



MENTORING PROGRAM

Handbook & Code of Conduct

INTRODUCTION

Welcome to Point Foundation's Mentoring Program. Our program matches scholars with mentors who are highly successful professionals in fields ranging from the arts and sciences, to business, law, medicine, education and other humanities.

Point Foundation Mentors are selected based on merit in their respective fields, references, and most importantly, a deep commitment to attending to the personal and professional welfare of Point Scholars. They provide emotional support to scholars, build rewarding personal relationships and serve as much needed role models. They also serve to assist scholars with professional and career decisions, including the pursuit of graduate studies, internship placements and possible job opportunities after graduation. Special emphasis is placed on providing our scholars with mentors who are also deeply committed to supporting Point and our mission as we endeavor to serve the needs of a substantial and ever growing population of LGBT student leaders in higher education. We believe that great mentors change lives.



Point Mentor Bruce Grivetti and Point Scholar Matthew Smith

PROGRAM GOALS

Point Foundation's Mentoring Program strives to achieve the following goals:

To build a mentorship that enriches the lives of both our mentors and scholars.

To attend to the welfare and future of Point Scholars in a world that threatens their livelihood and opportunity for future success.

To provide Point Scholars with a network of support cultivating their intellectual development.

To match scholars with mentors who are committed to advancing our students' academic and professional opportunities.

To establish practical procedures and policies based on the needs and capacities of our mentors and scholars.

To implement a sustainable mentoring system that enhances the overall quality of Point Foundation.

To build a clearinghouse of mentors suitable to a diverse set of emerging LGBT leaders.

To train Point Scholars to serve as future LGBT mentors and community leaders.

To provide both scholars and mentors with strategies for developing strong, lifelong mentoring relationships and broader support networks.

ACTION REQUIRED

After reviewing this handbook and the Code of Conduct, each Point Scholar and each Point Mentor is required to return a signed copy of the last page to Point Foundation's headquarter office.

SCHOLAR INFORMATION



Point Scholar Kha Trinh and his mentor Jenny Machida

After being introduced to a scholar, each mentor will receive an electronic bio from their respective scholar. This bio should help guide the work to be accomplished with each Point Scholar.

SAMPLE SCHOLAR BIO

From: janedoe@college.edu
Subject: TFF Web Site Mentee Information

Form Field	Information entered by user
Name_Last	Doe
Name_First	Jane
Phone_Home	323 933 1234
Ed_College_University	Point University
Ed_Major	Leadership
Resume	<p>EDUCATION Point University Bachelor of Arts GPA 3.8/4.0</p> <p>WORK EXPERIENCE Leadership Department, Point University Research Assistant Fall 2009 - present Residential Life and Housing, Point University Residential Advisor Fall 2009 - present</p>
Cover_Letter	<p>Dear Mentor:</p> <p>I am extremely grateful that you are donating your time to mentor me. After receiving the Point Scholarship, I was exceptionally thankful for the opportunity to continue my college education, but I also recognized the responsibility and privilege concordant with being named a Point Scholar.</p> <p>Once again, thank you for taking time to mentor a student through the Point Foundation.</p> <p>Sincerely,</p> <p>Jane Doe</p>
Community_Service_Project	<p>Being the president of my school's LGBTQ organization, there's a lot of events and projects I help run. So far this year I've helped bring back some of our most successful events, but have also proposed and led other endeavors, such as campaigning and an awareness-raising campaign.</p> <p>This semester I hope to help lead a project for more LGBT-friendly facilities around campus, as well as aid in larger nation-wide campaigns for inclusive legislation. I also plan to bring a few LGBT speakers to my school, and reach out to high school GSAs in the community.</p> <p>My focus is definitely not narrow, and I have ample ideas and manpower to pull everything off.</p>

COMMUNITY SERVICE PROJECT

While reviewing the scholar bio, special attention should be given to the scholar's community service project; a central component of Point's Mentoring Program. Each year, Point Scholars are given a step-by-step guide and required to design and execute a project that will directly benefit the LGBT community. Mentors are expected to serve as sounding boards on this project, and to advise the scholar on how to best complete the project throughout the year. During the middle of the school year, each mentor will be asked to provide an update on their mentee's service project.





Point Scholar Joe Goldman and his mentor Brian Branton

WHY MENTORING WORKS...

Powerful things happen when a respected, experienced person shows interest and goes out of their way to help another individual develop, especially when that individual is open to being influenced. At Stanford University, Professor Albert Bandura conducted research on this impact*. Three findings are especially important.

First, we do most of our learning from observing successful and unsuccessful models. In other words, we watch people's actions, see what happens to them, and then emulate (or avoid) similar actions ourselves.

Second, we respond well to positive reinforcement from certain people. That is, we learn faster and more effectively when we receive positive feedback from someone we respect.

Third, we learn best not only from positive reinforcement but also from having "mastery experiences." We leap ahead in our learning if we master something difficult.

Mentoring at its best incorporates these three factors. Good mentors allow themselves to be observed, and effective mentees make a point of watching and questioning them. An effective mentor encourages their mentee through positive words – genuine timely praise. An effective mentee does the same with their mentor, which in turn reinforces the mentor to invest more.

Finally, mentorships in which the mentee sets difficult yet doable goals and masters difficult challenges not only learns a tremendous amount, but builds their self-confidence in the process.

Can we learn without being directly involved with other people? Yes. Can we learn better with and through experienced people we admire? Absolutely!

To follow is a terrific example of Jonah Thompson and his mentor Zip Johnson taking the opportunity to learn and grow through Point's Mentoring Program.

Taken from *The Mentor's Guide* by Linda Phillips-Jones, Ph.D.





Point Scholar Jonah Thompson

A SCHOLAR'S POINT OF VIEW

Gaining a mentor has been an indispensable part of becoming a Point Scholar. For me, Point is like a second family, and my mentor is certainly an extension of that. Because I live in Michigan, I am not able to see very many Point people that often, so having my mentor nearby helps me feel connected to Point, and I'm very grateful for that.

The part of our relationship that, for me, is most worth mentioning is that I can be myself around Zip, my mentor – completely. I don't mean to say that Zip has replaced either of my parents, but on some levels she has. We talk very open and honestly about my friends, how I spend my time, what groups I'm involved with etc. I feel a freedom to be myself around Zip on a level that I don't have with my parents or other family members. Even though I'm out to my family, I still feel like I need to censor myself so I don't make anyone uncomfortable. I don't feel that way around Zip, and having that kind of relationship has been invaluable for me.

One thing that I think really worked for us was spending some casual time together and putting in the time to get to know each other. Through conversation, listening to music, or just sending a text message to say what our plans are for the weekend, I've learned multiple things we have in common – The Discovery Channel, Earth Wind and Fire, Top Chef, little personality quirks. I feel like these things have really helped me to see Zip as my friend and grow our relationship.

Zip has been there for me to bounce ideas off of in everything from relationships to fundraising. Aside from the fact that she has so much more wisdom and experience in community work, life, and relationships than me, one of the greatest lessons I feel that I'm learning from her is to relax and not to try and change the world overnight. I'm the kind of person who can get so caught up in the things I want to accomplish that I easily become overcommitted. Zip has told me several times, "There will always be a need" meaning, take things one day at a time, and I'm learning that she's right. Zip has really had an effect on my outlook and approach to life. Being isolated from my family on so many levels, I taught myself to be independent and self-sufficient, almost to a fault. These days I'm a bit more relaxed, but still feel empowered and motivated in my endeavors. I have goals, big goals in fact, but I'm learning that it's ok to lean on other people when I'm feeling overwhelmed and to take my time getting where I want to be.





Point Mentor Melody (aka Zip) Johnson

A MENTOR'S POINT OF VIEW

Out of all volunteer work I do, I get the most personal fulfillment out of mentoring young adults, so I was immediately interested and drawn to Point's Mentoring Program. Jonah is pretty laid back and easy going like me. I think we both have found our relationship very easy and natural. Initially we talked on the phone a lot and had all the getting-to-know-you type of conversations. But nothing beats that first face-to-face meeting when I could actually connect him to our prior conversations. I think that was pivotal for both of us. We were no longer strangers but friends now. That first personal interaction with him has been the most beneficial for me.

Jonah is very good at communicating and talking freely about whatever is going on in his world be it school, work, friends etc. He also takes a keen interest in my life and what's going on with me. We have a very good two-way line of communication, which has been the most helpful for me. I feel like he is open enough with me to talk about whatever is on his mind which helps me tremendously. I don't feel like I have to ask a million questions to find out what's going on with him or if he needs anything from me. That is truly a blessing!

I've been involved in mentoring programs over the past several years. Throughout all my mentoring, my most improved skill would be my listening. I have learned to be a true friend and offer a listening ear rather than jump to the conclusion that my mentee is looking for me to fix a problem or offer advice.

Jonah is a true go getter. He has a plan and a list for everything. A bit of an overachiever, but that can be good thing. In listening and talking to him, he keeps busy and wants to fill every hole with something or he feels he is wasting valuable time. I keep telling him he has to find the balance. There will always be things to do, causes to fight, places to go, people in need, and the list goes on and on. In me relaying this to Jonah, it helps me to listen to myself and take my own advice! Through helping him stop and smell the roses and not just breeze by them, it has helped me to identify what may be my same shortfall. Jonah indirectly reminds me to keep things balanced and not feel like I have to save the world....today!



TIPS FOR A SUCCESSFUL MENTORSHIP



“As one of the few Point Scholars in Texas, I view my mentorship with Doug (Sladen) as my most personal connection with the Point Foundation. In addition to the funds I receive, my close mentorship is an essential component and an appreciative reminder of my privileges as a Point Scholar.”

– Point Scholar Katie Fife

- After the scholar-mentor introduction has taken place, be prepared to discuss relevant topics. You may begin to prepare by reflecting back on life experiences — including challenges and milestones — as they are manifested within the contexts of topics such as careers, academics, family relationships, coming out, etc.
- Remember that the mentor–scholar relationship has an initial phase. During this phase we suggest that you get to know and trust each other.
- Build rapport through small talk. You can't jump into a deep discussion on coming out or engage in intellectual debate until you've gone through the typical icebreakers. Chat about the weather; favorite academic subjects, books, art, etc. Make sure you both know the type of support you are willing and able to provide to each other.
- Establish how you may best be reached: by phone, text, e-mail, IM or at a designated meeting location. Experience proves that calling, texting or e-mailing is usually the best way to make contact.
- Establish a regular time and phone number where you can usually answer calls or make contact.
- Maintain contact. Consistent communication is the most important aspect of mentoring. E-mail or call each other at least twice a month. If you do not have time to reply, simply drop a quick e-mail: i.e., “Thanks for your note, I'll be in touch very soon, and hope you're doing well!” Always return phone calls. Surveys of Point Foundation Scholars suggest that in-person contact is desired. At least once a month or more frequently if possible, try to plan a time where the two of you can meet in person. Don't ignore your mentor/mentee or fail to respond to their efforts at communication. This is a sure way to alienate and break trust with the other person.
- Mentors do not need to be an expert in their scholar's field of interest; research on mentoring suggests that successful relationships are prevalent among mentor-scholar pairs representative of divergent backgrounds — e.g., professionally, ethnically, or by gender. Remember, there is no “perfect” match.
- A mentor should not be perceived as a teacher, parent, disciplinarian, therapist or Santa Claus. It is counterproductive to assume roles other than dependable, consistent friends. Present information carefully without distortion and give all points of view a fair hearing. Listen carefully and offer possible solutions without passing judgment. Don't criticize or preach. Think of ways to problem solve together rather than lecturing.
- Academics, family reconciliation and coming out are often three major stress factors in the lives of Point Scholars. Such factors can at times elicit depression, anxiety, and withdrawal. While mentors should listen to scholar concerns and offer guidance, if a scholar is in physical or mental danger, immediately contact Point Foundation's headquarter office. It is important for mentors to be constant and authentic sources of support, but mentors are not expected to handle serious situations on their own.
- Handle conflict with effective communication skills. Point's scholars and mentors are expected to always maintain a professional, caring attitude with each other. If for some reason, a conflict arises that cannot be resolved, please contact Point Foundation's headquarter office and follow the grievance policy that is outlined in the Code of Conduct. Do not try to handle the situation on your own.
- Unsolicited gifts to scholars are the exception, not the norm. Scholar solicitation of money or gifts from mentors is not permitted. Modest birthday or holiday gifts, care packages, or “just because” gifts are fine. Mentors should spend no more than \$500 per year in gifts, meals, ticketed events, etc.



MENTORING PROGRAM CODE OF CONDUCT

The purpose of Point's Mentoring Program Code of Conduct is to outline the basic rules and expectations for all participants of Point Foundation's Mentor Program. Each Point Foundation Mentor and Scholar is required to sign and submit a hard copy of the following code. This document does not supplant any other contracts or codes that Point Regents, Mentors, Staff, and Scholars sign.

Violations of any of Point's Mentor Program Code of Conduct will be viewed seriously. Depending on the severity of the violation, legal repercussions may result. It is imperative that the Foundation avoid any impropriety or the appearance of impropriety.

SEXUAL AND OTHER UNLAWFUL HARASSMENT

Point Foundation reviews its sexual harassment policy annually with each scholar. Mentors may obtain a copy of this policy by contacting Point Foundation's headquarter office. Sections of the policy that relate to mentoring are shown below.

PURPOSE

Point Foundation believes in respecting the dignity of every employee, scholar, regent, mentor, contractor, donor and volunteer and expects every person involved with Point Foundation to show respect for all of our colleagues. Respectful, professional conduct furthers Point's mission, promotes collegiality, minimizes disputes, and enhances our reputation. Accordingly, it is the policy of the Point Foundation that all employees, scholars, regents, mentors, contractors and volunteers have the right to work in an environment free from all forms of discrimination and conduct, which can be considered harassing, coercive or disruptive.

Point Foundation is committed to providing a work environment that is free of discrimination and harassment. Point strictly prohibits harassment of any kind, including harassment on the basis of race, color, religion, sex (including gender identity), pregnancy, sexual orientation, national origin, age, physical or mental disability, medical condition (including genetic characteristics), veteran or marital status, or any other characteristic protected by applicable federal, state or local laws.

SCOPE

This policy applies to all employees, independent contractors, scholars, regents, trustees, mentors and donors of Point.

PROHIBITED CONDUCT

The conduct prohibited by this policy, whether verbal, physical, or visual, includes any discriminatory action and any unwelcome conduct that is inflicted on someone because of that individual's protected status. Among the types of unwelcome conduct prohibited by this policy are epithets, slurs, negative stereotyping, intimidating acts and the circulation or posting of written or graphic materials that show hostility toward individuals because of their protected status. Point Foundation prohibits such conduct, even if the conduct is not sufficiently severe or pervasive to constitute unlawful harassment.

SEXUAL HARASSMENT

Sexual harassment is a problem that deserves special mention.

Harassing conduct may be sexual in nature. Sexual harassment includes the harassment of women by men, men by women, and those by the same gender, and includes conduct by employees or third parties (such as contractors, vendors, visitors and clients) directed at employees, consultants or contractors.

Point Foundation's sexual harassment policy forbids any employee, scholar, regent, trustee, mentor, donor, or third party doing business with the Point Foundation from harassing any Point employee, scholar, applicant, regent, trustee, mentor, or donor of Point on the basis of sex. Harassment of a sexual nature includes harassment based on gender, gender identity, sexual orientation, pregnancy, childbirth or related medical condition, regardless of whether the

PLEASE FAX A SIGNED COPY OF THE LAST PAGE OF THIS DOCUMENT TO POINT FOUNDATION'S HEADQUARTER OFFICE—(323) 933-3232



offensive conduct is sexual in nature. Any unwelcome conduct based on gender is also forbidden by this policy regardless of whether the individual engaged in harassment and the individual being harassed are of the same or are of different genders.

This policy forbids harassment based on gender regardless of whether it rises to the level of a legal violation. Examples of gender-based harassment forbidden by this policy include (1) offensive sex-oriented verbal kidding, teasing or jokes; (2) repeated unwanted sexual flirtations, advances or propositions; (3) verbal abuse of a sexual nature; (4) graphic or degrading comments about an individual's appearance or sexual activity; (5) offensive visual conduct, including leering, making sexual gestures, the display of offensive sexually suggestive objects or pictures, cartoons or posters; (6) unwelcome pressure for sexual activity; (7) offensively suggestive or obscene letters, notes or invitations; or (8) offensive physical contact such as patting, grabbing, pinching, or brushing against another's body.

REPORTING PROCEDURE

If you feel that you are being harassed, or if you have witnessed harassment or other conduct in violation of this policy, Point Foundation urges you to report the facts of the incident. Scholars should report the incident to the Scholar Program Director. Mentors should report the incident to the Mentoring & Alumni Program Director. If you do not feel comfortable discussing the matter with your respective program director, you may report the incident to Point's Chief of Staff or Point's Executive Director.

All reported complaints will be promptly and thoroughly investigated, and all information disclosed during the course of the investigation will remain confidential, except to the extent reasonably necessary to conduct the investigation and take any remedial actions. Point Foundation may put certain interim measures in place, such as a leave of absence or a transfer, while the investigation proceeds. Point will take further appropriate action once the report has been thoroughly investigated. That action may be a conclusion that a violation occurred, as explained immediately below. Point might also conclude, depending on the circumstances, either that no violation of policy occurred or that Point cannot conclude whether or not a violation occurred.

If an investigation reveals that a violation of this policy or other inappropriate conduct has occurred, then Point will take corrective action, including discipline up to and including unpaid suspension or dismissal (if appropriate), or termination from the program, as is appropriate under the circumstances, regardless of the job positions or relationship to Point of the parties involved. Point may discipline an employee for any inappropriate conduct

discovered in investigating reports made under this policy, regardless of whether the conduct amounts to a violation of law or even a violation of this policy. If the person who engaged in harassment is not employed by Point, then Point will take whatever corrective action is reasonable and appropriate under the circumstances.

POLICY AGAINST RETALIATION

Point Foundation forbids employees, scholars, regents, mentors, donors and volunteers from treating any person associated with Point adversely for reporting harassment, for assisting another in making a report, for cooperating in a harassment investigation, or for filing an administrative claim with the EEOC or a state governmental agency. Any person associated with Point who experiences or witnesses any conduct he/she believes to be retaliatory should immediately follow the reporting procedures stated above.

EXPLOITIVE RELATIONSHIPS

No mentor shall have any, or pursue in any way, any sexual/romantic relationship or encounter with any Point Scholar. Each mentor shall avoid all situations where there might be the appearance of a sexual/romantic relationship or where an allegation of a sexual/romantic relationship or encounter could be made and not readily refuted.

MENTOR SCREENING PROCESS

Each Point Foundation mentor must undergo a comprehensive screening process. The screening process includes completion of an application, personal interview, reference checks and a background check.

ALCOHOL CONSUMPTION

(21+) If a Point Scholar is 21 years of age or older, it is permissible for the mentor and the scholar to drink alcoholic beverages over dinner or at other appropriate occasions. However, neither the mentor nor the particular Point Scholar should drink to excess or to the point of inebriation, and it is the affirmative responsibility of the mentor to insure that such excessive drinking not occur during any such occasion.

(21-) Drinking alcoholic beverages by individuals younger than 21 years of age is strictly prohibited, regardless of whether such drinking occurs during a formal Point Foundation or mentoring event or during unstructured time between any affiliated members of the Foundation. This includes regents, trustees, mentors, staff, and/or other scholars.



Underage solicitation of alcohol by Point Scholars is strictly prohibited during any Foundation function as well as unstructured time between any affiliates of the Foundation.

ILLEGAL DRUGS

There shall be no illegal drug use by any mentor or scholar during or in connection with any activity undertaken by any mentor and any scholar at any time. Regents, mentors, foundation staff, donors, scholars, and any other associates of the Foundation have an obligation to be familiar with these rules and should recognize individual responsibility for their enforcement.

MONETARY GIFTS

Gifts of money to Point Scholars (not earmarked for a specific purchase) is prohibited.

OVERNIGHT STAYS

Overnight stays are allowed only if the scholar is 18 or over and where a private bedroom (other than the mentor's bedroom) is provided for the scholar. Otherwise, local hotels or other accommodations are required.

For hotel stays, separate, non-adjointing rooms are required.

Overnight stays are never permitted in the scholar's home.

Transportation away from the location of the overnight stay must be provided in advance (in the case of airline tickets) or on request.

Mentors may not permit the scholar to engage in sexual activity in the mentor's home

Prior to an overnight stay, the mentor is required to notify Point Foundation's Mentoring & Leadership Program Director of the intent to host the scholar. In turn, Point's Mentoring & Alumni Program Director will ensure the mentor and the scholar have reviewed and signed the Code of Conduct.

During the stay, the mentor and scholar will treat each other with respect.

MEETING LOCATIONS

Mentors should not meet scholars in places where alcohol consumption is the primary purpose (i.e. bars, dance clubs), even if they are of legal age, unless it is an establishment that also serves food and dinner is part of the plan. The appearance of "dating" is to be avoided. Mentors should avoid taking scholars to events where

there is excessive drinking or promiscuity. Mentors should never take scholars to events where illegal drug use is, or may be likely to be, taking place. Mentors are always expected to respect a scholar's wishes about not attending an event, leaving early or other requests that may indicate discomfort — regardless of the reason — on the scholar's part.

COMMUNICATIONS

Mentors and scholars should always be responsive to each other's e-mails, phone calls, and other attempts at contact. Consistent communication and follow-through with your respective protégé is expected of each mentor and scholar. The Foundation expects Point Scholars to respond within three (3) business days to all written and verbal requests and other communications from staff, regents, directors, mentors, and other Point Scholars. Failure to do so will be seen as uncooperative and unprofessional and could result in the loss of funding as determined by the Foundation.

MENTOR-SCHOLAR PAIRS

Any mentor-scholar pair can be discontinued at any time at the request of either the mentor or the scholar, in order to preserve the voluntary nature of the relationship. Point Foundation's Program Directors will conduct periodic separate check-ins with each scholar and mentor on the development of the pairing. During the check-in calls, scholars and mentors will be asked whether they wish to continue their respective mentor pairing.

TRAINING

Point Foundation will provide scholars with an annual mandatory training program that includes harassment prevention training, as well as training on the rules applicable to the mentor-scholar relationship. An initial review and signing of this Code of Conduct will suffice for each Point Mentor. However, Point Mentors may attend open forums via conference call as well as regional leadership forums at will. They may also contact Point's headquarter office with inquiries or concerns at any time.

GRIEVANCE PROCESS

It is the general policy of the Foundation to provide an open door and receptive/positive attitude for discussion of any Point Scholar or Point Mentor concerns.

If you wish to use Point's grievance process, you should raise your complaint or concern within a reasonable time (within 1-5 days) after the incident



MENTORING PROGRAM CODE OF CONDUCT

or issue has occurred. Complaints or concerns must be issued in writing, with the nature of the grievance clearly outlined in detail and providing all relevant facts. An open discussion between you and the Mentoring & Alumni Program Director is the first step of the process. If you are uncomfortable contacting the Mentoring & Alumni Program Director, other individuals may include Point Foundation's Scholar Relations & Selections Program Director, Chief of Staff or Executive Director & CEO. With input from the Chief of Staff and Executive Director & CEO, the person receiving the grievance will investigate the complaint or concern and notify you, in writing, of the decision within three business days.

If the complaint or concern is not resolved by the Mentoring & Alumni Program Director within a reasonable time frame, or if you are dissatisfied with the Mentoring & Alumni Program Director's solution, you may appeal the issue directly to Point's Chief of Staff for consideration and resolution. If you continue to be dissatisfied after appeal to the Chief of Staff, you may make a request for review to the Executive Director & CEO. The Executive Director & CEO may, in his or her

sole discretion, forward the request for review to the Board of Director Chair for discussion and resolution. The decision of the Executive Director & CEO and/or Board of Director Chair, as applicable, is final. Should the complaint require additional documentation and investigation, the time frame for resolving the complaint should not exceed forty-five days. Documentation from the complaint and investigation may become part of the file that is kept on file for the scholar and/or the mentor.

Professional and respectful communications must take place between all involved parties at all times. Under no circumstances will you circumvent the above process and attempt to communicate directly with the Board of Directors, Regents, Point Scholars, or staff members not directly involved with the complaint or concern.

I HEREBY REPRESENT AND WARRANT THAT I HAVE CAREFULLY READ POINT FOUNDATION'S MENTORING PROGRAM CODE OF CONDUCT, AND UNDERSTAND ITS CONTENTS.

Date _____

Printed Name of Mentor/Scholar _____

Signature of Mentor/Scholar _____

**PLEASE FAX A SIGNED COPY OF THIS PAGE TO
POINT FOUNDATION'S HEADQUARTER OFFICE—(323) 933-3232**

