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“Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as ever you can.”

–Anonymous
MENTORING: HISTORY & DEFINITION

The word “mentor” originated from Homer’s *Odyssey*. Around 1200 BC, Odysseus, adventurer and King of Ithaca, was preparing to leave to fight in the Trojan War. Before his departure, Odysseus appointed a guardian named Mentor to attend to his household. For ten years Mentor acted as teacher, adviser, friend, and surrogate father to Odysseus’ son Telemachus. Over time, the word “mentor” came to describe a wise and trusted adviser or teacher.

*Mentoring is a RELATIONSHIP.*

In its simplest form, mentoring is a relationship between two individuals of differing levels of experience, one more experienced and one less experienced, that focuses on advancing professional and personal development. Mentoring is about sharing information and learning through and with another person. Any mentoring relationship is unique to the individuals involved, but must be based on mutual trust, respect, and integrity. History offers many examples of successful mentoring relationships including Socrates and Plato as well as Ralph Waldo Emerson and Henry David Thoreau. Other famous examples from film include Obi-Wan Kenobi and Luke Skywalker, Mister Miyagi and the Karate Kid, and Professor Dumbledore and Harry Potter.

The Engineering Alumni Mentor Program is designed to facilitate the sharing of knowledge between those with experience (our alumni mentors) and those who are still developing their professional identities (our students).
ENGINEERING ALUMNI MENTOR PROGRAM INTRODUCTION

BACKGROUND
Immediately at the onset of their career in the Vanderbilt School of Engineering, undergraduate students are assigned a faculty member who serves as their primary academic adviser. These faculty advisers answer course-related questions and help our students navigate through their chosen program of study. In addition to the valuable guidance supplied in this manner, the School of Engineering believes that our students could also benefit from a complementary form of support offered through our talented and loyal alumni network. We recognize that our students are multifaceted and have concerns that extend beyond their coursework. Many do not have an engineer in their family or existing network. Many are unsure about what they can do with their engineering degree or what the realities of a career in engineering are. Furthermore, our students have explicitly expressed their desire for more contact with alumni in exit surveys. Our alumni are, in turn, interested in giving back and reconnecting with their alma mater. Thus, the Vanderbilt School of Engineering launched the pilot of its Alumni Mentor Program in fall 2013 with 150 students matched with 102 alumni mentors.

MISSION
The Engineering Alumni Mentor Program seeks to foster meaningful and productive one-on-one (or one-to-small group) relationships between alumni and students of the Vanderbilt School of Engineering through the sharing of professional and life experiences. The program is centered on the dual goals of strengthening alumni connections with the School of Engineering as well as placing students on the path to success. Mentoring is seen as essential to the School’s mission given the unique way in which alumni mentors help care for and form the whole student. Mentoring relationships involve an initial year-long commitment that may be renewed throughout the student’s undergraduate career.

STRUCTURE
- The program targets:
  (a) Alumni of the Vanderbilt School of Engineering, either at the undergraduate or graduate level, who are at least three years out from the time they completed their bachelor degrees
(b) Students who are sophomores, juniors, or seniors and currently in good standing in the Vanderbilt School of Engineering

- Depending on the number of students and alumni interested in the program, more than one student may be matched with each mentor.
- After matches are established, participants are notified via email and asked to construct a set of mutual expectations for their relationship together based on respect, professionalism, trust, and confidentiality.
- All participants are encouraged to attend the optional opening and closing milestone events held on the Vanderbilt campus.
- Communication between mentors and students may take place in a number of manners (e.g., phone, email, video chat, instant messaging, face-to-face meetings) based on what works best for each pair.
- Our expectation is that participants will make contact with their mentor/student at least once a month, averaging a suggested one hour of communication per month over the course of their year together (i.e., October-August).
- Assistant Dean Burgess Mitchell serves as the staff contact for the Engineering Alumni Mentor Program. Participants, however, assume responsibility for their one-on-one (or one-to-small group) relationships.
- Participants will be surveyed in December and April. Surveys will consist of a short series of multiple choice and quick open-ended questions designed for participants to evaluate their relationship and identify areas for growth, as well as provide feedback for program improvement.
- At the conclusion of the program year the following August, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new mentor or student, or exiting the mentoring program (by not submitting a new application).

This handbook serves as the primary guiding resource in helping alumni and students develop their mentoring relationship over the course of the year-long commitment. Program staff members are also available for further support. For questions or concerns, contact the Engineering Alumni Mentor Program staff at either vuse-mentor@vanderbilt.edu or (615)343-8061.
PARTICIPANT BENEFITS

BENEFITS FOR MENTORS
• Share knowledge about your education, career path, successes and failures, and what your experiences have taught you
• Acquire experience in coaching and fostering the talent of future leaders
• Increase the value of your Vanderbilt engineering degree by investing in future alumni
• Cultivate a stronger connection with the Vanderbilt School of Engineering
• Deepen your knowledge of the current student body and campus community
• Network with other alumni participants
• Experience renewed pride and excitement for your field of work
• Gain a heightened sense of purpose and belonging

BENEFITS FOR STUDENTS
• Grow in self-awareness and self-discipline
• Deepen your knowledge of a specific industry, employer, organizational culture, and job function
• Test ideas and construct a personalized development plan with the help of a real world professional
• Learn to receive and accept both praise and constructive feedback
• Sharpen your active listening skills
• Improve your job search and networking skills
• Enhance your overall professional effectiveness
• Expand your existing network
• Gain a heightened sense of belonging and purpose
APPLICATION & MATCHING PROCESS

Once alumni and students have reviewed the program expectations and decided they are able to commit to active participation, they may complete the online application specific to their role. Applications for each year open in August just after the start of fall classes and close mid-September.

Submitted applications are then thoughtfully reviewed by program staff and participants are matched based on personal and professional commonalities:

- Similarities in the student's professional/industry sector interests and mentor's professional experience
- Other similarities shared: undergraduate degree major, graduate degree major, student involvement/activities, geographic region

After all matches have been established toward the end of September, an individual notification email is sent to each applicant offering the name and contact information of his/her assigned mentor/mentee(s) and providing some other basic information on next steps in the program. The student is asked to make first contact with the mentor to introduce himself/herself, as well as assume primary responsibility for initiating communication thereafter.

Pairs may complete the action plan documents that help outline the terms of their relationship (pages 15-18) at the fall Meet & Greet Reception, during a meeting they schedule on their own, or from a distance. As noted previously, the mentoring commitment is flexible; pairs agree upon the manner and frequency of communication that suits them best.

Participants are also asked to complete two brief online checkpoint surveys designed to assess the progress of the relationship and collect feedback for program improvement.
MENTOR GUIDELINES

A mentor should be an alumnus/a of the Vanderbilt School of Engineering who completed his/her bachelor degree at least three years ago. By volunteering as a mentor, this alumnus/a agrees to actively invest time and energy on an engineering student’s career goals and development. The mentor may act in all or several of the following capacities:

- **Role-Model**
- **Adviser**
- **Listener**
- **Sounding-Board**
- **Educator**
- **Coach**
- **Expert**
- **Advocate**

The School of Engineering expects the following of its participants serving as mentors:

1. Engage in regular individual contact with your assigned student(s).
   - Follow through with any commitments you make to each student.
   - Similarly, hold each student accountable for contributing equally to the relationship.

2. Establish rapport with your student(s) at the onset of the relationship.
   - Take time to get to know each student and, conversely, allow him/her to get to know you.
   - Create an open, supportive environment in which each student feels comfortable enough to interact and speak freely with you.
   - Listen and encourage two-way communication.
   - Invite ideas and suggestions from each student and involve him/her in decision-making in relation to mentoring activities.

3. Assist your student(s) in constructing a professional development plan early on in the relationship and review this plan throughout your time together.
   - Recommend strategies for each student to develop specific skills and habits necessary to succeed in a professional environment.
   - Encourage reflection and self-awareness by requesting regular updates regarding each student’s progress.
   - Nurture confidence and self-sufficiency.
- Serve as an example of a person you’d like your student(s) to emulate, including, but not limited to, upstanding character, attitude, and ambition.
  - Reinforce those same behaviors you see each student model.

- Offer sincere and straightforward feedback regarding observed behavior and reported performance.
  - Provide support, encouragement, and positive perspectives as much as possible.

- Encourage your student(s) to use available campus resources when questions or issues arise.
  - Remind your student(s) to consult with his/her/their faculty adviser for all academic related issues.
  - Contact program staff right away if you have any immediate concerns about the health and safety of a particular student.

- When appropriate, challenge your student(s) by introducing contradictory ideas, questioning assumptions, using open-ended questions, and asking that he/she explore alternatives.

- When it’s feasible, present opportunities for your student(s) to be exposed to new people/settings/experiences to broaden his/her/their perspective of the engineering field or world in general.

- Keep log/notes regarding each student’s involvement and progress. Doing so will not only allow you to be a more effective mentor, it will also aid you in responding to our online surveys.

- At the conclusion of the program year in August, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new mentor or student, or exiting the mentoring program (by not submitting a new application). Should you and your student decide to discontinue the relationship prior to the formal end of the program, please inform program staff.
SUCCESS STRATEGIES FOR MENTORS

DO...

☐ Invest in learning about your student(s) at the beginning
☐ Establish clear expectations and goals while striving for mutual benefits
☐ Share knowledge about your education, career path, and experiences
☐ Commit to honesty
☐ Agree to confidentiality (except in the extreme circumstances discussed on the following page)

☐ Listen
☐ Make sure communication is 50-50
☐ Lead by example
☐ Be a mentor who cares and communicates this to your student(s)
☐ Offer frank feedback, with both praise and criticism
☐ Help your student(s) test reality
☐ Inspire your student(s) to confirm current fields of interest and/or pursue new areas
☐ If appropriate, invite your student(s) to spend time shadowing you at your place of employment
☐ Encourage your student(s) to practice critical job search skills such as resume-writing, networking, and interviewing
☐ Introduce your student(s) to the idea of building long-term relationships and doing networking
☐ Connect your student(s) to other alumni and colleagues you believe could help him/her/them
☐ Provide information on how to research specific industries and employers
☐ Motivate your student(s) to work toward long-term goals (through internships, part-time employment, undergraduate research, study abroad, campus involvement, networking forums, full-time employment, and/or graduate school)
☐ Hold all face-to-face meetings in a public place
☐ Communicate with program staff immediately if a problem should arise with your student OR you decide to discontinue your mentoring relationship
DON’T...
- Limit a student’s goals and aspirations
- Criticize a student’s character—instead, focus on specific observed behaviors
- Expect more from a student than he/she is able to give
- Place yourself in a position where you are playing the role of peer or mental health counselor
- Promise confidentiality should a student talk about doing harm to him/herself or another person
- Feel obligated to hire a student or place him/her in an internship or full-time position with another organization—This program is not meant to serve as a recruitment or job placement vehicle. You may, however, be asked to write a letter or recommendation if you’ve spent ample time with a student.

DRAWING THE LINE
As a mentor, it is critical to remember that you are a role model. Though a trusting relationship should be the foundation of any mentorship, remember your mentee is not your peer. Appropriate meeting spaces include your place of business, a public place, or the Vanderbilt campus, while inappropriate meeting spaces include bars, homes, apartments, and residence hall rooms. Consuming alcohol with or buying alcohol for your underage mentee is strictly prohibited. Mentors may, however, provide mentees transportation to a meeting location if needed.

Additionally, the mentor/mentee relationship is not to be construed as a counseling relationship. In most cases, the mentor is not a trained mental health professional. Accordingly, assessment of mental health problems is not to be considered a part of the mentoring relationship.

CONFIDENTIALITY
The mentoring relationship should be based on trust and honesty. Information shared within the context of the relationship should be handled with discretion and confidentiality should be honored in most situations.
However, for the well-being of all involved parties, including the university, confidentiality cannot be offered in the following situations:

1. The mentor/mentee talks about suicide
2. The mentor/mentee discusses intentions to harm another person

The link below offers a guide published by the Office of the Dean of Students to aid faculty, staff, and other individuals who interact with our student body in identifying students in distress: http://www.vanderbilt.edu/healthydores/students_in_distress

If you believe your student may be in distress, we ask that you please reach out to the School of Engineering’s Senior Associate Dean Art Overholser at (615)343-3773 or k.a.overholser@vanderbilt.edu.
STUDENT GUIDELINES

The key to success for students is to commit time and effort toward developing their future career by taking full advantage of this unique opportunity to connect with a Vanderbilt School of Engineering alumnus/a. In addition, the student should supply the mentor with feedback and be open to receiving advice and coaching from the mentor.

The Vanderbilt School of Engineering expects the following of its student participants:

- Take responsibility for introducing yourself to your mentor, initiating future conversations, and upholding all commitments

- Determine your interests, skills, and goals and share these with your mentor

- Ask for help and guidance; seek out the information and assistance needed for your career development

- Proactively manage your development

- Keep an open mind and perceive change as an opportunity

- Come to each conversation prepared to have an open discussion

- Maintain communication within the established schedule

- Communicate clearly any issues, problems, or concerns that you might want help thinking through

- Express appreciation for your mentor regularly

- Accept both praise and constructive criticism

- Follow-through on any referrals/recommendations made by your mentor and update your mentor afterward
– Maintain the confidence of the mentoring relationship

– Take note of the competencies and skills valued for a successful career in engineering

– At the conclusion of the program year in August, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new mentor or student, or exiting the mentoring program (by not submitting a new application)—Should you and your mentor decide to discontinue the relationship prior to the formal end of the program, please inform program staff
SUCCESS STRATEGIES FOR STUDENTS

*Mentoring doesn’t happen unless you make time for it.*

- If it makes sense, try to find a set time each month that works for both you and your mentor.
- Make sure to follow-up with your mentor after meetings and get your next meeting on your mentor’s schedule.
- If a meeting needs to be rescheduled, do so quickly. Coordinating your schedule with your mentor’s may take a few tries.

*Tell your mentor your expectations.*

- If there’s something you’d like your mentor to teach you, tell him or her.
- Don’t be afraid to ask for what you need.

*Use mentoring to your advantage.*

- Be honest with your mentor: What are your career goals? What are your limitations? What have you learned from your experiences?
- Ask as many questions as you can. Use your mentor’s experiences and input to your advantage.
- Report back and stay in touch with your mentor.
- Don’t pass up any opportunities to network.
- Keep records of your contacts and the people you meet through your mentor.

*Be professional.*

- Be respectful of your mentor’s time. Be on time and follow through with commitments. Consider setting alerts/reminders for yourself in your calendaring system.
- Approach each conversation with goals and a list of questions you’d like answered.
- Dress professionally for each face-to-face meeting or video chat. Doing so will show your mentor that you take mentoring seriously.
- Keep the relationship professional.
- Do not expect your mentor to hire you or find you an internship or job elsewhere. Mentoring can lead to great contacts, but a job should not be your expectation. Should you spend ample time with your mentor, it would, however, be appropriate to request a letter of recommendation from him/her in the future.
INITIAL MEETING & RELATIONSHIP STRUCTURE

It’s a good idea to engage in an informational discussion with your mentor/student early in the relationship. Doing so provides both the mentor and student the opportunity to determine how to establish the mentoring relationship so that it is valuable to both parties. Enclosed in this handbook are the Student Action Plan and Mentor Action Plan worksheets meant to guide you through this initial conversation.

Clarify each person’s expectations and goals of the mentoring relationship, including expectations of each other and of the final outcome of the mentoring process. Mentoring requires time and commitment from everyone involved. Agreeing on goals and expectations for both the mentor and student will help the participants recognize what they must each contribute to the relationship.

Once there is a mutual agreement between the mentor and student to commit to a mentoring relationship, there are a few other items to discuss:

- **Method, timing, and frequency of communication:** Determine a method and time to communicate that will minimize interruptions and maximize the quality of the conversations. Also decide how many times per month you expect to hear from one another. Our expectation is that participants will make contact with their mentor/student at least once a month, averaging a suggested one hour of communication per month over the course of their year together (i.e., October-August).

- **The length of the relationship:** We ask that both mentor and student agree to maintain the relationship at least through the end of the program year. After that, participants have the option of continuing their current relationship another year (by requesting this when reapplying), applying to be matched with a new mentor or student, or exiting the mentoring program (by not submitting a new application). Should you decide to discontinue the relationship prior to the formal end of the program, please inform program staff.

- **Termination process:** If expectations are not being met and several attempts have been made to address and resolve this, then the relationship may be terminated by either mentor or student at any time after a discussion with program staff.
MENTOR ACTION PLAN

1. Determine your expectations and goals for the mentoring relationship.
   My Goals & Expectations: ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

2. Ask your student for his/her expectations and goals for the mentoring relationship.
   Make note of them below and then share your own with your student.
   My Student’s Goals & Expectations: _______________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________

3. Make note of your student’s contact information.
   Name: _________________________________
   E-Mail: _______________________________
   Phone: _______________________________

4. Set preferred methods of communication and expectations for response time with your student.
   □ Email   □ Phone   □ Other: _____________________________________________
   Preferences: ___________________________________________________________
5. Make an effort to communicate about one hour each month to keep the relationship on track.
   Next Check-In Date/Time: ________________________________
   Medium/Location: ________________________________
   Goals: ________________________________________________
   Actions Student Will Take During Interim: ________________________________
   Actions I Will Take During Interim: ________________________________

6. Keep notes on what you discuss with your student.

6. Keep notes on what you discuss with your student.

7. Review and offer feedback regarding your student’s development plan.

8. Complete the two online surveys sent via email by program staff (December & April).


STUDENT ACTION PLAN

1. Determine your expectations and goals for the mentoring relationship.
   My Goals & Expectations: 
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

2. After sharing your own, ask your mentor for his/her expectations and goals for the mentoring relationship. Make note of them below.
   My Mentor’s Goals & Expectations: 
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. Make note of your mentor’s contact information.
   Name: 
   ________________________________________________________________
   E-Mail: 
   ________________________________________________________________
   Phone: 
   ________________________________________________________________

4. Set preferred methods of communication and expectations for response time with your mentor.
   ☐ Email   ☐ Phone   ☐ Other: 
   Preferences: 
   ________________________________________________________________
5. Make an effort to communicate about one hour each month to keep the relationship on track.
   Next Check-In Date/Time: ____________________________
   Medium/Location: ____________________________
   Goals: ____________________________________________
   Actions I Will Take During Interim: ____________________________
   Actions My Mentor Will Take During Interim: ____________________________

6. Keep notes on what you discuss with your mentor.

7. Share your completed Student Action Plan with program staff via email at vuse-mentor@vanderbilt.edu or by taking it to FGH 104 to have a copy made.

8. Construct a personal and professional development plan with the help of your mentor (see page 24). Include goals and action-steps necessary to reach your goals, as well as specific ways in which your mentor can help with those items listed.

9. Complete the two online surveys sent via email by program staff (December & April).

10. Express your appreciation for your mentor regularly and send a formal thank you note at the conclusion of the program year in August.
SUGGESTED QUESTIONS, TOPICS & ACTIVITIES

QUESTIONS FOR STUDENTS TO ASK THEIR MENTORS

➢ EDUCATION & PREPARATION

How much formal education is needed in your field? What sort of special training or advanced degree is required?
What are the important characteristics (personal traits/qualities) for someone entering this field?
What kinds of experience do employers want?
What kinds of extracurricular activities and/or volunteer experiences would be beneficial?
Are there minors/electives/special knowledge and skills that would be helpful in this field?
What are the most important skills someone should have to find success in this occupation?
What types of part-time, full-time or summer jobs should I be seeking right now that may prepare me for this career path?

➢ WORKING CONDITIONS

Would you please describe your organization (its mission, size, structure, etc.)?
What is your job title?
What did the interview process you went through look like?
What type of training did you receive when you started?
What is the typical career path in this field? What are the entry-level positions?
How many hours per week are you expected to work? Do you put in additional hours?
What other things are expected of you outside of working hours (such as civic or social obligations)?
What is a typical day on the job like for you?
What times of year are busiest/Slowest?
What are the most satisfying and the most frustrating parts of your work?
In what ways can this job be stressful? What are the daily pressures you contend with?
How much variety does this job involve? What is the pace of work? Is travel required?
What is the starting salary for an entry-level position?
➤ INDUSTRY AND ADVANCEMENT
How has the field changed since you first started your career?
What are the trends/challenges you see in the future of this field? What are the major
trends/challenges you face today?
How is the job market for your field in this area of the country? Is it difficult to find an
opening? Is there an area that's best for starting such a career?
How long should I expect to stay in an entry-level position?
What are the opportunities for advancement?
What would be the next step in a career path for a job like this?

➤ NETWORKING
How did you find your first job after graduation? What avenues did you explore to find
job openings in your field?
What role does networking play, if any, to help break into this field?
How important is it to know someone in the industry?
What professional associations or organizations are useful to belong to in this field?
What magazines, journals, websites are important to read in this field?

➤ ABOUT YOUR MENTOR
What is your background?
Describe your career path. How have you progressed to your present position?
Why did you go into this field? Did someone/something significant impact choosing this
career?
Do you belong to any professional organizations?
Do you read any field-specific journals or magazines?
What are the things you find personally rewarding in your career?
What are the things you find frustrating or disappointing?
If you were starting out again, would you plan your career the same way? What would
you do differently?
If your job were suddenly eliminated what other kinds of work could you do?

➤ ADVICE & OTHER QUESTIONS
What was the most surprising part of your transition from university to work?
Do you have any additional information that might be helpful?
What advice do you have for someone planning to start a career in this field?
What do you see as the biggest challenges new graduates face when they enter your industry?
What are some other jobs in your field that are similar to your own?
Would you be willing to critique my résumé/cover letter? Can you offer any suggestions?
Would you be willing to conduct a mock interview with me and offer feedback?
Do you have any suggestions on how I should prepare for an internship/job search?

**TOPICS TO DISCUSS**
- Career tracks
- Career exploration
- Types of businesses/employers
- Current issues in the profession
- Job market trends
- Organizational culture
- Professional organization membership
- Quality of life in the profession
- Work/life balance
- Management issues
- Approaches to ethical/professional dilemmas
- Business dress
- Study/travel/employment abroad
- Campus involvement
- Senior design project ideas
- Professional dinner etiquette
- Online/social media etiquette
- Internship search advice
- Career fair navigation advice
- Job search advice
- Resumes & cover letters
- Interviewing & networking skills

**ACTIVITIES TO CONSIDER**
- Chat via Skype, Google Hangout, or Apple FaceTime
- Meet for coffee or a meal
- Role-play difficult conversations
- Company visit
- Job shadow
- Resume critique
- Mock interview
- Professional organization, networking, or cultural event
- Lecture or conference attendance
- Read & discuss a book, essay, or article
- Community service
- Informational interview(s) with colleague(s) of mentor
STUDENT DEVELOPMENT PLAN

My top 5 strengths:
1. 
2. 
3. 
4. 
5. 

My top 5 areas for growth:
1. 
2. 
3. 
4. 
5. 

My top 5 personal and professional development goals and associated action-steps:
1. 

Action-steps: 

2. 

3. 

Action-steps: 

4. 

Action-steps: 

5. 

Action-steps: 

The top 5 ways in which my mentor can assist me with my plan:
1. 

2. 

3. 

4. 

5. 

Points during the year when my mentor and I will review my progress in relation to my development plan and make changes/additions if necessary:
Date of First Review: 

Date of Second Review: 

Date of Final Review: 
2014-2015 GENERAL TIMELINE

AUGUST
- Online applications open on Friday, Aug. 22

SEPTEMBER
- Optional info session held on campus for interested students on Tuesday, Sept. 2 at 12:20pm in the Jacobs Believed in Me Auditorium (FGH 134)
- Applications due Friday, Sept. 12
- Match assignments sent to participants via email by Friday, Sept. 26

OCTOBER
- Students asked to make initial contact with alumni mentors by Tuesday, Sept. 30
- Fall Meet & Greet Reception tentatively scheduled for the Friday of Reunion/Homecoming weekend, Oct. 10, from 4:30-7:00pm in Featheringill Hall

DECEMBER
- Link to first online survey sent via email by Monday, Dec. 1 *Closes Dec. 12

JANUARY
- Reminder to reconnect following holidays/winter break

MARCH/APRIL
- Link to second online survey sent via email by Monday, April 13 *Closes April 24

JUNE
- Reminder to reconnect/continue connecting throughout summer

AUGUST
- Conclusion of the program year—Participants have the option to continue their current relationship another year (by requesting this when reapplying), apply to be matched with a new mentor or student, or exit the mentoring program (by not submitting a new application)
APPLICATIONS

—OPEN FRIDAY, AUGUST 22 THROUGH FRIDAY, SEPTEMBER 12—

[NOTE: Applications received outside of this window will not make it into the database for review.]

Please visit the web address below to apply as a MENTOR:

https://forms.vanderbilt.edu/view.php?id=206837

***ALUMNI ELIGIBILITY***

Alumni must be graduates of the Vanderbilt School of Engineering, either at the undergraduate or graduate level, AND at least 3 years out from having completed their bachelor degree.

Please visit the web address below to apply as a STUDENT PARTICIPANT:

https://forms.vanderbilt.edu/view.php?id=207796

***STUDENT ELIGIBILITY***

Students must be a sophomore, junior, or senior AND currently in good standing in the Vanderbilt School of Engineering.
“Founded in 2003, LinkedIn connects the world’s professionals to make them more productive and successful. With more than 300 million members worldwide, including executives from every Fortune 500 company, LinkedIn is the world’s largest professional network on the Internet.”

Students and alumni are both strongly encouraged to join the LinkedIn group created specifically for the VUSE Alumni Mentor Program as a way to meet and network with participants other than the person(s) with whom they were matched. Membership in this private LinkedIn group is optional and will be limited only to those participating in the program. [NOTE: A basic account with LinkedIn is necessary to enroll in our group.]
CAMPUS RESOURCES FOR MENTORS & STUDENTS

Academic Calendar
http://registrar.vanderbilt.edu/calendar/

Academic Advising
http://engineering.vanderbilt.edu/student-services/AcademicAdvising/

Alumni Association
http://www.vanderbilt.edu/alumni/

Black Cultural Center
http://www.vanderbilt.edu/bcc/

Center for Student Professional Development
http://www.vanderbilt.edu/career/

Disciplines & Majors
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Equal Opportunity, Affirmative Action, & Disability Services Department
http://www.vanderbilt.edu/ead/

Financial Aid & Undergraduate Scholarships
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Global Education (Study Abroad)
https://webapp.mis.vanderbilt.edu/studioabroad/

Housing & Residential Education
http://www.vanderbilt.edu/ResEd/main/

International Student & Scholar Services
http://www.vanderbilt.edu/isss/

Office of Lesbian, Gay, Bisexual, Transgender, Queer, & Intersex Life
http://www.vanderbilt.edu/lgbtqi/
CONTACT US

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Phone: (615) 343-8061  Fax: (615) 343-0670

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Mailing Address: PMB 351519, 2301 Vanderbilt Place, Nashville, TN 37235-1519

Burgess Mitchell, M.Ed.
Assistant Dean
Office of Academic Services
Vanderbilt School of Engineering
burgess.mitchell@vanderbilt.edu
Dear Alumni Mentors:

What a pleasure it is to acknowledge your decision to serve as a mentor through the Engineering Alumni Mentor Program for the 2014-2015 academic year. We are delighted that you have chosen to give the gift of your time, experience, and knowledge to aid in the success of our students. Through your generous commitment, you will set a wonderful example for your student and demonstrate the power of individuals to affect remarkable change. We greatly appreciate your generosity as one of Vanderbilt’s outstanding alumni community members. Our goals for this program require credible and committed volunteer leaders such as you. We are grateful for the energy, enthusiasm, and dedication you bring to your role as a mentor. We cannot recognize you enough for the invaluable contributions you will make throughout the next few months. Once again, thank you for supporting Vanderbilt’s students, and for everything else you are surely doing to help maintain this university’s reputation of excellence.

Dear Student Participants:

Congratulations on taking this important step in proactively preparing yourself for success beyond your career at Vanderbilt. We applaud you for your motivation and willingness to open yourself up to new experiences and advice. We firmly believe you will find your time in this program beneficial and hope you establish contacts that remain intact long after this academic year. Hopefully you, too, will one day serve as a mentor yourself and continue this tradition of giving back.

Sincerely,

Philippe Fauchet  
Burgess Mitchell