



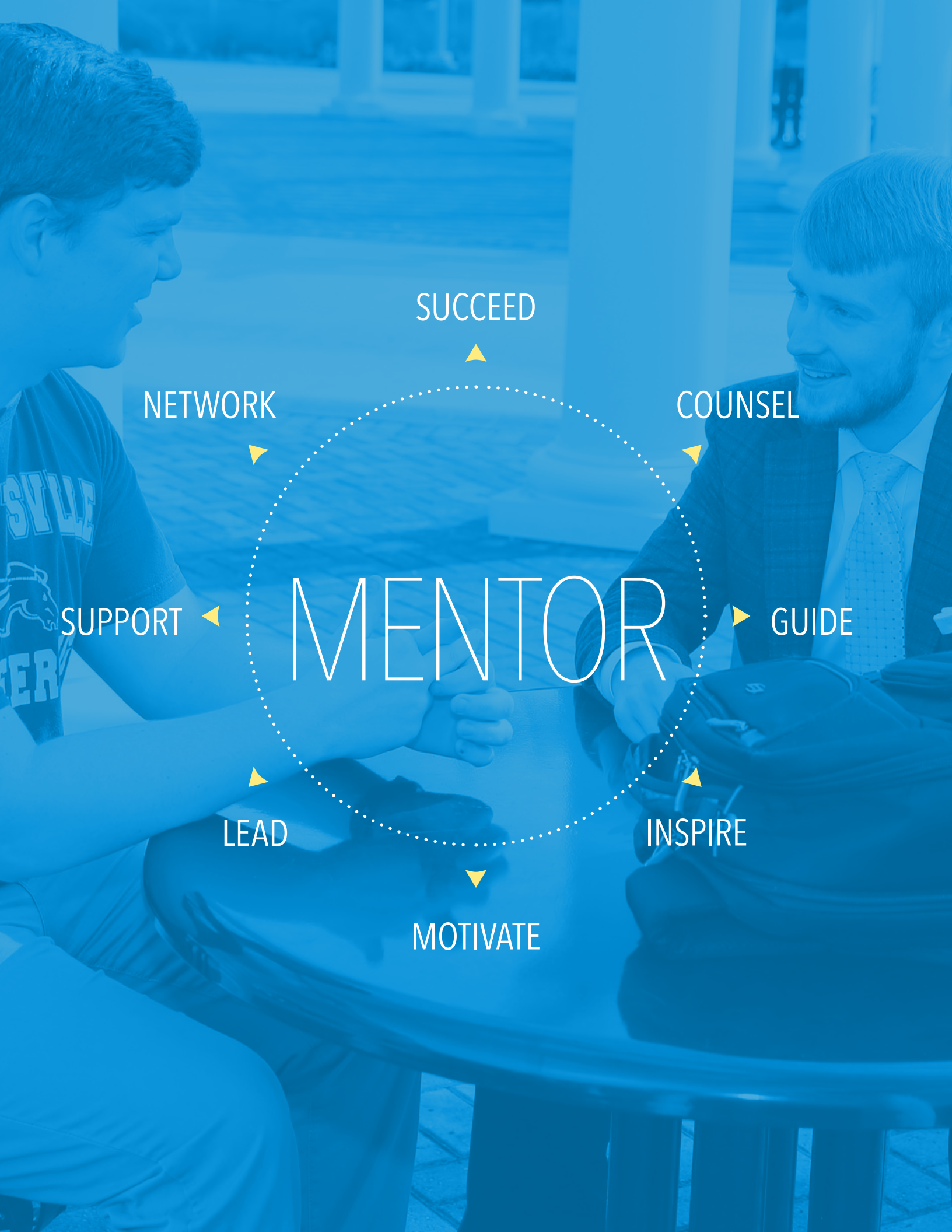
Mentor Handbook



MENTOR-A-CHARGER



Office of Career Services // Office of Alumni Relations
Fall 2018 - Spring 2019



SUCCEED

COUNSEL

NETWORK

GUIDE

SUPPORT

INSPIRE

MOTIVATE

LEAD

MENTOR



WELCOME!

Thank you for participating in Mentor-A-Charger (MAC), a collaborative program between the UAH Office of Career Services and the UAH Office of Alumni Relations. We are thrilled to have you participate!

ROLE OF A MENTOR

Webster's New World Dictionary defines mentor as "a person looked upon for wise advice and guidance." A mentor can play many roles, including coach, teacher, advocate, friend, cheerleader, and networker.

Above all, a mentor listens without negative judgment and questions with respect. Please remember to keep an open mind throughout your experience.

Though a mentor may be a role model, a true mentor will never ask a mentee to "be just like me." **The mentor's main role is to help the mentee grow into who he/she wants to become.** Through mutual questioning, listening, and respect, these professional relationships can help students see what the real-world has in store for them as they transition from an academic environment to a work environment. Through discussions and meetings, this relationship provides for an exchange of ideas from one generation of leaders to the next.

PROGRAM PURPOSE

The UAH Office of Career Services and the UAH Office of Alumni Relations, as well as departments across the UAH campus have informally linked students and alumni in the past, knowing the value mentoring and networking has for students. We now seek to formalize these experiences through the MAC program.

Mentoring relationships are intended to be:

- ▶ Professional in nature.
- ▶ Helpful to students in transitioning from the academic environment to the working environment.
- ▶ Valuable in creating opportunities for professional development and networking through the open exchange of ideas among experienced professionals and the next generation of leaders.

MENTOR/ MENTEE

ENTHUSIASM
and positive attitude



COMMUNICATION
and active listening



The mentor/mentee
relationship
is built upon the
following
foundations and skills

COMMITMENT
and responsibility



PATIENCE
flexibility and empathy



MEETINGS-IN PERSON OR VIRTUALLY

one to two times per month between the months of September
and December, interacting a minimum of five times

Both the mentor and mentee are expected to attend scheduled meetings or contact each other if they are unable to attend a scheduled meeting. If there is a problem or concern with the relationship, the UAH Office of Career Services or the UAH Office of Alumni Relations should be contacted.

EXPECTATIONS

The **mentor's** primary role is to listen to the needs and expectations of their mentee and work with the student to help him/her develop and achieve realistic and obtainable goals. The mentor should provide suggestions and feedback, but also encourage the mentee to explore new areas and ideas.

The **mentee's** primary role is to clearly discuss needs and expectations with the mentor, but also be committed to carrying out agreed-upon goals. Follow through is essential to the success of this relationship. Mentees should also be open to the suggestions and feedback from the mentor, and keep their mentor informed of progress.





Get to Know Each Other:
discuss your backgrounds
and future goals.

INITIAL MEETING

At the first meeting, it is essential that the mentor and mentee discuss:

- ▶ Needs and expectations.
- ▶ Goals and objectives for the mentorship.
- ▶ Scheduling for future meetings. Be sure to determine the best time and place to meet and whether any conversations will be over the phone or email. Face-to-face meetings are the most beneficial, but are not essential for every meeting.

The following **TOPICS AND QUESTIONS** may be helpful to discuss during the initial meeting:

- ▶ **JOB DESCRIPTION:** what is the mentor's occupation, what is a typical day like on the job, what problems does the mentor face in their career field? Etc. Mentees should treat this as an informational interview and learn about their mentor's profession.
- ▶ **ADVANCEMENT:** how did the mentor get to his/her current position, what are future trends and developments that the mentor sees affecting career paths?
- ▶ **PREPARATION:** how did you prepare for this occupation, what can someone do to prepare for a future in this occupation (education, certifications)?
- ▶ **LIFESTYLE:** what pressures do you face, what is expected of you outside of working hours?

The following **ACTIVITIES** are suggested during the first meeting and beyond:

- ▶ **GET TO KNOW EACH OTHER:** discuss your backgrounds and future goals.
- ▶ **SET GOALS:** discuss the interests and skills of the mentee and what the mentee hopes to accomplish in the future. How can the mentor's own experiences help the mentee set and achieve goals?
- ▶ **RESUME REVIEW:** request the mentee's resume and share feedback.
- ▶ **SHADOWING:** invite your mentee to tour your company, shadow you or another member of your organization, or attend a professional meeting or program together.
- ▶ **JOB READINESS:** help the mentee complete a job application; review their LinkedIn page; help them conduct a job search.
- ▶ **MOCK INTERVIEW:** practice a job interview with the mentee. Teach the mentee about informational interviews as well.
- ▶ **CAMPUS ENGAGEMENT:** Attend a campus event with your mentee, such as a sporting event, lecture, or play. The UAH website displays a listing of events each month.

The following activities should be *avoided* during the first meeting (and in general, unless relevant to the discussion at hand):

- ▶ Criticisms—do not talk about others critically.
- ▶ Family or personal matters—this is a professional relationship and boundaries should be respected. While such topics may come up, they should not form the crux of the mentorship relationship.
- ▶ Gossip—keep the discussion professional and positive.



NETWORKING

One of the many benefits of mentorships is the networking potential. Networking is connecting with people to develop mutually beneficial relationships; the process includes soliciting contacts for information, advice and support in one's career.

It is connecting people, who may now know each other otherwise, for mutual benefit.

Mentees and mentors should discuss their networks at the start of the relationship and use that information to further develop networking systems.

Compile a list of contacts that the mentee could meet with in your field to further grow the mentee's network. Encourage your mentee to connect with these people on LinkedIn after they meet.

There are a few things to keep in mind while speaking to mentees about the best practices for networking. Encourage your mentee to remember the following things while building networking relationships:

- ▶ Make it a mutual relationship—try to give as much as you receive.
- ▶ Ask for what you need—within reason.
- ▶ Remain in contact and follow up when needed.
- ▶ Don't expect your network to place you in a job—effort is required!
- ▶ Don't ask questions you could find answers to if you did your research.
- ▶ Expand your network as often as you can!

GOAL SETTING

One essential function of a mentorship relationship is goal setting. Goal setting can often be challenging for students, so the advice and guidance of a mentor can be a huge asset in setting short-term (less than a year) and long-term (more than five years) goals.

Setting goals and working with others to do so increases accountability and investment in the process.

The **SMART** guidelines can be helpful while setting goals.

SPECIFIC

Make sure the goal is not too general; i.e. earn a degree.
Specify how this will be accomplished, i.e. earn a degree with honors by studying more to achieve better grades.

MEASURABLE

Set criteria to achieve the goal. A timeline is not necessary, but a way to determine success in achieving the goal is.

ACTION-ORIENTED

The goal should encourage proactive action to achieve.

REALISTIC

Goals should be attainable; consider any constraints that cannot be overcome when setting goals.

TIMELY

Allow enough time to accomplish the goal, but not enough to lose focus or motivation.

If the mentee is having trouble setting goals, discuss values with them.

Clear values can help make choices easier and life more meaningful.

Ask questions like what makes them feel successful, what inspires them, what they dream about, what they want other people to think of them?

Motivate your mentee by checking in to help keep them on track; reevaluate goals and timelines as necessary.



SUMMARY

Mentorship relationships and the substances of them will differ based on the needs of the mentee and the expertise of the mentor.

One size does not fit all when it comes to mentorships, so it is essential that both the mentor and mentee begin with clear goals and expectations, yet also flexibility to adapt to changes in needs along the way.

We hope this guide provides a helpful outline for goals and areas of discussion for mentorships, but we also hope that the mentor and mentee develop the relationship their own way.

As you progress in this relationship, please share your ideas and experiences (successful and unsuccessful) so we can use your feedback to expand and improve the MAC program.

Thank you for your
commitment to helping UAH
students learn and grow!



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