



MNCAPS

Minnesota Center for Advanced Professional Studies

MENTOR PROGRAM



INTERCONNECTED LEARNING OPPORTUNITY



MNCAPS MENTOR PROGRAM

- **Mentors selected to support student development**
- **Mentors and students communicate regularly**
- **Program provides guidance to maximize positive outcomes**
- **Mentors coach MNCAPS students on:**
 - Work world expectations
 - Organizational culture
 - Team projects
 - Communications
 - Career exploration
 - How to be successful

BENEFITS TO BOTH MENTOR AND STUDENT

Mentor Benefits

- Contribute to the development of future leaders
- Extend your network to other mentors and students
- Use and develop skills not required in your current position
- Boost creativity
- Opportunity to “gain by giving”

Student Benefits

- Improve communication skills and confidence
- Develop a key professional skill—getting coached
- Meet high performance standards and goals that increase motivation
- Improve work world knowledge
- Increase satisfaction with school and coursework
- Benefit future decision-making

ROLE OF THE STUDENT

Student Responsibilities

- **Manage the mentor relationship**—scheduling, discussion topics, follow-up
- Clearly communicate expectations; make sure both mentor and teachers know schedule of meetings and other interactions
- Keep an open mind and learn from every interaction
- Over-prepare for every mentor interaction—provide work product ahead of time so mentor has time to review before meeting
- Show respect and take an active interest in your mentor's work life and experiences
- Promptly respond to any communications from mentor

ROLE OF THE MENTOR

Mentor Responsibilities

- **Be a positive role model**
- **Coach the student** on how to effectively interact in a professional relationship
- Encourage and motivate
- Create a positive learning environment
- Make a time commitment to the mentoring program
- Share knowledge from the work force and your area of expertise

Keep in mind you are working with a high school student—structure interactions accordingly

MENTOR PROGRAM MONTHLY THEMES

October

November

December

January

February

March

April

May

October

***Get to
Know You***

November

***Collaborate/
Teamwork***

December

***Present with
Impact***

January

***Lead Yourself
and Others***

February

***Embrace
Diversity***

March

Handle Stress

April

Live Your Values

May

***Plan
the Future***

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Get to Know Each Other | Sample Student Questions

1. Tell me about your professional history—including where you are today
2. Tell me about your non-professional life (i.e., family, hobbies, other activities)
3. Did you ever have a mentor? If so, what did you learn from them?
4. What is the best way for me to communicate with you outside our meetings? (voicemail, email, texts)
5. Would you like me to send reminders about our meetings ahead of time? What format?
6. What do you hope to get from this relationship?

Use this initial meeting to set expectations and goals for the mentor relationship

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Collaborate/Teamwork | *Sample Student Questions*

1. How does your workplace benefit from collaboration?
2. What challenges has collaboration created in your workplace?
3. How does your workplace encourage collaboration?
4. Describe one of the most significant lessons you have learned from collaboration in the workplace.
5. How do you address conflict during the collaboration process?
6. On my team, we have had a challenge on our team. How do you think we should handle it?

Learn to view conflict as a productive tool to ensure the best end result

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***Present with Impact** | Sample Student Questions*

1. Tell me about some of the best presentations you've seen and why they were impactful
2. What presentation strategies do you recommend for engaging your audience?
3. What can go wrong, and how do you avoid these things?
4. What are the most effective strategies to begin a group presentation?
5. What tips do you have for creating effective visuals to complement a presentation?

Students should provide their mentor with a presentation document they have used and ask for feedback

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Leadership | *Sample Student Questions*

1. What does leadership mean to you?
2. What is the difference, if any, between management and leadership?
3. What are some of the key behaviors and actions you took when you've been at your best as a leader?
4. Are leaders born or made?
5. What is the meaning of the statement "Leadership is a relationship"?
6. What have you done to develop leadership skills?
7. What advice do you have for me related to developing leadership skills?

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Embrace Diversity | Sample Student Questions

1. Describe the diversity in your workplace
2. How is diversity celebrated in your workplace?
3. What do you see as the most challenging aspect of a diverse working environment? What steps have you taken to meet this challenge?
4. What are the positive aspects of a diverse working environment?
5. What kinds of experiences have you had working with others with different backgrounds than your own?
6. What efforts have you made, or been involved with, to foster diversity competence and understanding?

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Handling Workplace Stress | Sample Student Questions

1. How do you define stress?
2. Describe what role stress plays in your professional and personal lives
3. Is stress always a negative thing? Discuss positive aspects of stress
4. How do you recognize it when others are stressed?
5. When you recognize you are feeling stressed or are in a stressful situation, what strategies do you use to control the stress?
6. Does your company do things to help employees manage stress?

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Living Your Values | Sample Student Questions

1. What role have your values played in the career choices you've made?
2. What are the things you most proud of in your career and life?
3. What compromises have you had to make with your values?
4. If you had gone down another career path what would it have been and why?
5. Beyond being a mentor, what kinds of community involvement activities have you been involved in?

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Where Do We Go From Here? | *Sample Student Questions*

1. What have you enjoyed about being a MNCAPS program mentor?
2. How could I have managed our relationship differently to make it work more smoothly for you?
3. As we close out our official mentor relationship, do you have any big picture advice for me?
4. Are you open to additional contact from me in the future?

- In the final official meeting the student should thank their mentor for all the time they've spent with them
- Students should keep in mind that the mentor official commitment ends at this meeting, and only continue to contact the mentor if invited

MENTOR GUIDANCE

Engagement

- Actively engage in the mentor relationship
- Celebrate successes and coach through challenges

Challenge

- Ask tough questions
- Hold the student accountable for their decisions
- Communicate high expectations

Support

- Guide students through challenging situations
- Encourage students to take risks and learn from their experiences

Students excel when provided challenging opportunities with enough support to succeed—and each success leads to further growth and opportunity

STEPS FOR EACH INTERACTION

Prepare

1

- Student contacts Mentor to schedule appointment; verifies appointment with mentor and cc:'s program faculty
- Student reviews suggested questions; generates additional questions

Example: Prior to September meeting, review mentor's Linked In profile and research mentor's employer so you can ask knowledgeable questions

Meet

2

- Mentor and student meet virtually or in person
- Student manages conversation

Example: Student introduces self and asks mentor questions about their background and work experience; demonstrates preparation

Follow up

3

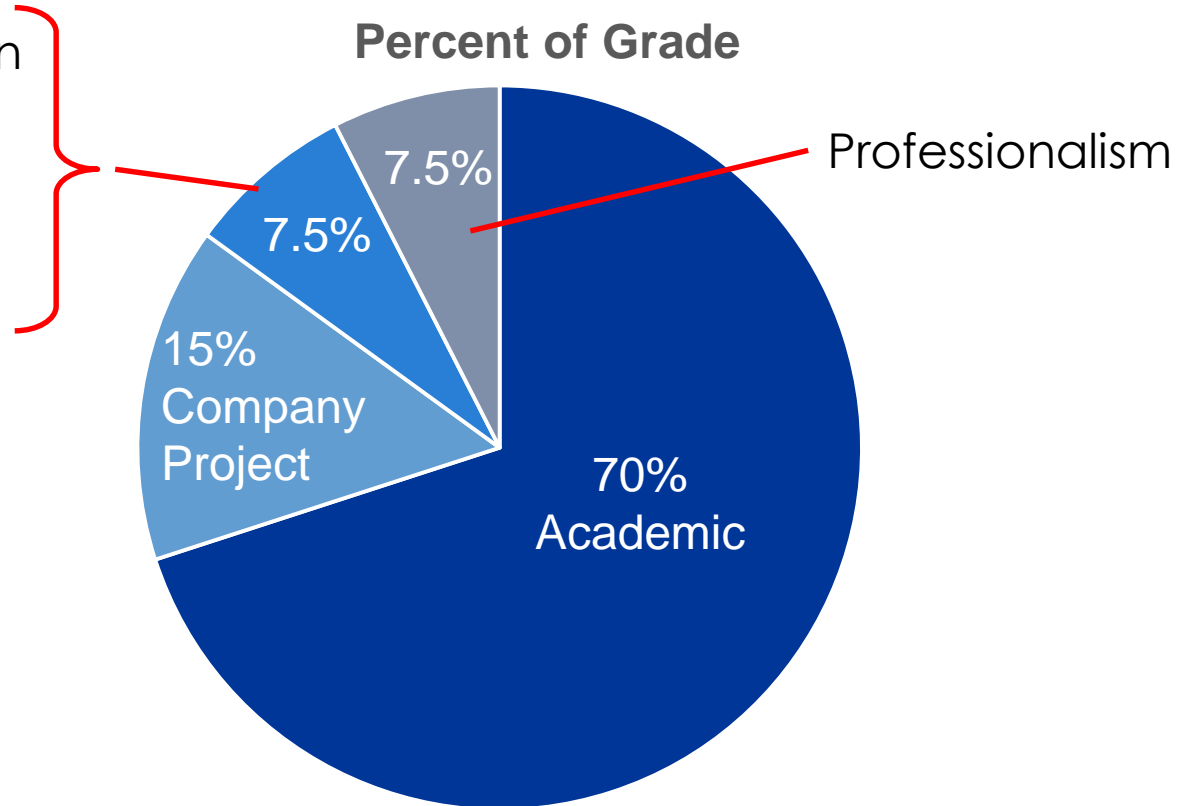
- Student communicates topic for next meeting and makes commitment to provide pre-work ahead of meeting

Example: Student introduces "Presenting Yourself" topic and agrees to provide mentor with resume, cover letter, and Linked In profile a week before next meeting

EVALUATION CRITERIA

Mentorship Evaluation Criteria

- Frequency of communication
- Using mentor as a resource
- Communication skills
- Reliability
- Professional behavior



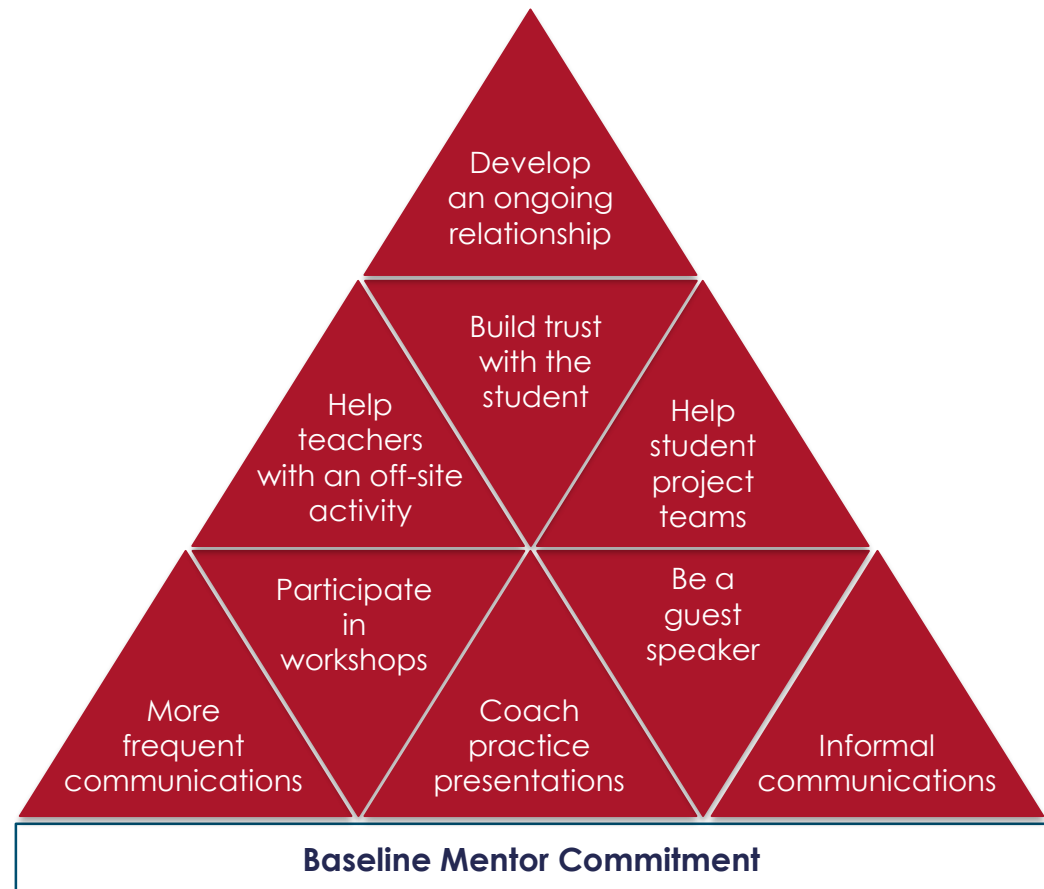
Mentors assess students three times a year using specific criteria

DEVELOPING A PROFESSIONAL RELATIONSHIP

Baseline Mentor Commitment

- Monthly live interaction that covers topic
- Prompt response to student communications about scheduling
- Preview any materials sent ahead of interaction by student to provide thoughtful feedback
- Communicate to student first and Coordinator second if relationship needs a course correction
- Grade student two times/year

Optional Mentor Activities



ENSURING MENTORING SUCCESS

Ensuring Mentoring Success

- **Most mentor relationships launch and operate smoothly across the year**
- **If student or mentor does not feel the relationship is functioning as expected, be proactive**
 - Communicate! Talk with each other to re-set expectations
 - If that does not work, contact the MNCAPS Coordinator and/or a teacher

THANK YOU



**You are a vital
piece of
our students'
success!**