Formal Mentoring as Means of Professional Development for Donor Relations and Stewardship Practitioners

By Anne Manner-McLarty

Acquiring information, skill and competencies specific to donor relations and stewardship can help practitioners better structure their work and advance their careers. Professional development exercises are valued in many fields of practice and are imperative for those careers in which the transfer of specific knowledge and skills critical occurs largely through on-the-job training. Insight into the methods through which the knowledge and skills critical to the work of donor relations and stewardship are currently acquired was compiled by surveying those working in the field. Based on limited research conducted within the membership of the Association of Donor Relations Professional (ADRP) the author analyzed responses to demonstrate the variety of responsibilities assigned to the donor relations professional and the priorities placed on various skills and core competencies; summarize the current methods by which donor relations and stewardship is learned; and suggest formal mentoring as a means of transferring knowledge, skills and core competencies. Clarifying the standards of practice in donor relations and stewardship can emerge as an important outcome of this work.

Glossary:

- Professional development: Activities designed to provide staff improvement, typically including training, continuing education, participation in professional organizations and research. Achievement is demonstrated through improved job performance, increased job responsibility and career advancement.
- Knowledge: The collection of facts, information and skills acquired by a person through experience or education
- Skill: The ability to accomplish a specific task well
- Core competencies: Knowledge, skills, abilities and other behavioral characteristics that enhance the technical capabilities of the professional. Often referred to as "soft skills," these competencies provide a professional advantage for the individual who can apply them appropriately.

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The *Journal of Donor Relations & Stewardship*, known simply as the Journal, is a serial publication specific to issues of donor relations and stewardship for fundraising organizations. It explores the role of stewardship practice within the larger perspective of nonprofit operations. The content is set apart from other offerings now available to the field in that it is focused on theory over day-to-day practice and encourages self-reflection and professional debate.

Book 3: Structure contributors include Lisa Honan, Megan McAndrews, Katie Lempert Sklar, Mitra Keykhah, Ashleigh Manktelow, Julia S. Emlen, Anne Manner-McLarty, and members of the central Office of Donor Relations and Stewardship at the University of Georgia. To learn more, please visit www.journaldrs.com.

Introduction: The Case for Professional Development for Donor Relations and Stewardship

A profession is defined by a shared set of skills and clearly defined objectives individuals within the profession are to accomplish.[1] Many professions have specific educational requirements. To date, the practice of donor relations and stewardship, a function inherent to the fundraising efforts of most nonprofit organizations, does not have specific education or training requirements. While the individuals performing the work are usually expected to hold a college degree, this is a basic requirement of the workplace more than an indicator of specific knowledge required for the work.

In recent years, more emphasis has been placed on the critical role of donor relations and stewardship in fundraising success, especially in terms of donor retention and engagement. Retaining donors — keeping them actively giving — reduces fundraisings costs.[2] Engagement — keeping donors informed and enthusiastic — has been linked to increased giving and maximized lifetime giving value.[3] There is now little argument that donor relations and stewardship is important to nonprofit success. This holds true whether the organization has staff titled as donor relations professionals or not.[4]

Professional development is valued in many occupations and is critical in those in which the transfer of knowledge and skills occurs largely through on-the-job training and enculturation (Barondess, 1997). Structured professional development specific to donor relations and stewardship will benefit nonprofit fundraising efforts by providing more successful donor relations and stewardship practice. But how is such professional development accomplished when there is no set educational path or certification for the profession? How might the transfer of knowledge and skills best be accomplished, especially as the number of practitioners and the roles and responsibilities they hold are expanding?[5]

In the field today, donor relations and stewardship professionals report on-the-job learning; peer networking, including project- or topic-specific working groups; conferences and workshops providing tactical information; coaching; mentoring; and the guidance of their superiors and consultants as the means by which they gain the knowledge and skills necessary to manage their work (Manner-McLarty, 2016). There is currently no certification specific to donor relations and stewardship, although some practitioners acquire the title Certified Fund Raising Executive (CFRE) by successfully passing a practice-based exam established by the Association of Fundraising Professionals (AFP). This exam assesses six core knowledge areas for fundraising. Two of the knowledge areas align with the typical work of the donor relations and stewardship professional: Relationship Building (26 percent of the exam); and Ethics, Accountability and Professionalism (10 percent of the exam). The Leadership area (19 percent of the exam) includes topics of benefit to any professional, especially if the professional seeks a leadership role (www.cfre.org, Test Content Outline, 2017).

Initial research into how knowledge and skills are acquired by the donor relations and stewardship professional led me to consider the appropriateness of various professional development models for this field. Findings in other professions indicate that professional development focused on both interaction with others and an industry-wide standard of success can improve the structure of the profession and the performances of the individual practitioner. Mentoring is the best way to provide this type of professional development, especially in careers that are highly dependent on core competencies and understanding of organizational culture.

Donor Relations and Stewardship Work Responsibilities

It is important to clarify the work with which the donor relations and stewardship professional is charged before considering how the knowledge, skills and other characteristics necessary for success in the role are best acquired. While many practitioners identify themselves with the categorization of donor relations and stewardship professionals, the majority of those holding job titles specific to this work are employed by large organizations with a variety of specialized job responsibilities. In other nonprofit organizations, especially smaller fundraising teams, donor relations and stewardship may be provided without being titled as a separate job function. In organizations with smaller donor pools, specialization is not warranted by the volume or complexity of the donor relationships maintained. In larger institutions, or at least those with a larger volume or more complexity in their donor relationships, specialization is more frequent. Often in organizations with autonomous units differentiated by region or type of service, a team of specialists operates from a central donor relations team. The central team has varying degrees of overlap and coordination with generalists working at the branch or unit level.

In the broadest terms, there are three organizational goals that are supported by the donor relations and stewardship function:

- Support fundraising by taking on any number of tasks associated with gift acceptance, compliance, reporting and expressing gratitude (Burk, 2003).
- Improve donor retention by maintaining regular communication with donors to keep them informed about the ways in which their giving has been used to creates trust in the organization (Carver, 2014).
- Create donor engagement through outgoing communication, events and other activities. This often includes serving as the first line of contact for a donor for providing information or resolving conflicts (Lambert, 2014).

Woven within these organizational objectives are job-specific responsibilities that explain the two-part title held by professionals within the field of donor relations and stewardship. Julia Emlen provides ample explanation of the two categories of professional responsibility specific to donor relations and stewardship. She suggests a model divided by compliance systems professionalism and recognition systems professionalism (Emlen 2016).[6] Emlen notes that while an individual's job responsibilities may fall in one category more than the other, true professional expertise in donor relations and stewardship requires competence in both categories.

Two categories of donor relations and stewardship responsibility are as follows:

- Create and maintain systems to ensure that a philanthropist's gift is used according to any agreement by playing a role in establishing practice and governance mechanisms and reporting to donors on gift management.
- Create and execute mechanisms to maintain donor engagement and provide a sense of a specific and personalized relationship between the donor and the organization despite the systems required to manage programs at the scale managed by the nonprofit organization.

Field Research

Informal research conducted through a limited survey of senior members of the ADRP indicates a divide in the skill requirements similar to that defined by Emlen. In 2016, I conducted informal research in preparation for a series of in-person conference sessions, a webinar and an article in the association's newsletter (Manner-McLarty, 2016). As a first step, 21 professionals who identified themselves as having worked in the field of donor relations and stewardship for more than eight years (those listed as "seasoned professionals" by the ADRP) were surveyed by an online questionnaire. Fifteen responses were received. All of the survey questions included space for open-ended responses so interpretation of the data was required. The findings from the survey were then presented and discussed with attendees at the ADRP Toronto and Southeast regional conferences. A final presentation was made to the ADRP audience as part of the ADRP webinar series (Manner-McLarty, 2016).

This research informs the following assumptions about the work conducted by donor relations and stewardship professionals, the skills and knowledge required for that work and how professionals acquired specific capacity to perform the job responsibilities. Practitioners serving in donor relations and stewardship roles were asked what basic knowledge and skills every donor relations professional should know. To deter respondents from imagining only a subordinate or less trained staff person, the questions were posed in this way: If you were hiring a new person who would take on half of your work, what skills would he or she need? What talent and experience would you be looking for?

The answers to these questions vary far more than one might expect. To some degree, the differences are a result of the medley of work that falls under the general category of donor relations and stewardship. Other differences stem from individual learning, working and communication styles. Organization type, the work style of those in leadership positions, experience, and the practitioners' level of authority may have also influenced the answers given (Manner-McLarty, 2016).

Discussion of the survey results with practitioners attending the regional conferences led to grouping of three core competencies. Core competencies are critical abilities and behaviors that support an individual's capacity to perform the technical aspects of a job. An example, communication competency, is pertinent for both a university chancellor and a custodian, although the technical aspects of these jobs are very different.[7] Core competencies specific to donor relations and stewardship are the "soft skills" the professional uses to collaborate across teams and serve in a conflict-resolution capacity (Sandoval, 2016).

Three core competencies for donor relations and stewardship are as follows:

Communication with donors, leadership, service providers and co-workers. Talent with words and grace in communicating with others ranked high in all responses and discussions. The definition of skill with communication ranged from speaking confidently in person, on the phone and by email to skillful writing of acknowledgments and donor reports. Related competencies, like creativity, empathy and a good memory for names and details fall into this category, as do specific experience with relationship building, interacting with donors and superiors and negotiating challenges.

Management and analysis of data, systems and/or information. Among the survey respondents — a group with more leadership responsibility within their organizations — data management was the highest ranked category. It includes the ability to manage database systems, to specify report requests and manage data analysis and prepare meaningful reports. Gift processing and compliance management were addressed in this category. Competencies categorized under management include strategic thinking, procedure planning and project management.

Merit-based yet graceful ambition. This category of responses was stated in a wide variety of ways, all pointing to the same general concept. Many of the seasoned professionals spoke of it as the ability to demonstrate the value of one's work or ask "for a seat at the table." Others described it as the ability to have positive influence with others or "lead with a carrot not a stick." Leadership, "managing up" and interdepartmental collaboration were all emphasized. These answers point to the importance of consistently striving for excellence and seeking the right opportunities for acknowledgment and advancement.

Figure 1: Capabilities identified for donor relations and stewardship by a survey of ADRP practitioners

- Data, report specification, analytics experience (10)
- Show your value/ask for a seat at the table (7)
- Writing skill, acknowledgments and reports (6)
- Relationship building skill (ability to know your donor) (6)
- Influence/ability manage up and collaborate (5)
- Strategy, process and project planning/management (5)
- Fundamentals of fundraising training (4)
- Awareness of industry best practices (4)
- Networking skill/ability to recall names/introduce others (4)
- Creativity for solving complex problems (3)
- Gift processing experience (3)
- Natural talent for showing gratitude/graciousness (3)
- Event planning/management experience (2)
- Flexibility/versatility in regards to challenges (1)

Note: No one skill was identified by all participants and many skills were listed by three or fewer participants (≤20 percent of respondents)

Respondents identified the following specific knowledge required by all practitioners of donor relations and stewardship:

- Donor Bill of Rights and ADRP Ethics Statement
- Organization-specific policies and procedures
- Institutional strategic priorities
- Best practices within the industry[8]
- Best practices within your set of peers (meaning similar institutions)

- Donor statistics specific to the organization
- Donor motivations specific to the organization
- Specific information about individual donors, as needed

Knowledge Acquisition Models for Donor Relations and Stewardship

The methods of obtaining professional knowledge, skills and core competencies reported by recognized leaders in the profession demonstrate the need to translate prior experience to the work of donor relations and stewardship and seek additional learning from those already in the field. Nancy McKinney, ADRP past-president, notes, "Finding staff who have experience in traditional donor relations and stewardship roles is challenging for all organizations. I'd like to recruit people with some background in the field so that I know that they are versed in the whys and wherefores of donor relations and stewardship practices; however, I have learned to appreciate enthusiasm, transferable skills, and a propensity for learning the nuances of donor relations over past experience." (McKinney, 2016.)

When asked how the bulk of knowledge about donor relations and stewardship was acquired, seasoned ADRP professionals answered:

- My knowledge of stewardship began organically, in my own life, in the way I steward my personal relationships
- On-the job-training
- Experience
- Trial and error
- Colleagues and mentors
- Conferences, research, benchmarking and networking
- ADRP and CASE (Council for the Advancement and Support of Education)
- Books

The list of professional development models identified by the survey participants is remarkably similar in the emphasis on translated work experience, on-the-job training, and trial and error:

- Previous work experience
- On-the-job trial and error
- Professional development such as conferences, webinars, workshops
- A growing number of publications specific to donor relations and stewardship practice
- Peer-to-peer learning gained through coaching, mentoring and working under the guidance of more experienced practitioners

The conflation of interaction-based learning styles — coaching, mentoring and experienced guidance — led to the idea for this article. While coaching, mentoring and the advisory capacity served by a senior-level practitioner, expert, or supervisor are similar in that they involve interaction with others in the same profession, these methods do not meet the level of structure typical of the professional development programs in other fields. As described, the methods typical of donor relations and stewardship are casual and without specific goals. Furthermore, they lack an assessment component and are not contributing to a formal standard of practice for the profession. Therefore, I conducted additional literature review to bring further understanding to the different types of professional development employed by other fields. This investigation led me to seek a model most appropriate to the current need for professional development in the field of donor relations and stewardship.

Professional Development Methods

Formalized professional development models are evident in various professions. The trades, in which specific skills are mandatory, often focus on training programs that lead to certifications and sometimes even formal apprenticeships (Fuller and Unwin, 2011). Healthcare professions, in which the transfer of knowledge and core competencies is inherent to success, use multiple types of professional development including formal training, certifications, mentoring and continuing education (Gesmes, Towle, and Wiseman, 2010). Research and academic professions, in which enculturation is key to career advancement, use structured mentoring programs in addition to the extensive formal education required for career advancement (Barondess, 1997).

Professional development strategies employ one or more of three basic learning approaches (Buffalo State University, 2018):

- **Skill-based training** teaches specific information or behaviors; participants practice using the new understanding or behaviors and receive performance feedback.
- Challenging **job assignments** build experience by doing. Participants work on actual problems through assignment to a new position, adding job responsibilities, or a short-term project.
- Learning through **interaction with others** can provide assessment, challenge, support and accountability.

Skill-based learning can be conducted independently with feedback provided through testing. Interaction with another person is not required. Challenge can be self-imposed or inherent to the progress of one's career. Interaction with others, such as structured working groups, mentoring and consulting, provides learning opportunities not found in the other models. Interaction with others leads to crucial components of an effective professional development plan (Buffalo State University, 2018).

Components of interaction-based professional development models include:

Assessment. An established standard is in place to describe the successful performance qualifications and there is a means of assessing how the individual performs against this standard. Interaction with others provides accountability for routine assessment of performance toward the standard.

Challenge. Interaction with others provides challenge that may be unattainable without insight and direction from people who have different perspectives about the work, the culture in which the work is performed, and the performance of the individual. Working with others to develop professionally pushes people out of their comfort zones and requires them to think and act differently.

Support. Support mechanisms, such as guidance, feedback and assistance, are available as a result of professional development through interaction with others. The individual tries out new skills or takes on responsibilities beyond the current skill level. Those familiar with the profession can focus on "soft skills," such as core competencies required by the job and an understanding necessary to flourish in the culture specific to the job and the organization in which the job is performed.

Interaction with others may take various forms. Figure 2 clarifies various types of professional development relationships that depend on interpersonal interaction, drawn from the work of coaching professionals.[9]

Figure 2: Knowledge Transfer Methods

Experience	Individual learning gained by knowledge transfer from previous experience, direct experience, conversation with peers, reading, listening or participating in classes, webinars, or conference sessions. Structured assessment and organized support structures are rare for informal, on-the-job training often referred to as experience.
Supervision	Information sharing, insight and enculturation from a person with more experience to other people who report to the manager or supervisor. This type of information may be quite specific and may be influenced by direction stemming from personal or institutional preference. Many institutions have formalized reporting structures that include annual goal-setting and assessment.
Participation (in a Project or Working Group)	Groups of individuals assigned a specific project, task or topic in order to work as a group. This approach coalesces experience and provides support for the group members in the face of the challenge posed by the assignment.
Training	Objectives set out by the trainer or instructor for the purpose of specific task learning. Training assumes a linear learning path that coincides with an established curriculum and process for assessment.
Coaching	A relationship defined by the assumption that the person or group being coached can self-identify the goals of the coaching exercise. The coach encourages self-discovery and self-generated solutions and strategies. The coach provides challenge, accountability and support without pre-defining the standards of success.

Mentoring	A relationship between a person who provides information, wisdom and guidance based on his or her own professional experience with a person of less experience or knowledge. Unlike coaching, mentoring may include advising and counseling and, in terms of professional development, is focused on established standards of success.
Consulting	A relationship with an individual or company retained for the transfer of professional expertise. While consulting approaches vary widely, the assumption is that the consultant will diagnose problems, prescribe solutions and, sometimes, implement those solutions. Professional development may be planned as a part of the engagement or occur organically as part of the work. Consultants often provide challenge, accountability and support for the individuals with whom they work.

Structured Mentorship: A Model for Knowledge, Skill and Core Competency Training in Donor Relations and Stewardship

Mentorship has become a familiar model for developing job-specific skills under the direction of a more senior or experienced professional. The word ‘mentor’ comes from the Odyssey of Homer. In the fictional story, King Odysseus’ young child is left in the care of Mentor, a wise and trusted friend. Mentor is responsible for the child’s education and character development (Barondess 1997). Over time, the relationship between the dyad of mentor and mentee has remained: one individual, usually one with more knowledge or experience, helps in the training, professional or personal development, and career advancement of another person. Mentorship requires interaction with others, which increases the potential for challenge, assessment and support. It is especially beneficial in encouraging learning that results in independent thinking (Bhagia and Tinsley, 2000).

At this time, given the lack of specific training and credentialing programs available to donor relations and stewardship professionals, mentorship is a promising option for professional development within the field. To maximize the effectiveness of mentorship, the structure of the mentor/mentee relationship should be formalized (McCormick, 2014). Various models have been proposed, with new ones evolving to accommodate modern career paths in which individuals jump from job to job, sometimes changing industries (Higgins & Kram, 2001). Research indicates that younger professionals tend to engage multiple mentors simultaneously, thereby gaining numerous perspectives on their personal and professional development (Munro, 2009). Remote or e-mentoring (mentoring by means of telephone, email or other telecommunications) and reverse mentoring (younger professionals training their supervisors on new skills, such as technology) are being introduced (McCormick, 2014).

Mentoring provides guidance for the mentee in both explicit and implicit ways. Explicit mentorship processes involve the sharing of practical information such as facts, techniques and systems for accomplishing the work. Implicit processes provide opportunities for those new to the field to learn about the standards of the profession, including its goals, priorities and norms. The mentor introduces possible pathways for career advancement, provides access to networks of other practitioners in the same or related fields, and identifies leading figures and organizations beneficial to the profession (Barondess 1997). Additionally, the mentor may serve as a model for the characteristics required of the donor relations professional, including confidentiality, attention to detail, accuracy, timeliness, foresight and collaboration. There is a generally held notion that mentoring provides benefit for both the mentor and the mentee. Surveys of various professionals, including business executives, physicians and researchers in medicine and social sciences, indicate that mentoring relationships have a positive effect on the career of the protégé (Higgins & Kram, 2001). Proof of the effectiveness of structured mentoring programs will require formal research, including studies to evaluate the nature and effectiveness of various models. Monitoring specific mentoring programs to identify their similarities and assess the short- and long-term effectiveness of the programs may clarify definitions and common practices and lead to better adaptation within different professional fields.

Of key concern in the design of the mentoring relationship is a clear understanding of the roles and responsibilities for each of the parties, the duration of the relationship and the expected outcome. Successful mentoring programs address the needs of the organization — or in this case the profession — and/or specific gaps identified through a needs assessment (McCormick, 2014). Research indicates that programs that require proactive management of the relationship by the mentee are the most effective. The act of "managing up" provides a positive learning experience for the protégé (Zerzan, 2009) and job-related satisfaction is improved for both the mentor and the mentee (Bhagia, 2000).

Limited-scope mentorship programs for donor relations and stewardship professionals are being created. ADRP has offered a mentoring program specific to the attendees of the international conference for the last several years. It is not directly tied to an industry-wide standard of success and does not include structured assessment criteria. Chantal Champagne, a past volunteer organizer of the ADRP mentorship program, reports that most of the mentoring pairs are between a member who has been in the field for several years and a person new to the profession or in a new area of practice. There is a shortage of mentors prepared to address the concerns of mid-career and seasoned professionals. About half of the mentees ask for support in building a specific program (skills and knowledge acquisition), while the other half is interested in career development toward a leadership role. This program is highly regarded, yet feedback indicates that despite best efforts, the relationships are not always sustained, usually because of lack of ongoing communication coming from the mentee. The guidelines presented to both mentors and mentees in the ADRP program are included as an addendum to this article to provide further detail on the intended structure of the program.

Conclusion

Mentoring can be a worthwhile option for professional development within the field of donor relations and stewardship if the model used includes sufficient structure and a means of assessing progress toward shared measures of professional accomplishment. A clear standard for success in donor relations and stewardship is still under development and even the experts in the field readily admit to trial and error as a primary means of developing their professional knowledge. Reliance on methods that focus on interaction with others may result in the better transfer of knowledge, skill and core competencies specific to donor relations and stewardship. As the profession develops, mentorship can build on the growing expertise in the field to educate new practitioners and further the professional development available. Practitioners will benefit from the support, counsel and joint learning inherent in a formal professional development-focused relationship with an experienced mentor from within the donor relations and stewardship field.

Endnotes

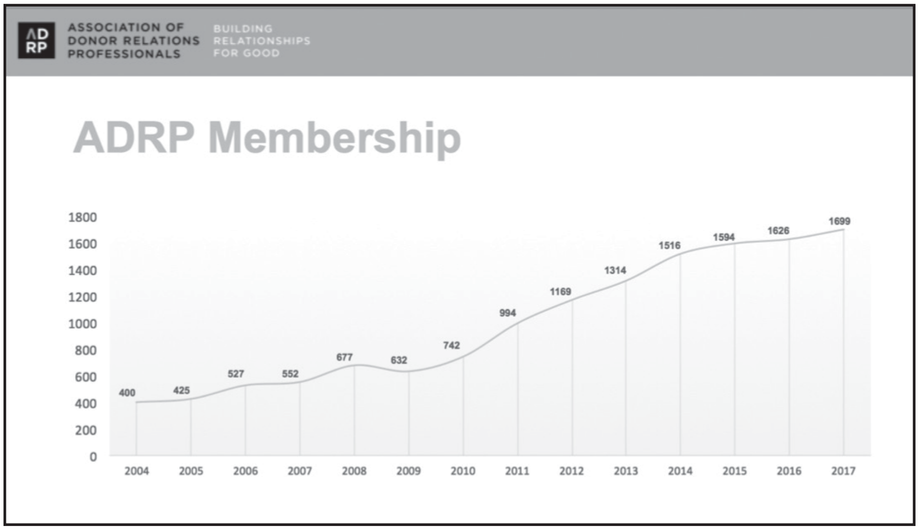
[1] Per Merriam-Webster online, a profession is a : a calling requiring specialized knowledge and often long and intensive academic preparation; b : a principal calling, vocation, or employment; or c : the whole body of persons engaged in a calling

[2] Cygnus Research. Organizational Integration Strategies. International Journal of Educational Advancement, 7(1), 2-19, 2007.

[3] Sargeant, Adrian, and Elaine Jay. Building Donor Loyalty: The Fundraiser's Guide to Increasing Lifetime Value. John Wiley & Sons, 2011.

[4] Schoenherr, Jeffrey A. "Why Stewardship Is Critical Now, and Always." Chronicle of Higher Education. May 2009.

[5] Refer to statistics compiled by Lynne Wester in The Pulse of Donor Relations: Survey Results and Observations, https://www.linkedin.com/pulse/download-2018-pulse-donor-relations-lynne-wester/ and membership trends reported by the Association of Donor Relations Professionals.



[6] Consider the definitions posed in Julia Emlen's Journal of Donor Relations & Stewardship, Book 1; Definitions article, "Professionalism in Donor Relations & Stewardship" (underlines added for emphasis):

Compliance systems implies responsibility for collaboration and coordination across the organization to ensure that a philanthropist's gift is used according to any agreement between the philanthropist and the organization. The compliance systems professional seeks to build trust between the philanthropist and the organization. The specific tools used by the compliance systems professional include the organization's mission statement, vision statement, strategic plan, organizational policies and procedures, fundraising plan and gift-acceptance policies and procedures. This practitioner often plays a role in establishing these corporate and governance mechanisms and oversees reporting to donors on gift management.

Recognition systems implies responsibility for collaboration and coordination across the organization to ensure that a philanthropist is recognized according to any agreement between the philanthropist and the organization in conformance with the organization's recognition practices and facilitates donor engagement in order to encourage additional and other philanthropy and to convey the appreciation of the organization. The recognition systems professional seeks to deliver the messages of the organization to promote realization of the mission through philanthropy. The specific tools used by the recognition systems professional include the organization's mission statement, vision statement, strategic plan, organizational policies and procedures, fundraising plan and marketing communications strategy. This practitioner often plays a role in establishing these corporate mechanisms and oversees acknowledgment and other forms of recognition and engagement.

[7] For a good explanation of core competencies from a human resources perspective, consider http://hr.ucr.edu/education/comp/corecomp.html

[8] The Association of Donor Relations Professionals maintains a list of best practices negotiated by a committee and reviewed by the membership. They are available to members via the www.adrp.net/knowledge-center

[9] Definitions outlined by the International Coach Federation and Susan Heathfield, for TheBalance.com.

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Addenda

ADRP MENTOR PROGRAM EXPECTATIONS

The purpose of the ADRP International Conference Mentorship Program is to connect experienced donor relations professionals with newcomers to the vocation to provide encouragement in career development, share professional knowledge and build relationships among practitioners.

What is expected of me as a MENTEE?

- Initiate contact with your assigned mentor prior to the conference to introduce yourself and respond to all communications in a timely manner.
- Establish clear goals for your mentoring relationship with the mentor.
- Attend the Newcomers' & Mentorship Program Happy Hour to connect with your mentee(s) and other Mentorship Program participants.
- Meet individually with your mentor at least one other time during the conference to facilitate further conversation in a 1-on-1 setting.
- Approach the mentoring relationship with an open mind, professionalism and respect.
- Be receptive to feedback and suggestions.

What is expected of me as a MENTOR?

- Respond to all communications in a timely manner.
- Assist your mentee(s) in establishing clear goals for your mentoring relationship.
- Attend the Newcomers' & Mentorship Program Happy Hour on to connect with your mentee(s) and other Mentorship Program participants.
- Meet individually with your mentee(s) at least one other time during the conference to facilitate further conversation in a 1-on-1 setting.
- Approach the mentoring relationship with an open mind, professionalism and respect.

What is NOT expected of me as a MENTOR?

- To initiate all contact with your mentee(s).
- To have all the answers for your mentee(s).
- To offer a job to your mentee(s).