meet?
- Who will take the initiative to see that the meetings occur? Shall we alternate taking the initiative meeting to meeting?
- What do we both hope to get out of the mentoring relationship?
- Are there professional development activities we both plan to attend where you can meet and talk?
Suggestions for Mentors and Their Mentees

Organizational Development

- Abbreviations and Definitions (see [https://cals.ncsu.edu/intranet/cals-business-operations/abbreviations-and-definitions/](https://cals.ncsu.edu/intranet/cals-business-operations/abbreviations-and-definitions/))
- Employee Self Service (Access through MyPack Portal)
- N.C. Cooperative Extension Website ([https://www.ces.ncsu.edu/](https://www.ces.ncsu.edu/))
- N.C. Cooperative Extension Intranet ([https://intranet.ces.ncsu.edu/](https://intranet.ces.ncsu.edu/))
- County Salary Change and Supplemental Pay Form (see [https://extensionhr.ces.ncsu.edu/extension-hr-forms/](https://extensionhr.ces.ncsu.edu/extension-hr-forms/))
- NC State University Directory - Updating (see [https://directory.ncsu.edu/directory/](https://directory.ncsu.edu/directory/))
- Timesheets – Wolftime (see [https://wolftime.hr.ncsu.edu/](https://wolftime.hr.ncsu.edu/))
- Constant Contact (EIT grants access and provides training)
- Subscribing to News (i.e. Announce) send email to mj2@list.ncsu.edu with "Subscribe ext_announce in the body of the message"
- N.C. Cooperative Extension Employee Database (see [https://newton.ces.ncsu.edu/xemp/](https://newton.ces.ncsu.edu/xemp/))
- Technology To-Do List (see [https://eit.ces.ncsu.edu/technology-to-do-lists/](https://eit.ces.ncsu.edu/technology-to-do-lists/))
- Daily planning (calendars)
- Organizing work area
- Setting up personal files
- Handling (returning) phone calls/e-mails
- Paperwork
- Office staff relationships (with co-workers, agents, CEDs, etc.)
- Records Retention (see [https://extensionhr.ces.ncsu.edu/extension-hr-forms/](https://extensionhr.ces.ncsu.edu/extension-hr-forms/))

Professional Development

- Guidance and advice with completing Onboarding (see [https://eod.ces.ncsu.edu/for-support-staff/](https://eod.ces.ncsu.edu/for-support-staff/) and discuss onboarding information with your District Admin)
- New Employee Orientation (NC State Personnel)
- Civil Rights Information (see [https://evaluation.ces.ncsu.edu/civil-rights-2/](https://evaluation.ces.ncsu.edu/civil-rights-2/))
- COSS Work Plans and Evaluations (see [https://extensionhr.ces.ncsu.edu/extension-hr-forms/](https://extensionhr.ces.ncsu.edu/extension-hr-forms/))
- Tech Training: available through Reporter and the Office of Information Technology (see [https://oit.ncsu.edu/help-support/training/](https://oit.ncsu.edu/help-support/training/))
- Learning Management System – LMS (see [https://xlms.ces.ncsu.edu/calendar/2018/2/](https://xlms.ces.ncsu.edu/calendar/2018/2/))
- Membership to appropriate professional associations (i.e. NCCEAPA) (see [https://ncceapa.ces.ncsu.edu/](https://ncceapa.ces.ncsu.edu/))
- Find the Expert - Area of Responsibility (see [https://newton.ces.ncsu.edu/xemp/reports/admin/resp/](https://newton.ces.ncsu.edu/xemp/reports/admin/resp/))
• Advanced degrees
• In-service trainings and educational opportunities
• Self-directed study (continuing education classes)
• Extension Title Promotion System
• List of relevant resources to contact

Organizational Structure

• Organizational charts for the district, county and Extension overall
• Policies and procedures for the district, county and as a university employee
• Roles and job descriptions within the district, county and Extension

Financial Management

• Tuition Waivers (see https://treasurer.ofb.ncsu.edu/cashier/employees/waiver_info.php and https://treasurer.ofb.ncsu.edu/cashier/employees/checklist.php)
• Commercial Mail Guidelines
• WolfPack Reporting System (WRS) (see https://www.acs.ncsu.edu/scripts/wrs/wrs_menu)
• Travel Guidelines and Training (see https://controller.ofa.ncsu.edu/thetravelcenter/)
• CALS Business Office (see https://cals.ncsu.edu/intranet/cals-business-operations/)
• CALS Business Office Forms and Documents (see https://cals.ncsu.edu/intranet/cals-business-operations/documents-forms/)
• Service Now (see https://ncsu.service-now.com/cbo/home.do)
• Effective Financial Controls at the County Level (see https://intranet.ces.ncsu.edu/county-operations/)
• Mobile Communication Device Allowance (see https://controller.ofa.ncsu.edu/mobile-communication-device-mcd-allowance-re-certification-for-2019/)
• CALS Advancement (see https://cals.ncsu.edu/news/tag/college-advancement/)
• N.C. Cooperative Extension Foundations – Endowments (see https://cals.ncsu.edu/alumni-giving/foundations/)
• Form 1 and Form 2A and Voucher for County Expenditures(see https://intranet.ces.ncsu.edu/county-operations/)
• Motor Fleet Vehicle Logs and Billing Applet (see https://webappprd.acs.ncsu.edu/mfmb/faces/main_menu.jsp?afPfm=3s7kultt)
• PCard Information (see https://procurement.ofa.ncsu.edu/card-services/pcard/)
• AP 106 Sponsored Conference Authorization (see https://controller.ofa.ncsu.edu/files/2014/02/AP106_Sponsored_Conf_Authorization.xls)
• AP 107 Non-Travel Meals Authorization Expense (see https://controller.ofa.ncsu.edu/files/2019/05/AP107_NonTravel_Meals_Authorization_Expense.xlsx)
• BA-151 – Notification of Gift Form (see https://advancement-services.ncsu.edu/wp-content/uploads/2015/08/ba151form-4.docx)
• Request for Interdepartmental Transfer (IDS or IDJ) (see https://finance.dasa.ncsu.edu/request-an-interdepartmental-transfer-ids-or-idj/)
• EventBrite: https://eit.ces.ncsu.edu/2020/01/eventbrite-user-guide/
• Gift Deposit Form (see https://cals.ncsu.edu/intranet/wp-content/uploads/sites/15/2019/04/CBO-Gift-Deposit-Form.xlsx)
• Food Costs/Project Exemptions Form (see https://cng.ncsu.edu/wp-content/uploads/2019/01/food-cost-certification.docx)
- Foreign Wire Transfer Form (see https://controller.ofa.ncsu.edu/files/2019/07/Foreign-Wire-Transfer-Form-0719.pdf)
- Foundation Transmittal for Refund of Expenditures (see http://www.ncsu.edu/project/fdnacct/forms/OtherIncRefExpForm_Aug2015.xlsx)
- Gift-in-Kind Forms – Please contact Tom Mease (tom_mease@ncsu.edu) or KathyKennel (kathy_kennel@ncsu.edu)
- Missing Receipt Form (see https://materialsmgmt.ofa.ncsu.edu/files/2015/08/Missing_Receipt_Form-1.pdf)
- Payment Request Memo – Award (see https://controller.ofa.ncsu.edu/files/2016/03/Payment-Request-Memo-Award-Final3.pdf)
- Payment Request Memo – Stipend / REU / REU+ / REG (see https://controller.ofa.ncsu.edu/files/2019/04/Payment-Request-Memo-Stipend-Final2019.pdf)
- Personal Reimbursement Form – for Non-Travel Reimbursements (see https://cals.ncsu.edu/intranet/wp-content/uploads/sites/15/2019/04/CBO-Personal-Reimb-Request-Form.docx)
- Purchasing Contract Review Form (see https://esmsolutions.agiloft.com/ui/do/system/measureFont;page=JZbuHX1NOYTbHG90zPSdnFYrM10130.al)
- Supplier (Vendor) Fax Cover Page (see https://cals.ncsu.edu/intranet/wp-content/uploads/sites/15/2019/04/Supplier-Fax-Cover-Page.docx)
- Travel Conference Requirements: Hosting/Attending a Conference (see https://cals.ncsu.edu/intranet/wp-content/uploads/sites/15/2019/04/Travel-Conference-Requirements_flyer.pdf)
- Vendor ACH Enrollment Form (EFT) – Contact Terressa R. Yeakle Best at tryeakle@ncsu.edu for a copy of the form
- Budget management
- Spending procedures
- Grants/alternative funding
- Reimbursement process
- Accounts management

**Time Management**

- Scheduling meetings and programs
- Mail, e-mail
- Office conferences
- Volunteer utilization
- Deadlines
- How to set priorities
- Utilizing calendar and managing events/activities
- Work life balance
Customer Service/Marketing/Public Relations

- Community Standards (see https://eod.ces.ncsu.edu/wp-content/uploads/2019/05/Community-Standards.pdf?fwd=no)
- Extension Communications
- University Communications (see https://university-communications.ncsu.edu/)
- Branding (see https://intranet.ces.ncsu.edu/brand/)
- Office Closing Notification (see https://eit.ces.ncsu.edu/2016/01/closing-your-office-for-inclement-weather-heres-how-to-get-the-word-out/)
- Required Statements (i.e. EEO Statement, ADA Accommodation Request, Cost Statement, Cooperating Statement, etc.)
- Community involvement
- Relationships with co-workers
- Relationships with local media
- Relationships with volunteers
- Professional image
- Customer service
- Relationships with key leaders (county and state officials)
- Response to clients
- How to respond to sensitive situations
- Conflict resolution
- Professionalism

Volunteer Management/Advisory Leadership Council

- Risk management issues involving volunteers, programs and clubs
- Volunteer recruitment and management
- Delegation of tasks to volunteers
- Guidance for how to work with an Advisory Leadership Council

Resource Development

- Identifying external mentors
- External agency contacts
- Local leader identification
- Office reference materials

Other

- Challenges of being a new administrative assistant
- The North Carolina Cooperative Extension Vision and Mission
- Extension cultural norms
Suggested Activities for Mentors and Their Mentees

- Visit/tour your mentor’s county office
- Job shadow (accompany mentor on daily activities)
- Assist with reports/paperwork
- Share record keeping strategies
- Discuss “Extension” terminology
- Review resources (i.e. Extension intranet; notebooks; web resources, etc.)
- Host mentee at district/area meetings, professional association meetings
- Share knowledge between each other
- Attend relevant county-level meetings, events, workshops, etc.
- Promote building contacts with potential unofficial mentors
- Socialize to build a positive relationship (lunch; birthday; etc.)
- Share copies of newsletters, brochures, awards programs, etc.
- Train how to handle difficult situations with clientele; allow mentee to listen in on speaker phone
- Observe activities from all support areas
- Share systems for daily activities
Summary of the 16 Laws of Mentoring*


1. **The Law of Positive Environment**  
   - Create a positive environment where potential and motivation are released and options are discussed.

2. **The Law of Character Development**  
   - Nurture a positive character by helping to develop not just talent, but a wealth of mental and ethical traits.

3. **The Law of Independence**  
   - Promote autonomy; make the learner independent of you, not dependent on you.

4. **The Law of Limited Responsibility**  
   - Be responsible to them, not for them.

5. **The Law of Shared Mistakes**  
   - Share your failures as well as your successes.

6. **The Law of Planned Objectives**  
   - Prepare specific goals for your mentoring relationship.

7. **The Law of Inspection**  
   - Monitor, review, critique, and potential actions. Do not just expect performance without inspection.

8. **The Law of Tough Love**  
   - The mentor acknowledges the need to encourage independence in the learner.

9. **The Law of Small Success**  
   - Use a stepping stone process to build on accomplishments and achieve great success.

10. **The Law of Direction**  
    - It is important to teach by giving options as well as direction.

11. **The Law of Risk**  
    - A mentor should be aware that the learner’s failure may reflect back upon him or her. A learner should realize that a mentor’s advice will not always work.

12. **The Law of Mutual Protection**  
    - Commit to maintain privacy, protect integrity, defend character, and respect the experiences and the wisdom you have shared with each other.

13. **The Law of Communication**  
    - The mentor and the learner must balance listening with delivering information.

14. **The Law of Extended Commitment**  
    - The mentoring relationship may extend beyond the typical 8 a.m. to 5 p.m. business day and/or traditional workplace role or position.
15. The Law of Life Transition
   • As a mentor, when you help a learner enter the next stage of her/his life or career, you will enter the next stage of yours.

16. The Law of Fun
   • Make mentoring a wonderful experience - laugh, smile, and enjoy the process.
The role of the County Extension Director (CED) is critical to the success of the mentoring relationship and to the Extension Mentoring Program for New Administrative Assistants as a whole. The CED is involved in the following ways:

**Recommendation**

- Encourage qualified administrative assistants with three (3) or more years of experience to become mentors.
- Provides Extension Organizational Development (EOD) with suggestions for who to contact about becoming a mentor.

**Ongoing Support**

- Follows up with new administrative support staff by including the mentoring process as a topic for discussion on the new employee checklist (Example: “How is it going with your mentor?”; “Are you and your mentor meeting on a regular basis?”).
- Supports staff who agree to be a mentor by allowing them time to spend with their mentee, and understanding the mentor’s need to be out of the office more than usual to meet with their mentee.
- Encourages new administrative assistants to seek guidance from mentors.
- Attends the training session for mentors either in person or online.
- When appropriate, works with the mentor and/or mentee to resolve any concerns or address issues that are of a confidential nature.

**Evaluation**

- Provides input to Extension Organizational Development for ongoing evaluation and improvement of the mentoring program.
- Completes the CED Evaluation of the Extension Mentoring Program for New Administrative Assistants (Appendix D).
- Considers the mentor’s involvement, time and commitment to the Extension Mentoring Program for New Administrative Assistants when conducting the mentor’s annual performance evaluation. Important to note that in the performance appraisal, there is a section where mentoring can be noted under “Professional Development Activities”. It is important that mentors are acknowledged for the time and guidance they provide mentees as this work encourages and supports both the present and future success of Extension and its workforce.
Evaluation

Evaluation of the Extension Mentoring Program for New Administrative Assistants will take place at different intervals during the year-long mentor assignment to ensure a productive mentoring relationship is established and is effective.

At the 30-day, 3-month, 6-month, and 12-month marks within the year-long mentoring assignment, EOD will email a short online survey to the mentors and mentees to check on their progress and to determine if any changes are needed. EOD will work with the respective CED if changes need to be made.

Online evaluation forms for both the Extension Mentoring Program for New Administrative Assistants and the mentoring relationship will be completed at the end of the one-year formal mentoring relationship by both the mentor and the new support staff member. In addition, the CED for the mentor and the CED for the mentee will provide evaluative feedback. The purpose of these evaluations are two-fold. First, the CEDs and EOD want to determine the degree of success in achieving program objectives. Secondly, these groups also want to identify the areas of the Extension Mentoring Program for New Administrative Assistants that may need to be improved so that the mentoring experience is more effective and impactful. The evaluation will be reviewed by EOD and decisions will be made regarding program changes.

See Appendix D for examples of each of the Evaluation forms. When appropriate and if permission is provided, information from the evaluations will be shared with the respective mentor and/or mentee by Extension Organizational Development. All evaluations need to be submitted online by both the mentee and the mentor within one (1) week of the date they are emailed.
Appendix A:
Sample Letter Mentor Sends to Mentee
Sample Letter: The following is a sample of a letter that a mentor might send to their assigned mentee as a way of initiating the mentoring relationship.

[Put on county letterhead]

First Name, Last Name
Extension Office Address
City, NC Zip Code

Dear Mentee’s Name,

Welcome to North Carolina Cooperative Extension, and congratulations on your new position! I am pleased that we have been matched as mentor and mentee. This is an exciting opportunity for us to form a working relationship that will provide a positive, professional and educational support system for you.

During our time together, we will examine North Carolina Cooperative Extension’s philosophy, goals and values; identify resources and resource persons; and share skills, knowledge and ideas pertaining to your career in Extension. We will also have time to discuss any concerns or questions you may have. We should plan at least nine (9) face-to-face visits during your first year of employment. We should also stay in regular contact at least two (2) times a month by phone, email or online using Zoom or Google chat.

I would like to set up our first meeting during this first month of your employment. Here are some dates and times I have available: list a few date and time options

Please check your calendar and let me know if any of these dates or times work; if not, please let me know times and dates that are convenient for you.

I look forward to being your mentor and to supporting you during your first year with Extension.

Sincerely,

Mentor
cc: mentor CED and mentee CED
Appendix B:
Mentor/Mentee Biographical Sketch
Mentor/Mentee Biographical Sketch

The purpose of this document is to provide basic information to facilitate the development of a positive relationship. Please note that all personal information is voluntary.

Name: ____________________________  Position Title: ____________________________

Work Address: ________________________________________________________________

Work Phone: ________________________  Work Email: _____________________________

I chose to work for North Carolina Cooperative Extension because

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

The reason I am excited about/enjoy a career with North Carolina Cooperative Extension is because:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

My most valuable strengths are:

_________________________________________________________________________

_________________________________________________________________________

My hobbies/leisure interests are:

_________________________________________________________________________

_________________________________________________________________________

Community activities I am involved in are:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

(Mentee only) Topics I would like to discuss with my mentor are:

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Appendix C:
Communication Styles Quiz
Learning Styles Questionnaire
Appendix D: Extension Mentoring Program Evaluations
30-Day Mentor/Mentee Evaluation

1. What is your first and last name? ____________________________________________

2. What is your email address? ________________________________________________

3. The person completing this evaluation… □ New Employee/Mentee □ Mentor

4. How do you connect and/or keep in contact? Note all that apply.
   □ Face-to-face □ Phone □ Text □ Zoom □ Other
   If “other” explain: ________________________________________________________

5. Please list topics you have discussed.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

6. What is your perspective on the effectiveness of this relationship?
   __________________________________________________________
   __________________________________________________________

7. Describe three or four activities which have been most helpful in developing your Mentor/Mentee relationship.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

8. Describe any challenges that are currently impacting the development of the Mentor/Mentee relationship at this point.
   __________________________________________________________
   __________________________________________________________

9. I understand that part of the Mentor Program involves a willingness of both mentor and the mentee to learn and grow from the mentor relationship. Given this, I agree to allow Extension Organizational Development to share my feedback and comments with my mentor/mentee.
   □ Yes □ No □ Please contact me to discuss further

10. Please enter your email address and phone number if you selected “please contact me to discuss further.”
3-Month Mentor/Mentee Evaluation

1. What is your first and last name? _____________________________________________

2. What is your email address? _________________________________________________

3. The person completing this evaluation… □ New Employee/Mentee      □ Mentor

4. When did your mentor/mentee relationship begin (month/year): ___________________

5. How many times have you met to date? □ 0-5 □ 6-10 □ 11-15 □ 16-20 □ 21+

6. How do you connect and/or keep in contact? Note all that apply.
   □ Face-to-face  □ Phone  □ Text  □ Zoom  □ Other
   If “other” explain: _____________________________________________

7. To date, what topics have you discussed?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. From your perspective, this mentor/mentee relationship is…
   □ Very effective  □ Effective  □ Somewhat effective  □ Neither effective or ineffective
   □ Somewhat ineffective  □ Ineffective  □ Very ineffective

9. Describe three or four activities which have been most helpful in developing you Mentor/Mentee relationship.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

10. Indicate any challenges that are currently impacting the development of your mentor/mentee relationship.
    □ Distance  □ Time  □ Mentor busy  □ Mentor is new to their role  □ Mentee busy
    □ Counties operate differently  □ Personality differences  □ Other: ______________

11. Comments regarding this relationship:
    ________________________________________________________________
    ________________________________________________________________

12. I understand that part of the Mentor Program involves a willingness of both mentor and the
    mentee to learn and grow from the mentor relationship. Given this, I agree to allow Extension
    Organizational Development to share my feedback and comments with my mentor/mentee.
    □ Yes  □ No  □ Please contact me to discuss further

13. Please enter your email address and phone number if your selected “please contact me to
    discuss further.”
    ________________________________________________________________
6-Month Mentor/Mentee Evaluation

1. What is your first and last name? ____________________________________________

2. What is your email address? _________________________________________________

3. The person completing this evaluation… □ New Employee/Mentee □ Mentor

4. When did your mentor/mentee relationship begin (month/year): ________________

5. How many times have you met to date? □ 0-5 □ 6-10 □ 11-15 □ 16-20 □ 21+

6. How do you connect and/or keep in contact? Note all that apply.
   □ Face-to-face □ Phone □ Text □ Zoom □ Other
   If “other” explain: __________________________________________________________

7. To date, what topics have you discussed?
   __________________________________________________________________________

8. From your perspective, this mentor/mentee relationship is…
   □ Very effective □ Effective □ Somewhat effective □ Neither effective or ineffective
   □ Somewhat ineffective □ Ineffective □ Very ineffective

9. Indicate any challenges that are currently impacting the development of your mentor/mentee relationship.
   □ Distance □ Time □ Mentor busy □ Mentor is new to their role □ Mentee busy
   □ Counties operate differently □ Personality differences □ Other: ________________

10. What is your perspective on the effectiveness of this relationship?
    __________________________________________________________________________

11. Describe three or four activities which have been most helpful in developing your Mentor/Mentee relationship.
    __________________________________________________________________________
    __________________________________________________________________________
    __________________________________________________________________________

12. I understand that part of the Mentor Program involves a willingness of both mentor and the mentee to learn and grow from the mentor relationship. Given this, I agree to allow Extension Organizational Development to share my feedback and comments with my mentor/mentee.
    □ Yes □ No □ Please contact me to discuss further

13. Please enter your email address and phone number if your selected “please contact me to discuss further.”
    __________________________________________________________________________
Year-End Mentor/Mentee Evaluation

1. What is your first and last name? ________________________________________________

2. What is your email address? ____________________________________________________

3. The person completing this evaluation… □ New Employee/Mentee □ Mentor

4. When did your mentor/mentee relationship begin (month/year): ____________________

5. How many times have you met to date? □ 0-5 □ 6-10 □ 11-15 □ 16-20 □ 21+

6. How do you connect and/or keep in contact? Note all that apply.
   □ Face-to-face □ Phone □ Text □ Zoom □ Other
   If “other” explain: ____________________________________________________________

7. To date, what topics have you discussed?
   __________________________________________________________________________

8. From your perspective, this mentor/mentee relationship is…
   □ Very effective □ Effective □ Somewhat effective □ Neither effective or ineffective
   □ Somewhat ineffective □ Ineffective □ Very ineffective

9. Describe three or four activities which have been most helpful in developing you Mentor/Mentee relationship.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

10. Indicate any challenges that are currently impacting the development of your mentor/mentee relationship.
    □ Distance □ Time □ Mentor busy □ Mentor is new to their role □ Mentee busy
    □ Counties operate differently □ Personality differences □ Other: __________________

11. Comments regarding this relationship:
    __________________________________________________________________________

12. What might we do to improve the program?
    __________________________________________________________________________

13. What one or two things should remain unchanged?
    __________________________________________________________________________

14. I understand that part of the Mentor Program involves a willingness of both mentor and the mentee to learn and grow from the mentor relationship. Given this, I agree to allow Extension Organizational Development to share my feedback and comments with my mentor/mentee.
   □ Yes □ No □ Please contact me to discuss further

15. Please enter your email address and phone number if your selected “please contact me to discuss further.”
Appendix E:
Communication Tips and Generational Differences
1. **Find common ground with communication and help the mentee learn the “rules of engagement” for Extension:** In terms of formality, what is and is not acceptable within Extension, best ways to communicate both with each other as mentor and mentee and with others (such as the Extension employees, clients and citizens Extension serves). Be sure that the mentee is aware of the Community Standards of Extension. ([https://eod.ces.ncsu.edu/wp-content/uploads/2019/05/Community-Standards.pdf?fwd=no](https://eod.ces.ncsu.edu/wp-content/uploads/2019/05/Community-Standards.pdf?fwd=no))

2. **Use multiple communication avenues:** Such as text, email or Zoom. Encourage the mentee to think through the way in which their colleagues and clients prefer to communicate. As the mentor, talk with the mentee about their communication preferences and how these can help with the way in which you, the mentor, provides mentoring.

3. **Respect differences and value similarities:** Mentor and mentee are encouraged to talk with each other about what they value in terms of work, building relationships (an important component of an Extension support staff professional’s job), and other professional areas of life. Recognizing what you have in common and how you differ can enrich the mentoring relationship.

4. **Discuss what motivates you:** Motivation refers to what drives people to accomplish goals and can take on different forms of needs and wants. For the older generations, getting the job done was often the top priority. Younger generations tend to value praise and guidance. Discuss with each other what motivates you and why.

5. **Ask, don’t assume:** Don’t automatically assume what your mentor or mentee is thinking. Ask them what they are thinking, what they need, and what they prefer. Assumptions can lead to miscommunication; it is important to communicate as clearly as possible and to explore what another person may be thinking or feeling rather than jumping to a conclusion about it.

6. **Be willing to teach AND to be taught:** Both the mentor and the mentee have a lot to gain from the mentoring relationship. Be open to being taught and guided as well as sharing your own experience and advice.

7. **Acknowledge the difference:** Respect what each has to offer the mentoring relationship as well as Extension as a whole. Differences in strengths, perspectives and approaches add value to our organization and to how we can best serve the citizens of North Carolina.

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Adapted from: *8 Tips to Communicate with 4 Generations in the Workplace*. Online at [https://www.iofficecorp.com/blog/8-tips-to-communicate-with-4-different-generations-in-the-workplace](https://www.iofficecorp.com/blog/8-tips-to-communicate-with-4-different-generations-in-the-workplace)