

National Society of Black Engineers



Collegiate Initiative Mentoring Program

2011-2012

**NSBE Professional Collegiate Initiative
Mentoring Toolkit
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I. NSBE COLLEGIATE INITIATIVE MENTORING PROGRAM OVERVIEW

A. Goals

- Provide a consistent and structured mentoring program for chapters to implement
- Leverage the impact of a seasoned technical professionals and provide professional development opportunities for recent graduates and collegiate students

B. Benefits

Mentoring relationships play a crucial role in the development of both mentor & student. The goal of the partnership is for both parties to obtain a fresh perspective on their career development, as well as gain access to a broader network of resources.

Protégés can obtain:

- Increased confidence in their success in the field of science, math, engineering and/or technology
- An increased desire to pursue a career in engineering

Mentors can obtain:

- Personal satisfaction knowing that you are fulfilling the mission of NSBE
- Professional development, including better mentoring skills
- Increased level of commitment to engineering
- Opportunities for personal development, self-reflection and personal growth

C. Guidelines

- AE Collegiate Initiative Chairs and Collegiate Academic Excellence Chairs partner to select mentor/student relationships
 - AE CI Chair collects profiles of AE members
 - Collegiate AEx Chair distributes profiles to collegiate members for selection
 - AE CI/Programs Chair and AEx Chair schedule a meeting to review mentor/students chosen
 - Email/Call/Invite mentors/students to connect relationships and let them know they have been matched
 - Host a pairing kick-off to allow mentors/students to meet
 - Recommendation to host joint Mentoring “parties” throughout the programming year
 - Facilitate opportunities to bring mentor/student together
- Mentor/Student develop an eight (October – May) month engagement plan while in the program
 - Mentor/Student engage at least twice per month
- AE Collegiate Initiative Chair/Programs Chairs follow up with mentors quarterly (September, December, March)
 - Academic Excellence Chairs follow up with students
 - AE Collegiate Initiative Chairs and Academic Excellence Chairs meet quarterly to discuss program effectively
 - Report out on monthly calls
- Mentor/student share responsibility for mentoring relationship
- Regional/National – follow same guidelines with respective Boards

- Respective CI/AEx Chairs are responsible for facilitating program and encouraging membership participation by helping to alleviate and resolve any relational issues between mentor/student

D. Overall Roles and Responsibilities

- Have necessary time & energy to devote to mentoring
- Highly motivated
- Commitment to development
- Consistently demonstrates NSBE Mission and leadership characteristics
- Facilitate dialogue that aligns with National Directives
- Pursues continuous learning & fosters a learning environment
- Strong communication skills (ability to communicate, listen & provide guidance)
- Enjoy & be good at teaching, guiding & training

II. MENTOR RESPONSIBILITIES

Acts as a "voice of experience" to a less experienced or knowledgeable individual

- Good Communicator
- Counselor
- Career Coach
- Advisor
- Relationship broker – liaison between student and future relationships
- Provide Guidance & feedback
- Leverages experience & learning
- Serves as a role model/life coach

A. Rules of Engagement

- The Student drives the mentoring agreement & comes to meeting prepared
- The Mentor sets realistic expectations for time commitment
- The Mentoring relationship is about Learning vs. Letting off Steam

B. Expected Outcomes of First Meeting

- Establish common ground/rapport
 - Just “talk”
 - Find out what you have in common
 - Go with the flow
- Schedule next meeting

C. Expected Outcomes of Second Meeting

- Student's specific development needs have been determined – i.e. identifying a career path, increasing my GPA, how to get where I want to be in life, creating a vision for my life, building a network, etc.
- Expectations of both student and mentor have been determined – i.e. both parties show up to meetings on time, mutual respect and accountability, responsiveness to communications, etc.
- Expected outcomes for the mentoring relationship have been defined
- Your ongoing meeting schedule has been agreed and scheduled (e.g. monthly, quarterly, etc.). At a bare minimum, you should at least have scheduled a date for your next meeting

- It is recommended that in the majority of mentoring relationships that you meet with each other at least once each month for 1-2 hours.

D. How to Create a Successful Mentoring Role

A mentor can serve as advisor, teacher, relationship broker and coach, but it is up to the student to ensure that the relationship engagement focuses on meaningful and achievable professional development goals.

- Collaboratively establish expectations, goals & a clear definition of success
- Mentor/student share responsibility for mentoring relationship
- Mentoring relationship should be fun and comfortable for both protégé and mentor

E. Mentoring Focus for First 90 Days

- Establish rapport/common ground – become friends
- Conduct bi-weekly meetings
- Establish communications channels – i.e. phone, Facebook, Twitter, text messaging, emails, etc
- Identify success criteria
- Forecasting/commit discussions
- Partner engagement & conflict resolution
- Development
- Activities to ensure success – what will you do/commit to in order to achieve the goals of the program?

F. Pre-Questionnaire – MENTORS: Please answer the below questions and submit to your AE Collegiate Initiative/Programs Chairperson

1. Name:
2. Position:
3. Degree:
4. School(s) attended:
5. Graduation Year:
6. Certifications:
7. Place of Employment:
8. Job Responsibilities:
9. Specialties:
10. Hobbies:
11. Interests (i.e. art, traveling, etc):
12. Additional Organizations/Memberships:

Things to think about:

1. What experiences have you had that you have grown from? What lessons have you learned from these experiences that you can share?
2. What are your strengths? How have you built upon them?
3. What role models of mentoring behavior have you experienced and what will you apply that you have learned from them?
4. What people, experiences and viewpoints can you connect your student to that will provide developmental experience?

5. How do you hope to learn of grow from this relationship?
6. What do you need to do make this work?
7. How will you know if the relationship is working?

G. Pitfalls for Mentors

Mentoring is intended to be a mutually beneficial relationship between mentor & student. Sometimes, the relationship does not evolve & grow as intended.

- Violating confidentiality of either party. What is said in your mentoring relationship should be kept confidential (unless it's a legal or ethical issue to the corporation)
- Minimal trust between student & mentor, which prevents a safe climate for unguarded interaction
- Not understanding mentoring is a two-way street (a reciprocal & mutual learning partnership which includes shared vulnerability)
- Not “actively” listening, from both parties
- Lack of expectations, responsibilities, & deliverables up front
- Not committed to program (availability/accessibility is questionable)
- Exerting opinions, influence or obligations (positional authority) rather than stimulating self-examination/ cultivation & insight

H. Tips for Mentors

- Be flexible
- Suggest discussion topics that you deem will benefit the student – i.e. email etiquette, dress for success, etc.
- Share personal experience
- Maintain regular contact – Consistent contact models dependability & trust
- Clarify & re-clarify expectations – Set & communicate ground rules, goals & priorities to counter balance an environment of change
- Be a coach – Encourage, educate, direct, constructively confront issues & give feedback
- Don't have all the answers – Power is in listening. Help your students discover their own solutions. Guide – don't rescue.
- Be yourself – Mentoring arises out of an effective relationship & happens when the other person trusts, feels accepted by & views their Mentor as a role model
- Challenge your student to grow – Asking 3 basic questions: Where are you going? How will you achieve your vision? What is your progress?
- Be a resource channel – Identify & help access resources, relationships & support networks
- Make a personal investment – Share on a personal level & pass on the lessons of wisdom gained through your own life experience
- Remember that you're not alone – Ask for help from other mentors, peers & resources
- Be honest with no strings attached – Trust & respect are cornerstones of a mentor relationship. You can be honest without judging the person.

III. STUDENT RESPONSIBILITIES

A less experienced individual who partners with a more experienced individual to enhance capabilities & facilitate career development.

- Goals, objectives, career plans
- Relationship structure
- Measures progress against expectations
- Prioritizes agreements & keep commitments
- Open & honest

A. Rules of Engagement

- The Student drives the mentoring agreement & comes to meeting prepared
- The Mentor sets realistic expectations for time commitment
- The Mentoring relationship is about Learning vs. Letting off Steam

B. Expected Outcomes of First Meeting

- Be open – your mentor is there to help you
- Talk to your mentor – about whatever you want
- Be responsive – again, they are there to help you

C. Expected Outcomes of Second Meeting

- Student's specific development needs have been determined
- Expectations of both student and mentor have been determined
- Expected outcomes for the mentoring relationship have been defined
- Your ongoing meeting schedule has been agreed and scheduled (e.g. monthly, quarterly, etc.). At a bare minimum, you should at least have scheduled a date for your next meeting
- It is recommended that in the majority of mentoring relationships that you meet with each other at least once each month for 1-2 hours.

D. Mentoring Program Focus for First 90 Days

- Conduct bi-weekly meetings
- Identify success criteria
- Identify development needs
- Activities to ensure success – what will you do/commit to in order to achieve the goals of the program?

E. Pre-Questionnaire – STUDENTS: Please answer the below questions and submit to your respective Academic Excellence Chairperson (things to think about going into the relationship)

1. What are your career aspirations?
2. What are your short-term goals/long term goals?
3. What knowledge, skills and abilities should you develop in order to meet these goals?
4. What experiences could help you meet your goals?
5. What are your desired outcomes for the mentoring relationship?
6. What do you expect from your mentor?
7. How will you know if the relationship is working

F. Tips for Students

- Be teachable – listen actively, there is always something to learn

- Honor your commitment to the program
- Have an open mind – be open to different perspectives
- Take initiative – come to you mentor with questions.
- Be appreciative of your mentor’s time and investment
- Maintain regular contact – Consistent contact models dependability & trust
- Be yourself

IV. Worksheets

SETTING DEVELOPMENT OBJECTIVES AND METRICS

Below please list the specific developmental objectives that you have for this mentoring relationship. For each objective, briefly state how you will determine whether you have achieved that objective. Please turn these in to your Academic Excellence Chairperson or Collegiate Initiative/Programs Chairperson (AE) for monthly updates.

Objectives:	Measures of Achievement:	Check if Completed:
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

MENTORING ACTION PLAN WORKSHEET

<i>Description of Development Need</i>	<i>Objective of Developmental Opportunity</i>	<i>Meeting / Target Date for Completion:</i>	<i>Contingencies / Next Steps:</i>

End of Program Evaluations

Collect the data and compile the results. Report out in National Collegiate Initiatives Award submission

- Did you participate in the mentoring program?
- How often did you communicate (phone, text, email, skype) with your mentor/mentee (on average)?
 - 1 per month
 - 2 per month
 - 1 per week
 - More than 1 per week
- What communication method was used (check all that apply)?
 - Phone
 - Text
 - Skype
 - Email
 - Face-to-face
- What were some topics of discussion?
- How effective would you say the mentoring relationship was?
 - Highly effective – I have developed a great deal from this relationship
 - Somewhat effective – it was a good relationship, but didn't benefit much
 - Highly Ineffective – I did not benefit at all from this relationship
- Identify 2 – 3 things that made the relationship effective/ineffective.
- How likely are you to continue this mentoring relationship post term?
 - Definitely
 - Highly Likely
 - Not Likely
 - Definitely Not
- Was your mentor/mentee responsive within 48 hrs? Y/N
- Did the mentoring program meet your expectations?
 - Exceed
 - Met Expectations
 - Did Not Meet Expectations
- What did you like about the mentoring program (free text)?
- What did you see as an area of improvement with the mentoring program (free text)?