MENTOR HANDBOOK

An Amherst mentor is a guide, a friend and a resource.
AMHERST COLLEGE MISSION

The Mission of Amherst College
Terras irradient
“Let them give light to the world.”
1821

Amherst College educates men and women of exceptional potential from all backgrounds so that they may seek, value, and advance knowledge, engage the world around them, and lead principled lives of consequence.

Amherst brings together the most promising students, whatever their financial need, in order to promote diversity of experience and ideas within a purposefully small residential community. Working with faculty, staff, and administrators dedicated to intellectual freedom and the highest standards of instruction in the liberal arts, Amherst undergraduates assume substantial responsibility for undertaking inquiry and for shaping their education within and beyond the curriculum.

Amherst College is committed to learning through close colloquy and to expanding the realm of knowledge through scholarly research and artistic creation at the highest level. Its graduates link learning with leadership—in service to the College, to their communities, and to the world beyond.

Notice of Non-discrimination
The College is committed to establishing and maintaining an environment free of all forms of harassment and discrimination for all College community members. The College does not discriminate on the basis of race, color, ethnicity, national origin, age, sex, sexual orientation, gender identity or expression, physical or mental disability, religion, or any other protected class.

The College does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment. Sexual misconduct, including sexual harassment as defined in this policy, is a form of sex discrimination that unjustly deprives a person of equal treatment. It is prohibited by Title IX of the Education Amendments of 1972, a federal law that provides that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Sexual harassment is also prohibited under Title VII of the Civil Rights Act of 1964, Massachusetts General Laws Chapter 151B, and other applicable statutes.

This policy prohibits sexual misconduct against all Amherst community members of any gender or sexual orientation. This policy also prohibits gender-based harassment that does not involve conduct of a sexual nature.

For the complete Amherst College Sexual Misconduct Policy, visit: https://www.amherst.edu/aboutamherst/sexual_respect/sexual-misconduct-and-harassment-policy
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A LETTER FROM THE DIRECTORS OF ALUMNI AND PARENT PROGRAMS AND THE CAREER CENTER

At the heart of Amherst’s mission to link learning with leadership stands a tradition of alumni engagement and active involvement. Pathways offers an opportunity for alumni to help students connect the classroom experience to broader issues and prepare for career paths.

Mentoring by faculty and alumni has always been central to the Amherst experience. Through Pathways, students will have more structured opportunities to connect with alumni and build networks. The program seeks to provide students with encouraging, supportive and guiding relationships that encourage them to think critically about what they hope to accomplish—at Amherst and beyond.

We are sure you have your own stories of how the Amherst network supported you, whether through sound advice, an internship or even a job opportunity. And, as you are well aware, success in personal and professional life requires skills beyond the realm of day-to-day, on-the-job experience. Leaders in all fields must possess clarity of purpose, integrity, commitment, and be effective communicators. As a mentor, you can help students hone essential leadership skills and better articulate their goals.

Pathways is an exciting initiative with the potential to set a new standard for alumni-student mentoring. On behalf of the entire college community, we thank you for your commitment to the next generation of Amherst graduates and encourage you to invite other alumni to participate as well.

Sincerely,

A. Elizabeth Anema
Executive Director, Alumni and Parent Programs and the Annual Fund

Ursula Olender
Director of the Career Center
INTRODUCTION

Pathways, Amherst College’s alumni-student mentoring program, is an on-line platform which provides an opportunity for students and alumni to engage in a mentor-mentee partnership. The mission of the program is to foster a culture of mentoring at Amherst that:

- Connects students with alumni mentors through a structured framework encouraging productive conversations around academic, professional, and life goals.
- Empowers alumni mentors to engage students in critical thinking that is reflective and strategic.
- Offers opportunities for alumni to build mentoring skills.

Community is central to the Amherst experience and Pathways provides a meaningful way for alumni and students to connect. Pathways links Amherst students with alumni mentors who are willing to provide advice about career exploration, navigating the Amherst landscape, and how to bridge the gap from student life to work life.

Mentoring an Amherst student is a valuable way to stay connected with the Amherst community while making a difference to a new generation of students. When mentoring is done effectively, it is an opportunity to bring people together so that both parties learn from one another, network, develop skills, and grow personally and professionally. Mentors reap many rewards including personal satisfaction and fulfillment, professional and personal rejuvenation, enhanced creativity, and improved interpersonal communication and leadership skills.

At Amherst, we define mentoring as:

A learning partnership where a more experienced mentor draws upon his or her knowledge, skill set, and perspective to provide guidance and feedback while facilitating the personal growth and development of a less experienced mentee. A mentee takes an active role and responsibility for his or her own learning and development and a mentor facilitates that growth by asking thought-provoking questions that help a student to reflect on his or her experiences. The intended outcome is that a student gains greater assistance with making strategic and informed decisions regarding his or her academic and professional life.

“Mentoring is a brain to pick, an ear to listen, and a push in the right direction.”
- John C. Crosby (1859-1943), American politician
PROGRAM STRUCTURE

Pathways offers short- to long-term mentoring engagements that are initiated on a cyclical basis. Annually, mentoring terms will run on roughly the following schedule:

- Fall (September - January)
- Spring (January – June)

*Note: To view the academic calendars, visit www.amherst.edu/academiclife/dean_faculty/calendars

To register for Pathways, alumni complete a profile that is part of their online alumni directory profile. A complete and thoughtfully prepared profile gives both parties an opportunity to learn more about each other beyond what is visible in the standard directory profile. Potential mentees will identify mentors based on content included in your profile. Thorough Pathways profiles will help facilitate the matching process. Consider who inspired you while you were a student, what keeps you connected to Amherst, your personal and professional interests and what you hope to offer students as a mentor.

Once profiles are complete and activated, students can search for available mentors using all the tabs in the Alumni Directory profile. Search criteria may include geographic location, professional industry, graduate school, major, sports, alumni network group affiliation, etc. For this reason, we encourage you to update all the tabs in your profile and not just your Pathways profile. While searching the directory, students can bookmark potential mentors for future reference as they consider the best match for their goals. When a student is ready to request a mentor, he or she will send a request accompanied by a personal message through the online platform. The mentor will be notified by email of this request and permitted to view the student’s Pathways profile before accepting or declining the request. Students are able to request a mentor at any time during the active term.

Mentees are limited to only one mentor at any given point, while a mentor may have up to two mentees. Alumni will be prompted to indicate the number of mentoring partnerships they would like to offer when completing their Pathways profile. In addition, alumni mentors can determine their active status in the program on a term by term basis. The online profile is designed to allow alumni to hide their profile, while
saving their information, should they wish not to participate for a term. The profile can be easily reactivated at a future date.

At the end of each term, active mentor partnerships automatically terminate so that partnerships can be evaluated and reflected upon.

Although partnerships are automatically terminated at the end of each term, mentors and mentees may agree that the previous term was successful and that a continued partnership would be mutually beneficial. In this case the mentee can re-request their mentor through the platform for another term. Automatic termination of partnerships allows unsuccessful pairings to end naturally and comfortably.
EXPECTATIONS

Following are guidelines that will help you to have a successful mentoring partnership and a positive impact in your mentees life.

Maintain regular contact
Mentors and mentees should commit to speaking a minimum of twice a month during the mentoring cycle. Although email is an important tool in distance mentoring, it cannot be substituted for actual, real-time conversation. Conversations may occur over the phone, via Skype (or similar software), and/or in person when possible.

Set clear and realistic goals
At the start of a mentoring partnership, mentors and mentees will have a conversation that addresses goals for both the mentor and mentee. For a First Meeting Agenda Template and the Mentoring Partnership Agreement Template see the “Helpful Forms and Guides” section at the end of this mentoring guide.

Be responsive
Both mentors and mentees are expected to return calls and emails in a timely manner (e.g. within two business days).

Provide feedback
It is important that feedback is candid and delivered in a thoughtful and constructive way. Help your mentee learn how to receive and respond to feedback by modeling the behavior through open discussion.

Facilitate self-reflection and self-development
Ask thought-provoking questions to help your mentee understand and articulate his or her motivations, accomplishments, weaknesses, etc. Employ active listening as a way to develop questions to ask your mentee. For a list of Sample Reflective Questions, see the “Helpful Forms and Guides” section at the end of this mentoring guide.

Honor commitments
If a mentoring conversation must be cancelled it is expected that you and your mentee will do your best to communicate in advance of the meeting and reschedule. If you decide to remove yourself from the
program, it is expected that you will honor partnerships in progress. If circumstances prohibit you or your mentee from participating in the program prior to the end of a term, each party must agree to notify their mentoring partner and the Career Center.

**Evaluate**

At the end of each semester, both participants will be required to complete an evaluation form.

*Note: Mentors are not expected to offer internships or jobs.*
MENTORING SKILLS

Highlighted below are the important skills that will help you to empower your mentee to think, reflect, and take the necessary action steps to realize his or her goals. Your objective should be to provide guidance and support; you are not expected to solve problems for your mentee.

Actively listen
Active listening is a communication technique that requires the listener to paraphrase what he or she has heard the speaker say in order to confirm understanding. At the same time, the listener is also paying attention to non-verbal cues such as silence, facial expression, body language, and overall comfort. For example, you may notice that every time you bring up the topic of graduation your mentee grows quiet and withdraws. You may address these cues with an open-ended question such as, “I notice that every time I bring up graduation you seem uncomfortable. What are your feelings about this transition?”

Tips for active listening:
- Focus all of your attention on the speaker.
- Avoid distractions like cell phones, email, etc.
- Go to a quiet place.
- Do not interrupt the speaker or assume a conclusion before the speaker has finished.
- Listen for feeling and tone in speech.
- Do not react with judgment. Instead summarize main points once the speaker is finished using phrases like, “what I heard you say is” or “let me summarize your points to make sure that I heard you correctly.”
- Use “I” statements instead of “you” statements when going over what you heard. For example, “I felt uncomfortable by your statement” instead of “You made me feel uncomfortable when you said...”
- Take notes to capture important thoughts and concepts.
- Resist the urge to provide solutions.
- Practice!

Ask thought-provoking questions
Your main goal as a mentor is to help your mentee take the steps needed to pursue his or her goals. Use open-ended questions that provoke deeper thought and reflection. Your questions should create a space for open discussion and allow your mentee to reflect on his or her opinions, thoughts, and feelings.
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?” Sample questions:

- What would you like to accomplish (before we meet next time)?
- What has happened since we last met? Where are you now?
- What did you learn (from an experience, about yourself, about others, about a situation)?
- What will you do with this knowledge?
- What steps do you plan to take to accomplish those goals? How are you going to get there?
- What resources will you need?
- What barriers or challenges can you anticipate?
- What is the situation/problem/issue?
- What do you think is the cause?
- What have you done so far to address it?
- What has worked so far? What has not worked?
- What could you do (differently) to get your desired result?
- How can I help you to be successful?
- What went well? What needs work?

**Role model behavior**

As a mentor you are a role model and should be aware of your word choice, your demeanor, and how you react to people and situations. Keep in mind that your mentee looks to you for advice and guidance so make sure that you practice what you preach. Ask yourself, “Would I want my mentee to see me behaving this way?” or “Would I want my mentee to emulate these actions?”

Tips to practice role modeling with your mentee:

- Use examples from your own experiences to demonstrate how to receive feedback, take ownership, build effective partnerships, etc.
- Model how to effectively receive and respond to feedback when receiving it from your mentee.
- Model active listening when your mentee is speaking.
- Be present, engaged, and on time to meetings with your mentee.
Provide objective feedback and guidance

College students do not have much experience receiving critical feedback and therefore may not have the personal or professional skills to appropriately receive it and respond to it. As a result, it is important that you take the opportunity to provide feedback and guide him or her through this type of conversation.

Tips for providing feedback:

- Ask your mentee how he or she best receives feedback in your first meeting. When you are ready to provide feedback, check for a willingness to listen by asking for permission to deliver feedback. Make sure the other person is in the frame of mind to receive it.
- Check for understanding. Make sure that you accurately understand the situation before jumping to a conclusion. Utilize your active listening skills.
- Check for positive intent. Make sure that your intentions are to help with the other person’s growth and development and not related to any personal bias or feelings that you may have about the person.
- Focus on behaviors and results. Frame your message around concrete behaviors and results of those behaviors.

Demonstrate critical thinking

When you provide feedback to your mentee you model your ability to think critically about the situation. A critical thinker clearly articulates a question or problem, gathers and assesses relevant information, tests solutions against relevant criteria, has an open mind to alternative solutions, and communicates the decision effectively to others. Your mentee is honing these skills every day in the classroom and your job as a mentor is to help him or her learn to apply these skills to his or her life.

Steps to critical thinking:

- Identify the problem.
- Identify possible solutions to the problem.
- Analyze/evaluate possible solutions.
- Make a decision and implement the solution.
- Reflect on what happened and why.
STAGES OF MENTORING

Your mentoring partnership should be marked by three distinct stages. In the beginning, you and your mentee will get to know one another, set goals for the partnership, and agree on expectations. The middle stage is an ongoing process. You and your mentee will revise goals, create action plans, take action, and reflect on outcomes. It is a period of sustained growth and relationship development. At the end, the partnership should be evaluated and redefined if necessary, and accomplishments should be celebrated.

The Beginning

In your first meeting, you should create a mentoring agreement that establishes goals, ground rules, and expectations for both parties. This agreement will be the foundation for your partnership. For a First Meeting Agenda Template and the Mentoring Partnership Agreement Template, see the “Helpful Forms and Guides” section at the end of this mentoring guide.

Tips to get to know your mentee:

- Discuss your personal backgrounds and professional history.
- Discuss why you chose Amherst College and your most significant memory, class, etc.
- Share any previous experience with mentoring and lessons learned.
- Share why you have agreed to be a mentor and your goals for the partnership.
- Talk about your mentee’s goals and what he or she wants out of the partnership.

Potential areas of focus for goal setting:

- Develop professional expertise in a specific area of focus.
- Work on a specific academic goal such as a research project or grant proposal.
- Develop leadership abilities.
- Explore personal interests and abilities.
- Learn how to handle school-life-work balance.
- Explore future career paths and opportunities.

Questions to establish clearly defined expectations:

- How often will you meet and how?
- Who will be responsible for making the arrangements for the meetings?
- What will be your “ground rules” for how the time will be spent and how you will communicate?
- Who will run the meetings? Will he or she be responsible for creating an agenda for the meetings?
- What does confidentiality mean to you and what does it mean to your mentee?
• What topics are off-limits?
• How will you respect one another’s time?

The Middle
This stage will focus on discussing how to achieve the goals that have been outlined in the agreement. Not only will you examine these goals in more depth, but you will also assist your mentee with developing an action plan for achieving them.

An example of an effective goal statement is “Identify programs this semester and gather information so that I can study abroad next year.” Action steps for this goal may include:

1) Attend a “Steps to Study Abroad” workshop.
2) Schedule a meeting to speak with the study abroad advisor to discuss opportunities.
3) Research programs and eligibility criteria in order to identify at least 2 programs of interest.
4) Identify 2-3 students who have attended programs of interest and arrange to speak with them about their experience.

Tips for creating effective goal statements using the SMART goal model:

• Be Specific—the goal statement should be concrete and action-oriented. What specifically is the mentee trying to accomplish? Ask: what do you mean by that? Are there ways to restate the goal to remove any misunderstanding? Does the goal start with an action verb?
• Measurable—how will the mentee know when she has achieved the goal? How will your mentee track and measure progress? How is success defined?
• Achievable—the goal should require work, but be attainable. Is the goal too big or too small?
• Realistic—does the mentee have the ability and commitment to reach the goal? What additional resources of time, money, or capability will be needed to reach the goal? Does the goal set up your mentee for failure?
• Timely—there should be a specific time-frame for achieving the goal which will hold your mentee accountable.
The End

This final stage is a time to reflect on the lessons learned, wisdom gained, and progress made by both you and your mentee. What were the greatest challenges? What lessons were learned? What would you do differently? How will you use new knowledge and skills moving forward? It is also important to acknowledge the successes and accomplishments achieved over the course of your mentoring partnership. Additionally, it is a time to redefine the partnership with your mentee and set new ground rules and boundaries of your future interaction.

Note: You and your mentee will receive a final evaluation of that you may choose to incorporate into your conversation.
WHO ARE AMHERST STUDENTS?

There are about 1,800 enrolled students at Amherst. The student background profile for the Class of 2018: 50% men and 50% women, 60% are receiving scholarship and grant aid, 44% indicated they are students of color, 15% are first generation college students, and 9% are non-U.S. citizens. Students hail from 39 states, including D.C., Puerto Rico and 31 foreign countries. For more information about Amherst College today, visit the Amherst College website.

**Mentoring Millennials**

The majority of Amherst students were born between 1982-2002 and are part of a generation commonly referred to as the Millennial Generation or Generation Y. The Pew Research Center has published a report titled Millennials: A Portrait of Generation Next ([http://www.pewresearch.org/millennials/](http://www.pewresearch.org/millennials/)) which is excellent preparation for working with Amherst students. It is important to note that this generation has grown up using technology like computers, cell phones, and most have always had access to internet information. They are very comfortable living and sharing their lives on social media like Facebook, YouTube, Instagram, Twitter, Reddit, Pinterest, etc. While this mode of communication can be quick and effective for social change campaigns and political movements, it also poses a challenge for students who may not consider how their online image can affect their professional pursuits.

Communication is almost instantaneous with the use of smart (cell) phones, texting, email, Skype, and instant messenger. As a result, formalities may not be observed in deference to speed. Typos, abbreviations, and informal speech are often the result. Many processes like ordering food from a restaurant or calling customer service have been automated and/or have gone online. Face-to-face or person-to-person interactions are less frequent and may be uncomfortable for this generation.

Success has also been redefined. Entrepreneurs, like Bill Gates and Mark Zuckerberg, have made their mark on this generation. Not only is the entrepreneurial spirit strong in this generation, it is often socially minded.

Since many public figures have achieved wealth or fame seemingly overnight, expectations may not be realistic. Reality TV shows like Jersey Shore, competitions like American Idol, YouTube sensations, and younger and younger entrepreneurs have changed the definition of success. The perception (albeit often times false) is that wealth and/or fame can be achieved easily.
Student Development

Throughout your mentoring partnership, keep in mind the challenges students face as they transition from adolescence to adulthood. This formative time in a student’s life is marked by discovery and exploration of personal beliefs, interests, values, strengths, goals and identity. It is an opportunity to help your mentee learn how to confront problems, both big and small, which may include selecting a career path, forming healthy relationships, finding meaning and purpose, managing conflict, making academic and social choices, and navigating increased diversity, or other social issues.

Note: Because of the increased diversity of this generation, there may be social, economic, race, ethnicity, and other factors that play a role in how a student experiences generational norms.
## TOPICS BY CLASS YEAR

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<tr>
<th>CLASS YEAR</th>
<th>ACADEMIC</th>
<th>PROFESSIONAL</th>
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| **First-Year** | • Choosing classes  
• Developing study skills  
• Maximizing faculty office hours  
• Understanding expectations  
• Asking for help  
• Utilizing [academic support services](https://www.amherst.edu/mm/31732) | • Exploring careers  
• Attending career & employer information sessions  
• Building professional skills  
• Gaining work experience through work study or part-time jobs  
• Getting involved in extracurricular activities  
• Serving the community  
• Writing first resume  
• Searching for an internship or summer job |

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:

- Cultural difference
- Making friends
- Becoming independent
- Managing failure
- Managing time
- Developing healthy habits (e.g. eating habits, mental health, substance abuse, etc.)
- Coping with stress*

**Note:** Many of the topics listed under “First-Year” are relevant to other class years.

*You must not take on the role of the student's counselor.* If you are concerned about a student, believe he or she could benefit from assistance or needs immediate intervention please contact the Dean of Students Office and/or Campus Police and refer him or her to campus resources.

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<th>Sophomore Year</th>
<th>ACADEMIC</th>
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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.

- Declaring a major
- Deciding whether to study abroad
- Classes with upperclassmen
- Connecting interests to experiences
- Changing/challenging values
- Writing cover letters
- Learning how to network with professionals
- Developing interview skills
## TOPICS BY CLASS YEAR

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<th>CLASS YEAR</th>
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<td><strong>Junior Year</strong></td>
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<td>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.</td>
<td>• Study abroad • Deciding whether to write a senior thesis</td>
<td>• Leadership – definition, styles, examples • Preparing for grad school &amp; entrance exams • Requesting recommendations and/or references • On-Campus Recruiting &amp; internship search</td>
</tr>
<tr>
<td>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. He or she may have an idealized view of home or the expectation that nothing at home has changed while he or she has been away. While experiences vary, some may experience boredom with his or her surroundings, reverse homesickness, trouble articulating your experiences and its value, dissatisfaction with life, change in relationships, and general questioning.</td>
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<tr>
<td><strong>Senior Year</strong></td>
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<tr>
<td>Seniors approaching graduation have many obvious stressors such completing his or her thesis, 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.</td>
<td>• Thesis • Graduation</td>
<td>• Grad school • Job search • Professional behavior • Establishing credibility</td>
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CAMPUS RESOURCES

Mentors are not expected to always have the answers; in fact, you must not take on the role of the student’s counselor. If you are concerned about a student's well-being, believe he or she could benefit from assistance, or needs immediate intervention please contact the Dean of Students Office and/or Campus Police. You may also refer him or her to campus resources below.

Pathways Coordinators
Carly Nartowicz
Alumni and Parent Programs
cnartowicz@amherst.edu
(413) 542.5366

Emily Griffen
Career Center
egriffen@amherst.edu
(413) 542.8419

Office of Student Affairs
Converse Hall 201
(413) 542-2337
M – F; 8:30 a.m. – 4:30 p.m.
www.amherst.edu/campuslife/deanstudents
*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 (emergency)
(413) 542-2291 (business)
Available 24 hours a day
www.amherst.edu/offices/campus_police

Academic Support Services
www.amherst.edu/academiclife/support

The Moss Quantitative Center
202 Merrill Science Center
(413) 542-8331
Visit website for hours.
www.amherst.edu/academiclife/support/moss_quantitative_center
The Writing Center
101 Charles Pratt Hall
(413) 542-2139
Sunday; 1 p.m. – 5 p.m.
M-Th; 9 a.m. – 8 p.m.
F; 9 a.m. – 5 p.m.
www.amherst.edu/academiclife/support/writingcenter

Counseling Center
Scott 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
www.amherst.edu/campuslife/counseling

Student Health Service
Keefe Health Center
(413) 542-2266
M – F; 8:30 a.m. – 5:30 p.m.
www.amherst.edu/campuslife/health/service

Health Education
Keefe Health Center
(413) 542-2760 or (413) 542-8180;
M – F; 8:30 a.m. – 4:30 p.m.
www.amherst.edu/campuslife/health/education

Religious Life
Cadigan Center
(413) 542-8149
24 hours a day by calling Campus Police or through the Dean on Duty.
www.amherst.edu/campuslife/religiouslife

Sexual Respect and Title IX Coordinator, Laurie Frankl
105E Converse Hall
PO Box: AC# 2204
413-542-5707 M-F; 8:30 a.m. – 4:30 p.m.
www.amherst.edu/aboutamherst/sexual_respect

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
www.umass.edu/ewc

Queer Resource Center
Basement of Morrow Dormitory
For current Rainbow Room hours:
www.amherst.edu/campuslife/qrc
**Women’s and Gender Center**  
*Keefe Campus Center, Room 103A*  
https://www.amherst.edu/campuslife/womens-gender-center

**Multicultural Resource Center**  
*Keefe Campus Center, Room 112*  
https://www.amherst.edu/campuslife/MRC
HELPFUL FORMS, GUIDES AND RECOMMENDED READING

Helpful Forms and Guides

I. Mentoring Partnership Agreement Template

II. Sample First Meeting Agenda

III. Discussion Guide

IV. Reflective Questions

Special thanks to Wake Forest Mentoring Resource Center for assisting in the creation of this content.
# I. MENTORING PARTNERSHIP AGREEMENT

**Mentoring Term** (Start – End Date): __________________________________________

**Meeting Schedule**
- Responsibility for setting meetings: __________________________________________
- Frequency and duration: _____________________________________________________
- How will schedule conflicts be managed: _______________________________________

**SMART Goals**
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

**Partnership Expectations**
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

**Ground Rules** (e.g. confidentiality, respect, boundaries, values, limits, vulnerability)
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

**Communicating Feedback Guidelines**
- __________________________________________________________________________
- __________________________________________________________________________
- __________________________________________________________________________

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.

Mentor Signature       Date

Mentee Signature       Date
II. FIRST MEETING AGENDA

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?

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.
III. DISCUSSION GUIDE

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.
IV. REFLECTIVE QUESTIONS

- 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 affected by this situation or involved?
- 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 is your next step and the one after that?
- 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?
CURRENT MEMBERS

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<tr>
<th>Mentor Name</th>
<th>School</th>
<th>Major</th>
<th>Year</th>
<th>Current Title</th>
<th>Industry</th>
<th>Selected Pathways</th>
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<td>Jane Doe</td>
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<td>Software Developer</td>
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Pathways Mentor Handbook
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