

**The Gustavus Adolphus Alumni Mentoring &
Business Leadership Program**

Mentoring Handbook



*Adapted from the 2010 Cornell University Alumni-Student
Mentoring Handbook*

An Introduction to Mentoring

Mentoring- What is it?

Mentoring began in the Ithaca of ancient Greece. When Odysseus, King of Ithaca, went off to fight the Trojan Wars he left his son Telemachus in the care of his wise and experienced friend Mentor. Mentor's responsibility was to guide and teach the young prince and to shape the future king's character and values by leading by example.

Who is an Alumni Mentor?

- A guide, friend, and resource who has an opportunity to put his/her own vision, energy, and creativity to work
 - One who wants to make an important difference in a student's life
 - One who wants to maintain ties to Gustavus
 - One who contributes to a student's professional and personal development

Mentors play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. To be productive, there must be a reciprocal, trusting relationship between the mentor and the student. This relationship takes time to build, but at its best, it is a powerful personal relationship with a strong potential to positively influence student attitudes and behavior.

Incoming students need several things in addition to their intellect in order to succeed: a dream (goal, vision, plan), determination (ambition, perseverance, ability), and someone who believes in them and can help shape their dream into reality. That's where you come in.

While mentors serve a variety of roles in a student's life, a mentor cannot do or be everything. Mentors work in conjunction with student and academic services staff at the University. They are more motivators than advocates in relation to staff and faculty.

There are limits to what a mentoring relationship can do for the student and mentor. For example, while some mentors may help students find jobs; job-finding is not a normal expectation in the mentoring relationship. Both parties must work at the relationship to make it successful. A good mentoring relationship takes time; so do not expect it to happen overnight.

Gustavus' Program

Our program is meant to be *student initiated*, meaning that our students should bear the majority of the responsibilities in the relationship. It is their job to make sure that you, as a pair, meet the program's requirements and expectations. Participating students are significantly benefiting from your volunteered time and efforts, so they should *want* to initiate, contact and maintain your mentoring relationship. Making phone calls, writing emails, and being persistent are major components of success in the work place. Let your student practice these skills.

That being said, if at any time you feel that your mentoring relationship is losing momentum and your student seems distant, it may be a good time to "take the reigns" and try to reinvigorate things yourself. There are many tips in the following pages to help you glide through these types of situations. However, if your efforts seem to be ineffective, please contact our staff and we will help get you back on track!

Expectations

Students must...

- Attend the program orientation before the opening banquet
- Establish the first contact with their alumni mentor before the opening banquet
- Attend the opening banquet
- Make contact with their mentor at a minimum of once a month via email, Skype, personal meeting, or phone call
- Participate in a job shadow opportunity provided by their mentor
- Complete a mid-year program evaluation
- Attend the end-of-year banquet in the Twin Cities
- Complete an end-of-year evaluation

Mentors must...

- Attend the opening banquet in St. Peter
- Maintain monthly contact with their student via email, Skype, personal meeting, or phone call
- Provide a job shadow opportunity at their place of work
- Complete a mid-year program evaluation
- Attend the end-of-year banquet in the Twin Cities
- Complete an end-of-year evaluation

Mentors are expected to offer insightful information about their experience in the working world and help students prepare for their future careers. It is our hope that all participants involved put their best foot forward so that

they can glean as much knowledge as possible during their time in the program.

Suggestions

1. When you first meet or speak with your student, you should establish a preferred method of communication (phone, email, *Skype*, *Linked-In* etc.).
2. We highly suggest that you also establish a schedule for communicating so that you and the student know when to expect to hear from each other. Though this may seem highly regimented, we believe that it helps keep the relationship going when both of you get busy. Be sure to discuss scheduling with your student and be flexible as academic and social demands change throughout the semester.
3. In addition, if you have the opportunity to visit campus your student can arrange to provide you with a meal ticket so that you can meet over breakfast, lunch, or dinner on campus.

Keys to communicating with your student:

Get to know your student's style of communication and problem solving. Be aware of your own style, as well. In the early stage of your Mentor/Student relationship "lead by following", i.e. let the student take the lead and adjust your style to balance the student's. If your student is intellectualizing, anxious or agitated, respond with calm reassurance and thoughtful questions. If your student is quiet, hesitant or distant, respond with lively reassurance and invitations to engage in discussion and activity. In time

you will find a natural, comfortable balance in your conversations.

Practice active listening: Let your student get it all out. Example: "Go on, I'm listening." Talk less; avoid interrupting and offering quick solutions. Show concern in your voice and posture. Be patient, silence promotes thinking. Repeat what you think you heard and ask if that is what your student meant to say. Example: "Let's see if I heard you correctly."

Set an example by respecting your student's confidentiality and personal boundaries. The focus should always be on your student's concerns and issues. When appropriate, share the lighter side of your undergraduate years; share the humor in the complexities and contradictions of college life. If you become concerned about your student's overall health and well being, contact the Gustavus Alumni Mentoring & Business Leadership Team via e-mail at EMMentoring@gustavus.edu

Remember to ask how your student views Gustavus and how he/she fits within that view. Your Gustavus wisdom and experience can encourage your student to gain a new perspective on his/her personal journey and to realize dreams.

What should I do if my student does not communicate with me?

We emphasize to students how important it is that *they* be committed to this mentoring relationship because mentors are busy people. Even so, we find that as students become busy, they forget to contact their mentors, and as time passes, they feel badly about establishing a reconnection. If you haven't heard from your student, please

try to contact him/her and make it clear that you are still interested in mentoring him/her.

If you still experience issues related to your relationship with your student, please contact us. We are more than happy to work with you and the student!

Building the Mentor/Student Relationship: Ideas for Mentor-Student Activities

- Socialize with other mentor-student pairs.
- Have lunch or dinner at a local eatery – share your favorite spots with each other. Eating together is an important relationship builder.
- Attend a campus lecture, performance or a sporting event together.
- Attend a Gustavus alumni organization sponsored event.
- Volunteer a few hours to help an alumni organization, campus, or community-organized event.
- Introduce each other to your favorite types of movies, concerts, festivals, art exhibits, and cultural events.

Topics to Cover Throughout the Year

Resume Building
Past Work Experience & Reflections
Future Career Goals
The Concept of “Vocation”
Mock Interviews
Business Dress
Networking Tips
Linked-In

Personality Strengths & Weaknesses

Resume Building Tips From the Gustavus Career Center

The Gustavus Career Center has a wonderful booklet on how to properly write a resume. These are only a few of the many suggestions found in their style guides.

Content:

- Write positive, factual statements that demonstrate behavioral patterns, educational experience, and skills
- Be concise
- Use past-tense, work-related, **measurable**, and descriptive verbs
- References are not needed on a 1 page resume

Appearance:

- Limit to one page
- Font no less than 10 pt.
- Use bolded or capitalized headings
- Topic headings include...
 - Objective/Career Interests
 - Education
 - Experience
 - Activities
 - Honors
 - The “Kicker” (What will make you stand out)

Other Important Things to Remember:

- For your email use @Gustavus.edu NOT @Gac.edu
- Buy nice resume paper, it’s always better to give resumes in person or to send a hard copy in the mail than to email a copy

**When you are finished, email your resume to
CFavre@gac.edu in the career office for
approval and editing!!!**

Vocation According to the Center for Vocational Reflection

“What do I want to do with my life?” is a pretty scary question, but definitely one worth asking. The staff at the Gustavus Center for Vocational Reflection (CVR) is filled with knowledge on how to approach daunting questions like this one. There are many resources in their office that could help guide this conversation and clarify the future career goals of your student mentees.

The Vocational Equation:

$$(G+P+V) + N = \text{Your Calling!}$$

In other words, a persons gifts, passions, and values added to the needs of the world will lead them to their vocational calling! Reflect a little on each piece of this equation!

Values Exercises:

Another exercise that the CVR likes to use with new visitors requires them to select their top 5 values from a stack of fifty in about two minutes. Their choices are...

Achievement, Adventure, Aesthetics, Authenticity,
Clarity/Focus, Compassion, Connection, Contribution,
Creativity, Environment, Fairness, Flexibility, Freedom,
Friendship, Fun, Generosity, Happiness, Honesty, Humor,
Influence, Innovation, Integrity, Leadership,
Learning/Personal Growth, Leisure, Love, Loyalty, Nature,

Openness/Tolerance, Peace, Perseverance, Personal
Development, Prosperity, Recognition, Security, Self-Respect,
Spirituality, Spontaneity, Stability, Success, Tradition, & Trust

Mock Interviewing

STAR Questions

S.T.A.R. questions are common behavioral interview questions that will ask about a *situation* in which you were given a specific *task*, the *action* you took, the *result* of your action, and what was learned from the situation. It is good to practice all types of these situational questions so that you will sound sincere when it comes to the real interview.

The Top Ten Most Frequently Asked Interview Questions

- 1. Tell me what you like most about your current job.**
- 2. What do you like least about your current job?**
- 3. What kind of job are you ideally looking for?**
- 4. Tell me about your last boss. Strengths?
Weaknesses?**
- 5. Tell me what a typical workday looks like for you.**
- 6. Describe a conflict with someone at work and how you handled it. (STAR)**
- 7. Tell me about the most successful project you've led at work.**
- 8. Describe for me a situation where you made a mistake and how did you handle it. (STAR)**
- 9. What salary range are you looking for?**
- 10. What questions do you have for me?**

Extra Questions For Practice

1. Tell me about yourself.
2. What are your strengths?
3. How do you effectively communicate with others?
4. What are your career goals?
5. Why should I hire you?
6. Where do you see yourself in ten years?
7. What are 2-3 weaknesses you need to improve upon?
8. Tell me about a situation in which you practiced good communication skills.
9. Tell me about a situation in which you demonstrated poor communication skills.
10. Briefly describe the most important responsibility you have had in your career and what it taught you.
11. Tell me about a confrontation you had with your employer. Who was wrong and why?
12. Provide an example of how you've used creativity and analytical skills to solve a problem.
13. Give an example of your ability to make decisions under pressure.
14. Tell me about the worst decision you've made on the job.

Interview Stream

Interview stream is a wonderful resource for students and business people alike. It is an online video interview that records the answers of the interviewee so that they can be reviewed and analyzed. There is a link to this website on

both the Student and Mentor pages on the Alumni Mentoring & Business Leadership website. There you will be able to select questions for several different business positions.

Networking

Gustavus students often ask about networking events, but the truth is- every event is a networking event! There are several keys to being a successful networker. Talk to your student about practices that have worked for you in the past and take a look at these suggestions offered by FORTUNE magazine.

1. Start your Rolodex as soon as possible. Write in everyone you know who works in a field you might be interested in. You will be surprised to find how many connections you already have. Build them up!
2. To score an in-person meeting, don't just ask for a job: offer something in return, like a meal, a ticket, or information on the competition
3. One of the worst mistakes job seekers make is sending out hundreds of resumes. That's not looking for a job- that's buying a lottery ticket! Narrow your search.
4. Get the word out that you are looking for a job! Don't be ashamed. Tell everyone you know whether it's by phone, e-mail, or online social network.
5. Get to know headhunters now. The earlier you meet them, the better they will know you if you ever have to use them!
6. Help others to meet employers that you know and they will return the favor!
7. Get your foot in the door. Use the interview to show what you'll deliver in the first 30, 60, and 90 days. Companies don't have time for you to grow into a job!

8. Fine-tune your resume. The majority of large companies use software-scanning services to sift through resumes so use their language!

Contacts

Participating Gustavus Alumni

Linda Reding
Director of Web Marketing and
Marketing Communications at Medica
Linda.reding@medica.com

Scott Anderson
President and CEO, Paterson Companies, Inc.
Scott.Anderson@Pattersoncompanies.com

Jean Kane
President COO of Welsh Company
JKane@WelshCo.com

Paul Koch
Wealth Advisor & Managing Partner of UBS
Financial Services, Inc.
Paul.r.koch@ubs.com

Joe Janasz
Owner, Janasz and Associates Executive Search Firm
jjanasz@comcast.net

Mark Bergman
President of Bercom
mbergman@bercomincorporated.com

Nancy Johnson Dahl
President & COO of Lifetouch National School Studios
ndahl@lifetouch.com

Liesl Batz
Senior Executive Recruiter, Ameriprise/Columbia
Management
lieslbatz@yahoo.com

Bruce Ensrud
Senior Financial Consultant at Thrivent Financial
Bruce.ensrud@thrivent.com

Margaret Guelzow
Senior Manager at CBRE
Margaret.guelzow@cbre.com

Barb Weber
Assistant Vice President at Scholarship America
bweber@scholarshipamerica.org

Beth Schnell
CEO of Sparboe Farms
Beth.Schnell@sparboe.com

Participating Gustavus Students

Jordan Brunsberg
International Management '12
jbrunsbe@gac.edu

David Pederson
Management '12

Dpeders2@gac.edu

Mackenzie Weber
Public Accounting '11
Mweber2@gac.edu

Lucas Armstrong
Management '11
Larmstro@gac.edu

Andy Boersma
Management '11
aboersma@gac.edu

Taylor Jahner
Management '11
tjahner@gac.edu

Abby Karl
Management '11
akarl@gac.edu

Niki Hendrickson
Management '11
Nhendri2@gac.edu

Blake Kerkhoff
Economics '12
bkerkhof@gac.edu

Rachel Crowley
Management '12

Rcrowley@gac.edu

Stacey Tigges
Management '12
stigges@gac.edu

Chue Mai Thao
Management '12
Cthao3@gac.edu

Sarah Schumacher
Public Accounting '12
Sschuma2@gac.edu

**The Gustavus Alumni Mentoring
& Business Leadership Team**

Email us at
EMMentoring@gac.edu

Or visit our website at
www.gustavus.edu/econ-mgmt/mentor/