

# WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM

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# **WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM**

## **PROGRAM OBJECTIVES**

1. 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.
  
2. To assist students in defining and clarifying their career goals. 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, perhaps most, do not have a clear vision of what they want to do after graduation. The Career Mentor Program is intended to provide experience and exposure that will help students begin to clarify their career interests.
  - Confirm and refine career goals—The mentor experience can assist 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 can provide 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.

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## **BENEFITS OF THE PROGRAM**

### **FOR THE STUDENT**

- Gain knowledge about specific career, industry or organization
- Acquire “real world” experience about what’s involved in his/her career choice
- Discover insight and awareness about other careers
- Help establish and expand career-related “network” of acquaintances
- Help determine if a career choice is what the student thought it would be
- Learn the “pros and cons” of the mentor’s career
- Gain experience and confidence through interacting with career professionals in order to be more effective in future job interviews
- Receive feedback from the mentor about content and format of student’s resume
- Exposure to internships and summer job opportunities
- Exposure to full-time, permanent job opportunities
- Opportunity to earn a recommendation from the mentor
- Learn to “navigate” in Kansas City metropolitan area
- Make a friend for life!

### **FOR THE MENTOR**

- Stimulating interaction with a young person getting ready to enter the work force
- Opportunity to “give something back” or to offer help and support to a potential college grad
- Update on or introduction to William Jewell College
- For alumni, an opportunity to share a sense of pride in their Alma Mater

### **FOR COLLEGE CURRICULUM**

- Receive insight into “real world” applications and skills used by successful career professionals
- Acquire feedback to keep curriculum up-to-date and relevant
- Potential for joint college/industry programs that benefit both the academic department and the commercial organization
- Opportunity for the college to identify potential instructors or guest speakers for the College

### **FOR WILLIAM JEWELL COLLEGE**

- Affirm and reinforce alumni pride and confidence in William Jewell
- Increase alumni involvement with a sense of ownership and participation
- Introduces non-William Jewell alumni to the activities of the College
- Creates an opportunity for greater College and community cooperation and involvement

**WILLIAM JEWELL COLLEGE  
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**STUDENT ASSESSMENT OF PARTICIPATION**

Here are comments by students who participated in the program during the school year:

*“I think this is an awesome program that most other schools can not compete with. It is a great resource.”*

Kathryn Lohmann

*“If I was asked about the value of my participation in the Career Mentor Program, I would say that it is an excellent opportunity to learn about a specific career!”*

Kenneth Hartman

*“My mentor welcomed me on the first meeting and made me feel extremely comfortable in his work environment. We spent a lot of time just talking, regarding my questions and concerns about the medicine field. Dr. Fish is a great man and I was extremely lucky to be paired with him as my mentor!”*

Stephanie Bock

*“My Mentor should definitely be asked to serve again. She made me proud of William Jewell College and of my future profession and made time to challenge me as well. I really enjoyed this opportunity.”*

Jessica Krenke

*“I feel like the Career Mentor Program has been a very positive experience for me. I think the time I invested in it was well worth it; I would recommend this program to other students.”*

Betsy Bramon

*“Career Mentorship Program is a great networking experience to meet people in my career field. It’s a great way to learn what the job is all about so you really know what to expect. It’s great reassurance that you are choosing the right path.”*

Carissa Walker

*“This program is amazing! It really aids in a true experience of your chosen field of work.”*

Sarah Franklin

*“If I were asked about the value of my participation in the program, I would say that it is a wonderful experience and that it very valuable. Honestly, if a student does not participate in any internships over the summer then this would be the best chance he or she would have at being able to interact with a professional in his or her area of interest.”*

BeckyHarden

# WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM

## EXPECTATIONS OF STUDENT PARTICIPANTS

As a student participant in the Career Mentor Program, there are basic things the Commission and College expect of you (and you should expect of yourself) to assure a positive, productive experience.

- Attend all sessions that you and your mentor schedule. Notify your mentor immediately if an emergency occurs which makes it impossible for you to be at a scheduled meeting. And always be on time...be early, if possible.
- You should take the initiative in all communications. Never wait for your mentor to call you. Your mentor is a busy person so be persistent. It may take several attempts to reach your mentor. Don't quit trying. Continue your effort until you are successful.
- Always take your personal calendar with you when you meet. This will facilitate planning and scheduling. Also, take your questions, a way of taking notes, etc.
- Demonstrate to your mentor your interest and appreciation. Your mentor is giving a valuable gift you cannot buy. The only reward is your gratitude and interested participation.
- You are a representative of William Jewell College, its students, faculty, administration and alumni. You are responsible for upholding the high standards and reputation of the College.

The Career Mentor Commission will make at least one follow-up call to your mentor to check on your progress. These calls will be used to provide feedback to Career Development and the student.

Your mentor also should meet expectations. The Commission has made an effort to locate and recruit quality mentors. However, it is possible that one of these volunteers may not be a good mentor. You, the student, do have a recourse if your mentor proves unsatisfactory.

If your mentor arrangement is not suitable, you can call and report the situation to Marissa Bland, Director of Career Development at 816-415-5938 (or ext. 5938), or any of the Career Mentor Commission members. The conditions that warrant this include: 1) personality conflict; 2) mentor repeatedly breaks appointments and/or will not commit to meeting; or 3) the mentor's expertise does not match your career interests. Don't be hasty. Give your mentor a chance – but if things are not working out, the Career Mentor Commission will intervene for you.

# WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM

## TIME FRAME AND APPROXIMATE KEY DATES FOR YOUR ACTION

WHEN (APPROXIMATE)	WHAT
Feb. 7th	Attend student orientation meeting
Feb. 10th-13th	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare objectives for mentor experience</li> <li><input type="checkbox"/> Prepare questions you want answered</li> <li><input type="checkbox"/> Revise resume, if needed</li> <li><input type="checkbox"/> Contact mentor to set up first meeting</li> </ul>
Feb. 10th-21st	Meetings with mentor should begin this week (or earlier): There is a block of time between 2/10/2020 – 4/20/2020 when you should: <ul style="list-style-type: none"> <li><input type="checkbox"/> schedule 4-6 meetings</li> <li><input type="checkbox"/> participate in at least 10 hours (20 if ACTIn) of interaction with your mentor or his/her associates</li> </ul>
April 20th-27th	<ul style="list-style-type: none"> <li>• <input type="checkbox"/> Wrap up of student/mentor interaction meetings by April 20.</li> <li>• <input type="checkbox"/> Attend Debrief Meeting on April 27 (see last page for details), present reflection piece, and fill out program survey.</li> <li>• <input type="checkbox"/> During last meeting with mentor, write and deliver thank-you note and gift to your mentor (provided by Jewell)</li> </ul>
April 23rd	Turn in ACTIn documentation if counting program for major

## USING YOUR PERSONAL CALENDAR

Every student is expected to have and use a personal calendar or day planner. If you are not using one now, this should become part of your learning experience. Use it to note and plan all your Career Mentor Program activities, as well as your other academic and social commitments.

- Take your personal calendar to every meeting with your mentor!
- Write the day, date, time and location of every meeting planned with your mentor.
- Mark your calendar for these dates now:
  - Feb. 13            Deadline to set up first meeting with mentor
  - April 23        Deadline to deliver thank you note and gift to mentor (provided by Jewell)
  - April 27        Debrief Meeting (present reflection piece, fill out program survey)
  - April 23        Deadline to turn in ACTIn documentation if appropriate

# WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM

## CHECKLIST FOR GETTING STARTED

### **PREPARATION**

- o Determine goal - what do you want to accomplish
- o Write out your goal
- o Write the questions you want to answer
- o Review calendar - when are you open, dates that you can't meet
- o Write down your available times
- o Review you mentor's biography

### **SET UP YOUR FIRST MEETING**

Mentor's Name \_\_\_\_\_

Organization & Title \_\_\_\_\_

Phone Numbers: Work \_\_\_\_\_ Home \_\_\_\_\_

- o Identify yourself and WJC Career Mentor Program affiliation
- o Explain purpose of call – to set up first meeting
- o Provide earliest dates / times you can meet
- o Agree on a meeting time with your mentor
- o Explain your goal – what you want to learn, accomplish
- o Determine appropriate attire for the meeting
- o Identify meeting location; obtain directions, if needed
- o Review and confirm your arrangements with your mentor

Day of the week and calendar date \_\_\_\_\_

Location \_\_\_\_\_

Special instructions / directions \_\_\_\_\_

\_\_\_\_\_

### **FIRST MEETING**

- o Be sure you take along...
  - } Your personal calendar, summary of when you can/cannot meet
  - } Your goal for participation in this program
  - } Your updated resume
  - } Questions you want answered
- o Get acquainted – give mentor information/background about yourself
- o Get acquainted -- learn about your mentor's background and interests
- o Give mentor your goal – what you hope to learn/accomplish
- o Give mentor updated resume, if applicable
- o Give mentor your questions
- o Decide on a plan for your future meetings

# WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM

## WHAT TO DO TO GET STARTED

### A. PREPARATION

Today's preparation determines tomorrow's achievements. You will discover that is true throughout life. The usefulness of your mentor experience will depend, to a large degree, on how well you prepare yourself. There are important steps you should take before you contact your mentor.

1. **Determine your objective for this mentor experience.** Write down what you want to learn or accomplish. This is the key to your participation producing useful results. Your mentor must know and understand what you want the experience to do for you.

Your objectives probably relate directly to learning about the career field in which you have interest. There are several different broad goals from which to choose to focus on this semester.

- a. **Help in finding a career goal.** A very real need is to get help and experience to guide you in deciding on a career path. If you feel "I haven't any idea what I really want to do with my life," you are not alone. It is estimated that the majority of college students (some say 60% or more) don't have a career goal or path. Don't feel embarrassed or ashamed to clearly spell this out. A significant benefit of the Career Mentor Program is the exposure to what is involved in the real world so you can begin to move toward your interests and aptitudes and away from those careers that are not a good match for you.

If this describes your situation then build your mentor experience goals around it. Be open and honest and say so. You may be surprised that many of the mentors experienced the same thing. Finding your career goal is a common, legitimate need that can be addressed only when your mentor understands this.

- b. **Gain insight into a broad industry perspective.** You may believe you would like a career in a broad category, such as "public relations." The mentor experience can provide insight about what careers in that industry are really like. The real world may be very different from your perception -- examination of what is involved can stimulate your interest to learn more about it.

Acquiring broad industry insight also is very useful when there is more than one area in which you are interested. One semester you can have a mentor relationship focus on learning about one industry, while another semester you could investigate another.

- c. **Learn about different careers within an industry.** There are many different careers, and variations of those careers, within a broad industry category. Your interest might be in social service, but you don't know what careers that involves and how the jobs differ. This also represents a need that you should express in your objective when you meet with your mentor.
- d. **Learn in greater detail about a very specific career field,** or even a specific company. This is a goal you hopefully expressed in your interview before your mentor was selected. However, you need to inform your mentor what your objective is to guide him/her in providing exposure that will be especially helpful to you.

In summary, your first step of preparation is to put in writing what you desire to learn and/or achieve from this mentor experience.

2. **Prepare a list of questions you would like to have answered during your mentor experience.** Progressing from identifying your objective, the next logical step is to summarize what you want to be sure to learn. Write down your questions. You may want to give these questions to your mentor when you first meet. It could help him/her prepare and will assure you that important points are covered.

These questions are a “starter” list. Your actual experience with your mentor will cause you to add other questions or amend your questions. Expect this. In fact, before each session with your mentor, you’ll want to update the questions you want to cover in that meeting.

The secret, however, to good questions is to have a starting base from which other questions and commentary will grow. Here are some areas of inquiry to consider:

a. **Education**

- What undergraduate courses are most needed and useful for this type of career?
- What additional courses would the mentor take if preparing for this job today?
- What is the need or importance of graduate school in entering the field? How important is graduate training to the career path? What are the best graduate schools to attend for this field?

b. **What is really involved in a job in this field?**

- What are the duties/activities in a typical day and/or week?
- What interaction do you have with people in this type of work? A lot, or do you work mainly alone? Is the interaction process with people frequent, seldom or varied?
- What other types of jobs and people do you typically work with? Do you usually work within a department, a division or the whole organization?
- What computer skills and knowledge are necessary? What programs/systems should you know? What types of computers are used?
- What is the pattern of work on most jobs? Are they fairly predictable and routine, or are they flexible or erratic? Are there vacillating high and low levels of work loads?
- How much travel is involved in this type of work? How often are trips taken? Are trips for extended periods, a week at a time, or only a few days? Is travel usually local, national, or international?

c. **Career path and progress**

- What is required to advance in this field?
- What are the usual time increments to progress on a career path in this field? Are changes of position frequent? How much time is usually spent in a position before advancing?
- Are most career advancements usually within the same organization? Does advancement come faster with a change of companies?
- Do career advancements usually mean a move of household usually? How frequently can one expect to move? Are there certain locations that are key for advancement or success in this field? Are there certain geographic areas that provide the most job opportunities?
- What language(s) is (are) most important? What degree of fluency is needed?

d. **Networking and professional organizations**

- How can I begin networking before I’m employed in this field?
- How important are professional organizations to personal growth and making valuable contacts? In what organizations should I consider participating?
- What are other ways of networking? Web sites? Trade shows? Conventions?

- e. **What can I learn from my mentor's own personal experience?**
  - What do you feel has helped most in reaching your goals?
  - If you could "do it all over again," what would you do differently?
  - What have been the greatest challenges?
  - What publications do you read that are the most useful in your work?
  - What books would you recommend reading to help prepare for this field?
  - What is your personal evaluation of this field for the future? What is seen as necessary to succeed in the future in this career area?
3. **Review your personal calendar**, and identify the dates and times you are available to meet over the next 10 weeks.
  - a. **Identify days and times that you absolutely will be unable to meet.**
  - b. **Review your calendar and find dates and times, as of now, that you have open.** Look specifically for days when you may have only a few or no classes. Based on this, decide the times that would be best for you to meet. Also, identify alternative times that you could meet if necessary, because of your mentor's schedule.
  - c. **Write down schedule information you can give your mentor when you first meet.** List dates and times best for you to meet. List separately when you absolutely cannot meet.
4. **Determine if there are particular types of experiences or types of mentoring formats that you especially would like your mentor to plan.**
  - a. **Review pages 15** to learn some of the formats used in the mentor experience.
  - b. **Be prepared to suggest to your mentor the formats or activities** of special interest to you. Understand that your mentor may not always be able to comply with your request.
5. **Review the biography of your mentor so you'll have some idea who you are talking to when you first meet.**
  - a. **Be sure you know your mentor's name and title.** If you have trouble pronouncing his/her name, politely ask for the correct pronunciation on your first contact.
  - b. **Take note of previous positions/responsibilities, as well as educational background.**

## B. HOW TO SET UP YOUR FIRST MEETING

1. **Call your mentor and arrange for your first meeting.** This is YOUR responsibility. You must be persistent. Don't quit after a few unsuccessful efforts. This, in itself, is a lesson you'll need to learn to be successful in whatever career you choose. When you reach your mentor, here are things to do to efficiently arrange your meeting and make a good, first impression.
  - a. **Identify yourself by name** and that you are the William Jewell student that your mentor will be working with in the Career Mentor Program. Don't rush. Speak distinctly. You may need to repeat yourself to "get through" to your mentor. He/she may be pre-occupied and may need to be reminded of the affiliation.

- b. **Explain that you are calling to schedule your first meeting** for the purpose of planning when and how the two of you will work together. Your explanation sets up the purpose of your call and eliminates any confusion about what you want the mentor to do at this point. Ask if it is a convenient time to do this. If your mentor says “no,” ask for a specific time to call back to make arrangements. Do not have your mentor return your call, even if it is offered. You may lose valuable time waiting. Again, you keep the contact initiative.
- c. **Provide the earliest times you are available to meet**; then inquire if your mentor has at least an hour open any of those dates. The mentor’s convenience takes priority, but you want to motivate him/her to suggest a meeting as early as possible. You probably will need to jockey back and forth to find a time convenient to both of you. When you reach agreement, repeat the day, date and time to assure you both have the same understanding.
- d. **Next, explain what your goal is for your mentor experience.** Do this as simply and clearly as possible. Be prepared to answer questions for clarification. It is important to spell out your objective during this call, so your mentor can begin to prepare to respond to your interests and desires.
- e. **Ask what is appropriate clothing to wear.** Do this before each meeting. If the answer is “casual,” get clarification about what that means.
- f. **Now inquire about where you are to meet.** Ask for directions to the building location, parking, building entrances, room location, etc. You also may need to have arrangements made with building security personnel for your entry.
- g. **Finally, in this conversation, repeat the key meeting arrangements** for confirmation:
 

Day	Time	Meeting purpose	Date	Location	Your objective
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- h. **What to do when you get your mentor’s answering machine or voice mail:** In today’s busy world, more often than not, your phone calls are answered by voice mail or answering machine rather than a real person. Here are some suggestions to reduce your frustrations and minimize telephone tag:
  - Do NOT just hang up if you get a recording or voice mail when you call.
  - Also, do NOT just give your name and number and ask your mentor to call you.
  - You probably can accomplish much of what you want to do by leaving a message. Provide the same basic information that you would if speaking to the person. Remember to enunciate your words and not rush your message. That recording must present your message, and it also creates your mentor’s first impression of you. Again, here’s the information you should provide:
    - Your name and WJC Career Mentor Program affiliation.
    - Purpose of your call -- to set up your first meeting.
    - Propose the times you can meet.
    - Tell your mentor your goal.
  - When you complete your message, tell your mentor when you will call again (day, date, and time).
  - Your voice mail message should be professional and business-like. The casual, cute and “innovative” responses on your voice mail may be fine for your campus friends, but it can create a negative impression for others. Interviews and even job offers have been lost because of the impressions created by students’ voice mail messages. Also, you need to coach your roommate to take messages for you in a polite, professional way. Be sure your messages are forwarded to you.

2. **The first meeting with your mentor is very important.** You should set the stage for the rest of your meetings and your relationship with your mentor. This will help both you and your mentor. It gives you a sense of where you're going, and it demonstrates a professional approach by you. Here are things you should do during the first meeting:
  - a. **Take time to get acquainted.** Share information about yourself and your background with your mentor. More important, ask your mentor to tell you about him/herself -- background and education, family, hobbies and interests, and, of course, career.
  - b. **State as clearly as possible, again, your goals** for what you want to accomplish during this mentor relationship. Identifying, then expressing, your objectives is critical for your mentor.
  - c. **This may be a good time for you to give your mentor the questions that you prepared.** It will provide greater insight into the things you hope to learn. These questions can serve two purposes: 1) a guide for your mentor in planning your sessions; and 2) a checklist for you to assure that points of interest are covered.
  - d. **Try to develop a schedule for all your mentor sessions.** This may not be possible if the mentor has not blocked out mentoring plans, or if his/her calendar is full or uncertain. You'll need your personal calendar and the summary of your available dates you prepared earlier.
  - e. **Develop an overall plan for the mentorship, if possible.** Your mentor may have this prepared, or in mind, already. If not, in a cooperative way, press your mentor to give you an overview of plans to give you insight into your career field.
  - f. **It's obvious, but important, that you be polite, poised and enthusiastic.** You should be enthusiastic about this unique learning experience, and your enthusiasm will be both a motivation and reward to your mentor.

### C. HOW TO MAKE THE MOST OF EVERY MENTOR SESSION

1. **A TOOL TO HELP YOU:** Following this section in your packet are six identical forms titled "Mentor/Student Interaction Report." It sounds grim, but this form can be pure gold, if you are wise enough to use it. This form embodies principles that most successful people use. Plan what you want to accomplish, identify those you interact with, evaluate and draw conclusions from your experience. No, you don't have to use this form, but you will discover it is a convenient and really useful tool to enhance your mentor experience.
2. **USE IT TO PLAN EACH MEETING:** Fill out a new report form before you go to your session. Write in the points you want to be sure are covered, and, also questions that arose in the last meeting. The list of questions you prepared at the beginning is a good reference. The questions will remind you of what you want to learn, and you will discover you have more questions.
3. **USE IT TO RECAP EACH SESSION:** You will retain far more of what you have learned if you jot down notes immediately after each session. (It will take five minutes or less—if you wait till later, you'll lose much of what you learned, or you may never get it done). The Interaction Report has a place to record names of people you meet. This is a valuable source for networking. The observations and idea boxes will help you plan the next meeting and become a valuable record to aid you in assessing this career course.
4. **USE IT TO EVALUATE THIS CAREER CHOICE EXPERIENCE:** A few pages will give you a quick, convenient overview of the total mentor experience. It will be useful in deciding if this type of work is for you and in understanding what to do, or who to see, if you pursue this career choice.

**D. ACTION NEEDED TO COMPLETE YOUR MENTOR EXPERIENCE**

1. **Write a personal note of appreciation to your mentor.** Do this within a week of your last session. You will have received a valuable gift from your mentor. A thoughtful note from you is more than a courtesy – it should be a genuine expression of gratitude.
2. **Evaluate your mentor experience.** The Career Mentor Commission will send you a form for this purpose near the end of your mentor experience. Your response is the way the Commission learns about the program and makes adjustments to improve it. The Commission wants to receive an evaluation from every student.
3. **Deliver to your mentor a gift** provided by the Alumni Board of Governors and the Career Mentor Commission.
4. **Decide what your mentor experience means to your career goals.** Incorporate what you have learned from this experience into your career planning and decision-making.

# **WILLIAM JEWELL COLLEGE CAREER MENTOR PROGRAM**

## **WHAT MAKES A SUCCESSFUL EXPERIENCE**

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

- The mentor and student should establish goals and objectives together in their first meeting.
- A schedule of future meetings with the student should be developed during the first meeting.
- Student and mentor should meet four to six times during the program. Students pursuing the ACTIn major may request additional meetings.
- Student will spend approximately 10 hours of contact time (20 for ACTIn majors counting this experience for Active Engagement credit). 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, and role within the organization and how he/she relates with other operations.
- The mentor is urged to arrange a visit and tour of work facilities.
- The mentor may arrange outside contacts for the student, such as informational discussions with department heads, supervisors, executives, and new employees or trainees within the organization, as well as other professionals in the career field.
- Also, the mentor may include activities such as staff meetings, board meetings, stockholder meetings, training sessions, testing sessions, or other appropriate events.
- At the conclusion of the program, the students and mentors are asked to complete an evaluation of the Career Mentor Program and their experience. This is a useful tool the Commission will use to improve the program.

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## **FORMATS AND TYPES OF MENTORING EXPERIENCES**

- One-on-one informational interviews with mentor.
- Lunch or breakfast meetings with the mentor.
- Typical workday -- “a day in the life of...” Mentor can describe what is involved in a typical day (verbally walk through the experience) or, if time allows, have the student with them throughout a whole day (or half day) to witness first-hand what the mentor does.
- “Shadowing.” As above, 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, process, etc., sequentially through its progress in working with different departments.
- Interviews and meetings with the mentor’s colleagues. This is especially good for input from both experienced as well as new employees. Also, it is a way to get a broader view of all the types of work involved in a career field.
- Staff meetings. Attend meetings with mentor to observe the interaction of different people, positions, operations, etc. It is a useful method to learn what is involved in the work process and to gain understanding of the importance of communication and working with others.
- Client meetings. Be 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.”
- Professional association meetings. Attend an association meeting with the mentor to get a broader insight of the “industry” or profession and also to learn about and begin the networking process.
- Career planning session. This session can be conducted either by the mentor or the mentor’s human resources specialist.
- Tour of work site. A tour of the mentor’s organization could be conducted by someone other than the mentor.
- Special assignments. Under certain conditions, the student may actually become involved in performing a task or working on a project. Time constraints should be carefully considered (completion time and student’s time available to participate), as well the nature of the work itself. However, if the requirements seem reasonable, first-hand experience is a wonderful teacher.

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**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:** \_\_\_\_\_

## **Career Mentor Program Required Reflection Piece & Debrief Meeting**

Part of the requirements of the Career Mentor Program is to present a reflection piece on your experience. This gives you the opportunity to process your experiences over the semester and think about the impact that they have on your career planning.

For your reflection piece, you will use your iPad provided by the College. You have the option to utilize iMovie, iBooks Author, Keynote, PPT, or other platform to develop a 2-3 minute presentation that reflects on your experience in the program. **On Monday, April 27, 10:15-11:05 a.m. (Jewell Time) in Gano Assembly**, each student in the program will come together and share his/her reflection piece with the other mentees in the program in a casual, open dialogue environment.

In your reflection piece, please address the following questions, along with any other points you find relevant.

- How would you describe your mentorship experience?
- What did you learn/gain? What impact does your experience have on your career planning?
- Now that you have had your mentoring experience, what are your career-related goals moving forward?