

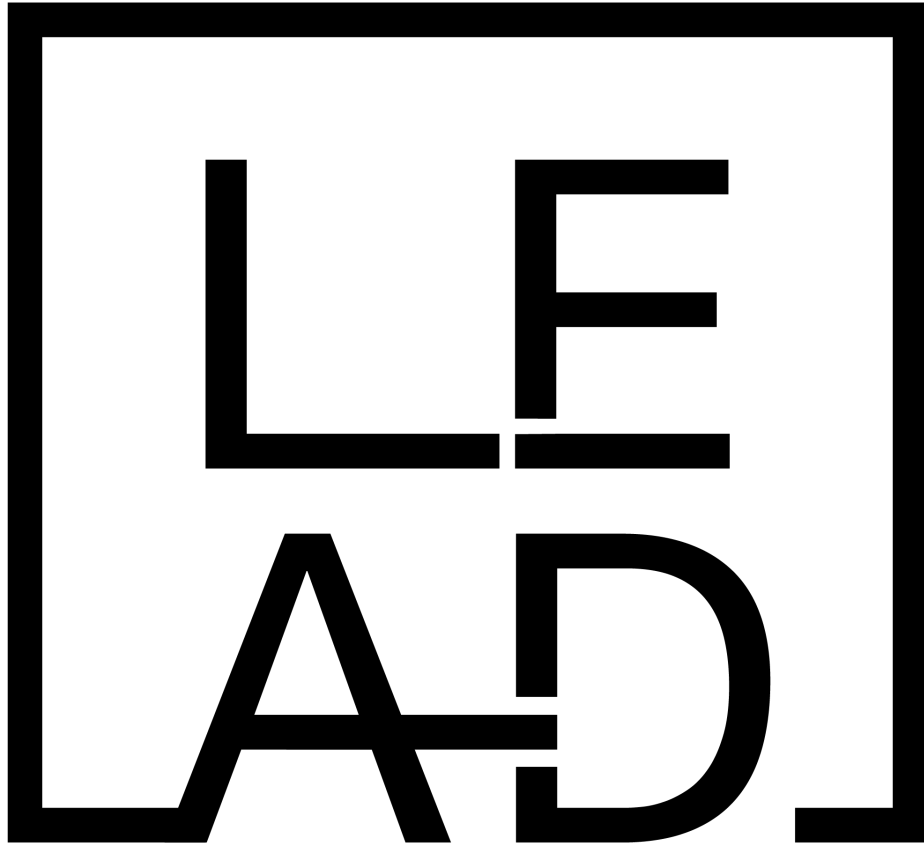


2020-2021

**THE LEAD  
PROGRAM  
HANDBOOK**

*Come As You Are*

[WWW.UVU.EDU/GETINVOLVED/LEAD/](http://WWW.UVU.EDU/GETINVOLVED/LEAD/)



<https://www.uvu.edu/getinvolved/lead/>

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## Welcome Mentor!

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Thank you for your willingness to join the LEAD Program at Utah Valley University. 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).

The LEAD Program’s mission statement is to “*Empowers individuals, through leadership development, to make positive contributions to society.*” As Mentors, you are instrumental in assisting students to make those positive contributions.

Through your mentorship and involvement, LEAD 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,

A handwritten signature in black ink that reads "Natalie 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 TEAMMENTOR

(COMMUNITY MEMBER)

4-7 TEAMMEMBERS

(STUDENT PARTICIPANTS)

1 TEAMLEADER

(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 TEAMMEMBER

(COMMUNITY MEMBER)

4-7 TEAMMEMBERS

(STUDENT PARTICIPANTS)

1 TEAMLEADER

(STUDENT PEER)

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

# LEAD Program Organization



**Natalie Lynne Brewster**  
LEAD Program  
Coordinator

## Cohort Program



Steven Ley | Aviation



Ezra Mintz-Fernandez | I AM  
FIRST



Lauren Hoover | 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 Student Life and Involvement
- 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.

## *Acquire*

- *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..
- *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.

## *Discover*

- *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 LEAD Mentors & LEAD Mentees

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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 LEAD Program 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 Focuses on Personal Development

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).

# **Team Leader Role**

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 TL is responsible for setting up monthly mentor meetings for their teams.

## **When?**

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

### Mentoring Talking Points

- How are you doing?
- How to social network
- Professional Dress Standards
- What's your WHY? Has this changed?
- In what areas do you need extra support?
- What are you enjoying?
- Ask about goals with strengths finder

## **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)**

Coordinated by Team Leader Monthly with assigned mentor

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

**Fall:                    September, October, November**

**Spring:                January, February, March**

# 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 network

# Team Meeting Tips

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## ➤ 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

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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 Natalie Brewster, NatalieB@uvu.edu..

## ➤ Where can I find more information?

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

LEAD at Utah Valley University | 801-863-7615 | <https://www.uvu.edu/getinvolved/lead/>

# Quick Reference Sheet

Name:

Phone:

E-mail Address:

Goals for the Year:

Topics to explore:

# Important Dates

Due to COVID 19 all events are being held virtually this semester or have been cancelled. I will send you the information as I'm able to plan it.

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

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# Six Essential Mentoring Conversations

A strong mentoring relationship requires intentional conversations focused on mutual learning, trust, and honesty. If you can engage your mentee in the following conversations over your first 90 days, this can establish a foundation for your mentoring relationship (Zachary & Fischler, 2014).

## Conversation 1: Building a Relationship

New mentees are often uncertain and cautious, reluctant to reveal themselves. - It is only when they establish an authentic, meaningful, trusting relationship that they feel comfortable enough to let down their guard and become open.

- Working on building a trusting relationship with a mentee should be your first conversation.
- Relationship building is not a one-time task, but rather an ongoing aspect of mentoring.
- Each real conversation strengthens the relationship. Strategies for Success
- Review information about your mentoring partner before your first meeting so you can identify potential areas of commonality/mutual interest.
- Ensure your meeting is private and not interrupted.
- Ask your mentee about the people that have influenced them thus far; be prepared to talk about your own mentors.

### **Explore your mentee's aspirations and motivations; what drives them? Probing Questions**

- Why did you choose to join the LEAD Program?
- How have you dealt with adversity in your life?
- What do you like best about yourself?
- What has been a key leadership lesson for you?
- How do you spend your free time?
- How do you think I can best help you?

# Conversation 2: Establishing Mentoring Agreements

Just as trust helps establish a mentoring relationship, taking the time to lay out a structure and ground rules makes a big difference.

- Everyone holds different understandings, assumptions, and expectations about mentoring. 12
- Having a conversation about what you are both looking for in this relationship will help you avoid disappointment and conflict in the future.
- Discuss concerns, limitations, hot buttons, and personal boundaries upfront. Strategies for Success
- Make sure you talk about assumptions you each hold about your role as mentor/mentee and what you expect from each other (e.g., your mentee may want answers from you, but your role may be to help them find them on their own).
- Share your expectations for each other (e.g., communication, timely responses, frequency of meetings).
- Talk about the best use of your time and if there is any advance preparation for your meetings (e.g., an agenda for topics for conversation).
- Talk about your hot button topics – things that annoy/irritate you.
- Set ground rules for your relationship (e.g., no phone use during meetings).
- Agree to use two-way feedback (e.g., mentoring providing feedback to mentee; mentee providing feedback to mentor).

## **Probing Questions**

- How can we ensure we stay on track and are productive?
- What kind of preparation before meetings would be helpful for us?
- What hot button topics might impact our relationship?
- Can you think of any other parameters we need to discuss?

# Conversation 3: Moving from Starter Goals to Smarter Goals

Mentoring relationships should be goal-centered: ensuring mentee growth, development, and success.

- Set SMART goals: Specific, Measurable, Action-Orientated, Realistic, and Timely.
- The mentor should be responsible for facilitating the goal setting process. - Help your mentee set goals that are neither too ambitious nor selling them short of their capabilities.
- Help them create a “to learn” list, not a “to do” list.

## **Strategies for Success**

- Ask questions about your mentee’s motivations and aspirations.
- Have your mentee describe where they would like to be four years from now
- Encourage your mentee to seek feedback from others.
- Help connect your mentee to other resources that can help them achieve their goals.
- Help your mentee identify challenges/tasks that push them outside of their comfort zone, areas in which they need to gain confidence and experience.

## **Probing Questions**

- Where do you see yourself in four years?
- What do you see as your strengths and challenges?
- What skills and talents do you underutilize?
- How can you make a bigger impact?
- What are some problems or challenges you are currently facing?
- What is holding you back?



# Conversation 4: Creating Learning Opportunities

- Help create opportunities that lead to behavioral, attitudinal, and/or skill changes that will impact your mentee's success.
- Help push your mentee outside their comfort zone; this is where learning occurs!
- Try something new together!
- Brainstorm a list of new opportunities you can do together with your mentee.

## **Strategies for Success**

- Ask your mentee to identify activities/opportunities that would stretch them to grow/develop.
- Ask your mentee what would take them outside of their comfort zone.
- Think of ways to expand your mentee's knowledge.
- Ask your mentee how you can support them in their new learning.

## **Probing Questions**

- When was the last time you did something for the first time?
- When was the last time you pushed yourself outside of your comfort zone?
- What is something you've been afraid of trying/doing?
- What additional skills/knowledge do you want to develop?
- What can I do to support your learning?

# Conversation 5: Managing Stumbling Blocks

- Stumbling blocks are bound to occur when a mentee tries a new goal, faces a new challenge, or is pushed outside of their comfort zone.
- Problems may occur as your mentee is struggling to balance the demands of UVU with their growth and development.
- Be on the lookout for signs that your mentee may be having a hard time (e.g., cancelling meetings, coming to meetings unprepared, low energy level, etc.).
- It is much easier to tackle stumbling blocks if you have spent time during your relationship discussing how you will address issues if they surface (Conversation 2: Establishing Mentoring Agreements).
- Address issues sooner, rather than later.

## **Strategies for Success**

- Make sure you have a mutually agreed upon process in place to address stumbling blocks before they occur.
- Pay attention for signs that your mentee may be having a hard time
  - if you feel like something is wrong, check in with them. - Provide both positive and constructive feedback on a regular basis.
- Focus on helping your mentee rather than being defensive.

## **Probing Questions**

- I sense you might be having a hard time lately. How can I help you?
- How are you managing to balance all of your LEAD commitments, including your mentoring relationship?
- If happening I noticed you've cancelled meetings, you've come unprepared, or you've had low energy. Is that your observation too? What do you think is contributing to that?
- Earlier in our relationship we discussed ways to address difficult issues that may surface. Do you feel we are successfully addressing these stumbling blocks?

# Conversation 6: Check In on Progress

- Progress fuels a mentoring relationship!
- When mentors/mentees feel like their investments are paying off, the relationship thrives.
- Pay attention and stay on track of: the relationship, the learning process, and progress on goals.. - Even if the relationship is positive and successful, brainstorms ways you can continue to improve.

## **Strategies for Success**

- Start the milestone conversation on a positive note by identifying satisfying components of the mentoring relationship.
- Discuss meeting logistics: format, length, frequency, location, to ensure they are working for both people.
- Ask your mentee to share examples of how they have felt supported thus far.
- Ask your mentee to share examples of how you could better support their learning in the future.

## **Probing Questions**

- What have you learned from our experience together thus far?
- What have been some of your biggest “aha” moments?
- What more can I do to help support your growth and development?
- What more can I do to stimulate your learning?
- Are you continuing to stretch outside of your comfort zone? What more can I do to help you make that happen?

*As mentioned, the above are suggestions, not requirements, for the initial meeting. Some students may be ready to accomplish more than this, while others may not have detailed thoughts regarding their expectations for their leadership mentor. Therefore, the leadership mentor should be flexible in the goals of this initial meeting.*

