



Welcome

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2018-19 Marquette University Alumni Association Program Goals

- Meet a significant and increasing demand for students to gain insight from alumni by helping to prepare them for their professional journey following graduation from Marquette. Alumni are also yearning to establish meaningful interactions with current students
- Develop a local and distance mentor program to connect alumni nationwide who are interested in learning from and helping students by sharing their career and professional experiences
- Provide a vehicle for University Advancement to further engage college deans, chairs, faculty and campus partners with a valuable program to support their students and reintroduce and build relationships with alumni mentors



Program Overview

- A 1:1 match with current students and alumni nationwide based on their college and major, field of interest and potential post-graduation geographic destination
- Students are responsible for driving the relationship with their mentors. Mentees and mentors develop, sign and submit their communication agreement and goals documents by Friday, Oct. 19, and are accountable for meeting them
- Program duration: entire academic year (October-April)

By the Numbers



19 ...2018-19 Mentor Program Campus Partners:

College of Nursing (new in 2018-19)

College of Health Sciences

- Biomedical Sciences

- Clinical Sciences

Diederich College of Communication

Graduate School

Klingler College of Arts and Sciences

- Biological Sciences

- English

- History

- Philosophy

- Psychology

Opus College of Engineering

Honors Program

Marquette Athletics

Marquette University Parents Leadership Council

Office of Institutional Diversity and Inclusion

Urban Scholars (new in 2018-19)

Trinity Fellows (new in 2018-19)

26 ...States where mentors reside

30 ...2013-14 mentee-mentor matches (program pilot)

90 ...Percent of returning mentors from 2017-18 program

130 ...2018-19 mentee-mentor matches

180+ ...Program inquiries by universities, businesses and organizations

333 ...Percent program growth increase since inception in 2013-14

474 ...Mentee-mentor matches since program was established in 2013-14

Key Dates

Deadline to Complete, Sign, Submit Communication and Goals Forms

Friday, Oct. 19

Submit or email to:

Dan DeWeerd

University Advancement

Zilber Hall, fourth floor reception desk

1250 W. Wisconsin Ave.

daniel.deweerd@marquette.edu

Midterm Schedule

Thursday, Oct. 11 – Wednesday, Oct. 17

Midterm Break*

Thursday, Oct. 18 – Sunday, Oct. 21



* Consider a shadow opportunity with your mentor/mentee

Mentee Best Practices Workshops

Mentees required to attend one session
Zilber 025

Tuesday, Nov. 6
12:30 p.m. – 1:15 p.m.

Tuesday, Nov. 6
4:30 p.m. – 5:15 p.m.

Wednesday, Nov. 7
Noon – 12:45 p.m.

Thursday, Nov. 8
7:30 a.m. – 8:15 a.m.

Registration information to be sent
closer to dates

Mentors strongly encouraged to
participate

Teleconference
Tuesday, Nov. 13
5 p.m. – 6 p.m. CST

Calendar appointment and information
to be sent closer to date

Thanksgiving Break*

Wednesday, Nov. 21 – Sunday, Nov. 25

Open Class Registration Begins: Spring Semester 2019

Monday, Nov. 26



*** Consider a shadow opportunity with your mentor/mentee**



Classes End: Fall Semester 2018
Saturday, Dec. 8

Final Exams: Fall Semester 2018
Monday, Dec. 10 – Saturday,
Dec. 15

Christmas Holiday*
Sunday, Dec. 16 – Monday, Jan.
13

**Classes Begin: Spring Semester
2019**
Monday, Jan. 14

Martin Luther King, Jr. Day

Monday, Jan. 21

Mentor Program Networking Social

January/February prior to Marquette Men's Basketball game at Fiserv Forum
More information TBA

Mentee Best Practices Workshops

Mentees required to attend one session
Zilber 025

Tuesday, Feb. 19
12:30 p.m. – 1:15 p.m.

Wednesday, Feb. 20
Noon – 12:45 p.m.

Thursday, Feb. 21
7:30 a.m. – 8:15 a.m.

Thursday, Feb. 21
4:30 p.m. – 5:15 p.m.

Registration information to be sent closer to dates

*** Consider a shadow opportunity with your mentor/mentee**

Midterm Exams

Friday, March 1 – Friday, March 8

Mentor Program Best Practices Workshop

Mentors strongly encouraged to participate

Teleconference

Tuesday, March 5

5 p.m. – 6 p.m. CST

Calendar appointment and information to be sent closer to date

Spring Break*

Monday, March 11 – Sunday, March 17

Early Class Registration Begins: Spring Semester 2019

Monday, March 25

Easter Break

Thursday, April 18 – Monday, April 22

2018-19 MUAA Mentor Program Finale

Mentees required to attend, mentors strongly encouraged to attend
707 Hub

Thursday, April 25

5:30 p.m. – 7 p.m.

Classes End: Spring Semester 2019

Saturday, May 4

Finals: Spring Semester 2019

Monday, May 6 – Saturday, May 11

Baccalaureate

Saturday, May 18

Commencement

Sunday, May 19



*** Consider a shadow opportunity with your mentor/mentee**

Tips for an Effective and Beneficial Mentor/Mentee Partnership

Preparation and Utilizing Your Mentor are Keys to Success

- At least one day in advance of the meeting, send an agenda of requested discussion topics, including progress toward goal completion and anticipated deadline dates.
- Often the meetings would focus on just one topic, but the conversation would flow naturally. The agenda made it easier to stay on topic to make sure I was progressing toward my goals. The agenda helped to keep the relationship professional and establish a flow for each of our meetings.
- Mentees should keep in frequent contact with their mentor between meetings
- Follow up to discuss what was covered and identify action items moving forward to complete your own or topics of interest for the next meeting.
- Never hesitate to contact your mentor because they're there as a resource!

Monique Felix is majoring in Finance, International Business and Spanish and served in the 2017-18 MUAA Mentor Program. She is a member of the 2018-19 MUAA Mentor Program Mentee Alumni Network.



Overcoming Busy Schedules

Mentees and mentors from last year's program overwhelmingly indicated coordinating schedules as the biggest challenge in the program. Here are some ways to help navigate scheduling issues:

- If possible, set up a consistent time to connect and treat it as a required item, just like a class.
- If you know a certain week is going to be particularly hard to work around, plan accordingly and let your mentor know with as much notice as possible.
- Don't hesitate to ask for advice. The mentee alumni network has plenty of students and recent alumni that have been in your position. Many of them have probably dealt with the same issues and are happy to give some insight.
- Reflect and re-evaluate to make sure you're treating the mentor program as a top-three priority on campus.

Be Professional, Transparent and Yourself with Your Mentee

Consider these suggestions to help ensure a productive partnership with your mentor:

- Be quick to introduce yourself and utilize all the time you are given from the beginning of the program
- Always be professional, but also find ways to let your whole personality shine
- Plan what you'd like to discuss before you talk. Send an agenda of topics/questions for the next call a few days in advance, so both of you are on the same page and can prepare answers. It shows respect for their time and displays the effort you are willing to put forth.
- Your mentor went to Marquette. You already have something in common. Alumni love talking about their time on campus! Don't be afraid to talk about extracurriculars that you enjoy, too.
- Update them on what you like/dislike in your classes. It can be fun to see what's changed and stayed the same.
- Use the mentor website as a resource (go.mu.edu/mentors). There are many questions to ask your mentor and those lead to some of the best stories.



Meghan King is an accounting major and served in the 2017-18 MUAA Mentor Program. She is a member of the 2018-19 MUAA Mentor Program Mentee Alumni Network.

Mentees Direct, Mentors Facilitate

Effective and rewarding mentoring relationships are directed by the mentee and facilitated by the mentor. As the director, the mentee sets the course for the relationship and leads the process of identifying goals and executing steps to achieve those goals. Assuming the director role helps the mentee actively engage in the mentoring relationship and take ownership of what the pair works on and achieves. As the facilitator, the mentor's role is to listen first, and then respond to the direction the mentee sets by asking questions, sharing perspectives, and proposing ideas. Assuming the facilitator role helps the mentor focus his or her input and

interactions on the priorities the mentee has set and puts the mentor in a supporting role rather than a decision-making role.

Ultimately, a successful mentoring relationship better equips the mentee to make his or her own decisions and pursue his or her own professional and personal paths. Embracing the director and facilitator roles as outlined above sets the pair up to achieve such success and, in my experience, also results in a personally and professionally valuable “reverse mentoring” experience for the mentor.



Nick Brescia, Arts '06, is a privacy manager attorney at Walgreens in Deerfield, Ill. He has served in the MUAA Mentor Program since 2014-15.

Setting Goals

S Specific	<i>The goal should be concrete and action-oriented.</i>
M Measurable	<i>How will you know when you have achieved it?</i>
A Achievable	<i>The goal should require effort, but be attainable</i>
R Realistic	<i>Do you have the ability and commitment to reach it?</i>
T Timely	<i>What is the specific timeframe for achieving the goal?</i>



Mentee Goals to Consider (includes setting a deadline)

- Learning about your mentor's career journey
- Gaining insight regarding a career the mentee may be considering
- Networking opportunities/value of networking
- Job shadowing (plan ahead)
- Determining career options following graduation
- Getting employment or internship opportunity insights from your mentor
- Exploring and meeting internship

application deadlines

- Appreciating the importance of work/life balance
- Helping make professional decisions (determining job opportunities such as salary, benefits, culture and promotion opportunities)
- Graduate or professional school preparation (including discernment, testing, application process and deadlines)
- Resume and cover letter review
- Interview preparation, scheduling mock interviews, Skype interview preparation
- Creating/improving your LinkedIn profile
- Business development (business environment culture, dress code, difference between serving as a part-time employee and full-time employee)
- Learning the value of a Marquette education
- Recommended course selections for the next semester and beyond
- Improving study habits

Ongoing Resources

Best Practices Workshops

Students are expected to attend the best practices workshops three times a year – once in September (orientation), once in November and once in February/March. Workshops offer mentees the opportunity to share their experiences, learn from others and members of the Mentee Alumni Network relationship to ensure progress toward goals are on schedule.

Mentors are also encouraged to participate in these teleconferences, scheduled from 5 p.m. – 6 p.m. CST on Tuesday, Nov. 13, and Tuesday, March 5. A calendar appointment and information will be sent closer to the date.

Monthly newsletters

The MUAA Mentor Program Monthly Newsletter includes news about the program, mentor/mentee accomplishments, tips toward a successful relationship, event announcements and mentee/mentor profiles. Did you meet your mentor or mentee in person? Send your photo- in your workplace with a scenic backdrop- to daniel.deweerd@marquette.edu to be highlighted in mentor communication.

Online mentor toolbox

The online mentor toolbox (<http://go.mu.edu/mentors>) provides participants with a variety of online resources – previous newsletters, tips on improving your relationship with your mentee/mentor, discussion topics and resources from various news sources.



Ask Your Mentor

1. In your mentor's opinion, what are the advantages and disadvantages of accepting your first job in your hometown after graduation?
2. Review outlined goals regularly to determine whether adjustments are necessary.
3. Discuss potential classes to consider for next semester.
4. What did your mentor want to do after graduation and how did it unfold? What reinforced or changed their plans?
5. If your mentor wasn't in the career that they are currently, what would they be doing?
6. If your mentor could have done anything differently at Marquette with respect to career preparation, what would it have been?
7. What's the best advice your mentor has ever received?
8. What were the first five years following graduation like for your mentor? Did they move to a different area or change jobs, have a new group of friends, or begin, continue or end a serious relationship? Volunteer? Did those years unfold as they anticipated? What advice can they offer for your post-Marquette journey?
9. What's been the biggest professional challenge your mentor has faced? How was it addressed, what was the outcome and what was learned? Looking back, would they have done anything differently?
10. What types of skills does your mentor look for in a potential hire?

Find more questions to ask your mentor at go.mu.edu/mentors.

Ask Your Mentee

1. Are they finding this mentorship beneficial? What's working well? What can be better?
2. What motivates them? Is there anything holding them back?
3. Where do they want to be professionally in five, 10 and 20 years?
4. What is your mentee's dream job? Why and how can you help them get there?
5. Does your mentee know someone (family member, classmate, friends, neighbors) in the major or career they are pursuing? What have they learned?
6. Ask your mentee to share a job experience that was particularly challenging. How did they address it and what was the outcome?
7. What does your mentee consider to be their biggest success to date at Marquette, a job they've held and as a volunteer? Why?
8. If you reside outside of the Milwaukee area, is there a classmate living in the area your mentee could meet for networking purposes?
9. What has been their favorite class at Marquette? Why?
10. What is your mentee's favorite extracurricular activity? Why?

Consider, too, sending them a handwritten note providing support or congratulations regarding a recent project, finals week, a difficult exam or challenge.

The Power of Networking

I have found the mentoring program to be as much about coaching students as it is learning from them. The relationships with students I've been fortunate to build in my five years with the program are ones that I see as valuable as any professional network contact I've built in my career. The students we're working with are the future leaders of industry and I consider each of them as ones that could be potential candidates for future roles at some point in their professional careers if an opportunity were to present itself.

These are relationships for life, not just the academic year, a point I stress with all mentees. As many of us have learned throughout our careers, the ability to network professionally and build relationships can be as valuable, and at times an even more valuable, skill than any other we have. The Marquette Mentoring program has proven year over year to be an outstanding way to teach young leaders the value of networking today and how critical it is for a successful future.

Jeff Richlen, Grad '07, is platform chief engineer at Harley-Davidson Motor Company in Milwaukee. He has served in the MUAA Mentor Program since 2014-15.



Successful Exploration

We shall not cease from exploration
And the end of all our exploring
Will be to arrive where we started
And know the place for the first time.

T. S. Eliot

We are all explorers. Father Marquette was an explorer. Some of us have been at it a long time, some not so much. A mentorship program is a chance to explore together, rather than alone.

Modern explorers use tools. No matter the task or the career, certain interpersonal “tools” come in very handy. From Marquette mentor program discussions the past five years, certain tools have been singled out as important for those of us in the program and for professional life beyond the program. These tools may seem very obvious at first glance, but oh, how we all struggle with them! From our discussions, here are some basic examples to consider:

- 1. Communication.** We tend to overestimate each other’s ability to process and understand new information. What is obvious to me is not obvious to you. Check to make sure ideas are received as intended.
- 2. Reliability.** The professional world is built on trust and follow-through. Stick to the plan. Stay in touch.
- 3. Timeliness.** It’s related to reliability. Close communication loops quickly. Answer e-mails and texts. The clock can be an ally rather than a nemesis.
- 4. Preparation.** In a mentorship program, there is an essential role for spontaneity, but it can also leave important details blowing in the wind. Clear goals and agendas increase productivity.
- 5. Safety.** It’s related to communication. We will only say what’s really on our minds if it feels “safe” to do so. We need the kind of relationship where we can say what we really think.
- 6. Interview Skills.** This is something that many mentees have been concerned about. Talk about it, even practice. Interviews can be comfortable, even fun.
- 7. Ownership.** Last but not least, taking ownership may be the most important issue of all. Don’t wait for others to initiate. Take charge.

Good luck to all of us this year as we go exploring together!

Jim Casanova, Arts '70, is an independent hospital and medical staff consultant in Elm Grove, Wis. He's served in the MUAA Mentor Program since 2014-15.



Strategies for Stronger Relationships

- Ask open-ended questions
- Share personal experiences
- Be a good listener
- Establish ground rules for what information is confidential
- For mentees, share what's new at Marquette
- Identify action steps and responsibilities at the conclusion of each communication
- What are your mentor/mentee's hobbies? What's on their bucket list?
- Periodically reflect on progress of goals and adjust goals as necessary
- Make yourself available
- Learn a bit about your mentee/mentor and what their lives are like outside of their academic/career lives
- Help solve a problem your mentor/mentee is addressing
- Ask follow-up questions

How to Secure an Internship

Five-time program mentor Gerry Ahern has hired approximately 45 interns during his career. Consider his five tips to make sure you impress in your new position.

1. Go to school on your boss and your colleagues. Do your homework. What are their accomplishments and specialties? How can their experience help guide and benefit you during your tenure?

2. Study the space. Who and what are the most important people and entities you'll be interacting with, covering and/or competing with? Be prepared to demonstrate that knowledge to your colleagues.

3. Come loaded with ideas. Have well-researched and thought-out projects to pitch to the boss. What new wrinkles might you be able to bring to the party? Think social media, podcasting, video.

4. Make yourself available. No task too small. No hours off limits. Your big break can come from raising your hand and picking up a job someone else on the team isn't able to do. Stay ready and eager to come off the bench.

5. Sit down with the boss on day one. Have your team leader spell out expectations, roles and responsibilities. Listen intently and take notes. Ask questions. Re-read items 1-4 and be ready to discuss.

Make new professional contacts and relationships. Have some fun. Win.

Gerry Ahern, Jour '87, is editor-in-chief at Golfweek in Orlando, Fla. He has served in the MUAA Mentor Program since 2015-16.



Mentoring A Graduate School Student

It is important for students to begin in graduate school to establish a professional network that will support and sustain them throughout their careers. The bigger one's network is, the more support and sustenance one can expect from it. The student's primary graduate advisor is, of course, the most important source of network connections. However, connections that stem from contacts established outside of the immediate student/advisor relationship can broaden, deepen, and strengthen network connections. I aim to use my knowledge of, and acquaintances with, scientists who are engaged in research outside of the Marquette community to expand the network of the Marquette University graduate students for whom I serve as a mentor.



Success as a graduate student requires the discipline to stay on course in a defined area of study, to engage productively in a novel area of research, and to write grants, publish papers and present posters and talks at scientific conferences. It is often much more fun to continue to conduct experiments and learn new things in the lab than it is to sit at one's desk and tidy up a line of investigation, and then write it up for communication to one's colleagues. Admonitions on the part of the student's advisor to attend to these tasks can become so constant as to fail, at times, to exert the necessary response. As an additional mentor, I strive to serve as that "second parent" who reinforces the rules and helps to ensure that the student gets his or her "chores" done on the way to securing a graduate degree.

It is becoming increasingly apparent that the demands of mentoring graduate students in the academic sciences are not met by a one-size-fits-all approach. The traditional model of graduate student mentoring is that of the one-on-one approach. Whereas this can work extremely well, and probably does in the vast majority of cases, group mentoring can work much better in certain circumstances. As a mentor, I aim to serve as an additional source of advice and guidance for the mentees I serve.

Dr. Debra Newman, Arts '81, Grad '89, is a senior investigator at the Blood Research Institute, BloodCenter of Wisconsin in Wauwatosa, Wis.

Staying in Touch with Your Mentee

For five years now I've learned at least as much from the students in the Marquette mentorship program as they have from me. In most cases we've remained in touch. More than a year ago I had lunch in New York with a former mentee, Deny Gallagher, who urged me to start a podcast with my wife about marriage and other nonsense. A producer at SiriusXM, Deny walked us through the technical details, recommended equipment, built a website and now produces the podcast that he inspired in the first place. At the risk of using an electrical analogy—I'm a writer not an engineer--the mentorship program is alternating current: the spark flows in both directions.

Steve Rushin, Jour '88, is a sportswriter at Sports Illustrated and author. He resides in Hartford, Conn., and has served every year in the MUAA Mentor Program since its inception in 2013-14.



Mentors Can Benefit from Their Mentee with Professional Experience

In 2018, it was “Game On” when Diederich College of Communication mentee Jamie Kutey shared a social media idea with her mentor Bob Kohl, Comm ’89 and senior director of broadcasting and entertainment for the National Hockey League’s Nashville Predators.

The idea? Fans were encouraged to tweet a photo displaying their Predators Easter Pride for a chance to win tickets to a Brad Paisley concert, with the winning entry also announced during the television broadcast of the team’s April 1 game on Easter Sunday.

Bob embraced the promotion and connected Jamie with his marketing colleagues to develop the many steps required for execution. It was considered a big success, netting many photo submissions with visibility in more than 25,000 households and 8,000 users with streaming devices who viewed the game broadcast.

“The opportunity to work with Bob and the Predators marketing team made me feel like I can play an integral part in projects like this in my career after Marquette,” Jamie said. “He made me feel like my ideas were appreciated and really wants to help me succeed in life and with my career.”



Three Tips for Long-Distance Communication with A Mentor

1. Considering going **beyond just email communication**. If your mentor/mentee is a thousand miles away, it feels a lot shorter when they are one text message away.
2. Try to find a time where you can **meet in person**. It helps to put a face to a voice and makes the mentor/mentee seem more relatable. If this isn't an option, consider using Skype (it's also good practice in the event of video interviews).
3. **Make yourself as available as possible**. The top challenge for a strong relationship is overcoming busy schedules. It's critical to plan ahead. If it's necessary to reschedule, confirm a new date immediately rather than suggesting you'll respond later to your mentee or mentor with an alternate date. It's easy for rescheduling to move down the priority list as each days and weeks go by.

Tips for Cold-Calling or Cold-Emailing New Connections

- **Always do your research** on the person you're contacting. Is the person a Marquette graduate? Do you have any mutual connections? Research their company's latest news. If they are in the middle of a major project, consider waiting until the person can pay closer attention to your request.
- **Keep it concise**. Most professionals sort through hundreds of emails each week and have a busy schedule. Keeping your message short and to the point gives you a higher chance of the person of listening to your message and answering your request.
- Have a set list of questions. Identify key questions you'd like them to answer. It's okay if the conversation flows naturally to other topics, but be mindful of what you'd like to learn from them/next steps before it concludes.
- **Be professional**. This is a professional conversation. Thank them for their time, describe why you've contacted them (expanding your network, interested in their career, tips for your career search, are there others they can introduce to you as part of your networking efforts).
- **Make yourself available**. Offer multiple ways for the person to contact you. Making it as convenient as possible for the person to contact you increases the odds the person will get back to you in a timely manner.

Resources from the Career Services Center

The Marquette University Career Services Center staff provides comprehensive career education and professional preparation services and resources for undergraduate students, graduate students, and alumni. Career Counselors, Advisors, and Interns are available to assist with a variety of career-related topics such as:

- Major exploration and career development
- Resume and cover letter writing plus other correspondence
- Interviewing techniques and internship/job search strategies
- Networking and professional etiquette
- Graduate and professional school decisions and applications
- Post-graduate service opportunities and applications

Whether an exact career path is known or there is uncertainty about where to start, the Career Services Center can help. Meeting with a Career Counselor facilitates decision-making about major choice and/or identifying career possibilities through the process of getting to know interests, skills, and values and how these fit the world of work. Career Counselors can also assist with resume and cover letter development, strategies for obtaining an internship or job, practice interviewing, salary negotiation, graduate school decision making and preparation, post-graduate services consideration, and other career concerns.

The Career Services Center also offers helpful 10-15 minute drop-in meetings with Career Interns to discuss:

- Overview of the Career Services Center
- Brief resume or cover letter critique and brief practice interview
- Questions about Handshake

For more information contact the Marquette University Career Services Center via telephone at (414) 288-7423 or email career.services@marquette.edu.

Marquette University Alumni Association Mentor Program
Dan DeWeerd, Engagement Director
University Advancement, Marquette University
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