MENTORING PROGRAM STUDENT 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, students are notified via email.
- All students are encouraged to attend the opening event held on the UK campus in September.
- 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 <u>students will make contact with their mentor at least once a month,</u> 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 agreed upon between the student and the mentor.
    - **(b)** Both students and mentors assume responsibility for their one-on-one relationships.
    - **(c)** All participants will be surveyed in the fall and spring semesters. 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, both students and mentors have the option

of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new mentor, or exiting the mentoring program (by not submitting a new application).

This handbook serves as the primary guiding resource in helping students 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

BENEFITS

BENEFITS FOR STUDENTS

- Grow in self-awareness and self-discipline
- Deepen your knowledge of a specific industry, employer, organizational culture, and job function
- Test ideas and construct a personalized development plan with the help of a real world professional
- Learn to receive and accept both praise and constructive feedback
- Sharpen your active listening skills
- Improve your job search and networking skills, including resume and cover letter advice
- Prepare future goals
- Learn about activities for future success
- Enhance your overall professional effectiveness
- Expand your existing network
- Gain a heightened sense of belonging and purpose
- Gain knowledge to be a future mentor

STUDENT APPLICATION & MATCHING PROCESS

Once students 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 April.

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 student offering the name and contact information of his/her assigned mentor and providing some basic information on next steps in the program. <u>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.</u>

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.

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

STUDENT GUIDELINES

The key to success for students is to commit time and effort toward developing their future career by taking full advantage of this unique opportunity to connect with a UK College of Engineering alumnus/a. In addition, the student should supply the mentor with feedback and be open to receiving advice and coaching from the mentor.

The UK College of Engineering expects the following of its student participants:

· Take responsibility for introducing yourself to your mentor, initiating future conversations and upholding all commitments
· Determine your interests, skills and goals and share these with your mentor
· Ask for help and guidance; seek out the information and assistance needed for your career development
· Proactively manage your development
· Keep an open mind and perceive change as an opportunity
· Come to each conversation prepared to have an open discussion
· Maintain communication within the established schedule
· Communicate clearly any issues, problems or concerns that you might want help thinking through
· Express appreciation for your mentor regularly
· Accept both praise and constructive criticism
· Follow through on any referrals/recommendations made by your mentor and update your mentor afterward
· Maintain the confidence of the mentoring relationship
· Take note of the competencies and skills valued for a successful career in engineering
· Send a formal thank you note at the conclusion of the program year in May
· Should you and your mentor decide to discontinue the relationship prior to the formal end of the program, please inform program staff by contacting Kim Anderson, Ph.D., Associate Dean for Administration and Academic Affairs, kimberly.anderson@uky.edu | 859-257-1864.

SUCCESS STRATEGIES FOR STUDENTS

Mentoring doesn't happen unless you make time for it.
- If it makes sense, try to find a set time each month that works for both you and your mentor.
- Make sure to follow-up with your mentor after meetings and get your next meeting on your mentor's schedule.
- If a meeting needs to be rescheduled, do so quickly. Coordinating your schedule with your mentor's may take a few tries.

Tell your mentor your expectations.
- If there's something you'd like your mentor to teach you, tell him or her.
- Don't be afraid to ask for what you need.

Use mentoring to your advantage.
- Be honest with your mentor: What are your career goals? What are your limitations? What have you learned from your experiences?
- Ask as many questions as you can. Use your mentor's experiences and input to your advantage.
- Report back and stay in touch with your mentor.
- Don't pass up any opportunities to network.
- Keep records of your contacts and the people you meet through your mentor.

Be professional.
- Be respectful of your mentor's time. Be on time and follow through with commitments. Consider setting alerts/reminders for yourself.
- Approach each conversation with goals and a list of questions you'd like answered.
- Dress professionally for each face-to-face meeting or video chat. Doing so will show your mentor that you take mentoring seriously.
- Keep the relationship professional.
- Do not expect your mentor to hire you or find you an internship or job elsewhere. Mentoring can lead to great contacts, but a job should not be your expectation.

INITIAL MEETING & RELATIONSHIP STRUCTURE

It's a good idea to engage in an informational discussion with your mentor 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 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).

· **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.

QUESTIONS FOR STUDENTS TO ASK THEIR MENTORS

EDUCATION & PREPARATION

- How much formal education is needed in your field? What sort of special training or advanced degree is required?
- What are the important characteristics (personal traits/qualities) for someone entering this   field?
- What kinds of experience do employers want?
- What kinds of extracurricular activities and/or volunteer experiences would be beneficial?
- Are there minors/electives/special knowledge and skills that would be helpful in this field?
- What are the most important skills someone should have to find success in this occupation?
- What types of part-time, full-time or summer jobs should I be seeking right now that may prepare me for this career path?

WORKING CONDITIONS

- Would you please describe your organization (its mission, size, structure, etc.)?
- What is your job title?
- What did the interview process you went through look like?
- What is the typical career path in this field? What are the entry-level positions?
- How many hours per week are you expected to work? Any additional hours?
- What other things are expected of you outside of working hours (such as civic or social obligations)?
- What is a typical day on the job like for you?
- What times of year are busiest/slowest?
- What are the most satisfying and the most frustrating parts of your work?
- In what ways can this job be stressful? What are the daily pressures you contend with?
- How much variety does this job involve? What is the pace of work? Is travel required?
- What is the starting salary for an entry-level position?

NETWORKING

- How did you find your first job after graduation? What avenues did you explore to find job openings in your field?
- What role does networking play, if any, to help break into this field?
- How important is it to know someone in the industry?
- What professional associations or organizations are useful to belong to in this field?
- What magazines, journals, websites are important to read in this field?

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 YOUR 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

APRIL-MAY 2018
- Applications open on **April 5**
- Applications due by **May 15**

JULY 2018
- Match assignments sent to participants via email 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 21**

MARCH 2019
- Second online survey

APRIL 2019
- 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)
- Online applications (new or renewal) open in early April
- Applications due (new or renewal) by mid-May

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

STUDENT ACTION PLAN

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

My Goals & Expectations:

_____

_____

_____

_____

2. After sharing your own, ask your mentor for his/her expectations and goals for the mentoring relationship. Make note of them below.

My Mentor's Goals & Expectations:

_____

_____

_____

_____

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

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

Email   Phone   Other

Preference(s): _____

5. Make an effort to communicate about 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 my mentor will take during interim: _____

6. Submit your completed Student Action Plan to Kim Anderson, kimberly.anderson@uky.edu by October 1.

7. Construct a personal and professional development plan with the help of your mentor. Include goals and action steps necessary to reach your goals, as well as specific ways in which your mentor can help with those items listed.

8. Complete the two online surveys sent via email by program staff (Fall and Spring).

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

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STUDENT DEVELOPMENT PLAN

My Top 5 Strengths:

1. _____

2. _____

3. _____

4. _____

5. _____

My Top 5 Areas for Growth:

1. _____

2. _____

3. _____

4. _____

5. _____

My 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 my Mentor can assist me with my plan:

1. _____

2. _____

3. _____

4. _____

5. _____

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

Date of First Review: _____

Date of Second Review: _____

Date of Third Review: _____