



College of Design Mentor Program

Mentor Experience Preparation
Resources for Student Applicants
2007-2008

Preparation for Mentoring

Resources for Student Applicants

Thank you for your interest in the College of Design Mentor Program. Please review this packet and complete any worksheets that you find helpful in preparation for the first meeting with your mentor. A variety of resources are included here to help meet the diverse needs of our student applicants—from freshman to graduate student—as you prepare to meet and talk with your mentor for the first time.

2007-2008 Program Dates:

Orientation Options: Kick-off Orientation: Monday, October 29, Memorial Hall, McNamara Alumni Center, 6:00 PM check-in, 6:30-8 PM Orientation Workshop

Self-orientation: Arrange a first meeting with your partner at a convenient time and place and work through the self-orientation materials provided on the website.

Ongoing Training: Mentor Connection Monthly e-mailed with suggestions for mentoring activities, tips and topics

Optional workshops, lunch sessions and networking activities (below)

Closing Celebration: Wednesday, April 16, 2008 5:30-8:00pm McNamara Memorial Hall

Optional Activities:

Etiquette Dinner: Brush up on your business etiquette!
Tuesday, October 9, 2007
5:30-8:00 p.m. (check-in begins at 5 p.m.)
Memorial Hall, McNamara Alumni Center
To register: <http://www.alumni.umn.edu/etiquette>
Open to U of M graduate and undergraduate students.
Online registration continues through October 1, 2007, or until the event is sold-out.

Career Readiness Site Tours: www.cdes.umn.edu/alumni/programs/career-tours.html

Workshops: Thursday, November 15, 2007
Mentor Connection Workshop
5:30-8pm - McNamara A.I. Johnson Great Room

Wednesday, November 28, 2007
Mentor Connection Social Event at Weisman
5:30 or 6pm - 8pm - Weisman Museum Riverview Gallery

Thursday, January 31, 2008
Mentor Connection Speed Networking
5:30-8pm - McNamara Memorial Hall

Program Contact: Lucy Reile
cdesmentor@umn.edu or 612-624-1245

Mentor Experience Preparation Program Overview

Application and Matching Process

Making the Match

- Students are matched with a mentor based on their goal statements and interests as listed on the student application
- A mentor is not guaranteed to all students, but we do our best to match as many applicants as possible each fall.
- Priority in matching will be given to upper classmen when mentor availability makes it necessary for us to do so

The Right Mentor

- Having the “right” mentor is a matter of perspective on your part, as the mentee, as well as a matter of shared enthusiasm, flexibility and creativity between you and your mentor.
- A good and effective mentor does not necessarily have to be doing exactly what you think you want to do in the future to be able to help you explore your career options and make professional connections.
- Be creative and open to different ways that a professional from your field may help you meet your personal goals for this program

Notification of a Match

- If you are matched with a mentor for this session, you will receive a letter by e-mail at least one week before the orientation and program kick-off date listed at the front of this packet. This e-mail will include an electronic copy of your mentor’s application and contact information. Your mentor will also receive a copy of your application.
- Once you receive information about your mentor, you are encouraged to call or e-mail them immediately to introduce yourself and confirm whether or not you will both be able to attend orientation.
- If you are *not* matched, you will also receive notification prior to the orientation date.

Meeting Your Mentor at the Kick-off Orientation

- Mentoring pairs will meet for the first time at the **kick-off orientation (see dates at the front of this packet)**. Please review your goals and mentor’s information before attending the first meeting and plan to bring along your calendar, a pen/pencil, and a copy of your resume to share, if you have one.
- This orientation will be a “guided conversation” between you and your mentor. You can expect to leave the session knowing more about your mentor and having a good idea of how much time you and your mentor will spend together each month.
- You will also determine your initial goals and have one or more meetings, activities or conversations scheduled on your calendar.

How do I prepare for my first meeting?

Think about what you want this experience to do for you. Think about where you are in your personal career exploration process—your mentoring goals may be very specific or more general in nature at this stage in your academic career. Everyone is different. Use the materials that follow to explore what a mentor can be and what you need to do to make the experience successful for you, then map out some of your expectations; your academic, personal and career-related goals; and your “wish list” of possible mentoring activities. *Good luck! Let’s begin...*

History of Mentor

The word mentor comes from Homer's *Odyssey*. When Odysseus, king of Ithaca went to fight the Trojan War, he entrusted the care of his household to Mentor, who served as teacher and overseer of Odysseus's son, Telemachus. The word mentor has become synonymous with trusted advisor, friend and teacher. History offers many examples of helpful mentoring relationships such as Socrates and Plato, Haydne and Beethoven, Freud and Jung.

Benefits of Mentoring

Benefits for the student:

- Learn to articulate academic and career goals.
- Establish contacts within your industry.
- Enhance your visibility as an emerging professional.
- Develop professional, communication and relationship skills.
- Jumpstart your transition from college to career.
- Gain a mentor's perspective on translating learning to practice.
- Nurture your capacity for leadership.

Benefits for the mentor:

- Grow your ability to nurture success in others.
- Contribute to higher education in a meaningful way.

- Foster the development of future professionals in your field.

Types of Activities:

- Career-related conversations
- Guidance on job searches and internship options
- Conferences and professional meetings
- Resume and portfolio critiques
- Informational and mock interviews
- Project collaborations and critiques
- Job Shadowing
- Professional development workshops
- E-mentoring
- Networking

Participant Roles and Responsibilities

For Both Mentor and Student:

- Participate in some form of orientation and goal setting during the first month
- Discuss your needs and expectations with your mentor up front.
- Notify partner if you are unable to attend a scheduled meeting.
- Maintain regular contact with your partner via phone, email or meetings.
- Return calls and emails promptly.
- Act in a professional manner at all times.
- Meet with your partner at least once per month.
- Respect confidences and trust each other.
- Work to discover common ground and be respectful differences.
- Be yourself. Be a good listener. Be available.
- Be willing to adjust your goals as student changes interests during or as a result of this opportunity for career exploration.
- Contact program staff if there is a concern with the mentoring relationship.
- Complete the program evaluation at the end of the session (due in May).

Student:

- Be committed to carry out agreed upon goals.
- Be receptive to suggestions and feedback.
- Do not expect your mentor to answer every question you have; Network through your mentor to meet other people and gain access to professional resources.
- Show appreciation for your mentor's support and assistance

Mentors:

- Work with student to help them establish realistic and obtainable goals and identify ways to achieve them.
- Offer constructive suggestions and feedback.
- Help student meet with other professionals in their desired field.
- Ask good questions that help student explore their own values and needs, or make informed decisions.
- Help student increase awareness and gain access to professional resources and organizations.
- Encourage student to explore new areas.

Goal Setting

The first step in achieving a successful mentoring partnership is setting goals and choosing activities that will benefit the relationship. The IDEA model (Investigate, Decide, Experience, Act) is designed to help students and mentors decide what activities can most benefit the student in their career planning process. Students should assess where they think they are in the process and choose activities that will assist them in moving to the next stage of career planning. Each student will be at a different point in the career decision process. The IDEA model is defined below. Activities have letters corresponding to the steps (I.D.E.A.). Keep in mind that this is not an exclusive list and is designed to help, rather than limit the options.

WHERE ARE YOU IN THIS PROCESS? CIRCLE THE HEADING THAT BEST DESCRIBES YOUR POSITION:

Investigate the options

Student is in the process of deciding a major and is undecided about career direction.

Begin finding out what is available in the way of majors and careers.

Goals:

- Learn about majors
- Learn about yourself
- Learn about career options

Decide on a tentative career direction

Student has decided on a major and is now looking for options within a particular field.

The first step in determining career direction is choosing a major. This is only a first step however, and does not necessarily finalize a career choice. Now is the time to investigate and experience different careers.

Goals:

- Relate interests, skills and values to majors and career paths
- Learn about careers related to a major
- Choose a major and career direction

IDEA

Experience fields of interests

Student is ready to get some hands-on experience in the field. Finding an internship and talking with professionals in the field is a priority.

Experience is a crucial element in the career discovery and development process. It helps determine aptitudes and compatibility with a career and provides insight into the world of that work.

Goals:

- Gain experience through paid work, internships or volunteering
- Talk to professionals in various careers
- Prepare for graduate or professional school

Act on decisions

Student has gone through the initial stages of career planning and is ready to act on decisions and move into the world of work. Do not assume that all college seniors are at this stage. It may be important to reassess options and move back through the previous stages.

Planning is crucial. The average job hunt takes 4-6 months of active searching and graduate and professional schools may require applications up to one year in advance.

Goals:

- Begin the job hunt early, or
- Start application procedures for graduate or professional school

This model was adapted by the University of Minnesota Alumni Association from the University of Minnesota College of Liberal Arts Career Information Center's IDEA Model of Career Development.

GOAL SETTING

To help you identify certain goals and how the mentor may be able to help, please complete the exercise below:

Academic Goals

How can the mentor help?

Professional Goals

How can the mentor help?

Personal Goals

How can the mentor help?

Leadership/Extracurricular Goals

How can the mentor help?

Other Goals

How can the mentor help?

Suggestions for Activities

Please check the items you are interested in exploring/pursuing with your mentor:

- Discuss your background and get to know each other
 - Discuss your goals for the relationship
 - Discuss the student's career interests and goals
 - Participate in a Job Shadow Day
 - Attend a lecture, concert or sporting event together
 - Critique a school project the student is involved with for a class (i.e., senior line or other)
 - Identify student's talents, skills and interests and discuss their application to various career options
 - Discuss how mentor's personal and professional life fit together
 - Mentor attends on of the student's classes
 - Read a book related to your field and discuss
 - Discuss mentor's educational background and educational preparation needed for the field
 - Discuss employer types and organizational culture
 - Search the internet together for job resources and other information related to your field
 - Discuss how your individual values have impacted your career choices
 - Investigate career-related clubs and organizations
 - Participate in a company tour or attend a career-readiness tour offering
 - Discuss a current event or issues in your field
 - Practice for a presentation, help student refine presentation skills
 - Discuss current research in your field or engage in a research project together.
 - Attend a professional meeting, conference or program together
 - Compile a list of contacts the student could meet with in your field.
 - Visit your college's career center together (they can help you get started on career, internship or job searches, resume writing, info interviewing, etc...)
 - Discuss professional standards and unspoken rules of etiquette that exist in your field or workplace
 - Discuss the transition from school to work and identify ways to smooth the process
 - Go out to lunch or dinner and discuss proper Etiquette for a business lunch
 - Critique the student's resume, cover letter, Portfolio or projects
 - Assist student in completing a job application
 - Practice for informational interviewing
 - Arranges informational interviews for student with colleagues or others in the program
 - Practice a job interview or arrange for a practice interview with a professional colleague
- Other Ideas:**
- _____
 - _____
 - _____

Equal Opportunity Statement:

The University of Minnesota is committed to the policy that all persons shall have equal access to its programs, facilities, and employment without regard to race, color, creed, religion, national origin, sex, marital status, disability, public assistance status, veteran status, or sexual orientation.

Sexual Harassment Statement:

Program participants are expected to maintain professional relationships with their mentoring partner during the course of this program. Sexual harassment will not be tolerated. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program.
2. Submission to or rejection of such conduct by and individual is used as the basis of employment or academic decisions affecting this individual in any University activity or program.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program.

For additional information or resources on mentoring visit the UMAA website

http://www.alumni.umn.edu/Resources_for_Mentors_and_Students.html.

This packet was written by Lori Mollberg with materials and worksheets adapted from the following sources:

- University of Minnesota Alumni Association Mentor Connection Handbook, 1999-2000
- President's Distinguished Faculty Mentor Program Worksheets 2000 developed by N. Andriantiana
- College of Human Ecology Alumni Society Mentor Program Orientation Materials developed by Lori Mollberg, 1999-2001