

UNIVERSITY *of* WASHINGTON

COLLEGE OF BUILT ENVIRONMENTS

MENTOR PROGRAM HANDBOOK

RUNSTAD DEPARTMENT OF REAL ESTATE

RUNSTAD ADVISORY BOARD

The content of this handbook is based on the Mentor Program at the University of Minnesota's College of Design, and used with permission. It has been edited to reflect the expectations of the Department of Real Estate and UW.



CONTACT INFORMATION

Runstad Department of Real Estate

Sofia Dermisi

Director of Graduate Programs in Real Estate

206.543.0756

sdermisi@uw.edu

Gordon Louie

Academic Advisor, Runstad Department of Real Estate

206.616.9042

glouie00@uw.edu

ROLES AND EXPECTATIONS

Mentor

- > Establish realistic and achievable goals with the student and identify ways to achieve them
- > Offer constructive suggestions and feedback
- > Help student meet with other professionals in desired field
- > Help student increase awareness and gain access to professional resources and organizations
- > Ask questions to help student explore their own values and needs
- > Encourage student to explore new areas
- > Be willing to adjust your goals as student changes interests during — or as a result of — this opportunity for career exploration

Student

- > Come prepared to discuss your needs and expectations with your mentor
- > Be committed to carry out agreed-upon goals
- > Practice curiosity and active listening
- > Be receptive to suggestions and feedback
- > Do not expect your mentor to answer every question
- > Network through your mentor to meet other professionals and gain access to resources
- > Take the initiative to schedule meetings with your mentor
- > Show appreciation for your mentor's support and assistance

Both

- > Set goals for the mentorship together and actively work towards achieving those goals
- > Try to talk or meet at least twice per quarter

SUGGESTED ACTIVITIES

FIRST MEETING

- > Discuss backgrounds and get to know each other
- > Frame student goals for the mentorship
- > Discuss the student's career interests and goals

CAREER CONVERSATION

- > Identify student's talents, skills, and interests and discuss their application to various career options
- > Discuss how mentor's personal and professional life fit together
- > Discuss mentor's educational background and educational preparation needed for the field
- > Discuss employer types and organizational culture
- > Discuss how your individual values have impacted your career choices
- > Investigate discipline-related clubs and organizations
- > Discuss a current event, issue, or recent research in your field
- > Discuss professional standards and unspoken rules of etiquette that exist in your field or workplace
- > Discuss the transition from school to work and identify ways to help the process run smoothly
- > Search the Internet together for job resources and other information related to your field
- > Go out to lunch or dinner and discuss proper etiquette for a business lunch

RESUME / INTERVIEW ACTIVITIES

- > Critique the student's resume, cover letter, portfolio, or projects
- > Practice for a job interview or arrange for a mock interview with a professional colleague

EXPAND PROFESSIONAL NETWORKS

- > Compile a list of contacts the student could meet with in the mentor's field
- > Network with other mentors and students
- > Practice for and schedule informational interviews
- > Help arrange informational interviews for student with colleagues or others in the field
- > Attend a professional meeting, conference, or program together
- > Participate in a company tour or attend a professional recruiting career event
- > Participate in a job shadow day
- > Connect with other Runstad Department alumni through the Alumni Chair or LinkedIn

EVENTS OR ACTIVITIES

- > Attend a lecture, concert, or sporting event together
- > Critique a school project the student is involved with for a class
- > Practice for a presentation; help student refine presentation skills

(depending on time and availability at least two of the above should be explored)

GOAL SETTING

Setting goals helps provide direction and creates a way to stay focused on what you wish to accomplish. As you set goals you define where you want to be.

Take some time to think about the goals the student wishes to accomplish throughout the mentorship and determine how the mentor can be a helpful resource. The SMART guidelines will help you set effective goals that include a timeline.

SPECIFIC	Describe your goals and the steps you'll take to achieve them in detail
MEASURABLE	Quantify your goals so that they are measurable
ACHIEVABLE	Ensure that your goals are within reach given the resources at hand
RELEVANT	Identify the benefits of achieving your goals
TIME-BOUND	Include a reasonable timeline for completion

>Goal statement

Activities and resources that will help me achieve this goal

>Goal statement

Activities and resources that will help me achieve this goal

>Goal statement

Activities and resources that will help me achieve this goal



MENTORING NOTES

Use this space to record notes about your mentoring partner and ideas that emerge during your conversations. Use this time to help shape and focus your mentoring experience together.

MEETING SCHEDULE

Based on your initial meeting, plan several follow-up meetings or conversations that meet your goals, interests, and availability. Record dates and times in the space below or on your personal calendars.

NEXT MEETING DATE/TIME: _____

LOCATION: _____

AGENDA: _____

THIRD MEETING DATE/TIME: _____

LOCATION: _____

AGENDA: _____

FOURTH MEETING DATE/TIME: _____

LOCATION: _____

AGENDA: _____

FIFTH MEETING DATE/TIME: _____

LOCATION: _____

AGENDA: _____
