The Student Alumni Associates (SAA) is a student organization made up of undergraduate students who support the campus community by partnering with the Alumni Association. Members of SAA are dedicated to serving the College and supporting the Alumni Association through upholding traditions, and volunteering to serve during institutional events such as graduation ceremonies, the Alumni Awards Gala, the Ring Ceremony and more.

The Alumni-SAA Mentor Program, in partnership with Alumni Affairs and Alumni Career Services, provides networking opportunities to College of Charleston SAAs and engages alumni as active partners in advancing the career development of these students.

Who Are the Student Alumni Associates?

The Alumni-SAA Mentor Program applications are due in August. Students participate in the Mentoring Program Information Session in September and Student applications are due.

Why Should I Become a Mentor?

As a mentor, you will be matched with a SAA in their junior or senior year for a mentoring relationship, offering the student a career informational interview, a shadowing day, career advice, as well as other assistance that will be mutually determined between the mentor and student mentee. Not only will you be providing an invaluable experience for a CofC student, but you will also be giving back to the College and ensuring the future success of our graduates.

Students will meet with mentors in the workplace and on campus to gain advice and guidance on careers, workplace trends and professional competencies. Mentors and mentees will also be invited to attend a networking event on campus!

Mentor Program Timeline

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>August</td>
<td>Alumni Mentor applications due</td>
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<tr>
<td>September</td>
<td>Students participate in Mentoring Program Information Session</td>
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<tr>
<td></td>
<td>Student applications due</td>
</tr>
<tr>
<td>October</td>
<td>Mentors and Students are notified of their match</td>
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<tr>
<td></td>
<td>Students attend an individual meeting to understand their role as a mentee</td>
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<tr>
<td></td>
<td>Students make initial contact with their mentor to arrange initial meeting</td>
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<tr>
<td>November</td>
<td>Mentors provide assistance according to program guidelines and mutual agreement</td>
</tr>
<tr>
<td></td>
<td>with their student mentee</td>
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<tr>
<td>December</td>
<td>Mentors receive mid-year phone call from a Mentor Committee Member</td>
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<tr>
<td></td>
<td>Students receive mid-year evaluation</td>
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<tr>
<td>January-April</td>
<td>Mentors provide assistance as mutually agreed upon with mentee</td>
</tr>
<tr>
<td>February</td>
<td>Mentors and students attend the Mentor/Mentee Networking event</td>
</tr>
<tr>
<td>April</td>
<td>Mentors and students receive and complete a program evaluation</td>
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</tbody>
</table>
After attending a Mentor Program Information Session, interested junior and senior year students will review the mentor profiles and submit a Mentee Application and Faculty Reference Form. Selected students will be matched to a mentor opportunity based on career interest.

The students will attend a small group orientation session covering what to expect, professional etiquette, and making the most of the student-mentor relationship.

The program committee will provide Alumni Mentors with information on their student match along with a Mentor Program Reference Guide in early October. Students will contact their mentors directly to schedule an introductory meeting.

**Mentor-Student Matching Process**

**Core Mentoring Assistance**

**All mentors agree to provide:**

1. **Guidance:** Provide career information and advice via a minimum of one informational meeting (and email or phone contact as mutually determined)
2. **Shadowing:** arrange a hands-on observational day that includes meeting with professionals at various levels and career areas of interest to the student
3. **Internship Assistance:** Assist your mentee with internship development including networking and search strategies
4. **Resume Consultation:** Review your mentee’s resume and suggest feedback and strategies for enhancing their employability
5. **Job Search, Networking and/or Graduate School Planning:** Consultation appropriate to the student’s interests and plans

**Optional Mentoring Assistance**

**Please consider including the following optional components:**

1. Invite your mentee to a lunch meeting or dinner
2. Invite your mentee to observe/participate in a senior-level executive or other appropriate meeting (client, departmental, etc.)
3. Invite your mentee to accompany you to an external professional meeting
4. Deliver a presentation to one of your mentee’s classes or club meetings, depending on mutual interest
5. Write a professional recommendation for your mentee on LinkedIn
6. Introduce your mentee to other career professionals in their area of interest
Fall Semester 2016

TOUCH POINTS
1. Mentee contacts you to arrange initial one-hour meeting to be scheduled in October.
2. You arrange a shadowing experience at your organization, providing the student with the opportunity to gain hands-on exposure to the work that you and others do in the organization.
3. Periodic email and telephone contact (frequency and method of contact is mutually determined by you and your mentee during your first meeting).

Shadowing Day

An opportunity to observe the work environment and network with professionals in the organization. The shadowing day can be arranged during the academic year or during school break.

Sample Itinerary (to be arranged by the alumni mentor)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 AM</td>
<td>Breakfast and discuss the day’s schedule</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Informational meeting with mentor</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Lunch with mentor and/or members of the organization</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Informational meeting with staff member #1</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Informational meeting with staff member #2</td>
</tr>
<tr>
<td>3:30 PM</td>
<td>Re-cap and wrap-up</td>
</tr>
</tbody>
</table>

Spring Semester 2017

TOUCH POINTS
1. Monthly contact by email or phone for updates and discussion regarding the job or internship search, networking, graduate school planning, etc.
2. Other optional assistance or meetings upon mutual agreement, including a resume review and/or interview advice.
3. Attend the CofC sponsored networking event for all mentors and mentees held on campus in February.

Apply Online: alumni.cofc.edu/alumni-mentor

For questions please contact us:

Erin O’Dea
Assistant Director, Alumni Career Services
843.953.6573 | OdeaE@cofc.edu

Karen Jones ’74
Director, Alumni Communications and Executive Secretary of the Alumni Association
843.953.5773 | JonesK@cofc.edu
Networking

It is common knowledge that networking is the number one source for developing internships, job leads and professional contacts. While networking is done on a daily basis in the professional world, many college students are networking for the first time, and often find the process intimidating. The mentor serves as a key resource in coaching the mentee regarding “best practices” for developing a network for their current planning and future professional development. As a mentor, you can help your mentee learn the art of networking by:

- Explaining your approach to networking and the value that it has played in your career
- Reviewing the do's and don'ts of “networking”
- Introducing or referring your mentee to other colleagues that would be able to provide career information and advice
- Inviting your mentee to attend a business lunch or meeting with you to observe networking practices first-hand

Provide Career Advice

As a mentor, share your experience and guidance regarding career paths, industry and business trends, leadership and professional success factors, and strategies to prepare for and enter today’s competitive marketplace. Consider these tips:

- Discuss mutual expectations for the mentoring relationship, the frequency and preferred method of communication, preferences for participation in core and/or optional program components, and a timeframe for establishment of a shadowing experience
- Provide career guidance appropriate to the student's level of career development (focused goals vs. exploratory stage)
- Share the successes and challenges you have encountered in building your career and succeeding in your profession
- Help the student explore functional areas, specializations and career alternatives
- Help the student assess strengths and weaknesses, and identify necessary success factors and action steps
- Recommend resources specific to your profession
- Provide advice and feedback on the student's goals, resume, interview/presentation, internship or job search techniques, or graduate/professional school plans
- Encourage the student to take advantage of the many services, resources and programs offered by the College's Career Center

Shadowing

A Shadowing Day is mutually arranged between the mentor and student and is designed to help the student identify and explore career options by observing the real working environment and meeting with professionals in areas of potential interest. Shadowing day components vary and may include:

- Have the student attend meetings or conference calls
- Bring the student on a sales calls or client meeting
- Allow the student to observe a business practice, court proceeding, etc., depending on your industry
- Give the student an opportunity to participate in a hands-on project
- Have the student meet with both junior-level and senior-level employees in various functional areas
- Help the student process what they've learned

Tailor the shadowing day experience to the student's interests!

School break is an ideal time to arrange a shadowing day.

Prepare to Launch

During their junior and senior years, students continue to solidify their career focus and develop a job search or graduate school plan of action that meets their career goals. As a mentor, you can provide feedback, support and advice to your mentee, including:

- Identification of key strengths and “selling points”
- Job search strategies
- Resume/cover letter review and update
- Interview practice and feedback
- Referral to contacts in your professional network
- Referral to prospective employers; tips for a long distance job search
- Recommend professional associations or groups
- Tips for the graduate/professional school plans, if appropriate
- Negotiating salary offers and benefits
- First year on the job “tips for success”
- Encourage active use of CoFC Career Center (details may be found at careercenter.cofc.edu)