



**THE OHIO STATE UNIVERSITY**

COLLEGE OF ARTS AND SCIENCES

**CAREER  
SUCCESS** match  
**mentor**

**GUIDEBOOK**

**The mentorship guidebook provides best practices, resources and tips for your journey through the program. It will help identify what the mentor and mentee are interested in learning through the program and provide a roadmap of skills that will be beneficial to both parties as the relationship grows throughout the year.**

**CAREER  
SUCCESS**



# WELCOME

The strength, impact, and relevance of this program derives from the dedicated volunteer network of leaders who generously offer valuable time and talent. This is an outstanding opportunity for the growth of both mentors and mentees.

The Match Mentor Guidebook is designed to be a companion, ensuring a fulfilling and effective mentorship experience. Whether new to mentoring or looking to enhance skills, this guidebook will provide directions along the way. By Paying it Forward, participants are contributing to the expanding network of Buckeye alumni and friends, helping Career Success reach new heights through engagement and collaboration.

# ACKNOWLEDGMENTS

The College of Arts and Sciences Center for Career and Professional Success at The Ohio State University, also known as Career Success, extends heartfelt gratitude to all those who have contributed to the preparation of this document and the research behind it. Mentorship is a journey of growth, learning, and mutual support, and it would not have been possible without the dedication and assistance of numerous individuals.

Special thanks to Dennis Baer ('77 Alumni), Julie Capozzi ('93 alumni), and Randy Dineen ('01 Alumni) for their desire to initiate this program.

# CONTRIBUTIONS

Julie Capozzi's invaluable contributions to the creation of the original Match Mentor Handbook and its evolution into this Match Mentor Guidebook have been bolstered by the support of Career Success staff and exceptional alumni volunteers. Their collective insights and expertise have significantly enriched this program and played a crucial role in shaping its content. Sincere appreciation is extended to Susan Munthe ('74 alumni) for her meticulous editing. Furthermore, we would like to acknowledge Career Success for dissemination of all program resources which can be found online at: <https://ascareersuccess.osu.edu/undergraduate-students/other-resources/match-mentor-program>

# COPYRIGHT

All rights reserved. Copyright © 2018/2024. Career Success reminds users that all written documents of the Match Mentor program are subject to copyright. It is essential to cite your sources to acknowledge the contributions of others.

Capozzi, J., Munthe, S.P. (2024). *Match Mentor Guidebook*. The Ohio State University College of Arts and Sciences Center for Career and Professional Success.

# QUESTIONS

If you have any questions, please contact Scott Kustis, Director of Industry Connections at (614) 247-8698 or [kustis.1@osu.edu](mailto:kustis.1@osu.edu).





# TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION</b>	1
	1.1 Value of Mentoring	1
	1.2 Mission	1
	1.3 Program Overview	1
	1.4 Matching Process	1
	1.5 Tailoring Mentorship Across Years	2
	1.6 Mentorship Process and Guidelines	2
<b>2</b>	<b>MENTORING RELATIONSHIP</b>	2
	2.1 Program Structure	2
	2.2 Styles of Mentoring	2
	2.3 Role Awareness	3
	2.4 Expectations	3
	2.5 Pivoting as a Strategic Priority	4
<b>3</b>	<b>AUTHOR'S RESEARCH</b>	5
	3.1 Construction to Consulting	5
	3.2 Fostering Successful Relationships	5
	3.3 Tips to Avoid Common Difficulties	5
	3.4 General Insights/Fundamental Principles	5
<b>4</b>	<b>LEVERAGING RESOURCES</b>	6
	4.1 Match Mentor Guidebook	6
	4.2 Match Mentor Learning Modules	6
	4.3 Collaborative Mentoring Webinars	6
<b>5</b>	<b>MENTORING PHASES</b>	6
	5.1 Phase I: Orientation and Preparation	7
	5.2 Phase 2: Program Launch and Negotiating	8
	5.3 Phase 3: Enabling and Mid-Point Review	8
	5.4 Phase 4: Closure and Evaluation and Closing Ceremony	9
<b>6</b>	<b>FUTURE OF MENTORING PARTNERSHIPS</b>	9

## APPENDICES

<b>Appendix A:</b> Mentoring Partnership Agreement	A-1
<b>Appendix B:</b> Mentoring Introduction Checklist	B-1
<b>Appendix C:</b> Bi-Monthly Mentoring Partnership Accountability Form	C-1
<b>Appendix D:</b> Links to Online Forms	D-1
<b>Appendix E:</b> Contact Information	D-1

# 1 INTRODUCTION

## 1.1 Value of Mentoring

Career Success is dedicated to fostering student success and sees immense purpose and value in the Match Mentor program. One of the primary goals of Career Success is to help students thrive, preparing them for life beyond graduation. The transition from college to the professional world can be challenging, but mentoring offers crucial support.

Mentoring programs, with mentors playing a crucial role, have been proven to increase student persistence in attaining a college degree. For students, college is a transformative period for exploring identities and aspirations. By connecting mentors and mentees, wisdom is shared, allowing mentees to broaden horizons in pursuit of ambitions.

Career Success supports the alumni community, recognizing that mentoring by alumni and friends is an excellent way to create Buckeyes for Life to later Pay it Forward. The Match Mentor program fosters alumni engagement and this guidebook offers a wealth of resources.

## 1.2 Mission

The Match Mentor program within Career Success represents a bridge between current undergraduate and graduate students, and alumni and friends who serve as mentors by guiding and supporting students in academic endeavors and professional career development.

In the Match Mentor program, mentoring is defined as:

- A partnership with a shared vision of learning, built on respect, openness, and understanding.
- A program where mentors share professional knowledge and experiences to guide students in career exploration, networking, and skill development.
- An opportunity for mentees to actively participate in one's own learning and development through questioning and reflection, which recognizes and rewards the mentee's growth.

“The Match Mentor program has been and continues to be a very special blessing in my life.”

– Dean Gibson, Mentor

## 1.3 Program Overview

The Match Mentor journey is facilitated by Career Success and is supported by experienced mentors and volunteers who actively participate in maintaining program quality through conducting research, following trends, and updating accordingly. Effective mentoring requires more than just good intentions; it demands structured training and administrative support for both mentors and mentees. This includes understanding program goals, defining participant roles, and utilizing best practices.

It is crucial for mentors to help mentees develop and clarify objectives. Continuous guidance is essential beyond the initial orientation. Providing direction through best practices ensures that participants stay on track. To foster further engagement and learning, utilize the Match Mentor learning modules, webinars, and Career Success website to actively participate and gain insight into the mentoring process.

## 1.4 Matching Process

A key element of successful mentoring is the development of a strong relationship between the alumni mentor and the student mentee. An essential step in the mentoring process is the careful matching of mentors to mentees. Students, alumni, and friends can apply to this program through an online portal provided by Career Success. The matching process considers various factors, including the student's current academic year, college major, and career interests.

While efforts are made to pair mentors with mentees pursuing careers in similar fields, this is not always possible due to the number of available applicants in each program cycle; therefore, there are no guarantees that all preferences will be met. It is important to note that a mentor's background and abilities should not be seen as a misalignment with the student's interests simply because they are in different fields. General education courses such as sociology, psychology, and anthropology, which focus on human behavior, highlight that learning and mentorship can transcend specific academic or career areas. No one should feel limited in the ability to mentor a student in a different field. The focus should be on the broader perspective of learning and growth rather than narrowly defined alignments.

# 2 MENTORING RELATIONSHIP

## 1.5 Tailoring Mentorship Across Years

Mentoring a college sophomore, junior, senior or graduate level mentee involves tailoring guidance based on academic progress, career goals, and readiness for a professional life. For sophomores, the focus may be on exploring majors and career paths. Juniors may benefit from preparing for internships and refining career goals. Seniors and graduate students often need support with job applications, networking, and transitioning into the workforce or continued education.

## 1.6 Mentorship Process and Guidelines

Effective communication is essential for ensuring clarity, understanding, and efficiency in any mentoring relationship. Clear guidelines help establish expectations, foster trust, and create a productive environment for both mentors and mentees. This section outlines the processes and best practices for maintaining open, respectful, and constructive communication all based on a suggested timeline of an academic year.

### 1.6.1 The Process of the Program

The mentor and mentee pairs should make every effort to meet (in person, via phone or virtually) **at least once a month throughout the academic year**. All meetings in person must be in public places. Mentors and mentees are not responsible for each other's meals or other expenses. Suggested places for in-person meetings include campus area restaurants or coffee shops. Consider on-campus locations such as Career Success rooms, the Ohio Union, or cafes in RPAC or the Thompson Library.

### 1.6.2 Following the Program Conclusion

All eligible second or third-year students and graduate students are encouraged to reapply to continue a mentoring relationship or to request a new mentor. Recent graduates may become Alumni Shadow Mentors. This role allows young alumni to Pay it Forward through time and talent. As mentors, they should provide confidence and support, recognize mentees' potential, offer thoughtful feedback, uplift with compassion, and champion development. Shadow mentors, as recent graduates, offer valuable insights into current Ohio State academics, bridging the gap between student experiences and professional guidance.

## 2.1 Program Structure

The Match Mentor program follows a formal structure, featuring mentoring arrangements with clear, measurable objectives. Participants are matched based on compatibility, shared interests, and backgrounds, and relationships are overseen by Career Success for a specified duration. These formal partnerships are intentionally established and concluded on a scheduled basis. In contrast, informal mentoring is less structured, driven by natural chemistry between individuals, and lacks organizational oversight, allowing for greater flexibility in roles and responsibilities.

## 2.2 Styles of Mentorship

In the Match Mentor program, participants have access to various mentoring formats tailored to one's needs. Career Success acknowledges the program's ability to accommodate various mentoring styles, informed by research conducted by Guidebook authors.

- Traditional Mentorship pairs students with mentors who are typically more senior and experienced, offering guidance based on extensive career knowledge.
- Peer Mentorship matches individuals of similar age or social background, fostering mutual support and shared experiences, such as student-to-student or shadow mentoring scenarios.
- Group Mentorship involves multiple mentors and/or mentees convening regularly to address specific challenges or goals enhancing collaboration and collective learning in academic or professional settings.
- Networking Mentorship involves the mentor introducing the mentee to valuable connections and provides guidance on how to leverage those connections for support and career development and advancement.

*“The Shadow Mentor brings a different perspective and resources, enriching the journey.”*

*– Nancy Lashutka, Mentor*

## 2.3 Role Awareness

Before beginning a mentorship relationship through the Match Mentor program, it is important for mentors to engage in self-reflection and clarify personal goals and preferred mentoring styles. Serving as a mentor is a voluntary opportunity that can be incredibly fulfilling. Mentors are instrumental in helping mentees develop new skills and knowledge, thereby enhancing prospects for success. This role not only benefits the mentee but also enriches the mentor’s own experience. While volunteering as a mentor requires a commitment of time and energy, it offers the chance to contribute meaningfully to the Buckeye community.

### 2.3.1 Mentor and Shadow Mentor Role

In the mentor role, there are clear expectations set by the program. Mentors are expected to adhere to specific guidelines outlined in the Mentor Agreement, including meeting with the mentee in-person at least twice annually, supplemented by additional virtual meetings. Mentors provide ongoing support by sharing insights and experiences relevant to the mentees’ professional development. Active participation in program events such as the kickoff, mid-year social, and Spring closeout is encouraged to foster strong relationships and community engagement. Additionally, mentors are kindly asked by Career Success to report mentoring activities through brief surveys to help ensure the program continues to thrive.

### 2.3.2 Mentee Role

As a mentee in the Match Mentor program, participants have the opportunity to gain valuable guidance and support. Mentees are encouraged to take an active role in the career development journey by driving the relationship with mentors. Active listening is crucial, and mentees should seek specific advice through asking thoughtful questions. It is essential for mentees to participate in program events to maximize learning and networking opportunities throughout the mentorship experience.

## 2.4 Expectations

Mastering expectations begins with being prepared and embracing the mentoring process. Be available, accessible, consistent, prompt, reliable, compassionate, supportive, attentive, confidants, encouragers, friends, guides, coaches, and positive role models. Review the Match Mentor resource materials, discuss attending in-person events, and set expectations during the first meeting. Establish one to three SMART goals (See Figure 1).

A mentoring relationship is about the mutual exchange of knowledge, rather than a one-way flow of information. Successful mentoring starts with a clear understanding of mentoring and agreed-upon preferences and parameters.

ACRONYM	DESCRIPTION	DEVELOPING SMART GOALS
S	Specific	Have mentee clearly state what they wish to achieve and the expected outcome.
M	Measurable	Determine how to measure the goal or outcome so the mentee knows when it is accomplished. Goals can be quantitative or qualitative.
A	Attainable	Ensure the goals are within the mentee’s skill set and knowledge level, with appropriate resources available.
R	Relevant	The goals should contribute to the mentee’s personal growth.
T	Time Bound	Goals should have a deadline and not be open-ended. They may be modified with a new deadline if needed.

**Figure 1: Developing SMART Goals with Mentee**

Figure 2 provides a summary of the article “*Mentors and Proteges: Simple Rules for Success*” by Col Mark A. Melanson from Walter Reed Army Medical Center. This article is highly recommended reading.

Figure 3 presents and defines the eighteen core values that are essential to Match Mentor relationships. These values are listed in alphabetical order for ease of reference.

<b>MENTOR &amp; SHADOW MENTOR</b>	<b>MENTEE</b>
It's NOT About You! Always Maintain Confidences Set and Enforce Boundaries Know Your Limitations Keep Your Promises Listen and Ask Non-Confrontational Questions Reach Out to Other Mentors & Career Success Don't Sugarcoat Feedback Be Yourself Commit to Continuous Learning	Cherish Your Mentor's Time Always Maintain Confidences Learn From Your Mistakes Clarify Your Expectations Keep Your Promises Genuinely Consider Advice Given Respect the "Chain of Command" Be Receptive to Feedback Bring more Than Just Your Problems Commit to Continuous Learning

**Figure 2: Simple Rules for Success**

<b>CORE VALUE</b>	<b>DEFINITION</b>
Acceptance	Accept other's differing choices and attitudes.
Accountability	Promote a culture of responsibility.
Affirmation	Recognize others' strengths.
Attentiveness	Listen and spend focused, quality time with one another.
Confidentiality	Keep shared information private.
Empathy	Relate to other's feelings.
Empowerment	Guide mentees to advance and continue to grow.
Encouragement	Support others, especially in difficult times.
Humility	Admit mistakes and learn from them.
Integrity	Speak the truth candidly.
Optimism	Maintain and communicate a positive attitude.
Patience	Take time to let others share views without rushing.
Respect	Treat everyone with reverence and dignity.
Self-Expression	Verbalize your feelings, needs, opinions, and ideas.
Sense of Humor	Laugh at yourself and use levity appropriately.
Trust	Be dependable.
Vision	Look ahead and see what is possible.
Vulnerability	Exchange personal stories to create trust and strengthen the bond

**Figure 3: Eighteen Core Values in Match Mentor Relationships**

## 2.5 Pivoting as a Strategic Priority

Understanding when to pivot in mentorship is crucial because different mentors offer varied types of support, and the needs of mentees may evolve. Here are six distinct roles, identified by the authors, that mentors can play:

- Expert Mentor: This mentor is highly skilled and experienced, offering extensive knowledge and inspiring unique insights.
- Champion Mentor: Advocates for the mentee, introducing them to influential people and promoting potential.
- Collaborative Mentor: Works alongside the mentee, sharing experiences and refining ideas.

- Supportive Mentor: Provides emotional support, encouragement, and grounding during challenges.
- Shadow Mentor: A younger or less experienced individual offering fresh perspectives and staying current with trends and technologies.
- Resource Mentor: A go-to for information, sharing life wisdom and practical advice.

In the Match Mentor program, mentors are encouraged to adopt any or all of these roles based on the current needs of the mentee. Each type of mentor brings unique benefits, enriching the mentoring experience and contributing to the personal and professional growth of the mentee.

# 3 AUTHOR'S RESEARCH

## 3.1 Construction to Consulting

Mentoring has long been a cornerstone of student career development. Career Success, with the support of seasoned volunteers, recognizes mentorship programs as powerful tools for skill-building and collaboration, but not all approaches are equally effective. Each year, before launching the Match Mentor program, Career Success ensures that mentors understand the specific skills needed for successful mentorship and any emerging knowledge gaps. With the right approach and tailored information, mentoring can significantly enhance mentor and mentee engagement and improve participant retention. Here are some key insights and principles identified by the author's research.

## 3.2 Fostering Successful Relationships

The author's research conducted with mentors, mentees, and focus groups has provided valuable insights into successful mentoring relationships. Defining and establishing clear roles and goals at the outset establishes a solid foundation. Early discussions about expectations ensure alignment and comfort for both parties. Providing specific, direct, and unbiased feedback, recognizing growth, and soliciting and encouraging active mentee participation is crucial. Authenticity is essential, with mentors being honest about strengths and weaknesses, sharing personal experiences, and offering a broad perspective on the challenges of career development.

When expertise misalignment occurs, mentors should acknowledge limitations and seek additional resources transparently, directing mentees to other support avenues while maintaining the primary contact role. Encouraging mentees to seek further assistance fosters proactive learning. Expanding mentees' professional connections by linking them to personal networks is beneficial. Mentors should be mindful of power dynamics and navigate them sensitively to maintain balance. Advocating for mentees from diverse backgrounds increases visibility and teaches self-promotion and is essential for empowering individuals to confidently showcase skills.

*"It was very beneficial to me as a mentor to hear about challenges and concerns that affect today's college students."  
– Craig Friedman, Mentor*

## 3.3 Tips to Avoid Common Difficulties

The author's research has identified common difficulties in mentoring relationships. One major issue is a lack of communication. Mentees often hesitate to ask mentors questions or voice concerns, fearing mentors are too busy. Conversely, mentors may avoid contacting mentees so as not to interfere in mentee's lives. This lack of proactive communication can reduce the effectiveness of the mentoring relationship.

Another common difficulty is unrealistic expectations. Honest initial discussions about needs and expectations can set a clear understanding of the relationship. Transparency from mentors about roles and from mentees about goals can mitigate potential mismatches and foster a more effective mentoring experience.

## 3.4 General Insights/Fundamental Principles

Effective mentorship balances guidance with personal boundaries. Maintain a productive and respectful relationship. Ensure discussions are relevant. Strive to be approachable and friendly while maintaining professionalism. Building emotional connections that promote personal growth enrich the mentoring experience. Celebrate achievements together to foster a sense of accomplishment. Continuous improvement is key to effective mentoring. Attend workshops and training sessions to enhance mentoring skills and embrace continuous learning, seeking diverse perspectives to stay current with best practices.

*"The value of a mentor/mentee relationship requires a strong commitment from both parties -the end result will be worth it."  
– Julie Capozzi, Mentor*





## 4 LEVERAGING RESOURCES

The Career Success website offers various materials and resources for mentors and mentees, including this guidebook and learning modules. Bookmark <https://go.osu.edu/matchmentor> for easy access to these resources which will be updated as the program continues to evolve.

### 4.1 The Match Mentor Guidebook

The Guidebook serves as a comprehensive resource to facilitate effective mentoring relationships within the structured Match Mentor program. The guidebook offers guidance, suggestions, and examples to help participants in the Match Mentor program. This guidebook has been updated and revised from the original Match Mentor Handbook (2018) as written by alumna Julie Capozzi. Additional research findings have also been incorporated in this new format.

### 4.2 The Match Mentor Learning Modules

The Learning Modules provide an innovative and effective resource for mentoring success. These modules feature conversation starters to facilitate discussions throughout the year. Topics have been tailored to align with the mentee's goals. By reviewing these modules prior to scheduled meetings, mentors and mentees ensure they will be well-prepared for meaningful and goal-oriented conversations.

### 4.3 Collaborative Mentoring Webinars

Career Success and seasoned volunteers host webinars that provide valuable insights into mentoring practices and resources. These platforms are for open discussion. Participation in these virtual sessions is optional but highly recommended.

“ I very much enjoyed the mentoring experience. ”

– Steve Chappellear  
(Mentor)

## 5 MENTORING PHASES

The Match Mentor program is comprised of four key phases:

1. Orientation/Preparation
2. Program Launch/Negotiating
3. Enabling/Mid-Point Review
4. Closure/Evaluation and Celebration

This timeline is carefully balanced, ensuring the program is long enough for realistic goal achievement yet short enough to maintain motivation. Each phase has specific goals and required forms/resources as summarized in Figure 4 and detailed in the following sections. This structured approach supports effective mentorship by guiding mentors and mentees through each stage of the journey.

It is important to note that after each meeting, refer to the provided checklists as a quick reference to ensure nothing is overlooked. These checklists will help both the mentor and mentee stay organized and focused on key actions. Plus, keep track of important follow-ups and maintain a structured approach throughout the mentoring phases.



Timeline	Phase	Objectives	Goals	Forms/Resources
Sept - October	Orientation/ Preparation	1. Self-preparation 2. Relationship preparation	Become better acquainted with your mentoring partner. Distribute and review the program guidebook. Clarify the Partnership Agreement. Begin to develop mentoring partnership and community.	Read through the program guidebook and complete the Mentoring Partnership Agreement (Appendix A)
October	Program Launch/ Negotiating	1. Define learning goals, success criteria and measurement, and roles and responsibility 2. Agree on frequency and learning objectives (ex. In-person) 3. Attend In-person Kick-off	Discuss topics: Defining individual goals for the partnership, how these goals will be achieved, and indicators determining success. Deciding how one learns matters. Addressing all items in the agreement form to include strategies for effective and efficient meetings and accountability. The Kickoff is a great opportunity to network with other participants.	If not already completed in Phase 1, complete Mentoring Partnership Agreement (Appendix A). Review Phase 1-4 Mentoring Checklists. Complete Phase 1 & 2 Checklist, if possible (Appendix B)
Winter Break	Enabling/ Mid-Point Review	1. Progress and development 2. Encourage practical experience.	Complete recommended modules and choose others of interest. Reflection Exercise (where are you in your partnership). Bi-Monthly Evaluation.	Complete Bi-Monthly Mentoring Partnership Accountability Form (Appendix C)
April	Closure/ Evaluation and Celebration	1. Reach the conclusion and determine the next level of application. 2. Attend the In-person close-out celebration.	Officially bring closure to the mentorship rotation. Acknowledge and congratulate the participants. Share perspective and feedback. The Close-out Celebration is a great opportunity to further network with other participants.	Complete Final 1:1 Program Reflections (Appendix B) Independently complete the Final Overview Evaluation (Appendix D)

**Figure 4: Four Phases of The Match Mentor Program**

### 5.1 Phase One: Orientation and Preparation

#### Establishing the Relationship

The process begins with a notification from Career Success about the mentorship match. The journey begins when either the mentee or mentor initiates contact to schedule the first meeting, whether in-person or virtually, within the first few days of receiving the email. The initial meeting aims to achieve the following goals:

- Get Acquainted
- Establish Communication Preferences (ex. in-person, Zoom)
- Discuss Expectations and Goals
- Encourage Attending the Kick-off
- Always conclude a meeting by scheduling the next one

#### Discussion Topics for the First Meeting

- Why did you choose to attend Ohio State?
- What is your academic path or intended major?
- How has your student experience been at Ohio State?
- Have you been involved in any student organizations at Ohio State?
- Have you had any internships?
- What are your hobbies and interests?

#### After the First Meeting

Fostering an equal and open exchange of communication is encouraged. Both parties reaching out equally helps cultivate a productive relationship. Communication may occur more frequently than monthly, through in-person meetings, phone calls, virtually or as mutually agreed upon to accommodate both parties' preferences.

Further Questions for the Mentees to Consider Asking Mentors:

- What inspires you, and how do you find inspiration?
- How do you set and achieve goals?
- What are your core values and how have you embodied them?
- Which personal characteristics or skills have contributed most to your success?
- How do you approach challenges and setbacks?
- Who has had the most significant impact on your life?
- How do you navigate uncertainty?
- What dreams and goals have driven your success?
- What courses, experiences, or skills do you recommend I pursue in college?
- How did your time at Ohio State influence your professional advancement?
- Can you describe the workplace culture where you work?
- What knowledge do you now possess that would have been beneficial when you were in college?

Potential Areas of Focus for Mentee Goal Setting (examples):

- Career Exploration
- Networking
- Academic Achievement
- Skill Development
- Leadership Growth
- Personal Development
- Health and Well-Being
- Community Engagement

#### Checklist - Phase 1: Orientation/Preparation

- Read through the program guidebook
- Become better acquainted with your mentoring partner
- Complete the Mentoring Partnership Agreement (Page A-1)
- Utilize Mentoring Introduction Checklist (Page B-1)

## 5.2 Phase Two: Program Launch and Negotiating

This phase involves revisiting and updating the Mentoring Partnership Agreement (Appendix A).

- Create or update a LinkedIn profile, if desired.
- Use program guidebook as a reference guide.
- Connect at least once a month.
- Notify promptly of any schedule changes or conflicts.
- Report any concerns promptly to Career Success (Appendix E).
- Mentors are encouraged to become familiar with The Ohio State University's Whistleblower Policy for alumni volunteers, available at <https://hr.osu.edu/wp-content/uploads/policy140.pdf>
- Mentees are to adhere to The Ohio State University Students Standards of Behavior and Code of Conduct (<http://studentconduct.osu.edu/>).

#### Checklist - Phase 2: Program Launch/ Negotiation

- Define learning goals, success criteria and measurement, and roles and responsibility
- Goals should be specific, time-framed, results oriented, relevant, and reachable
- Agree on frequency and learning objectives (ex. In-person)

## 5.3 Phase Three: Enabling and Midpoint Review

Both the mentor and the mentee are responsible for conducting a midpoint review, highlighting shared commitment to the mentoring process. This review is effective and beneficial for both parties, helping to ensure ongoing communication, thus ensuring a successful completion of the program for the current academic year.

#### Checklist - Phase 3: Enabling/Mid-Point Review

- Review recommended modules
- Reflection Exercise (Where are you in your partnership)
- Complete Bi-Monthly Mentoring Participation Accountability Form (Page C-1)

## 5.4 Phase 4: Closure, Evaluation and Celebration

### Reflection

As the program concludes, take time for a final review of the journey together. Reflect on achievements and lessons learned and consider documenting insights to share with the program coordinator.

### Closing Celebration

Join Career Success each April to celebrate the Match Mentor program. Network, share stories, and honor program excellence. Detailed event information will be provided each Spring.

### Continued Support to Cultivate Lifelong Buckeyes

Offer ongoing guidance beyond the program. Stay available and encourage lifelong connection to the Buckeye community. Advocate for the Match Mentor program. Connect interested individuals with Career Success and share mentoring experience to inspire new mentors and mentees to participate in the program.

#### Checklist - Phase 4: Closure/Evaluation and Celebration

- Program hosts a final celebration meeting or event for mentors and mentees to mark progress and transition or acknowledge change in the mentoring relationship.

## Sources

Capozzi, J., Baer, D. & Dineen, R. (2024). *Match Mentor Handbook*. The Ohio State University College of Arts and Sciences Center for Career and Professional Success.

Melanson, M.A. (n.d.). *Mentors and Proteges: Simple Rules for Success*. Walter Reed Army Medical Center

Unpublished Interviews. Capozzi, J. (2024).

# 6 THE FUTURE OF MENTORING PARTNERSHIPS

Successful mentoring hinges on the time invested by mentors and mentees to build mutual understanding and trust. This foundation allows mentees to openly address real issues affecting future success. Typically lasting nine months to a year, successful mentoring relationships can extend throughout a lifetime if mutually desired. The primary aim is to develop individuals not just for current roles, but also for future endeavors.

Career Success remains committed to enhancing and expanding the Match Mentor program model. New practices are continuously integrated including technologies, resources, and tools to elevate the quality of mentoring relationships. As part of ongoing efforts, mentors may be invited by program coordinators or guidebook authors to participate in a post-program review to assess its impact on participants at The Ohio State University. Feedback is invaluable to Career Success and the seasoned alumni mentors.

## Appendices

- Appendix A: Mentoring Partnership Agreement
- Appendix B: Mentoring Introduction Checklist
- Appendix C: Bi-Monthly Mentoring Partnership Accountability
- Appendix D: Links to Online Forms

# APPENDIX A: MENTORING PARTNERSHIP AGREEMENT

If you believe the mentoring relationship will be strengthened by formalizing a mutual agreement of roles, responsibilities, and expectations, consider using this agreement or one that you and your mentee create together.

We are voluntarily entering a mentoring relationship from which we both expect to benefit. We want this to be a rich, rewarding experience with most of our time together spent in professional development activities. To this end, we have mutually agreed upon the terms and conditions of our relationship as outlined in this agreement.

## 1. Objectives

### a. What we hope to achieve:

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

### b. To accomplish this, we will cover (check the agreed upon modules and/or add your own):

- How to Conduct an Informational Interview
- Conduct an Informational Interview
- Networking In or Out of the Workplace
- Workplace Professionalism
- Benefit of an Arts Sciences Education in the Workplace
- Diversity in the Workplace

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Frequency of Meetings

We will attempt to communicate at least \_\_\_\_\_ time(s) each month. We will attempt to meet in person at least \_\_\_\_\_ time(s) each semester. If we cannot attend a scheduled meeting, we agree to notify one another in advance.

## 3. Protocols

Any sensitive issues we discuss will be held in confidence. We both have read, discussed, and understand the Mentoring Basic 101 Protocol and Procedures provided in the orientation.

### Date of Original Agreement:

Mentee Signature: \_\_\_\_\_

Mentor Signature: \_\_\_\_\_

### Agreement Through:

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# APPENDIX B: MENTORING INTRODUCTION CHECKLIST

## Mentor/Mentee Checklist

*This information will not go any further unless you choose to share.*

### Initial Meeting

- Introduce each other
  - Background, experience, hobbies/interests, children/family
- Exchange Contact Information
  - Email, phone numbers
- Set time and date for next meeting
  - Ex: Meet next Wednesday, December 12th at Noon
- Set place and length of time
  - Ex: Meet at Café or Career Success Offices for 1 hour
- Discuss Mentor goals
  - How do I hope to give back as a mentor?
- Discuss Mentee goals
  - As a Mentee, what learning will help you most?

### Second Mentoring Meeting

- Mentee contact Mentor (or meet in person)
- Review goals discussed in first meeting
  - Review action plan and progress since previous meeting
- Discuss additional challenges/observations on the way
  - Opportunities for Mentors to ask Q's and provide feedback
- Mentee came prepared with Q's for Mentor
  - Prepare your Q's for Mentor – as you work toward goals
- Mentor asked Q's of Mentee
  - Mentor, alternatively provide feedback as a sounding board
- Recap on Mentee goals & Next steps
  - Mentee must drive goals and next steps
  - Mentor provide guidance where appropriate/suggestions
- Set up a time/place/date for next meeting
  - Ex. Meet next Wednesday, December 12th at Noon

OPTIONAL: MENTOR/MENTEE NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# APPENDIX C: MENTORING PARTNERSHIP ACCOUNTABILITY

## Bi-Monthly Evaluation

An accountability checklist is useful to ensure that Mentoring Partnership meetings are occurring, and that progress is being made toward goals. Complete this checklist Bi-Monthly. Rate the meetings against the following standards:

Standards	Always	Sometimes	Rarely	Never
Regularly scheduled meetings are being met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notification regarding schedule changes is handled in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Both parties come prepared to meetings with assignments completed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All external distractions are removed during the meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miscommunications and/or confusions are immediately addressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assumptions are reviewed for clarity and both Mentor and Mentee perspectives shared.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Check-ins are performed to confirm meetings are on track with the agreed goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback is conducted regularly and includes perspective of both Mentor and Mentee.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meetings are interactive, focused and productive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If conflict arises, a solution for resolution is reached and agreed upon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OPTIONAL: MENTOR/MENTEE NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# APPENDIX D: LINKS TO ONLINE FORMS

## Links to Online Forms

### ASC Match Mentor Reflection Survey - STUDENT:

<https://go.osu.edu/ASCMenteeReflection>

### ASC Match Mentor Reflection Survey - ALUMNI:

<https://go.osu.edu/ASCMentorReflection>

# APPENDIX E: CONTACT INFORMATION

If you have any questions or concerns at any time, please contact the program coordinator below.

## Scott Kustis

Director of Industry Connections

College of Arts and Sciences Center for Career and Professional Success  
614-247-8698 Office  
Kustis.1@osu.edu



[asc-careersuccess.osu.edu](http://asc-careersuccess.osu.edu)

100 Denney Hall  
164 Annie & John Glenn Ave.  
Columbus OH, 43210

Email: [asccareer@osu.edu](mailto:asccareer@osu.edu)  
Students: (614) 292-6961  
Employers: (614) 292-3366



@ASCareerSuccess



@ASCareerSuccess