



## CoBA Professional Mentor Program

*Guidelines*

2019-20

## **The CSUSM College of Business Administration (CoBA) Professional Mentor Program**

The CoBA Dean's Office and Advisory Board oversee the Professional Mentorship Program that Stone Brewing Company supports. The Professional Mentorship Program creates collaborative relationships between local business professionals and students in the current business programs. These mentor relationships are not designed to "get students a job;" they are meant to open doors for networking opportunities that allow students to learn about a particular industry, the day-to-day responsibilities in a particular functional area or position, the cultural fit with companies of interest, and for mentors to advise students on how to best develop themselves to become leaders in their chosen field. These relationships may also open doors to unadvertised hiring needs within an organization. Each fall the program kicks off with a welcome event, and then the mentees and mentors each set their own plans to meet regularly during the academic year.

### **Mission Statement**

To develop young professionals through 1-on-1 mentoring.

### **Eligibility**

CoBA students who are currently enrolled part-time or full-time **and** are in business status are eligible to apply as mentees. Students must also have completed the BUS 300 course with a passing grade. Professionals who have had at least five years of work experience are eligible to participate as mentors.

### **Time Commitment**

We ask that mentors and mentees meet at least once per month. Students should expect to put in 2-5 hours of preparation and meeting time as they are the "drivers" in this relationship. Mentors are asked to provide at least 1-2 hours per month.

### **Benefits**

#### *Student:*

- Establish a professional relationship
- Have support in enhancing soft skills
- Increase knowledge of career options
- Gain confidence in setting life and career goals
- Discuss ways of balancing work and personal life
- Gain a sense of personal and professional development

#### *Professional:*

- Help students achieve professional goals
- Utilize (and enhance) your leadership and business expertise
- Gain insight from up and coming professionals

### **Student Expectations Beyond Driving the Relationship**

At the end of the year, you will submit a one-page (or more) reflection on your experience in the program and outcomes as they relate to the goals you set with your mentors. We expect you to journal often and take notes when meeting with your mentor or their colleagues so that you can reflect upon your journey.

## **Program Contacts**

Emilie Hersh, Executive In Residence Mentor Program Lead, [ehersh@csusm.edu](mailto:ehersh@csusm.edu)

Jill Laing, Director of Student Success, [jlaing@csusm.edu](mailto:jlaing@csusm.edu)

Virginia Figueredo, Administrative Support Assistant, [vfigueredo@csusm.edu](mailto:vfigueredo@csusm.edu) (parking passes, RSVP)

## **Important Dates**

### ***Student Mentee Orientation (required attendance)***

July 17

September 5

### ***Professionals Orientation (required prior to kickoff)***

TBD

### ***Kickoff & Closing Events (required attendance by Mentees and Mentors)***

#### **Stone Brewing of Escondido**

Kickoff Event: Wednesday, September 25, 6:00-8:00pm

Closing Event: Wednesday, April 29, 6:00-8:00pm

### ***Mid-Year Networking Event***

TBD: January or February 2020 (typically a CSUSM basketball game)

## Setting You Up For Success

### Communicating Clear Expectations

CoBA strongly recommends that mentors and mentees clearly communicate expectations early in the relationship.

- Make this discussion a priority for the first meeting or phone call, so that each party understands the responsibilities to which he or she is agreeing.
- Mentees should be prepared to verbalize what they would like to gain from the mentorship, and in what ways the mentor's help would be most beneficial.
- Mentors should be prepared to respond to the mentees about that which he or she can work toward or promise, as well as identify potentially unrealistic expectations.
- Clearly communicating expectations from the beginning not only sets a standard for honest communication and mutual responsibility, but also decreases the possibility of misunderstandings later on.

### Setting Realistic Goals and Objectives

CoBA strongly recommends that at the onset of the mentoring relationship, the mentee and mentor identify goals and objectives to achieve during the mentorship. It is also encouraged that each mentor-mentee pair address whether goals and objectives are realistic. Keep in mind that the scope of accomplishments should be attainable within the single semester timeframe of the program.

- Mentoring pairs should avoid unrealistic expectations, such as swift advancement, "quick-fixes" on employment issues, or immediate integration of new professional skills and ideas.
- Mentors can use their knowledge of the market or of a particular industry to help manage the mentee's expectations of what can be accomplished during the course of the semester, and which objectives may take longer to reach.
- If realistic goals and objectives are not agreed upon, please contact the designated CoBA representative to help ensure success.

### Recommended Mentoring Program and Activities

CoBA recommends that mentors and mentees jointly develop an Action Plan that focuses on achieving goals and objectives during the semester-long engagement. The achievement of benchmarks should be monitored regularly and reassessed when necessary. The plan should allow for at least four "significant discussions" to take place during the length of the program.

CoBA also recommends that mentors and mentees consider a variety of activities (see page 7 for suggestions) throughout the course of their mentoring relationships, so that goals remain fresh and activities varied. Varying mentoring activities will help build a strong foundation, as well as make the mentorship more dynamic and sustainable. Consider activities that range from career-focused to social, and which take place one-on-one, or with other mentor-mentee pairs.

### Step 1: Career Assessment and Objectives

The Career Assessment & Objectives Questionnaire (Appendix 1 and 2) should be completed by the mentee prior to the first meeting and discussed with the mentor in order to determine an Action Plan. The mentee should also share Career Leader Assessment results with the mentor (see Assessment Document at the end of this program description). Mentees should be honest and realistic about their

needs and objectives, and mentors will need to recognize what they can deliver before committing to a particular outcome.

CoBA recommends the remainder of Step 1 be spent building a relationship between the mentor and mentee in which both parties get to know each other beyond their professional experiences and career goals. The best mentoring relationships are built around trust, mutual respect, and open communication. Some suggestions to help with Step 1 are:

- Establish a top-10 list of realistic and achievable goals to be met over the course of the mentorship
- Devise a complete semester-long Action Plan with strategies for meeting each benchmark
- Discuss current events, news, politics or other areas of mutual interest
- Go over the intangibles of professional success, such as attire, grooming, organization of desk/office and managing free time
- Both share about impact of past mentors/role models and how they impacted your life or career
- Describe the most challenging moment in your career and how you dealt with it, or discuss “things I learned on my own that I wish someone had told me”

### **Step 2: Networking Enrichment**

In many cases, the mentee will benefit from being introduced to other professional within the mentor’s company or network. This lends the opportunity for the mentee to learn about different lines of work, or to meet others who may be considered role models and may offer alternate perspectives in line with the mentee’s objectives. Ideally, the mentee will be introduced to 3 professionals during this step so that he/she can engage in further discussion and interaction with those professionals. Some suggestions to help with Step 2 are:

- Attend the mentor’s company networking events together, conduct office tours, and introduce the mentee to colleagues
- Prepare for and attend a job fair together, and network with other professionals at the fair
- Discuss conversation starters that can be used at networking events
- Help the mentee enhance their "elevator pitch"
- Temporarily “swap” mentees with another mentor or spend time with other mentor-mentee pairs in the program
- Give the mentee a writing assignment or other project and have him or her work through several revisions with colleagues (or writing specialists) in the company
- Learn a new computer application or workflow together and have a colleague or friend give you both a tutorial

### **Step 3: Job Preparation and Career Development**

CoBA recommends that mentors offer assistance with various skills required of mentees who will be applying for a job or building a career. Examples may include third party skill assessment, personality typing (example: Myers-Briggs), résumé review, interview training and public speaking. Mentors may wish to engage their corporate Human Resources department. Some suggestions to help with Step 3 are:

- Review professional résumé and send the mentee's résumé to friends and colleagues for feedback.
- Mentor and mentee can set up LinkedIn profiles and virtual CVs together.
- Invite the mentee to present at the mentor's office meetings.
- Help the mentee assemble a professional portfolio including work samples and writing samples, academic transcripts and records, performance evaluations, complimentary emails/praise, letters of recommendation, and copies of diplomas, awards and certificates.
- Watch interviews on YouTube and critique them together. Utilize Interview Stream for recorded interview practice and mentor can review and provide feedback.
- Set up mock interviews for the mentee with Human Resources professionals or other managers at the mentor's company.
- Mentor and mentee can videotape each other conducting a practice interview or public speaking, and then review and give feedback.
- If the mentee is transitioning careers, brainstorm ways of highlighting transferable skills in a manner that is clear to those in the new field of choice.
- Discuss how to negotiate salary, ask for a promotion/raise, and make requests of superiors.
- The mentee can identify 3-5 companies he or she is interested in, and schedule informational interviews at these companies. The mentor and mentee can work together to prepare a list of talking points for the interviews. If the mentor has a relationship with someone in one of the listed companies, an introduction would be helpful.

#### **Step 4: Program Recap & Professional Networking**

The final step should commence with a review of the mentee's original Career Assessment and Objectives Questionnaire to determine if the original objectives are on a path toward being realized. The remainder of this step may be best spent assisting the mentee in building their professional network. Ideally, the mentor will introduce the mentee to three other professionals from outside the mentor's corporation. Mentors and mentees may wish to discuss the ways the mentee can continue his or her own professional development beyond the program. Some suggestions to help with Step 4 are:

- Meet one-on-one to review the mentee's original objectives
- Contact friends and colleagues who can give the mentee helpful tips about how to carry on brief, effective, pitch-oriented conversations
- Set up lunches, dinners, etc. between the mentee and professionals outside the company
- Attend a company sales expo, listen to sales pitches, and network with people at the event
- Attend a charity event, wine tasting, or gallery opening together and attempt to meet at least two people and learn about their line of work
- Start a collaborative project that requires outreach to professionals at different companies
- Begin developing 2-year, 5-year and 10-year plans for network growth for both the mentee and mentor and compare them
- Brainstorm ways of fresh and current networks

### Example Timeline of Activities

MONTH	ACTIVITY	SUGGESTIONS
July	Mentee Orientations (MANDATORY)	
August	Matching	
September	Program Pre-Survey (All)  Mentee/Mentor Orientations (MANDATORY)  Kickoff Program (MANDATORY- All)	<ul style="list-style-type: none"> <li>• Exchange contact information and set expectations</li> </ul>
October	Goal Setting	<ul style="list-style-type: none"> <li>• Talk to students about goal setting and creating a timeline for success in the job search</li> <li>• Resumes could be reviewed by mentor or students should be encouraged to visit the Career Center</li> </ul>
November	Job shadow/Visit to workplace	<ul style="list-style-type: none"> <li>• Invite student to mentor's place of work for a meeting or job shadow</li> <li>• Student could set up an informational interview with a company or organization they would like to work at (discuss experience with mentor afterwards)</li> <li>• Invite mentee to a professional conference or networking event</li> </ul>
December	Open Topic	
January	Mid-Year Evaluations (All)  Background/Industry Changes	<ul style="list-style-type: none"> <li>• Discuss trends in the field</li> <li>• Invite a colleague or two to join your discussion</li> <li>• Go to a lecture or Chamber event</li> </ul>
February	Mid-Year Networking Event  Community Service	<ul style="list-style-type: none"> <li>• Choose a community service activity to participate in</li> <li>• Discuss community service organizations of interest</li> </ul>
March	Financial Planning	<ul style="list-style-type: none"> <li>• Discuss salary negotiations, personal budgeting, retirement, etc.</li> </ul>
April	Closing Program (MANDATORY- All)  Final Evaluations (All)	

## **Appendix 1 -Career Assessment**

**CoBA encourages mentees to complete these pages prior to your first meeting with your mentor in order to develop a course of action for the year together.**

Instructions: Respond to each statement by choosing a number 1-5 which is most true for you.

Scale 1 = Strongly Agree

2 = Agree

3 = Maybe, not certain

4 = Disagree

5 = Strongly Disagree

1. I know what motivates me to excel at work.
2. I can identify my strongest abilities and skills.
3. I have three major achievements that clarify a pattern of interest and abilities that are relevant to my career.
4. I know what I both like and dislike in work.
5. I know what I want to do during the next 1-2 years
6. I know what I want to do during the next 5-10 years
7. I have a well-defined career objective that focuses my job search on particular organizations and employers.
8. I am going back to school and considering different career options.
9. I know what skills I can offer employers in different occupations.
10. I know what skills employers seek in most candidates.
11. I can clearly explain to employers what I do well and enjoy doing.
12. I can clearly and succinctly explain why employers should hire me.
13. I want to start/have started a small business and would like assistance in building it.

**Appendix 2 - Objectives**

1. Circle or highlight all that apply.
2. List your top three objectives in the open fields at the bottom of the page.

***I would like a mentor to help me:***

- Identify which career fields best suit my skills, interests and experience
- Learn about various careers in numerous industries
- Build a network of professionals in a variety of industries
- Learn about career opportunities in a particular industry
- Learn how to advance at my current job
- Learn how to deal with a difficult boss, colleague, or fellow student
- Learn how to start my own business
- Learn how to build a business I have already started
- Determine if I should go further my education
- Make sure I am on the right path toward my desired career after I obtain my degree
- Better deal with work/life balance issues
- Improve my résumé and my interview skills
- Translate my background to a new field
- Learn the language and culture of Corporate America
- Get along better with my peers
- Build lasting relationships with those in the civilian world
- Other \_\_\_\_\_

**Top Three Objectives**

- 1: \_\_\_\_\_
- 2: \_\_\_\_\_
- 3: \_\_\_\_\_

Adapted from American Corporate Partners [http://www.acp-usa.org/Mentoring\\_Program](http://www.acp-usa.org/Mentoring_Program)