

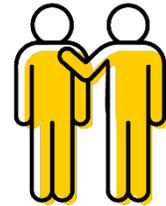
# EGOLD ENGINEERING CONNECTION

## MENTORSHIP GUIDEBOOK

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### Introduction to Mentorship

Engineering Connection is a college-wide mentorship program designed to connect current University of Iowa engineering students with University of Iowa engineering alumni, developed and maintained by the Engineering Graduates of the Last Decade (eGOLD) Board. As mentors and mentees in this program, you will take part in a practice that has led to the success of countless people in a variety of fields - from Socrates who mentored Plato, to Maya Angelou who mentored Oprah Winfrey. Mentorship will undoubtedly help you learn and grow not only as an engineer, but as a person, and may impact you in ways you have yet to discover.



As the eGOLD Board, our goals for Engineering Connection are to empower mentors and mentees to:

1. Identify and achieve career development and personal growth goals
2. Create opportunities to meet and network with others
3. Foster higher levels of engagement and career vision

Mentorship pairs are matched based on the preferences of the mentee, or student, and therefore allow the pair to begin their mentorship relationship based on a mutually-shared foundation. In order to help you build a strong mentorship relationship, we have included in this Guidebook information on:

1. Mentor/Mentee Roles and Expectations
2. Mentor/Mentee Talking Points
3. Guide to Video Conferencing and Professional Calls

Please read on to learn more about these topics.

# Mentor/Mentee Roles and Expectations

In serving as either a Mentor or Mentee for the Engineering Connection program, you will have a set of individual roles and program expectations to meet to facilitate the mentorship relationship.



The roles of each participant help in providing structure to the position in fostering mentorship success. Mentors should look to serving as a guide who assists and challenges their Mentee to meet set goals. Mentees work to ask questions to learn and gain understanding in order to achieve personal and professional growth. Mentor/Mentee specific roles can be seen below.

## Mentor roles:

1. Gain clarity to understand expectations for the program and Mentee needs.
2. Assist the Mentee in techniques to convert feedback and tools into goals.
3. Look for developmental moments to provide advice and counseling.
4. Discover growth opportunities for both the Mentee and yourself.
5. Encourage the Mentee to avoid using previous ways of thinking to help increase self-awareness and uncover hidden personal and professional roadblocks.
6. Share insights and experiences with the Mentee.
7. Build trust in the relationship by being an active listener and showing invested interest in their goals and growth.
8. Empathize with the Mentee, but encourage accountability.

## Mentee roles:

1. Clarify expectations of your Mentor regarding their active role (Do you need a coach, listener, resource, etc.).
2. Seek continuous feedback to improve personal contributions and professional goals.
3. Learn to adjust priorities and improve skills in listening and flexibility.
4. Motivate the discussions with your Mentor.
5. Focus on quantifying performance using “what” and “how” to help identify potential goals.

Expectations are provided as a guide to help Mentors and Mentees set groundwork for their professional relationship. A comprehensive list of expectations for the program can be seen below.

## **Expectations:**

1. Meet with your Mentor/Mentee at least once during the fall, winter, and spring sessions.
2. Create development goals and set reasonable timelines to achieve them.
3. Establish a trusting relationship; keep confidential information private.
4. Discuss topics concerning personal and professional growth that meets the individual's goals.
5. Hold one another accountable for feedback and action items.
6. Provide expectations you will have of your Mentor/Mentee regarding the specific type of support and investment that will be necessary.
7. Discuss specifics on communication and the nature of the advisement relationship.
8. Set next steps after each meeting, including future meetings and growth work.

As these expectations are starting points, work with your mentor/mentee to establish specifics, such as how long and how often you will meet, whether you will meet in-person, by phone, or email (in-person recommended), and what professional dynamic will work best for each party.

# Mentor/Mentee Talking Points

Please use these talking points to facilitate your initial discussions. However, note that this is not a comprehensive list, and that you should feel free to deviate as you see fit. Each mentorship relationship is unique, and therefore what you choose to discuss is up to you and your Mentor or Mentee.



## Mentor Questions (By Mentee Year):

### First Year/Sophomore Year

1. Explain the purpose of the mentoring program and review relevant guidebook topics
2. Why did you select your major? What do you know about what people in that major do in the real world?
3. What EFA [study focus area] did you select and why?
4. How are you doing with your academics to date? Taking any major-specific courses yet?
5. Are you involved in any UI activities in addition to your studies? What— and if so, how are you managing your time?
6. How is your relationship with your advisor and professors?
7. Are you aware of all the resources the college provides (peer advisors, tutors, etc)
8. Are you considering a co-op or internship in industry? Why or why not? Discuss the positives of getting real industry experience.
9. What are your work plans for next summer?

### Junior Year

1. How was your summer? What work did you do over summer?
2. Now getting into core/major courses? How are classes going?
3. Involved in any other UI activities? Any time management issues?
4. Still comfortable with EFA?
5. Are you considering how to get some industry experience—co-op, internship, etc.?
6. Planning on attending the career fair? Can I help you with your resume?
7. Are you considering going on to PhD? Getting into academia or research?
8. Are you getting the help you need from your professors and advisors?

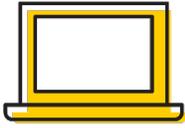
## Senior Year

1. What work did you do this past summer?
2. How do you feel about your academics (classes/EFA/etc)
3. Have you started job search or, if going on to grad school, university search?
4. Contacting companies/universities as appropriate? Any interviews? How are they going?
  - a. Attending the career fair?
  - b. Would you like resume help/interview practice?
  - c. Any job offers to consider? Can I help with choice? Be a reference for you?
  - d. How may I help you after graduation?

## **Mentee Questions:**

1. Why did you select your major? Do you feel it helped prepare you for your career?
2. What EFA [study focus area] did you select and why?
3. What classes do you feel were the most beneficial?
4. What experiences did you have that you feel helped prepare you for 'the real world'?
5. What internship or co-op experiences did you have? How did you get these experiences?
6. How did you prepare for interviews?
7. Resume advice?
8. Were you involved in any UI activities in addition to your studies?

# Guide to Professional Video Conferencing Calls



You and your mentor/mentee may choose to hold your discussions via phone call or video conference whether due to geographical distance, convenience, or health and safety. Below are some helpful etiquette tips on how to handle video conferencing and professional calls.

**Note:** different companies and organizations will have different rules and expectations surrounding communication and conduct during teleconferencing, it is important to consider your specific situation and expectations.

1. **Mute yourself when you're not speaking** – background noise, echo, and keyboard clacking can be very distracting to your colleagues on the call.
2. **Never assume the mute button works as you expect** – there are too many horror stories about people who 'thought' they were on mute. If you need to vent or express yourself in a way you'd prefer not be heard by your peers, wait until the call is over
3. **Don't forget to unmute yourself when you start talking**
4. **Arrive promptly or provide notice to the organizer if you'll be late** – remote working environments typically come with a degree of independence, treat these calls as promptly as you would a meeting happening in office. Same concept applies if you need to leave a meeting early.
5. **Be prepared to introduce yourself to people you don't know** - have your 30 second intro ready, be sure to cover name, role (or what you're studying), relevant experiences or background info on yourself
6. **Consider your objective(s) and whether a call is the right choice** – if your objective can be accomplished in an off-line chat, email, or poll then those options may be more suitable for your needs. Use teleconferencing when you find that chats or emails won't suffice or if topics of discussion are ideally handled face-to-face.
7. **Have an Agenda** – if you're the organizer of a remote meeting, establish an agenda and distribute ahead of the call, even if it's just a high-level outline and do your best to keep the meeting concise
8. **Stay focused and on-task** – it can be tempting to multitask during your meeting, keep in mind that your camera may be on and that looking distracted, being asked a question while you're distracted, or as if you're not paying attention can send the wrong message.
9. **Camera and Lighting** – Do your best to look at your camera when speaking rather than at the feed and try to have a light in your foreground (in front of you), whether that be natural light from a window or from a lamp, that way your face is illuminated. It's also best to avoid significant light in your background.

10. **Understand the communication tools you'll be using** – if you're using a teleconferencing system with which you are unfamiliar, test your setup to minimize risk of an issue during your call. Things to test include:
  - a. Internet connectivity (especially if using VPN)
  - b. Computer camera if applicable
  - c. Speakers and mic
  
11. **Understand your audience and that you and your background may be visible** – consider your audience, work environment/culture, and agenda to determine appropriate dress code. Once your webcam is positioned, check your background, and make sure that it's tidy. It's recommended to avoid moving with your laptop/webcam once the meeting begins.
  - a. Certain applications, like Zoom, allow for virtual background designs to be used
  - b. If you absolutely must move with your laptop/webcam, it's recommended that you turn off your webcam while moving.