

Center for Honor, Leadership and Service

M.O.R.E.

Mentoring of Rising Eagles Program

University of Mary Washington

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AN INTRODUCTION

What is a mentor?

As a mentor you are a guide, friend and resource who shares your education and professional experience to help pave the way for students to succeed at Mary Washington and beyond. A mentor derives satisfaction from helping Mary Washington students fulfill their potential.

As a Mentor You Play Several Roles, Including:

Motivator: Expresses belief and confidence in the mentee's abilities, and encourages the mentee to try new things.

Resource: Teaches and advises the mentee on how to make professional contacts, and introduces the mentee to new people, places or ideas.

Supporter: Encourages open and honest dialogue, and listens to and responds to the needs of the mentee.

Coach: Helps the mentee develop, and work to achieve, realistic and meaningful goals.

The Mentoring Relationship

For mentoring to be successful there must be a reciprocal, comfortable relationship between mentor and mentee. Both parties must work at the relationship to make it successful by being open-minded, respectful and keeping to the expectations they have set for the relationship. Ideally, the mentoring relationship will be a mutually beneficial one; as the mentor learns from the mentee and the mentee from the mentor.

THE MENTORING EXPERIENCE: BENEFITS AND EXPECTATIONS FOR THE MENTOR

How Will I Benefit as a Mentor?

We believe that mentoring will be a positive and enriching experience for you. Specifically, we hope you will:

- Refine your coaching and mentoring skills
- Develop meaningful connections with students
- Learn about the Mary Washington of today and the next generation
- Alumni experience a reconnection with Mary Washington
- Expand your professional network

What is Expected of Me as a Mentor?

The primary expectation is that you engage with your mentee and give them enough time and support to make the connection worthwhile for you both. This starts with you and the mentee taking the opportunity to decide how the relationship will work. As part of this we have some basic expectations of our mentors, including:

- Spend at least two hours per month building the mentoring relationship
- Set expectations with students for how and when you will contact each other
- Help your student in identifying and setting goals, track progress and make changes
- Approach mentoring relationship with an open mind, professionalism and respect
- Support student's professional and personal development
- Respond to all communications in a timely manner
- Maintain and model professional behavior. Define professional behavior if needed
- Communicate problems with the mentoring relationship to program staff at the Center at chls@umw.edu

What is *Not* Expected of Me as a Mentor?

- To offer jobs or internships to your mentee
- To have all the answers for your mentee
- To initiate all contact with your mentee

THE MENTORING EXPERIENCE: BENEFITS AND EXPECTATION FOR THE MENTEE

How will the Mentee Benefit?

Following are some general ways we hope the students will benefit from being in a mentoring relationship:

- Build a professional network
- Develop and enhance professional and communication skills
- Connect academics and career; acquire advice on experiences and courses that would be of greatest benefit
- Explore new ideas and areas of interest
- Gain exposure to career options, advice and job search tips

What is Expected of the Mentee?

Before a student can search for a mentor, they must attend a mandatory orientation in which they are instructed to think about what they want out of a mentoring relationship. They are informed of our expectations, which include:

- Spend at least two hours per month building the mentoring relationship
- Make the first contact with the selected mentor and respond to *all* communication
- Set specific goals for the mentoring relationship with mentor
- Agree and commit to expectations and goals set with the mentor
- Be appropriate in their requests of their mentor, in particular, in NOT asking for a job or sponsorship
- Approach the mentoring relationship with an open mind, professionalism and respect
- Be receptive to suggestions and feedback
- Communicate problems with the mentoring relationship to program staff at chls@umw.edu

HOW IT WORKS

The Matching Process

As we pilot the program this first year we will rely on significant face to face contact between students and program staff as we guide them through the selection process. We anticipate as the program grows we will introduce more automation allowing for faster connections and more efficient operations. For the time being however we are more concerned with developing quality processes and this is facilitated by personal interactions.

Students register with the Center once they decide they want to participate in the program and receive a mandatory program introduction from the director or program assistant.

After the introduction, students request mentors based on their review of the mentor profiles. **We do not match you with students.** If you receive a request, you have the option to accept or decline.

Mentoring Sessions

The mentoring contract period runs one academic year (TBD). At the end of the mentoring session we formally release you so that you are able to work with another mentee (or mentees), and your mentee can work with a new mentor. Our goal, however, is to develop on-going relationships, so we encourage you to continue your relationship on an informal basis with previous mentees.

When a Student Requests You

If student(s) request(s) you as a mentor, an email will be sent to your primary email with *Subject: "Mentee Request"*.

- Students can only request one mentor at a time. Please respond within **three days**.
- You can either **accept or decline** a request. If you choose to decline, please send a message to student with your reason when prompted.
- If you accept, **contact information** is emailed to both parties. Also, please notify Ashlyn Champ achamp@umw.edu the student program coordinator.

You are in Control!

You can manage your participation. Contact us anytime to:

- Choose the maximum number of mentees you want during any given session
- Change the number of mentees you want to work with at any time
- Take yourself in or out of the mentor searchable pool at any time

ONCE A MATCH IS MADE

Initial Contact with your Mentee

Students are expected to initiate contact with you once they select you as a potential.

- We encourage the students to send an **introductory email** to the mentor, so be on the lookout and please respond in a timely manner
- Sometimes, however, students are nervous or intimidated to reach out, so if you don't hear from your mentee, please feel free to **take the lead**
- If the student **does not respond** to your messages or you have any other problems, please contact the program staff at chls@umw.edu

What Should I Expect of the First Conversation?

We strongly suggest that you have a conversation early on in the relationship in-person, over the phone, or via Skype. This personal interaction will go far in creating a connection and setting up a good foundation for your relationship. Here are some guidelines for the conversation:

- Tell the mentee that you are **excited** about being his/her mentor! Sharing your enthusiasm will help reassure them that you are committed to making the relationship succeed
- **Build rapport** with your mentee by asking questions about the mentee's background and experiences. Remember, you have Stanford in common and that is a great place to start!
- It is important at the beginning of the relationship to talk about **expectations and goals** for the mentoring experience. Make sure to either start this dialogue in this first conversation or set up another time to do so. Please use our Mentoring Agreement, which can be found at <https://students.umw.edu/chls/leadership/mentoring/>. This is a public website and accessible to anyone. Refer to the next section for specifics concerning the mentoring agreement.

THE MENTORING AGREEMENT

Refer to Appendix A for the mentoring agreement.

When to Fill It Out

- This should be completed after the first conversation and once both mentor and mentee agree there is a good fit and they are both comfortable moving forward. It is important to remember this is your process and all information provided by the M.O.R.E. staff should be considered guidance. One exception however is the requirement for the mentoring agreement. This allows the mentor and mentee to set expectations and goals and helps to ensure everyone understands the established boundaries and expectations.

Completing the Form

- Once the mentor and mentee and agreed on all aspects of the agreement, fill out the form provided, print and sign it and return a copy to the Center for Honor, Leadership and Service. It is suggested both the mentor and mentee keep a copy for future reference.

Review

- Review the agreement as often as necessary to refresh your memory about goals and expectations but it is requested that both review the document at the three and six month points as a minimum. Use this review to determine if the goals and expectations are still applicable and see if any changes are necessary. The document is a guide and if both parties agree changes are necessary they are free to change whatever is required. We request however is the agreement is modified that an updated copy be filed in the Center.

BUILDING THE MENTORING RELATIONSHIP

Every mentoring relationship is unique. In fact, there is so much to learn that there are entire books devoted to how to build a mentoring relationship. Following are a few guidelines based on feedback we have received from our mentors that we hope will help you in creating a satisfying relationship with your mentee.

Set Goals with Your Mentee

- Setting goals with your mentee at the **beginning of the relationship** is critical because it gives direction to the relationship and informs you in how to help the mentee. See Appendix B and C of the M.O.R.E. guide for goal setting help
- If your mentee doesn't know his/her goals, this can be your **first mentoring moment**. You can ask questions such as "What made you sign up for the mentoring program?" or "What about my profile stood out to you?" or "What are your specific concerns and questions right now?" or simply "How can I help you?"
- Remember, goal setting can be a **process**, so make a point to check in and ask the mentee if his/her priorities are changing or evolving

Set Expectations with Your Mentee

- **Stick** to the decision you made with your mentee on how and when you will communicate with each other. Renegotiate as needed
- If the mentee is **unresponsive** at any point in the relationship initiate contact. Some students will be overwhelmed by how much they are doing and forget to contact you
- If your mentee doesn't respond to you after multiple attempts, please **contact** the student program coordinator Ashlyn Champ at achamp@umw.edu

Get to Know your Mentee

- Ask **thoughtful** questions about the mentee's interests, experiences and background
- **Follow up** on any important steps the student has taken, such as a job interview or a leadership experience, and ask what he/she learned
- Be an **active listener** by feeding back what the mentee says, avoiding interrupting and show interest in your voice and posture

Offer Options Versus Solutions

- **Avoid** giving quick solutions. Ask the mentee what he/she is thinking and help him/her process his/her own ideas

- Make **suggestions** of things the student might try, for example, “Have you looked into...” or “Something I found helpful when I was at Stanford...” versus “You should...” or “You need to...”
- Remember, often times people will not do what we say, so **don’t get discouraged** if your mentee does not heed your advice

Share your Story

- Telling your mentee **about yourself** and your experiences builds trust and rapport
- Think about how you have learned from your **mistakes** and how your mentee can learn from them
- Share your **lessons learned** during college and beyond with your mentee

Be a Coach!

- Encourage your mentee **to take risks**. They may need a little push, but it will help them in the long run
- Remember, students have much to learn from a **professional like you** - everything from how to dress to being on time
- Don’t hesitate to **give your mentee feedback** if he/she is not acting in a professional manner - it could make a huge difference for his/her first interview, job and other life experiences

Coordinating Schedules

- It may be difficult to find the time to talk or meet with your mentee, so schedule your **next conversation** at the end of each meeting
- Keep the relationship a **priority** and ask your mentee to do the same
- If you are on opposite coasts or international, take advantage of **student late-night routines** and schedule a Skype or phone conversation

How to Relate

- Ask about the mentee’s **Stanford experience**, as you have that in common
- Share what you might have **done differently** if you were a student again
- **Refer** to the “Suggested Mentoring Activities” on the following page for some ideas of what to do together or talk about

SUGGESTED MENTORING ACTIVITIES

You may know as a mentoring pair what you want to do during your time together. But if you need some ideas on what to do, the following list is a great place to start.

Career Conversations

- Discuss the mentor's educational background and the role of educational preparation in his/her field
- Talk about current event or issue in the mentor's field
- Schedule a shadow visit, if appropriate

Job Search Process

- Review the mentee's resume and/or cover letter
- Lead the mentee through a mock interview
- Discuss how to best look for jobs/internships in the mentor's field

Graduate School Consultations

- Share what the mentor learned about navigating graduate school
- Discuss how the mentor worked with advisors
- Talk about how the mentor prepared for the transition from school to the professional world

Mentor's Story

- Talk about how the mentor has balanced personal life and career and what to expect
- Discuss what the mentor would have done differently at UMW if he/she could do it over
- Talk about how the mentor has dealt with personal or professional challenges

Networking Pursuits

- Introduce the mentee to colleagues or other contacts
- Attend a professional association meeting or conference together
- Guide the mentee in how to conduct an informational interview

THANK YOU MENTORS!

We want to extend our deepest gratitude for your participation in the Mary Washington Mentoring Program. This program would not be possible without your commitment and enthusiasm to connect with Mary Washington students and your willingness to share your life and experience.

As we work together we welcome your suggestions for improving our written materials as well as our program. Your participation in this process will help the Mary Washington Mentoring Program become the best it can be.

CONTACT US

If you have any questions, concerns or suggestions for improving the program or our materials, please do not hesitate to contact Ashlyn Champ, student program coordinator at achamp@umw.edu or the CHLS office phone 540-654-2272.

Best,
Golda Eldridge
Director of Leadership
Center for Honor, Leadership and Service

In preparing this Mentoring Guide we have used material from sister institutions. We particularly acknowledge using material from Stanford University who in turn derived material from the University of Minnesota Alumni Association Mentoring Handbook 2008 and Cornell University Alumni-Student Mentoring Handbook 2008.

Appendix A

M.O.R.E. MENTORING AGREEMENT FORM

We are both voluntarily entering into this partnership. We wish this to be a rewarding experience, spending most of our time discussing developmental activities. We agree that...

1. The mentoring relationship will last for one academic year unless we agree to specify otherwise. If we choose to specify otherwise we agree the relationship will last for _____ months.

2. In general, we will meet/interact _____ (e.g. once per week, every other week, once a month)? Renegotiate as needed. Meeting times, once agreed, should not be cancelled unless this is unavoidable. At the end of each meeting we will agree a date for the next meeting.

3. Each meeting will be scheduled to last _____. (It is suggested meetings last at least 30 minutes)

4. If an **email/voice mail/text** is received, we will get back to our partner within:
 - a. 24 hours
 - b. 1-2 days
 - c. 3 days
 - d. Other

1. If we can't make an expected meeting/interaction, how will we get in touch?

2. The aim of the partnership is to discuss and resolve the following issues:

Roles

3. We agree that the role of the mentor is to:

4. We agree that the role of the mentee is to:

Goals: What do you hope to gain from the relationship?

5. What are the **mentee's goals** for this mentoring relationship?

6. What are the **mentor's goals** for this mentoring relationship?

7. What **actions** can you and your mentee take to achieve these goals?

8. We agree to keep the content of these meetings confidential.

9. The mentor agrees to be honest and provide constructive feedback to the mentee. The mentee agrees to be open to the feedback.

Date: _____

Mentor's signature: _____

Mentee's signature: _____

Date for Review (3 and 6 months from original signing): _____

Appendix B

GOAL SETTING

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

- Guide and direct behavior.
- Provide clarity.
- Reflect what the goal setters consider important.
- Help improve performance.
- Increase the motivation to succeed.
- Instill pride and satisfaction in achievements.
- Provide challenges and standards.
- Bolster self-confidence and decrease negative attitude.

Goal-setting Model

The SMART guidelines can help set effective goals that will help in traveling the road to success.

SMART means:

Specific – A goal of graduating from college is too general. Specify how this will be accomplished, e.g. study more in order to receive better grades.

Measurable – Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

Action-oriented – Be proactive in taking action that will result in reaching the desired goal.

Realistic – Strive for attainable goals; consider the resources and constraints relative to the situation.

Timely – Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.

Appendix C

GOAL SETTING WORKSHEET

First, discuss mentor's background. Then discuss student's major coursework and work experience to date.

Next, the mentee can indicate their level of interest in the following activities. Rate interest level as low (L), medium (M) or high (H).

Insight into mentor's own academic experience	L	M	H
Introduction to colleagues or contacts	L	M	H
Attending professional meeting or program with mentor	L	M	H
Providing feedback on the mentee's resume/portfolio/CV	L	M	H
Developing interviewing or informational interview skills	L	M	H
Discuss how personal and professional life can fit together	L	M	H
Decision to attend graduate school	L	M	H
Guidance on how to seek a job or internship in the field	L	M	H
Discussion on how mentor navigated graduate school/working with advisors	L	M	H
Shadow mentor at workplace	L	M	H
Discussion of academia vs industry	L	M	H

Appendix D

MENTORING TIPS FOR MENTEES

Following is some advice from previous mentees and mentors on how to make your mentoring search and experience more meaningful:

Think about what you want. Think carefully about what you want out of the mentorship, what kind of mentor you'd like and the questions you'd like answered. That way, you can search for mentors that better match your interests. The more you know your own goals, the more your mentor can help you.

Long distance relationships? Think carefully about what kind of interactions you'd like with your mentor. For example, if you're set on having in-person meetings with your mentor, try to request a mentor who is in the local area. Skype is a great tool to connect with a long-distance mentor.

Don't get discouraged! Sometimes it may take several requests before you get a mentor match. If a mentor does not accept your request it is most often because the mentor realizes that he/she is too busy, or he/she feels it wouldn't be a good match.

Don't delay. Once you select a mentor, contact them within two days. Keep on top of things.

Establish expectations. When you make contact with your mentor for the first time, take some time to establish expectations of how you'd like your relationship to be. For example, do you want more personal advice vs. more career advice/professional advice, will you meet once a week vs. twice a month, will you meet in person, over the phone or Skype.

Be proactive. If your mentor hasn't responded to you in a while, don't be shy about emailing or calling him/her again. He/she may have just gotten busy or missed your email. Remember, your mentor signed up for the program because of his/her interest in mentoring. If you don't hear after several attempts, contact the program staff at: chls@umw.edu.

Make it personal. Be sure to get to know your mentor on a personal level. While mentors are excellent career resources, you can learn a lot from their personal stories as well.

Keep it consistent. Even if you can't make contact with your mentor very often, try to keep it consistent (i.e. email him/her every couple of weeks). If there are long periods of time between your interactions, it may be easy to let the mentorship die altogether so try not to let that happen.

Let us help! If you ever get stuck trying to get a mentor or making contact, contact us for advice and help. We're a resource for every aspect of building a relationship with your mentor.

Appendix E

THE FIRST CONVERSATION: A GUIDE FOR STUDENTS

Getting Started

We encourage you to kick off your mentoring relationship with an in-person meeting, phone call or Skype chat so you can have a more personal connection. The most important thing to do in your first conversation is to introduce yourself and build rapport. Building rapport simply means attempting to get to know someone on a personal level. It might be helpful to reread your mentor's profile and ask questions based on the information he/she provided. You can think about what you want to share with your mentor about your background, Stanford experience and interests.

Following are some question ideas to ask your mentor. Choose a few beforehand and then let the conversation flow.

Tell me about what you do for a living

What do you wish you did while you were at Stanford?

What jobs have you had in the past?

What did you like best about Stanford?

Where are you from originally? Or what is it like to live in...?

The mentors are excited to talk with you so don't worry too much about saying the right thing. Remember to communicate your enthusiasm and gratitude about working with your mentor.

Setting Goals and Expectations

We communicate to the mentors the importance of setting goals and expectations for the mentoring relationship, and ask them to take the lead in having this conversation. But if your mentor does not initiate this conversation, feel free to ask him/her about it as it is a critical step in developing your relationship.

Appendix F

FREQUENTLY ASKED QUESTIONS

Background

What is mentoring?

How is mentoring different from networking?

What distinguishes M.O.R.E. from R.I.S.E. Peer Mentoring and other such programs?

Program Participation

How and when do I sign up for M.O.R.E.?

How are the mentoring pairs made?

What kind of activities should I expect to do while participating in M.O.R.E.?

What should I do once I have been paired with an alumnus/or a student?

How much time will be involved in the mentoring relationship?

How long should I expect to remain in this mentoring relationship?

Can I request more than one mentor at a time?

Troubleshooting

What if there is a problem with my mentoring relationship?

What if I am trying to decide on a major or a career - can I work with more than one mentor?

For mentors: Why haven't I been requested yet?

For students: Why was I declined?

Why is my occupation not listed? Why is the occupation that I want to search for not listed?

What is mentoring?

Mentoring, in the context of M.O.R.E. , is the development of a voluntary, long-term, one-on-one relationship between a student and alumnus/a. The relationship is characterized by:

- Respect and a conscious effort toward personal growth
- Mutual exchange
- Interpersonal support

How is mentoring different from networking?

Whereas networking is about developing professional contacts to tap for informational interviews and job leads, mentoring is about an alumnus/a and student developing a close-knit, long-term relationship covering all aspects of career and personal development.

What distinguishes M.O.R.E. from the R.I.S.E. peer mentoring and other such programs?

Derived from Stanford Alumni Mentoring Program materials dated 8/2011

M.O.R.E. is unique in that it focuses on creating more long-term mentoring relationships between students and alumni/community members. M.O.R.E. strives to provide students with personal, long-term alumni/community member support for both career and personal interests. The R.I.S.E. peer mentoring program on the other hand is a student to student program focused on helping acclimate freshman to the university environment and encourage their success and retention at UMW.

How and when do I sign up for M.O.R.E.?

Alumni/Community members: You can participate in M.O.R.E. by sending an e-mail to the Director of Leadership Golda Eldridge at geldridg@umw.edu or the student program coordinator Mary-Kate McCleary at mmcclear@umw.edu. We will send you the alumni/community member application to fill out and return. We will request educational, career and other background information as well as selecting your personal mentoring preferences. Once your application is on file students can view your profile and request you as a mentor. After being selected, you can confirm a mentee, and you will be notified by email of the match.

Students: Registrations are taken on a rolling basis. You will need to fill out a short form to participate in a mentoring session, and attend an orientation. Afterwards, we will give you access to the mentor applications and you can search for and request mentors. Once a mentor accepts you as a mentee, you will be notified by e-mail of the match.

How are the mentoring pairs made?

Students review the mentor profiles to identify someone they feel is a suitable match. Mentor profiles include key words focusing on mentor skills and interests that students can use to narrow their search. Once a student has identified someone they provide this information to the program coordinators who will notify the mentor they have been requested and to confirm they are still available and interested. Upon receiving positive confirmation the program coordinators will provide the mentor's contact information to the student. The student will initiate contact via the mentors preferred method (identified on the profile).

What kind of activities should I expect to do while participating in M.O.R.E.?

Activities are determined by mutual agreement between the mentor and the student mentee. They can include anything from helping to look over a resume to providing insights on how to maintain a good work-life balance. M.O.R.E. is designed as a resource for helping similar-minded students and alumni/community member to find each other. The actual nature of the mentoring relationship, however, will be up to students and alumni/community member to determine and develop individually. For ideas on activities, please see the "For Mentors" or "For Mentees" sections of the M.O.R.E. tab on the Center for Honor, Leadership and Service website.

What should I do once I have been paired with an alumnus/student?

We ask the student to make the first contact after the alumnus/student accepts the mentoring request. Our hope is that the pair will have an in-person conversation early in the relationship via phone, skype or face-to-face, in which they can get to know each other such as general interests, significant people or events, and likes and dislikes. At the end of the meeting, we ask that the pair go over the questions on the "Mentoring Agreement", which can be found on the Resources page of the M.O.R.E. website. This resource helps the pair mutually determine what kind of mentoring relationship they would like to develop.

How much time will be involved in the mentoring relationship?

We ask both the mentor and student to commit to a minimum of two hours per month. Generally, the time commitment ranges from a few hours per month to several hours per week, depending on the preferences of both the mentee and the mentor. It is up to the student and the mentor to decide together what works best for them.

How long should I expect to remain in this mentoring relationship?

The mentoring relationship officially lasts for **one academic year**, after which the formal pairing will be released in our system. This allows students to search for new mentors and alumni/community member to work with new mentees. This, however, does not mean that the mentoring relationship has to end. M.O.R.E.'s goal is to develop long-term relationships between mentors and mentees, so we encourage mentors and mentees to continue their relationship on an informal basis.

Can I request more than one mentor at a time?

The M.O.R.E. program is designed to help students establish a one-on-one long-term relationship with a mentor. Research shows the best way to reach this goal is for students to work with only one mentor at a time during each mentoring session. You can, however, request and work with a different mentor at the end of the academic year by re-registering with M.O.R.E.

What if there is a problem with my mentoring relationship?

If you are experiencing any problems in your relationship or have any questions, please notify the M.O.R.E. team so we can help you. We want you to have a satisfying experience, and often we can intervene and work toward possible solutions that will improve the relationship.

How do I contact the M.O.R.E. team?

Director of Leadership Golda Eldridge at geldridg@umw.edu

Office phone 540-654-1665

Student Program Coordinator Mary-Kate McCleary at mmcclear@umw.edu

The Center for Honor, Leadership and Service

chls@umw.edu

540-654-2272

Standard business hours: 8:00am - 5:00pm Eastern Monday - Friday

What if I am trying to decide on a major or a career - can I work with more than one mentor?

M.O.R.E. hopes to develop long-term mentoring relationships between students and alumni/community member. We expect that students who have a fairly clear idea of their future career goals going into the program are able to get the most from the program. To allow you to concentrate and make the most of your mentoring experience, we only allow mentees to be matched with one mentor per session. However, students can participate in future mentoring sessions to request other alumni/community member.

If you are still deciding between majors or trying to choose between career fields, we encourage you to talk to contact Academic and Career Services office who will be able to answer immediate questions about particular professions or industries of interest.

For mentors: Why haven't I been requested yet?

M.O.R.E. does not match mentors with students; requests are based on student interest in mentor profiles. Students can search for mentors in our database using select search criteria. It is important, therefore, to make sure your profile is complete. To update your profile, contact us to request a copy of your current profile. We will forward you what we have on file so you can update any necessary information. Return it to us and we will reenter you in the mentoring pool.

For students: Why was I declined?

There are a variety of reasons why your requested alumnus might have declined you, most of which probably have nothing to do with you personally. It may be an especially busy time for the alumnus/a, or the alumnus/a does not think it would be a good fit. Do not get discouraged. Just go back into the system and search for and request another mentor.

Students what to do if you don't find any mentors with your major/desired career field listed?

The mentor pool has been kept deliberately small during the pilot phase of the program to improve control and responsiveness as issues are identified with processes. If as a result a student does not find someone they feel a suitable match the first suggestion is for them to review the profiles again focusing on mentors with similar interests. They should also consider such a mentor's career field to determine if they might not benefit from a different perspective such a relationship could provide. If they still cannot find a match they can contact the program coordinators and request they work to find a suitable match.