

Building the Mentoring Relationship (Mentee)

For mentoring to be successful, there must be a reciprocal, comfortable relationship between the mentor and mentee. Both parties must work at the relationship to make it successful by being open-minded, respectful, and keeping to the expectations they have set for the relationship. Ideally, the mentoring relationship will be mutually beneficial for both the mentor and mentee.

Tips for being a good mentee:

- **Get to know your mentor:** Be sure to get to know your mentor on a personal level. While mentors are excellent career resources, you can learn a lot from their personal stories as well.
- **Set goals with your mentor:** Setting goals with your mentor is critical. It gives direction and clarity to the mentoring relationship. It also increases the likelihood of a successful relationship. Think about what you hope to gain from this experience and what activities you might be interested in doing with your mentor. Remember, goal-setting can be a process – priorities can and will change/evolve.
- **Set expectations with your mentor:** Determine how and when you will communicate with each other. Renegotiate as needed. It might be difficult to find the time to talk or meet with your mentor, so schedule your next meeting time at the end of each meeting. Keep the relationship a priority. Even if you cannot meet or talk with your mentor very often, at least try to keep communication consistent (i.e., send an email message every couple of weeks). Be proactive. If your mentor has not responded to you in a while, do not be shy about sending another email message or calling him/her again. He/she simply may have gotten busy or missed your previous message. *If you don't hear after several attempts by email AND phone, please contact us at (877) 811-ALUM or alumni@stfrancis.edu.*
- **Relate to Your Mentor:** You both attended USF, so you will be able to relate on that level.
- **Show Appreciation:** Remember to communicate your enthusiasm and gratitude about working with your mentor.

Suggested Mentoring Activities

You may know as a mentoring pair what you want to do during your time together. But, if you need some additional ideas, the following list is a great place to start.

Career Conversations

- Discuss the mentor's educational background and the role of educational preparation in his/her field
- Share information about current events or issues in mentor's field
- Schedule a job shadow visit, if appropriate

Job-Search Process

- Review the mentee's resume and/or cover letter and encourage them to contact the Career Success Center
- Lead the mentee through a mock interview
- Offer guidance on where to best look for jobs/internships in his/her field

Tell Your Story

- Tell the mentee how you prepared for your transition from school to career
- Talk about how the mentor has balanced personal life and career and what to expect
- For the mentor, discuss what you would have done differently and what you would have done again at USF
- Talk about how you have dealt with personal or professional challenges

Networking Pursuits

- Introduce the mentee to colleagues or other contacts
- Attend a professional association meeting or conference together
- Guide the mentee in how to conduct an informational interview
- Attend the Career Networking Night (February)
- Check the Alumni website, www.stfrancis.edu/alumni, for a complete list of upcoming on-campus events

Goal Setting Guide

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

- Guide and direct behavior
- Provide clarity
- Reflect what the goal setters consider important
- Help improve performance
- Increase the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitude

Goal-setting Model

The SMART guidelines can help set effective goals that will help in traveling the road to success.

SMART means:

Specific—A goal of graduating from college is too general. Specify how this will be accomplished, e.g. study more in order to receive better grades.

Measurable—Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

Action-oriented—Be proactive in taking action that will result in reaching the desired goal.

Realistic—Strive for attainable goals; consider the resources and constraints relative to the situation.

Timely—Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation

Goal Setting Worksheet

Discuss mentor's background and the mentee's major coursework and work experience to date.

The mentee can indicate their level of interest in the following activities. Rate interest level as low (L), medium (M) or high (H).

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|---|-------|
| 1. Gain insight into mentor's academic experience | L M H |
| 2. Introduction to colleagues or contacts | L M H |
| 3. Attend a professional meeting or program with mentor | L M H |
| 4. Critique of mentee's resume/cover letter | L M H |
| 5. Develop interviewing or informational interview skills | L M H |
| 6. Discuss how personal and professional life can fit together | L M H |
| 7. Review of mentor's resume | L M H |
| 8. Consider the decision to attend graduate school | L M H |
| 9. Guidance on how to seek a job/internship in the field | L M H |
| 10. Discuss how the mentor navigated graduate school/worked with advisors | L M H |
| 11. Shadow mentor at workplace | L M H |
| 12. Other _____ | L M H |

After completing the above, discuss ways that the mentor might be able to help the mentee with items rated high or medium interest.

Using the SMART model, determine two short-term and one long-term goal that the mentee wants to begin working on:

Goal 1: _____

Goal 2: _____

Goal 3: _____