

Walsh University

DeVile School of Business

Professional Mentoring Program (Reviewed & Approved: August 21, 2014)

Background

Formal education and training should be complemented by the knowledge and experience of practitioners through the sharing of professional and life experiences. Mentoring within the DeVile School of Business (“DSoB”) is extremely important to bridge this gap between theory and practice.

Mission Statement

Enhance the academic learning process by offering students the opportunity to gain working knowledge and understanding of business practices from professionals from within the business environment.

Student Learning Outcomes

1. Prepare students to enter the workforce by increasing the student’s awareness of business requirements versus student expectations.
2. Understand the relationship between academic learning and actual business practices.
3. Understand career opportunities and additional requirements beyond academic for different professions within the business environment.
4. Identify and differentiate between skill and position requirements.

Students Served

During a student’s academic career at Walsh University, students may take advantage of the Professional Mentoring Program (“DSoB Mentoring Program”). Students of the DSoB are encouraged to participate in order to prepare them for the business world that is outside of the academic learning process. Beginning with freshmen orientation sessions and continuing through academic meetings and or university-sponsored activities, announcements are made concerning the DSoB Mentoring Program. Further, the Career Center office may encourage students to participate in the DSoB Mentoring Program. Entrance into the DSoB Mentoring Program requires the student to be part of the DSoB and be identified academically as a sophomore, junior or senior student. Mentee selection is on a voluntary basis.

Mentor Recruiting

Mentors from the business community, the university community, and the community at large, are recruited from the local area.

Type of Mentoring

Mentoring takes on many responsibilities in order to help students. These relationships will help students enhance interpersonal skills and promote career development, boosting the mentee’s self-confidence and self-competence through guidance and counseling.

The mentor and mentee will commit to making contact on a regular basis, a minimum of two times per month during the semester. This contact should be either face-to-face or by phone. Emails

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during the semester are permissible but should be kept to a minimum. Text messaging is not permissible.

The length of commitment will be for six (6) months at minimum. It is encouraged to hold a minimum of two face-to-face meetings per semester. Mentors and mentees can benefit from the breadth of information available within the DSoB Mentoring Program. As such, mentors may work in cohorts to share information to a number of students at one time, or mentees may request a different mentor each semester. This will be covered in the training.

A social event will take place during each semester to enable the mentors and mentees to interact and become more comfortable with one another.

Mentoring Venues

It is mandatory for the mentor to meet with the mentee in a safe, comfortable environment, such as on the Walsh University campus, the mentor's office or company conference room, or in a normal business setting. Breakfast, lunch, and dinner meetings are permissible, but alcohol is prohibited during any mentor/mentee meeting. Further, it is requested that personal information, such as home phone numbers and addresses, is not shared between mentor and mentee.

However, it is understandable that there may be a need to exchange this information on occasion but the student must feel comfortable with sharing this knowledge. The DSoB Mentoring Program office has all work and personal information on file. Work and cell phone numbers as well as email addresses may be shared.

Summary

The mission, learning outcomes, and overall objectives of a mentoring program should be the same whether it is in a university setting or in the workforce. Mentoring boosts the mentee's self-confidence and self-competence through a mentor's coaching and guidance. This plan will accomplish this mission.

A successful mentoring plan identifies not only the process of mentoring but also the responsibilities of both the mentor and the mentee. For a successful program both the mentor and mentee must establish a relationship centered on the objectives they want to achieve. It is important to understand that the mentoring program is not a solution for any and all problems or issues of the mentee but instead is a pairing of a mentee with limited knowledge on a given subject with a professional person who has experience in the subject matter. This type of pairing will be valuable through the ability to transfer knowledge from a professional to a learning person.

A mentoring program is one of the most valuable programs that can be implemented in the workforce as well as in the academic environment. A person gaining both the academic credentials and working knowledge for their future careers enhances the value of the program throughout the academic process.

Appendices

APPENDIX I – Mentors

Mentor Responsibilities and Expectations

Mentors must thoroughly prepare themselves before taking on the responsibilities of being a mentor. The DSoB mentors are responsible for being a role model. Therefore, the mentor's actions and attitude must be one of business professionalism. The mentor's actions give visual guidance and mental structure for the mentee. Mentees must feel comfortable in sharing their weaknesses with the mentors, and mentors must be willing to bow out of a relationship that they cannot give sufficient time to or are unable to assist the mentee in the areas in which he or she needs help.

Mentors can help students explore their interests in business and gain business life experience through the mentor's own experiences over their career. It is important that the mentor builds a professional relationship with the mentee, increasing the mentee's self-esteem. The mentor should guide the mentee often when the mentee is trying to overcome a complex or difficult situation—encouragement and a positive attitude are usually what the mentees easily appreciate. As well, the mentor must be open to receiving the mentee's feedback, which may increase with the mentee's confidence. Enrich mentees by encouraging them to participate in new activities, including business events such as conferences and business fairs.

Specific Responsibilities of the Mentor:

1. While it is encouraged that a professional relationship be established between the mentor and mentee, the majority of discussions should be focused on business. The mentor should provide subject matter for discussion and may assign this specific subject matter in preparation for upcoming meetings.
2. The mentor must provide prompt feedback to a mentee's request or question in a reasonable amount of time. Every effort should be made to complete this feedback within forty-eight (48) hours.
3. The mentor must complete the "Goals for Mentor & Mentee" (see below).
4. The mentor must report any issues or concerns promptly to the DSoB Mentoring Program Coordinator.

Role of the Mentor

1. Help the student build confidence
2. Act as a role model
3. Coach the student on business etiquette
4. Share experiences as learning tools
5. Encourage professionalism
6. Proactively maintain contact and encourage open communication

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7. Aid in problem solving
8. Facilitate career planning and networking skills
9. Help the student externalize classroom education
10. Encourage introspection
11. Facilitate goal-setting

Mentor Guidelines

1. During set mentoring sessions, please devote your time to working with your mentee and attempt to avoid any distractions. This will allow for positive relationship building.
2. Please be timely. If you will be late, or need to reschedule a meeting, please contact your mentee and provide enough time for rescheduling.
3. It is mandatory for the mentor to meet with the mentee in a safe, comfortable environment, such as on the Walsh University campus, the mentor's office or company conference room, or in a normal business setting
4. Communication should be kept professional, with email being the primary form of communication between mentors/mentees. It is not expected that the mentor provide any personal contact information (address, cell phone, home phone) to the mentee, but they may.
5. For many mentees, this may be their first professional mentoring experience, or their first experience in a professional business environment. Please do not *assume* they know appropriate behavior or dress codes. Please be sure to provide specific directions to your mentee regarding behavior, attire requirements, parking/security clearances, etc.
6. Do not make untrue or misleading statements to your mentee (for example, promising employment or other outcomes from the mentoring process).
7. Avoid conflicts of interest.
8. Represent yourself, at all times, in a business professional and ethical manner during all interactions and sessions with the mentee with respect to behavior, dress, and communications.
9. Act in accordance with and adhere to the DSoB Basic Beliefs / Code of Ethics (Appendix V).

If at any time you feel your mentee has disclosed information to you regarding personal situations that may need professional assistance, or your mentee is not appropriately participating in the mentoring relationship, please notify Ron Manse as soon as possible so that appropriate measures can be taken.

Student Privacy

Walsh University accords all rights under the Family Education Rights and Privacy Act ("FERPA") to each student. Outside individuals or agencies will not have access to, nor will the University disclose any information from a student's educational record without the written consent of the student.

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Mentor Selection

Candidates for the mentoring program are selected from Walsh alumni, Walsh adjunct instructors, and/or business professionals currently or recently retired from the business environment. Potential mentors may contact Ron Manse via the Walsh email system (rmanse@walsh.edu). Potential mentors are asked to fill out a brief "Mentor Application" (see below) indicating their contact and other pertinent information relating to the program.

Mentor Training

The primary objectives of the initial mentor training are to confirm the commitment of the mentor and to establish the basic parameters and objectives of the DSoB Mentoring Program. The training will begin to prepare the mentors for the realities of the mentoring experience. The DSoB mentor training will encompass the following subjects and will be scheduled prior to or soon after the semester starts:

- DSoB Goals For The Program, (Student Learning Outcomes)
- What A Mentor Is
- What A Mentor Is Not
- What Does A Mentor Do
- Specific Responsibilities
- Suggested Activities
- Building Relationships
- Setting Goals & Objectives
- When Things Are Not Working
- Communication and Documentation

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Goals for Mentor & Mentee

Submit Your Goals and Action Steps to the Program Coordinator via the Walsh email system.

Short Term Goals

Please list three short-term goals and the steps that you will take to achieve each goal.

*Note: Each goal should relate to the DSoB Mentoring Program's SLOs.

Goal #1:

Goal #2:

Goal #3:

Long Term Goals

Please list three long-term goals and the steps that you will take to achieve that goal. Each goal should relate to the DSoB Mentoring Program's SLOs.

Goal #1:

Goal #2:

Goal #3:

APPENDIX II - Mentee

Mentee Responsibilities and Expectations

It is important that a mentee understand what a mentoring program is and the value of a mentor. As in the case of being a mentor, a mentee has responsibility for their part of developing a relationship that is mutually respectful for both parties. A mentee must understand their commitment to the program in order for them to get the most from the program.

Specific Responsibilities of the Mentee:

1. A mentee is not to be absent or late to a prior scheduled meeting. In case of an emergency, a message should be sent to the mentor immediately.
2. While it is encouraged that a professional relationship be established between the mentor and mentee, the majority of discussions should be focused on business. The mentor may provide subject matter for discussion and may assign this specific subject matter to the mentee in preparation for their next meeting. It is the responsibility of the mentee to complete any assignment they are given.
3. A mentee must respond in a timely fashion to a mentee's phone message or email. Every effort should be made to follow-up within twenty-four (24) hours. Text messaging is not permissible.
4. A mentee must report any issues or concerns promptly to the DSoB Mentoring Program Coordinator.

Role of the Mentee

1. Be actively engaged in the mentoring relationship
2. Have an understanding of your career goals
3. Actively listen
4. Ask questions
5. Solicit and be receptive to feedback
6. Follow through on any assigned tasks/projects
7. Always behave in a professional manner
8. Have an understanding of what you hope to gain from the mentoring relationship

Mentee Guidelines

1. Your mentor is a business professional who has volunteered his/her time to offer valuable guidance. Therefore, it is imperative that you are respectful of their time, and always attend scheduled meetings. If you will be late, have an unexpected emergency, or need to reschedule, please contact your mentor ahead of time.
2. During mentoring meetings/sessions, you will NOT answer your cell phone, or respond to emails or text messages. This is unprofessional behavior.

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3. Understand that your matched mentor may not work in the specific area in which you are interested. However, you will still be respectful, attend all meetings, and actively listen to any advice.
4. Email will be the primary form of communication. You are expected to check your Walsh email daily and as a courtesy to your mentor, please respond to any communication within 48 hours.
5. Understand that in this mentoring relationship, you are not only representing yourself, but the DSoB and Walsh University. Please remain professional in your communication and behavior.
6. Business casual is the appropriate attire for mentoring meetings, unless otherwise specified by your mentor.
7. It is mandatory for the mentor to meet with the mentee in a safe, comfortable environment, such as on the Walsh University campus, the mentor's office or company conference room, or in a normal business setting
8. Understand that the mentoring relationship is a mutually beneficial relationship and one set up to guide you in making connections between the classroom and the work world. In no way is this mentoring relationship a promise of future employment, or is your mentor in any way required to offer you employment at the conclusion of your mentoring relationship.
9. Represent yourself, at all times, in a business professional and ethical manner during all interactions and sessions with the mentor with respect to behavior, dress, and communications.
10. Act in accordance with and adhere to the DSoB Basic Beliefs / Code of Ethics (Appendix V).

****If at any time you feel your mentor has disclosed information to you regarding personal situations that may need professional assistance, or your mentee is not appropriately participating in the mentoring relationship, please notify Ron Manse so that appropriate measures can be taken.****

Student Privacy

Walsh University accords all rights under the Family Education Rights and Privacy Act ("FERPA") to each student. Outside individuals or agencies will not have access to, nor will the University disclose any information from a student's educational record without the written consent of the student.

Mentee Selection

A student may contact Ron Manse via the Walsh email system, (rmanse@walsh.edu), requesting an application for admission to the program or download an application from the DSoB Mentoring Program website off linked to the Walsh homepage. Students may also contact the Walsh Career Center requesting an application for admission to the DSoB Mentoring Program. Potential

mentees will be required to fill out a “Student Mentee Application” (see below) with their contact and other pertinent information relating to the DSoB Mentoring Program.

Mentee Training

The overall objective of mentee training is to help students become aware of the many benefits of participating fully in the mentoring relationship and to help the student understand their role in making the relationship work. The training will begin to prepare the mentee for the realities of the business world beyond academics. The DSoB mentee training will encompass the following subjects and will be scheduled at the beginning of each semester:

- DSoB Goals For The Program (Student Learning Outcomes)
- What Is A Mentee and Why Me
- What Does A Mentee Do
- Specific Responsibilities
- Suggested Activities
- Building Relationships
- Setting Goals and Objectives
- When Things Are Not Working
- Communication and Documentation (Keep A Log Book)

APPENDIX III – DSoB Mentoring Program Coordinator Responsibilities

The DSoB Mentoring Program Coordinator's ("PC") primary responsibility is to establish the mentoring program and monitor the program throughout the year. In this role, the PC will work in conjunction with the Walsh Student Career Center and Alumni Office, keeping both offices informed of the DSoB Mentoring Program and its status.

The PC will coordinate with the Walsh Student Career Center office to aid in identifying eligible mentees. As well, the Walsh Student Career Center office will be informed of the mentees' involvement in the DSoB Mentoring Program. The Walsh Student Career Center office may participate in the DSoB Mentoring Program's annual review.

The Alumni Office is contacted prior to contacting any Walsh alumni. Additionally, the office is informed of pertinent information related to the DSoB Mentoring Program and the alumni involvement. The Academic Affairs office may participate in the DSoB Mentoring Program review process as it relates to the alumni involvement.

Specific Responsibilities of the DSoB Mentoring Program Coordinator

The PC will:

1. Establish the DSoB Mentoring Program and coordinate any changes to the DSoB Mentoring Program in conjunction with the Dean of the DSoB.
2. Establish and monitor the annual DSoB Mentoring Program budget in conjunction with the established Walsh University policy and the Dean of the DSoB.
3. Contact potential mentors. The PC will be responsible for screening applicants and placing the mentor with a mentee.
4. Establish and coordinate all program-training requirements.
5. Monitor both mentors' and mentees' involvement in the DSoB Mentoring Program. This will include contacting mentors and mentees at minimum of three (3) times per semester.
6. Continuously network with local businesses for potential mentors and/or sponsors for the DSoB Mentoring Program. This may include identifying potential intern positions and coordinating them with the Student Career Office.
7. Suggest topics of discussion to both mentors and mentees.
8. Coordinate the resolution of any DSoB Mentoring Program issues or concerns and promptly report any such issues or concerns to the Dean of the DSoB.
9. Meet with the Walsh Career Center office and Walsh Alumni office at a minimum of two (2) times per semester, once at the semester beginning and once at the end of the semester.
10. Coordinate the status of the DSoB Mentoring Program with the Dean of the DSoB and other appropriate Walsh personnel.
11. Coordinate the annual DSoB Mentoring Program review and measurement of its outcomes, and report the annual information to the Dean of the DSoB as well as any other appropriate Walsh personnel.

APPENDIX IV – Implementation, Budget, and Monitoring

Mentoring Implementation

1. Launching the DSoB Mentoring Program requires a marketing plan to advertise it to potential mentors and participants.
2. Develop the administrative processes and procedures. This step should include the networking and outreach to various Walsh University offices.
3. Define, recruit, and train mentors.
4. Mentor and mentee training includes an understanding of program goals and learning outcomes, and understanding the need of coaching and providing feedback to students and faculty.
5. Kickoff orientation for mentors. Assign mentors to their respective students.
6. Continuous monitoring of DSoB Mentoring Program via mentors and mentees by the PC.
7. Annual program review, measurement of program outcomes, and revision as appropriate.

Budget

The program budget is established annually in accordance with Walsh University’s established budget policy. The budget is reviewed by the Dean of the DSoB and an agreement is reached as to the total activities for the upcoming year.

Measurement of Program Outcomes

Measuring the outcomes of a mentoring program provides important information regarding its effectiveness, sustainability and leadership strength. Evaluation can include both quantitative and qualitative measurement.

A qualitative evaluation will measure how well program elements work. As an example, how much has the quality of a mentee’s life been improved as a direct result of the mentoring program? In other words, “was the program beneficial?”

The information gathered from the DSoB Goals Worksheet, and the Mentoring Program Rubric, will enable the DSoB to identify issues, create new program strategies, and increase participation. Both mentors and mentees will be asked to fill out both the worksheet and rubric in order to gauge the DSoB Mentoring Program’s success from the mentor and mentee’s perspective.

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APPENDIX V

WALSH UNIVERSITY DeVile School of Business Basic Beliefs / Code of Ethics

The faculty, staff, students, and other associates of the **DeVile School of Business** (DSOB) of Walsh University (herein called “members”), are committed to conduct themselves within the highest standards of professional and personal ethics and integrity, to treat all people with respect and dignity, to develop excellence in our respective interests and fields through ongoing professional growth and development, and to develop these beliefs in others with whom they work.

Many assume the responsibility to provide professional leadership in their classes, communities and organizations. This responsibility requires members and associates to maintain standards of exemplary personal and professional conduct. To these ends, members subscribe to the following standards.

Ethical Standards

In all activities, members of the School of Business shall:

- Make the well-being of all students, staff, and fellow members a fundamental value in all decision making and actions.
- Fulfill professional responsibilities with honesty and integrity.
- Support the principle of due process and protect the civil and human rights of all individuals.
- Implement the policies, administrative rules, and regulations of DSOB and of Walsh University.
- Pursue appropriate measures to correct those rules, policies, and regulations that are not consistent with this code of ethics.
- Not tolerate the failure of others to act in an ethical manner and will pursue appropriate measures to correct such failures.
- Never use their positions for personal gain through political, social, religious, economic, or other influence.
- Honor all contracts until fulfillment or release.
- Obey all local, state and national laws.

Ethical Conduct

In all activities members of the School of Business shall demonstrate their adherence to the standards set forth above by:

- Actively supporting the goals and objectives of the DSOB and Walsh University.
- Interpreting the policies and practices of Walsh University to other DSOB members and to the community fairly and objectively.
- Implementing, to the best of their ability, the policies and administrative regulations of the DSOB of Walsh University.
- Assisting fellow members, as appropriate, in fulfilling their obligations.
- Supporting a positive image of DSOB and Walsh University.
- Not publicly criticizing board members, superiors, administrators, or other employees but using direct and private discussion to communicate concerns.
- Helping students and other members achieve their maximum potential through fair and just treatment.
- Maintaining confidentiality of data and information
- Accurately and objectively reporting data to authorized agents.

Expectations of Personal and Professional Integrity

In the conduct of business and the discharge of responsibilities, members of the DSOB will:

- Conduct all DSOB activities honestly, openly, and with integrity.
- Avoid conflict of interest situations by not conducting business with a company or firm in which the official or any member of the official's family has a vested interest.
- Avoid preferential treatment of one interest group, organization or individual over another.
- Uphold the dignity and decorum of the DSOB in every way.
- Never use their position for personal gain.
- Never accept or offer illegal payment for services rendered.
- Not accept gifts, free services, or anything of value for or because of any act performed or withheld.
- Support the actions of colleagues whenever possible.
- Actively support appropriate professional associations aimed at improving student and DSOB outcomes, and encourage colleagues to do likewise.
- Accept leadership roles and responsibilities when appropriate.

Adapted from the “Code of Ethics” International School Business Management Professional Standards and Code of Ethics, Published by the Association of School Business Officials International, Reston, VA, 2006

Adopted September, 2006