

BYU | ALUMNI

MENTORING BRIDGE



**G u i d e l i n e s a n d
I n f o r m a t i o n**

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Chapter 1

Executive Summary and Overview

An Emphasis on College-to-Career Mentoring

The two-fold mission of the BYU Alumni Association is: 1) to increase the number of alumni who give to BYU on an annual basis; and 2) develop engaged alumni from students. Our current emphasis on college-to-career mentoring is not to replace or change the mission of the Alumni Association, but rather to enhance it by focusing on engaging our students and alumni on a meaningful level. We connect for good by giving of our time, talent and treasure. Giving of our treasure remains a primary objective of the Alumni Association; college-to-career mentoring represents engaging our time and talents. We cannot have giving without engaging. Both are integrally involved in why we exist.

What is College-to-Career Mentoring

The BYU Alumni Association is defining the college-to-career mentoring process to be interaction between students and alumni focused on bridging the transition between school and career. With more than 400,000 members, BYU Alumni are in a unique position to help shape the culture of BYU into one of inclusion, nurturing, accountability and opportunity through the vehicle of mentoring.

The Current Landscape

At present, numerous colleges and organizations at BYU are already implementing structured "mentoring programs" that often enhance student-alumni relations in their organization in a very targeted and meaningful fashion.

Goals Moving Forward

To enhance our mentoring emphasis, develop new mentoring opportunities and support existing mentoring initiatives, the BYU Alumni Association will:

- Promote a college-to-career mentoring process that will support existing University programs, and foster a culture of mentoring within the Association.
- Facilitate an attitude of collaboration among colleges and organizations that will promote more effective college-to-career mentoring initiatives.

- Support use of the Alumni Career Networking Tool (ACNT) as a University-wide database technology to help students connect with potential mentors.

Chapter 2

The College-to-Career Mentoring Process and Guidelines

Mentoring in Action

As a BYU student in the mid-1990s, I was mentored by professors, internship supervisors and guest speakers. After I took my turn wearing a cap and gown and marching away with a bachelor's and master's in communications, I have looked for ways to pay it back by paying it forward. I have taken a BYU intern under my wing each semester — and many of these writers and designers have become full-time employees. I get asked to speak on campus a couple of times a year, which I gladly accept because I remember hanging on every word of our guest speakers — especially women who were balancing the same roles I hoped to have one day. I've also had dozens of phone conversations with students who are required to reach out to mentors for a class assignment. I am passionate about staying connected to BYU by reaching back and mentoring those who remind me of myself two decades ago.

-Jeanette Bennett, editor, Utah Valley Magazine

The Process

The college-to-career mentoring process begins when a student contacts an alumni mentor to seek for guidance as he/she contemplates the transition from student to employee. That guidance can be provided over the telephone, through various forms of social media, and/or through individual or group face-to-face meetings. While there is no standard form that all interactions must take, some general principles should apply.

- **Getting Started**

- The responsibility for beginning a mentoring relationship falls directly on the shoulders of those students or recent graduates who are interested. To identify a mentor, students and recent graduates can access the Alumni Career Networking Tool (ACNT) at alumniCareers.byu.edu or contact Alumni Career Services at (801) 422-6936 or (801) 422-6933.
- Alumni interested in becoming a mentor can sign up to do so at alumniCareers.byu.edu. or by updating their profile on alumni.byu.edu.

- Mentees (students and recent graduates) should clearly identify their personal reasons for using a mentor and have a good idea about the outcomes they want from the relationship.
 - Once a mentor has been selected, the mentee should schedule a series of meetings, the frequency and duration of which should be agreed upon from the outset of the mentoring relationship.
- **Developing a Productive Mentoring Relationship**
 - Mentors should be responsive to, not responsible for their mentee.
 - Mentors should be wise and prudent as to the nature of the relationship with their mentee and under what conditions they meet or otherwise interact.
 - Together, mentors and mentees should define the limits and nature of feedback for the relationship. How candid is the mentor to be? Would the mentee like feedback on grooming, manners, conversation barriers and perceptions? Or is the scope of feedback limited?
 - Together, mentors and mentees should continue to evaluate the effectiveness of the mentoring relationship, i.e. how it is working for both parties (See chapter 8).
 - Mentors and mentees should discuss early in the relationship what outcomes the mentee would like to see as the relationship comes to an end. Think about and discuss best-case and worst-case scenarios for closure.
- **Bringing the Relationship to a Close**
 - Make the discussion of closing the relationship a legitimate point of discussion with open conversation at any time. Don't be afraid to broach the topic but be clear about when the relationship should close.
 - Revisit the specific purpose and outcomes identified at the beginning of the relationship. Evaluate the effectiveness with which these objectives were achieved.

- Discuss individual accountability going forward.

The Mentor

- **Qualities of an Effective Mentor**

- Maintains a positive attitude
- Sets high expectations of performance
- Offers challenging ideas
- Exemplifies good leadership
- Helps build self-confidence
- Encourages professional behavior
- Offers friendship
- Confronts negative behaviors and attitudes
- Listens to personal problems
- Is sensitive to the developmental needs of others
- Teaches by example
- Provides advice leading to a mentee's additional growth experiences
- Is secure with his/her self and personal success
- Limits counsel to one's own knowledge and experiences - doesn't try to be all things to all people
- Encourages winning behavior
- Triggers self-awareness
- Inspires their mentee
- Assists mentees in building networks
- Demonstrates effective communication skills
- Allows mentees to take control of their careers

- **Questions every mentor should ask (HBR Blog Network, 2009)**

- What is it that you really want to be and do?
- What are you doing really well that is helping you get there?
- What are you not doing well that is preventing you from getting there?
- What will you do differently tomorrow to meet those challenges?

- How can I help/where do you need the most help?

The Mentee

- **Qualities of a Good Mentee**

- Decides what is needed from the relationship
- Sets realistic expectations for the relationship
- Looks to one's mentor for guidance, not just answers
- Shares goals, experiences, success and failures with one's mentor
- Follows through on any commitments made
- Commits to personal and professional growth
- Accepts graciously if one's mentor is unable to meet some of his/her aspirations
- Is willing to take risks
- Mentally reviews, summarizes and internalizes the knowledge, skills and abilities received from one's mentor - and makes them personal
- Maintains flexibility in one's schedule to accommodate the mentor's schedule
- Provides candid feedback to their mentor as to how the mentor can best assist them and provide value in the partnership

Mentoring in Action

"Laci took my Organizational Effectiveness course in Winter 2011. She demonstrated great drive and organizational skills. Her focus was on an OB/HR career and the help she needed from me was to learn the concepts and frameworks necessary for such a career path, but perhaps more importantly, she needed occasional career advice and network connections for the right job opportunity. Laci took my HR course in Fall 2011 and we had multiple discussions during that semester about her career aspirations and the type of company she was looking for. Toward the end of that semester, I learned of a great entry-level temp HR role with Adobe from one of my contacts there. I helped Laci connect with Ellie (my HR friend at Adobe) and in Laci's own words, here is what happened: ' I just got off of the phone with Ellie from Adobe, and she had mentioned that you had sent her a "glowing" recommendation for me. I wanted to sincerely thank you for doing that. I greatly appreciate it and I think it has really helped me in the interview process.' Ellie hired Laci and within six weeks I received this update from Laci: 'I LOVE my job! I always heard of people waking up and looking forward to going to work, but I guess I thought it was just a myth until I started here!'"

-Troy R. Nielson, associate professor, Marriott School of Management

Chapter 3

Colleges - Alumni Career Connectors (ACC) - Volunteer Mentors

Mentoring In Action

"When I studied communications at BYU in the 1970s, faculty member Nelson Wadsworth took a particular interest in me and set me on my path as a journalist, even helping me secure my first job. I'm helping students today at BYU by advising them in their mentor program. I take samples of their writing, critique them, give them feedback, give them articles and travel from Las Vegas to visit them one-on-one. I also give them a copy of Strunk and White's classic Elements of Style, which I still read at least once a year."

-Charles W. Zobell, managing editor, Las Vegas Review-Journal

Mentoring in the Colleges

Mentoring programs within the colleges are numerous and varied. Examples of the variety of different programs currently existing in the colleges are described in Appendix A. To help facilitate existing programs and develop new avenues for mentoring, the Alumni Board College Directors will work with the deans to help identify individuals who can then serve as volunteer mentors or Alumni Career Connectors.

Role of Alumni Career Connectors

Some colleges have adopted a formal volunteer position for those interested in mentoring called Alumni Career Connectors (ACC's). The ACC's focus will be to facilitate career networking between students and professional contacts. The college ACC may recruit representatives from Alumni chapters to link students and recent grads with alumni professionals located throughout the United States.

Job Description for ACC's

- Promote, support and work with the college career services representative and/or other college designee to coach students in career networking.
- Create and maintain a list of active college/department Alumni Career Connectors (ACC).

- Encourage students to use Alumni tools, e.g., Take a Cougar to Lunch, the Alumni Career Networking Tool (ACNT, see chapter 7) and the Alumni Mentoring Partnership (AMP, see chapter 4).
- Encourage and facilitate students' participation in university-wide career mentoring/networking opportunities.
- Under the direction of college/department leaders, expand the number of department/college internships and strengthen existing internship programs.
- Under the direction of college/department leaders, increase the number of "professional-level" jobs posted.
- Identify key corporations with whom the university can have a relationship for developing potential internships.

Chapter 4

Employer Programs – Alumni Mentoring Partnership (AMP)

What is AMP?

The Alumni Mentoring Partnership (AMP) is a semi-formal group of alumni organized within a company in a specific region or location. This group of alumni has agreed to mentor students and employment-seeking alumni through the application/interview process and help them network within their company. These mentors also can provide guidance for recently hired or currently hired individuals during their time with the company. Many AMP companies are located in an area that has an Alumni chapter, creating an opportunity for AMP groups and Alumni chapters to collaborate on networking possibilities and welcoming new alumni to the area.

Benefits of AMP to Students and Alumni

The benefits of AMP programs to graduating students and alumni include building their career network, receiving mentoring over some period of time, easing the transitional adjustment in a new location, insight into potential career opportunities and developing a sense of camaraderie. Guidance can also be provided to assist employees with "learning the ropes" within their new company.

Benefits of AMP to Alumni Mentors

Mentors benefit by building their own career networks, assisting both the company and the new employees and their families "onboard" and acclimatize to a new area and experience, developing their own career coaching and leadership skills and in helping BYU to fulfill its mission to "Go Forth To Serve."

Benefits of AMP to Employers

Participating companies benefit in many distinct ways:

- Providing a "soft" landing for new employees
- Increasing the potential of retaining newer employees

- Developing a reputation (within the LDS community) as a caring place for people to work, thereby, assisting in the recruiting effort
- Helping to prepare newer employees for enhanced responsibilities through their engaged mentoring

Becoming an AMP Partner

How does a company become an AMP partner? Corporations can become AMP companies with as few as five alumni who are willing to serve as mentors. Contact Scott Greenhalgh (scottg@byu.edu) manager of Alumni Career Services, to sign up a group of alumni for your company.

Sample of AMP Companies

The following represents a sample list of current AMP companies as of September, 2013: Aetna, Amazon, Amgen, Apply, AT&T, BYU, Cardinal Health, Circuit, McKellogg, Kinney & Ross, Covidien, Discover, EMC, ExxonMobil, Fidelity, Goldman Sachs, Hanover Insurance, Highland Capital, Honeywell, Kaiser Permanente, KSL, Nationwide, Nestle, Procter & Gamble, Robert Baird & Co., Target, Texas Instruments, The Hartford Group and Weyerhaeuser.

Linkage of AMP with Chapters and Colleges

Alumni Chapters and BYU Colleges can link with AMP groups to provide a level of interconnectedness for students and alumni and increase the likelihood of successfully transitioning students from college to career.

Chapter 5

Engaging Young Alumni and Fostering a Culture of Mentoring in Chapters

Mentoring In Action

One of the many common feelings the members of our alumni board share is the feeling of immense gratitude for the opportunities we each have had in experiencing the Spirit of the Y through our education. We each desire to give back, which is why we serve with the alumni association. While there are many responsibilities and tasks to perform in our chapter, mentoring has become a big focus. After attending a BYU Chapter Conference, some of our board members came back with a great desire to take a trip to BYU with students who needed more vision and hope about college. With the help of bishops making recommendations of youth in their wards who met certain criteria agreed upon by our board, we selected 9 high-school-aged students. Donations thru Café Rio and Chick-a-fila were provided for the entire group. Tickets for General Conference were obtained. BYU campus provided a tour, lunch, and meeting with admission personnel. Host families were arranged. And the Alumni Association paid for the gas. For their part, the students were asked to donate their time serving at chapter mentoring workshops. During the trip, it was incredible seeing their eyes open to the possibility of an education at BYU or another institution with institute being part of their continued church education. By the end of the trip, testimonies were strengthened, hope was given, as well as a motivation to do something more with their education. Our goal was to help inspire these students with a bigger vision of their educational possibilities. I know we achieved that! As a result, a year and a half later, some have been accepted to BYU and are attending there, some have chosen to go on missions, and those who have chosen other college routes are actively participating in institute and are moving forward!

-Marianne Woolf, BYU Alumni Chapter Chair-Santa Barbara, California

Mentoring Emphasis

Chapters have always been a primary source of linking geographically dispersed BYU alums with one another and with the University through the chapter organizations and the activities it sponsors. To support the Alumni Association emphasis on mentoring, chapters are being asked to focus on engaging young alumni and fostering a culture of mentoring.

Engaging Young Alumni

An important element of fostering a culture of mentoring in the chapters is to engage young alumni. Following are some suggestions for increasing young alumni involvement in your chapter.

- Invite a young alum to participate on the chapter board to help increase the focus on engaging young alumni and fostering a culture of mentoring.
- Create a welcome to the area program:
 - Welcome messages could be sent to recent grads that are moving in to the area via text, email, and postcards. Such messages could include contact information of chapter leadership, a calendar of events, opportunities to volunteer, Facebook and website pages and information on mentoring programs such as AMP. Chapter leaders can request from Provo a list of young alumni who have moved into their area within the last year.
 - An orientation to the area for recent grad move ins either through a website, printed booklet, or face to face in small gatherings.
- Facilitate Young Alumni Special Interest Groups:
 - Such groups could target all young alumni but may be particularly good for young stay-at-home moms. Running groups, book groups or dinner clubs are some examples. Most of the coordination could be done via Facebook.
 - Organize at least one initiative or event each year that focuses on young alumni.

Fostering a Culture of Mentoring

Resources exist to help chapters incorporate mentoring into the culture of BYU alumni. In addition, chapters can use their own innovation to create mentoring opportunities for alumni. Following are some examples of how a chapter can foster a culture of mentoring:

- Create a board position. To facilitate mentoring, chapter leadership can invite one or more board members to focus on mentoring in the chapter.
- Build awareness of existing mentoring opportunities.

- **The Alumni Career Networking Tool (ACNT):** This is an online resource that connects alumni with students and recent grads. Chapter leaders can encourage alumni to sign up on the ACNT to be a mentor. Students and recent grads can search for potential mentors using this online networking tool (See chapter 7).
- **Alumni Mentoring Partnership:** Chapter leaders can learn what Alumni Mentoring Partnership (AMP) companies exist in their chapter on the alumni website and collaborate with AMP alumni to welcome new BYU alums to the area and help them acclimatize. (See chapter 4 for more information about AMP)
- **Alumni Career Connectors:** Close ties with colleges can help chapter leaders connect with students and recent graduates moving to their area. Some colleges have adopted formal volunteers called Alumni Career Connectors (ACC's) who can help chapter leaders become aware of who is graduating and moving into their chapter. To obtain a list of ACC's contact your chapter director.
- Add mentoring elements to existing efforts.
 - **Speakers Bureau Firesides** can be targeted to young alumni and/or recent grads and be used to introduce potential mentors.
 - **Replenishment Grant Scholarship Programs** could offer to arrange a mentor for their award recipients.
 - **Freshmen Send-off Activities** and student gatherings on campus could promote mentoring opportunities and introduce potential mentors.
- Develop your own mentoring programs.
 - **Young Alumni Small Group Mentoring** could be done through brown bag lunch events. These provide a relaxed atmosphere for young professionals to gather and listen to a speaker on a topic relevant to those getting started in their professions, home life, financial independence, etc. Topics could include such things as:
 - Financial Planning for Entry-level Incomes
 - Networking 101

- **Mortgage Sense**

These could be done in conjunction with a speaker coming for a larger fireside to which all alumni in your area are invited.

- **Unemployed Recent Grad Initiatives** that provide them with the information about networking opportunities and the possibility of having a mentor. Chapter leaders can request from Provo a list of recent graduates in their area who have not yet found a job.
- **Formal Mentoring Programs** in which the chapter matches mentors and mentees. (See Appendix B: Mentoring Guide for Naples, Florida Chapter)
- **High School Student Mentoring Initiatives** that promote and/or expand the efforts of Be Smart Firesides. (See Appendix B: Mentoring Guide for Naples, Florida Chapter)

Chapter 6

Student Alumni Association Programs

Student Alumni Mentoring Activities

- Take a Cougar to Lunch is the highest profile student-sponsored mentoring program. It is deeply embedded within the activities of each college. At present, students participate more frequently than alumni but there is an increasing recognition by the colleges of the potential that this program has within the total college-to-career mentoring effort.
- Events such as, "Ignite Your Career." BYU's AdLab designed the campus event to help focus students on preparing to cross the "mentoring bridge," or in other words, take advantage of networking and mentoring opportunities following graduation.
- Networking Events such as dinners, receptions and speed networking are sponsored by the Student Alumni each year, to partner alumni and students in an informal gathering geared specifically for students and alumni to connect.
- Etiquette Dinners allow students to learn from alums about proper table manners and can lead to further networking and mentoring.
- Show Me the Money seminars expose students and recent grads to alumni professionals who can help them make crucial decisions about buying a home, preparing for retirement, investments, insurance, buying a car, etc.

Chapter 7

BYU Alumni Career Networking Tool

Alumni Career Networking Tool

The Alumni Career Networking Tool (ACNT) is an online resource that allows students and other alumni to contact graduates of BYU for the purposes of mentoring and networking. Data searches can be done on the ACNT by industry, position, degree, employer or name to help students identify alumni whom they would like to connect with for networking or mentoring purposes.

Students and graduates can also access BYU Alumni LinkedIn profiles from the ACNT. Alumni who volunteer to be mentors will be flagged on the ACNT and alumni who are part of AMP will have an AMP logo by their name.

The screenshot shows the BYU Alumni Career Services website. The header includes the BYU logo, the text "BYU | BRIGHAM YOUNG UNIVERSITY", and "Alumni Career Services". A navigation bar contains links for Alumni Home, Job Opportunities, AMP, Social Media, Networking, Advisement, and Contact Us. The main content area is titled "BYU Alumni Career Networking Tool" and includes a disclaimer: "This tool is provided by BYU Alumni to allow students and other alumni to contact graduates of BYU for the purposes of mentoring and career advice and exploration. It may not be used to contact alumni for the purpose of finding employment. If you would like to search for job openings, please use the Alumni Career Services Job Board. See full terms and conditions." Below the disclaimer is a search form with the following fields: Industry (dropdown: Do not search by industry), Position (dropdown: Do not search by position), State (dropdown: Do not search by state), Chapter (dropdown: Do not search by chapter), Degree (dropdown: Do not search by degree), Employer (text input), First Name (text input), Last Name (text input), and a radius selector "Within 10 miles of ZIP Code". There are also filters for "Show Mentors Only", "Show LinkedIn Profiles Only", and "Show AMP Only", all set to "No". The "Order Results by" dropdown is set to "Last Name". The "Results per Page" dropdown is set to "10". At the bottom of the search form are social media sharing icons for ShareThis, Facebook, Tweet, LinkedIn, and Email, along with AMP and Mentor logos and a LinkedIn Profile icon. Below the search form is a pagination bar showing "Viewing 1-10 of 98726". Three search results are displayed as cards:

Name	Location	Position/Employer	Contact
Darin Aagard	Decatur, IL	Archer Daniels Midland	
Erik Aagard	Hilliard, OH	Honda of America Mfg. Inc.	
Jeffrey Aagard	Draper, UT	Canyon Crest Medical Center	

How to Sign up as a Mentor on the ACNT:

Alumni who include career information in their profile on the Alumni website are automatically included in the ACNT. Alumni can volunteer to be mentors in their profile and will then be flagged on the ACNT. In addition, alumni who are part of an AMP group will have an AMP logo by their name.

Chapter 8

Measuring Mentoring Effectiveness

Measuring and evaluating mentoring effectiveness is often an elusive process. Effective mentoring is often couched within an informal and flexible process, which, by its very nature begs a prescriptive approach. Where well-defined mentoring programs exist, surveys and objective measures can occur quite effectively. As is often the case, mentoring within the colleges is defined by how the mentee "feels" about the nature of the help they received from their mentor - did they get an interview, did they get a job, did they receive valuable feedback?

As we have attempted to suggest in these guidelines, the key to any mentoring process involves two fundamental processes: 1 - what did we mutually agree to do; and 2 - did we accomplish what we agreed to in the first place. Peripheral activities and outcomes may be helpful but both the mentor and mentee need to be focused on what are they trying to do and how will they know when they have done it? It is perfectly appropriate for both the mentor and mentee to change the direction of their activities and their relationship but the mentee clearly has the responsibility to determine what that direction should be.

By way of summary, measuring the effectiveness of mentoring should encompass the following steps (similar to those discussed in Chapter 2 of these "Guidelines"):

- Clearly define the objectives and outcomes for the mentoring relationship;
- Work to achieve an open and honest relationship in terms of feedback;
- The mentee should determine the direction of the mentoring process;
- Both should be responsive to but not bound by changing circumstances.

Appendix A

Mentoring Programs in Colleges

Curriculum-based programs

- Marriott Business School
 - Marriott School undergraduate business students may take a mentoring course for credit as a part of their curriculum. The course requires the student to work with a mentor in his/her career interest area. There is an emphasis on networking but the student cannot apply for a job with that mentor. The course uses the BYU Management Society members for further networking and mentoring.
 - A similar course is required for MBA students.
- J. Reuben Clark Law School. Recent mandatory Utah state requirements necessitate a mentoring experience for lawyers to begin their practice
 - While not yet a credited core course, the focus is on second-year law students and consist of (five) one-hour sessions focusing on securing employment
 - Mentors are expected to set up three employment interviews during the mentorship and to prepare the students for those interviews
- College of Family, Home and Social Sciences, the College of Humanities
 - The College of Family, Home, and Social Sciences are offering career mentoring courses for credit. These colleges use the Alumni Association's TACTL program to assist in their college-to-career mentoring efforts.
 - The College has appointed a couple who are serving as Alumni Career Connectors (ACC) - see description in Chapter 3.
- College of Fine Arts and Communications
 - An Alumni Career Connector (ACC) couple will be appointed for the College and will focus on securing internships and other mentored-learning experiences for each student in the Dept. of Communication (to start with)

- Videos and training materials are being developed by BYUTV
- Students will be matched with a professional mentor from their field
- Developing a checklist of requirements for students with mentoring being a vital part of it
- Actively establish internships (often facilitated by the ACC)
- Utilize the Alumni Career Networking Tool (ACNT)
- Requirements for registering alumni as mentors is in process

Use of College Advisory Boards

- Conduct individual and/or group mentoring sessions using advisory board members (e.g., college alumni advisory board mentoring roundtables)
- Design the responsibilities of advisory board members to include specific mentoring responsibilities
- Involve college advisory board members in pilot college mentoring programs
- Assist students in preparing their displays for recruiters
- Create the expectation in all colleges that specific mentoring assignments exist for all advisory board members
- Active administrative support of faculty in their mentoring efforts
- Recruiting technical/professional talent to advisory boards to emphasize mentoring, among other needed responsibilities

Use of Alumni Career Connectors (ACC)

- As indicated the colleges are beginning to use these volunteer mentors (ACCs). There could be numerous mentors (ACCs) for these different colleges depending on their needs.

Alumni Board appointed Alumni Career Mentoring Coordinator

- The professional Alumni Board are in the process of posting and hiring a person (Alumni Career Mentoring Coordinator) to interface with colleges and all other entities within the university to add support to the mentoring efforts.

Appendix B

Mentoring Program in a Chapter (Mentoring Guide for Naples, Florida Chapter)
