



BALL STATE UNIVERSITY
COLLEGE OF COMMUNICATION, INFORMATION, AND MEDIA

SOAR INTERACTIVE MENTOR/MENTEE HANDBOOK

Success, Opportunity, Acumen, and Readiness

FULL NAME: _____

STUDENT NAME: _____

INTEREST OF STUDY: _____

OCCUPATION: _____

**WRITTEN BY
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CCIM SOAR PROGRAM OVERVIEW / INTRODUCTION

SOAR provides undergraduates with a one-semester course in each of their first three years of study. These three courses provide extensive opportunities for students to focus on career exploration, professional growth, a sense of belonging, and self-identity. They will also meet with industry professionals, career coaches, academic advisers, success champions, community leaders, and mentors who will be established with them during their first year. The SOAR program is intended to provide every CCIM undergraduate student with a competitive advantage in the workplace and community. The SOAR program core focuses on (1) holistic development (2) wrap-around support (3) mentoring (4) high-impact linked courses (5) retention and graduation and (6) the CCIM signature experience.

PILLARS/VALUES: PASSION | PROGRESSION | PERSEVERANCE

As a university, we find many benefits in fostering mentoring relationships with undergraduate students and peers. One of the goals of the SOAR program at Ball State University is to ensure all students have access to a mentor.

Ball State University defines mentoring as the relationship between an experienced professional willing to provide advice, leadership, and feedback to a future professional through purposeful interactions that will empower them to have fulfilling and meaningful lives.

Mentoring is a relationship that is built upon numerous conversations, where trust is built, goals are set, and feedback is welcome.

MENTORSHIP RESPONSIBILITIES & EXPECTATIONS

AS A MENTOR WE ASK THAT YOU:

- 1.** Respond to your mentee in a timely manner.
 - a.** Each mentor will connect with their mentee for one hour a month for one academic semester. This could be a Zoom meeting and additional correspondence via email and phone.
- 2.** Engage in frequent conversations virtually, via email, or over the phone.
- 3.** Encourage your mentee to reach their SMART goals
- 4.** Be honest and trustworthy
- 5.** Be professional and personal
- 6.** Help students identify and understand how to discuss key transferable skills named through NACE Career Readiness
- 7.** Strive to act in the best interests of the Mentee. In practice, any course of action will usually present specific advantages and specific disadvantages, and the optimum course of action will often not be clearly defined. Under no circumstances, however, shall the Mentor further other interests by intentionally advising the Mentee to follow a course of action that is detrimental to the best interests of the Mentee, for example, the Mentor shall not place the interests of the Mentor, the Mentor's employer, a professional society, or any other party above the interests of the Mentee.

WE ASK THAT OUR MENTEES:

- 1.** Take initiative to reach out to the mentor
- 2.** Respond to mentor promptly
- 3.** Strive to reach SMART goals
- 4.** Take the relationship seriously
- 5.** Be open to feedback and advice
- 6.** Be personal and professional

CODE OF CONDUCT

- 1.** Confidentiality of information shared in mentoring discussions is critical. All conversations and information shared should be considered confidential unless otherwise agreed upon or discussed.
- 2.** Participants commit to participate in the program keeping relationships free of discrimination, harassment, romantic or sexual involvement. Participants agree to engage with their mentoring partner in a professional manner, free from the misuse of alcohol and other drugs. Any concerns of this nature must be communicated to Ball State immediately.
- 3.** Introductions to a mentor's extended network is a privilege. All relationship boundaries are also applicable to those relationships.
- 4.** Mentors are expected to approach this partnership with an open mind; provide open and honest feedback with no intent to insult or harm and commit to challenging their mentees to exceed their

own expectations, encouraging professional growth. Mentees must commit to be as open as possible, present themselves honestly and professionally, and be forthcoming in discussions as they relate to their own development.

- 5.** The SOAR Mentor Program is not intended to provide students (mentees) with employment from mentors or their organizations.
- 6.** Both mentees and mentors may be removed from the program at any time if it has been determined that there has been a violation of the Code of Conduct of this SOAR mentor program.

MENTOR RELATIONSHIP BUILDING STAGES

STAGE 1. GET TO KNOW EACH OTHER

The start of any relationship is establishing trust and ground rules. During this time, you will share your experiences, and set goals and expectations.

STAGE 2. ACTION PLAN

The bulk of the mentor relationship is centered on the mentor guiding the mentee through an action plan that will help them meet their goals.

STAGE 3. REFLECT

As the relationship begins to culminate, reflection should happen. Help the mentee see their growth. But the relationship does not have to end. It may transform and continue.

FOSTERING A POSITIVE MENTORSHIP: TIPS & RESOURCES

BUILDING THE RELATIONSHIP

Below are some reminders of best practices for your relationship with your mentee:

- Be open and honest
- Assist in goal setting
- Share your experiences and relatability

TOPICS FOR CONVERSATION

- Prioritization, organization and time management
- Transferable skill building
- Acknowledging morals, values and ethics
- Professional development
- Identifying skill gaps and ways to build

UNIVERSITY CONTACTS & RESOURCES

In order to make the relationship work, you must both be present. Follow through on action items. Have consistent contact. Be open to feedback. Hold each other accountable. A mentor relationship has advantages for the mentee and mentor.

If you feel your mentee needs further assistance, please refer them to the resources listed below.

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SOAR DESCRIPTION

DESCRIPTION

The SOAR mentoring program allows students in one of the CCIM programs to connect with and learn personal and professional skills from alumni and peers in their specified field of study. It is an opportunity for undergraduate students who want professional achievement and dynamic personal growth to receive knowledge and insight from those who have been in a similar position. CCIM students hope to be enriched by mentoring and networking with those in the United States or other countries who can support internships and possible employment prospects for their future success.

This will be a two-fold program. During the first year of a student's academic experience at CCIM, they will choose a professional mentor as well as a peer mentor to assist them in engaging in meaningful discourse, support, and professional advancement. Individuals in the targeted career field and alums will serve as professional mentors. Students enrolling in CCIM 200 and 400 will serve as a peer mentor or mentee based on a comprehensive assessment.

Furthermore, each mentor-mentee pair will have five guided sessions both inside and outside of the classroom in the professional development course CCIM 200 section(s). Students will go through a curriculum designed to help them create two-way trust, professional development, and confidence in order to prepare them for market internships and employment after being matched. The peer aspect of the program will influence student leadership development, assuring the program's innovation and long-term impact based on the whole student experience, and providing program indicators to gauge the effectiveness of the program. This will be facilitated by the CCIM Student Success Division.

There are several key deliverables that students will attain during their first-year of their academic tenure in CCIM, through the SOAR program but these are not exhaustive.

LEARNING OUTCOMES

- **Financial Literacy**
- **Leadership Training**
- **Surviving and Thriving in College**
- **Linked Course: Student Success Cohort Model CCIM 200, 300, and 400**
- **Business Etiquette/Social Media Presence**
- **Community Service Project**
- **Social justice issues and current events**
- **Personal brand development**
- **The Business of Becoming a CCIM Student**

LEARNING OUTCOMES ASSESSMENT

FINANCIAL LITERACY

- Students will know the difference between credit and debit.
- Students will learn how to balance a budget.
- Students will learn how to build and sustain good credit.

LEADERSHIP TRAINING

- Students will learn through workshops how to be effective leaders.
- Students will discover the qualities of a good leader and good organizational leadership management.

SURVIVING AND THRIVING IN COLLEGE (CCCIM COURSES)

- Students will develop and practice good study, work-life, and time-management habits.

LINKED COURSE: STUDENT SUCCESS COHORT MODEL CCIM 200, 300, AND 400

- Students will learn strategies for successfully navigating higher education, which include personal branding, creating successful habits, and utilizing campus resources.

BUSINESS ETIQUETTE/SOCIAL MEDIA PRESENCE

- Students will receive a business etiquette luncheon opportunity and helpful tips on their LinkedIn profiles.

COMMUNITY SERVICE PROJECT (CLASS ACTIVITY)

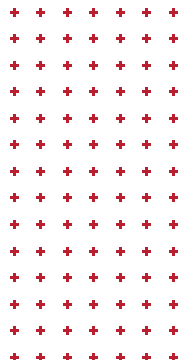
- Students will participate in service-based projects and community service.

SOCIAL JUSTICE ISSUES AND CURRENT EVENTS (CLASS ACTIVITY)

- Students will be educated on advocacy and engagement.
- Students will determine their role and participation in social justice reforms.

THE BUSINESS OF BECOMING A CCIM STUDENT

- Students will develop interpersonal relationships with other members, which include values in accountability, trust, loyalty, and support.



MENTOR/MENTEE EXPECTATIONS

MENTOR

Mentors will complete the assigned mentor training.

Mentors will attend the pairing mixer.

Mentors will meet with their mentee(s) at least twice a semester.

Mentors will assist mentee(s) with Professional Growth Plan.

Mentors will complete all SOAR-related surveys.

MENTEE

Mentors will attend the pairing mixer.

Mentees will meet with their mentor at least twice a semester.

Mentees will complete their Professional Growth Plan with the assistance of their mentor.

Mentors will complete all SOAR-related assignments and surveys.

MATCHING PROCESS

Interested Mentors will successfully complete mentor training, which includes a thorough understanding of the handbook, and adherence to the executive skills involved with quality mentorship for CCIM students.

Mentees will survey their three top-scored mentors. Matching considers career aspirations, rapport, and personality fit. From there, the mentor and mentee will be paired accordingly.



S.M.A.R.T. GOALS

S The goal should identify a specific action or event that will take place.

M The goal and its benefits should be measurable.

A The goal should require you to stretch some, but allow the realistic likelihood of success.

R The goal should be attainable, given available resources.

T The goal should state the time period in which it will be accomplished.

What are your professional goals?	Short-term or Long- term	Completed by:

SCHOLARSHIP CHECKLIST- TIME MANAGEMENT

In what subject(s) do you think you would be able to tutor someone else?
(CCIM 400 Students Only.)

Rate your ability on the following list:

(1 = Very Low and 5 = Very Good)

Time Mangement	1	2	3	4	5
Note Taking	1	2	3	4	5
Reading Comprehension	1	2	3	4	5
Studying	1	2	3	4	5
Test Taking	1	2	3	4	5
Assaignment Completion	1	2	3	4	5
Asking for Help	1	2	3	4	5
Classroom Focus	1	2	3	4	5

SCHOLARSHIP CHECKLIST—ACADEMIC STRENGTHS

I AM STRONG IN THESE SUBJECTS

(check all that apply)

- ☐ English: Writing Composition
- ☐ English: Reading Comprehension
- ☐ Math: Finite
- ☐ Math: Algebra I or II
- ☐ Math: Geometry
- ☐ Math: Pre-Calc/Calculus
- ☐ Business: Accounting
- ☐ Business: Management
- ☐ Science: Biology
- ☐ Science: Chemistry
- ☐ Social Sciences: Criminal Justice Social
- ☐ Sciences: Sociology
- ☐ Social Science: Psychology
- ☐ Social Studies: Paralegal Studies
- ☐ Engineering: Automobile, Electrical etc.
- ☐ Arts: Music, Theater, Fine Arts, Etc.
- ☐ World Languages: Spanish, French
- ☐ World Language: Chinese, Japanese
- ☐ Other: _____
- ☐ Other: _____

I NEED HELP IN THESE SUBJECTS

(check all that apply)

- ☐ English: Writing Composition
- ☐ English: Reading Comprehension
- ☐ Math: Finite
- ☐ Math: Algebra I or II
- ☐ Math: Geometry
- ☐ Math: Pre-Calc/Calculus
- ☐ Business: Accounting
- ☐ Business: Management
- ☐ Science: Biology
- ☐ Science: Chemistry
- ☐ Social Sciences: Criminal Justice Social
- ☐ Sciences: Sociology
- ☐ Social Science: Psychology
- ☐ Social Studies: Paralegal Studies
- ☐ Engineering: Automobile, Electrical etc.
- ☐ Arts: Music, Theater, Fine Arts, Etc.
- ☐ World Languages: Spanish, French
- ☐ World Language: Chinese, Japanese
- ☐ Other: _____
- ☐ Other: _____

MENTORSHIP ASSESSMENT

Do you utilize the student learning center and academic tutors?
If so, what academic resources do you find valuable?

What institutional modality is conducive to your learning style?

What is your plan for life immediately after graduation from Ball State University College of Communication, Information, and Media? How can we help you prepare?

MENTOR/MENTEE SCHEDULE

**1ST SEMESTER SCHEDULE:
WHAT CLASSES ARE YOU CURRENTLY TAKING?**

**2ND SEMESTER SCHEDULE:
WHAT CLASSES ARE YOU CURRENTLY TAKING?**

ABOUT ME

In what academic areas do you feel comfortable in?

What does mentorship look like for you?

What information do you still need to know about college?

Advisor Name: _____

Advisor Email: _____

AFTER GRADUATION ASSIGNMENT

After graduating from Ball State, my plans include:

- ☐ Career
- ☐ Graduate School
- ☐ Gap Year
- ☐ U.S. Army
- ☐ U.S. Navy
- ☐ U.S. Marines
- ☐ U.S. Coast Guard
- ☐ U.S. Air Force
- ☐ U.S. Space Force

I plan to apply to:

Name of Institution & Location	App Completed	Accepted

INTERNSHIP ASSIGNMENT

I plan to apply to the following jobs/internships:

Internship Name	App Completed	Accepted

SCHOLARSHIP ASSIGNMENT

I plan to apply to the following scholarships:

Scholarship Name	App Completed	Accepted

LETTER OF RECOMMENDATION ASSIGNMENT

I will ask the following people for a letter of recommendation:

Person's Name and Title	Asked	Received

SOAR MENTOR/MENTEE MEMORANDUM OF UNDERSTANDING

Date: _____

I, _____ (*Please Print*), agree to serve as a mentor/mentee (circle one) for the SOAR initiative.

To accelerate the growth and development of my assigned protégé(s) and Ball State University—College of Communication, Information, and Media, I agree to do the following:

1. Complete Mentoring Training.
2. Meet with protégé(s) in person at least twice a semester, or virtually if needed.
3. Assist protégé(s) with developing professional goals that align with their individual Professional Growth Plan.
4. Mentors should check in with protégé(s) after 30 days of developing the Individual Professional Growth Plan
5. Complete the end-of-semester Program evaluation.

I agree to fulfill these responsibilities to support this initiative's growth and development.

Duration of Term of Memorandum and Termination Process

This memorandum shall commence on January 1, 2024, and shall continue until January 1, 2025.

This memorandum may be terminated by either party, notifying the other party in writing via Student Success Email.

Mentee Signature: _____

Mentor Signature: _____



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