



# Baskin Alumni - MEP Mentoring Program Handbook





# Why is mentoring important?



Gallup Poll

- 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<sup>1</sup>



White House Study

- 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”<sup>1</sup>

<sup>1</sup> <http://www.nytimes.com/2014/09/10/opinion/thomas-friedman-it-takes-a-mentor.html>



Professional  
Mentor

Baskin Alumni

Protégé

Upper class MEP student

Freshman  
Mentee

First year MEP student

O  
R

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

**S**

- **SPECIFIC:** Clearly articulate what you wish to accomplish

**M**

- **MEASURABLE:** Establish criteria for how you will measure that a goal was achieved

**A**

- **ACHIEVABLE:** Identify goals that will challenge you but are attainable given your current skill set

**R**

- **REALISTIC:** Ensure that your identified goals can be met, given your available time and priorities

**T**

- **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

**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime-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

## 1<sup>st</sup> 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: 2<sup>nd</sup>-4<sup>th</sup> 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?

*Build Relationship  
and Execute*

## 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.)

*Build, Execute,  
Measure*

## 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

*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.

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2.

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3.

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Professional/Academic Mentor

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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>

“Mentoring Guide: A Guide for Mentors”, “Mentoring Guide: A Guide for Protégés”: Rackham Graduate School, University of Michigan

<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](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>