**University of Puget Sound**

**Business Leadership Program**

**Mentor Program Guidelines – 2017-2018**

The main objective of BLP Mentorship Program is to connect students with a business professional/leader who can inspire and guide them. The mentorship relationship can be customized to meet the particular needs of the student, but in general, the program aims to provide a role model for students to learn from an experienced professional who will advise them on career development and organizational issues.

Mentors work with their mentees during their sophomore and junior years. Mentors and mentees have the option to continue their relationship (upon mutual agreement) during their senior year.

**What do BLP Mentors Do?**

BLP mentors help students in many ways:

* Mentors give advice and constructive feedback on students' career development as well as informal instruction (on organizational politics or technical issues, for example).
* Mentors provide introductions to contacts inside their own organizations as well as outside contacts, thus helping students build a professional network.
* Mentors provide opportunities for students to enhance their professional skills.

**What are the benefits of a mentoring program?**

Mentors gain tremendous satisfaction from contributing to the development of outstanding young people. They also meet potential employees and evaluate their capabilities in an informal relationship. There are opportunities to meet other mentors and enhance one's professional network. Lastly, many mentors appreciate the occasion to indirectly "pay forward" for help and mentoring received earlier in their career.

Students gain invaluable first-hand insights from professionals who share their time and experiences with them. Students are exposed to role models from whom they can learn appropriate professional behaviors. Students have an opportunity to develop a close professional relationship with an executive in a local business, nonprofit corporation, or government agency, as well as start building a professional network.

**Goals sought by BLP students through participation in the mentor program**

The following mentoring objectives are most often mentioned by students:

* To gain real business world exposure, connections, and insights regarding real-life business situations, concerns, and issues
* To learn about their mentor's job, business, or industry
* To acquire information on business functions (marketing, accounting, etc.)
* To obtain career advice
* To apply and supplement textbook and classroom concepts
* To develop business, social, and political skills
* To make contacts within the business community that will be potentially useful in selecting internships or possible employment

**Mentoring Program Expectations**

In coordination with their mentors, students will develop a Mentoring Plan (a template is included as an Appendix in this document and is also be posted on the BLP website) at the start of the fall semester detailing their learning goals and the tasks or activities they plan to accomplish during the academic year. Appendix B provides a list of activities that students and mentors can focus on at different stages of the students’ college career. Additional suggestions are provided in Appendix C; mentors and students can engage in other activities of their choosing.

**What Mentors Can Reasonably Expect from Students**Mentors can expect BLP students to:

* Meet with the mentor as often as schedules permit (in person or through phone, e-mail, Skype, etc.). The minimum amount of contact to keep the relationship productive is once a month during the academic year. Students must meet their mentor at least twice face to face each semester, but can meet more often if desired.
* Be considerate of the mentor's time. This includes: returning phone calls or e-mail messages promptly; attending and being on time for meetings; attending meetings with an agenda and completed tasks as agreed upon).
* Suggest topics to be discussed at mentor meetings.
* Keep commitments made to the mentor.
* Make suggestions for companies they would like to visit.
* Work out any minor concerns about the relationship.

**What Students Can Reasonably Expect From Mentors**At the same time, it is reasonable for the student to expect the mentor to:

* Meet with their mentee(s) as often as schedules permit (in person or through phone, e-mail, Skype, etc.). The minimum amount of contact to keep the relationship productive is once a month during the academic year. Mentors must meet their mentee(s) at least twice face to face each semester, but can meet more often if desired.
* Review student career related materials (e.g., resume, LinkedIn profile, etc.) at least once each Fall semester.
* Provide sound advice on business and career-related concerns.
* Assist with relevant class projects assigned in their cohort classes (typically 1-2 per semester).
* Follow through on commitments made to the student.
* Provide honest and constructive feedback when requested.
* Help resolve any minor conflicts that may arise.

**What the program expects of both mentors and students**

* Meet face to face at least twice each semester.
* Maintain consistent communication at least once a month during the academic year.
* Alert the BLP Director immediately if it appears that conflicts or problems are jeopardizing a successful relationship (e.g., missed meetings, non-responsive behavior by student or mentor; ethical concerns, etc.).

**What mentors and students should expect from the BLP Director:**

* Be available to them in person, or by phone (253.879.3390) or e-mail (nwiese@pugetsound.edu).
* Be a sounding board on the mentoring program and mentor-student relationships.
* Help resolve problems or conflicts.
* Reassign students and mentors as necessary.

**Appendix A**

**Mentoring Plan - 2016-17**

**Sophomores – Class of 2019**

Discuss with your mentor(s) your goals for the academic year and the specific activities or tasks on which you will focus in order to achieve these goals. At the end of the fall and spring semesters you will be required to submit a 300-400 word Mentor Program Assessment that summarizes your goals and accomplishments for each semester (instructions and drop box are posted on the BUS 201 Moodle site). You can use the list of activities included in the Mentor Program Guidelines for 2016-17 for your cohort as a starting point for setting your goals for the year (this document is posted on the BLP website under Mentor Program; refer to Appendix A).

(Note: This plan is for exclusive use of mentors and students, and does not need to be submitted to the BLP director. However, as mentioned above, each student is required to submit a written Mentor Program Assessment at the end of each semester).

**Goals for the Academic Year:**

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**Tasks / Activities (including timeline)**:

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|  |  | **Appendix B. MENTOR PROGRAM ACTIVITIES** |  |  |
|  |  | **Career Development** |  | **Leadership Development** |
| **Sophomore YEAR** | **Fall** | * Ask mentor review to resume and LinkedIn profile
* Discuss internship opportunities for summer
* Discuss study abroad opportunities and how those might improve professional skills
* Leverage mentor’s network to set up two informational interviews
 | **Fall**  | * Get to know your mentor (e.g., career path, experiences, interests, etc.)
* Visit mentor at workplace
* Discuss opportunities for second major or minor
* Attend professional event with mentor (or recommended by mentor)
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| **Spring** | * If doing internship in summer, discuss strategies for maximizing value from experience
 | **Spring** | * “Personal brand development” (i.e., going beyond finding a job)
* Cohort class project/activity
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| **Junior YEAR** | **Fall** | * Ask mentor to review resume, LinkedIn profile
* Leverage mentor’s network to set up two informational interviews
* Discuss summer internship opportunities
* If studying abroad, stay connected with mentor: Share experiences and discuss how to extract value from them
 | **Fall**  | * Engage mentor in discussion of organizational topics (e.g., employer expectations, professional workplace behavior, etc.)
* Attend networking event with mentor (or recommended by mentor)
* Cohort class project/activity
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| **Spring** | * If studying abroad, stay connected with mentor: Share experiences and discuss how to extract value from them.
* Start discussion on job search action plan for senior year (or graduate school, etc.)
 | **Spring** | * Engage mentor in discussions about organizational topics (e.g., office politics, gender/racial diversity, international business, communication in the workplace, etc.)
* Cohort class project/activity
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| **Senior YEAR****(Optional)** | **Fall** | * Ask mentor to review resume and LinkedIn profile
* Develop job search action plan
* Discuss short and medium term career interests

 - Graduate school, travel, etc.  | **Fall** | * Engage mentor in discussions about organizational topics (i.e., importance of work-life balance, fit between personal goals and organizational culture, etc.)
* Cohort class project/activity
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| **Spring** | * Discuss job opportunities
* Discuss salary negotiation strategies
 | **Spring** | * Seek advice on building a network and developing social capital in the workplace
* Cohort class project/activity
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**Appendix C - Additional Suggested Activities and Discussion Topics**

**During Sophomore Year**

1. Critique student resumes, LinkedIn profiles, and other career related materials.
2. Discuss career interests and explore entry-level positions available in a particular field of business (including shadowing opportunities or informational interviews with colleagues within the mentor’s organization and/or network).
3. Shadow the mentor for a day.
4. Attend a professional event.
5. Discuss internships: How to select good internship opportunities, preparing for interviews, getting the most out of an internship.
6. Learn about the mentor’s industry (products/services, customer base, etc.) through conversations and visits to the mentor’s company.
7. Discuss study abroad options and how to leverage a study abroad experience.

**During Junior Year**

1. Discuss organizational topics that may enhance students’ competencies and professionalism. Potential topics to discuss:
	1. Organizational politics
	2. Effective delegation
	3. Dealing with gender and other diversity issues
	4. ‘Do’s and ‘don'ts of behavior as an employee
2. Challenges of doing business internationally
3. Develop a plan for marketing oneself (i.e., going beyond resume building).
4. Set up informational interviews and/or mock interviews.
5. Discuss strategies for developing a professional network: Practical advice on how to approach contacts, following up, using LinkedIn, etc.
6. Discuss developing a plan for securing an internship and getting the most value out of it.

**During Senior Year**

1. Potential topics to discuss:
	1. Managing ethics in the corporation
	2. Differing work environments and managerial styles; the importance of organizational values and culture
	3. Graduate school
2. Provide guidance and support during the job search process.
3. Help students evaluate job options/offers.

**At any time**

1. Attend a professional event with your mentor (trade show, conference, etc.).
2. Review and discuss a bestselling business book or relevant article/reading.
3. Discuss cases, projects, theses, and other class assignments.
4. Arrange field visits to companies of interest through the mentor’s professional network.
5. Arrange shadowing opportunities and informational interviews to learn about different career paths.

**Other suggested activities**

1. Hold a combined meeting with another mentor group.
2. Visits to mentors' clients, ad agencies, accounting firms, attorneys, vendors, etc.
3. Meet on a social level (e.g., have lunch, dinner, meet for coffee, attend a sports event, etc.).