

# AMHERST COLLEGE PATHWAYS

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## MENTOR Quick Start Guide

*An Amherst mentor is a guide, a friend and a resource.*

AMHERST COLLEGE



## First Meeting Agenda Sample

### Introductions

- Exchange bios, resumes, and share a brief history of your experience.
- If comfortable, provide personal information like hobbies, passions, etc.
- Establish rapport by identifying points of connection and exchanging information.

### Discuss Mentoring

- What words come to mind when you think of mentoring?
- Have you ever been engaged in a mentoring partnership before? Describe the circumstances.
- What have you learned or gained from a previous mentoring experience?
- What is your preferred style for learning new things?

### Determine Goals

- What do you want to learn from this experience?
- Articulate goals using the SMART model—specific, measurable, achievable, realistic, and timely.

### Determine Expectations

- What do you want out of the mentoring partnership?
- What does a successful mentoring relationship look like?
- Who will be responsible for scheduling meetings?
- How often will you meet and for how long?
- Who will run the meetings? Will there be an agenda?
- Will you correspond in between meetings? How often?
- How will you manage time conflicts with scheduled meetings?

### Discuss Ground Rules

- Where do you define boundaries (time availability, etc.)?
- Discuss guidelines around confidentiality. What does confidentiality mean?
- What topics are off-limits?
- What are your personal values?
- How do you define respect? How will you respect one another's time? Values? Limits?

### Complete the Mentoring Partnership Agreement

- Fill out the template using the information discussed above.
- Both participants sign and keep a copy of the agreement for their records.



## Mentoring Partnership Agreement

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**Mentoring Term** (Start – End Date): \_\_\_\_\_

### Meeting Schedule

Responsibility for setting meetings: \_\_\_\_\_

Frequency and duration: \_\_\_\_\_

How will schedule conflicts be managed: \_\_\_\_\_

### SMART Goals

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### Partnership Expectations

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### Ground Rules (e.g. confidentiality, respect, boundaries, values, limits, vulnerability)

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### Communicating Feedback Guidelines

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We agree to honor the agreement as outlined above and will assess our progress on the following date, \_\_\_\_\_, as well as at the scheduled conclusion of the partnership. At that time we may enter into a new mentoring agreement if both partners agree to it. If we decide to end the partnership prior to the scheduled conclusion, we will appropriately notify one another and the Career Center.

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Mentor Signature

Date

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Mentee Signature

Date





## Discussion Guide

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### Suggested Activity

1. Ask your mentee to develop a personal vision statement.
  - a. Think about where you want to be five years from now.
  - b. What steps may be necessary in order to get there?
  - c. What is your “personal brand”?
  - d. What is your value proposition or what sets you apart from others?
  - e. What kind of impact do you want to have on others?
2. Ask your mentee to write out the vision to discuss in the next meeting.
3. Use the vision statement to develop goals and create an action plan.

### Review Previous Meeting

- Review action items from previous meeting.
- What progress was made on those items?
- What insight or learning was gained in the process?

### Current Meeting

- Define goal: What is the objective? How does this relate to the final goal?
- Define the situation: What are the facts? Context? Who is involved?
- Define options: What can you do? What are alternatives?
- Create action plans: What actions will you take? How will you overcome obstacles? When will you do this?

### Meeting Debrief

- What was helpful? Why or how?
- Is there anything that should be done differently?
- What did you learn?
- What worked well?
- Revisit goals, expectations, ground rules, and communication guidelines from partnership agreement.
- Update mentoring partnership if necessary.

### Next Meeting

- Determine action items for next meeting.

### On Your Own

- Reflect on each meeting.
- Journal ideas, revelations, reflections, and insights between meetings.



## Reflective Questions

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**Ask thought-provoking questions:** Your main goal as a mentor is to help your mentee(s) take the steps needed to pursue their goals. Use open-ended questions that provoke deeper thought and reflection. Your questions should create a space for open discussion and allow your mentee(s) to reflect on their opinions, thoughts, and feelings. Open-ended questions encourage participation, stimulate discussion, and help you establish rapport. For example, instead of asking “Are you enjoying your classes?” ask, “What is it that you enjoy most about your classes?” You can follow up with a “Why?” or “Why not?”

- What do you want to achieve by the end of our meeting?
- What are your strengths?
- What do you find difficult?
- Whom do you look to as a role model?
- Where do you see yourself in 6 months? A year?
- When are you happiest? Most productive?
- What do you love?
- What do you value?
- What do you dream about?
- What do you worry about?
- What are your talents?
- What do you want to achieve now and in the future?
- What is your desired goal?
- When do you realistically expect to achieve your goal?
- What intermediate steps or goals can you identify?
- How important is achieving your goal?
- What will success look like?
- So what happened? Tell me about it.
- What led up to the situation?
- What details can you provide?
- What is your intent?
- What role did you play in the situation?
- What is the challenge or obstacle?
- Who else is involved in or affected by this situation?
- What have you attempted so far?
- What has prevented you from success?
- How much control do you have over the outcome?
- What resources do you need in order to move forward?
- What important facts should you consider before moving forward?
- Are there different ways to achieve your goal?
- How can you get started?
- Who could help you?
- What options have you decided to pursue?
- How much of your goal will this option achieve?
- What criteria will you use to measure success and progress?
- What are your next steps?
- What are your concerns?
- What resistance or challenges do you expect?
- How will you overcome those challenges or resistance?
- How committed are you to taking action?
- Is anything preventing you from taking action?



## Sample Mentoring Topics By Class Year

Class Year	Academic	Professional
<b>First-Year</b>		
<p>For many first-year students, college is their first time living away from home. It is a stress filled time as they adjust to new academic and social pressures. They are confronted with a variety of decisions allowing them to further develop their own identities. First-year students face a variety of issues including:</p> <ul style="list-style-type: none"> <li>• Cultural difference</li> <li>• Making friends</li> <li>• Becoming independent</li> <li>• Managing failure</li> <li>• Managing time</li> <li>• Developing healthy habits (e.g. eating habits, mental health, substance abuse, etc.)</li> <li>• Coping with stress*</li> </ul> <p><b>Note:</b> Many of the topics listed under “First-Year” are relevant to other class years.</p> <p>* <b>You must not take on the role of the student’s counselor.</b> If you are concerned about your mentee or believe that your mentee could benefit from assistance or needs immediate intervention, please contact the Dean of Students Office and/or Campus Police and refer your mentee to campus resources. More information on indicators and a list of resources, are at the end of this guide.</p>	<ul style="list-style-type: none"> <li>• Choosing classes</li> <li>• Developing study skills</li> <li>• Maximizing faculty office hours</li> <li>• Understanding expectations</li> <li>• Asking for help</li> <li>• Utilizing <a href="#">academic support services</a></li> </ul>	<ul style="list-style-type: none"> <li>• Exploring careers</li> <li>• Attending career &amp; employer information sessions</li> <li>• Building professional skills</li> <li>• Gaining work experience through work study or part-time jobs</li> <li>• Getting involved in extracurricular activities</li> <li>• Serving the community</li> <li>• Writing first resume</li> <li>• Searching for an internship or summer job</li> </ul>
<b>Sophomore Year</b>		
<p>Sophomore year is often characterized as a time in which the newness of college and thrill of being away from home fades. It is replaced by pressure to declare a major, choose a career, decide whether to study abroad, and find a group of friends. It can be a time of uncertainty, growth, and lack of motivation. Without the structure of the first year, sophomores may feel lost, stressed, and relationships may feel complicated.</p>	<ul style="list-style-type: none"> <li>• Declaring a major</li> <li>• Deciding whether to study abroad</li> <li>• Classes with upperclassmen</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting interests to experiences</li> <li>• Changing/challenging values</li> <li>• Writing cover letters</li> <li>• Learning how to network with professionals</li> <li>• Developing interview skills</li> </ul>



Junior Year		
<p>Many students choose to study abroad during all or part of their junior year. As a result, juniors may find that their core group of friends is away from campus. Those who are abroad may experience culture shock and homesickness. Students who are abroad may find searching for an internship very challenging.</p> <p>Students returning from studying abroad may experience “re-entry shock.” While students may anticipate things to be different in another country, they do not always anticipate things being different or experiencing their world differently when they return. Students may have an idealized view of home or the expectation that nothing at home has changed while they have been away. While experiences vary, some may experience boredom with their surroundings, reverse homesickness, trouble articulating their experiences and its value, dissatisfaction with life, change in relationships, and general questioning.</p>	<ul style="list-style-type: none"><li>• Study abroad</li><li>• Deciding whether to write a senior thesis</li></ul>	<ul style="list-style-type: none"><li>• Leadership – definition, styles, examples</li><li>• Preparing for grad school &amp; entrance exams</li><li>• Requesting recommendations and/or references</li><li>• On-Campus Recruiting &amp; internship search</li></ul>
Senior Year		
<p>Seniors approaching graduation have many obvious stressors such completing their theses, after graduation plans, and overall anxiety around leaving and entering the “real world.” Some seniors will also struggle with other issues such as negotiating salary, securing housing, family responsibility, and managing personal finances.</p>	<ul style="list-style-type: none"><li>• Thesis</li><li>• Graduation</li></ul>	<ul style="list-style-type: none"><li>• Grad school</li><li>• Job search</li><li>• Professional behavior</li><li>• Establishing credibility</li></ul>



## On Campus Resources

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Mentors are not expected to always have the answers; in fact, you must not take on the role of a student's counselor. If you are concerned about a student's well-being, or believe that a student could benefit from assistance or needs immediate intervention, please contact the Dean of Students Office and/or Campus Police. You may also refer the student to the campus resources below. To learn more about the services each resource provides, you can click on each resource's heading to link to its website.

### Dean of Students' Office

*Converse Hall 201*

(413) 542-2337

M–F: 8:30 a.m. – 4:30 p.m.

*\*Note: Dean on Duty—Members of the Dean of Students' Office are available 24 hours a day by calling Campus Police.*

### Campus Police

(413) 542-2111

*Available 24 hours a day*

### Academic Support Services

#### The Moss Quantitative Center

*202 Merrill Science Center*

(413) 542-8331

Visit website for schedule.

#### The Writing Center

*101 Charles Pratt Hall*

(413) 542-2139

Sunday: 1:00 p.m. – 6:00 p.m.

M–Th: 8:00 a.m. – 8:00 p.m.

Friday: 8:00 a.m. – 5:00 p.m.

#### Counseling Center

*Scott House and Hitchcock House*

(413) 542-2354

M–F: 8:30 a.m. – 4:30 p.m. and 24 hours a day on an emergency basis through the Dean on Duty

### Student Health Service

*Keefe Health Center*

(413) 542-2267

M–F: 8:30 a.m. – 5:30 p.m.

### Health Education

*Keefe Health Center*

(413) 542-2760 or (413) 542-8180

M–F: 8:30 a.m. – 4:30 p.m.

### Religious Life

*Cadigan Center*

(413) 542-8149

24 hours a day by calling Campus Police or through the Dean on Duty.

### Sexual Respect and Title IX Coordinator, Laurie Frankl

*105 Congress Hall*

(413) 542-5707

M–F: 8:30 a.m. – 4:30 p.m.

### Center for Women & Community (University of Massachusetts Amherst)

(413) 545-0800

Available 24 hours a day to provide confidential crisis counseling related to rape or sexual assault

### Queer Resource Center

*Basement of Morrow Residence Hall*

(413) 542-5114

M–F: 10:00 a.m. – 5:00 p.m.

Tu: 10:00 p.m. – 12:00 a.m.

