

# QCC Mentoring

Making Connections, Building Community

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## Program Handbook



**QUINSIGAMOND**  
Community College  
Mentoring

 **COLLEGE.**  
MADE **SMARTER.**

# Quinsigamond Community College Mentoring

## Program Handbook

Quinsigamond Community College Mentoring connects QCC (Quinsigamond Community College) students with staff, faculty, industry, and community members to create one-on-one mentoring relationships. This unique program provides extensive benefits to students, as well as professional development and networking opportunities for mentors.

This program provides a way for QCC students to connect with mentors and build positive relationships to support their college experience. Students will also develop employer desired skills, gain an understanding of workplace expectations, and network to increase their likelihood of finding a rewarding career.

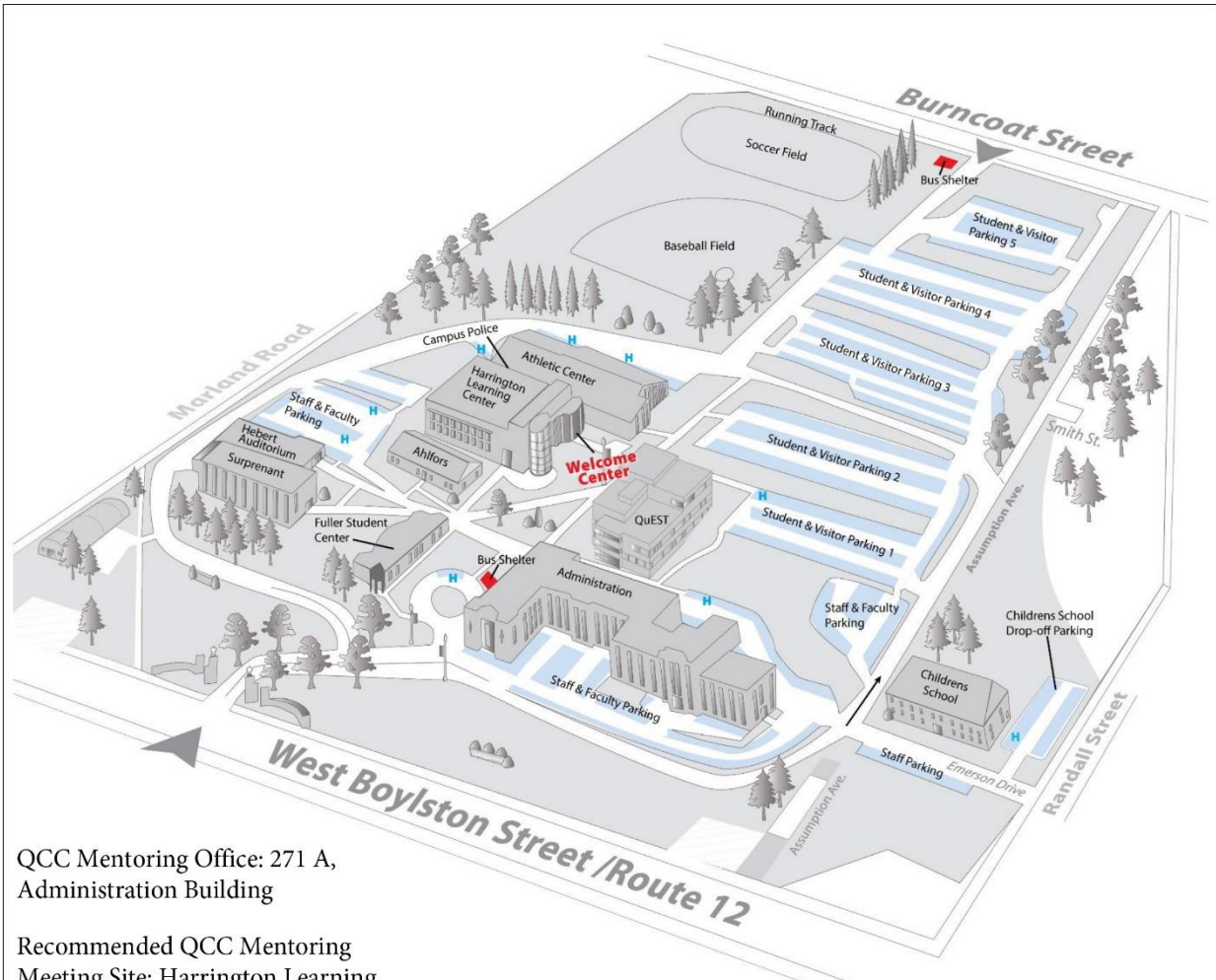
### Contact Information

**Email:** [mentoring@qcc.mass.edu](mailto:mentoring@qcc.mass.edu)

**Phone:** 508.854.4372

**Website:** [www.qcc.edu/mentoring](http://www.qcc.edu/mentoring)

## Map of Campus



QCC Mentoring Office: 271 A,  
Administration Building

Recommended QCC Mentoring  
Meeting Site: Harrington Learning  
Center, First Floor

QCC Campus Police  
670 West Boylston Street  
Worcester, MA 01606  
Business Line 508-854-4221  
**Emergency 508-854-4444**

H = Handicapped Parking

## About QCC Mentoring

In the Fall of 2018, Quinsigamond Community College launched a comprehensive new program that brought several mentoring programs at the college under one initiative: QCC Mentoring. Quinsigamond Community College Mentoring connects QCC students with staff, faculty, industry, and community members to create unique, one-on-one mentoring relationships. This program provides extensive benefits to students, as well as professional development and networking opportunities for mentors.

Mentors work to help students develop their academic, social, and professional skills. Students are connected with academic support at QCC and learn skills to succeed in their classes. Mentors and students meet monthly to expand social networks and build community. Through their work with mentors, students develop employer desired skills, gain an understanding of workplace expectations, and can network; increasing the likelihood of finding a rewarding career.

## QCC Mentoring Goals

- Provide a positive setting for students at QCC to connect with mentors and build a relationship that will support their college experience.
- Improve student performance, retention, and persistence.
- Connect students with professional networks, opportunities, and industry contacts.
- Help students develop employer desired “soft” skills, understand workplace expectations, and increase their likelihood of finding a rewarding career.
- Deepen the partnerships of Quinsigamond Community College with Worcester businesses, non-profits, institutions, and community organizations.
- Increase QCC’s professional network and create networking and educational opportunities for alumni and community mentors.

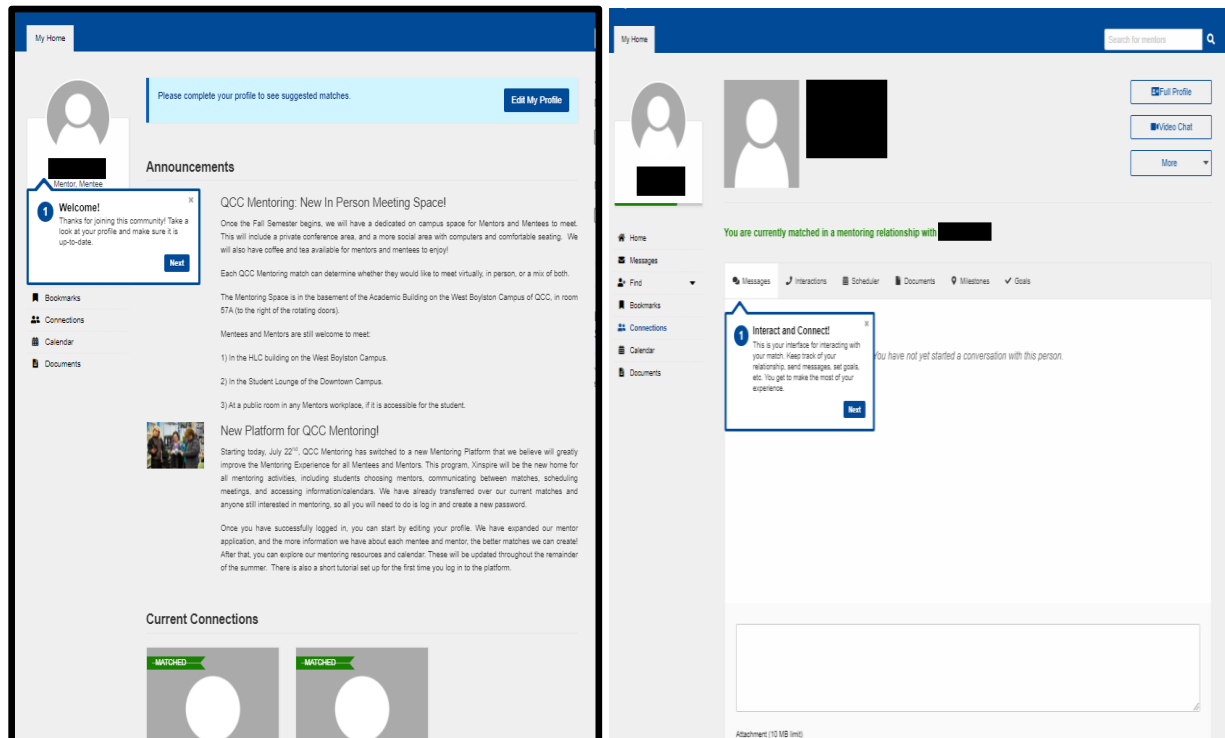


## Using the QCC Mentoring Platform

QCC Mentoring is using an online mentoring platform called Xinspire to support our matches. This platform allows students to select a mentor, stay connected with them, and access great mentoring resources. By clicking the link below, you may create a mentoring account to apply.

[www.qccmentoring.xinspire.com/register](http://www.qccmentoring.xinspire.com/register)

Below, you can see what our Mentoring Platform looks like:



## How to use the Mentoring Platform

- 1) You can click on your connections (bottom of the page) to interact with your mentee/mentor.
- 2) The image on the right is the connection page with a mentee. You can start a video chat, message your match through the platform, set a shared goal, or share a document.
- 3) For students: If you do not already have a mentor, you can search through the mentors available, and search using keywords. You can also see who we suggested for you on your home page.
- 4) If you would like to video chat on the platform, make sure to allow your web browser to access your camera and microphone.
- 5) If you have any questions about the platform, please email [mentoring@qcc.mass.edu](mailto:mentoring@qcc.mass.edu).

## Mentoring Domains

### Academic:

Mentors are expected to encourage mentees to utilize campus support in their academic studies. Mentors should push mentees to focus on academic success and help them study effectively. Mentors are not expected to serve as tutors or teachers for mentees or give them funding to support them in their education.

### Social:

Mentors are expected to support mentees in their social and emotional growth. Mentors can provide moral support, serve as active listeners, provide positive encouragement, and build a mentee's self-confidence. Mentors are not expected to serve as therapists or counselors. If a serious issue arises, mentors are expected to refer mentees to QCC counseling services, or alert QCC Mentoring staff.

### Professional:

Mentors are expected to serve as professional role models and guides into the professional world. Mentors can review and explore mentees' interests and abilities, practice professional communication strategies, facilitate goal setting and planning, and introduce mentees into appropriate professional networks. Mentors can review mentee resumes, cover letters, and provide constructive feedback. Mentors are not expected to serve as career counselors or professional supervisors.

## Mentor Responsibilities

With a goal toward building a successful mentoring relationship, mentors are expected to:

- Schedule and attend at least one, thirty minutes to one-hour, face-to-face session per month with the mentee throughout the academic year.
- Complete mentor training and utilize online mentor support materials.
- Maintain contact with the mentee via electronic means throughout the semester.
- Celebrate mentee success.
- Document each session via the Mentoring Platform.
- Maintain contact with QCC Mentoring staff via email.
- Encourage mentees to take advantage of campus services.
- Attend additional QCC Mentoring events throughout the year, according to interest.
- Follow QCC monthly recommended exercises for mentoring sessions.

## Mentee Responsibilities

With a goal toward building a successful mentoring relationship, QCC mentees are expected to:

- Schedule and attend at least one, thirty minutes to one-hour, face-to-face session per month with the mentor throughout the academic year.
- Read the Mentee Training PowerPoint
- Maintain contact with the mentor via electronic means throughout the semester.
- Maintain contact with QCC Mentoring staff via email.

## Mentee Code of Conduct

As a participating mentee of QCC Mentoring, I agree to the following Code of Conduct for Mentees. If I violate any of these rules, QCC Mentoring may suspend or terminate my participation as a mentee in the QCC Mentoring Program.

### Rule 1. Confidentiality.

Except as provided below, I shall not disclose to any third party any personal details of my communication with my mentor without prior permission of my mentor. **My mentor is a mandated reporter, meaning that if I disclose a crime or harm to myself or others, they must report this to campus police.**

### Rule 2. Availability.

I shall be available for a minimum of 30 minutes to one hour per month to communicate with my mentor.

### Rule 3. Communications.

In my communications with my mentor, (1) I shall not use offensive language, and (2) I shall not transmit offensive images. Offensive language includes, but is not limited to, (a) profanity or verbal abuse directed towards the mentor, (b) sexually suggestive comments directed towards the mentor, and (c) derogatory remarks directed towards any individual or group of individuals based on religion, race, color, ethnicity, country of origin, age, sex, sexual orientation, or sexual identity. Offensive images include, but are not limited to, (a) images that are sexually suggestive, lewd, or pornographic and (b) images that include offensive language, as described above.

#### Rule 4. Topics for Discussion.

If my mentor expresses unwillingness, reluctance, or discomfort in discussing any topic that I have raised, I shall promptly cease pursuing that topic.

#### Rule 5. Personal Relationships.

I shall not pursue a romantic or sexual relationship with my mentor.

#### Rule 6. Meetings in Person.

I understand that my mentor will meet me at a QCC Mentoring approved location for in person monthly meetings. [Approved locations listed in this manual.] If there is an off-campus event through QCC Mentoring, I am responsible for transportation to and from that event. My mentor cannot transport me in their vehicle at any time.

#### Rule 7. Prohibited Advice.

I shall not seek medical, mental-health, or legal advice from my mentor.

#### Rule 8. Financial Assistance.

I shall not ask my mentor for financial assistance. No money will be spent by mentors in QCC Mentoring, including for food or snacks at mentoring meetings.

#### Rule 9. Career Assistance.

I shall not expect my mentor to find me a job. For a mentee who is graduating and seeking employment, much of the discussions with the mentor will focus on career opportunities. It is appropriate, for example, for the mentee to ask the mentor to assist in writing a resume and to review a resume. It is also appropriate for the mentee to ask the mentor for advice on conducting interviews and for advice on job-search strategies. It is not appropriate, however, for the mentee to expect the mentor to act as a job placement service and to circulate the mentee's resume as a matter of course. Under specific circumstances, the mentor may volunteer to circulate the mentee's resume among the mentor's colleagues and to inquire whether there is a suitable job opening; however, such assistance is strictly at the discretion of the mentor, and the mentee shall not expect, or demand, that the mentor perform such actions as a requirement of the mentorship.

#### Rule 10. Duty to Report Code Violations.

If I observe any QCC Mentoring participant behaving in a manner that violates the QCC Mentoring Code of Conduct for Mentees, I shall promptly report my observations to QCC Mentoring staff at [mentoring@qcc.mass.edu](mailto:mentoring@qcc.mass.edu).



## Role of A Mentor

**A QCC Mentor is** a ‘guide on the side,’ an active listener, a fervent supporter, an advice-giver, and a trustworthy role-model; the mentor is **not** a pontificator, dictator, counselor, academic adviser, or decision-maker.

**A QCC Mentor can** be a sympathetic listener and work with the mentee to generate practical solutions to the mentee’s problem, but the mentor **cannot** make decisions for the mentee.

**A QCC Mentor can** ask questions that can guide mentees toward self-realization and reflection, but the mentor **will not always** provide, or even know, the answers.

**A QCC Mentor understands** that struggling with questions often teaches more than being provided with all the answers.

**A QCC Mentor has** a respect for individuals and individuality, and the mentor **does not** believe that the only way to proceed is the “mentor’s way.”

**A QCC Mentor conveys** a sense of dignity and respect that encourages a trusting relationship.

**A QCC Mentor handles** sensitive information appropriately and refers the mentee to necessary services in sensitive situations. [Local resources listed in this manual.]

**A QCC Mentor sees** solutions as well as barriers, balancing respect for real and serious problems with the optimism one needs to find realistic solutions.

**A QCC Mentor is** flexible, open, and communicative.

**A QCC Mentor does not** provide support for the mentee 24/7.

**A QCC Mentor is not** automatically the mentee’s best friend. Through discussions with the mentee, a mentor and mentee build a friendly but professional relationship.

**A QCC Mentor is not** a parent, tutor, counselor, financial supporter, or an intimate partner of the mentee.

## Thank you to the Core Partners of QCC Mentoring!

Core Partners of QCC Mentoring are organizations that have sent 10 or more Mentors to the program. Mentees and Mentors will take tours of each Core Partner organization, and Core Partners receive additional training and pipeline opportunities. We could not run the QCC Mentoring Program without the support of our wonderful Core Partners! If you are interested in discussing Core Partnership for your organization, please reach out to [gsantner@qcc.mass.edu](mailto:gsantner@qcc.mass.edu).

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## QCC Mentoring Monthly Recommended Exercises and Workshops

QCC Mentoring will provide monthly recommended exercises for mentees and mentors to jumpstart their one-on-one sessions. Additionally, mentoring staff will recommend college-wide events and workshops that can benefit students.

Instructions for the exercises and a monthly Calendar of Events will all be accessed through the Mentoring Platform. Below is a sample of previous exercises, focus areas, and workshops.

**October - Time Management and Organization:** How do we stay organized when dealing with academics, job responsibilities, and family responsibilities? What tools can we use at QCC to help stay on top of our competing responsibilities?

**November - Professional Communication:** How can we find the best way to communicate in different settings? What is the best way to communicate at work, in class, with a mentor, and with a friend? Mentees and mentors will discuss ways to communicate most effectively and appropriately in person and over email.

**December - Community Engagement and Community Service:** What are the best ways to get involved at QCC? How can we give back to our community through community service?

**January - Self Care and Mindfulness:** It can be difficult to take time out of our busy schedules to relax and center ourselves. This month we will explore ways to practice self-care and stay fresh for the upcoming Spring semester. Mentee and mentor will also set new goals for the Spring semester.

**February - Planning Ahead:** What are your plans for next year? What are your plans for after QCC? Mentees and mentors can discuss transferring, their academic major, and plans for graduation and completion of their programs.

**March - Financial Literacy and Financial Aid:** Are you taking advantage of all the available financial aid opportunities and support on campus? Have you filled out your FAFSA form for next year? How can you prepare now to be a financially successful college graduate?

**April - Job Search and Interview Skills:** As we get closer to Summer, many students will be looking for jobs. This month we will ask mentors to work with mentees to prepare for job interviews and look over their resumes.

## What the Research Says about Mentoring

Students are more likely to persist and graduate in settings that provide academic, social, and personal support. Support may be provided in structured forms such as in summer bridge programs [and] mentor programs.

Tinto, Vincent. "Promoting Retention Through Classroom Practice," Paper Presented at Enhancing Student Retention: Using International Policy and Practice Conference, Amsterdam, Nov. 5---7, 2003.

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After one year of mentoring by faculty, students with mentors have higher GPAs and are more likely to stay in college compared to students who do not have mentors.

Campbell, T.A. and Campbell, E.D. 1997. "Faculty/Student Mentor Program: Effects on Academic Performance and Retentions." *Research in Higher Education*, 38, 727---742.

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Mentoring increased students' GPA, mentored students failed fewer courses, and mentored students were much more likely to be in good academic standing after one year of college than non-mentored students (88.5% vs. 57.1%).

Salinitri, G. (2005). The effects of formal mentoring on the retention rates for first-year, low achieving students. *Canadian Journal of Education* 28(4), 853---873.

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Mentored first year students are significantly more likely to return to college for a second year.

Terenzini, P.T., Pascarella, E.T., and Blimling, G.S. 1996. "Students Out---of---class Experiences and their Influence on Learning and Cognitive Development: A Literature Review." *Journal of College Student Development*, 37, 149---162.

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Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.

Bordes,V., & Arredondo, P. (2005). Mentoring and 1st year Latina/o students. *Journal of Hispanic Higher Education*, 4, 114---133.

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Mentored minority college students are twice as likely to persist as non-mentored minority students. They also have higher GPAs than non-mentored students.

Crisp, G. and Cruz, I. 2009. "Mentoring College Students: A Critical Review of the Literature between 1990 and 2007." *Research in Higher Education*, 50: 525–545.

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- Formal and informal mentoring programs are conducive to the transition, retention, and success of minority students in higher education.
- Students who participate are much more satisfied with their college experience than those who did not participate in mentoring programs.
- Establishing multiple levels of mentoring programs-----faculty, peers, staff, and administrators-----is important in providing success mechanisms for minority students.

Pope, M. L. (2002). *Community College Mentoring: Minority Student Perception*. *Community College Review*, 30(3), 31.

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Having a mentor in college helps students with identity formation, coping skills, stress reduction, and persistence to graduation.

Bordes, V., & Arredondo, P. (2005). *Mentoring and 1st year Latina/o students*. *Journal of Hispanic Higher Education*, 4, 114-133.

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**Which research "pull quote" are you the most excited/intrigued about? Why?**

## Relationship Guidelines

We recommend matches in QCC Mentoring based on:

- Career interests
- Academic interests
- Personal interests
- Availability to meet

QCC mentees will request a mentor through the Mentoring Platform or ask mentoring staff members to make a match for them. Once a mentee and mentor are matched, they may schedule a meeting at their convenience, using the guidelines provided in the Mentoring Platform.

Once the initial meeting has taken place, mentees and mentors are expected to communicate and schedule one meeting per month for the duration of the academic year.

Mentees and mentors can also meet before or after QCC Mentoring sponsored events.

## Locations for In Person Meetings

QCC Mentoring sessions can take place:

**Virtually - through the Mentoring Platform or Zoom/Facetime/Microsoft Teams/Google Meet**

**On the QCC West Boylston Campus**

- Student Support and Mentoring Center at the Administration Building room B61A
- Harrington Learning Center Café on the main level between 7:30am and 7:00pm
- Harrington Learning Center second floor study room between 8:00am and 8:00pm
- Harrington Learning Center advising cubicles (upon request) between 8:00am and 8:00pm
- **At a QCC Community Learning Hub**
  - Great Brook Valley Community Learning Hub: 35 Freedom Way, Worcester MA. The hours are Monday, Tuesday, Wednesday, Thursday, and Sunday from 4-8pm
  - Catholic Charities Community Learning Hub: 10 Hammond St, Worcester MA. The hours are Monday, Tuesday, Wednesday, Thursday from 8:30am-5pm and Wednesday from 5-8pm
  - Downtown Campus Quinsigamond Community College Community Learning Hub: 25 Federal St, Worcester MA, Room 007B. The hours are Monday, Tuesday, Wednesday, Thursday, and Sunday from 4-8pm

## Communication

We ask that the mentee and mentor be respectful of each other's boundaries. Some may be most comfortable with text and email, some with phone calls, and some with video communication. You can use whichever method works best for the mentee and mentor. If you need guidance or technical support, please reach out to [mentoring@qcc.mass.edu](mailto:mentoring@qcc.mass.edu).

## Setting Boundaries in the Mentoring Relationship

As the mentee and mentor continue to work together, they will grow more comfortable with each other (hopefully). Sometimes, however, people can take liberties with comfort. A mentee might see the mentor as a friend and ask for certain favors that are not appropriate for a mentoring relationship or a mentor might show up late to a scheduled mentoring meeting because you are "cool with it," even though you are not.

Also, a mentor might feel comfortable enough to ask questions that are not appropriate for a mentoring relationship. [We always want to keep the relationship warm but professional; mentee/mentor relationships are not allowed.]

If you are having difficulty establishing boundaries in your match, and one of the pair is consistently pushing these boundaries, please inform QCC Mentoring staff immediately.

Several examples of boundaries being crossed are:

- A mentee asking a mentor for money. This is not allowed under QCC Mentoring, even for a small amount of money for coffee or food.
- Your mentor asks personal questions that you do not wish to answer.
- Your mentee engages in gossip about another faculty member, staff member, or student.
- Your mentor reveals intimate or unfriendly feelings towards you.
- Your mentee asks you for a ride somewhere.

All the requests above are inappropriate and should be reported to QCC mentoring staff members. QCC Mentoring Training will have additional information on the best ways to set and enforce boundaries within your match.

## The Influence of Culture on Mentoring Relationships

Culture, in its broadest meaning, is the underlying fabric that holds together a person's world. It includes language, values, beliefs, customs, rituals, and oral and written history, art, music, dance, food, and much more. It is so much a part of who we are and how we live, that most of the time we are not even aware of how it shapes what we see, think, and feel. You can spend a lot of time learning about culture: your own, others', and its influence in general on how we function in our communities and in the world. But you can also take some basic measures to help you be a culturally curious and culturally sensitive mentor. Here are some ideas to help you get started.

### Why Does Culture Matter?

As a part of the mentoring relationship, you will find many ways that your background differs from your mentee/mentor's background. At a minimum you will discover generational differences. You will also be from different ethnic and religious heritages, or from different socio-economic groups. It might be tempting to want to just look past the differences and focus on what you have in common, but that is not the road to a strong relationship. Rather, the more you can learn about and appreciate your differences and similarities, the better.

### What You Can Expect:

- **Generational Differences**
- **Family System Differences**
- **Socioeconomic Differences**

### What Can You Do?

You can start with a few simple, but not necessarily easy, steps:

- Honestly examine your own mind for prejudices and stereotypes.
- Recognize that all of us have learned some prejudices and stereotypes and that acknowledging them is the first step to broadening our perspectives.
- Think about where biases come from and try to see them as learned misinformation.
- Make a personal commitment to be a culturally sensitive mentor.
- See your mentee/mentor first as a unique and valuable person.
- Approach cultural differences as opportunities for learning.
- Expose yourself to pop culture.
- Do a little Internet research on generational differences, not so you can stereotype or make assumptions, but so you can see how the times we live in help shape the people we become.



**Try It**

Many mentor matches find that they appreciate talking about cultural differences and similarities.

Start with simple discussions about things like communication styles, slang, and body language.

Then share something else like a favorite "traditional" food, type of music, or event.

Next, learn together about an aspect of a culture that is different from either of yours.

Slowly but surely, you will build a strong relationship based on mutual understanding and respect!

## Active Listening

We encourage our mentees and mentors to engage in Active Listening, as opposed to Passive Hearing. We believe the information below will be helpful for you to read and process to prepare you to be an active listener.

Listening is an active skill whereas hearing is passive. When we listen, we pay close attention to what someone is saying, interpret their meaning, look for clues in body language that support our intuition, connect what someone is saying to what they have said before, and offer restatements of what we think we heard. Phew!

Hearing is a passive skill. Words go in, but we do not really process them. Sometimes, hearing involves simply waiting for the other person to stop talking so that we may say what we wanted to say—hearing a pause and jumping in as opposed to listening to the words.

Of course, active listening is a skill that successful people exhibit. But how does one do it? Here are a few ways of looking at it.

### HEAR > INTERPRET > EVALUATE > RESPOND

#### HEAR the message:

Pay attention. Look at the speaker, stop other tasks, and do not allow interruptions. Let them know they are your top priority. Select the information that is important. Recognize emotional messages.

#### INTERPRET the message:

Speakers do not always say exactly what they mean or mean exactly what they say. By paraphrasing and asking questions you ensure that your understanding of the speaker's message is accurate. Look for non-verbals that might contradict what the speaker is saying verbally. If verbals and non-verbals do not match, check it out with the speaker. *Example: "I just failed my math mid-term, but it's no big deal." (Smiling, but eyes moist, voice shaky, eyes downcast).*

EVALUATE the message:

Make sure that you have all the essential information before forming an opinion. Consider all available information carefully before making a final decision. Ask questions and do not jump to conclusions.

RESPOND to the message:

Give feedback to let the speaker know what you heard and how you heard it. Responding allows you and the speaker to reach a mutual understanding. *Example: "So, if I understand what you said, you will be meeting me at the west entrance of the Student Center at 5:15 p.m. If you aren't there, I am to park in the parking lot and go wait for you in the HLC. Is that correct?"*

## General Questions to Jumpstart Mentoring Sessions

This is a list of suggested questions that will hopefully result in a healthy and productive conversation between you and your match. You might find it helpful to take notes for future reference. Your goal is to offer direction and encouragement to your match but not to be their personal counselor. If they delve into personal matters that you feel uncomfortable with, encourage them to take advantage of the resources available to them. [See the resource guide]

### Background:

- Where did you go to high school? How did you do in high school?
- What are your hobbies? What do you do in your spare time?

### Academic Support:

- Do you have a support system for your education? People who are supportive and encouraging?
- Do your friends and family encourage you to excel? If not, what do you do?
- Do you study with other students?
- Do you get tutoring when you need it?
- Do you know where to find tutoring? Writing workshops? Math help?

### Financial Support:

- Do you have the financial means to get to your academic goal?
- Have you applied for financial aid? Scholarships?
- Do you have a job?
- How do you balance your job with your education?

### Academic Goals:

- Have you identified a major? Have you identified a career?
- Does your educational plan match up with your career?
- Does your career match up with the lifestyle you want to live?
- Do you participate in activities that put you in contact with other professionals in your field?
- Do you participate in activities to connect you with other students with similar academic goals?
- Are you taking and succeeding in the classes you need?
- What does your time look like during the week?
- How much of your time is for work? Class? Studying?
- Do you keep a planner?
- Do you commit yourself to blocks of time for studying?

## QCC Campus Resources and Referrals

In the next section we provide a comprehensive map that can guide you and your match as you connect them with the appropriate support service. After the map, there will be a list of common scenarios you and your match might encounter, and the appropriate referral you could suggest.

Program Or Office	Services Offered	Target Population	Location & Contact Information	Notes
<b>Academic Advising</b>	Guide students from entry to exit at QCC. Provide faculty advisor, Administer Accuplacer, help with scheduling, etc.	All QCC students	Harrington Learning Center, 2 <sup>nd</sup> Floor 508.854.4308 advising@qcc.mass.edu	The place to start for testing, resources, and steps to enroll.
<b>Academic Tutoring</b>	Free tutoring for currently enrolled QCC students, in person and online. Writing Center, Math Center, General Academic Area tutoring, and Steps to Success for basic College Readiness is available.	All QCC students	Harrington Learning Center, 2 <sup>nd</sup> Floor tutoringcenters@qcc.mass.edu	Many options choose tutoring to match the needs of the student.
<b>Career Services</b>	Assist students in finding careers after college.	All QCC students	Admin Building room 272A 508.854-4439 careerservices@qcc.mass.edu	Helpful workshops listed on The Q page. Can help students put together resumes, cover letters, prepare for interviews, and even find business casual clothing.
<b>Brothers &amp; Keepers</b>	Peer support to increase retention and success of male students.	Male QCC students	Admin building room 162A 508.854.4503 brothersandkeepers@qcc.mass.edu	Program to assist students in obtaining confidence, resources and skills needed to succeed academically and socially.
<b>Office of Counseling And Wellness</b>	Free counseling services.	All QCC students	Admin Building room B56A 508.854.4479 counselingandwellnessoffice@qcc.mass.edu	If you believe a student is in need of counseling, you can refer them to The Office of Counseling and Wellness, and notify QCC Mentoring staff.
<b>Student Accessibility Services</b>	Works with students to overcome any boundaries or issues that arise from a documented disability.	Any QCC student with documented disability or in need of accommodation	Admin Building room 246A 508.854.4471 SAS@qcc.mass.edu	If a student discloses a disability to you, and you are in need of guidance or support in your work with that student, feel free to reach out to Student Accessibility Services or QCC Mentoring staff.
<b>Information Technology Service Desk</b>	The help desk can help any QCC student who is having difficulty with their technology or email communication.	All QCC students	Admin Building room 67A 508.854.4427 help@qcc.mass.edu	All technical support and guidance for student technology can be found here.
<b>Registrar</b>	Office that organizes student registration for classes and provides transcripts.	All QCC students and alumni	Admin Building room 152A 508-854-4257 registrar@qcc.mass.edu	If a student needs help registering for classes, has a hold, etc.
<b>Transfer Services</b>	Assists students who are planning or interested in transferring to another institution.	All QCC students	Harrington Learning Center, 2 <sup>nd</sup> Floor 508-854-4404 transfer@qcc.mass.edu	Helpful for students who want to continue to four-year college, or to learn more about it and available scholarships.
<b>Trio Student Support Services</b>	Assists special population students With support services to succeed at QCC: One-stop shop for academic, financial aid, and college counseling.	First generation students, economically disadvantaged students, and students with disabilities at QCC	Admin Building room 170A 508.854.4458 trioss@qcc.mass.edu	Note: There is an application process, students must meet federal guidelines to be eligible. First come first serve so students should apply early in the Fall.
<b>Library Services</b>	Can help students with research acquiring books for courses and homework assignments.	All QCC students	Harrington Learning Center, 3rd floor 508-854-4366 reference@qcc.mass.edu	Librarians are a very helpful resource That many students do not know about or access.
<b>Student Clubs</b>	There are a wide variety of clubs for students to join, which will help them engage with the college community.	All QCC students	Fuller Student Center 508.854.4334 studentlife@qcc.mass.edu	Direct students to any club that fits their interests or have them start their own club!
<b>Testing</b>	Testing office can help students prepare for and take the appropriate placement tests needed for entry at QCC.	All QCC students	Admin Building 384A 508.854.2784 testing@qcc.mass.edu	Students need to show photo ID for all testing.
<b>Dean of Students</b>	Assists students with academic, personal or social challenges related to acclimating to college life. Provides advocacy and referral to both on and off campus resources.	All QCC students	Admin Building room 365A 508.854.4294 tvecchio@qcc.mass.edu	The number one advocate for students.

<b>Financial Aid</b>	The goal is to ensure that students do not have financial barriers if they want to earn a college degree or certificate. QCC offers a wide variety of federal, state, and institutional assistance programs.	All QCC students	Harrington Learning Center, 2 <sup>nd</sup> Floor 508.854.4261 financialaid@qcc.mass.edu	Great resource for your mentee if they have any financial questions about paying for QCC, work study, or taking additional classes.
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## Resources and Referral Quiz (For Mentors)

### Scenario One:

Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition and cannot afford textbooks, food or even transportation to class. What would be the appropriate response?

- A. Give your mentee funding to support them in their education
- B. Recommend they get a job on campus
- C. Refer them to the Financial Aid office to go over their tuition bill and financial aid package
- D. Refer the student to their on-campus advisor

### Scenario Two:

Your mentee seems unable to make the time to study on top of schoolwork, their job, and family commitments. They are interested in succeeding in college, but they express difficulty in building a schedule that allows for effective studying time. How can you help them?

- A. Walk through their schedule with them, and find times they may be able to study
- B. Recommend they drop a class to find more time to study
- C. Recommend they attend a Steps to Success class at QCC, or other academic tutoring
- D. Help the mentee complete their homework by proofreading their papers for them

### Scenario Three:

Your mentee mentions that they cannot figure out the right classes to take in the upcoming semester to fulfill the requirements for their major. They want to graduate on time but cannot understand which classes they can take. How can you help them?

- A. Research certificate and degree pathways on QCC's website, and advise the mentee on the best possible courses to take
- B. Bring the mentee a copy of the QCC course catalog and work together to figure out the best courses for the mentee to take
- C. Refer the student to Academic Advising, where they will go over their pathway with a QCC staff member
- D. Refer the mentee to the tutoring, where a tutor may be able to point them in the right direction

### Scenario Four:

Your mentee is going to graduate at the end of the current semester and has not begun preparing for their job search. They tell you they do not have a resume, have never gone through a job interview, and do not have business casual clothes. How can you help them?

- A. Work to procure the student a job at your current place of employment
- B. Write a resume with the mentee
- C. Refer the mentee to Career Services, where they can work to build a student's resume, find internships, and prepare them for job interviews
- D. Reach out to colleagues at other companies to hire your mentee

## Resources and Referral Quiz: Answers

### Scenario One:

Your mentee is struggling to cover the costs of their education at QCC. They say they are unable to pay tuition and cannot afford textbooks, food or even transportation to class. What would be the appropriate response?

*While it may be tempting to support your mentee financially, or provide financial advice, the best strategy would be Option C, refer the mentee to Financial Aid. The Financial Aid office can adjust their package, point the mentee to appropriate scholarships or campus jobs, and support them in financial planning for their education.*

### Scenario Two:

Your mentee seems unable to make the time to study on top of schoolwork, their job, and family commitments. They are interested in succeeding in college, but they express difficulty in building a schedule that allows for effective studying time. How can you help them?

*You may feel confident in your knowledge of college readiness and study skills and would like to support them academically. However, QCC mentors are encouraged to refer students to the supports on campus, such as the Steps to Success classes or other academic tutoring. Option C would be the best option, as it leaves the decision-making and specific skills to trained QCC professionals.*

### Scenario Three:

Your mentee mentions that they cannot figure out the right classes to take in the upcoming semester to fulfill the requirements for their major. They want to graduate on time but cannot understand which classes they can take. How can you help them?

*Your mentee may be confused about the best courses or schedules to sign up for at QCC. While it is appropriate to ask them questions about their upcoming decisions, we ask that you always refer mentees to academic advising. QCC Academic Advisors are best prepared to work with students to determine specific pathways, course schedules, and graduation plans. Mentors will be most effective if they ask open ended questions to help students determine their goals, and point mentees to trained professionals to identify the appropriate pathway. Option C is the best option listed.*

### Scenario Four:

Your mentee is going to graduate at the end of the current semester and has not begun preparing for their job search. They tell you they do not have a resume, have never gone through a job interview, and do not have business casual clothes. How can you help them?

*While you may be tempted to hire or support your mentee professionally, QCC Mentoring would prefer that you refer them to Career Services in the creation and initial preparation for job interviewing. Once students have had a baseline of training at QCC, you are welcome to support them through editing resumes or practicing interviewing. Option C would be the best option listed.*

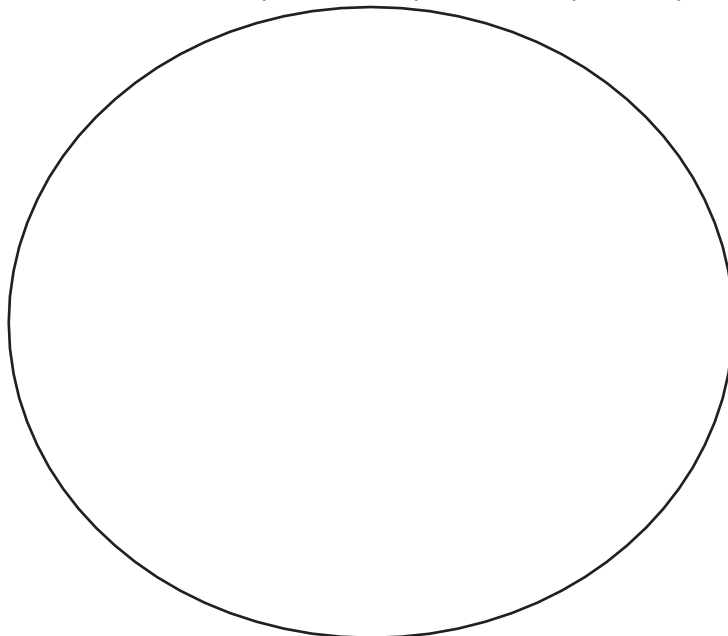
## QCC Mentoring: Getting to Know You Activity: *We recommend you use this in your first meeting*

1. Make a list of words that reveal who you are, or ways you prefer to identify yourself to others.

*Examples include Gender, Religion, Cultural Background, Hobbies, Jobs, Political Beliefs, Role in Family, Favorite Sports, etc. There are no wrong answers!*

2. Identify the top 5 most important parts of who you are.

3. Divide the circle below into a pie chart with the 5 parts you just identified. Each section of the pie chart does not need to be the same size, but the size of each section should represent how much you identify with that part of yourself.



4. Introduce yourself to your partner by telling them about those 5 unique parts of you that make up the whole.



## Additional Mentoring Training Activities

These activities will be utilized in the QCC Mentoring Training:

### Training Activity 1: “Say What” Role-Play

Find a partner. One person will play the mentor, and one person will play the mentee. The mentor will listen actively, and the mentee will talk.

**Mentee:** Use one of the following topics to jumpstart your conversation.

First Week of Classes | Not Happy with a Grade | Too Much Homework | Tired of Being Mentored  
 Financial Aid Not Yet Received | Terrible Parking Situation | Looking for Campus Resources

**Mentor:** Use the following table to help yourself practice several types of “actions.”

Type of Action	Purpose of Action	Implement	Examples
Encouraging	<ol style="list-style-type: none"> <li>To convey interest in what the speaker is discussing</li> <li>To keep the person talking</li> </ol>	Do not agree or disagree.  Use a noncommittal positive tone.	“I see...”  “Yes...”
Restating or Clarification	<ol style="list-style-type: none"> <li>To show that you are listening and understand</li> <li>To check the listener’s perception of the speaker’s message</li> </ol>	Restate the other’s basic ideas, emphasizing the facts.	“If I understand, your idea is...”  “In other words, this is...”
Reflecting or Paraphrasing	<ol style="list-style-type: none"> <li>To show that you are listening and understand</li> <li>To show your understanding of their feelings</li> </ol>	Restate the other’s basic feelings.	“You feel that...”  “You must feel angry that...”
Summarizing	<ol style="list-style-type: none"> <li>To pull important ideas, facts, etc. together.</li> <li>To establish a basis for further discussion</li> <li>To review progress</li> </ol>	Restate, reflect, and summarize major ideas and feelings.	“These seem to be the key ideas...”  “If I understand you, you feel that...”

Switch roles when you have completed your turn (about eight minutes for each side).

## Training Activity 2: Red Card/Green Card Boundary Game

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A boundary is a line that separates one thing from another. Boundaries can be visible or invisible and they can be thought of as protective barriers that help keep us safe.

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Boundaries help us separate one thing from another and remain aware. Poor boundaries can lead to destructive side-effects including unmet or confused expectations.

- All relationships have assumptions behind them, based on societal values.
- These assumptions are rarely discussed openly in everyday conversation.
- Individuals may have different assumptions about certain relationships and their boundaries.
- Boundaries may be either physical and/or psychological.
- Boundaries are related to trust.
- There can be both negative and positive consequences when people try to change boundaries.
- There will often be resistance to changing boundaries from people who have previously established the boundaries.

To illustrate the differences in our individual boundaries we are going to try a group activity. I am going to read a situation and if this were something you would not do, hold up your **red** card. If this is something you would do hold up your **green** card. Remember there are not any right or wrong answers.

1. Telling your mentee (whom you just met) about the first time you fell in love
2. Using social networking sites while at work
3. Hugging your mentee
4. Texting while driving
5. Telling your mentee where you live
6. Telling your mentee about your academic college experience
7. Telling your mentee about your social college experience
8. Talking to your mentee about sex
9. Telling your mentee personal information about a close friend
10. Asking your mentee to get something out of your purse
11. Accepting a gift from your mentee's family
12. Talking to your mentee about problems in your relationship with a significant other
13. Giving your mentee five dollars for a sandwich
14. Driving your mentee to a doctor's appointment

If you ever have a question or concern about a boundary, please reach out to QCC Mentoring staff.

## Training Activity 4: Cultural Responsiveness Assessment

This tool is designed to explore both individual and organizational cultural responsiveness. Its purpose is to help you consider your skills, knowledge, and awareness to empower mentoring relationships. Its goal is to assist you to recognize what you can do on a personal level and organizationally to be more inclusive of youth, family, and stakeholders in your community.

We believe a major benefit of QCC Mentoring is the opportunity for our mentees and mentors to interact with an individual from a different culture and community. This assessment will help you prepare to serve as a culturally responsive and aware mentor.

Please read each statement and place a check in the appropriate column that follows. Please be as candid as possible with your responses, as there are no right or wrong answers to the following questions.

	<b>Statement</b>	<b>Never</b>	<b>Sometimes</b>	<b>Fairly Often</b>	<b>Always</b>
1	I have a clear sense of my own ethnic, cultural, and racial identity.				
2	I have biases that influence the way I think and behave.				
3	I understand that my various identities provide both power and privilege in different ways.				
4	I am knowledgeable about the experience of different cultural groups in the United States.				
5	My social circle includes people of various cultural identities.				
6	I recognize and avoid language that reinforces stereotypes.				
7	I seek to increase my knowledge of cultures different from my own.				
8	I know and use a variety of relationship building skills to create connections with people who are different from me.				

## Additional Perks of QCC Mentoring

### Athletic Membership

QCC Mentors are eligible to sign up for a QCC Athletic membership, free of charge. To receive this benefit, please fill out this form and bring it to the QCC Athletic Center. The Athletic Membership Form can be found in the next section of the handbook.

**QUINSIGAMOND COMMUNITY COLLEGE ID# \_\_\_\_\_**  
**Athletic Center Membership Application**

<u>MEMBERSHIP TYPE</u>	<u>QTY</u>	<u>COST</u>	<u>TOTAL</u>
1. <u>QCC</u> Employee , Retiree , Board Member, Students and their Spouse & Children (26 yrs. & under)	_____	NC	<b>No Charge</b>
2. QCC Alumni	_____	\$100	_____
3. Senior Citizen/ State Municipal Retiree	_____	\$100	_____
4. Individual Monthly Membership (15 and older)	_____	\$20	_____
5. Individual Yearly Membership (15 and older)	_____	\$150	_____
6. Family Year Members (2 adults & 2 children 17 & under)	_____	\$300	_____
<b>TOTAL AMOUNT DUE</b>			_____

**PLEASE PRINT**

**NAME:** \_\_\_\_\_ **PHONE:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

**CITY:** \_\_\_\_\_ **STATE:** \_\_\_\_\_ **ZIPCODE:** \_\_\_\_\_

**In case of Emergency:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**ADD ONS:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **ID#** \_\_\_\_\_

\_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **ID#** \_\_\_\_\_

\_\_\_\_\_ **D.O.B.** \_\_\_\_\_ **ID#** \_\_\_\_\_

- Children under age 13 must be accompanied by an adult
- Children under age 15 are not allowed on weight equipment
- All year memberships are valid 12 months from start date
- Applicant is responsible for all add on members on the application
- Applicant agrees to follow all rules and regulations of the Athletic Center and QCC
- You are exercising at your own risk. Please be sure to read the hold harmless waiver as it releases QCC and the Athletic Center of responsibility for injuries you may incur while exercising in the facility
- Failure to follow rules and regulations will result in suspension of membership privileges

I certify that the above information is complete and accurate to the best of my knowledge. I have read and understand all information on the application. I also understand falsifying information can result in my membership being revoked.

**Applicant's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**If Under 18 Guardian Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_