

MENTOR PACKET CONTENTS

Program Objectives	2
Time Frame and Key Dates	3
The Mentoring Process	3
Formats and Types of Mentoring Experiences	3
Expectations for a Successful Experience	4
Arranging the Initial Meeting between You and the Student	4
The First Meeting	4
Sample Meeting Agendas (from former mentor from Hallmark)	5
Mentor / Student Interaction Report	6

Program Objectives

The Career Mentor Program at William Jewell College aims to provide students with the opportunity to develop a mentor-style relationship with a professional in a career field compatible with the student's interest. Valuable career information is obtained by the student through a deeper understanding of:

- ♣ The mentor's organization - its structure, typical job roles, job responsibilities, activities/expectations, and general compensation issues.

The mentor's career - how it began and progressed, responsibilities early in the career versus present responsibilities, typical career paths in that field.

The mentor's professional and/or community involvement - the organizations in which the mentor is active and the mentor's functions.

Starting a career - advice about gathering career information, networking, search tools/techniques, and professional development.

Through the mentor experience, students should acquire real-world understanding and knowledge that will help in planning their career direction in one of these ways:

Help determine a career goal - Many students do not have a clear vision of what they want to do after graduation. The Career Mentor Program provides experience and exposure that will help students clarify their career interests.

Confirm and refine career goals - The mentor experience helps students with clear, specific goals to confirm their decisions, to help refine their goals and to clarify what is needed to enter and succeed in various careers.

Redirect career choices - The mentor relationship provides experience and knowledge that may cause students to revise their career choices and, as a result, help them redirect their career preparation while avoiding disappointment and disillusionment after graduation.

Time Frame and Key Dates

The Career Mentor Program is offered for three months each semester (September - November and February - April). However, the mentor-student relationship may be extended. Extension requires a clear objective for the additional time and the mutual consent of mentor and student.

Here are key dates and time frames that you should be aware of:

WHEN (Approximate)	WHAT	WHO
2/7/19	Student orientation meeting	Commission/Students
2/7/19-2/13/19	Student preparation, set up first meeting with mentor	Students
2/13-2/21	Student/mentor interaction should begin	Students/Mentors
Week of 2/24	Follow-up on student progress with mentor	Commission
4/27/19	Wrap up student/mentor interaction	Students/Mentors
4/27/19	Assess program, recommendations, complete questionnaire	Students/Mentors

The Mentoring Process

The process of mentoring a student will vary greatly according to the profession, type of work, and individuals involved. The mentor is asked to develop a plan of exposure that will best fulfill the student's objectives. Your personal knowledge and experience should be the foundation for developing a mentoring plan.

Formats and Types of Mentoring Experiences

Here is a summary of the formats and modes of mentoring that have been previously used:

- • One-on-one informational interviews with mentor.
- • Luncheon or breakfast meetings with the mentor.
- • Skype meetings/phone informal interviews if the mentor is not located in the area
- • Typical day - Mentor can describe what is involved in a typical day.
- • "Shadowing" - The student follows the mentor, or associates, through every step of a time frame, such as a day, or through the operation. A version of this would be to follow a product through its progress in working with different departments.
- • Interviews and meetings with the mentor's colleagues are especially good for input from both experienced as well as new employees. Also, they provide a broader view of all the types of work involved in a career field.
- • Attending meetings with mentor to observe the interaction of different people, positions, operations, etc.
- • Being present with the mentor when calls are made on clients or they meet on the mentor's turf. This type of meeting provides a "customer's perspective."
- • Attending an association meeting with mentor to get a broader insight of the "industry" or profession and also to learn about and begin the networking process.
- • Career planning sessions led by the mentor or by the mentor's human resources specialist.
- • Under certain conditions, the student may perform a task or work on a project.

Expectations for a Successful Experience

The nature of the mentor-student relationship depends upon personalities, compatibility, and initiative. The mentor is asked to provide a framework in which the student may learn and grow. The student is expected to communicate to the mentor experiences that he/she wishes to gain. Some general guidelines to help ensure a rewarding experience for both mentor and student are:

- The student and mentor should meet in person or by Skype/phone four to six times during the program. Students pursuing the ACTIn major may request additional meetings.
- The student should have at least ten hours of exposure to the mentor's profession (20 for ACTIn majors). At least 5 hours should be in direct contact with the mentor. The remainder may be spent in activities the mentor has arranged including: observation, dialogue with colleagues, and/or professional meetings.
- The mentor is encouraged to share her/his career path, present job, role within the organization and how he/she relates with other operations.
- If located in the area, the mentor is urged to arrange a visit and tour of work facilities and may arrange for someone else within the organization to conduct this tour, if desired.
- At the conclusion of the program, the mentors and students are asked to complete an evaluation of the Career Mentor Program and their experiences. This is a useful tool the Commission will use to improve the program.

Arranging the Initial Meeting Between Mentor and Student

The student has this responsibility, and has also been urged to take the initiative and to be persistent in contacting you. You can help by returning phone calls and/or messages as soon as possible.

The First Meeting

There are several things that have been recommended to students that they cover with mentors during the first meeting. To give you advance awareness, those topics are:

1. 1. Get acquainted. The student may give you a revised resume with new contact information. The student should get to know you just as you will want to know about the student.
2. 2. The student should state his/her goal for the mentor relationship with you. You may be given a list of questions about the student's career field to help plan how to approach your mentorship.
3. 3. Develop a schedule for all your meetings, if possible. This will eliminate a lot of phone tag and procrastination.
4. 4. Develop an overall plan for achieving the student's goal.

Sample Meeting Agenda (from Former Mentor from Hallmark)

Agenda – Meeting 1 – Date:

Student: _____ Mentor: _____

- 10:00 Orientation & Introductions –
- 10:15 Setting Our Objectives
Learn about the role; Meet with other members of Team; Meet with other greeting card editors; Discuss editorial career path
- 10:30 Editorial Overview – Season Cards
The Job of the Greeting Card Editor (handout); Areas of Responsibility; Important Skills to Learn (Time Management/Teamwork/Marketplace Awareness/Attention to Detail); What to Expect in Concept Review
- 12:00 Lunch – Discuss observations

Agenda – Meeting 2 Date:

- 8:45 Discuss purpose and expectations in Concept Review
- 9:00 Attend Easter Concept Review
- 11:00 Discuss observations – teamwork, presentation, and objectives met

Agenda – Meeting 3 Date:

- 9:30 Discuss expectations from each meeting scheduled for today
- 10:00 Vicky Frenkel, CPD
Role of Creative Product Designer in Product Planning; Background and training
- 10:30 Jen Weiss, Marketing Strategist
Job Roles; How Marketing works with Planning; Transition from college to Hallmark
- 11:00 Meet with Pat to review today’s session and look at next meeting plans

Agenda – Meeting 4 Date:

- 9:00 A year in the life . . .
- a) The selling season - Retail visits; Research in the marketplace
 - b) After the selling season - Ratings, line analysis; EFH and Ambassador planning
 - c) Preparing for the next model line - Image study; Model line development
 - d) Preplanning - Projects; Setting strategies; Slotting; Formatting
 - e) Planning - Concept Review; Releases, hand-offs; Package Approval
- 11:00 Linda Ventura, FCL
Expectations of new editor; Career tracks in editorial
- 11:30 Meet with Pat to review sessions; plan any needed or desired activity left outstanding.

Tool To Help Students Enhance Their Experience

Students have been given a one-page form for each mentor session. Titled “Mentor/Student Interaction Report,” it is a vehicle to record and structure each session’s developments. Students are urged to take notes during meetings and complete this “interaction report” immediately following each meeting. A sample is included below. If you think it would be helpful, you could encourage your student to use it.

MENTOR/STUDENT INTERACTION REPORT

Date: _____ **Time:** _____ **Location:** _____

<u>Points to Cover</u>	<u>Questions from Last Time</u>
<u>Names of Individuals Met</u>	<u>Roles of Individuals Met</u>
<u>Observations Which Fit My Expectations</u>	<u>New Concepts and Ideas</u>

Next Appointment:

Date: _____ **Time:** _____ **Location:** _____