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INTRODUCTION

Pace University’s Alumni-Student Mentoring Program (PASM) brings together experienced professional alumni with 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.

While in the process of creating a large scale, sustainable mentoring program, Pace University is conducting a pilot version of the program within the Lubin School of Business for the Spring 2015 semester.

The mission of the program is to foster a culture of mentoring at Pace that:

- Connects students with alumni mentors through a structured framework encouraging productive conversations around academic, professional, and life goals;
- Empowers alumni mentors to engage students in critical thinking that encourages practical and strategic considerations; and
- Enhances the student perspective on career choices, transitioning from student life to work life, and building a robust professional network.

While an important objective of the program is to help students prepare 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 interests, their skills, 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 mentee (student). The mentee 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 mentee gains greater insight and is better prepared to make informed strategic decisions regarding their professional life.
PROGRAM STRUCTURE

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.

For the Spring 2015 semester (February – May), Pace University will be conducting a small-scale mentoring pilot program. The program offers short-term mentoring engagements for alumni mentors and student mentees. One of the objectives of the pilot is to learn more about the infrastructure necessary to conduct an effective program. As such, some of the information below is specific to how we execute the pilot and subject to change.

Undergraduate students who have achieved enough credit hours to be considered a junior or senior, hold an overall GPA of 2.5 or greater, and complete the online mentee application are eligible to participate in the program. All students must be currently enrolled at Pace prior to the start of the program cycle. For the purposes of the pilot program, only pre-selected students from the Lubin School of Business were invited to participate.

Mentors are 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. For the purposes of the pilot program, a select group of Lubin School of Business alumni were invited to participate.

Alumni Relations facilitates the matching of mentors and mentees. During the pilot, this will be a manual process. Both mentors and mentees will complete online application forms. From these forms short alumni profiles (excluding contact information) will be provided to the students selected to participate in the program. Students will be asked for input on their preferred alumni match. Matches are not guaranteed as both student and alumni preferences will be taken into consideration. Mentors will be assigned only one mentee during the program cycle. The Alumni Relations Office will notify both parties of their match forty-eight hours in advance of the kick-off event. The kick-off event serves as the first introduction for the mentors and mentees. Attendance is important and strongly encouraged.

Requests for feedback and check-in emails will be sent periodically throughout the program. At the conclusion of the program both the mentor and mentee will be required to evaluate and reflect on the experience. An evaluation form must be completed by both parties and can serve as the agenda for a final discussion.

The PASM is designed to terminate the mentoring relationship at the end of the program cycle. However, the mentor and mentee can elect to continue their relationship by mutual consent.
1. **Apply and Create Your Mentor Profile**

In order to register for the mentoring program, mentees and mentors must complete an online application. A complete and thoughtfully prepared application gives both parties an opportunity to learn a lot about each other in advance. Students will review profiles in order to assess who might best fit their needs and interests as a mentor. It will be important to share information about your preferences and availability as well as your experience. Mentors will have access to mentee profiles after you have been matched with them.

Within the pilot program, a manual match process will be organized by the Office of Alumni Relations, which considers both the mentor and mentee preferences. We do not guarantee that all preferred criteria will be met.

2. **Introductions**

Contact information is provided to both parties at the time of the match through our online platform. (Note: For the pilot, this will be a manual process, organized by Alumni Relations.)

Mentors and mentees will be invited to a kick-off event at the start of each mentoring program cycle. This will serve as a way to make introductions and create an initial exchange of information. Attendance is important and strongly encouraged for both parties.

Our expectation is that the mentee 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 mentees that meetings and connecting with a mentor is their responsibility.

At the end of spring semester, the mentor-mentee partnership concludes.

3. **Meetings**

For the best results, mentors and mentees should aim to meet or have a substantial phone call at least two times per month. This ensures progress is being made, especially in a short program cycle. For the purposes of the pilot, a minimum of 2-4 meetings/calls should be planned. If time permits and both parties agree, more meetings/calls could be arranged.

During the initial meetings, both parties should get to know each other and discuss goals for your partnership. A sample “First Meeting Agenda” is included at the end of this handbook.

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

Mentoring creates a time for students to have open discussion, think through scenarios and goals, and practice workplace skills. Following are guidelines that will help you to have a successful mentoring partnership and a positive impact in your mentee’s life.

**Maintain regular contact** - Mentors and mentees should commit to connecting a minimum of twice per month through meetings or substantial phone calls during the program. With the pilot they should connect a minimum of 2-4 times. 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.

**Set clear and realistic goals** - At the start of a mentoring partnership, mentors and mentees will articulate a goal(s) for their collaboration. 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 mentees are expected to return calls and emails in a timely manner (e.g. within two business days). If you will be away for an extended time (e.g. a week or more), you should communicate this with your mentee.

**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 mentee 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 mentee 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 mentee. *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 mentee 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 mentee 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 with your company.*
MENTORING SKILLS

Highlighted below are the important skills that will help you to empower your mentee 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 mentee.

**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 mentee 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 mentee 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 mentee take the steps needed to pursue his or her goals. Use open-ended questions that provoke deeper thought and reflection. Your questions should create a space for open discussion and allow your mentee to reflect on his or her 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 mentee looks to you for advice and guidance, so make sure that you practice what you preach. Ask yourself, “Would I want my mentee to see me behaving this way?” or “Would I want my mentee to emulate these actions?”

Tips to practice role-modeling with your mentee:
• 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 mentee.
• Model active listening when your mentee is speaking.
• Be present, engaged, and on time to meetings with your mentee.
• 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 mentee 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 mentee, 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 mentee 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 mentee 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 mentee 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.*

Tips to get to know your mentee:
- Review the most current resume of the mentee
- 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 mentee felt he/she needed a mentor
- Talk about your mentee’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.

Questions to establish clearly defined expectations:
- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings? (mentees 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 mentee?
- 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 mentee 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 mentee 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 mentee know when he/she has achieved the goal? How will your mentee 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 mentee 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 mentee for failure?
- **Timely**—there should be a specific time-frame for achieving the goal which will hold your mentee 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 mentee. 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 mentee 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  Date

Mentee 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.
III. DISCUSSION GUIDE

Suggested Activity

1. Ask your mentee 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 mentee 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?
Pace University

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*Special thanks to Amherst College for allowing us to model this handbook after their Pathways Program Handbook.