

# GRINNELL COLLEGE



## MENTORING HANDBOOK

This handbook will serve as a resource as you begin your mentoring adventure and throughout your experience. It is not intended to drive the entire program; rather, it will serve as a guide for you and your mentee. All the materials within have been created and gathered by the Alumni Council's Alumni Student Connections Committee and the Grinnell College Office of Development and Alumni Relations. In this handbook you will find College resources, sample evaluations, goal-setting worksheets, and a resource guide to utilize during your mentoring relationship.

## Resource Guide

This handbook is provided as a guide and is not intended to be rigidly followed. Each mentoring relationship will differ based on the skills and personalities of the parties involved. The basic concepts outlined in this guide may help with the planning and development of shared goals leading to successful exchanges.

### Rewards/benefits of being a mentor

- Reconnect with your alma mater.
- Help a younger Grinnellian learn from your experience: academic, career, and personal.
- Learn what is happening at Grinnell College directly from a current student.

### Expectations

A mentoring relationship should evolve in a way that is beneficial to both parties.

- The mentee should expect that the mentor will maintain regular contact and will be available to offer guidance on any or all of the following: education, profession, location, workplace issues, and personal problems (within reason).
- The mentor should expect that the mentee will be available for regular contact and be open to advice and guidance. The mentor should feel that they are offering valuable guidance to the mentee — advice that leads to tangible progress.

### Class Year-Specific Themes

Students' experiences range by year at the College, and each class year is assigned a philanthropy theme to encourage students to reflect on those who have helped shape their Grinnell experience. Here is a brief guide to what they may be going through while you are mentoring them:

#### First Years

- Philanthropy theme: time; talk with them about volunteering and how alumni give their time to enrich students' experiences.
- Trying to get acquainted with the College's resources/academic advising.
- May need assistance or encouragement to use resources such as the writing lab, math lab, academic advising, or other tutoring services — as well as the Center for Careers, Life, and Service.
- Start conversations with them regarding financial literacy — point them to the financial aid office or their bank for more information.
- Share what you know of Grinnell's history and traditions to help generate affinity with the College.
- Talk about the basics of networking — this may help them make friends and start the process of thinking about their careers; encourage them to be involved!
- In the spring, make sure they are planning for their second year by having conversations with their academic advisor about the online course registration process and how they will choose a major.

#### Second Years

- Philanthropy theme: talent; talk with them about how alumni share their skills and knowledge to enrich students' experiences.
- Encourage them to consider applying for campus leadership positions.
- Help them to start thinking about off-campus study — is this an experience for them?
- If they have yet to declare a major, assist them with narrowing down their options.

- Remind them to take care of themselves — focus on manageable wellness.
- Support their continued involvement in extracurricular activities.
- Suggest applying for the externship program and thinking seriously about summer internships.

### **Third Years**

- Philanthropy theme: ties; share with them how they can use the Grinnell network to their advantage.
- Talk with them about their post-graduation plans and encourage them to talk to someone at the Center for Careers, Life, and Service if they aren't sure what they would like to do.
- They may be studying abroad — if so, decide how you will stay in touch while they are abroad.
  - If they are studying abroad, consider talking with them about their plans (are they prepared?), anxieties they might have, how to handle homesickness, places they should go/see while abroad, staying in touch with friends, cultural differences, etc.
  - If they are not studying abroad, consider talking with them about how they will stay in touch with their friends who are, maybe how to expand their friend circle if most of their friends are abroad.
- Encourage them to think about internship and career planning.
- Practice networking skills with them, their elevator speeches, etc.
- If they are planning on taking a major test, help them figure out the best way to prepare.

### **Seniors**

- Philanthropy theme: treasure; share with them how alumni giving impacts their student experience.
- Review financial literacy information/financial planning for post-graduation and encourage them to talk to the financial aid office about student loan repayments, if applicable.
- Encourage them to make the most of their senior year and enjoy their time at Grinnell.
- Help them think about the job search process — how to network, resumes, cover letters, how to organize a job search.
- Assist them with finding alumni in their field to talk with about career opportunities.

### **Outcomes**

Some possible goals:

- Encouragement in personal and professional growth
- Suggestions for work/life balance
- Help with academic and career plans and decisions
- Assistance in developing a professional network
- Support during difficult times
- Help building self-confidence

Methods of practice:

- Set up a regular schedule of contact time.
- Practice intentional listening in a non-threatening climate.
- Offer possible solutions without taking over problems and trying to solve them.
- Provide constructive feedback and ensure the avoidance of criticism.
- Maintain confidentiality.
- Have a warm, personal relationship, while maintaining professional boundaries.

- Recognize when professional help is needed and assist with professional intervention when necessary.

**How to get started – Suggested questions to ask:**

- What do you hope that a mentor can provide for you and what are your expectations?

**Assistance for Post-Graduation**

- What are your plans or thoughts for after graduation?
- What is your process for finding a job after graduation?
- Is there a particular location that you prefer?
- How are job or graduate school applications going?
- What concerns or thoughts do you have about the interview process: different types of interviews you might potentially encounter, (individual, group, video chat, or by phone), questions you might hear or you might pose during an interview, follow-up procedures, salary negotiations, etc.?
- Which resources at the College have you explored to help you find a job (Center for Careers, Life, and Service and the various major-driven groups)?
- Are there concerns about your resume or transcript, and have you thought about how to mitigate them?

**Alumni Network**

- Do you want to be introduced to other alumni in your field or in your preferred location?
- How comfortable are you reaching out to alums?

**Other Areas**

- How are your stress, health, fitness, work–life balance, nutrition?
- Do you need financial advice?
- Do you have other concerns or goals you would like to achieve before leaving the campus, such as
  - Need for driver’s license, acquiring health/dental insurance, special needs that require specific living arrangements, immigration/B-1 Visa questions, etc.
- How can your mentor help you? What can they share with you that would make this mentorship beneficial to your job search and your pursuit of happiness in your life after College?

# Objectives Worksheet

Mentee: \_\_\_\_\_ Class Year \_\_\_\_\_

Contact info: \_\_\_\_\_

Mentor: \_\_\_\_\_ Class Year \_\_\_\_\_

Contact info: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

## Objective 1:

*Description*

To be completed by:

---

Steps I plan to take to reach this goal

- 1.
- 2.
- 3.
- 4.

## Objective 2:

*Description*

To be completed by:

---

Steps I plan to take to reach this goal

- 1.
- 2.
- 3.
- 4.

## Objective 3:

*Description*

To be completed by:

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Steps I plan to take to reach this goal

- 1.
- 2.
- 3.
- 4.

# Check-in Worksheet

Mentee: \_\_\_\_\_ Class Year \_\_\_\_\_

Contact info: \_\_\_\_\_

Mentor: \_\_\_\_\_ Class Year \_\_\_\_\_

Contact info: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

## Objective:

Goal met

Making Progress

No Progress

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

## Objective:

Goal met

Making Progress

No Progress

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

## Objective:

Goal met

Making Progress

No Progress

Accomplishments:

Obstacles:

New goal or strategy to overcome obstacles (if needed): \_\_\_\_\_

\_\_\_\_\_

## ***Grinnell College Resources***

- [Student Health and Counseling Services \(SHACS\) Resources](#)
- [Be Well at Grinnell](#)
- [Health & Counseling Staff](#)
- [Health & Counseling Off-Campus Resources](#)
- [Center for Careers, Life, and Service Resources](#)
- [Title IX Information](#)
- [Writing Lab Resources](#)
- [Resume Techniques](#)
- [Networking](#)
- [Cover Letters](#)