Baskin Alumni - MEP Mentoring Program Handbook
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”\(^1\)

Structure of the MEP Mentoring Program

Alumni Mentors

Professional Mentor
Baskin Alumni

Protégé
Upper class MEP student

Freshman Mentee
First year MEP student

Student Mentors

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
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

Assess, Learn, Celebrate

Build, Execute, Measure

Build Relationship and Execute

time
SMART guidelines for setting effective goals

- **S**PECIFIC: Clearly articulate what you wish to accomplish
- **M**EASURABLE: Establish criteria for how you will measure that a goal was achieved
- **A**CHIEVABLE: Identify goals that will challenge you but are attainable given your current skill set
- **R**EALISTIC: Ensure that your identified goals can be met, given your available time and priorities
- **T**IME-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
Goals for the Mentoring Relationship:
  to be defined in initial conversations

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
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.asae.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
Areas of possible mentoring topic interest

- 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
- 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