

Alumni Big Brother Mentorship Program Guide (2017 Update)

Overview: The Sigma Nu Gamma Kappa Alumni Big Brother Mentorship Program provides unique and enriching one-on-one mentoring opportunities to junior and senior collegiate chapter members. Alumni mentors enhance the Gamma Kappa academic experience and foster a greater local and national community by serving as role models, coaches, and advisors for members' personal and career development. Mentors and students are matched based on a number of factors, including major and area of emphasis, geographic location, career interests, personal interests, and hobbies.

How it works: During the summer before your junior year you will fill out an application to the program that consists of questions related to career and personal interests as well as academic questions. These applications will be used to match you with a Gamma Kappa Alumni in your field who will mentor you at least one year in college. The BBM committee will assist you through the process and you will be expected to submit regular reports to the committee about your progress.

Program Goals:

- Facilitate and support student engagement with a professional mentor as a key component of a college education.
- Contribute to student development through hands-on learning and unique opportunities for professional development.
- Increase student satisfaction and success in the internship and job search process.
- Create a sense of community and connection between Gamma Kappa collegiate members and alumni.
- Satisfy the desire of alumni to directly engage with and provide value to current members.
- Provide students with a model that encourages future volunteerism and engagement within the Gamma Kappa Chapter and Sigma Nu as a whole.
- Serve as a model and resource for future mentoring programs at other Sigma Nu Chapters

Committee roles and responsibilities:

- Serve as the liaison between the alumni mentors and the brothers
- Oversee the application process and select the brothers who will be invited to participate
- Check in with each mentoring pair once a month to determine their effectiveness
- Establish and improve all programmatic aspects of the mentorship program
- Assist alumni and brothers with any problems they encounter

Program Requirements for Sophomore, Junior & Senior Brothers:

- Be in good standing with the fraternity

- Maintaining a cumulative GPA of 3.0 or above
 - The committee reserves the right to let other members below this average into the program on a case by case basis.
- Be a Sophomore, Junior or Senior
- Completed or commit to completing the 2-year live-on-property requirement
- Attending program-specific events and workshops
- Connecting with your mentor on a regular basis
- Representing Sigma Nu in a professional manner throughout the program
- Maintaining the utmost discretion and confidentiality of all personal, professional and contact information given to you about your mentor, or other program participants
- Mentor a Sigma Nu Gamma Kappa freshman or sophomore while in the mentorship program

Program Components:

- Develop Professional Knowledge and Skills including:
 - Better understanding of the different careers in a given industry or functional area
 - Stronger networking skills
 - Insights into the corporate culture of an industry or firm
 - Suggestions for resources to be better prepared for your job/internship search
- Professional Experience and Practice including:
 - Shadowing your mentor- Attending a meeting, conference, or business/social event
 - Practicing your “elevator pitch” and interview skills
 - Phone interview etiquette and practice
- Develop Your Personal/Career Goals
 - Working through questions
 - Real-world insights
 - Help with creating your personal “strategic plan”
 - Set SMART (Specific, measurable, attainable, repeatable, and time sensitive) Goals for your college, professional, and personal life
- Connecting/Relationship Building
 - Networking strategies
 - Help with introductions/informational interviews

Program Checklist and Outline:

The following checklists are to help direct the meetings you have with your mentor, but they should be tailored to each individual’s relationship and their goals. The committee will check on the progress of your goals and make sure that you are following through with the program. Any

items on the checklist with a star next to them indicate that they are a requirement of the program. Items without a star are recommended, but not required.

Initial Meeting: Getting to Know Each Other:

- Establish the “Ground Rules” –
 - ✓ *Communication Goals and Expectations – frequency, methods, alternate contact information, good/bad times, etc.
 - ✓ *Roles and Responsibilities – what will each of you give/get from the relationship? Who takes lead on agenda setting, communication, and follow-up? What expertise, time commitment, and resources will each of you provide?
 - ✓ *Deliverables/”Homework” – do you want to establish “deliverables” for your meetings? Consider a “Mentoring Journal” or discussing a book or other resource as part of the process? What is reasonable for both parties?
- Build the Foundation
 - ✓ *Student Background Information – resume, personal statement and mentoring goal
 - ✓ *Mentor Background – personal and professional background and interests, mentor resume, life-lessons, “ah-ha” moments
 - ✓ *Goal Setting – develop 2 – 4 SMART (Specific, Measurable, Attainable, Realistic, Timely) goals for the year based on the student’s “mentoring goals,” identify resources needed, action items for student and mentor, deliverables and deadlines
 - ✓ “Get to know you” Questions - Describe your “ideal” first job as specifically as possible, Who are your role models and why? What have you liked/disliked about previous jobs? What are you good at/think you are good at? What is your biggest fear? Write responses and review these together.

Ongoing Meetings: Professional Development, Exploration and Practice:

- Create “Professional Toolbox”
 - ✓ *Resume Review – input from your mentor and/or an HR professional at their company, consider tailoring multiple resumes for different interests
 - ✓ Professional Communications – email and cover letters, how to send an email that will get noticed, who is the right person to contact for a request
 - ✓ Business “Mindset” – what journals, blogs, reference materials would be helpful and relevant for your interests? Discuss articles, current events in business. Are there professional associations or clubs you might want to consider?
 - ✓ Other “Soft-Skills” Development – advice on networking skills, business etiquette, appearance, agenda preparation, meeting planning and note taking, thank you notes/follow-up

- ✓ *Social Media – What tools to use and how to use them appropriately, help in developing a LinkedIn profile, learn how to make business connections and research companies on LinkedIn
- Explore Career Possibilities
 - ✓ Develop a Portfolio – Brainstorm a range of options you might be interested in pursuing. Think of them in terms of a “portfolio” with some high risk/high reward choices and some “sure bets.” Generate a “balanced” portfolio to pursue.
 - ✓ Brainstorm Careers in Your Field – Come up with a list of job titles in your company or of colleagues in your business that a student in that area might pursue. What are pros/cons from personal and professional perspectives? What positions/titles seem interesting or like a good fit?
 - ✓ *Self-/Career-Assessment – A variety of assessment tools provide insight into what types of careers/positions are a good fit for your interests. Explore the tests available through Career Connections and Campus Career Services. Ask your mentor if he/she has ever taken one (Myers-Briggs, Strong Interest Inventory, etc). Discuss the results and their implications (perhaps related to the job list above)
- Hands on Experiences
 - ✓ Plan a “Shadow Day” – Ask your mentor if you could visit their office location, meet with a range of departments/individuals depending on interests, sit in on a meeting or other activity.
 - ✓ Practice and Give Feedback – Prepare for a variety of different types of interviews, professional meetings, a business lunch or dinner. De-brief with them afterwards, go over surprises, awkward moments, etc.
 - ✓ Engage in a Project or Event – Ask your mentor’s opinion or involve them (if it makes sense) in a current project you are working on, e.g., focus group, survey, new product ideas.
 - ✓ Take your student to a professional association meeting or industry conference or event.
 - ✓ Help Plan a Trip – Depending on where you might like to intern or work post-graduation, talk to your mentor about planning a trip or organizing some local informational interviews.

Later Stage Meetings: Hitting the Ground Running:

- Turning your plan into actions
 - ✓ *Revisit and Refine Goals – develop or revise goals for your senior year, re-assess plans based on summer internship experience, identify “top 10” list of companies and positions to pursue
 - ✓ Action Items and Resources – create a timeline or chart for the year, what do you need and need to do and by when, where can your mentor help?

- ✓ *Prepare and Connect – research companies or individuals you want to meet with, talk to your mentor about insights into specific companies/industries or about connecting with contacts for informational interviews.
- Respond to Feedback and Revise Plan
 - ✓ Feedback and Follow-Up – De-brief your experiences with your mentor, ask for feedback, ideas for new strategies or tactics if you aren't making progress. Do this EARLY-ON.
 - ✓ Adapt and Move-On – Use social media or resources outside of Leeds to expand your search, think “outside the box.” How can you be more flexible/creative? Are there options you haven't considered? Brainstorm again and re-consider your “requirements.”
 - ✓ Celebrate Successes! – Build on these, even if it's just getting in the door. Figure out how to keep the momentum going.

Making the Most of your Mentoring Experience:

Mentors in our program are coaches, resources, and role models who can help you in defining and achieving your personal and professional goals as you make the transition to life beyond CU. Your mentor can provide the unique perspective of an “objective outsider” who may play contradictory roles – at times offering friendship and support, at other times posing tough challenges and sharing critical insights. However, your mentor is not expected to be a “silver bullet” in the career preparation and search process. To be successful you should use your mentor in conjunction with other resources available to you here.

Keys to Mentoring Success:

The following ideas and suggestions for a successful mentoring relationship are based on feedback from students and mentors and input from other student mentoring programs. It takes time to build a reciprocal, trusting relationship, and every mentor-mentee relationship will be unique based on the personalities, goals, and experiences of the student-mentor pair.

- **Be respectful of your mentor's time and resources. Use their time wisely; be prepared for your meetings, respond promptly to communications within 24 hours, and follow-up on your commitments. Practice good professional courtesy at all times.**
- Take responsibility for your own growth and success by being reliable in contacting your mentor regularly and following-up on your commitments.
- Maintain a sincere interest in developing a personal relationship with your mentor. Do not only call when you need help or have a problem.
- Do your homework. Research your mentor and their company, and be prepared with questions on their bio and experience.

- Take initiative and be clear about what you want. Put some “skin in the game.” The best professional or personal development is what you commit to achieving yourself, not what someone forces on you.
- Make the relationship a priority – take advantage of this opportunity! Look at your mentor as someone who wants to make a difference and can really help you from a business linkage perspective.
- Show your appreciation. Send a thank you email or note for their time. Let them know what you are learning and how they have helped you.
- Go in with a genuine interest, not an agenda. Recognize that mentoring is a two-way street. Find ways to involve your mentor in school or Sigma Nu activities, share your thoughts and experiences.
- Ask thoughtful questions and don’t be overly focused on the job/internship search. Think about what you need to do to be successful in broad terms. Take the opportunity to learn about a range of things and expand your horizons.
- Be willing to take risks and push your boundaries – if something is uncomfortable, all the more reason to do it. Think about jobs/internships as opportunities for learning and personal growth – don’t be too narrowly focused.
- Be open and honest. The better your mentor understands you and your interests, the more they can help.
- Be positive. Be willing to see other perspectives and accept feedback constructively.
- Be trustworthy and able to maintain confidentiality

Program evaluation: The student is required to send a follow-up email to his mentor and Cc: Phil Caragol within 48 hours of each conversation with his mentor. The memo should be a concise summary of topics discussed and specific action items as follows:

***Mentee and Mentor* Reflection Memo**

To: bigbrother@sigmanu.com

From: Mentor/Mentee

Date of mentor/mentee meeting:

Date of memo submission:

Purpose: This document will give insight into the discussions and action items given during this week’s session with **mentor name and mentee name**.

Check-In

- Short paragraph describing how the check-in with the mentor went and what were the main points of the conversation.

Discussion of Content

- Describe what the main content of the meeting was about and the purpose/ significance of that topic.

Next Steps/Agreements

- List specific assignments and due dates for completion

Conclusion

- General thoughts about mentee or anything else pertaining to the meeting. This can include future plans for the mentorship relationship, important insights into the mentee, and/or thoughts on the mentorship program as a whole.