PROTÉGÉ HANDBOOK
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INTRODUCTION

Pace University’s Alumni-Student Mentoring Program (PASM) brings together experienced professionals and students who are generally in the latter part of their undergraduate academic careers. When fully implemented across the University, PASM is envisioned as a key component to the Pace Path and student learning experience.

In order to foster the culture of mentoring at Pace University, this program aims to:

- Leverage personal interaction between alumni and students enhancing self-reflection, communication, and critical thinking skills,
- Empower students to actively convey their strengths, skills, and value as they pursue internships and careers,
- Position alumni and students to be leaders in their workplace and their community.

While an important outcome of the program is to ensure students are prepared for the search, interview, and acceptance of a career position following graduation, it is not intended to secure jobs or internships for the students. Career Services is best positioned to facilitate the actual job or internship search process with the students.

As an outcome of the mentorship experience, students become more self-aware of their values and interests, their relevant experiences, and their skill gaps when deciding their post-graduation objectives. They are therefore more likely to be successful sooner in their transition to career or post-graduate studies.

Mentors find the experience to be a meaningful and valuable way to stay connected with Pace. They often feel a sense of satisfaction and fulfillment, professional and personal rejuvenation, enhanced creativity, and improved interpersonal, communication, and leadership skills from their engagement with the students.

Mentorship defined:

Mentoring is a learning partnership where a more experienced mentor draws upon their knowledge, skill set, and personal experience to provide guidance and feedback while facilitating the personal growth and development of a less experienced protégé (student). The protégé takes an active role and holds the primary responsibility for their learning and development. The mentor facilitates that growth by asking thought provoking questions, role-modeling behavior, and offering guidance of things to consider when making decisions. The intended outcome is that the protégé gains greater insight and is better prepared to make informed strategic decisions.
The Alumni Relations Office is responsible for the development and oversight of PASM. They work cooperatively with key program offices such as Career Services and the Office for Student Success as well as each school. Guidelines and program structure are reviewed at least annually to provide the best experience possible for all the participants.

Currently, the focus of the program is to foster one-to-one partnerships between an alumni mentor and a student protégé. Each participant must be considered “in good standing” with the University. Further, both mentors and protégés must adhere to the Pace Code of Conduct at all times or they may be removed from the program. PASM is designed to terminate the mentoring relationship at the end of the program cycle. However, the mentor and protégé can elect to continue their professional partnership by mutual consent.

The key areas of focus for the protégé are:
1) Increasing self-awareness and reflection
2) Finding relatable skills and experiences that apply to the workplace
3) Learning organization culture to best facilitate post-graduate decisions

Protégés should be open minded when choosing a mentor. Mentors come from a variety of industries including some who have worked in multiple fields, companies, and roles. While the mentor may not seem like a perfect match, they may still have valuable advice and experiences to share.

Below is an overview of the mentoring process.
- Apply to participate in the PASM program
- Applications reviewed and welcome emails sent
- Complete online profile in Uvize (ensure you are thorough and accurate)
- Protégés review mentor profiles
- Protégés send initial request to potential mentor
- Mentors review protégé (student) profile and accept or deny request
- Initial in-person or phone meeting is scheduled (see first meeting agenda sample in appendix)
- View resources on Uvize for additional resources about mentoring
- Subsequent meetings should discuss progress, challenges, or situations encountered
- Attend events throughout program
- Final meeting should review goal status, set next steps, and clarify any further contact

**Protégé Requirements**

Protégés are undergraduate students who have achieved enough credit hours to be considered a junior or senior, hold an overall GPA of 3.0 or greater, and who have completed the online protégé application. All students must be currently enrolled at Pace prior to the start of the program cycle. The program is open to
students in Dyson College of Arts and Sciences, Lubin School of Business, and Seidenberg School of Computer Science and Information Systems.

Protégés must be available for substantial contact with their mentors throughout the program cycle (October-April or February-August), which is approximately six months. They must also commit to meeting mentors in person either on campus or in a public place of business a minimum of 2-3 times, and to discussing key goals or experiences around the focus areas above.

**Applying to Become a Protégé:**

1) Review mentoring materials to ensure you can fulfill the commitment for a full program cycle.
   a. Fall Program runs from October until April
   b. Spring Program runs from February until August
2) Complete the online student protégé application form which includes basic profile information, faculty or advisor referral, and make campus selection.
3) Once your application is accepted, you will receive an email welcoming you to the program.
4) Review and complete your online profile with your field of study, brief introduction statement, and photo (optional).
5) Students (aka protégés) will review mentor profiles and send a request for mentorship via the mentoring software program. You will be notified once a mentor accepts your request.

**Create Your Protégé Profile**

A complete and thoughtfully prepared profile gives both mentor and protégé an opportunity to learn more about each other in advance of conducting a mentoring relationship. Protégé should carefully consider what skills and expertise they want to develop from the partnership. Key things to include are your major(s), industries you are interested in, and topics you are comfortable discussing. Consider including a photo, such as the one you would use in a LinkedIn profile, to reach a broader audience.

Once you are accepted into the mentoring program, you will receive a welcome email asking you to review and complete your profile. We are partnering with Uvize, an online mentoring software company, to facilitate the mentor and protégé partnership. When you click on the profile button in the email, the system will ask you to establish a password and walk you through the initial set-up.

The Uvize website and log-in should you lose the welcome email is:  

[www.uvize.com](http://www.uvize.com)

Your profile consists of several tabs: basic profile, information, protégé details, notifications, and account settings. Some of this information, such as your name and email address, will be pre-populated when you log-in. In the check list below, anything that begins with “verify” should be pre-populated. Please ensure it is listed correctly. You should fill in the additional fields included below.
Basic Profile
- Verify First and Last Names
- Add photo (optional)

Information
- Verify you are listed as a “protégé”
- Add your current class year and school
- Add the field “graduated from” which reflects the campus (Pleasantville or NYC) you currently attend
- Add your major
- Add your preferred contact method and information

Protégé Details
- Add Protégé Bio. You may wish to copy and paste your LinkedIn bio or add a few words with a link to your LinkedIn profile.
- Add “Expertise” by entering key words (example below); you should include the industries you are interested in, key skills you feel you have, and what you are looking to achieve.

Sample key words:
Industry - Accounting, finance, IT, computer science, biology, pharmaceutical, publishing, human resources
Skills – resume review, team building, conflict resolution, change management, programming, interviewing
Achievements – Discover career options, Find internship, build resume, learn about [industry]

Notifications
These default to emailing you whenever activity occurs within the mentoring platform. You may limit the kinds of notifications sent to your email. Please know that announcements regarding the program from Pace University cannot be de-selected. Additionally, it is your responsibility to regularly check your mentoring account on the Uvize platform to ensure prompt response.

Account Settings
This will allow you to change your password or update your log-in email address.

Mentor Overview
Mentors are Pace alumni who graduated five or more years ago, are currently employed or recently retired (within the past three years). Generally, the alumni serving as mentors live or work in the tri-state area or make frequent visits to the area. The mentor’s role is to provide advice, discuss situations, and help move toward a particular post-graduate goals. They are not required, nor should they be asked, to provide a job or internship.

Matching Mentors and Protégés
Shortly after mentors complete their profiles, accepted student protégés will be invited onto the Uvize platform. Protégés will then review mentor profiles and select a mentor they feel best fits their needs and interests. A request will be sent through the Uvize system from the protégé to the mentor. At that time, the
mentor will be able to review the protégé’s profile and accept or decline the partnership. After accepting the protégé’s request, a mentor’s contact information will become visible to the protégé and the partnership can begin.

Mentors cannot accept more than one protégé at a time. Please note, there are a limited number of mentors per session.

Meetings and Contacts

1. Introductions

Mentors and protégés will be invited to a kick-off event near the start of each mentoring program cycle. This will serve as a way to make in-person introductions and create an initial exchange of information. Attendance is important and strongly encouraged for both parties. You may choose to connect in-person, by phone, or Skype prior to the kick-off event.

Our expectation is that the protégé will take the initiative to reach out to the mentor to arrange the first meeting. At this first meeting, both parties can discuss and agree upon how meetings are scheduled; however, we advise the protégés that meetings and connecting with a mentor is their responsibility.

At the end of the cycle, the mentor-protégé partnership concludes.

2. Meetings

For the best results, mentors and protégés should aim to have regular substantial discussions (30 minutes or greater) in-person or by phone. Our expectation is that there will be a minimum of 6-8 substantial discussions, including a minimum of 2-3 in-person meetings, throughout the cycle.

During the initial meetings, both parties should get to know each other, identify why they are participating, and discuss goals for their partnership. A sample “First Meeting Agenda” is included in the appendix.

Mentors should approach meetings with an open mind, ask reflective questions, and listen to what the protégé is looking to achieve.

3. Events and activities

Throughout the program, we will invite mentors and protégés to events or activities sponsored by the University. These may be leadership discussions, career panels, social gatherings, etc. These events are meant to provide opportunities to connect with each other in-person, create conversation, and develop your network. They will vary depending on the time of year. While you may not be able to attend every event, we strongly encourage your participation.
COMMITMENT SELF-CHECK

Although mentoring appears to be an easy way to grow your personal and professional skill set as well as expand your network, it should not be entered into lightly. Participating in a mentoring relationship requires time, energy, and enthusiasm. You will be required to:

- Look for suitable mentors and initiate contact once you are matched
- Attend the Alumni-Student Mentoring Program Kick-off
- Schedule and commit to regular meetings with your mentor
- Receive feedback and participate in self-reflection
- Maintain regular contact, be responsive, and follow through with action steps
- Complete an evaluation at the conclusion of the program

After careful consideration, you may find that mentoring is not right for you or that you do not have the time to invest at the moment. If this is the case, it is far better to make that decision now than to back out of a mentoring relationship after a mentor has invested time and energy into you. Although you may not be able to engage in the program now, you may want to consider participating at a later date. When you are ready to participate you will be expected to meet the expectations outlined in the following pages.

EXPECTATIONS

Mentoring creates a time for students to have open discussion, reflect on scenarios they experience, build their confidence, and practice workplace skills. Following are guidelines that will help you to have a successful mentoring partnership.

Maintain regular contact - Mentors and protégés should commit to connecting a minimum of once per month through meetings or substantial phone calls (30 minutes or greater) during the program. With the program, they should connect a minimum of 6-8 times, with at least two of those contacts being an in-person meeting. Although email is an important communication tool, it cannot be substituted for actual, real-time conversation. Conversations may occur over the phone, via Skype (or similar software), and/or in person when possible.

In-person meetings should be conducted on campus or in a place of business. They should never occur at a private residence, hotel room, or isolated location.

Set clear and realistic goals - At the start of a mentoring partnership, mentors and protégés will articulate a goal(s) for their collaboration. Goals may include things such as improving and managing communication, determining appropriate companies to submit job applications, understanding and navigating power, building a convincing interview presence, etc. A “First Meeting Agenda Template” and “Mentoring Partnership Agreement Template” are included at the end of this mentoring guide to help facilitate the discussion.

Be responsive - Both mentors and protégés are expected to return calls and emails in a timely manner (e.g. within two business days). Should you choose to communicate only on the Uvize platform, it is your
responsibility to regularly log-in to your account. If you will be away for an extended time (e.g. a week or more), you should communicate this with your mentor.

**Receive feedback** - It is important that protégés be open to receiving feedback that is candid and delivered in a thoughtful and constructive way. If necessary, your mentor will help you learn how to receive and respond to feedback by modeling the behavior through open discussion. Actively listen to the experiences, feedback, and situations your mentor shares with you.

**Participate in self-reflection and self-development** - Expect thought-provoking questions designed to help you understand and articulate your motivations, accomplishments, weaknesses, etc. Mentors can assist in practicing key behaviors for success such as communication, presentation, etc.

**Honor commitments** - If a mentoring conversation must be cancelled, it is expected that you and your mentor will do your best to communicate in advance of the meeting and reschedule. If you decide to remove yourself from the program, it is expected that you will honor partnerships in progress. If circumstances prohibit you or your mentor from participating in the program prior to the end of a term, each party must agree to notify their mentoring partner and the Office of Alumni Relations.

**Evaluate** - During the program, both participants will be asked for feedback and to complete a final evaluation regarding their experience.

*Note: This program is not intended to facilitate job or internship placements. Mentors are not expected to offer, refer, or connect you with these types of opportunities. If you wish to secure a job or internship, please contact our Career Services office.*
FINDING A MENTOR

It is good practice to spend some time thinking about the skills, knowledge, experience, and personality traits that you are looking for in a mentor. Further, you should consider why you are looking for a mentor and what you hope to achieve with this partnership.

While you will be able to search for mentors based on some general criteria, you will need to read through the content in the mentor profiles in their entirety in order to get a sense of whether a particular mentor fulfills your criteria. Some mentors may have preferences such as meeting in person or only in the evening which you should also take into consideration. As you experience more mentoring relationships, your criteria may change. It is good practice to evaluate your criteria for a mentor and mentoring partnership each time you engage in the process. Below are some variables for you to consider.

**Age.** Is it important for your mentor to be close in age, early in their career, or a more seasoned professional? The goals you have for the relationship will help to determine your answer. For example, if your goals are to apply to grad school, it may be more appropriate to speak with someone who has gone through the process more recently. If your goals are related to your future career path, it may be more appropriate to connect with someone who is early in his or her career or more seasoned as a mentor. Even so, both options may have very different perspectives that could be valuable. Someone early in their career may be able to speak more readily to the realities of the day in the life of the position you would most likely apply to or may be able to give their firsthand account of the application process. Someone more seasoned in their career may offer a broader perspective or share interviewing insight as a hiring manager.

**Common Interests.** Is it important that your mentor like all the same things that you do, such as sports, music, books? Is it important they share the same academic pursuits? While sharing a common interest helps to build rapport and provides immediate topics of conversation, a mentor who has different interests than you may encourage you to develop new interests and explore topics or events that you may not otherwise have considered or been exposed to previously.

**Experiences.** What types of experiences do you want your mentor to have in their background? For example, is it important that your mentor share your major or work in the industry in which you are most interested? Is it important that your mentor have pursued a graduate degree or belonged to the same student organization as you?

**Other traits and characteristics.** Is it important for your mentor to be the same gender, race, or ethnicity? Having race, gender, or ethnicity in common with your mentor may provide you a perspective of how that factor has played out in their experiences, which may or may not resound with you. For example, an international student searching for a job or internship may have to explain visa status during their search, so it may be helpful to have a mentor who also navigated this situation in their career. This is also an opportunity to explore different views of the world.
For most protégés, your first in-person contact with your mentor will be at the kick-off meeting. This is your opportunity to make a good first impression and introduce yourself. You should dress appropriately (no athletic wear, neat and clean).

When reaching out, you should personalize emails and use professional language.

It is good practice to be formal in your initial correspondence (e.g. Mr. Smith, Ms. Jones). Alumni and employers often state that when a student does not observe professional courtesies in their communications it negatively impacts their impression of the candidate and level of seriousness. Some common mistakes include the lack of punctuation, improper use of capitalization or lack of capitalization, lack of formal greeting, use of informal tone, poor grammar, misspellings, and use of internet slang and/or emoticons. It is equally inappropriate to send a general or blanket email when attempting to make a personal connection with an individual.

Please note your mentor’s geographic location, preferred contact time, and best method to reach them. This will guide when and how you should reach out. As a reminder, it is the protégé’s responsibility to reach out to set the first meeting and conduct follow-up contacts.
PARTNERING WITH YOUR MENTOR

While your mentor will not provide you with all of the answers or give you a job/internship, he or she will facilitate self-reflection and self-development so that you are able to think critically and resolve challenges on your own. To help you achieve this, mentors utilize a number of skills including:

- Active listening
- Ask thought-provoking questions
- Role-model behavior
- Provide objective feedback and guidance
- Demonstrate critical thinking
- Sharing experiences

With the guidance of your mentor, you will develop a similar set of skills outlined below that will empower you to think, reflect, and take the necessary action steps to realize your goals.

**Set goals.** In order to focus your mentoring relationship, it is important to take a moment to reflect on what you want to achieve during the relationship and where you want to be at the end of 4 weeks, 4 months, in one year. Once you have identified goals, you will be able to begin your mentoring relationship with the end in mind and work towards making concrete progress. You will learn more about setting achievable goals in the Stages of Mentoring section.

**Actively listen.** Active listening is a communication technique that requires the listener to really listen for the underlying message and not just hear the words being spoken. A common technique used to ensure that the listener understood the message is to paraphrase what he or she has heard the speaker say in order to confirm understanding. As an active listener, you should also pay attention to your non-verbal cues such as your facial expressions, body language, and eye contact to make sure that you are communicating to the speaker that you are engaged. Be aware though that non-verbal cues can also indicate a cultural difference. For example, in some countries it is considered impolite to look someone in the eye when speaking to them.

Tips for active listening:

- Focus your attention on the speaker
- Avoid distractions like cell phones, e-mail, etc.
- Find a quiet place to speak
- Do not interrupt the speaker or assume a conclusion before the speaker has finished
- Listen for feeling and tone in speech
- Do not react with judgment. Instead summarize main points once the speaker is finished using phrases like, “what I heard you say is” or “let me summarize your points to make sure that I heard you correctly”
- Take notes to capture important thoughts and concepts
Receiving and responding to feedback. Feedback, no matter how much we ask for it, can be very difficult to receive. Even when delivered thoughtfully and candidly, it can be hard to hear how we may improve or that others’ perceptions of our behavior do not match our own. However, constructive feedback can be an effective tool for personal and professional growth. So before dismissing feedback as invalid or becoming overly defensive, take a step back and consider what is being said. Good feedback is not about your worth as a person, but about your behavior.

Tips for receiving and responding to feedback:

- Refrain from reacting and responding immediately. If the feedback is particularly difficult to hear, remove yourself from the situation until you can objectively assess the message without focusing on the delivery and how it felt. Consider saying, “Thank you for the feedback. I need some time to think about what you shared before responding.”
- Ask questions for clarification and summarize in your own words what you heard before you respond. Consider saying, “I would like to be clear that I understood you correctly. What I heard you say was…”
- Reflect on your own reaction as you process the feedback. Write down your reactions. Are you reacting to the content or the delivery? While it is instinct to react to the delivery, focus on the content of the message: what is really being said?
- Ask for suggestions, from your mentor or from others, on specific steps you could take to address the feedback. For example, “I hear that you are saying that I need to work on managing priorities. Can you provide me with some examples of how I might approach that?”
- Be proactive and solicit feedback regarding ways you would like to improve. For example, “I am struggling with time management and I notice that you do a good job of managing all of the priorities in your life. Can you give me some advice on how to do this better?”

Take initiative and ownership of your own development. In your mentoring relationship, you will be expected to own your developmental progress. You should not wait for your mentor to tell you what to do and how to do it. For example, your mentor should not have to seek you out. You are responsible for regularly reaching out to your mentor.

Build effective relationships. As with any new relationship, building the trust and respect that is crucial to its success will take time and is demonstrated through action. Honoring your commitments, being on time for your meetings, being respectful and open to suggestions are actions that will be crucial to building that trust with your mentor. While you may not be the best of friends, your relationship will still require strong interpersonal skills, open communication, and a willingness to be honest with the other person.

Reflect on key learning moments. Your mentor will ask you a lot of questions that are meant to provoke deep and critical thought, reflection, and discussion. As part of your reflection process, you should consider keeping a journal where you write down your thoughts and feelings on what was discussed and agreed upon after every meeting. Your journal does not need to be shared with your mentor but may reveal topics to explore in future meetings.
STAGES OF MENTORING

Your mentoring partnership should be marked by three distinct stages. In the beginning, you and your mentor will get to know one another, set goals for the partnership, and agree on expectations. The middle stage is an on-going process. You and your mentor will revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development. At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

**The Beginning.** In your first meeting, you should create a mentoring agreement that establishes goals, ground rules, and expectations for both parties. This agreement will be the foundation for your partnership. *For a “First Meeting Agenda Template” and the “Mentoring Partnership Agreement Template”, see the “Helpful Forms and Guides” section at the end of this mentoring guide. Additional resources and articles will be available under the “resources” section of Uvize.*

Tips to get to know your mentor:
- Discuss your personal backgrounds, academic, work, and extracurricular experiences.
- Discuss why you chose Pace University and your most significant memory, class, etc.
- Share any previous experience with mentoring and lessons learned.
- Share why you have agreed to participate and your goals for the partnership.
- Talk about your goals and what you want out of the partnership.

Potential areas of focus for goal setting:
- Identify ways to market existing skills in the work place and/or job search.
- Work on a specific academic goal such as selecting a graduate program or field of study.
- Develop leadership abilities.
- Explore personal interests and abilities.
- Learn how to handle school-life-work balance.
- Explore future career paths and opportunities.

Questions to establish clearly defined expectations:
- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings? (protégés are primarily responsible for initiating and administrating the meetings)
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- What does confidentiality mean to you and what does it mean to your mentor?
- What topics are off-limits?
- How will you respect one another’s time?
The Middle. This stage will focus on discussing how to achieve the goals that have been outlined in the agreement. Not only will you examine these goals in more depth, but your mentor will also assist you with developing an action plan for achieving them.

An example of an effective goal statement is “Identify an industry and companies within that industry that align with my skills, interests, abilities and career goals.” Action steps for this goal may include:

1.) Formalize a self-assessment of skills, interests, and goals.
2.) Meet with Career Services group to explore industries that align with the self-assessment.
3.) Review representative job descriptions of companies in the identified industries.
4.) Identify 2-3 recent alumni or current employees of the companies and arrange to speak with them about their experiences.

Tips for creating effective goal statements using the SMART goal model:

- Be Specific—the goal statement should be concrete and action-oriented. What specifically are you trying to accomplish? Ask: Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb?
- Measurable—how will you know when you have achieved the goal? How will you and your mentor track and measure progress? How is success defined?
- Achievable—the goal should require work, but be attainable. Is the goal too big or too small?
- Realistic—do you have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed to reach the goal? Does the goal set you up for failure?
- Timely—there should be a specific time-frame for achieving the goal which will hold yourself accountable.

The End. This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentor. Some points to reflect on are: What were the greatest challenges? What lessons were learned? How will you use new knowledge and skills moving forward? Additionally, it is a time to redefine the relationship with your mentor and set new ground rules and boundaries of your future interaction.

*Note: You and your mentor will receive a final evaluation that you may choose to incorporate into your last conversation.*
I. MENTORING PARTNERSHIP AGREEMENT

Mentoring Term (Start – End Date): ______________________________________________________

Meeting Schedule
Responsibility for setting meetings: ______________________________________________________
Frequency and duration: ________________________________________________________________
How will schedule conflicts be managed: ___________________________________________________

Goals ______________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Partnership Expectations
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Ground Rules (e.g. confidentiality, respect, boundaries, values, limits, vulnerability)
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Communicating Feedback Guidelines
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

We agree to honor the agreement as outlined above. Our intention is to complete the full mentoring program cycle. We will complete assessments and evaluations as required by the program. At the conclusion of the program, we may extend our partnership if both partners agree to it. Should either party need to end the partnership prior to the scheduled conclusion, we will appropriately notify one another and the Office of Alumni Relations.

Mentor Signature  
Date

Protégé Signature  
Date
II. FIRST MEETING AGENDA (SAMPLE)

Introductions
- Exchange bios, resumes, and share a brief history of your experience.
- If comfortable, provide personal information like hobbies, passions, etc.
- Establish rapport by identifying points of connection and exchanging information.

Discuss Mentoring
- What words come to mind when you think of mentoring?
- Have you ever been engaged in a mentoring partnership before? Describe the circumstances.
- What have you learned or gained from a previous mentoring experience?

Determine Goals
- What do you want to learn from this experience?
- Articulate goals using the SMART model—specific, measurable, achievable, realistic, and timely.

Determine Expectations
- What do you want out of the mentoring partnership?
- What does a successful mentoring relationship look like?
- Who will be responsible for scheduling meetings?
- How often will you meet and for how long? Will these be by phone, Skype, or in-person?
- Who will run the meetings? Will there be an agenda?
- Will you correspond in between meetings? How often?
- How will you manage time conflicts with scheduled meetings?

Discuss Ground Rules
- Where do you define boundaries (time availability, etc.)?
- Discuss guidelines around confidentiality. What does confidentiality mean?
- What topics are off-limits?
- What are your personal values?
- How do you define respect? How will you respect one another’s time? Values? Limits?

Complete the Mentoring Partnership Agreement
- Fill out the template using the information discussed above.
- Both participants sign and keep a copy of the agreement for their records.
Alumni-Student Mentoring Program

Code of Conduct Expectations and Agreement

Thank you for your participation in the Pace Alumni-Student Mentoring Program. We appreciate your commitment to Pace and to the success of Pace students. Being selected to, and agreeing to, participate in the Pace Alumni-Student Mentoring program you have the responsibility to follow applicable university policies and procedures, as all Pace students and employees are also expected to do.

Specifically, the following policies are key to developing and maintaining a positive relationship:

- Guiding Principles of Conduct for Pace University [Guiding Principles of Conduct]
- Policy Against Discrimination, Non Sex-Based Harassment and Retaliation¹ [Click here]
- Sex Based Misconduct Policy and Procedure [Sex-Based Misconduct Policy and Procedure]

Further, to help ensure a productive and successful mentor-protégé relationship, the students, alumni, and/or volunteers are expected to:

- Treat each other with respect and ensure their dignity, self-esteem, and individual worth
- Abstain from all forms of sexual and other unlawful harassment and any other forms of illegal and unprofessional behaviors such as sexual and/or physical intimacy, including, but not restricted to written or verbal communications and physical actions, whether in person or electronically.
- Avoid dual relationships with student protégés that create conflicting roles and responsibilities (i.e., mentor and employer; mentor and sexual/emotional relationship)
- Abstain from using their mentoring roles to seek personal gains, sexual favors, unfair advantage, or unearned goods and services.
- Meet in locations where others are present such as a place of employment, coffee shop, etc. Meetings should not occur in a personal residence, private hotel room, or the like unless other people are present.

If Pace University determines that any Alumni-Student Mentoring Program participant has violated the above Policies, Pace will remove the offending participant from the program and may take additional actions as appropriate.

I have read and agree to the above:
Pace University

Office of Alumni Relations

877-8ALUMNI (825-8664)

mentoring@pace.edu

Career Services

212-346-1950

careers@pace.edu

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