ALBERS MENTOR PROGRAM

MENTOR HANDBOOK

Sponsored in Partnership with

Program Purpose and Background

The Albers Mentor Program was designed to provide graduate and undergraduate senior students in Seattle University's Albers School of Business and Economics with the opportunity to meet with and learn from successful executives and business leaders in the Puget Sound area.

For over 20 years, the Albers Mentor Program has served the development needs of over 3000 students whose vibrancy and diversity provide a rich and rewarding experience for our mentors. The program enhances the learning and development of our students.

Our past and present mentors number over 900 and hail from leading companies and corporations, small businesses, for-profit and not-for-profit organizations, entrepreneurial ventures and start-ups all representing a wide range of industries. The individuals involved as Albers Mentors represent some of the Puget Sound's most influential CEOs, CFOs, COOs, Presidents, Vice Presidents, senior executives, directors, managers, partners and principals.

Mentoring Graduate vs. Undergraduate Students

Experience has proven that there are some distinctions between mentoring graduate versus undergraduate students. The following feedback, gathered from both past Mentor Program students and mentors, is helpful in assessing your personal preferences and mentoring style.

Graduate Mentors

- Are higher or top-level executives
- Demonstrate the ability to work with directed, self-motivated individuals within a group
- Can navigate varying student goals and objectives
- May have to direct the meeting content and process when individuals' agendas collide
- Demonstrate patience and flexibility
- Take an "advisor-as-coach" attitude
- Are approachable and fairly accessible
- Are comfortable dealing with international students who possess limited or no work experience
- Are willing to meet with students every five to six weeks

Undergraduate Mentors

- Are mid-level executives or post-entry managers, most typically seven to ten years post-baccalaureate
- Are able to work with less directed individuals and provide meeting and process structures when needed
- Recognize undergraduates may not have transportation
- Demonstrate patience and flexibility;
- Take a "teacher" attitude
- Are very approachable and recognize that undergraduates can be more easily intimidated than graduate students
- Will address individual student concerns and questions
- Are comfortable dealing with international students who possess limited or no work experience
- Are willing to meet with students every five to six weeks

Mentor Fair

The Albers Mentor Program kicks-off each year with the Mentor Fair. The event starts out with a reception for students and mentors as well as Albers faculty/staff. Mentors are then divided up among classrooms where they will meet students on an informal, conversational basis. Senior undergraduate and graduate students conduct informal interviews with the mentors and travel from room to room, meeting as many mentors as possible or seeking out those mentors in which they are most interested. Not all mentors are able to attend so students should also research mentor bios on the website.

At the end of the Mentor Fair, all students complete the "Mentor Selection Form" identifying about six mentors with whom they would be interested in working. Mentors also have an opportunity to complete a form, if they so choose, which indicates students with whom they would enjoy working.

Logistics

- You will receive your mentee info by the end of October. Mentors will have anywhere from 1-3 students
- It can be helpful and encouraging if you reach out to your group to say hello and communicate your preference for being contacted. This helps students feel more comfortable.
- Meet with your group every 4-6 weeks until June
- Mentor and students can both influence the structure and discussions for the group. See Strategies for Success document in this handbook for ideas for activities and discussion topics
- We host Mentor Forums twice a year to offer mentor support and networking. Look for information about these sent via email.
- Conduct a wrap-up meeting at the end of the year to determine student feedback and what they got out of the program
- It is us to you if and how you want to stay in touch with your mentees after the formal program year concludes

Tips from Seasoned Mentors

- Identify one responsible student who will coordinate the meetings. Encourage your students to designate their group liaison prior to their first meeting with you
- At the first meeting, clarify the expectations of each participant
- At the first meeting, ask why the students selected you as a mentor—the mentor was usually chosen for a reason
- Hold the first meeting where you work. Take a tour and introduce students to different disciplines within the company
- Ask the students for a sample of their writing and offer an objective critique
- Review students' resumes and ask another executive in your company to also review
- Set the next meeting date at the conclusion of each session

Contact us for any help or support you need in the program

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ALBERS
SCHOOL OF BUSINESS AND ECONOMICS

ALBERS MENTOR PROGRAM
STRATEGIES FOR SUCCESS

ACTIVITIES

- Set goals of what everyone wants to accomplish through the Mentor Program and revisit often
- Meetings over a meal or coffee
- Company/organization tour
- Discuss resumes, cover letters, & LinkedIn profiles
- Mock Interviews
- Discussions with or presentations from people in mentor's network
- Select a book on business or leadership and discuss at meetings
- Attend a networking event with the mentor's company or through a professional association (i.e. Rotary, Chamber of Commerce, industry associations, etc.)
- Attend an Albers Executive Speaker Series event or other University event
- Discussions over various business or industry topics (see below for suggestions)
- Meetings with or presentations from various departments at the mentor's company/organization
- Social events
- Attend an Albers Placement Center event such as a workshop, networking event, career fair, etc.

TOPICS

- Share individual profiles (work history, education, career goals, personal interests, etc.
- "Dream Job" and big picture career goals
- Industry trends and current events
- Overview of various department functions and roles within the mentor's company/organization
- Case studies or real scenarios from mentor or students' work experiences
- Business ethics
- Networking
- Strategies for transitioning to a new company or industry
- Strategies for career progression within a company
- Maximizing MBA or Business degree in career
- Professionalism in the workplace and on social media
- Job searching strategies
- Resumes
- Interviewing
- Job offer negotiations
- Conflict in the workplace
- Work/Life Balance
- Reflection on Mentor Program goals and experience

MEETING TIPS

- Try to meet together as a group—you can learn a lot from each other even if everyone has different goals or objectives
- Set a recurring meeting time (i.e. the first Tuesday of the month at 5pm)
- Set goals, expectations and a plan of activities/topics at the first meeting
- Reach out to the Albers Placement Center at 206.296.5687 if you need help or support

Possible Structure for Mentor Group Meetings (optional)

Some mentor groups are able to determine their own agenda or objectives for their meetings throughout the year. Other mentor groups sometimes feel a lack of direction of what to do in their meetings. The following is a possible structure or agenda for Mentor Group Meetings throughout the year. This structure is completely optional and is meant for those groups who need some suggestions or guidance.

Meeting 1:

-Introductions/Get to know each other activities
-Share profiles with each other (including work history, education, career goals, personal interests, etc.
-Discuss objectives of the mentoring group and goals for the year; Mentors gather feed-back from students about what they want to accomplish through the Mentor Program
-Plan date and location of next meeting

Meeting 2:

-Each student and the mentor bring their resume and the group critiques or provides suggestions
-Have students write out their "Dream Job" description and discuss "big picture" career goals
-Discuss short term career goals and how the mentor might be able to help the students reach them

Meeting 3:

-Visit the workplace of the mentor and get a company tour
-Mentor introduce students to various people in the company in different positions and departments

Meeting 4:

-Pick a "hot topic" to discuss in relation to careers, the business world, job searching, etc. Mentor could provide case studies for the group related to this topic or group could bring in magazine or newspaper articles related to this topic. Here is a suggested list of topics:

-Networking
-Job searching skills/Interviewing skills
-Job offer negotiations
-Risks or mistakes made on the job
-Dealing with conflict in the workplace

-Balancing life/work
-Business Ethics

Meeting 5:

-Attend one of the Dean's Executive Speaker Series events together (scheduled at various times during each quarter; the Albers School will inform you of when these events occur)
-Meet after the event to talk about the speaker and what everyone learned or impressions people had
OR
-Mentor bring the students to a professional association meeting (such as Rotary, Chamber of Commerce, or something industry related) or to a similar networking event so students can build their network and learn how to maximize the benefit of these types of events

Meeting 6:

-Mentor arranges a guest speaker from his/her company or network to present to the group about various topics of interest. Or multiple speakers could be invited. This activity allows the group to learn a new perspective and also to build their network list of contacts.

Meeting 7:

-The year is probably wrapping up at this point or even sooner. Take the time to reflect on your mentoring experiences this year. What did you learn? What was beneficial? Students should be sure to thank their mentor in a meaningful way. The mentor group might want to go to dinner or do something to celebrate. The group should discuss whether they want to keep in touch and what that might look like.

This suggested structure is in no means exhaustive or binding. It is meant to be flexible and for you to take from it what will be most helpful for your mentor group. Use these to spark ideas for your own meetings to help guide you through the year.

Mentoring Survey SAMPLE

Utilize this template to gain feedback and evaluation from your mentees (optional)

What topics covered in our mentoring sessions were of <u>most</u> value to you?

_____

_____

_____

_____

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_____

What topics covered in our mentoring sessions were of <u>least</u> value to you?

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What topics would you have wanted to cover but did not?

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_____

Did you like the meeting format? What could be changed to improve the format?

_____

_____

_____

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_____

Please rate the following statements:

The mentor was knowledgeable about the topics discussed

oNever oSometimes oMost of the time oAlways

The mentor provided help and assistance with my career development

oNever oSometimes oMost of the time oAlways

The mentor provided useful information

oNever oSometimes oMost of the time oAlways

The mentor demonstrated interest and concern

oNever oSometimes oMost of the time oAlways

I would recommend the Mentoring Program to other students

oNever oProbably oDefinitely

Do you have any other suggestions for making the mentor program more valuable and/or more interesting?

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