

## **Guide for Alumni Mentors in the Yale-NUS College Alumni Mentorship Programme**

Mentoring is a way to help the next generation as they develop their pathways in life. Mentors draw on their own experiences to provide guidance, encouragement, motivation, and fresh perspectives. At the same time, mentors are able to sharpen their own coaching skills and stay connected to the College by helping current cohorts of students. We are extremely grateful to those alumni and alumnae who chose to mentor Yale-NUS students and in doing so, give back and signal their commitment to the College. This document outlines the process and expectations of the Mentorship programme.

### **1. Joining the Mentoring Programme**

- a. Yale-NUS Alumni Affairs will invite alumni to join the Alumni Mentorship Programme in periodic calls throughout the year.
- b. Prospective mentors complete an interest form, which helps match mentors to current students.
- c. We will match mentors and mentees based on responses to the alumni and student interest forms. We will strive to find pairings for all alumni mentor applicants and will inform alumni if they have been matched with a student.
- d. Mentors acknowledge having read and agree to abide by the [NUS Code of Conduct for Volunteers](#).

### **2. Expectations and Duration of Mentoring Relationship**

- a. The expectation of contact between mentors and mentees is to meet three times during a three-month period. Depending on mutual interest and availability, mentors and mentees may decide to meet more frequently or extend the mentorship beyond the initial period.
- b. Students are expected to make the first outreach to the mentor within a month after being matched. Mentors will be contacted at the end of a month to see if mentees have been in touch. If not, mentors will have the option of being assigned another student.
- c. At the end of three months, mentors and mentees will receive a short evaluation form asking about their experience and plans to continue or bring the current mentoring to a close.

### **3. Responsible Mentoring**

- a. Discuss with your mentee the goals for mentoring and a plan for achieving them.
- b. Set aside time to communicate with your mentee and be clear about your availability and time constraints but also let them know this is a priority for you.
- c. Be a good listener; it is not your role to tell your mentee what to do but to guide them to find their own solutions. Ask open questions and encourage them to consider different options.
- d. Give constructive feedback on your mentee's progress and performance. Encourage them to learn from both success and failure.
- e. Share your own experiences of professional success and failure, not in a prescriptive way but as a form of guidance that can help your mentee understand how to approach their goals.
- f. When appropriate, offer access to your own network and help facilitate connection.

#### 4. Communications and Respect for Individuals

- a. Treat and respect all mentees equally, regardless of race, language, religion, culture, gender, or physical ability.
- b. Ensure that the content of communications with mentees, especially in one-on-one interactions is kept within professional boundaries.
- c. Ensure that your demeanour, language, and attitude when communicating with mentees is:
  - i. not profane, vulgar or demeaning,
  - ii. devoid of content that could be misunderstood to have crossed the boundary of mentor-mentee relationships, and
  - iii. does not amount to harassment including sexual harassment.
- d. Provide a channel for mentees to provide open feedback on mentoring sessions.
- e. Respect the privacy of mentees by handling sensitive information in confidence. Should the need to disclose such information arise, the expressed consent of the mentee must be sought.
- f. Be sensitive to the feelings and personalities of mentees when providing feedback on their written/recorded material and their professional performance, ideas, and demeanor. Criticism, if any, should not be directed at the mentee, but should instead focus on their actions.

#### 5. Conduct

- a. Mentors shall not:
  - i. display or distribute materials, or use language, that may be offensive.
  - ii. display inappropriate and undesirable behaviour, be it verbal, physical or otherwise, that can be misunderstood or seen to be unprofessional, discriminatory or harassing.
  - iii. display intimidating, abusive or threatening behaviour.
  - iv. assume the identity of any other individual, whether verbally, in writing, or behave in a manner where he or she may be mistaken for another individual (e.g. claiming to be a Yale-NUS College staff member on social media).

#### 6. Safety Precaution and Measures

- a. Ensure that the physical and emotional safety and boundaries of students are always a priority.
- b. When meeting with your mentee in person, ensure that all locally mandated COVID-related precautions are met.
- c. When meeting in person, ensure that the venue is conducive to professional interaction and designed to make mentee feel comfortable. The consumption of alcohol should be avoided during one-on-one sessions.
- d. The College may end the mentoring relationship with the mentor if he or she:
  - i. is convicted of or is warned by the police for any act involving dishonesty or moral culpability;
  - ii. engages in wrongdoing that brings disrepute to the College;
  - iii. neglects the mentee or persistently reschedules sessions without valid reason;
  - iv. knowingly participates in violations of the rules, policies and regulations of the College.