



Mentoring Program

Mentor Handbook

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USG Mentoring Program Introduction

Mentoring at USG will be actualized through a menu of mentoring experiences which offer flexibility, helps build a sense of community, incorporates USG's core values, and seeks to empower students to achieve their full potential.

Students will have the ability to design their own mentoring experience to meet them where they are, with what they need, when they need it. Students who participate in USG's Mentoring Program will have the option of engaging in traditional mentoring, flash mentoring, or mentor circles. These options put the student's needs and interests at the center of the program.

Here at USG, we promise students will graduate career ready but what does that mean? According to NACE, career readiness is a foundation from which to demonstrate requisite core competencies that broadly prepare the college educated for success in the workplace and lifelong career management. - <https://www.nacweb.org/> In this handbook you will find career competencies broken down with examples, activities, and add-ons. At the beginning you and your mentee will review the survey that will inform you both which competencies the mentee is strong in or needs to grow. You will also be able to show how each of these competencies relate to your industry or work experience.

While mentoring relationships happen organically, this program will not start in that way. With that in mind, we have put together resources and guides to help you and your mentee connect and grow. We have designed documents, activities, and questions that can help to guide the sessions. You will find resources on the USG Mentoring Program webpage and at the end of this handbook. We are also here to assist when questions arise.

Research has proven that mentoring is important in the growth of an individual's professional and personal growth. Mentoring is not about the student learning from the more experienced professional but rather a give-and-take partnership where both the mentor and mentee help each other to grow and learn from different perspectives. The relationship is not about pouring all of your knowledge, experiences, and ideas into your mentee but rather guiding, supporting, and helping them come to their own decisions with your guidance. Remember that mutual respect, willingness to learn, and keeping an open-mind are crucial to a successful relationship.

Thank you for being an integral part of a student's growth and helping them ACCELERATE their career.

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Mentoring Program

SAMPLE MENTORING SESSIONS

Session 1: Career & Self-Development – Exploring careers in one’s designated hub/industry; creating career-related short and long-term goals.

NACE Definition of Career and Self-Development: Proactively develop oneself and one’s career through continual personal and professional learning

NACE Sample Behaviors:

- Show an awareness of own strengths and areas for development.
- Develop plans and goals for one’s future career.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.

Mentors should:

In the first month of the USG Mentoring Program, you and your mentee should meet at least once to go over the following action items:

- **Assist** in developing skills such as goal-setting, self-assessment, and career exploration;
- **Encourage** a professional development plan, setting realistic goals, and to seek ways to grow personally, academically, and professionally; and
- **Emphasize** the importance of building and maintaining a network of professionals.

Action Items:

- Meet and review the USG Mentoring Agreement. Ensure it is submitted to Mentor Program Manager by end of meeting;
- Develop at least 1-3 mentorship goals for this program and brainstorm strategies on how to achieve them; and
- Complete the Hire U Career Readiness Survey to assess the student’s level/skill for each of the 8 NACE Career Competencies. Spend time discussing and developing goals to master these competencies. Review the USG Calendar to identify workshops to act as Add-On to goals.

Add-On:

- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support to review resume, cover letter, LinkedIn Profile; and/or
- Encourage your mentee to complete the Gallup Strengths assessment through the Macklin Center for Academic, Career, and Leadership Support.

Session 2: Leadership – Doing things right even when others are not watching, identifying what makes an effective leader, learning to deal with conflict and challenges.

NACE Definition of Leadership: Recognize and capitalize on personal and team strengths to achieve organizational goals.

An effective leader is able to inspire, influence, and guide those around them towards a common goal or vision.

NACE Sample Behaviors:

- Inspire, persuade, and motivate self and others.
- Seek diverse resources and feedback to inform the right direction.
- Be a role model by approaching tasks with confidence and a positive attitude.
- Build trust, motivate action, inspire others.
- Plan, initiate, manage, complete and evaluate projects.

During this session of the USG Mentoring Program, you and your mentee should meet at least once to review the Action Items listed. Mentors should discuss examples of successful leadership as well as examples of poor leadership. Explain how/if leadership looks different to you or your industry and why.

Action Items:

- **Review** progress in goals and adjust if necessary;
- **Review** student's competency in leadership and discuss how they can improve or identify examples they can add to their resume; and/or
- **Provide** one's own examples of how leadership looks in your work place or career.

Add-On:

- Review USG Calendar to identify leadership workshops;
- Review your mentee's academic tasks/projects and identify leadership possibilities;
- Encourage your mentee to join Macklin Public Speaking Program offered through the Macklin Center for Leadership & Communication;
- Encourage your mentee to learn more about USGLeads Emerging Leadership Program through the Macklin Center for Leadership & Communication; and/or
- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support to review resume with the addition of leadership examples identified in session.

Session 3: Becoming Career Ready (Career & Self- Development Conclusion) – The value of career competencies in the workplace, developing action plan to continue growth and how to utilize resources through Hire U.

Competency Review:

NACE Definition of Career and Self-Development: Proactively develop oneself and one's career through continual personal and professional learning

NACE Sample Behaviors:

- Show an awareness of own strengths and areas for development.
- Develop plans and goals for one's future career.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.

In the last month of the mentoring relationship, mentors should meet with their mentee at least once to go over the following action items. Use the resources used throughout the semester to assess if there were changes or improvements in skills or competencies. Discuss the goals and strategic plan to assess if goals were met.

Action Items:

- Complete the Hire U Career Readiness Survey to assess changes or improvements (**Celebrate the student's achievements!**);
- Review goals set out at the first meeting and discuss next steps for your mentee to continue in working towards them or develop new ones; and
- Determine if you and your mentee would like to continue the mentorship relationship through the rest of the year. Inform the Mentor Program Manager of your decision.

Add-On:

- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support to review resume, cover letter, LinkedIn Profile



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SAMPLE CAREER COMPETENCIES & ACTIVITIES SESSIONS

Career & Self-Development – Identify and articulate transferable skills, strengths, knowledge, and experiences relevant to desired career goals. Seek to continually add knowledge and skills required for progression along a career pathway. Explore and navigate steps necessary to pursue professional opportunities which match personal values and implement strategies for self-advocacy in the workplace.

Sample Behaviors:

- Recognize and articulate how specific strengths, skills, knowledge, and experiences connect to career goals and related opportunities.
- Plan, renew, and pursue personal and career goals.
- Develop awareness of professional areas which have room for growth and pursue opportunities to develop related skill sets.
- Assume duties or positions that will help one progress professionally.
- Establish, maintain, and/or leverage relationships with people who can help one professionally.

Mentors should:

Meet at least once to go over the following action items:

- **Assist** in developing skills such as goal-setting, self-assessment, and career exploration;
- **Encourage** a professional development plan, setting realistic goals, and to seek ways to grow personally, academically, and professionally; and
- **Emphasize** the importance of building and maintaining a network of professionals.

Action Items:

- Develop at least 1-3 mentorship goals for this program and brainstorm strategies on how to achieve them; and
- Complete the Hire U Career Readiness Survey to assess the student's level/skill for each of the 8 NACE Career Competencies. Spend time discussing and developing goals to master these competencies. Review the USG Calendar to identify workshops to act as Add-On to goals.

Add-On:

- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support to review resume, cover letter, LinkedIn Profile; and/or
- Encourage your mentee to complete the Gallup Strengths assessment through the Office of Strategic Partnerships.

Leadership – Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. Assess and manage one’s own emotions and those of others; use empathy to guide and motivate. Take initiative to organize, prioritize, and delegate work. An effective leader is able to inspire, influence, and guide those around them towards a common goal or vision.

Sample Behaviors:

- Recognize and support the strengths of others to achieve common goals.
- Seek diverse resources and feedback to inform the right direction.
- Articulate vision and strategy and use innovative thing to go beyond traditional methods.
- Build mutual trust, motivate action, inspire others.
- Plan, initiate, manage, complete and evaluate projects.

During this session of the USG Mentoring Program, you and your mentee should meet at least once to review the action items listed. Mentors should discuss examples of successful leadership as well as examples of poor leadership. Explain how/if leadership looks different to you or your industry and why.

Action Items:

- **Review** progress in goals and adjust if necessary;
- **Review** student’s competency in leadership and discuss how they can improve or identify examples they can add to their resume; and/or
- **Provide** one’s own examples of how leadership looks in your work place or career.

Add-On:

- Review USG Calendar to identify leadership workshops;
- Review your mentee’s academic tasks/projects and identify leadership possibilities;
- Encourage your mentee to join Macklin Public Speaking Program offered through the Macklin Center for Academic, Career, and Leadership Support for Leadership & Communication;
- Encourage your mentee to learn more about USGLeads Emerging Leadership Program through the Macklin Center for Academic, Career, and Leadership Support for Leadership & Communication and/or
- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support for Academic, Career, and Leadership Support to review resume with the addition of leadership examples identified in session.

Critical Thinking & Problem-Solving – Exercise sound reasoning and analytical thinking. Use knowledge, facts, and data to solve problems and make decisions. Strategically demonstrate innovation, creativity, and inventiveness to achieve outcomes.

Sample Behaviors:

- Make decisions and solve problems using sound, inclusive reasoning and judgment.
- Organize and plan strategies and effectively communicate actions and rationale to stakeholders.
- Come to well-reasoned conclusions and solutions, testing them against relevant criteria and standards.
- Manage difficult or unexpected situations in the workplace, as well as complex business challenges.
- Maintain a resilient mindset to persist through challenges.
- Multi-task well in a fast-paced environment and proactively anticipate needs.

You should meet at least once to discuss the following action items. Help your mentee to think of critical thinking in career and workforce contexts. Be open and discuss decisions, issues, and challenges that you face on a regular basis and how you make difficult decisions and overcome challenges.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level in critical thinking and problem solving and brainstorm strategies to improve skills; and/or
- Discuss a challenging problem/decision you faced at work and ask your mentee to come up with a solution by walking through the different issues that need to be considered.

Add-On: Discuss the following with your mentee to further their critical thinking and problem-solving skills:

- Emphasize the importance of actively seeking diverse perspectives to have a better understanding of cultural humility and its part in decision making.
- Help your mentee develop analytical skills through the practice of breaking down complex problems into smaller parts, looking for patterns, connections, and inconsistencies to develop a comprehensive understanding of the issue.
- Guide them in learning and evaluating evidence and distinguish between reliable and unreliable sources.
- Reflect on your thinking process and discuss with your mentee how your biases, emotions, and preconceptions may influence your conclusions.

Oral and Written Communication – Utilize effective communication strategies to convey information to a target audience. Employ a variety of writing styles and formats to articulate ideas and messages in a clear, compelling, and sensitive manner when speaking publicly or engaging in professional interactions.

Sample Behaviors:

- Ask appropriate questions for specific information from supervisors, specialists, and others.
- Frame communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.
- Demonstrate verbal/non-verbal abilities, such as oral and written communication skills for conveying information.
- Demonstrate active listening skills, respect for others, and appropriate nonverbal behavior.
- Communicate in a clear and organized manner so that others can effectively understand.

You should meet at least once this month to discuss the following action items. Encourage your mentee to seek out opportunities in their academic/professional spheres and identify the communication rules and practices that are relevant to their industry.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level in oral and written communication and brainstorm strategies to improve skills;
- Suggest networking or social events for your mentee to attend where they can practice initiating and maintaining conversations with others;
- Encourage mentee to seek out opportunities to practice their oral and written communication through public speaking opportunities in class or work; and/or
- Practice active listening exercises where they must not interrupt or formulate responses without hearing the whole story.

Add-On:

- Pair with Critical Thinking and Problem-Solving competency activities.
- Encourage mentee to join Macklin Public Speaking Program offered through the Macklin Center for Academic, Career, and Leadership Support for Leadership & Communication.
- Encourage mentee to schedule an appointment at Macklin Center for Academic, Career, and Leadership Support for Leadership and Communication for written & oral communication support.
- Encourage them to visit the Priddy Library to learn more about their on-demand workshops.

Equity and Inclusion – Value, respect, and learn from individuals with diverse identities and backgrounds. Demonstrate openness, inclusiveness, and sensitivity with all people. Continually seek deeper knowledge and understanding of varied cultures in order to skillfully navigate a local, national, and global landscape. Engage in anti-racist practices that actively challenge individual and systemic racism, inequities, and personal biases.

Sample Behaviors:

- Advocate for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.
- Effectively integrate into new culturally diverse environments; effectively communicate and adapt in intercultural and multilingual situations.
- Solicit and use feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.
- Keep an open mind to diverse ideas and new ways of thinking.
- Address the systems of privilege that limit opportunities.

You should meet at least once to discuss the following action items. Discuss the state of equity and inclusion in your field and how you practice this in your personal and work-life. Be open about how your own organization/company practices (or doesn't) equity and inclusion in their policies.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level equity and inclusion and brainstorm strategies to improve skills;
- Show how your mentee can evaluate the workplace during the interview process and what questions to ask to assess the company's commitment to equity and inclusion; and/or
- Discuss the state of equity and inclusion in the industry and how one can contribute to improving equity and inclusion in their field.

Add-On:

- Encourage your mentee to schedule time to meet with a Career Coach in the Macklin Center for Academic, Career, and Leadership Support for Academic, Career, and Leadership Support to plan a strategy that would align their values to the job search.
- Encourage your mentee to attend workshops and/or events sponsored by USG's student organizations and the Office of Diversity, Equity and Inclusion.

Professionalism & Work Ethic – Demonstrate initiative, personal accountability, effective workload management, and efficient use of time. Exercise integrity and ethical behavior in the workplace. Develop an exemplary professional reputation and the ability to adapt to organizational culture and conduct expectations in varied work settings.

Sample Behaviors:

- Collaborate with others to achieve common goals. Be accountable for individual and team responsibilities and deliverables.
- Effectively manage conflict, diverse personalities, and exercise the ability to compromise.
- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Build positive working relationships with supervisor and team members/coworkers.

You should meet at least once to discuss the following action items. Discuss what professionalism means in your workplace/industry and yourself.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level in professionalism & work ethic and brainstorm strategies to improve skills;
- Assist your mentee in developing a professional development plan with goals, milestones, and actions;
- Advise your mentee to actively seek regular feedback on their work;
- Emphasize the importance of effective time management; and/or
- Emphasize the importance of keeping up to date with what is happening within their industry and attending professional development workshops to build their skills.

Add-On:

- Review USG Calendar with your mentee to identify workshops that would build their professionalism & work ethic competency level.
- Encourage your mentee to review the resources provided at Macklin Center for Leadership and Communication and schedule an appointment.
- Encourage them to visit the Priddy Library to learn more about their workshops.

Digital Technology – Demonstrate general proficiency in commonly used technology tools and applications to ethically solve problems. Engage in continual learning of emerging technologies to maintain adaptability. Employ innovative use of technology tools to enhance professional and organizational success.

Sample Behaviors:

- Navigate information, construct ideas, and use technology to achieve strategic goals.
- Manage technology to integrate information to support relevant, effective, and timely decision-making.
- Seek out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity.
- Adhere to ethical standards and conventions for safeguarding privacy and security.
- Adapt to new and quickly changing technologies.

You should meet at least once to discuss the following action items. Discuss the types of technology used in your industry. Maybe there was a program that you wish you became proficient in while in school.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level in digital technology and brainstorm strategies to improve skills;
- Work with your mentee to identify at least one key technology tool that will be important to know for their job and help to identify how to go about learning that tool; and
- Encourage them to complete the training and find ways to leverage that competency in their resume, interview, and/or workplace; and/or
- Suggest your mentee allocate regular dedicated time to practice technology skills.

Add-On:

- Review USG Calendar with your mentee to identify workshops that would build their digital technology competency.
- Encourage them to visit the Priddy Library to learn more about their on-demand workshops.

Teamwork & Collaboration – Build collaborative relationships and maximize strengths across diverse teams. Navigate group dynamics and manage conflict to achieve common goals. Negotiate solutions to meet the varied needs of professional stakeholders.

Sample Behaviors:

- Collaborate with others to achieve common goals. Be accountable for individual and team responsibilities and deliverables.
- Effectively manage conflict, diverse personalities, and exercise the ability to compromise.
- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Build positive working relationships with supervisor and team members/coworkers.

You should meet at least once to discuss the following action items. Teamwork and collaboration are vital in every job but might be needed in some jobs other than others. Discuss how you collaborate with your colleagues and other professionals.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee's competency level in teamwork and collaboration and brainstorm strategies to improve skills; and
- Have your mentee reflect on a recent group project and have them answer how information was communicated, decisions were made, and if there was conflict, how was it handled. (Did anything go wrong? If so, how did it get resolved? What would they have done differently? What did they learn?) **Bonus:** this is regularly asked in interviews so you will be helping them prepare for future interviews!

Add-On:

- Encourage them to visit the Priddy Library to learn more about their workshops.

Personal Well-Being – Enhancing self-awareness by developing a better understanding of personal motivations, emotions, and behaviors. Engaging in the continual enhancement of one’s physical, mental, and emotional health. Cultivate and foster habits of well-being to increase focus, productivity, and impact.

Sample Behaviors:

- Balancing and supporting work, career, and personal and social needs.
- Utilizing organizational training and supports for well-being, and advocating for one’s needs related to health and well-being.
- Engaging in regular self-evaluation and reflection of emotions, motivations, and behaviors that could impact well-being and productivity.
- Acknowledging the mind and body’s impact on work and productivity and taking regular steps to promote health.
- Utilizing strategies for coping and building resilience to manage difficult or unexpected situations.

You should meet at least once to discuss the following action items. Be open with your mentee on how you manage your stress levels, work-life balance, and health in order to be successful. Help them to decipher what a company’s work-life balance policy truly is and how to ask during the interview process about perks that would benefit their health.

Action Items:

- Review progress of goals set at the beginning of the mentoring relationship. Make adjustments as needed;
- Review your mentee’s competency level in personal well-being and brainstorm strategies to improve skills; and/or
- Review your mentee’s schedule and help them identify times/days that they can add time for themselves. Brainstorm ideas of how they can manage their time. Help them to develop a priority list.

Add-On:

- Encourage your mentee to visit the Center for Counseling & Well-being to learn about wellness programs, counseling, and programs offered.
- Encourage your mentee to make time to utilize the gym on USG’s campus.
- Encourage your mentee to visit the Center for Scholarships to utilize their programs and apply for scholarships.



Mentoring Program

Career Competency Self-Assessment

Career Competency Self-Assessment

This self-assessment is intended to:

- Help you learn about the Hire U career competencies and some of the associated behavioral characteristics;
- Help you associate your experiences with particular competencies;
- Identify your current career competencies strengths and weaknesses;
- Help you determine which 3 career competencies you will focus on developing.

Please be objective and realistic regarding your current competency experiences in this assessment so this tool can provide you with a basis for planning goals and objectives for the future, creating a road map for self-development.

Critical Thinking & Problem-Solving	Beginner	Basic	Intermediate	Advanced	Expert
Making decisions using sound reasoning and judgement.					
Communicating actions and rationale to stakeholders.					
Managing difficult situations in the workplace, as well as complex business challenges.					
Multi-tasking in a fast-paced environment and proactively anticipating needs.					
Oral & Written Communication	Beginner	Basic	Intermediate	Advanced	Expert
Asking questions for specific information from supervisors, specialists, and others.					
Framing communication with respect to diversity of learning styles, varied individual communication abilities, and cultural differences.					
Communicating in a clear and organized manner so that others can effectively understand.					
Demonstrating verbal/non-verbal abilities, such as oral and written communication skills for conveying information.					
Digital Technology	Beginner	Basic	Intermediate	Advanced	Expert
Using technology to integrate information to support relevant, effective, and timely decision-making.					
Seeking out opportunities to improve knowledge of tools and technologies that may assist in streamlining work and improving productivity.					
Adhering to ethical standards and conventions for safeguarding privacy and security.					
Adapting well to new and quickly changing technologies.					
Teamwork & Collaboration	Beginner	Basic	Intermediate	Advanced	Expert
Collaborating with others to achieve common goals.					
Managing conflict, diverse personalities, and exercising the ability to compromise.					
Building positive working relationships with my supervisor and team members/coworkers.					
Accountability for individual and team responsibilities and deliverables.					

Leadership	Beginner	Basic	Intermediate	Advanced	Expert
Planning, initiating, managing, completing, and evaluating projects.					
Seeking out and leveraging diverse or competing perspectives and feedback from others to inform direction.					
Motivating and inspiring others by encouraging them and by building mutual trust.					
Recognizing and supporting the strengths of others to achieve common goals.					
Equity & Inclusion	Beginner	Basic	Intermediate	Advanced	Expert
Advocating for inclusion, equitable practices, justice, and empowerment for historically marginalized communities.					
Soliciting and using feedback from multiple cultural perspectives to make inclusive and equity-minded decisions.					
Addressing the systems of privilege that limit opportunities.					
Effectively integrating into new culturally diverse environments; effectively communicating and adapting in intercultural and multilingual situations.					
Career & Self-Development	Beginner	Basic	Intermediate	Advanced	Expert
Recognizing and articulating how specific strengths, skills, knowledge, and experiences connect to career goals and related opportunities.					
Assuming duties or positions that will align with my career advancement.					
Establishing, maintaining, and/or leveraging relationships with people who can help me progress.					
Awareness of professional areas which have room for growth and pursuing opportunities to develop related skill sets.					
Professionalism & Work Ethic	Beginner	Basic	Intermediate	Advanced	Expert
Acting equitably with integrity and accountability to myself, others, and the organization.					
Demonstrating dependability (e.g., report consistently for work or meetings).					
Attention to detail, resulting in few if any errors in my work.					
Understanding the importance of nonverbal behavior in a professional setting.					
Personal Well-Being	Beginner	Basic	Intermediate	Advanced	Expert
Balancing and supporting work, career, and personal and social needs.					
Utilizing training and support for well-being, and advocate for one's needs related to health and well-being.					
Acknowledging the mind and body's impact on work and productivity and taking regular steps to promote health.					
Utilizing strategies for coping and building resilience to manage difficult or unexpected situations.					



Mentoring Program

FLASH MENTORING OVERVIEW

Flash Mentoring Overview

Time can be limited for many people but that should not keep them from gaining valuable information from a professional nor should it hinder a professional who wants to give back to not have that option. Choosing from four different sessions (informational interview, mock interview, network building 101, or general career guidance), flash mentoring continues with the theme of flexibility that is valuable to the USG community.

Session Overviews:

Informational Interview: Allows a student to gain valuable insight into a potential career, industry, company, or general advice from a “subject matter expert.”

*Be open and honest. What information did you wish you knew before you embarked on your career? *

FAQs:

- What do you like most/least about your work?
- What trends do you see in this industry?
- What does a typical day look like?
- How would you describe the company culture?
- What were some things you considered before accepting a position?
- What should I look for in a manager?
- What are key skills I need to be successful?

Mock Interview: Offer “practice” to help students refine their interviewing skills.

*Interviews can be nerve-wracking for anyone but with practice individuals grow in confidence and poise. *

Tips:

- Treat this as an actual interview – set a date, time, and place for the student. The more “real” the mock interview is, the more the student will be prepared and at ease when they go to a future interview.
- Interview the student as you would a candidate for your office/company/industry:
 - Please begin by telling me a little about yourself.
 - What are your career goals for the short-and long-term?
 - What are three adjectives that your peers, colleagues, or supervisor use to describe you?
 - Describe your ideal supervisor.
 - Tell me a time when something did not go well. What did you do to alleviate or correct the situation?
 - What would you bring to our...?
 - What are your areas of weakness, and how are you taking action to improve them?
- Provide constructive feedback and suggestions:
 - Resume: strengths, weaknesses
 - Demeanor: were they engaged, aloof, fidgeting
 - Answers: were they prepared, did they give enough detail, too vague?

Network Building: Building and/or strengthening professional networks can lead to opportunities for career exploration, internships, or employment. Helping create connections through personal introductions can help students connect with industry contacts and identify professional organizations and affinity groups they can join.

Tips:

- Review their elevator pitch.
- Practice different scenarios that they could find themselves when networking.
- Provide general guidance:
 - What type of networking should they be engaged in at this time of their education and/or career?
 - What types of activities have you found to be most beneficial in this industry?
 - Can you connect them with other professionals in this industry?
 - What do you think makes for successful networking?
 - How is their online presence?

Career Guidance: Career consultations provide an individual with personalized guidance and advice regarding their overall career path.

*What career-related guidance would have properly helped you at the onset of your career? *

FAQs:

- What is the current job market in the industry?
- What do I need to focus on academically to prepare for a career in this industry?
- Can you help me identify three career development goals and action steps?
- Where can I find more information about jobs and careers in this industry?
What can I do with my major? What are the career paths open to me?
- What jobs, internships, group/association memberships should I participate in while in college to make me career-ready in this industry?



Mentoring Program

ADDITIONAL RESOURCES

Additional Career Competency Resources

Critical Thinking

[6 Critical Thinking Skills You Need to Master Now | Rasmussen University](#)

[Critical Thinking Skills: Definition, Examples & How to Improve](#)

[What's the Importance of Critical Thinking in the Workplace?](#)

Communication

[10 Communication Skills for Career Success](#)

[Communication Skills: 10 Effective Communication Skills to Learn](#)

[Top 5 Communication Skills and How to Improve Them](#)

Equity and Inclusion

[How to Integrate Diversity, Equity, and Inclusion Into Everyday Operations](#)

[What Does Cultural Competency Look Like in the Workplace?](#)

Career and Self Development

[9 Ways To Improve Your Personal Development Skills](#)

[36 Examples of Personal Development Goals for Your Career & Life](#)

[Growth and development in the workplace | B@W from](#)

[Importance of Personal Development in the Workplace](#)

[Personal Development IS Career Development](#)

[Why Is It Important to Think About Career Progression?](#)

[Experiential Planner](#)

Leadership

[6 Things Professional Leaders Do Every Day](#)

[How To Demonstrate Successful Leadership In The Workplace](#)

[The Most Important Leadership Competencies, According to Leaders Around the World](#)

[Top 10 Qualities of Effective Leadership in the Workplace \(& How To Implement Them\)](#)

[What Do Leaders in Different Fields Need to Succeed?](#)

[Improving Your Leadership Communications](#)

Professional

[From student to professional: Teaching professionalism in the marketing classroom.](#)

[Ethics: Yes, Even When Nobody Is Watching](#)

[How to Be More Professional at Work](#)

[The Ultimate Guide to Professionalism](#)

Technology

[Here Are Some Tips for Keeping Up With Technology in the Workplace](#)

[The Importance of Digital Skills in the Workplace](#)

[Improving Your Computer Literacy: Everything You Need to Know](#)

Teamwork

[6 Tips/Traits of Effective Teamwork](#)

[7 Important Teamwork Skills You Need in School and Your Career](#)

[Important Teamwork Skills That Employers Value](#)

[Teamwork Is Crucial to Workplace Success](#)

[Teamwork Skills: Definition and Examples](#)

[Teamwork Skills: Definition, Examples, Best for Your Resume \[+Tips\]](#)

Student Services Contact Information

[Center for Counseling & Well-Being](#)

Habits to Boost Mind, Body, and Spirit | Personal and Relationship Counseling | Wellness and Mindfulness Workshops

[Counseling Services:](#)

301-738-6273

Biomedical Sciences and Engineering Building, Suite 3139

[Recreation & Well-Being:](#)

301-738-6299

Building III (Camille Kendall Academic Center), Room 2240 (Above Café)

[Center for Scholarships](#)

FAFSA and USG Scholarship Guidance | Financial Aid and Scholarship Opportunities | Food Access Resources

301-738-6023

Building III (Camille Kendall Academic Center), Suite 1100

[Center for Transfer Access](#)

Degree Pathways and Transfer Support

301-738-6023

Building III (Camille Kendall Academic Center), SAS Suite

[Macklin Center for Academic, Career, and Leadership Support for Leadership & Communication](#)

Oral & Written Communication Coaching | Cover Letter, Resume & LinkedIn Best Practices | Personal Branding | Salary Negotiation Tips | Disability Support | Student Life, Organizations & Leadership Opportunities | Workshops | [LGBTQIA+ Resources](#)

301-738-6315

Biomedical Sciences and Engineering Building, Suite 1322

[Priddy Library](#)

301-738-6020

Building III (Camille Kendall Academic Center), Suite 1200