MENTOR 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.

While we try to ensure each mentor is matched with a protégé, we cannot guarantee this will occur. Matching is dependent on the number of student participants, their needs, and the industries they seek to investigate.

Below is an overview of the mentoring process.

- Apply to participate in the PASM program
- Review and sign code of conduct
- Complete online profile in Uvize
- 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
- Encourage attendance at events throughout program
- Final meeting should review goal status, set next steps, and clarify any further contact

**Mentor Requirements**

Mentors are Pace alumni who graduated five or more years ago, are currently employed or recently retired (within the past three years), and who have completed the online mentor application form. Generally, the alumni serving as mentors would live or work in the tri-state area or make frequent visits to the area. Mentors must be willing and able to provide guidance to students from a variety of backgrounds with various levels of academic or professional experience.

The key areas of focus in guiding a protégé are:
1) Encouraging self-awareness and reflection
2) Eliciting relatable skills and experiences that apply to the workplace
3) Discussing organization culture

Alumni must be willing to commit to being a mentor for the full duration of the cohort, which is approximately six months, to meeting students in person either on campus or in a public place of business, and to discussing key goals or experiences around the focus areas above.

**Applying to Become a Mentor:**

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 mentor application form which includes basic profile information and sign the code of conduct agreement, 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 areas of expertise, brief introduction statement, and photo (optional).
5) Students (aka protégés) will review profiles and send a request for mentorship via the mentoring software program. You will then be able to review the student’s profile and accept their request.

**Other Mentoring Opportunities**
As the culture of mentoring at Pace University continues to grow, we plan to offer additional mentoring opportunities. These could include activities such as:

- One-time speaking engagements to a small group of students
- Online group discussion led by alumni mentor
- Resume review days
- Mock Interviews

**Create Your Mentor 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. Mentors should carefully consider what skills and expertise they can bring to the relationship. Key things to include are industries you are familiar with, skills, strengths, 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

Your profile consists of several tabs: basic profile, information, mentor 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 an “Industry Professional”
- Verify your current job title and company
- Verify the field “graduated from” reflects the campus (Pleasantville or NYC) you prefer your protégé attends
- Add your degree and major
- Verify your preferred contact method and information

Mentor Details
- Verify both “List As Mentor” and “Accepting New Requests” are checked.
- Select areas under “Support Offered” that you are most comfortable assisting with
- Add Mentor 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 your industry and key skills.

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

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.

Matching Mentors and Protégés
Shortly after mentors complete their profiles, accepted student protégés will be invited onto the Uvize platform. They 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, your contact information will become visible to the protégé and you can begin your partnership.

As we have a diverse group of students who will come to the mentoring program at different levels and with different needs, we ask all mentors to remain open minded about the requests they receive. Mentors should not accept any more than one protégé at a time.

Protégé Overview
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.

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. However, 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 have advised 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 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 student 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.

EXCEPTATIONS

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 and a positive impact on your protégé’s life.

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, 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 protégé.

**Provide feedback** - It is important that feedback is candid and delivered in a thoughtful and constructive way. Your feedback should never be judgmental or discriminatory. Help your protégé learn how to receive and respond to feedback by modeling the behavior through open discussion.

**Facilitate self-reflection and self-development** - Ask thought-provoking questions to help your protégé understand and articulate his or her motivations, accomplishments, weaknesses, etc. Often students undervalue their experience and skills learned outside the classroom or formal internship. Employ active listening as a way to develop questions to ask your protégé. *Sample Reflective Questions* are included at the end of this mentoring guide.

**Honor commitments** - If a mentoring conversation must be cancelled, it is expected that you and your protégé 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 protégé 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 students with these types of opportunities; however, you may do so at your discretion. We encourage you to work with our Career Services office for posting positions and internships within your company.*

**MENTORING SKILLS**

Highlighted below are the important skills that will help you to empower your protégé to think, reflect, and take the necessary action steps to realize his or her goals. Your objective should be to provide guidance and support; you are not expected to solve problems for your protégé.

**Actively listen**
Active listening is a communication technique that requires the listener to paraphrase what he or she has heard the speaker say in order to confirm understanding. At the same time, the listener is also paying attention to non-verbal cues such as silence, facial expression, body language, and overall comfort. For example, you may notice that every time you bring up the topic of graduation your protégé grows quiet...
and withdraws. You may address these cues with an open-ended question such as, “I notice that every time I bring up graduation you seem uncomfortable. What are your feelings about this transition?”

**Tips for active listening:**

- Focus your attention on the speaker.
- Try to find a quiet place and avoid distractions like cell phones, email, etc.
- 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.”
- Use “I” statements instead of “you” statements when going over what you heard. For example, “I felt uncomfortable by your statement” instead of “You made me feel uncomfortable when you said...”
- Take notes to capture important thoughts and concepts and encourage the protégé to do the same.
- Resist the urge to provide solutions.
- Practice!

**Ask thought-provoking questions**

Your main goal as a mentor is to help your protégé learn to tell their story and take the steps needed to pursue their goals. Use open-ended questions that provoke deeper thought and reflection. Your questions should create a space for open discussion and allow your protégé to reflect on their opinions, thoughts, and feelings. Open-ended questions encourage participation, stimulate discussion, and help you establish rapport. For example, instead of asking “Are you enjoying your classes?” ask, “What is it that you enjoy most about your classes?” You can follow up with a “Why?” or “Why not?” Sample questions:

- What would you like to accomplish (before we meet next time)?
- What has happened since we last met? Where are you now?
- What did you learn (from an experience, about yourself, about others, about a situation)?
- What will you do with this knowledge?
- What steps do you plan to take to accomplish those goals? How are you going to get there?
- What resources will you need?
- What barriers or challenges can you anticipate?
- What have you done so far to address challenges/situation/issue?
- What has worked so far? What has not worked?
- What could you do (differently) to get your desired result?
- How can I help you to be successful?
- What went well? What needs work?
- What attributes make you an ideal candidate for a prospective employer?

**Role model behavior**

As a mentor you are a role model and should be aware of your word choice, your demeanor, and how you react to people and situations. Keep in mind that your protégé looks to you for advice and guidance, so make sure that you practice what you preach. Ask yourself, “Would I want my protégé to see me behaving this way?” or “Would I want my protégé to emulate these actions?”
Tips to practice role-modeling with your protégé:
- Use examples from your own experiences to demonstrate how to receive feedback, take ownership, build effective partnerships, etc.
- Model how to effectively receive and respond to feedback when receiving it from your protégé.
- Model active listening when your protégé is speaking.
- Be present, engaged, and on time to meetings with your protégé.
- Demonstrate accountability, trust, and good judgment.

Provide objective feedback and guidance
College students do not have much experience receiving critical feedback and therefore may not have the personal or professional skills to appropriately receive and respond to it. As a result, it is important that you take the opportunity to provide feedback and guide him or her through this type of conversation.

Tips for providing feedback:
- Ask your protégé how he or she best receives feedback in your first meeting. When you are ready to provide feedback, check for a willingness to listen by asking for permission to deliver feedback. Make sure the other person is in the frame of mind to receive it.
- Check for understanding. Make sure that you accurately understand the situation before jumping to a conclusion. Utilize your active listening skills.
- Check for positive intent. Make sure that your intentions are to help with the other person’s growth and development and not related to any personal bias or feelings that you may have about the person.
- Focus on behaviors and results. Frame your message around concrete behaviors and results of those behaviors.

Demonstrate critical thinking
When you provide feedback to your protégé, you model your ability to think critically about the situation. A critical thinker clearly articulates a question or problem, gathers and assesses relevant information, tests solutions against relevant criteria, has an open mind to alternative solutions, and communicates the decision effectively to others. Your protégé is honing these skills every day in the classroom and your job as a mentor is to help him or her learn to apply these skills to his or her life.

STAGES OF MENTORING
Your mentoring partnership should be marked by three distinct stages. In the beginning, you and your protégé 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 protégé 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 protégé:
- Review the most current resume of the protégé
- Discuss your personal backgrounds, career choice, and professional history.
- Share any previous experience with mentoring and lessons learned.
- Share why you have agreed to be a mentor and your goals for the partnership.
- Learn why your protégé felt he/she needed a mentor
- Talk about your protégé’s goals and what he or she wants out of the partnership.

Potential areas of focus for goal setting:
- Explore personal interests and abilities in order to assist in narrowing career choices.
- Develop professional expertise in a specific area of focus.
- Work on a specific aspect of personal presentation, e.g. resume, interviewing, appearance.
- Develop leadership abilities such as managing conflict, politics, and power.

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?
- Who will run the meetings? Will he or she be responsible for creating an agenda for the meetings?
- What does confidentiality mean to you and what does it mean to your protégé?
- 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 you will also assist your protégé 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 is the protégé trying to accomplish? Ask: what do you mean by that? Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb?
• **Measurable**—how will the protégé know when he/she has achieved the goal? How will your protégé 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**—does the protégé 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 up your protégé for failure?

• **Timely**—there should be a specific time-frame for achieving the goal which will hold your protégé 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 protégé. 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 protégé and set new ground rules and boundaries of your future interaction.
WHO ARE PACE UNIVERSITY STUDENTS?

There are 12,857 enrolled students at Pace University: 8694 undergraduate students, 3613 graduate students (excluding Law), and 550 Law School students. The background profile for Pace students is: 41% men and 59% women, of the undergraduate population.

Mentoring the Next Generation

The Pew Research Center has published a report titled “Millennials: A Portrait of Generation Next”, which is excellent preparation for working with this generation of students. It is important to note that this generation has grown up using technology like computers, cell phones, and most have always had access to internet information. They are very comfortable living and sharing their lives on social media like Facebook, YouTube, Instagram, Twitter, Reddit, Pinterest, etc. While this mode of communication can be quick and effective for social change campaigns and political movements, it also poses a challenge for students who may not consider how their online image can affect their professional pursuits.

Communication is almost instantaneous with the use of smart (cell) phones, texting, email, Skype, and instant messenger. As a result, formalities may not be observed in deference to speed. Typos, abbreviations, and informal speech are often the result. Many processes like ordering food from a restaurant or calling customer service have been automated and/or have gone online. Face-to-face or person-to-person interactions are less frequent and may be uncomfortable for this generation.

Success has also been redefined. Entrepreneurs, like Jack Yunma, Bill Gates and Mark Zuckerberg, have made their mark on this generation. Not only is the entrepreneurial spirit strong in this generation, it is often socially minded.

Since many public figures have achieved wealth or fame seemingly overnight, expectations may not be realistic. Reality TV shows like Jersey Shore, competitions like American Idol, YouTube sensations, and younger and younger entrepreneurs have changed the definition of success. The perception (albeit often times false) is that wealth and/or fame can be achieved easily.
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

Protégé Signature

Date

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.
III. DISCUSSION GUIDE

Suggested Activity
1. Ask your protégé to develop a personal vision statement.
   a. Think about where you want to be five years from now.
   b. What steps may be necessary in order to get there?
   c. What is your “personal brand”?
   d. What is your value proposition or what sets you apart from others?
   e. What kind of impact do you want to have on others?
2. Ask your protégé to write out the vision to discuss in the next meeting.
3. Use the vision statement to develop goals and create an action plan.

Review Previous Meeting
- Review action items from previous meeting
- What progress was made on those items?
- What insight or learning was gained in the process

Current Meeting
- Define goal: What is the objective? How does this relate to the final goal?
- Define the situation: What are the facts? Context? Who is involved?
- Define options: What can you do? What are alternatives?
- Create action plans: What actions will you take? How will you overcome obstacles? When will you do this?

Meeting Debrief
- What was helpful? Why or how?
- Is there anything that should be done differently?
- What did you learn?
- What worked well?
- Revisit goals, expectations, ground rules, and communication guidelines from partnership agreement.
- Update mentoring partnership if necessary.

Next Meeting
- Determine action items for next meeting.

On Your Own
- Reflect on each meeting.
- Journal ideas, revelations, reflections, and insights between meetings.
IV. REFLECTIVE QUESTION EXAMPLES

- What do you want to achieve by the end of our meeting?
- What are your strengths?
- What do you find difficult or challenging?
- How do you build trust?
- Whom do you look to as a role model?
- Where do you see yourself in 6 months? A year?
- When are you happiest? Most productive?
- What are the most important characteristics you want people to notice about you (trustworthy, credible, accountable, intelligent, etc.)?
- What do you value?
- What do you dream about?
- What do you worry about?
- What are your talents?
- What do you want to achieve now and in the future?
- What is your desired goal?
- When do you realistically expect to achieve your goal?
- What intermediate steps or goals can you identify?
- How important is achieving your goal?
- What will success look like?
- So what happened? Tell me about it.
- What led up to the situation?
- What details can you provide?
- What role did you play in the situation?
- What is the challenge or obstacle?
- Who else is affected by this situation or involved?
- What have you attempted so far?
- What has prevented you from success?
- How much control do you have over the outcome?
- What resources do you need in order to move forward?
- What important facts should you consider before moving forward?
- Are there different ways to achieve your goal?
- How can you get started?
- Who could help you?
- What options have you decided to pursue?
- How much of your goal will this option achieve?
- What criteria will you use to measure success and progress?
- What is your next step and the one after that?
- What are your concerns?
- What resistance or challenges do you expect?
- How will you overcome those challenges or resistance?
- How committed are you to taking action?
- Is anything preventing you from taking action?
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-mentee 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 mentees 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:

Signature and date of Mentor
Pace University
Office of Alumni Relations
877-8ALUMNI (825-8664)
mentoring@pace.edu

Career Services
212-346-1950
careers@pace.edu

*Special thanks to Amherst College for allowing us to model this handbook after their Pathways Program Handbook and our colleagues at Pace who shared their programs, information, and templates with us.