



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

match**100** mentorship **HANDBOOK**

This mentoring program handbook provides best practices, resources and tips for your journey through the program. It can also help to identify what the mentor and mentee are interested in learning through the program and provide a roadmap of skills that will be beneficial to both parties as the relationship grows throughout the year.



Communities. Connections.
asc-careersuccess.osu.edu

ACKNOWLEDGMENTS

A sincere thanks to all who have contributed to the startup of the ASC Match 100 Mentor Program. This handbook could not have been completed without all the hard work and passion of our Arts and Sciences (ASC) Alumni Board Mentorship lead - Ms. Julie Capozzi (Journalism, 1993). We would also like to thank the OSU Arts and Sciences Center for Career and Professional Success marketing department for assisting in publishing this manual.

The mentorship program would not be complete without all our great mentors and mentees. This is a great first step for all the Ohio State mentees, who have started thinking about their career development during their early school years. You will find this program as a very rewarding and career enhancing program, but like everything else will only be as rewarding as the effort you put in. We also greatly appreciate in advance the time and effort of our OSU alumni mentors, who are willing to “pay it forward” and work with our great students. Your career experiences and advice are helping to shape the future leaders of this great country.



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1 INTRODUCTION

1.1 Mission

The ASC Match 100 Mentor Program within the College of Arts and Sciences at The Ohio State University represents a bridge between current students and Arts and Sciences alumni who serve as mentors in guiding students in their professional career development.

In this program we define mentoring as:

- A learning partnership where both the mentor and mentee create a shared vision of mentoring defined by respect, openness and understanding.
- A program where mentors relate their professional knowledge and skills in guiding students in their career exploration of the workplace while gaining personal satisfaction, feedback and networking opportunities.
- An opportunity for mentees to take an active role in their learning and development through questioning and reflection designed to nurture, recognize and reward the growth of the student.

1.2 Program Overview

The ASC Match 100 Mentor Program is designed to match current students with alumni who serve as mentors in the student's career development. The program is facilitated through a partnership between the College of Arts and Sciences (ASC) Center for Career and Professional Success, the College of Arts and Sciences Office of Advancement, and the College of Arts and Sciences Alumni Society Board. It is important for participants to realize that they are not operating as a lone mentoring partnership, but are involved in an organizational program where concerns, experiences, and support are shared.

1.2.1 Matching Process

Alumni and students will apply to this program via online portals provided by the Center for Career and Professional Success. Matches will be based on many different components, including college

major and career community interest/field of work. Efforts will be made to match a mentor with a mentee who is interested in going into the field in which the mentor works, but this will not always be possible. There are no guarantees that mentees' and mentors' preferences will be met due to the availability of interested applicants in each program cycle.

1.2.2 Communication Process/Guidelines

The mentor and mentee pairs should make every effort to meet (in person, via phone or virtually) on their own at least once a month through the academic year (October through April). All meetings in person must be in public places. Mentors are not responsible to pay for their mentee's meal, nor vice versa. This goes for any expenses that might occur, though you are welcome to treat if you wish. Suggested places for in-person meetings: campus-area restaurants on Lane Avenue or High Street such as Panera, or on-campus locations such as the Ohio Union or cafes in the RPAC or the Thompson Library. If you are an alumnus visiting campus, please contact the Center for Career and Professional Success ahead of time to arrange for the pick-up of a parking pass. Continuing Communication after the program ends: Students and mentees are required to communicate once a month but are more than welcome to communicate more often and after the program officially ends in May. Mentors and mentees (if still an eligible 2nd or 3rd year student) are encouraged to apply to the program the following year to continue their relationship or be matched with a new mentee or mentor.

1.2.3 Mentoring Resources

The Career Success website contains a variety of materials and resources that both mentors and mentees can utilize throughout the program including this handbook and the learning modules. Additional resources may be added

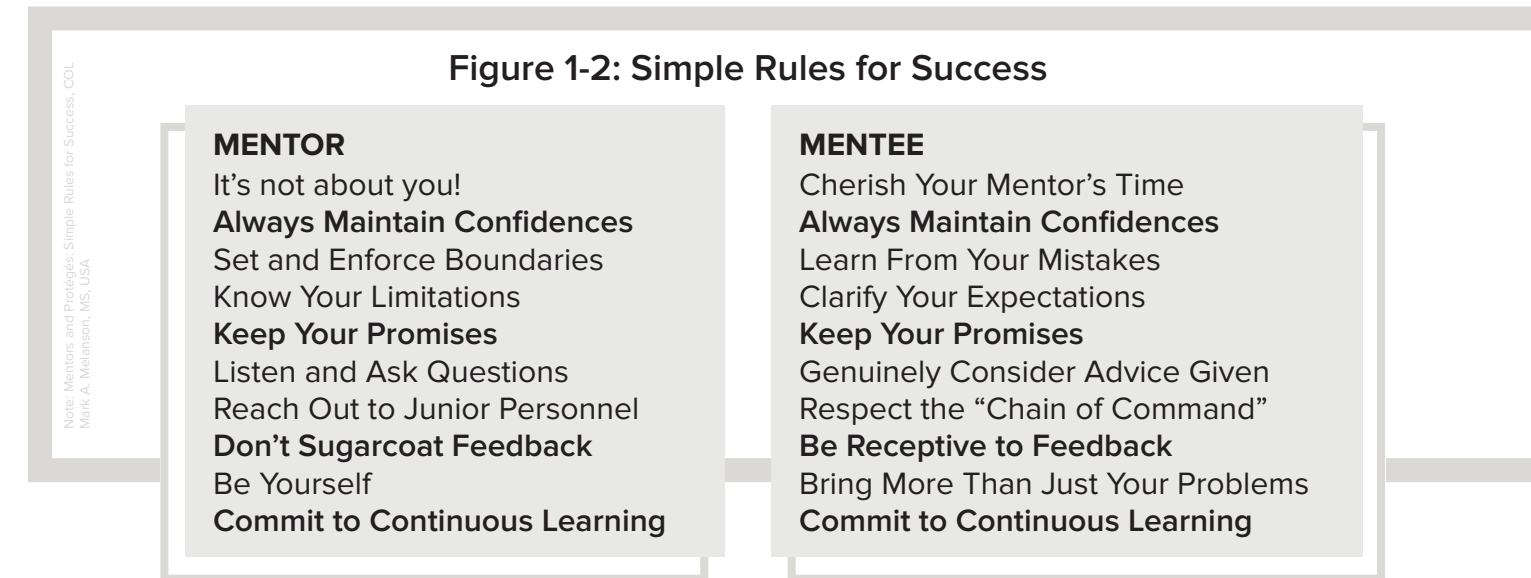
throughout the program. All mentors and mentees are encouraged to bookmark <https://go.osu.edu/match100>.

1.2.4 Expectations

It is important the mentor and mentee establish rules of engagement early in the relationship. The article Mentors and Proteges: Simple rules for Success is highly recommended reading for both the mentor and mentee and summarized in Figure 1-2 above.

“I think there is a lost art in meeting people face to face. I have to see them and read their body language to understand what they are looking for.”
- Elaine Meyers, J.P. Morgan

Mentors will be provided with module discussions to facilitate conversations with their mentees. We understand that some mentors will not need these conversation starters, as their relationship will grow organically, but the modules are there to help if needed. While all modules



1.3 Role of the Mentor

All mentors participating in the program are required to follow and abide by expectations listed on the mentor agreement form. The best mentors adjust their role to meet the mentees needs. As part of applying to this program all mentors agreed to the ability to meet with their mentee **in-person** a minimum of two times during the academic year. Additional meetings can take place via phone, Skype, etc., but mentors are encouraged to meet in-person as much as possible.

Mentors are encouraged to attend the kickoff event in October, the mid-year social gathering in January/February, and the spring send-off event in April.

are highly encouraged, we will only require the completion of a choice few. Those required modules will be identified for all mentors at the start of the program. We intend to build upon this library and are open to future suggested topics.

Mentors will receive a survey to report on the number of hours donated and topics covered during your mentoring sessions. The survey will take minutes to complete and gives you credit for the work you do.

The mentor is responsible for dispensing general career advice and guidance in any form appropriate for the student, even if the student is not interested in the field in which the mentor works. This program has been designed to be successful even if the mentor and mentee's

career interests do not align. The mentor may wish to refer to career related resources available through the Center for Career and Professional success website (<https://artsandsciences.osu.edu/career-success>). If the mentee desires additional help in an area outside the mentor’s career field, please contact the mentorship coordinators to see if other alumni or Career Success staff may assist.

The mentor is **NOT** responsible for conducting a job search for the student or offering the student an internship or full-time position with the company for which the mentor works. If possible, the mentor may choose to allow the mentee to shadow him/her on a workday.

1.4 Role of the Mentee

All mentees participating in the program are required to follow and abide by expectations listed on the mentee agreement form.

Schedule-permitting, all student mentees should plan to attend the kickoff event in October, the mid-year social gathering in January/February, and the spring send-off event in April.

Any mentoring relationship should be allowed time and space to grow organically, and that is the goal of this program as well. Program facilitators will provide discussion topics to all mentors, and some modules will be required, but we also want to allow each mentor/mentee pairing to achieve the goals they’d like to set for themselves.

Mentees should pay close attention to correspondence they are receiving from their mentor. Emails can provide information on upcoming discussion topics, etc. Mentees should take an active role in the relationship by being prepared to discuss what will be most beneficial to their career development. Mentees should be prepared to ask questions, reflect on their meetings, share their OSU experience with their

Mentees should understand that a mentor can give general career advice and guidance, and this program offers many networking opportunities as well. A mentee should also understand that it is **NOT** the purpose of the program for a mentor to conduct a job search for the mentee, nor to offer the mentee an internship or full-time position.

“My mentors supported and helped fine-tune my professional career path as well as assisted with my personal plan of action.”
- Evan Rymer (Student Mentee)

2 FOUR PHASES OF MENTORING

There are four basic phases of the mentoring program:

(2.1) Orientation/Preparation, **(2.2)** Program Launch/Negotiating, **(2.3)** Enabling/Mid-Point Review, and **(2.4)** Closure/Evaluation and Celebration. A notional timeline is provided in Figure 2-1 below. This timeline was designed to be long enough for the goal to be realistic, but short enough for everyone to stay motivated. A summary of the objectives, goals, and form/resources are provided in Table 2-1 below, and details provided in the further sections for each phase.

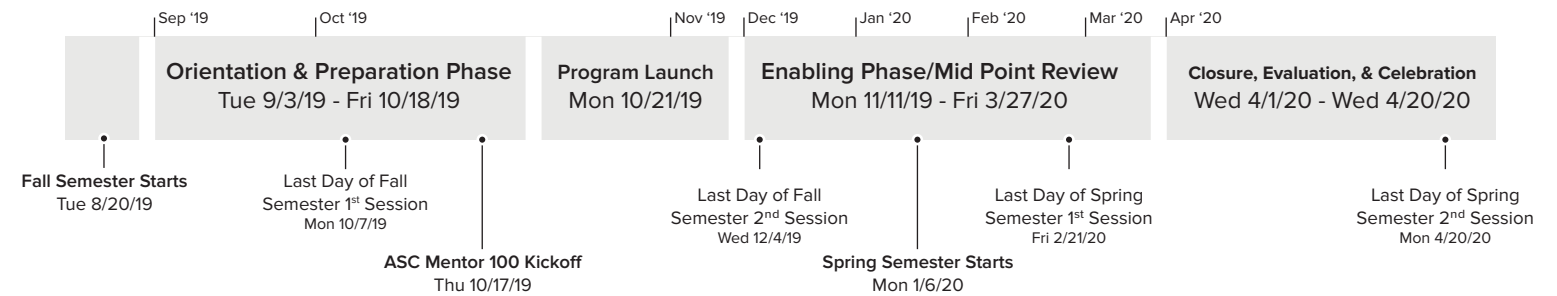


Figure 2-1: Notional Timeline of Mentoring for 2019/2020

Table 2-1: Four Phases of Mentoring

PHASE	Objectives	Goals	Forms/Resources
Orientation/Preparation	1. Self-preparation 2. Relationship preparation	Become better acquainted with your mentoring partner. Distribute and review the program handbook. Clarify the Partnership Agreement. Begin to develop mentoring partnership and community.	Program handbook, Mentoring Partnership Agreement
Program Launch/Negotiating	1. Define learning goals, success criteria and measurement, and roles and responsibility 2. Agree on frequency and learning objectives (ex. In-person)	Discuss topics: Defining individual goals for the partnership, how these goals will be achieved, and indicators determining success. Deciding how one learns matters. Addressing all items in the agreement form to include strategies for effective and efficient meetings and accountability.	Mentoring Partnership Agreement (Appendix A). Review Mentoring Basic 101 protocol and procedures. Introductions Checklist (Appendix B)
Enabling/Mid-Point Review	1. Learning and development 2. Supporting by networking, practical experience, and professional development/classes	Recommended modules. Reflection Exercise (where are you in your partnership). Bi-Monthly Evaluation.	Bi-Monthly Evaluation
Closure, Evaluation, & Celebration	1. Reach learning conclusion and move on to next level of application 2. Situation can be passed on to other mentors	Provide a way to officially bring closure to the mentoring rotation. Acknowledge and congratulate the participants. Share perspective and feedback.	Final Individual Self-Reflections. Final Reflection Exercise. Final Overview Evaluation

2.1 PHASE 1: Orientation/Preparation

2.1.1 Establish the Relationship

It is the mentee's responsibility to initiate the first step by contacting the mentor to schedule the first meeting in person or virtually. The Center for Career and Professional Success can also assist, if needed, in an introduction via email. Topics of conversation for the first meeting will vary but try to accomplish these goals during that time:

- Become Acquainted
- Establish Communication Expectations
- Discuss Goals

2.1.1.1 Discussion topics for the first meeting for mentees & mentors (ask these questions):

- Your career path/your intended major and why you chose this path?
- Your hobbies and interests?
- What was your student experience at OSU?
- Why you chose to attend OSU?
- Were you involved in student organizations at OSU?
- Did you do any internships while in college?

2.1.1.2 Questions to establish clearly defined expectations:

- How often will you meet?
- What method will be used for meeting?
- Who will be responsible for making the arrangements for the meeting?
- What will be your "ground rules" for how the time will be spent and how you will communicate?
- What does confidentiality mean to you and what does it mean to your mentor?

2.1.1.3 After the First Meeting

Though it is the mentee's responsibility to contact the mentor, more often than not, both parties reach out equally. That's great! That's what we want! An open relationship where both parties willingly contact each other!

You are more than welcome to communicate more than once a month in person, over the phone, Skype, etc. The communication style should fit the needs of both the mentee and mentor.

Further Questions You May Want To Ask Your Mentor:

- What inspires you? How do you find inspiration?
- What qualities do you look for in people you hire?
- What characteristics or skills set you apart from your peers and enabled you to be successful?
- How do you handle obstacles, roadblocks, and setbacks?
- Who has had the most impact on your life?
- How do you set goals? Advice on this process?
- What are your values, and have you lived them out?
- How do you approach the unknown?
- What dreams and goals inspired you to succeed?
- What do you see are upcoming trends in the industry?
- What courses/experiences/skills would be helpful for me to gain while in college?
- How did your experience at OSU help you advance professionally?
- How would you describe the culture/atmosphere of your workplace?
- What do you know now that would have been helpful to know when you were a student in my shoes?

2.1.1.4 Potential areas of focus for mentee goal setting (examples):

- Develop professional expertise in a specific area of focus
- Develop leadership abilities
- Explore personal interests and abilities
- Learn how to handle school-life-work balance
- Explore majors/career paths and opportunities

Checklist - Phase 1: Orientation/Preparation

- Read through the program handbook
- Become better acquainted with your mentoring partner
- Complete the Mentoring Partnering Agreement (Page A-1)
- Utilize Mentoring Introduction Checklist (Page B-1)

2.2 PHASE 2: Program Launch/Negotiating

This phase finalizes the mentoring partnership agreement provided in Appendix A (Page A-1).

2.2.1 Mentor Agreement

1. Create or update a relevant LinkedIn profile.
2. Review and use the program handbook as a reference guide.
3. Connect with my mentee at least once a month (in person if possible) during the academic year beginning in September and ending in April and meet, at minimum, two times face-to-face with my mentee.
4. Communicate with and respond to my mentee in a timely manner.
5. Notify my mentee if I cannot meet/connect with him/her for any reason and reschedule any canceled meetings.
6. Be a resource to my mentee between our regular scheduled monthly meetings.
7. Communicate in a timely manner with Randy Dineen (listed on page D-1 of this handbook) if I feel uncomfortable or experience any issues or problems during my participation in the program.
8. Alumni volunteers are encouraged to read The Ohio State University's Whistleblower Policy, which can be found at <https://hr.osu.edu/wp-content/uploads/policy140.pdf>

2.2.2 Mentee Agreement

I wish to participate as a mentee in the ASC Match 100 Mentor Program and therefore agree to the following:

1. Create or update a relevant LinkedIn profile
2. Review and use the program handbook as a reference guide.
3. Connect with my mentor at least once a month (in person if possible) during the academic year beginning in September and ending in April and meet, at minimum, two times face-to-face with my mentor.
4. Understand that it is my responsibility as the mentee to initiate communication with my mentor at least once a month and to make sure I am communicating with and responding to my mentor

in a timely manner.

5. Notify my mentor if I cannot meet/connect with him/her for any reason and reschedule any cancelled meetings.
6. Communicate in a timely manner with Randy Dineen (listed on page D-1 of this handbook) if I feel uncomfortable or experience any issues or problems during my participation in the program.
7. Be an active participant in my career development, working to establish mentoring goals that align with my career interests.
8. Adhere to The Ohio State University Student Standards of Behavior and Code of Conduct (<http://studentconduct.osu.edu/>).

2.2.3 Recommended Topics for Discussion

There are several topics for discussion that can be utilized dependent on the needs of the mentee and the assessment by the mentor. These can be already prepared modules provided by the mentor program, individual mentor's experience or research, or organized events by OSU. Topics can also include background on career fields specific to the interest of your mentee. If the career topics requested by the mentee are not within the mentor's career field, please contact the program coordinators for assistance. Possible topics, resources available, and whether required, desired or optional are provided in Table 2-2 on the next page. This is by no means an exhaustive list, but it should help get you started. Please remember that these relationships are designed to grow organically. Help is available if needed. Additional resources and topics of discussion will be added in the future and can be found at <http://go.osu.edu/match100>. Please bookmark this website and utilize the resources available to you.

“It was very beneficial to me as a mentor to hear about challenges and concerns that affect today's college students.”

— Craig Friedman (Mentor)

Table 2-2: Recommended Topics for Discussion

TOPIC	Explanation	Resource(s) Available	Location of Resource	Required/Desired/Optional
Working in Gender Dominated/Diversified Workplace	Understanding that gender dominance and diversity exists in the workplace and that there are techniques and resources to build confidence for success to overcome adversity.	Gender Dominated/Diversified Workplace Module	Career Success Website	Required
Workplace Professionalism	Gain understanding of the meaning of professionalism not only in our own work and relationships, but also in our expectations of professionalism from those around us.	Workplace Professionalism Module	Career Success Website	Required
Benefits of ASC Education in Workplace	Defining the value of an Arts and Sciences degree in the workplace.	Benefits of ASC Education in Workplace Module	Career Success Website	Required
Career Development/Assessment	If you are unsure about a career or major, ask for help to sort through goals, interests, abilities, and values and let the mentor tell his/her own story. Assessment of career using OSU material.	Career readiness assessment module/evaluation	Career Success Website	Desired
Networking	Why it is so important, how to use social media professionally Job strategy/branding: How to make yourself stand out as a candidate in the job search, how to target companies/jobs.	Networking Module	Career Success Website	Desired
Interviewing Skills	How to prepare, answering behavioral questions, follow-up, even request a mock interview for practice.	Interview Module, Interview Checklist	Career Success Website	Desired
LinkedIn	Connect with your mentor/mentee on LinkedIn and ask for feedback.	LinkedIn	LinkedIn	Desired
Resumes/Cover Letters	How to write them, what employers look for, ask for a critique of your own.	https://artsandsciences.osu.edu/career-success/students/navigating-career-planning-process/guides-tip-sheets	Career Success Website	Optional

Informational Interview	Gain understanding of an Informational Interview and its benefits. Understand how to interview career professionals about their field.	Informational Interview Module	Career Success Website	Optional
Industry Advice	Discuss projects, developments, ethics and trends of the mentor's company and industry	Mentor's Experience	N/A	Optional
Goal Setting and Decision-Making Skills	Discuss how your mentor sets goals and their process for setting goals for themselves. Do they set SMART goals? Also discuss what your mentor thinks about when making decisions, both inside and outside of work.	Mentor's Experience	N/A	Optional
Work/Life Balance and Time Management Skills	How does your mentor balance their work life with other commitments (i.e. family)? Can they share best practices on this, as well as any tips they have for managing their time. Does your mentor use anything to help keep their schedule organized (i.e. a calendar, an app, etc.)?	Mentor's Experience	N/A	Optional
Graduate/Professional School Options	Did you mentor attend graduate/professional school? If so, how did they go about making that decision? Is an advanced degree even necessary for your field of interest?	Mentor's Experience	N/A	Optional

2.2.4 Other Suggested Mentoring Activities

- Mentees can shadow their mentor at work or mentors can connect them to other professionals in the field virtually for an informational interview
- Mentors can invite mentees to participate in a social activity where other professionals or clients are involved
- Mentees can invite mentors to relevant events such as a concert, lecture or sporting event at OSU
- Other OSU events found at <https://www.osu.edu/events/> or career-related events found at <https://artsandsciences.osu.edu/career-success/events>.

Checklist - Phase 2: Program Launch/ Negotiation

- Define learning goals, success criteria and measurement, and roles and responsibility
- Goals should be specific, time-framed, results oriented, relevant, and reachable
- Agree on frequency and learning objectives (ex. In-person)
- Review Phase 1-4 Mentoring Checklist
- Complete Phase 1 & 2 Checklist, if desired (Page B-1)

2.3 PHASE 3: Enabling/Mid-Point Review

It is both the mentor's and the mentee's responsibility to complete the mid-point review. Try to accomplish these goals during the meeting:

- Mentor's and Mentee's need to have face-to-face contact and sustain the relationship.
- Together the Mentor and Mentee need to review the partnership goals. Are they being met?

Checklist - Phase 3: Enabling/Mid-Point Review

- Review recommended modules
- Reflection Exercise (where are you in your partnership)
- Complete Bi-Monthly Mentoring Partnership Accountability Form (Page C-1)

2.4 PHASE 4: Closure/ Evaluation and Celebration

2.4.1 Reflection

This formal closure provides opportunity for a final review of the program and the developed partnership. It is also a time to reflect on your past and present to create a roadmap for the future. Consider keeping a journal or document of what you have discussed and what you have learned from your mentor.

Checklist - Phase 4: Closure/Evaluation and Celebration

- Program hosts a final celebration meeting or event for mentors and mentees to mark progress and transition or acknowledge change in the mentoring relationship

2.4.2 Closing Celebration

At the end of each mentor year (academic year), we will celebrate the successes and triumphs of the Match Mentor Program. Typically held in April, this event will be an opportunity for student and alumni participants to gather and network, share stories, and recognize program excellence. Specific program details will be shared in the spring of each year.

2.5 Are You Career Ready?

As an Arts and Sciences major, the depth and breadth of your coursework, along with the experiential learning activities you engage in, allow you to develop a set of core skills that will be advantageous moving forward. Below you will find information on how the Career Readiness Competencies are your key to success!

The National Association of Colleges and Employers (NACE) broadly defines career readiness as the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

To be "career ready" you need to develop the professional competencies listed below. These competencies are developed through a tiered process that involves exposure, engagement, and mastery. As you move through your time at Ohio State we challenge you to increase your awareness of these career readiness skills and determine ways to add to your tool kit!

Throughout the Match Mentor Program you will be able to improve upon the career readiness competencies you see listed below. Our hope is that you will continue to build upon these throughout the program. Think about where you are currently at in regards to the 9 competencies listed below. At the end of the program you will be asked to reflect upon where you're at now versus where you'll find yourself upon completion of the program.

Career Readiness Competencies:

Oral and Written Communication

A student who excels in this competency is able to articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. A student engaged with this competency has individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Teamwork and Collaboration

A student who excels in this competency is able to build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The student is also able to work within a team structure, and can negotiate and manage conflict.

Leadership

A student with strong leadership skills can leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. This student is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Critical Thinking and Problem Solving

Students with critical thinking and problem-solving skills can exercise sound reasoning to analyze issues, make decisions, and overcome problems. These students are able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Professionalism and Productivity

A student possessing professionalism can demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time/workload management. These students can demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and are able to learn from his/her mistakes.

Digital Technology

We live in a digital world, and students who excel in this competency can leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. These students demonstrate effective adaptability to new and emerging technologies.

Global/Intercultural Fluency

A student who has a global perspective values, respects, and learns from diverse cultures, races, ages, genders, sexual orientations, and religions. This student can demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individual differences.

Career Management

Students invested in the career management competency have the ability to think about the other competencies and how they interact with one another to form the complete puzzle of growth, experiences and opportunities.

Active Citizenship and Community Engagement

Students who succeed within this competency do their best to embrace differences and share common goals that ensure our society will move forward together. These students are conscious about their contributions and roles in the community, become aware of the cultures around them, and take a stand for change.

3 THE FUTURE OF MENTORING PARTNERSHIPS

The Ohio State University College of Arts and Sciences plans to continue improving and expanding the Mentoring Partnership Model, as well as its resources and tools. You may be contacted by the coordinator to participate in a post-program review to determine the program's benefits to the participating individuals and the university.

Mentoring can be long term. Mentoring, to be successful, requires time in which both partners can learn about one another and build a climate of trust that creates an environment in which the mentee can feel secure in sharing the real issues that impact his or her success. Successful mentoring relationships typically last nine months to a year, but can continue through life if both parties are amenable. Remember, its purpose is to develop the individual not only for the current job, but also for the future.

In regards to this specific mentor program The Ohio State University College of Arts and Sciences plans to continue improving and expanding the partnership model, as well as its resources and tools. To that end you may be contacted by the coordinator to participate in a post-program review to determine the program's benefits to the participating individuals and the University. We appreciate your feedback and value it greatly.

“The program has been amazing! I’m excited to participate again next year.”

– Jeffrey Jessberger
(Mentor)

“I very much enjoyed the mentoring experience.”

– Steve Chappellear
(Mentor)

APPENDIX A: MENTORING PARTNERSHIP AGREEMENT

If you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations, consider using this agreement or one that you and your mentee create together.

We are voluntarily entering a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

1. Objectives

a. What we hope to achieve:

- i. _____
- ii. _____
- iii. _____

b. To accomplish this, we will cover (check the agreed upon modules and/or add your own):

- How to Conduct an Informational Interview
- Conduct an Informational Interview
- Networking In or Out of the Workplace
- Workplace Professionalism
- Benefit of an Arts Sciences Education in the Workplace
- Diversity in the Workplace

2. Frequency of Meetings

We will attempt to communicate at least _____ time(s) each month. We will attempt to meet in person at least _____ time(s) each semester. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

3. Protocols

Any sensitive issues we discuss will be held in confidence. We both have the read, discussed, and understand the Mentoring Basic 101 Protocol and Procedures provided in the orientation.

Date of Original Agreement:

Mentee Signature: _____

Agreement Through:

Date: ____/____/____

Mentor Signature: _____

Date: ____/____/____

APPENDIX B: MENTORING INTRODUCTION CHECKLIST

Mentor/Mentee Checklist

This information will not go any further unless you choose to share.

Meeting at Orientation Session

- Introduce each other
 - Background, experience, hobbies/interests, children/family
- Exchange Contact Information
 - Email, phone numbers
- Set time and date for next 1:1 meeting
 - Ex: Meet next Wednesday, December 12th at Noon
- Set place and length of time
 - Ex: Meet at Starbucks/Tim Hortons for 1 hour
- Discuss Mentor goals
 - How do I hope to give back as a mentor?
- Discuss Mentee goals
 - As a Mentee, what learning will help you most?

Second Mentoring 1:1 Meeting

- Mentee contact Mentor (or meet in person)
- Review goals discussed in first meeting
 - Review action plan and progress since previous 1:1
- Discuss additional challenges/observations on the way
 - Opportunities for Mentors to ask Q's and provide feedback
- Mentee came prepared with Q's for Mentor
 - Prepare your Q's for Mentor – as you work toward goals
- Mentor asked Q's of Mentee
 - Mentor, alternatively provide feedback as a sounding board
- Recap on Mentee goals & Next steps
 - Mentee must drive goals and next steps
 - Mentor provide guidance where appropriate/suggestions
- Set up a time/place/date for next meeting
 - Ex. Meet next Wednesday, December 12th at Noon

OPTIONAL: MENTOR/MENTEE NAME: _____ DATE: _____

APPENDIX C: MENTORING PARTNERSHIP ACCOUNTABILITY

Bi-Monthly Evaluation

An accountability checklist is useful to assure that Mentoring Partnership meetings are occurring, and that progress is being made toward goals. Complete this checklist Bi-Monthly. Rate the meetings against the following standards:

Standards	Always	Sometimes	Rarely	Never
Regularly scheduled meetings are being met.				
Notification regarding schedule changes are handled in a timely manner.				
Both parties come prepared to meetings with assignments completed.				
All external distractions are removed during the meetings.				
Miscommunications and/or confusions are immediately addressed.				
Assumptions are reviewed for clarity and both Mentor and Mentee perspectives shared.				
Check-ins are performed to confirm meetings are on track with the agreed goals.				
Feedback is conducted regularly and includes perspective of both Mentor and Mentee.				
Meetings are interactive, focused and productive.				
If conflict arises, a solution for resolution is reached and agreed upon.				

OPTIONAL: MENTOR/MENTEE NAME: _____ DATE: _____

APPENDIX D: LINKS TO ONLINE FORMS

Links to Online Forms

ASC Match Mentor Reflection Survey - STUDENT:

https://osu.az1.qualtrics.com/jfe/form/SV_ernPjVKWHJ9Fchv

ASC Match Mentor Reflection Survey - ALUMNI:

https://osu.az1.qualtrics.com/jfe/form/SV_e9bxNfeB2dtmkct

APPENDIX E: CONTACT INFORMATION

If you have any questions or concerns at any time, please contact the program coordinator below.

Randy Dineen

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“The value of a mentor/mentee relationship requires a strong commitment from both parties - the end results will be worth it.”

- Ms. Julie Capozzi
(Journalism, 1993)