

# AMBASSADOR MENTORING PROGRAMME

For UT Student Leaders



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## Ambassador Mentoring Programme for UT Student Leaders

Student activism is a prominent component of the education experience at the University of Twente. Whether it is a full time board year at a study association or managing a committee at a sports club; student activism is vital to keep the student community at the UT dynamic but also greatly contributes your own personal development. After your board year, you can develop yourself even more by contributing in the Ambassador Mentoring Programme!

As a student who has completed at least 40 weeks of board or committee work and has received an Activism Recognition Certificate you can now continue the reflection process over your leadership experiences. Moreover, you can receive support for your future professional ambitions through unique access to senior professionals from the UT alumni network as part of the Ambassador Mentoring Programme.

This document provides information about the mentoring programme along with tips to help you develop a successful mentoring relationship with an alumni..

## Programme Overview

The Ambassador Mentoring Programme (AMP) focuses on connecting University of Twente student leaders who have completed the SU Activism certification with high level managers from the university's alumni network. Participating students have a chance to develop transferable skills, focus on career development, obtain guidance on career goals, develop networking skills, and learn about workplace dynamics to assist in the transition from the campus to the employment world.

This is a great opportunity for students to gain real insight as to what career options are open to them while reflecting over the skills they currently have or need to develop in order to realize career aspirations and potential. Through the programme students also learn how to access the UT alumni network and strengthen their identity as a member of that community .

## What is mentoring?

Mentoring is a professional relationship that develops among an experienced and skilled professional (the mentor) with a student (mentee) who wishes to learn more about the mentor's professional journey, have a role model, seek career and professional development advice, and gain insight about one's chosen career path.

It should be driven primarily by the mentee, with the mentor supporting and enabling them to take responsibility for their own development. In this the mentor acts as a guide, supporter, sounding board and sometimes, as a role model.

### Typical mentoring roles:

- Sounding board – testing ideas and suggestions
- Critical friend – supportive, giving constructive feedback
- Challenger – challenging assumptions, encouraging different ways of thinking
- Advisor – to give advice, however the mentee decides how best to use that advice

- Facilitator – highlighting opportunities, access to key people
- Motivator – encouraging and motivating to achieve goals
- Expert – a source of technical/professional knowledge
- Goal setter – helping set and focus on goals

### **What is not included?**

Offer of jobs/internships nor support outside of the professional scope.

### **Who can be a mentor?**

University of Twente alumni with senior level of work experience that demonstrate skill, knowledge and expertise in their field.

### **Who can be a mentee?**

Current students or students within 6 months after graduation at the University of Twente who have successfully completed the SU Activism Recognition Certificate.

### **Time Commitment**

The programme will be offered between October to January with intake taking place in September.

Communications between mentors and mentees can be face-to-face, remote (i.e. MS Teams, E-mail, Phone) or a combination of methods, and will be determined by them.

Mentors and mentees should schedule at least one 30 minute long meeting per month. More frequent or longer meetings can be arranged if both agree to do so.

## **Process**

### **1. Intake**

Students will review this guide and if interested complete a mentee intake form (see appendix 1), which can be completed on [the Student Union website](#).

### **2. Pairing & agreement**

Mentees will be matched to UT alumni based on relevant professional experience as well as shared interests. Participants will receive an email from the UT Alumni Office with their respective Mentor/Mentee contact information along with a short biography, and will preferably within two weeks agree on their initial communication date, time and format.

During the first meeting the mentee and mentor should identify three objectives or themes that will serve as focus areas for their mentoring period. For example, you and a mentor may decide to focus on a reflection element linked your student leadership experiences, discussion of critical skills for a chosen career path, or perhaps explore the 'day in a life' of the career, etc. The intent of the objectives is a starting point for the mentoring relationship (see appendix 2)

As part of that first meeting agreements should also be agreed regarding the scheduling of meetings and preferred communications method.

### **3. Mentoring relationship check-in**

In the early stages of the mentoring period the UT Alumni Office will follow up via email with participants to confirm their contact and check if any clarifications or assistance is required.

#### 4. Programme evaluation

Near the conclusion of the mentoring period, participants will be asked to complete an online evaluation survey which will be used to further develop and improve the programme.

### Your role, responsibilities and expectations

- Mentees are expected to commit to the programme and are encouraged to review this guide to ensure an understanding of their role.
- Once matched, complete the mentoring agreement and make contact with your mentor in order to schedule your first meeting.
- Together with your mentor, set dates for your subsequent meetings.
- At your first meeting, work together to identify three objectives or themes during the mentoring period. For example you and your mentor may decide to focus on reflections of a particular element from your student leadership experiences, a discussion of critical skills for the chosen career path, or perhaps explore the 'day in a life' of the career, etc. The intent of the objectives is a starting point for the mentoring relationship (See appendix 2).
- Advise the mentor of any scheduling conflicts as soon as possible.
- Be prepared and punctual for your mentoring sessions.
- Use the first session to get to know your mentor. Share your ideas, concerns and professional goals.
- Develop an action plan and share it with your mentor so you can maximize your time with your Mentor.
- Initiate contact and respond within 48 hours. Be prepared to lead the discussions during meetings. At the beginning of each session, provide a brief update on progress since the last conversation.
- Agree and commit to the objectives and themes you have identified in your mentoring agreement.
- Focus on the relationship, rather than outcomes. Your mentor's role is not to get you a job, it is to share valuable experience and insight with you.
- Ask direct questions about what you most want to learn. See appendix 3 for a list of suggested engagement topics and questions to get you started.
- Take notes. Include the commitments you and your mentor make to each other so you are able to follow up.
- Be open-minded.
- Respect your mentor's boundaries. Be careful not to inundate your mentor with unnecessary emails and phone calls.
- Say thank you! Remember to thank your mentor after each session and express your appreciation for insights or examples that helped you.

## Confidentiality

Mentoring is a relationship. In order to achieve the objectives of the Mentoring relationship confidentiality is paramount. The mentee and the mentor will keep confidential all information, suggestions, advice or guidance provided by the mentor. Both parties will keep in strict confidence all and any information, including but not limited to personal identifiable information, of a confidential nature which one obtains about the other as a result of the Mentoring relationship.

## Appendix 1: Mentee intake form

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Name (first and last name)\*

E-mail address\*

Mobile phone number\*

Why would you like to participate? (250 words max)\*

List 3 top outcomes you would like to achieve. (250 words max)\*

Please write a brief introduction which will be shared with your mentor, consider mentioning your career ambitions, personal interest such as hobbies etc. (250 words max)\*

Upload your CV\*

No file chosen

SELECT FILE

I agree with the Student Union privacy policy

SUBMIT >

## Appendix 2: Mentoring objectives/themes worksheet

Mentoring can be a rewarding experience for both the mentor and mentee. It presents an unique opportunity for sharing, guidance, and can be tailored to the objectives of the mentor and mentee.

In the early stages of the mentoring relationship, it is helpful for the mentor and mentee to have a conversation to identify common objectives and/or topics that they would like to work on during the mentoring period.

### Here are some suggestions:

- To reflect over student leadership experiences
- To explore a chosen career(path) more fully
- To discuss the transition from campus to the world of work
- To review personal and professional qualities for success
- To share/seek career guidance
- An opportunity to ask questions about educational/career path of mentor
- To practice networking skills

During your first mentoring meeting, schedule time to discuss and record your top three shared objectives and themes. Revisit them during the mentoring relationship to ensure the stated objectives/themes are being met and adjust as necessary.

### Shared Objectives/Themes:

1.

2.

3.

## Appendix 3: Potential Engagement Topics

Here are some suggested engagement topics plus example questions. It is up to each mentor and mentee to structure meetings however they like – these suggestions are useful in developing your mentoring framework.

- Leadership skills/challenges
- Career Development
- Presentation & public speaking
- Business start-up
- Building networks
- Recruitment & Training
- Boosting career confidence
- Resilience
- Problem solving
- Support
- Organization and planning
- Profile & visibility
- Interviews and pitches

### **Possible questions to ask a mentor:**

- What did you study at Twente?
- How did your study/campus activities prepare you for your current career?
- What is a typical workday like for you?
- What do you like most about your position, field and company and what do you like least?
- Could you help me understand your organization's culture or environment?
- What challenges do you face in your career?
- Are you a member of any professional organizations related to your career?
- Do you have any insight about work-life balance in your career and/or at your organization?
- Do you set professional goals? If so, what do you do to make sure you achieve your goals?
- Are there things you would recommend I do or not do to help build my network in my chosen career?
- If you were a student today is there anything that you would do differently?
- Do you have an opportunity to participate in any professional development activities through your employment?