MENTORING PROGRAM ALUMNI HANDBOOK

UNIVERSITY OF
KENTUCKY®

College of Engineering

MENTORING: HISTORY & DEFINITION

The word "mentor" originated from Homer's *Odyssey*. Around 1200 BC, Odysseus, adventurer and King of Ithaca, was preparing to leave to fight in the Trojan War. Before his departure, Odysseus appointed a guardian named Mentor to attend to his household. For ten years Mentor acted as teacher, adviser, friend and surrogate father to Odysseus' son Telemachus. Over time, the word "mentor" came to describe a wise and trusted adviser or teacher. Mentoring is a RELATIONSHIP. In its simplest form, mentoring is a relationship between two individuals of differing levels of experience, one more experienced and one less experienced, that focuses on advancing professional and personal development. Mentoring is about sharing information and learning through and with another person. Any mentoring relationship is unique to the individuals involved, but must be based on mutual trust, respect and integrity. History offers many examples of successful mentoring relationships including Socrates and Plato as well as Ralph Waldo Emerson and Henry David Thoreau. Other famous examples from film include Obi-Wan Kenobi and Luke Skywalker, Mister Miyagi and the Karate Kid, and Professor Dumbledore and Harry Potter.

The Engineering Alumni Mentor Program is designed to facilitate the sharing of knowledge between those with experience (our alumni mentors) and those who are still developing their professional identities (our students).

ENGINEERING STUDENT MENTOR PROGRAM INTRODUCTION

BACKGROUND

The College of Engineering is proud to offer an Alumni Mentor Program for students in their second, third, and/or fourth year of study in a UK engineering major. Eligible applicants are matched with an alumni mentor who can provide extracurricular support and share first-hand knowledge about the engineering profession.

MISSION

The Engineering Alumni Mentor Program seeks to foster meaningful and productive one-on-one relationships between alumni and students of the College of Engineering through the sharing of professional and life experiences. The program is centered on the dual goals of strengthening alumni connections with the College of Engineering as well as placing students on the path to success. Mentoring is seen as essential to the college's mission given the unique way in which alumni mentors help care for and form the whole student. Mentoring relationships involve an initial year-long commitment that may be renewed throughout the student's undergraduate career.

STRUCTURE

- The program targets:

  (a) Alumni of the College of Engineering at the undergraduate and graduate level
  (b) Sophomore, junior, and senior students enrolled in the College of Engineering

- Depending on the number of students and alumni interested in the program, more than one student may be matched with each mentor.
- After matches are established, alumni are notified via email.
- All alumni are encouraged to attend the opening and closing milestone events held on the UK campus.
- Communication between mentors and students may take place in a number of manners (phone, email, video chat, instant messaging, face-to-face meetings) based on what works best for each pair. Remember, face-to-face contact will increase the success of the relationship and visits can be made during breaks and holidays.
- Our expectation is that **students will make contact with their mentor at least once a month**, averaging a suggested one hour of communication per month over the course of their year together (September-April).

  (a) Students are expected to take the initiative in establishing the first meeting with their mentor. Subsequent meetings are based on agreements between the student and the mentor. If the student does not make contact within three weeks of the beginning of the program, the mentor should make contact and establish if the student is still interested in the program.
  (b) Both students and mentors assume responsibility for their one-on-one (or one-to-small group) relationships.

(c) Both students and mentors will be surveyed in October and March. Surveys will consist of a short series of multiple choice and quick open-ended questions designed for participants to evaluate their relationship and identify areas for growth, as well as provide feedback for program improvement.

(d) At the conclusion of the program year the following April, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new student, or exiting the mentoring program (by not submitting a new application).

This handbook serves as the primary guiding resource for helping alumni to develop their mentoring relationship over the course of the year-long commitment. Program staff members are also available for further support.

For questions or concerns, contact:

Susan Herrick
Director of Student Success
slherr1@uky.edu | 859-257-4881

Kimberly Ward Anderson, Ph.D.
Associate Dean for Administration and Academic Affairs
kimberly.anderson@uky.edu | 859-257-1864

Melissa Tomblin
Assistant Director of Alumni and Development
melissa.tomblin@uky.edu | 859-257-1280

MENTOR BENEFITS

BENEFITS FOR MENTORS

- Share knowledge about your education, career path, successes and failures and what your experiences have taught you
- Acquire experience in coaching and fostering the talent of future leaders
- Increase the value of your UK College of Engineering degree by investing in future alumni
- Cultivate a stronger connection with the UK College of Engineering
- Deepen your knowledge of the current student body and campus community
- Network with other alumni participants
- Experience renewed pride and excitement for your field of work
- Gain a heightened sense of purpose and belonging
- Make a difference

MENTOR APPLICATION & MATCHING PROCESS

Once alumni have reviewed the program expectations and decided they are able to commit to active participation, they may complete the online application specific to their role. Applications for each year open in May and close in June.

Submitted applications are then thoughtfully reviewed by program staff and participants are matched based on personal and professional commonalities:

· Similarities in the student's professional/industry sector interests and mentor's professional experience

· Other similarities shared: undergraduate degree major, graduate degree major, student involvement/activities, geographic region

After all matches have been established, an individual notification email is sent to each applicant offering the name and contact information of his/her assigned student and providing some basic information on next steps in the program. The student is asked to make first contact with the mentor to introduce himself/herself, as well as assume primary responsibility for initiating communication thereafter.

Pairs may complete the action plan documents that help outline the terms of their relationship at the fall Meet & Greet Reception, during a meeting they schedule on their own or from a distance. As noted previously, the mentoring commitment is flexible; pairs agree upon the manner and frequency of communication that suits them best, but a minimum of once a month is preferred.

Participants must also complete two brief online checkpoint surveys designed to assess the progress of the relationship and collect feedback for program improvement.

MENTOR GUIDELINES

A mentor should be an alumnus/a of the UK College of Engineering. By volunteering as a mentor, this alumnus/a agrees to actively invest time and energy on an engineering student's career goals and development. The mentor may act in all or several of the following capacities:

- Role model
- Educator
- Adviser
- Coach
- Listener
- Expert
- Sounding-board
- Advocate

The College of Engineering expects the following of its participants serving as mentors:

- Engage in regular individual contact with your assigned student.
  - o Follow through with any commitments you make to your student.
  - o Similarly, hold your student accountable for contributing equally to the relationship.

- Establish rapport with your student at the onset of the relationship.
  - o Take time to get to know your student and, conversely, allow him/her to get to know you.
  - o Create an open, supportive environment in which your student feels comfortable enough to interact and speak freely with you.
  - o Listen and encourage two-way communication.
  - o Invite ideas and suggestions from your student and involve him/her in decision-making in relation to mentoring activities.

- Assist your student in constructing a professional development plan early on in the relationship and review this plan throughout your time together.
  - o Recommend strategies for your student to develop specific skills and habits necessary to succeed in a professional environment.
  - o Encourage reflection and self-awareness by requesting regular updates regarding your student's progress.
  - o Nurture confidence and self-sufficiency.

- Serve as an example of a person you'd like your student to emulate, including, but not limited to, upstanding character, attitude and ambition.
  - o Reinforce those same behaviors you see your student model.

MENTOR GUIDELINES

· Offer sincere and straightforward feedback regarding observed behavior and reported performance.

· Provide support, encouragement and positive perspectives as much as possible.

· Encourage your student to use available campus resources when questions or issues arise.
   o Remind your student to consult with his/her faculty adviser for all academic related issues.
   o Contact program staff right away if you have any immediate concerns about the health and safety of your student.

· When appropriate, challenge your student by introducing contradictory ideas, questioning assumptions, using open-ended questions and asking that he/she explore alternatives.

· When feasible, present opportunities for your student to be exposed to new people/settings/experiences to broaden his/her perspective of the engineering field or world in general.

· Keep log/notes regarding each student's involvement and progress. Doing so will not only allow you to be a more effective mentor, it will also aid you in responding to our online surveys.

· At the conclusion of the program year, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new student or exiting the mentoring program (by not submitting a new application). Should you and your student decide to discontinue the relationship prior to the formal end of the program, please inform program staff.

SUCCESS STRATEGIES FOR MENTORS

DO...

· Invest in learning about your student at the beginning

· Establish clear expectations and goals while striving for mutual benefits

· Share knowledge about your education, career path and experiences

· Commit to honesty

· Agree to confidentiality

· Listen

· Make sure communication is 50-50

· Lead by example

· Be a mentor who cares and communicates this to your student(s)

· Offer frank feedback with both praise and criticism

· Help your student test reality

· Inspire your student to confirm current fields of interest and/or pursue new areas

· If appropriate, invite your student to spend time shadowing you at your place of employment

· Encourage your student to practice critical job search skills such as resume-writing, networking and interviewing

· Introduce your student to the idea of building long-term relationships and doing networking

· Connect your student to other alumni and colleagues you believe could help

· Provide information on how to research specific industries and employers

· Motivate your student to work toward long-term goals (through internships, part-time employment, undergraduate research, study abroad, campus involvement, networking forums, full-time employment and/or graduate school)

· Hold all face-to-face meetings in a public place

· Communicate with program staff immediately if a problem should arise with your student or you decide to discontinue your mentoring relationship

SUCCESS STRATEGIES FOR MENTORS

DON'T...

· Limit a student's goals and aspirations

· Criticize a student's character—instead, focus on specific observed behaviors

· Expect more from a student than he/she is able to give

· Place yourself in a position where you are playing the role of peer or mental health counselor

· Promise confidentiality should a student talk about doing harm to him/herself or another person

· Feel obligated to hire a student or place him/her in an internship or full-time position with another organization.

This program is not meant to serve as a recruitment or job placement vehicle. You may, however, be asked to write a letter or recommendation if you've spent ample time with a student.

DRAWING THE LINE

As a mentor, it is critical to remember that you are a role model. Though a trusting relationship should be the foundation of any mentorship, remember your student is not your peer. Appropriate meeting spaces include your place of business, a public place or the UK campus, while inappropriate meeting spaces include bars, homes, apartments and residence hall rooms. Consuming alcohol with or buying alcohol for your underage student is strictly prohibited. Mentors may, however, provide transportation to a meeting location if needed.

Additionally, the relationship is not to be construed as a counseling relationship. In most cases, the mentor is not a trained mental health professional. Accordingly, assessment of mental health problems is not to be considered a part of the mentoring relationship.

CONFIDENTIALITY

The mentoring relationship should be based on trust and honesty. Information shared within the context of the relationship should be handled with discretion and confidentiality should be honored in most situations. However, for the well-being of all involved parties, including the university, confidentiality cannot be offered in the following situations:

1. The mentor or student talks about suicide
2. The mentor or student discusses intentions to harm another person

If you believe your student may be in distress, please reach out to the UK Counseling Center at 859-257-8701 or www.uky.edu/student_affairs/counseling.

INITIAL MEETING & RELATIONSHIP STRUCTURE

It's a good idea to engage in an informational discussion with your student early in the relationship. Doing so provides both the mentor and student the opportunity to determine how to establish the mentoring relationship so that it is valuable to both parties.

Clarify each person's expectations and goals of the mentoring relationship, including expectations of each other and of the final outcome of the mentoring process. Mentoring requires time and commitment from everyone involved. Agreeing on goals and expectations for both the mentor and student will help the participants recognize what they must each contribute to the relationship.

Once there is a mutual agreement between the mentor and student to commit to a mentoring relationship, there are a few other items to discuss:

· *Method, timing and frequency of communication:* Determine a method and time to communicate that will minimize interruptions and maximize the quality of the conversations. Also decide how many times per month you expect to hear from one another. Our expectation is that participants will make contact with their student at least once a month, averaging a suggested one hour of communication per month over the course of their year together (September-April).

· *The length of the relationship:* We ask that both mentor and student agree to maintain the relationship at least through the end of the program year. Should you decide to discontinue the relationship prior to the formal end of the program, please inform program staff.

· *Termination process:* If expectations are not being met and several attempts have been made to address and resolve this, then the relationship may be terminated by either mentor or student at any time after a discussion with program staff. To discuss the alumni mentor termination process, contact Susan Herrick (slherr1@uky.edu, 859-257-4881).

POSSIBLE QUESTIONS THAT STUDENTS MAY ASK THEIR MENTORS

INDUSTRY & ADVANCEMENT

· How has the field changed since you started your career?
· What are the trends/challenges you see in the future of this field? What are the major trends/challenges you face today?
· How is the job market for your field in this area of the country?
· How long should I expect to stay in an entry-level position?
· What are the opportunities for advancement?
· What would be the next step in a career path for a job like this?

ABOUT THE MENTOR

· What is your background? Describe your career path. How have you progressed to your present position?
· Why did you go into this field? Did someone/something significant impact choosing this career?
· Do you belong to any professional organizations?
· Do you read any field-specific journals or magazines?
· What are the things you find personally rewarding in your career?
· What are the things you find frustrating or disappointing?
· If you were starting out again, would you plan your career the same way? What would you do differently?
· If your job were suddenly eliminated what other kinds of work could you do?

ADVICE & OTHER QUESTIONS

· What was the most surprising part of your transition from college to work?
· Do you have any additional information that might be helpful?

SUGGESTED TOPICS & ACTIVITIES

TOPICS TO DISCUSS

- Career tracks
- Career exploration
- Types of businesses/employers
- Current issues in the profession
- Job market trends
- Organizational culture
- Professional organization membership
- Quality of life in the profession
- Work/life balance
- Management issues
- Approaches to ethical/professional dilemmas
- Business dress
- Study/travel/employment abroad
- Campus involvement
- Senior design project ideas
- Professional dinner etiquette
- Online/social media etiquette
- Internship search advice
- Career fair navigation advice
- Job search advice
- Resumes & cover letters
- Interviewing & networking skills

ACTIVITIES TO CONSIDER

- Chat via Skype, Google Hangout, or Apple FaceTime
- Meet for coffee or a meal
- Role-play difficult conversations
- Company visit
- Job shadow
- Resume critique
- Mock interview
- Professional organization or networking event
- Lecture or conference attendance
- Read & discuss a book, essay or article
- Community service
- Informational interview(s) with colleague(s) of mentor

ENGINEERING ALUMNI MENTORING PROGRAM TIMELINE

MAY 2018

· Applications open

JUNE 2018

· Applications due by **June 1**

JULY 2018

· Match assignments sent to participants by **July 31**

SEPTEMBER 2018

· Students asked to make initial contact with alumni mentors by **September 1**
· Meet & Greet Reception on **September 12**

OCTOBER 2018

· First online survey

DECEMBER 2018

· Reminder to reconnect following holidays/winter break on **December 22**

MARCH 2018

· Second online survey

APRIL 2018

· Conclusion of the program year—Participants have the option to continue their current relationship another year (by requesting this when reapplying), apply to be matched with a new mentor or student or exit the mentoring program (by not submitting a new application)

MAY 2018

· Online applications (new or renewal) open

JUNE 2018

· Applications due (new or renewal) by **June 1**

CAMPUS RESOURCES FOR MENTORS & STUDENTS

ACADEMIC CALENDAR
http://uky.edu/registrar/registrar-academic-calendar

ACADEMIC ADVISING
http://engr.uky.edu/students/advising

ALUMNI ASSOCIATION
http://ukalumni.net

CAMPUS CALENDAR
http://uknow.uky.edu/calendar

CAREER CENTER
http://uky.edu/careercenter

COLLEGE OF ENGINEERING
http://engr.uky.edu

COUNSELING CENTER
http://www.uky.edu/studentaffairs/counseling

DIVERSITY
http://uky.edu/diversity

DISABILITY RESOURCE CENTER
http://uky.edu/studentaffairs/drc

EDUCATION ABROAD
http://uky.edu/educationabroad

ENGINEERING ALUMNI ASSOCIATION
http://engr.uky.edu/alumni

ENGINEERING CAREER CENTER
http://engr.uky.edu/careers

FINANCIAL AID & UNDERGRADUATE SCHOLARSHIPS
http://uky.edu/financialaid

HOUSING & RESIDENTIAL EDUCATION
http://uky.edu/housing

INTERNATIONAL CENTER
http://uky.edu/international

MARTIN LUTHER KING JR. CENTER
http://uky.edu/MLKCC

OFFICE OF LBGTQ
http://www.uky.edu/Diversity/LGBTQ/

REGISTRAR
http://uky.edu/registrar

STUDENT ACTIVITIES
http://uksab.org

STUDENT EMPLOYMENT
http://uky.edu/HR/studentjobs

STUDENT GOVERNMENT
http://uksga.org

STUDENT RECREATION
http://uky.edu/studentaffairs/campusrec

TUTORING
http://uky.edu/ae

UNIVERSITY HEALTH SERVICES
http://ukhealthcare.uky.edu/uhs

UNIVERSITY POLICE DEPARTMENT
http://uky.edu/police

MENTOR ACTION PLAN

1. Determine your expectations and goals for the mentoring relationship.

My Goals & Expectations:

_____
_____
_____
_____
_____

2. Ask your student for his/her expectations and goals for the mentoring relationship. Make note of them below.

My Student's Goals & Expectations:

_____
_____
_____
_____
_____

3. Make note of your student's contact information.
Name:_____
E-Mail:_____
Phone: _____

4. Set preferred methods of communication and expectations for response time with your student

Email   Phone   Other

Preference(s): _____

5. 5.   Make an effort to communicate at least one hour each month to keep the relationship on track.

Next check-in date/time: _____
Medium/location:_____
Goals:_____
Actions I will take during interim: _____
Actions student will take during interim: _____

6. Review and offer feedback regarding your student's development plan.

7. Optional: Submit Mentor Action Plan to Susan Herrick, slherr1@uky.edu, by **October 1**.

8. Complete the two online surveys sent via email by program staff **(October and March)**.

9. Keep notes on what you discuss with your student.

STUDENT DEVELOPMENT PLAN

Student's Top 5 Strengths:

1. _____

2. _____

3. _____

4. _____

5. _____

Student's Top 5 Areas for Growth:

1. _____

2. _____

3. _____

4. _____

5. _____

Student's Top 5 Personal and Professional Development Goals and Associated Action-Steps:

1. _____

    Action Steps: _____

2. _____

    Action Steps: _____

3. _____

    Action Steps: _____

4. _____

    Action Steps: _____

5. _____

Action Steps: _____

The Top 5 ways in which I can assist with my student's plan:

1. _____

2. _____

3. _____

4. _____

5. _____

Points during the year when my student and I will review progress in relation to the development plan and make changes/additions if necessary:

Date of First Review: _____

Date of Second Review: _____

Date of Third Review: _____