Why is mentoring important?

- Graduates who had a professor or mentor who encouraged their goals and dreams, and/or had an internship, were twice as likely to be engaged and thriving in their jobs\(^1\)

- In successful programs: “Schools had close partnerships with regional employers...and students got a lot of coaching and guidance to understand how to trace a direct path between their training and careers” \(^1\)

Professional Mentor
Baskin Alumni

Protégé
Upper class MEP student

Freshman Mentee
First year MEP student

Academic Mentor
Upper class MEP student

Freshman Mentee
First year MEP student
What do Mentors do?

- **Commit** to the mentoring process—it is work and it is not easy – and THANK YOU for doing it!!!
- **Listen** and act as a sounding board for protégé
- Share your own **experiences** – both successes and failures: coach through **stories** and anecdotes
- Challenge using the Socratic Method (**ask questions** vs. lecture)
- **Model** professional behavior
- Expand protégé’s **network** with other professionals
- Establish mutual **respect** and **trust**
- Be **present**, engaged, and on-time to meetings with your protégé
What do Protégés/Mentees do?

- Discuss your needs and expectations of the mentoring
- Be reliable: attend scheduled meetings and be on time
- Be open and receptive to suggestions and feedback
- Ask a lot of questions: help guide your mentor to help you
- Establish mutual respect and trust
- Discuss, recognize, and celebrate your progress and achievements
Mentorship Program Expectations

- Discuss and agree on clear and realistic **goals**
- Maintain regular **contact** – ideally at least 1x per month
- Be willing to give and receive candid, thoughtful **feedback**
- Honor commitments & be responsive – communicate schedule changes with 24 hours notice and respond within 2 business days
- Participate in **self-reflection** and self-development
- Ask(expect thought-provoking questions to understand and articulate motivations, strengths, weaknesses, etc.
- **Evaluate** progress, goals, relationship, what’s working/not, as you proceed through the year; **adjust** as needed
SMART guidelines for setting effective goals

- **SPECIFIC:** Clearly articulate what you wish to accomplish
- **MEASURABLE:** Establish criteria for how you will measure that a goal was achieved
- **ACHIEVABLE:** Identify goals that will challenge you but are attainable given your current skill set
- **REALISTIC:** Ensure that your identified goals can be met, given your available time and priorities
- **TIME-BOUND:** Specify when each goal will be met. Allow reasonable time to complete each goal, but little enough to instill a sense of urgency
SMART Goals: Example

“I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to Earth”

– John F. Kennedy, May 1961

Specific, Measurable, Achievable, Realistic, Time-bound
Areas of possible mentoring topic interest

Which of these are SMART goals?

- Identifying career options
- Learning how to go about networking in the industry
- Improving time management skills
- Building resume and LinkedIn profile
- Learning how to find a co-op or internship
- Learning how to find a permanent job
- Learning how to evaluate, apply to, and pay for graduate schools
- Improving study skills and homework habits to avoid late work
- Making better use of a professor’s office hours
- Learning how to deal with a lab partner that is difficult or doesn’t pull his/her weight
- Figuring out how to approach a professor about summer research or an internship
Roadmap for the Mentoring Year

1st Meeting

**Get Acquainted:**
- Share information about yourself: interests, aspirations, guiding values
- Find out about your mentor / protégé

**Establish Guidelines:**
- Meeting frequency
- Means of communication
- Boundaries that you need
- Busy periods/flexible periods
- How meeting agendas will be set, regular agenda items
- Goals for end of year, and how to measure success

**Establish Rapport and Goals**

Early Stages: 2nd-4th Meetings

**Build Relationship; Establish Trust:**
- Find out more about professional interests, motivations, role models

**Execute, Provide Feedback, Refine:**
- Improve goal clarity and identify milestones
- Outline future discussion topics
- Define success and measurement
- Give and receive feedback: What’s working, what needs adjusting?

Mid-Point of the Year

**Build Relationship; Improve Trust:**
- Both partners learning from each other; deeper conversations

**Check Progress, Co-Own Success:**
- Evaluate progress; adjust goals as desired
- Give and receive feedback: both partners

**Contemplate Change of Routine:**
- E.g., change meeting venue (in person, Skype, etc.)

Final Meetings

**Assess Relationship:**
- Assess progress vs. goals
- Discuss, agree on, capture lessons learned
- Incorporate learning into future mentoring

**Agree on What Comes Next:**
- Desire to continue formally or informally?

**Celebrate Progress and Success:**
- Recognize achievements of both partners, progress made, and lessons learned

**Build, Execute, Measure**

Assess, Learn, Celebrate
Roadmap for Mentoring Relationship
Initial Meeting

- Get to know each other
  - Share information about your professional and personal life, i.e. hobbies, professional interests, etc.
  - Learn something new about your protégé

- Establish Guidelines
  - When and where will we meet?
  - When are more/less busy times of the school year?
  - What agenda format will we use?
  - Will there be a specific topic to discuss at every meeting?

- Establish Guidelines continued...
  - How will we communicate between meetings?
  - How will we exchange feedback?
  - How will we measure success?

- Mentoring Goals
  - Outline some future topics to discuss
  - Establish checkpoints and milestones
  - Review goals for the mentoring relationship

- Confirm Next Steps
  - Schedule date, time, and location of future meetings
Roadmap for Mentoring Relationship

Midpoint

- Continue to build relationships and improve trust
  - Mentor is learning from the protégé
  - Give and receive feedback on the relationship
  - Conversations go deeper, more meaningful, with shared vulnerability

- Co-own the success of the partnership
  - Check progress toward goals, and re-assess or revise as necessary
  - Protégé has made good progress on some of his/her goals
  - Mentor provides additional resources/contacts for protégé

- Change Routine
  - Mix it up, re-energize, go off-site for meetings if needed
Roadmap for Mentoring Relationship

Last Stage

- Honest assessment
  - How is progress towards goal(s) coming along?
  - Discuss and agree on lessons learned: what went well, and what could have gone better?

- Agree on next steps
  - Discuss future goals
  - Continue with partnership? Meet ad-hoc or as needed?

- Keep this mentoring experience in context
  - Understanding of passion, strengths and weaknesses
  - Build on key learnings

- Closure/Recognition
  - Celebrate successes
  - Recognize the progress and achievements of your partner

Successful people receive mentoring at ALL stages of their careers!
Goals for the Mentoring Relationship:

to be defined in initial conversations

1. ____________________________________________________________

2. ____________________________________________________________

3. ____________________________________________________________

__________  ________________
Professional/Academic Mentor       Mentee/Protégé
Mentoring Resources and Articles

Baskin Alumni Mentoring Program web site
http://mep.soe.ucsc.edu/mentoring

“Adviser, Teacher, Role Model, Friend: On Being a Mentor to Students in Science and Engineering” National Academy Press (96 pages)
http://www.nap.edu/catalog/5789.html

“Mentoring Engineering Students: Realities, Challenges, and Rewards” Dr. Waddah Akili, Iowa State University
http://www.asee.org/public/conferences/32/papers/8922/view

http://www.rackham.umich.edu/faculty-staff/information-for-programs/directors/faculty-committee-on-mentoring/resources

Mentor: The National Mentoring Partnership
http://www.mentoring.org/program_resources
Mentoring Program Contacts

- Lydia for students and mentees
- Melissa for professionals
- Mentoring handbook and other resources:
  http://mep.soe.ucsc.edu/mentoring