

# MENTOR GUIDE

UW Non-Profit & Government Mentorship Program

## Meeting Dates

### TUESDAY SESSIONS

(Select 5+ dates)

April 2  
April 9  
April 16  
April 23  
April 30  
May 7  
May 14

### WRAP-UP EVENT

Tuesday, May 21

### WEDNESDAY SESSIONS

(Select 5+ dates)

April 3  
April 10  
April 17  
April 24  
May 1  
May 8  
May 15

### WRAP-UP EVENT

Wednesday, May 22

## Meeting Times

- The mentor program is on students' class schedules from 4:00-7:00pm PT, on either Tuesday or Wednesday
- You may choose any 60- to 90- minute meeting time within that timeframe, as long as it is on your selected mentoring day (ex. 4-5pm, 5:30-7pm, etc.)

## Virtual Meetings

Video conferencing (rather than audio only) is encouraged for this program. All students have access to Zoom through UW, but if your organization uses something different or you have another preferred platform, you're welcome to use something else.

# Meeting Tips

## Group Dynamics

Active participation from all members is important to the success of the group. Mentors can help guide the conversation and create an inclusive environment by:

- **Creating space for each student to engage with the mentor and peers around the topic:**  
Some students may more naturally speak up and engage in conversation, while others may be more inclined to listen. Find ways to include all members of the group in conversation, such as allocating time for each group member to share out a story.
- **Asking the students to prepare for the meeting:**  
Preparation could include reading an article, researching panelists on LinkedIn, reflecting on their goals, or bringing a list of questions related to the meeting topic.
- **Leading structured activities:**  
Resume reviews, mock interviewing/networking, elevator pitch, cover letter workshops, and other activities are helpful for engaging your group, especially if they tend to be quieter.

## Myth Busting

Students have a lot of misconceptions about the world of work, how their career should develop, and what they can do with their major. Successful mentoring sessions often help to dispel career myths in the following ways:

- Take the personal story of the mentor and make it applicable to a more universal setting
- Shift the mindset of the student and/or disrupt common misconceptions of professional life and practice
- Ask students questions about their hopeful path or what they've heard about the field
- Illustrate non-linear career paths
- Students gain new insights and feel like they are getting information they couldn't find elsewhere

# Student Concerns

If you're ever concerned about a student's wellbeing, or if a student is seeking support beyond of the scope of this program, please let us know and we will connect the student with appropriate resources. The University of Washington offers appointments with the Counseling Center, career coaching, and more.

# Student Preparation

**Prior to their first meeting with you, students attend a prep session with the mentor program manager (Lauren). This includes:**

Logistics:

- Students are asked to hold Tuesdays or Wednesdays (depending on their mentoring day) from 4-7pm each week, until you provide them with the meeting schedule.
- Students will submit 5 meeting reflection assignments during the quarter, as well as a program evaluation at the end of the quarter.

The following expectations are discussed with students:

- Using video during mentor sessions and minimizing noise and distractions as much as possible.
- Being engaged, asking questions, and preparing for meetings ahead of time.
- Attending all meetings and being on time. If a student has an emergency situation and are unable to attend, they are expected to let their mentor and the program manager (Lauren) know as soon as possible.

Reflecting on their individual goals, interests, and strengths:

- Students reflect on why they chose their major, why they were interested in joining the program, their career aspirations, and their top skills and strengths.
- The hope is that students will have a good understanding of their goals to help inform the conversations with their mentor and group.

Meeting as a group:

- Students spend a large portion of the prep session in their mentoring groups to get to know each other, discuss each of their skills and interests, how they can support each other, and establish topics and questions that they'd like to discuss with their mentor.
- The intent is for the students to establish rapport, find common areas of interest, and learn how to best support each other through the program.

# Supporting Inclusivity

**Below is a checklist for promoting diversity, inclusion, and belonging for students within your mentor group:**

- ☒ **Use Inclusive Language**
  - Use gender neutral and nondiscriminatory language when communicating with students. Honor students preferred pronouns if they choose to share them.
- ☒ **Raise Awareness**
  - Suggest resources like articles, podcasts, or videos from diverse sources to help facilitate meetings.
- ☒ **Champion Allyship**
  - Invite or share-out colleagues who demonstrate DE&I in the workplace and/or share your own experiences with allyship.
- ☒ **Highlight your Organizations Commitment to DE&I**
  - Indicate programs, Employee Resource Groups, and other resources provided or supplemented by your employer.
- ☒ **Remain Active**
  - Demonstrate active listening and communication inside and outside of mentor meetings.
- ☒ **Create an Inclusive Environment**
  - Give all mentees a voice, be intentional about inviting quieter mentees to participate, and maintain open dialogue in meeting discussions.
- ☒ **Reflect Inwardly**
  - Acknowledge that your own lived experiences may differ from that of your mentees. Work to understand and believe your mentees while recognizing what they are saying and feeling.

# Sample Meeting Agendas

Some mentors prefer to have detailed agendas, while others may choose a more casual and conversational approach. Mentors are welcome to structure meetings in a way that works best for their style.

Below are sample meeting agendas. Feel free to use any of these or come up with your own!

## **First Meeting**

- Introductions
- Question for the group: Why did you decide to join this program?
- Mentor discusses career path and shares information about their organization; Students ask questions.
- Discuss upcoming schedule: Which dates will you meet? Is there a regular time, or will it change from week to week?
- Expectation setting: Work together to establish expectations for your meetings (inclusivity, vulnerability, attendance, communication, preparation, etc.)

## **Meetings 2-5+**

Note: The listed discussion questions can be a way to get the conversation started, however students will have many questions of their own for each of these topics.

### **Sample #1**

- Topic: How to Talk About Yourself
- Discussion Questions
  - What experiences from students' time at UW are most relevant when applying for a job or internship?
  - What experience(s) from your pre-professional life best prepared you for your career?
- Activity Options:
  - Elevator Pitch - Students write down the information they'd like to share in an "elevator pitch" when they meet new people. Each student tries out their elevator pitch with the group, and the mentor and students provide feedback and suggestions.
  - Mock Interviews - Students practice responding to common interview questions, and receive feedback.
  - Job Posting - Ask each student to bring a job listing that they find interesting, and think about a story that demonstrates why they'd be good for the job. Have each student share their story with the group.

### **Sample #2**

- Topic: Panel Discussion - Invite colleagues with different educational backgrounds and career paths to share their story
- Students ask questions and learn about different career paths and roles within your organization

# Sample Meeting Agendas

## Sample #3

- Topic: Professional Documents (Resumes, Cover Letter, LinkedIn)
- Discussion Questions:
  - What types of experiences should students include on their resume?
  - How do recruiters utilize LinkedIn?
- Activity Options:
  - 15-Second Resume Review - Group members look at each other's resumes for 15 seconds, and then report out what they learned about the person. What types of things did they remember? How can the students better highlight the most important information on their resume?
  - LinkedIn Profile Reviews - Pull up students' LinkedIn profiles and review as a group.
  - Invite an HR or Recruiter colleague to discuss the necessary professional documents and job/internship hiring process.

## Sample #4

- Topic: Diversity, Equity and Inclusion in the Workplace
- Discussion Questions:
  - How can students assess an organization's commitment to diversity, equity and inclusion?
  - How does your organization show commitment to diversity, equity & inclusion (current programs or initiatives, affinity-based employee resource groups)?
  - What is the role of identity in the job search or the interview/hiring process?

## Sample #5

- Topic: A Day in The Life
- Discussion Questions
  - What does a "typical" day look like for you?
  - What internal and external constituents do you interact with?
  - Are you currently working remotely? How has that affected your work?
- Activity:
  - Demonstrate a tool or resource that you use in your job

## Sample #6

- Topic: Deep Dive into Your Current Organization
- Discussion Questions:
  - Describe the organizational culture
  - What are some different roles at your organization, and what are the job requirements?
  - How does this organization compare to other places you've worked?
- Activity Options:
  - Students research your organization prior to the meeting and report out on what they found (website, news headlines, etc.)
  - Office "tour" - Show photos and videos of your organization's office(s); Discuss anything that makes the office(s) unique; If teleworking, show your current workspace.

# Sample Meeting Agendas

## Sample #7

- Topic: 1:1 Sessions
- This time can be used to dig into the students' specific interests and goals
- Discussion Questions:
  - What are the student's specific interests and goals?
  - What is the student's biggest concern or worry related to career?
  - What steps or action items can the student take to progress their career development?
- Activity Options:
  - Resume review
  - Preparation for an upcoming job or internship interview

## Sample #8

- Topic: Goal Setting - Discussion about interests and goals
- Discussion Questions:
  - How have your career goals evolved over time?
  - What is an example of a goal that you didn't achieve? What did you learn?
- Activity:
  - Everyone shares a career goal, and the group provides feedback and ideas on possible steps and action items.

## Sample #9

- Topic: Graduate School
- Discussion Questions:
  - Have you attended (or considered attending) graduate school? What factors affected your decision?
  - Is graduate school necessary for jobs in your field?
  - When to go to graduate school? What are the benefits of going immediately after undergrad vs. gaining some work experience first?
- Activity:
  - Everyone researches a graduate program/school that is of interest, and the group provides feedback and ideas for how to pursue that goal and the possible next steps.