



UNIVERSITY OF CENTRAL FLORIDA

College of Arts and Humanities Mentorship Handbook

We connect CAH students with alumni mentors who serve as advisors, share professional experiences, provide insight into industries and enhance their mentee's future.

CAH ALUMNI CHAPTER • 2020



DEAN'S WELCOME

Welcome to the UCF College of Arts and Humanities. Our college is where students nurture creativity and discover how culture provides context to their studies and to their lives. We foster an innovative environment that encourages cross-disciplinary collaborations and provides positive, high-impact student experiences in the arts and humanities for all UCF students.

The college comprises of three schools, five departments and an interdisciplinary Ph.D. program, and provides more than 120 degree programs and areas of study for UCF students. Additionally, we are home to seven interdisciplinary areas of study and eight centers.

There is a place for every person in the College of Arts and Humanities and we look forward to helping you find yours.

VISION

The College of Arts and Humanities seeks to enhance and develop programs of excellence in both the arts and humanities that are recognized for their academic quality, creative output and economic impact in our community.

We will harness our scale, diversity and excellence to achieve the greatest impact on our campus, regional, and global communities. We pursue our significant opportunities for interdisciplinary endeavors and recognize the impact that traditional and innovative approaches in the arts and humanities can have across all disciplines.

COLLEGE OF ARTS & HUMANITIES ALUMNI CHAPTER

The UCF College of Arts and Humanities Alumni Chapter enhances the lives of graduates from the college by helping them stay connected to their alma mater. The chapter creates opportunities to bring CAH alumni and friends together to make a difference in the lives of CAH students and its community at large. The chapter board members dedicate their time and effort through volunteering and philanthropy to develop events and programming that foster personal and professional connections, collaboration and creative dialogue, community engagement, outreach and visibility.

PROGRAM HISTORY

Thank you for your interest in participating in the College of Arts and Humanities Alumni Mentorship Program. The CAH Alumni Chapter launched the CAH Alumni Mentorship Program in 2018. The program provides alumni with the opportunity to give back to their alma mater, expand their network and enhance their resume, while supporting the educational and professional development and experience of current CAH students. The program is specifically designed and coordinated by the CAH Alumni Chapter Board of volunteers. It is our belief that student enthusiasm and alumni support are crucial to the continued success and advancement of this mentorship program.

PROGRAM PURPOSE

The purpose of this program is to connect current students with alumni mentors who share similar academic backgrounds, professional interests and career fields. Alumni mentors act as advisors, share professional experiences, provide new perspectives/insight into the industry, share knowledge about career advancement and assist in the building and enhancement of their mentee's individual skill set.

The College of Arts and Humanities Alumni Chapter Board pairs alumni mentors with upper-level undergraduate students who are preparing to enter the workforce.

This is NOT a job placement program, but student mentees who take full advantage of this opportunity gain valuable skills and knowledge that will assist them in their internship/job search and future career.

“Early on, your teachers are your mentors, but mentorship goes beyond the teaching part. Alumni mentors can provide invaluable advice on moving down the road—not just a career path, but the road of life. A good mentor is a trail guide for our students and can provide a timely perspective on navigating toward success.”

- **Jeff Moore, Dean, College of Arts & Humanities**

WONDERING IF THIS PROGRAM IS THE RIGHT FIT FOR YOU?

A mentor can help in clarifying direction, developing focused goals and making a student's transition from college into the industry more seamless and effortless. Your program participation assists a student in linking classroom experiences directly with real world situations, gaining insight into the value and practical use of their education, and benefiting from direct, hands on career development advice.

Ideal professional alumni mentors are:

- Professionals with industry experience
- Advocates of the University of Central Florida and higher education
- Coaches who are willing to share their professional network with students
- Creators of unique learning opportunities outside of the classroom that offer exposure to the professional world
- Sounding boards and advisors who help students explore possibilities and learn more about their chosen industries, review career paths and fine-tune their career goals
- Open to sharing past successes, failures and insights into lessons learned
- Supporters and givers of constructive feedback

Ideal student mentees are:

- Excellent students dedicated to succeeding academically
- Dedicated to continuing their student-mentor relationship
- Ambitious and motivated to grow professionally
- Open to new experiences and learning opportunities
- Mature and respectful toward professionals in network
- Willing to utilize mentor to obtain industry insights

GENERAL PROGRAM EXPECTATIONS

Mentor:

- Listen to the needs and expectations of your mentee
- Work with the mentee to help him/her develop and establish goals
- Offer suggestions and feedback
- Challenge the mentee to think differently and critically
- Keep the mentee aware of his/her progress
- Be committed to serve as a resource to the mentee
- Encourage your mentee to explore new areas and ideas
- Follow-up on commitments made to the mentee
- Contact the mentee if you are unable to attend scheduled meetings
- Contact program staff if there is a concern with the mentor relationship

Mentee:

- Discuss your needs and expectations with your mentor
- Think about what you want out of the program prior to each meeting
- Negotiate ideas and activities with your mentor
- Be committed to carrying out agreed-upon goals
- Be receptive to suggestions and feedback
- Keep mentor informed of progress
- Maintain professional demeanor
- Be respectful of the mentor's time, understanding that they are a working professional
- Contact mentor if unable to attend scheduled meetings in a timely manner
- Contact program staff if there is a concern with the mentor relationship

Mentor and Mentee:

- Respect confidences and trust each other
- Discover common ground and appreciate differences
- Be yourself and be flexible
- Be a good listener
- Be available
- Communicate regularly

THE MATCHING PROCESS

During the summer of 2020 (early August), all call emails will go out to both CAH alumni and current CAH students providing information for the upcoming academic year mentorship program. These emails will include a link to the program enrollment survey that must be completed prior to program participation. The thorough and honest completion of these surveys plays a crucial role in the CAH Alumni Mentorship Committee being able to create meaningful and successful mentor/mentee matches. During the month of August, mentor/mentee pairs will be matched, and each participant will receive confirmation of their pairing via email.

Once a mentorship match has been made, we expect all of our participants to adhere to the following program guidelines:

- Follow through on the commitments you make to the program and each other throughout the entirety of the mentorship agreement period, which may consist of one semester or the full academic year.
- Communicate at least once per month, or as arranged with your mentor/mentee, throughout the duration of the mentorship relationship in person or via telephone/email/video chat. Please note: at least one in person and/or video conference call during the program is strongly recommended.
- Recognize that participation in this career and development program is solely voluntary. Furthermore, understand that either participant may decide to end the relationship during the agreement period. However, the expectation is set forth that if this were to happen, participants must provide notification to each other and the CAH Alumni Mentorship Committee.

I'VE BEEN MATCHED! NOW WHAT?

Congratulations in being matched! We expect that you make initial contact with your assigned mentor/mentee within 72 hours of receiving notification of your match from the mentorship program chair. Set a date and time for your first official “meeting”, where you will start to get to know each other, set expectations, goals and a communication/meeting plan for the upcoming weeks and months. Please refer to resources set forth in this handbook to assist in the facilitation of laying the building blocks for a successful mentoring relationship.

Key Dates, 2020-2021

- September 4 | Deadline to apply to be a Mentor/Mentee
- September 7-11 | Applications Review
- September 14-18 | Mentorship Committee will match alumni mentors with student mentees
- September 24 | Notification of match to Mentor/Mentee
- February | Optional: Mentee job shadowing for a day with Mentor
- February 22-26 | Mid-year Follow-up Review by Mentorship Committee
- April 16-26 | Follow-up Review and Survey

FREQUENTLY ASKED QUESTIONS

Why should I participate as a mentor / what are the benefits?

Our hope is that mentoring will be a positive and enriching experience where you will be able to:

- Refine your coaching and mentoring skills
- Develop meaningful connections with current students and provide a positive impact as they prepare to enter the industry
- Experience a reconnection with College of Arts and Humanities and be in the know of all current college happenings

Why should I participate as a mentee?

Having a mentor can contribute enormously to your success in future professional aspirations. Much of that learning that contributes to our success happens not through books, but through real world experience. Without a mentor, that learning occurs mostly through trial and error. With a mentor, however, even experienced professionals can benefit from the experiences and expertise of someone who has withstood the trial and can help us avoid the error. Similarly, those new to the industry or interested in learning about the industry will discover that being a mentee shortens the learning curve for acquiring the skills and knowledge most critical to a successful career.

Other benefits that accrue as a result of being a mentee in a mentoring relationship include:

- Learning new things about yourself: The self-reflection that can result from a mentoring relationship can be a powerful growth experience and provide you with new insights about yourself
- Making more of your strengths and exploiting your hidden talents: A good mentor will push you to do more with your strengths, and help you discover and exploit hidden talents
- Expanding your personal network: Entering into a mentoring relationship adds your mentor to your personal network, and may lead to an introduction to the individuals in the mentor's network
- A source of referrals: Your mentor may refer you to other mentors once s/he has a better understanding of your needs, abilities, and goals

What are the qualifications I must have to be eligible to participate as a mentor/mentee?

Mentors must be UCF alumni or friend with an undergraduate degree from an accredited university. Mentees must be currently enrolled UCF students who are sophomores, juniors or seniors by credit standing.

How long is the commitment?

Mentors and mentees have the ability to request to participate in the program on a semester (September – December) or full academic year basis (September – April).

What if I want to continue to mentor my mentee beyond the term commitment?

Alumni are welcome to continue mentoring their mentees as long as they are willing and able.

Is event attendance mandatory?

Event attendance and participation is highly suggested, but not required. The great thing about this program is that your mentorship connection can be carried out as the mentor and mentee see fit. We have many mentors that live outside of the Central Florida area and due to the long distance, simply can't attend. However, we do encourage you to attend as many activities as possible to build a strong connection with your student.

I live outside of the Greater Orlando Area – can I still participate?

Absolutely! We have active alumni located nationwide and encourage participation through whatever method of communication is convenient for both the mentor and mentee.

How do I register to be a mentor/mentee?

The link with information on how to apply and register to be a mentor/mentee is cah.ucf.edu/mentoring.

INITIAL MEETING CHECKLIST

To get the most out of your mentoring experience, we request that you talk to your mentor/mentee about the general expectations and goals that you have for your mentoring relationship.

Agree on Communication Expectations: How will the relationship work?

1. **Meeting together:** What works best? (remember, you want to have at least one meeting or conversation)
Will we meet:
 - In Person
 - Skype/Zoom
 - Phone
 - Email
 - Other
2. In general, **how often** would we like to meet/interact (e.g. once per week, every other week, once a month)? Renegotiate as needed.
3. If an **email/voice mail** is received, we will get back to our partner within:
 - 24 hours
 - 1-2 days
 - 3 days
 - Other
4. If we can't make an expected meeting/interaction, how will we get in touch?
5. When will we meet or talk **next**?

Agree on Goals: What do you hope to gain from the relationship?

1. What are the **mentee's goals** for this mentoring relationship? (Is there any clarification needed?)
2. What are the **mentor's goals** for this mentoring relationship?
3. What **actions** can you and your mentee take to achieve these goals?

GOAL SETTING

Purpose of Goal Setting

Setting goals helps people strive to achieve. Although goal setting may be challenging, it is worthwhile. The intention is to increase efficiency and effectiveness by specifying desired outcomes. Hellriegel, Slocu, and Woodman & Martens (1992) find goals to be important because they:

- Guide and direct behavior
- Provide clarity
- Reflect what the goal setters consider important
- Help improve performance
- Increase the motivation to succeed
- Instill pride and satisfaction in achievements
- Provide challenges and standards
- Bolster self-confidence and decrease negative attitude

SMART Goal-setting Model

The SMART guidelines can facilitate setting effective goals in traveling the road to success.

SMART means:

Specific

A goal of “graduating from college” is too general. Specify how this will be accomplished, e.g. “study more in order to receive better grades.”

Measurable

Establish criteria for how to achieve a goal. Measurable does not refer to a timeline; it means determining a way to measure your success in completing the long-range goal.

Action-oriented

Be proactive in taking action that will result in reaching the desired goal.

Realistic

Strive for attainable goals; consider the resources and constraints relative to the situation.

Timely

Allow reasonable time to complete each goal, but not so much time that you lose focus or motivation.

QUESTIONS TO ASK

One of the many benefits of the mentorship program is that mentees have the opportunity to ask questions that don't always get answered in the classroom. In order to make the most of this experience, mentees should ask their mentors detailed questions about their field of interest to gain a better understanding of what takes place on a day to day basis in that profession. The following are a few suggestions:

Job Description

- What is your job title?
- What is your typical day on the job?
- What is the title of the person to whom you report to?
- How free are you to work independently?
- What types of problems are you likely to face during the day?
- What are the most satisfying and the most frustrating parts of your work?

Advancement

- How did you get to your current position?
- What are the future trends and developments that you see affecting careers in your field?

Preparation

- How did you prepare for this occupation?
- What preparations do you recommend for a person entering this occupation?
- What education/degrees/training/licenses are required?
- What are the best places to go for additional education or training for a position like yours?
- If you could start all over again in launching your career, what steps would you take?
- What courses do you recommend taking for this occupation?

Lifestyle

- What hours do you normally work?
- Is overtime common?
- Is travel a factor in this job?
- What are the professional organizations in this field?
- How do these organizations serve their members?
- What are the pressures that you face?
- How does this occupation affect your private life?
- What is expected of you outside of working hours?
- Is there a formal mentor program set up in your workplace?

GUIDE FOR MENTORS

How to Support Your Mentee

- Think of yourself as a “learning facilitator” rather than the person with all the answers. Help your mentee find people and other resources that go beyond your experience and wisdom on a topic.
- Emphasize questions over advice giving. Use probes that help your mentee think more broadly and deeply. If he or she talks only about facts, ask about feelings. If he or she focuses on feelings, ask him or her to review the facts. If he or she seems stuck in an immediate crisis, help him or her see the big picture.
- When requested, share your own experiences, lessons learned, and advice. Emphasize how your experiences could be different from his or her experiences and are merely examples. Limit your urge to solve the problem for him or her.
- Resist the temptation to control the relationship and steer its outcomes; your mentee is responsible for his or her own growth.
- Help your mentee see alternative interpretations and approaches.
- Build your mentee’s confidence through supportive feedback.
- Encourage, inspire, and challenge your mentee to achieve his or her goals.
- Help your mentee reflect on successful strategies he or she has used in the past that could apply to new challenges.
- Be spontaneous now and then. Beyond your planned conversations, call or e-mail “out of the blue” just to leave an encouraging word or piece of new information.
- Reflect on your mentoring practice. Request feedback.
- Enjoy the privilege of mentoring. Know that your efforts will likely have a significant impact on your mentee’s development as well as your own.

SUGGESTED ACTIVITIES

Become Acquainted

- Discuss your backgrounds and get to know each other
- Discuss the mentee's career interests and goals

Career Conversations

- Discuss and list the mentee's talents, skills and interests
- Discuss how the mentor's personal and professional life fit together
- Read a book related to your field of interest and discuss it
- Discuss the mentor's educational background and educational preparation in their field
- Discuss organizational types and cultures
- Search the Internet together for job resources and other information related to your field
- Discuss how individual work values impact career choices
- Discuss the professional standards that exist in your field
- Discuss the transition from attending school as a student to working as a professional
- Go out to lunch or dinner and discuss proper business etiquette
- Discuss "office politics"

Career Observations

- Participate in a company tour, if appropriate.
- Attend a professional meeting or program together.
- If feasible, arrange for your mentee to visit your work site and shadow you for a day.

Resume/Interview

- Share resume and cover letters. Review and critique your mentee's resume and cover letter.
- Assist the mentee in completing a job application packet, portfolio, etc.
- Conduct a mock/practice job interview.

Personal Branding and Social Media/Technology in the Workplace

- Review your mentee's LinkedIn and/or Facebook profiles and provide suggestions on how to improve their online presence and professional brand.
- Discuss how your company or industry uses social media to reach and communicate with clients/customers.
- Discuss how your company or industry utilizes technology to communicate internally or with clients/customers. What type of technology is used to do this?

Back to School

- Attend a campus lecture, alumni event, or sports game together.
- Invite the mentor to attend one of your classes.
- Investigate career-related student clubs.
- Visit your college's career center together.

Creating Professional Networks

- Compile a list of contacts the mentee could meet with in your field.
- Attend a professional networking event together.

THE POWER OF NETWORKING

What is Networking?

Webster's dictionary defines networking as the exchange of information or services among individuals, groups, or institutions; specifically: the cultivation of productive relationships for employment or business. Your main networking goal is to create mutually supportive professional relationships. In that regard, networking in a mentoring relationship can benefit both partners. You never know where career help may come from or what form it may take, and the mentoring relationship provides both partners with an opportunity to expand their networks.

Benefits

- **Information**
A network is your conduit to the kind of information you need to advance your career...or to discover creative career possibilities.
- **Referrals**
Sometimes the best information is knowing who to call.
- **Feedback**
A network helps you check out your behavior, your ideas, and your strategies for success before you risk them in the "real world."

Topics of Discussion in Networking

- **Career Information**
Ask for information about the career field, but don't ask for a job or internship. However, sometimes the information will lead you in that direction.
- **Common Interests**
Consciously look for common ground, professional interests, and attitudes. This requires that you share a little of yourself.
- **Accomplishments**
Learn to talk comfortably about your own accomplishments.

What Not to Discuss

- **Criticisms**
Do not talk about other professionals or previous colleagues in a critical manner. The only exception is when you are specifically asked to give your opinion of someone AND you are absolutely sure that your opinion will be kept confidential.
- **Family/personal matters**
This is a professional network; know the boundaries.
- **Gossip**
Don't violate professional confidences or abuse inside information.

Dos and Don'ts of Networking

- Do try to give as much as you get.
- Don't be afraid to ask for what you need.
- Do report back (Did you follow their advice? What happened?)
- Do follow up all referrals.
- Do be businesslike. Be prompt, respect other's schedules.
- Don't pass up any opportunities to network – they can happen in the most unlikely places.

- Do keep in touch with your old networks (you may go back that way again).
- Don't expect your network to function as a placement office.
- Do call members of your network for "no reason at all." Keeping in touch is a reason.
- Don't be discouraged if someone brushes you off. It happens – and usually has nothing to do with you.

ADDITIONAL RESOURCES

The Mentor's Guide: Facilitating Effective Learning Relationships by Lois J. Zachary. Jossey-Bass, 2nd edition, 2011.

The Mentee's Guide: Making Mentoring Work for You by Lois J. Zachary and Lory A. Fischler. Jossey-Bass, 1st edition, 2009.

Mentoring 101 by John C. Maxwell. Thomas Nelson, 1st edition, 2008.

StrengthsFinder 2.0 from Gallup and Tom Rath. Gallup Press, 1st edition, 2007.

CONTACT INFORMATION

For any additional questions regarding this program or if you would like to reach the CAH Alumni Mentorship Committee, please contact us at **CAHMentorship@ucfalumni.com**.

You may also contact the staff liaison:

Azela Santana
Associate Director of Alumni Engagement
UCF College of Arts and Humanities
azela.santana@ucf.edu
407.823.1744