

Defining Your Role (Mentor)

As a University of St. Francis alumni mentor, you are a guide, friend, and resource who shares your USF education and professional experience to help pave the way for students to succeed at USF and beyond. The partnership between a mentor and mentee is built upon trust, respect, and professionalism. As a mentor, you play several roles, including:

- **Coach**
 - Sets an example to follow
 - Helps the mentee develop, and work to achieve, realistic and meaningful goals
- **Motivator**
 - Expresses belief and confidence in the mentee's abilities
 - Encourages the mentee to try new things
- **Supporter**
 - Encourages open and honest dialogue
 - Listens to and responds to the needs of the mentee
- **Resource**
 - Teaches and advises the mentee on how to make professional contacts
 - Introduces the mentee to new people, places, interests, and ideas

A mentor is not a:

- **Rescuer**
 - Problem fixer, assumes responsibility
- **Bodyguard**
 - Fights mentee's battles, overprotective
- **Mechanic**
 - Wants a quick-fix, insensitive to self-esteem
- **Adversary**
 - Pushes too far too soon, always plays devil's advocate
- **Minesweeper**
 - Removes obstacles so mentee doesn't have to deal with them
- **Smotherer**
 - Gives too much feedback, discounts mentee's feelings or concerns

Building the Relationship

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 mentor:

- **Be Committed:** Mentoring is a long-term commitment to a student. Please make sure you have the time and motivation to stay committed to the mentoring relationship. We do understand, however, that conflicts arise, so make sure to communicate with your mentee in a timely fashion.
- **Be Proactive:** Take initiative in the relationship. Often students can be shy and intimidated at first by the idea of reaching out to mentors. Make it easier for students by reaching out!
- **Get to Know Your Mentee on a Personal Level:** SAM hopes that most mentoring relationships develop a personal touch. This makes conversations much more interesting, and rewarding. It makes both mentors and mentees look forward to the next conversation.
- **Tell Stories:** Students love hearing about your experiences! You probably learned a lot from your experiences and they can be invaluable to your mentee. In addition, it is always fun to tell stories.
- **Provide a Fresh Perspective:** As a mentor, you are able to provide a fresh perspective for your mentee. This can help students tremendously as they are swayed by their own personal emotions and biases. An outside perspective can be very beneficial.
- **Give Advice:** Bounce ideas back and forth with your mentee. Make sure you are only providing your thoughts and feedback instead of directly telling your mentee what to do. This helps them hone their judgement and decision making abilities.
- **Be Encouraging:** Students are often going through difficult times at school. Try to be positive and be a source of encouragement to help them through those situations. This can also be a good time to provide a seasoned perspective on your mentee's problems (some that you faced while a student).
- **Find Shared Experiences:** Relationships are stronger when you share something. Try to find this common ground.
- **Respect your Mentee.**

Suggested Mentoring Activities

You may know as a mentoring pair what you want to do during your time together. However, 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

Miscellaneous Tips and Tricks

- It may be difficult to find the time to talk or meet with your mentee, so schedule your next conversation at the end of each meeting.
- Trust your natural mentoring skills: You probably already serve as a mentor in a variety of settings in your life; parents, supervisors, and friends all act as mentors. Trust your instincts!
- Be enthusiastic and encouraging: Enthusiasm to learn and share information shows your mentee you care about this relationship!
- Do not interrupt when your mentee is speaking.
- Respond to your mentees attempts: Mentees are learning to network, build, and sustain relationships with professionals. Make time for your mentee and respond to their attempts within 48 hours, if possible.
- Do not assign "homework" or things to do, students have enough from their own teachers and tend to shy away from their mentor when this happens. Suggestions are better, especially if you are able to assist the mentee through the process.

Goal Setting Guide

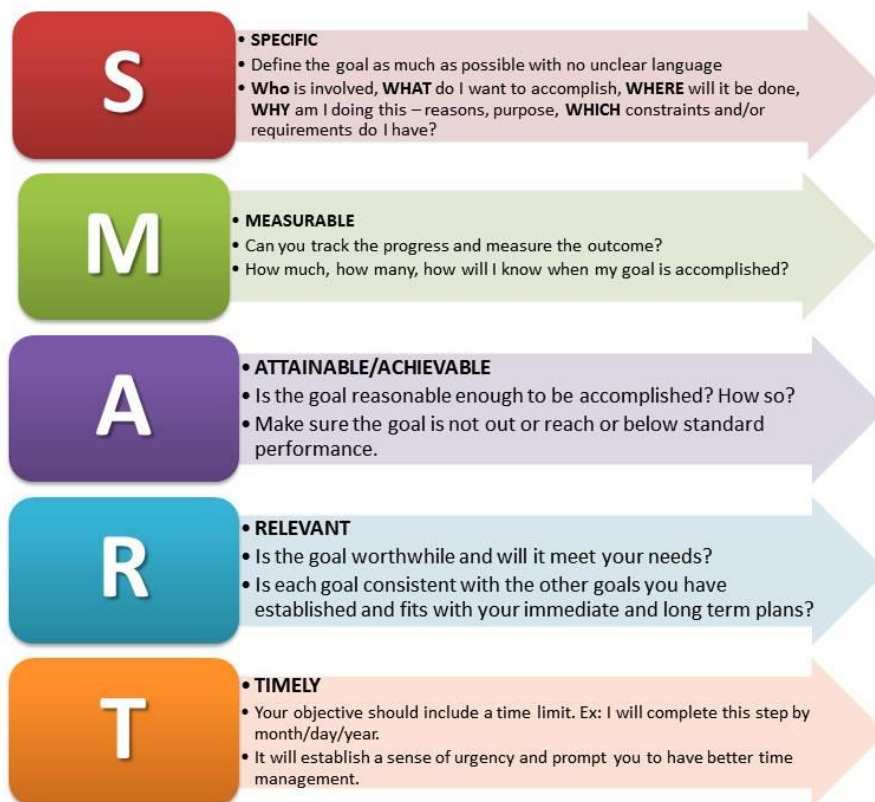
Purpose of Goal Setting

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 your student set effective goals that will help in traveling the road to success.



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).

- | | |
|---|-------|
| 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: _____