



---

## **L.E.A.D. Student Team Mentor Handbook**

---

2019-2020

<https://www.uvu.edu/leadershipcenter/lead/index.html>

# Table of Contents

Welcome .....	3
L.E.A.D. Program Description .....	6
8 Helpful Tips for CAL Mentors & CAL Mentees ....	8
Benefits of Mentoring .....	10
Role of CAL Team Leader .....	11
Team Meeting Tips .....	12
Suggested Mentoring Topics.....	13
UVU Core Themes.....	14
Frequently Asked Questions .....	16
Quick Reference Sheet.....	17
Important Dates .....	18
CAL Contact Information.....	19



## Welcome Mentor!

---

Thank you for your willingness to join Utah Valley University's team at The Center for the Advancement of Leadership (CAL)! We are thrilled to partner with you as we strive to improve the quality of leadership within the community.

As a mentor, we hope you will enjoy the opportunity to develop, inspire, and connect with incredible student leaders from UVU. It is proven that "mentoring relationships have the capacity to transform individuals, groups, organizations, and communities" (Kram & Ragins, 2007, p. 3).

You play a critical role in linking CAL students to the CAL mission:

*"The Center for the Advancement of Leadership empowers individuals, through leadership development, to make positive contributions to society."*

Through your mentorship and involvement, CAL students will more meaningfully connect their academic experience to their overall leadership development.

We look forward to serving with you! Thank you for sharing your leadership!

**With gratitude,**

Natalie Lynne Brewster

**Natalie L. Brewster, MS, MBA**

LEAD Program & NSLS Program Coordinator

801-863-7615 | cell 801-830-6845

Pronouns: she, her, hers, herself



NOTE: Each COHORT contains at least ONE (or more) TEAM(s)

### Each 1<sup>st</sup> Year

#### L.E.A.D. TEAM contains the following:

1 TEAM MENTOR  
(COMMUNITY MEMBER)

4-7 TEAM MEMBERS  
(STUDENT PARTICIPANTS)

1 TEAM LEADER  
(STUDENT PEER)

\*amount of teams varies  
Depending on the size of division/ cohort

NOTE: Each cohort contains at least ONE (or more) TEAM(s)

### Each 2<sup>nd</sup> Year

#### L.E.A.D. TEAM contains the following:

TEAM MENTORS  
1 PER TEAM MEMBER  
(COMMUNITY MEMBER)

4-7 TEAM MEMBERS  
(STUDENT PARTICIPANTS)

1 TEAM LEADER  
(STUDENT PEER)

\*number of teams varies  
Depending on the size of division/ cohort

# LEAD Program Organization



**Belinda S. Han**  
Director of CAL



**Natalie Lynne Brewster**  
LEAD Program  
Coordinator

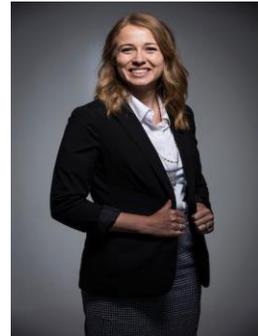
## Cohort Program



**Steven Ley | Aviation**



**Garrett Nagaishi | I AM FIRST**



**Rachel Saunders | Women LEAD**



**Anne Arendt | Tech Mgmt.**



**Natalie Brewster | Wolverine &  
Trailblazer**

# L.E.A.D. Program Description

The L.E.A.D. Program is a two-year program and focuses on four critical areas of leadership development: Learn, Engage, Acquire, and Discover.

## L.E.A.D. Program Benefits

- Development & understanding of leadership skills and knowledge
- University Distinction recognition on the official transcript
- Letter of recommendation from CAL
- Scholarship opportunities
- Connection to community mentor

### *Learn*

- *Mentor Meetings* – Monthly, L.E.A.D. students meet with a mentor to develop both professionally and personally. Mentors often share their own experiences and expertise to help students in their lives.
- *Information Interviews* – Students interview professionals within their field of study. Interviews enable students to network and understand how leadership is applied in their specific discipline.

### *Engage*

- *Experience* – 50 leadership hours required per semester. Often, L.E.A.D. students become involved with on-campus organizations like Student Government, UVU Clubs, Wolverine Ambassadors, and UVU Service Learning; however, L.E.A.D. students may choose to engage in off-campus opportunities where they actively fulfill a leadership role.

## *A*cquire

- *Theory* – To gain knowledge of leadership styles, L.E.A.D. students attend workshops and seminars. L.E.A.D. students are also encouraged to read books or watch webinars to gain leadership insights. The CAL hosts its monthly lecture series, which students are encouraged to attend.
- *Coursework* – L.E.A.D. students also complete several leadership courses which teach an academic concept of leadership. These courses include Principles of Leadership, and over 70 other leadership focused electives.

## *D*iscover

- *Clifton Strengths' Finder Assessment (YEAR 1 PARTICIPANTS ONLY)* During the first semester of L.E.A.D., students take the Clifton Strengths' Finder Assessment. With their results, students create an action plan and goals related to their specific themes.
- *360° Evaluation (YEAR 2 PARTICIPANTS ONLY)* – When beginning the program, each L.E.A.D. student participates in a multi-rater assessment process which identifies his or her strengths and opportunities for growth. Students then create an action plan using the feedback from the evaluation.
- *Reflection Journals (ALL PARTICIPANTS)* – While pursuing leadership distinction, students keep a monthly journal of progress made on their action plan. In this way, students can reflect on what they have learned and can track their growth

## 8 Helpful Tips for CAL Mentors & CAL Mentees

---

As a L.E.A.D. Program Mentor, you serve as a guide, friend, and resource who shares your experiences, knowledge, and expertise to help pave the way for students to succeed at UVU and beyond.

The Center for the Advancement of Leadership uses the following as guidelines to define an excellent mentoring relationship:

### 1) Reciprocity

“The equal engagement of the mentor and mentee. Mentor and mentee each have a role to play and a responsibility to the relationship. Each one has much to gain from the relationship” (Fischler, Lory A., and Lois J. Zachary. *“Shifting Gears: The Mentee in the Driver’s Seat”* Adult Learning 20.1-2, 2009.)

### 2) Learning

“Learning is the purpose, the process, and the product of a mentoring relationship (Zachary, 2005). Even if the relationship itself is good, without the presence of learning, there is no mentoring. By learning, we mean more than simply acquiring knowledge... The learning that goes on in a mentoring relationship is active learning (Daloz, 1986). The mentee gains “expanded perspectives; knowledge about the ins and outs of the organization, field, or profession; an understanding of what works and what doesn’t work; and, most importantly, a deepened self-knowledge and understanding.” (Fischler, Lory A., and Lois J. Zachary. *“Shifting Gears: The Mentee in the Driver’s Seat”* Adult Learning 20.1-2, 2009.)

### 3) Relationship

“Working on and in a relationship is critical to effective mentoring.” (Fischler, Lory A., and Lois J. Zachary. *“Shifting Gears: The Mentee in the Driver’s Seat”* Adult Learning 20.1-2, 2009.)

### 4) Partnership

“The mentee plays a much more active role in learning than in the traditional mentor-driven paradigm... The mentor’s role has changed from the “sage on the stage” to the “guide on the side” (Zachary, 2000)...the mentor is less of an authority figure and more fully engaged in the learning relationship.”

## 5) Collaboration

“Mentor and mentee engage in sharing knowledge, learning, and building consensus and, in the process, mutually determine the nature and terms of the collaboration... This gives and takes contribute to creating shared meaning and something greater emerges because of it.” (Fischler, Lory A., and Lois J. Zachary. “*Shifting Gears: The Mentee in the Driver’s Seat*” Adult Learning 20.1-2, 2009.)

## 6) Mutually Defined Goals

“Clarifying, articulating, and monitoring learning goals are critical to achieving a satisfactory mentoring outcome. It is hard to achieve a goal when it has not been clearly defined. Mentoring partners must continuously revisit their learning goals throughout the mentoring relationship to keep in on track. Without well-defined goals, the relationship runs the risk of losing its focus.” (Fischler, Lory A., and Lois J. Zachary. “*Shifting Gears: The Mentee in the Driver’s Seat*” Adult Learning 20.1-2, 2009.)

## 7) Development

“A mentoring relationship is future-directed, moving from where the mentee is to where the mentee wants to be by developing the skills, knowledge, abilities, and thinking to get there.” (Fischler, Lory A., and Lois J. Zachary. “*Shifting Gears: The Mentee in the Driver’s Seat*” Adult Learning 20.1-2, 2009.)

## 8) Mentor Sessions Focus on Personal Development Topics

When a mentor focuses on a student’s personal development, mentor sessions become more effective, and the student is more likely to be “open to new experiences, to appreciate diversity, to be a role model, or to live up to their potential” (Campbell, Dugan, Komives, & Smith, 2012, p.619).

# LEAD Program Requirements

## **Team Leader Meetings (YEAR 1 Participants ONLY)**

All Year 1 LEAD participants are placed in teams and assigned a Team Leader (TL).

The TL is a peer mentor and one of your most powerful resources.

Speak to your TL whenever you have questions or concerns about the LEAD program or school in general. The two of you will meet every month to discuss your progress, both in the LEAD Program and with your personal goals. Your TL will also review your monthly submissions during one-on-ones and schedule your team's monthly Mentor Meetings.

### **When?**

Once per month (Sept, Oct, Nov, Jan, Feb, Mar).

Team Leader Meeting Talking Points:

- How are you doing?
- Requirements in the LEAD Program check-in
- What's your WHY? Has this changed?
- In what areas do you need extra support?
- How can you improve the LEAD Program experience for yourself or others?  
How can your Team Leader help with this?
- What are you enjoying?

## UVU Staff Mentor Meetings (Year 2 Participants Only)

All Year 2 Participants are required to meet with their UVU Staff Mentor once a month.

For the Aviation, "I Am First," & Women LEAD Cohorts, this UVU staff person is the respective Cohort Program Coordinator.

The Staff mentor's role is to help with the progress and development of the students they are working with.

There is at least one Program Coordinator per cohort.

Speak to your Program Coordinator (or UVU Staff Mentor) whenever you have questions or concerns about the LEAD program or school in general. The two of you will meet every month to discuss your progress, both in the LEAD Program and with your personal goals. Your Program Coordinator will also review your monthly reflections.

### **When?**

Once per month (Sept, Oct, Nov, Jan, Feb, Mar).

## Mentor Meetings

- Year 1 students are placed on a team and assigned a group mentor.
- Year 2 student each have an individual mentor (the student typically finds that).
- All LEAD students will meet with their mentor monthly. These meetings usually last one hour and are held in various locations.

## Mentor Meetings (YEAR 1)

Once your team mentor has been assigned by the CAL team or approved, a mentor training handbook and information will be sent to your mentor, and you may begin meeting.

If you have a 1<sup>st</sup>-year group mentor, excused attendance must be pre-approved by your Team Leader. Missed mentor meetings must be made up individually with your mentor or by participating in a makeup mentor meeting with a CAL office staff member (arrange this with CAL staff on an individual-need basis).

**Documentation:** Submit a reflection of what was covered in your mentor meeting. Include things that you learned or thought were interesting.

Suggested writing point:

- What did you learn about yourself during your mentor meeting?
- How might you apply what you learned during your mentor meeting?

**Meetings take place with your mentor during the following months:**

**Fall:** September, October, November

**Spring:** January, February, March

## Mentor Meetings (YEAR 2)

- **Why find my Mentor?**
  - Gain perspective from experienced professionals outside of your knowledge base
  - Learn about the environment and culture you desire to work in, directly from professionals
  - Gain valuable insights as your mentor shares their educational and career experiences
  - Make lifelong connections, introductions, and networks
  - Have more customized Mentor meetings
  - <http://www.uvu.edu/careerpassport/mentoring/for-mentees.html>
- **Where do I find a Mentor?**
  - You may already know someone that works in a field that you're interested in, or has an exciting career and life path that you feel could help you move forward.
  - Ask friends, family, co-workers, or other associations for suggestions.
  - Check out the UVU Career Passport Program in the Career Center
  - Ask CAL Staff for some guidance/support.
- **How will you meet with my Mentor work?**
  - You will have the opportunity to meet one on one with your Mentor 3 times each semester. Those meetings should be at least 45 minutes in length and should take place 3 – 4 weeks apart. Ideally, you would meet in a public area, face to face, and that you and your Mentor discuss the topic before meeting. This ensures that both you and your Mentor are prepared. Choose items or ideas that will best help YOU.
- **What events will my mentor be invited to?**
  - Meet Your Mentor
  - CAL-cebration (Winter Social)
  - Graduation Gala
- **What training will my Mentor receive?**
  - Your Mentor will receive an e-mail with a Mentor Handbook explaining details about the LEAD Program as well as the expected outcomes from Mentoring. The Handbook will also include relevant dates, e-mail addresses, and phone numbers for the office.

# Benefits of Mentoring

## Mentee Benefits

- ✓ Openness to new experiences
- ✓ Gained appreciation for diversity
- ✓ The connection between coursework and application
- ✓ More likely to live up to their potential
- ✓ Expanded networks

## Mentor Benefits

- ✓ Meaningful connections
- ✓ Share your expertise
- ✓ Influence, motivation, encouragement
- ✓ Refine coaching and mentoring skills
- ✓ Expand your professional networks

# Role of CAL Team Leader

## What is a CAL Team Leader?

A Team Leader is a second-year L.E.A.D. Program student or a graduate of the L.E.A.D. Program. They carry many responsibilities which include:

- Meeting one on one monthly with each team member.
- Tracking each team member's progress in the L.E.A.D. Program.
- Approving team member's theory hours, leadership experiences, and reflections.
- They attend monthly mentor meetings with their team.
- And, they are the mentor's right-hand person.

## How can you best collaborate with your Team Leader?

Team Leaders are there to assist you in creating an excellent mentoring experience. There are several roles a Team Leader can play in mentoring. Here are a few that mentors have found helpful in the past:

- Organize student and mentor schedules to find a suitable meeting time and place.
- Follow up with Team members to remind them of meeting time, place, topic, and/or assignments.
- Keep the mentor up to date on team members' contact information changes.
- Act as the liaison between you and your Team in-between Mentor Meetings.

# Team Meeting Tips

---

## ➤ First Meeting with Team - “Meet Your Mentor” Event

This is a fun event that takes place on campus toward the beginning of the academic year. “Meet Your Mentor” serves as a fun way to get to know your Team and Team Leader. You’ll enjoy refreshments and the opportunity to set your mentoring goals and expectations with your Team.

## ☐ Meetings with Team

Each session should focus on the topics and goals decided on by the Team and Mentor. It has been found that the goals and initially chosen tend to change and progress as the Team changes and progresses. We encourage you, with your Team, to revisit your Team goals and selected topics and make any needed additions and changes.

Your Team Leader is a great person to assist you in following up with assignments given to your Team, getting information to and from your Team, and many other things to lighten your load.

## ☐ Location, Location, Location

L.E.A.D. students must meet face to face, for at least an hour once during each of the following months: September, October, November, January, February, and March. We recommend meeting at your place of employment, on campus at UVU, at a restaurant, at the library, or in your home.

## ☐ Ending Celebration

A particular end of year celebration is held toward the end of the academic year. At the event, mentors and students are recognized, and together we celebrate the accomplishments of the school year.

# Suggested Mentoring Topics

---

1. DEVELOPING SELF & OTHERS
  - ATTIRE
  - BODY LANGUAGE
  - COMMUNITY DEVELOPMENT
  - CREATIVITY
  - DELEGATION
  - DIVERSITY
  - PERSONAL VALUES
  - WELLNESS
2. COMMUNICATION
  - LISTENING
  - VERBAL COMMUNICATION
  - E-MAIL DO'S & DON'TS
  - TRANSITIONS
3. RESULTS-ORIENTED
  - ACCOUNTABILITY: PERSONAL, TEAM, ORGANIZATION
  - GOAL SETTING
  - TIME MANAGEMENT
  - TIMELINESS
4. STRATEGIC VISION
  - CREATING SHARED VISION
  - PURPOSE DRIVEN LEADERSHIP
5. PROFESSIONAL AND TECHNICAL EXPERTISE
  - CUSTOMER SERVICE
  - HOSPITALITY
  - MEETINGS
  -
6. ETHICAL BEHAVIOR AND TRUST
  - HUMILITY
  - INCLUSION
  - INTEGRITY
  - UNDERSTANDING
7. ORGANIZATIONAL AGILITY
  - TEAM CULTURE
  - TEAMWORK

[www.UVU.edu/leadership](http://www.UVU.edu/leadership) for  
Mentor Discussion Guides

# UVU Core Themes

## **STUDENT SUCCESS**

UVU support students in achieving their educational, professional, and personal goals.

### **SS.1**

UVU supports students' preparation for and achievement of academic success at the university.

### **SS.2**

UVU provides a meaningful and well-rounded university experience.

### **SS.3**

UVU prepares students for success in their subsequent academic, professional, and lifelong learning pursuits, including serving as leaders, people of integrity, and stewards of their communities.

## **INCLUSIVE**

UVU provides an opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

### **I.1**

UVU provides accessible and equitable educational opportunities and resources for all students.

### **I.2**

UVU provides opportunities to improve intercultural competence in an increasingly complex, diverse, and globalized society.

### **I.3**

UVU provides an inviting, safe, and supportive environment for people from diverse backgrounds and perspectives.

### **I.4**

UVU offers an array of courses, programs, and delivery methods designed to reflect students' goals and the region's educational needs.

# UVU Core Themes (continued)

## **ENGAGED**

UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.

### ***E.1***

UVU faculty and staff engage students using real-world contexts within the curriculum and activities outside the classroom to increase professional competence and confidence.

### ***E.2***

UVU fosters partnerships and outreach opportunities that enhance the regional, national, and global communities.

### ***E.3***

UVU serves as a portal of civic engagement and an engine of regional economic and business development.

## **SERIOUS**

UVU fosters a culture of academic rigor and professional excellence.

### ***S.1***

UVU champions learning through outstanding teaching in an academically rigorous environment.

### ***S.2***

UVU supports a culture of scholarship and creative work and promotes accomplishments in cultural, academic, and co-curriculum/extramural endeavors.

### ***S.3***

UVU attracts, develops, and retains high achieving students and highly qualified faculty, staff, and administrators.

**S.4** UVU is recognized for high quality, efficient, and effective programs and services.

# Frequently Asked Questions

## ➤ How much time will this require?

We anticipate this requiring about 1-2 hours per month (30 min. - 1 hour of preparation and 30 min. - 1 hour of the meeting) Also, mentor meetings take place only during September, October, November, January, February, and March.

## ➤ When, where, and how often will I meet with my Mentor Team?

You will meet once per month, face to face, for about an hour during September, October, November, January, February, and March.

## ➤ How long should I expect to remain in a mentoring relationship?

Mentoring relationships last the duration of the academic year. However, we encourage our mentors and mentees to keep in touch and continue their relationship long after the school year is over.

## ➤ How many mentees will I have?

**1<sup>st</sup> Year Students:** Each team has (1) Team Leader, who is typically a second year L.E.A.D. student or a graduate of the program, and about 4-6 students in their first year of the L.E.A.D. Program.

**2<sup>nd</sup> Year Students:** Our second-year students, who are not Team Leaders, are required to find their own, individual mentor whom they meet with one on one. At times our second-year students desire to meet one on one with their first-year mentor. We have told our second-year students that they may NOT ask the first-year mentor also to mentor them. This is to allow the student to expand his or her network as well as not overburdening our first-year Mentors.

## ➤ What if there is a problem with my mentoring relationship?

We understand that in rare cases, situations arise that are unforeseen. If this is the case, please don't hesitate to discuss this with the Assistant Director of the Center. Their contact information can be found in this packet or online.

## ➤ Where can I find more information?

<http://www.uvu.edu/leadership>

The Center for the Advancement of Leadership main office phone | 801-863-6466

# Quick Reference Sheet

Name:

Phone:

E-mail Address:

Goals for the Year:

Topics to explore:

# Important Dates

*Thursday, September 12, UVU Grande Ballroom (Sorenson Student Center)*

6:30pm-7:00pm     Mentoring Training

7:00 pm – 8:30 pm     “Meet Your Mentor” (Dinner served)

*October*     Mentor Meeting\*

*November*     Mentor Meeting\*

*January*     Mentor Meeting\*

*January 15. Location TBD.*

6-8 PM     CAL-eBration

*February*     Mentor Meeting\*

*March*     Mentor Meeting\*

*April 8, Graduation Gala*

6:00 pm – 8:00 pm Year End Banquet (Includes Dinner & Awards)

\*Monthly Mentor Group Meetings are selected by the Team Mentor (you) + team

---