



New Hampshire Journalism Mentors Project

A Shared Initiative:

**Granite State News Collaborative
New Hampshire Press Association
Franklin Pierce University
Nackey S. Loeb School of Communications**

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Guidelines/Best Practices

Statement of Purpose:

The New Hampshire Journalism Mentors Project seeks to pair students and educators with working and retired journalists to assist them advance their journalism careers and support high quality news coverage in the state.

Program Overview:

The New Hampshire Journalism Mentors Project seeks to create extended mentoring pairs with relationships spread over several months, such as a semester of study. The Mentors Project believes longer term relationships can best benefit the mentor and the mentee and by producing the broadest and longest lasting results.

Organization:

The New Hampshire Journalism Mentors Project is sponsored by the New Hampshire Press Association, the Granite State News Collaborative, the Nackey S. Loeb School of Communications and Franklin Pierce University. It is administered by a five-person board of directors consisting of two members from professional media, two college educators and the program director. These appointments are approved by a consensus vote of the sponsoring organizations

Mentorship periods:

The New Hampshire Journalism Mentors Project offers three mentorship windows a year: spring (Jan-May); summer (Jun-Aug); fall (Sep. - Dec.).

Roll of the Mentor:

The primary role of mentors is to make themselves available to listen and offer feedback to mentees based on their own professional and personal experiences. In sharing these insights, mentors gain a chance to build their leadership skills, along with the personal reward of potentially shaping someone's path to success. Our mentors also serve our student members by giving them a chance to tap into the advice, job search and networking guidance of a seasoned professional.

Mentors can assist mentees in many areas, including but not limited to: building self-esteem and confidence; finding sources and improving stories through writing coaching; sorting out ethical and legal questions, learning how to improve reporting techniques, providing tips on dealing with difficult sources, how to best use social media platforms and defining an appropriate career path.

Guidelines/Best Practices

Roll of the Mentee:

The primary role mentees is to take full advantage of the skills and experience of their mentors and to assist in defining and achieving their career goals. This means mentees are responsible for taking a leadership role in defining their relationship with mentors.

Who can be a mentor?:

A mentor can be any current or retired journalist with demonstrated skill sets beneficial to students seeking a journalistic career. Current and retired educators are also encouraged to be mentors. Mentors must be willing to spend a reasonable amount of time working with mentees to establish their expectations for the mentorship and achieving those goals. A mentor is foremost a coach/teacher/guide to provide understanding, guidance and support. A mentor should be willing to pursue the kind of affiliation that continues after the official mentorship has ended.

Who can be a mentee?:

A mentee can be an educator, student or a student publication including newspapers, magazines, broadcast outlet, digital presence or blog. Foremost, a mentee must have a clear understanding of why they want to be mentored as well as a clear understanding of their expectations for their mentor. In addition, a mentee must be able to articulate a clear set of knowledge goals for their mentorship.

Guidelines for mentors

Set Initial Expectations with the Mentee

Setting expectations is one of the most crucial steps for anyone in a mentoring relationship. The mentor and mentee must clearly outline their expectations for each other and the relationship. They must also agree on these expectations. This will help avoid role confusion and give the mentorship great potential for success.

Take a Genuine Interest in the Mentee.

While it's important to understand a mentee's role and career goals, it's hard to form a successful relationship with someone that you don't actually know. That is why mentors should spend time at the beginning of the relationship getting to know more about their mentee.

Learning more about the mentee decrease the challenge of making assumptions throughout the relationship.

Guidelines/Best Practices

Guide the Mentee's Development.

It's important to understand how to point the mentee in the right direction and when to wait before giving advice. The mentee needs to take responsibility for their own learning. They also need to be autonomous when it comes to doing their part in the relationship. The mentor is there as a guide, but mentee must do the work themselves.

A good practice for this is to ask guiding questions to the mentee to help them discover the answer. Suggestions can be made, but it's important to avoid telling the mentee exactly what to do. Knowledge sharing from previous experience can help achieve this.

Share Previous Mistakes

It's important for people to learn from their own mistakes. However, mentors are in the unique position to share previous experiences with their mentee. This includes their own mistakes.

There is a good chance that the mentee will face the same challenges that the mentor has already overcome. By knowing about the mentor's experience, the mentee will have invaluable knowledge to take on the challenge before a mistake is made.

Celebrate Their Milestones

Along with setting expectations, the mentee should also set quantifiable goals. These goals will make it possible to track their improvement as a mentoring program participant. A good mentor takes the time to track the mentee's progress and adjusts goals as need be.

Celebrating the progress is just as important as tracking it. The milestones should be celebrated. When a mentor takes the initiative to celebrate a mentee's milestones, they are able to strengthen the overall relationship.

Solve for the Long-Term

A formal mentoring relationship may last for just a few months, but what the mentee learns will be with them throughout their entire career. Mentors should always keep this in mind. Both parties should have their thoughts on the long-term and the goals should reflect that.

Also, a good mentor should make themselves available past the mentorship. Keep the relationship even when the program is over, and don't hesitate to help out the former mentee.

Guidelines/Best Practices

Guidelines for mentees

Remember mentors are volunteers

As volunteers they are taking time out of their schedules to help you. Work to ensure your interactions are thought out in advance and conducted efficiently. Ask mentors what days and times are best for them to interact with you. Conversing at the right time will likely mean mentors will have more time to interact and can do so in a more relaxed way.

Take Responsibility for Your Learning

Mentors cannot do everything. Their primary responsibility is to provide tools and guidance. You must be willing to take assistance and apply it to your educational goals. Listen carefully and ask questions if there is something you do not fully understand.

Develop Trust

As with any relationship, trust is not automatic, it must be carefully cultivated. That means being open, honest and respectful with mentors. It is the responsibility of the mentors to do the same. Developing mutual respect in the initial stages of the mentorship is especially important because it establishes a sound foundation for moving forward and better ensures a successful mentorship.

Set Realistic Expectations with Your Mentor

A successful mentee sets goals and expectations at the beginning to base the mentorship on a solid foundation. If possible, these goals should have specific milestones and deliverables. Mentors have limits to their knowledge and abilities. Don't get frustrated because they cannot help you with all your requests. If you need guidance beyond that which your mentor can give you, ask for their recommendations to help you find others who have the necessary skills.

Be Open About Your Needs and Provide Feedback to Your Mentor

Don't be afraid to provide constructive feedback, positive and negative, during the mentorship. Don't wait until the final evaluations. Be honest if you need something to change and let them know if you don't understand something. As well, let them know what is working well. By doing this you create a mentorship that grows stronger with time.

Guidelines/Best Practices

Guidelines for mentor/mentee meetings

Initial meeting

After a mentor and mentee have been matched it is the responsibility of the mentor to make the initial contact to the mentee by the most convenient means available.

During that initial exchange of pleasantries, it's recommended that an in-person meeting is scheduled where the mentor and mentee can review the information provided when they outlined their goals and expectations for the mentorship. They should also take time to review each others histories and interests to begin building a personal relationship.

That first meeting, whenever possible, should be in person at the school or news organization. It is acceptable for it occur at a public venue as well, but never at a private residence or venue.

This is also the time to set a schedule for future meetings and contacts.

Subsequent meetings

It is up to the mentor and mentee to determine when and what means they will remain in contact for the course of the mentorship.

Code of Conduct

The mentor shall always strive to act in the best interests of the mentee. The mentor will not place the interests of the mentor, the mentor's employer, a professional society, a sponsor, or any other party above the interests of the mentee.

The mentor's role is to respond to the mentee's needs and agenda; it is not to impose their own agenda.

The mentee is ultimately responsible for the mentee's own actions. The mentor provides guidance for pursuing a specific course of action. The responsibility for choosing a specific course of action belongs to the mentee, not to the mentor.

Mentees must be 18 years old to participate.

Mentors will agree with the mentee how they wish the relationship to work adopting the most appropriate level of confidentiality.

Mentors and mentees will respect each other's time and other responsibilities, ensuring they do not impose beyond what is reasonable.

The mentor will ensure the mentee accepts increasing responsibility for managing the relationship; the mentor will empower them to do so and will promote the mentee's autonomy.

Either party may dissolve the relationship at any time throughout the period of the mentoring relationship.

The mentor will not intrude into areas the mentee wishes to keep private until invited to do so. They should, however, help the mentee to recognise how other issues may relate to these areas.

Mentors will be open and truthful with themselves and their mentee while participating in the mentoring relationship.

The mentoring relationship should not be exploitative in any way, neither may it be open to misinterpretation.

Mentors should never work beyond the bounds of their capability, experience and expertise to the point where they do not feel confident in providing the mentee with proper support.

Where appropriate, mentors should seek advice or refer mentees to another point of contact or enterprise support professional.

The confidentiality of the mentor/mentee relationship remains paramount at all times. At no time will a mentor or mentee disclose any part of their relationship to any third party without the explicit agreement of the other.

Code of Conduct

Any notes or other records of mentoring sessions shall remain, at all times, the property of the mentee. They may, for convenience, be retained by the mentor but may be requested by the mentee at any time.

Mentors have a responsibility to highlight any ethical issues (such as conflicts of interest) that may arise during a mentoring relationship at the earliest opportunity.

Mentors will maintain their professional competence through participation in continuous professional development.

In-person meetings should always be conducted in public venues.

Mentors and mentees will not use offensive language or transmit offensive images. Offensive language includes, but is not limited to, profanity or verbal abuse directed towards the mentee, sexually suggestive comments directed towards the mentee, and 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, images that are sexually suggestive, lewd, or pornographic and images that include offensive language, as described above.

If a mentor or mentee expresses unwillingness, reluctance, or discomfort in discussing any topic the other will stop pursuing that topic.

Mentors and mentees will not pursue a romantic or sexual relationship with each other.

Mentors will not provide medical, mental-health, or legal advice to their mentees nor will mentees seek such advice.

Mentors will not charge their mentees any fees during the period of mentorship nor will mentees request money or payment from their mentors.

Mentees should not expect mentors to find them jobs. For a mentee who is about to graduate and is seeking employment, much of the discussions with the mentor will of course 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.

Any violation of this code of conduct must be immediately reported to the New Hampshire Press Association Mentorship Program administrator.

Mentor/Mentee Expectations Contract

Mentor: _____ Mentee: _____

Organization: _____ Organization: _____

Type of mentorship: _____ Period: Spring Summer Fall
(news reporting, sports reporting, design, etc.)

Goals: (What do you hope to achieve as a result of this relationship?)

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____

Steps to achieving goals as stated above.

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____

Specific skills the mentee seeks to improve upon or achieve:

- 1 - _____
- 2 - _____
- 3 - _____
- 4 - _____

Mentor/Mentee Expectations Contract

Meeting frequency: (Agree on the minimum and maximum contacts per month.)

How will these meetings be conducted and for how long: (In person, by telephone, online?)

What expectations does the mentor have of the mentee?

What expectations does the mentee have of the mentor?

Confidentiality:

Any sensitive issues discussed will be held in the strictest of confidence. Include her Issues that are off limits for outside discussion.

Relationship termination clause:

In the event that either party finds the mentoring relationship unproductive and requests that it be terminated, we agree to honor that individual's decision without question or blame.

Mentee Signature

Date

Mentor Signature

Date

Mentor Application (page 2)

First Name _____ Last Name _____

Email _____ Telephone _____

News Organization _____ Title _____

Brief description of job duties _____

Have you been a mentor? If so, briefly describe. _____

I am interested in mentoring students in these areas:

News Reporting Sports Reporting Entertainment Reporting Editorial Writing Photography

Copy Editing Layout and Design Marketing Advertising Radio Reporting/Editing

Television Reporting/Editing Visual/Video Storytelling Social Media/Digital Engagement

Other: _____

I am available to mentor during these sessions:

Spring: January-May 2020 Summer: June-August 2020 Fall: September-December 2020

Days Available: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Times Available: Morning Afternoon Evening

Do you have any requirements/expectations for the student with whom you would be matched?

Describe benefits you hope to enjoy from your involvement with the student/mentee

Mentor Application (page 2)

Please include some brief biographical and employment history information to share with prospective mentees.

What information or training would you like to receive before mentoring?

Mentee Application (page 1)

First Name _____ Last Name _____

Email _____ Telephone _____

Education Organization _____ Major/Minor _____

Class: Freshman Sophomore Junior Senior Post Graduate

Have you been a mentee? If so, briefly describe. _____

Educational Experience _____

I am interested in being mentored in these areas:

News Reporting Sports Reporting Entertainment Reporting Editorial Writing Photography

Copy Editing Layout and Design Marketing Advertising Radio Reporting/Editing

Television Reporting/Editing Visual/Video Storytelling Social Media/Digital Engagement

Other: _____

Describe your involvement with any student news organizations

What are your journalism/media career goals?

Do you have any professional/internship experience? If so, briefly describe.

Mentee Application (page 2)

I am available to be mentored during these sessions:

Spring: January-May 2020 Summer: June-August 2020 Fall: September-December 2020

Days Available: Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Times Available: Morning Afternoon Evening

Do you have any requirements/expectations for the mentor with whom you would be matched?

Describe benefits you hope to enjoy from your involvement with the mentor.

Please include some brief biographical and educational history information to share with prospective mentors.

What information or training would you like to receive before being mentored?

Mentor Evaluation

(To be completed by the mentee)

Mentee Name: _____ Email: _____

Education Organization: _____

Mentor's Name: _____

Period of evaluation: Spring 2020 Summer 2020 Fall 2020

How strongly to agree with the following statements:

1 - Strongly agree. 2 - Agree. 3 - Disagree. 4 Strongly disagree.

- _____ The mentoring program was well structured with clear goals.
- _____ My mentor was accessible and available
- _____ My mentor communicated regularly with me.
- _____ My mentor demonstrated a reasonable interest/concern towards me.
- _____ My mentor's attitude and behavior was professional
- _____ My mentor provided me with appropriate, relevant, and helpful information.
- _____ My mentor was supportive and encouraged me to make decisions that will lead to my success.
- _____ Overall, my mentor was an asset and a benefit to me.
- _____ My mentor and I completed the goals planned.
- _____ I anticipate an extended future relationship.

What did you like best about your mentorship experience?

How could the mentorship program be improved?

Add your overall impressions of your mentorship experience.

Mentee Evaluation

(To be completed by the mentor)

Mentor's Name: _____ Email: _____

News Organization: _____

Mentee's Name: _____

Period of evaluation: Spring 2020 Summer 2020 Fall 2020

How strongly to agree with the following statements:

1 - Strongly agree. 2 - Agree. 3 - Disagree. 4 Strongly disagree.

- _____ The mentoring program was well structured with clear goals.
- _____ My mentee was accessible and available
- _____ My mentee communicated regularly with me.
- _____ My mentee demonstrated a reasonable interest/concern towards me.
- _____ My mentee's attitude and behavior was professional
- _____ My mentee provided me with appropriate, relevant, and helpful information.
- _____ My mentee learned at least one important professional lesson from me.
- _____ I would recommend my mentee for future mentoring programs.
- _____ I would recommend my mentee for future mentoring programs.
- _____ My mentee and I completed the goals planned.
- _____ I anticipate an extended future relationship.

What did you like best about your mentorship experience?

How could the mentorship program be improved?

Add your overall impressions of your mentorship experience.

Mentor Introduction Information

(Describe yourself to your mentee)

Name: _____ News Organization _____

Job Title: _____ How long have you been employed there? _____

Describe your duties: _____

What other jobs, if any have you done there? _____

What do you like best about your job? _____

What is the most challenging aspect of your job? _____

What other places have you worked? _____

Where did you go to school and what did you study? _____

How did you get interested in working in the news media? _____

List your hobbies or kinds of things you like to do when you are not working. _____

Provide any additional information to help your mentee get to know you _____

Mentee introduction information

(Describe yourself to your mentor)

Name _____ School _____

Majors/Minors _____ Class _____

Describe other educational experiences _____

List other school organizations with which you are involved _____

What attracted to a news media career? _____

What would you like your first job out of college be? _____

Where do you see yourself in five to 10 years? _____

List your hobbies and interests outside of school. _____

Include a few words about where you grew up. _____

Provide some basic family information. _____

Provide any additional information to help your mentor get to know you. _____
