ALUMNI MENTOR

CAREER MENTORING

HANDBOOK

A collaboration between Career Development, The Rinker School of Business & Alumni Relations
Dear Mentor,

Welcome to the Palm Beach Atlantic University Mentoring Program! This program is designed to create opportunities for students to connect with alumni and career professionals. The Career Services Center is proud to support the program as a valuable step in the professional development of students. Students elected to participate in this program and are excited to build and sustain a relationship with you. Our students are hard-working and intelligent. Some students have very clear career paths, while others are still exploring their options. No matter what their future plans are, they are eager to learn from you and your experiences. Many are unsure of how to integrate their faith into their vocation, and look to you for guidance in this area.

This handbook serves as a guide for this mentoring relationship. Please take some time to reflect on what makes a great mentor; you may want to recall someone who has been especially helpful in your own career. Even our most experienced mentors can benefit from the tips and student feedback that we have included. Acknowledgements

If at any time you have a question, concern, or thought about the program, please do not hesitate to contact me. I look forward to working with you!

Jennifer Fonseca
Assistant Director of Career Development /Mentor Program Coordinator
jennifer_fonseca@pba.edu
(561) 803-2383

1 Acknowledgements: Xavier Mentor Program Handbook 2014-2015; Never Eat Alone by Keith Ferrazzi; The Vault Guide to Schmoozing; Cornell Alumni-Student Mentoring Program Student Handbook; Elmhurst College Mentor Handbook; entrepreneur.com
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About Palm Beach Atlantic University

**Purpose**
Palm Beach Atlantic University is a Christian university that equips students to lead fulfilling lives through learning, leadership and service.

**Vision**
The vision for Palm Beach Atlantic University is to be a premier Christian university, whose graduates are intellectually prepared, possess high moral character, demonstrate outstanding citizenship and are servant leaders in their communities, the nation and the world.

**Mission**
The mission of Palm Beach Atlantic University is to prepare students for lifelong learning and leadership by offering excellent undergraduate, graduate and professional programs of study in the Arts, Humanities, Sciences and selected professions. Palm Beach Atlantic University is a private, independent university dedicated to the intentional integration of Christian principles. As a community of learners, the University provides students with a rigorous educational environment that leads to intellectual, spiritual and personal character development.

**Core Values**
Accountability; Excellence; Integrity; Love; Respect; Unity
Introduction

Research has shown that people can and have benefited from mentoring relationships. It is also known that mentoring relationships can be designed and structured to benefit particular groups of people.

The material in this handbook is designed to provide the mentee with:
- practical, workable ideas and suggestions
- information needed to completely utilize their educational opportunities at Palm Beach Atlantic University

Mentoring is a very old concept. Biblical examples include the following:
- Moses and Joshua
- Elijah & Elisha
- Deborah & Barak
- Naomi & Ruth
- Mordecai & Esther
- Paul & Barnabas, Timothy
- Elizabeth & Mary
- Jesus & The Disciples (and the rest of us)

Each of these mentors invested time and energy into their mentees. They invited them to key events and stretched them beyond what the mentee thought possible.

Simply stated, mentoring is a helping relationship in which a more experienced person (the mentor) assumes limited responsibility for assisting a less experienced person (the protégé) in order to enhance the probability that the less experienced person will develop and grow professionally and personally.
Mentors are individuals who are willing to share their knowledge, skills and talents with the mentee. They address issues of character development and competencies in their field of study, while assisting the mentee with identifying opportunities to grow professionally. The mentees are Palm Beach Atlantic University students who are committed to enriching their academic experience, along with identifying and developing the necessary skills required of a true professional.

Design and Goals of the Program

The program is designed to assist students in developing their character, integration of faith, academic and professional skills and social responsibilities. This is a formative time in the lives of 18 – 22 year olds. Identifying where one's faith and work intersect and where they may find meaning through connecting one's work to God's larger work.

In congruence the mission of Palm Beach Atlantic University the Career Mentoring Program will provide students with the opportunity to identify their vocational calling. Meaningful conversations and activities with you are a crucial part of the vocational exploration process.

Mentors play an important role in this process by providing the following:

- advice and encouragement on personal and professional growth and development
- knowledge of the world outside of the classroom and of PBA's campus
- prepare the student to become a confident graduate with exceptional leadership, teamwork, creative thinking and interpersonal skills through mentor's coaching and feedback
- encouragement to the mentee in formulating plans, goals, and strategies for professional and personal development
- guidance to the mentee in learning how to acquire the skills of successful networking in today’s society
- insight and tools to make informed and ethical career decisions
- wisdom for the integration of faith and values in the marketplace
The Mentor's Role

The mentor's role in the program is to:

- serve as a role model

- encourage and support the mentee in striving for academic and professional success

- assist the mentee with the formulation of plans, goals, and strategies for professional and personal development

- help the mentee learn how to acquire the skills of successful networking in today's society

- help the mentee identify and acquire appropriate professional resources

- meet regularly with the mentee (once a month is the minimum expectation)

- along with the mentee, take responsibility for creating a healthy mentoring relationship
Establishing the Mentoring Relationship

The mentoring relationship should be viewed as a process which passes through various developmental stages. Joseph Pascarelli developed the four stage mentoring model: initiation, cultivation, transformation, and separation.

The *initiation* stage consists of a set of experiences during which the mentor and the mentee are discovering mutual attractions. This is the "checking-out" stage: the mentee, sensing experience, knowledge, and authenticity; the mentor, a chance to influence, a willingness to connect, and the potential of fulfillment.

The *cultivation* stage is marked by opportunities for the mentor to encourage, affirm and accept the views of the mentee. The mentor intentionally builds on the strengths of the mentee's skills, competencies, talents and interests - and very sparingly, shares his/her own.

The *transformation* stage is marked with taking risks and translating intentions, beliefs, and feelings into action. The mentee begins to take responsibility for actions, to test assumptions, and to reflect with the mentor on actions taken. The mentee moves toward increased autonomy and self-confidence and begins to increase ego-strength and belief in self. Key competencies during this stage include providing feedback, exploring the immediacy of the relationship, goal setting, and critiquing.

The final stage - actually a beginning path for the mentee - is *separation*. It represents the culmination of the mentoring arrangement. It marks the beginning of empowerment-taking risks, inventing and trying out new approaches, striking out on one's own, and beginning to act on one's vision of a positive future.

This is the most critical stage of the mentoring process - a time for reflecting, acknowledging, making learning explicit, and projecting.

Excerpts from Mentor and Tutoring by Students: "A Four-State Mentoring Model That Works", Joseph Pascarelli, (231-243) were used in composing the previous four-stage model.
Developing the Mentoring Relationship: What to Expect

What we see depends mainly on what we are looking for. - John Lubbock

What will my mentee be like? How will we get along? What will come of this relationship? How can I help him/her? The answer: No one knows! There are so many different factors that affect how a relationship between two people will develop.

The best way to approach this relationship is with an open mind. Some of our most experienced mentors know that mentees vary in their interests, passions, goals, level of professionalism, and communication style. Take some time to get to know your mentee and read our “What Mentees look for in a Mentor” section for some advice.

Expectations

MENTORS:
• communicate regularly with your mentee
• will meet face to face with your mentee at least one time per month
• will respond to contact attempts within 48 hours, even if it is only to say that you are busy and will get back to the mentee at a later date
• will contact the Mentor Program Coordinator with questions or concerns
• will behave ethically and professionally at all times; practice the behaviors you admire in your mentors

MENTEES:
• will initiate contact with mentor for the first time
• complete 3 of the suggested Professional Development activities
• will maintain contact with you at least through the end of the academic year
• regard this match as a professional contact, and are learning to keep commitments, conduct informational interviews, and sustain professional relationships
• are prepared to meet you and have done research on you, your company, and your profession
• have formulated questions they would like answered
• do not expect to gain a job or an internship from this experience
• are expecting to receive honest feedback regarding his/her communication style and professionalism
• will behave ethically and professionally at all times
**Setting Boundaries**

It is important that both you and your mentee agree to certain boundaries surrounding the mentoring relationship. You may want to use the following as a guideline when setting boundaries with your mentee:

- What are your educational and professional goals?
- What would you like to get out of this program?
- How can I assist you in reaching your desired outcomes?
- How much time do we plan to be together?
- What are the specific needs the mentee feels at the moment?
- Are there any limits we want to establish up front?
- Are there any assumptions about the relationship that we want to discuss?
- Are there issues that may have caused previous mentoring relationships to be disappointing that we would like to discuss before we start?
- Do we expect each other to be perfect? If so, how do we discuss this issue?
- What anxieties, uncertainties, uneasiness, and inadequacies do we feel about the mentoring relationship

Setting limits and boundaries early in the mentoring relationship makes it possible for both the mentor and the mentee to build a strong mentoring relationship.
What Mentees look for in a Mentor

Some of the most common fears of the mentee are: "Why would this person want to put up with me, or want to help me? Will this person reject me? Will I look like too big a failure to this person if they knew the real me?" Prior to meeting their mentor for the first time, the mentee often asks him/herself, "Will I look awkward? Will I look like a fool? Will I blow it? Will I say the wrong thing? Will I do the wrong thing? Will I ask too much? Will I ask the wrong thing?"

The following tips are only a starting point for the mentor to begin assisting your mentee in overcoming their fears of the mentoring relationship.

To teach is to learn again. -H.J. Brown

Trust your natural mentoring skills: You probably already serve as a mentor in a variety of settings in your life; parents, supervisors, and friends all act as mentors. Trust your instincts!

Get to know your mentee: What interests them? Why are they pursuing their major/career?

What are they passionate about? Understanding your mentee's communication style and personality will allow you to more effectively communicate and connect with your mentee.

Share your story: Not in the sense that you should share every intricate detail of your personal life, but don't be afraid to share some personal information. What is important in your life other than work? What are you passionate about? What were you like a student?

Be enthusiastic and encouraging: Enthusiasm to learn and share information shows your mentee that this is a relationship you care about!

Be an active listener: Your mentee wants to know that you appreciate and care about what they say.
  • Don't focus on what you are going to say next, rather on what your mentee is saying
  • Don't interrupt when your mentee is speaking
  • Uncross your arms and maintain some eye contact, nod when you agree
  • Re-cap what your mentee said to make sure you heard him/her correctly. State things like "What I think I heard you say was... is that correct?"

Manage your helpfulness: You don't always need to offer an answer or a solution; and sometimes what mentees really need is someone to listen and support them. Encourage your mentee to explore different solutions/resources.
Ask questions such as "What options are you considering?" "What has worked well for you in similar situations?" or "What resources do you need to further explore this issue?" Provide guidance when possible, but be realistic about what you can and cannot do for your mentee.

**Respond to your mentees attempts:** Mentees are learning to network and build and sustain relationships with professionals. We encourage them to come up with creative ways to do this. Make time for your mentee and respond to their attempts within 48 hours.

**Provide constructive feedback:** Mentees benefit from feedback! See the next page for more details!
## Effective/Ineffective Mentor Behaviors

<table>
<thead>
<tr>
<th>EFFECTIVE</th>
<th>INEFFECTIVE</th>
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</thead>
<tbody>
<tr>
<td><strong>Advisor</strong></td>
<td><strong>Rescuer</strong></td>
</tr>
<tr>
<td>Sounding board, facilitator</td>
<td>Problem fixer, assumes responsibility</td>
</tr>
<tr>
<td><strong>Protector</strong></td>
<td><strong>Bodyguard</strong></td>
</tr>
<tr>
<td>Supports, is a safety net</td>
<td>Fights mentee’s battles, overprotective</td>
</tr>
<tr>
<td><strong>Coach</strong></td>
<td><strong>Svengali</strong></td>
</tr>
<tr>
<td>Provides structure, gives feedback and direction</td>
<td>Dictates, controls learning</td>
</tr>
<tr>
<td><strong>Diamond Cutter</strong></td>
<td><strong>Mechanic</strong></td>
</tr>
<tr>
<td>Suggests, polishes rough edges</td>
<td>Wants a quick-fix, insensitive to self-esteem</td>
</tr>
<tr>
<td><strong>Broker</strong></td>
<td><strong>Buckpasser</strong></td>
</tr>
<tr>
<td>Identifies resources, develops</td>
<td>Abdicates, doesn’t follow-up</td>
</tr>
<tr>
<td><strong>Challenger</strong></td>
<td><strong>Adversary</strong></td>
</tr>
<tr>
<td>Positively provokes, pushes toward highest standards</td>
<td>Pushes too far too soon, always plays devil’s advocate</td>
</tr>
<tr>
<td><strong>Clarifier</strong></td>
<td><strong>Minesweeper</strong></td>
</tr>
<tr>
<td>Teaches professional values</td>
<td>Removes obstacles so mentee doesn’t have to deal with them</td>
</tr>
<tr>
<td><strong>Affirmer</strong></td>
<td><strong>Smotherer</strong></td>
</tr>
<tr>
<td>Gives needed support, enhances self-esteem</td>
<td>Gives too much feedback, discounts mentee’s feelings or concerns</td>
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Exelon Mentoring Toolkit
Managing the Mentoring Relationship

This section is designed to assist with the development of a mutually rewarding, effective mentoring relationship. Use the materials as resources to prepare yourself for a successful working relationship.

The First Meeting
It is the student’s responsibility to initiate the first step in the relationship by calling you to schedule your first meeting. Please keep in mind, the student may be nervous about calling you, as well as the meeting itself.

- If it convenient for you, meeting your mentee on PBA’s campus will set them at ease. This first meeting should be casual and relaxed.
- Student are instructed to dress “business casual.”
- These meeting usually last 60 to 90 minutes.

You are not responsible to pay for your mentee’s meal, nor are they expected to pay for you. If you want to treat, feel free, just know it is not an expectation. This goes for any expenses which may occur.

Topics of conversation for this first meeting will vary. The only objective is to become acquainted, so let the communication flow where it may.

Suggested topics include:

Your Background. Tell your mentee all about yourself. They know nothing about you, as you know a great deal about them from their bio. So, bring a resume, business card, company marketing materials, or even a personal picture/memoire, so that they, too, can have an inside look at you. They might have tried to find you on LinkedIn or your company’s website, but these sources don’t contain personal information. Suggested questions to generate this information are in the box on the next page.

Schedule of Communication. Talk about a regular cycle of communication and agree on the meeting location.

Mentor and Mentee Initial Activities
After arranging the initial meeting, an introduction with your Mentor, the following is a list of suggested activities that can be used to guide you through the session.

1. Discuss mentee needs and expectations.

2. Discuss mentor expectations.
3. Discuss goal setting activities to assist in achievement of mentee's personal, academic, and professional objectives.

4. Identify and share resource information beneficial to the mentee.

5. Determine the location, dates, and times for future meetings which will work for both the mentor and mentee.

6. Identify at the first meeting the preferred method of communication to be used in between your monthly meetings.

**Defining Your Relationship Together**

This worksheet is designed to help you and your mentee define your relationship. Use this worksheet as a helpful tool during your introduction meeting with your mentee to guide you in establishing a solid foundation for your mentoring relationship.

1. Together, discuss your reasons for becoming a part of this program.
   Mentee: ____________________________________________________________
   
   ____________________________________________________________
   
   Mentor: ___________________________________________________________
   
   ____________________________________________________________

2. Together, discuss your goals and expectations for this relationship.
   Mentee: ____________________________________________________________
   
   ____________________________________________________________
   
   Mentor: ___________________________________________________________
   
   ____________________________________________________________

3. List the contributions you and your mentor can make in order to meet your expectations and goals.
   Mentee: ____________________________________________________________
   
   ____________________________________________________________
   
   Mentor: ___________________________________________________________
   
   ____________________________________________________________
4. Discuss and jointly agree on the "purpose" of your relationship.

5. Discuss and determine how you and your mentee will establish and monitor tasks.

6. Determine how you and your mentee will measure your progress (i.e.: evaluate your relationship from time to time)

7. Discuss and share your perceptions of the roles and responsibilities of yourself and your mentee. Define those roles:
   Mentee: _____________________________________________________________
   Mentor:________________________

8. Discuss and determine how frequently you and your mentee will meet (once per month is the minimum expectation). Where and when will those meetings take place?

9. Discuss and determine how you and your mentee will keep the lines of communication open. How do you plan to communicate between meetings?

10. Sometimes it is difficult to receive feedback. Discuss ways in which your mentee could deliver feedback and how you plan to respond to that feedback.
11. How will you and your mentee determine when the mentoring relationship has come to a conclusion? How will you provide yourselves closure?

12. What are some items that you and your mentee would like to address for your next meeting?

Provide Feedback!
This program is designed to help mentees grow personally and professionally and mentees benefit from honest, constructive feedback. How you give feedback depends on your style and your mentee's needs. The next page offers questions to think about and/or review with your mentee.
<table>
<thead>
<tr>
<th></th>
<th>Positive Comments</th>
<th>Things to work on</th>
<th>Resources/Suggestions</th>
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<tbody>
<tr>
<td><strong>Preparation:</strong></td>
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<td></td>
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<tr>
<td>Did your mentee adequately</td>
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<td>research you and your company?</td>
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<tr>
<td>Did he/she come up with good</td>
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<td>questions? Is he/she prepared to</td>
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<tr>
<td>conduct other informational</td>
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<tr>
<td>interviews?</td>
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</tr>
<tr>
<td><strong>Communication:</strong></td>
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<tr>
<td>Does your mentee contact you?</td>
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<tr>
<td>Does he/she work to build and</td>
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<tr>
<td>sustain the relationship?</td>
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<tr>
<td>Does he/she communicate in a</td>
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<tr>
<td>professional, effective way?</td>
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<tr>
<td>Does he/she follow up after</td>
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<tr>
<td>conversations?</td>
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<tr>
<td><strong>Planning:</strong></td>
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<tr>
<td>Is your mentee adequately</td>
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<tr>
<td>preparing for the professional</td>
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<td>or academic world? Is he/she</td>
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<td>utilizing all the resources at</td>
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<td>PBA?</td>
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<tr>
<td><strong>Mentor/Mentee Relationship:</strong></td>
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<td>Did both of you put effort and</td>
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<td>energy into the relationship?</td>
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<tr>
<td>How did each of you benefit?</td>
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<tr>
<td>Did your mentee act on your</td>
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<tr>
<td>suggestions? Did you provide</td>
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<tr>
<td>enough/too much guidance?</td>
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Mentor Agreement (Agreed to upon signing up for the program)

I wish to participate as a mentor in the Palm Beach Atlantic University Mentoring Program. I agree to the following:

1. Review and use the Mentor Program Handbook as a reference guide.

2. Connect with my student Mentee at least once a month – I understand it is my Mentee’s responsibility to initiate contact, but I may reach out if desired.

3. Notify my Mentee if I cannot meet/connect with him/her for any reason and reschedule any cancelled meetings.

4. Be a resource to my Mentee.

5. Communicate in a timely manner with Jennifer Fonseca if I feel uncomfortable or experience any issues or problems during my participation in the Palm Beach Atlantic University Mentor Program.

6. Facilitate and/or assist my Mentee with identifying short-term career exploration experience in the form of informational interviews and/or shadowing experience as my situation permits. I am aware the Career Development Office has resources and services for my student Mentee to use for additional assistance in career development issues.

7. Participate with my Mentee in 2 of 10 recommended mentoring activities which are listed in the Mentor Handbook.

8. I will maintain the mentoring relationship through May, unless either my Mentee or I wish to leave the program prior to May date. If I cannot continue my mentoring relationship for any reason, I will notify Jennifer Fonseca.
Professional Development Activities

Your mentees are required to complete 3 of the below activities. These may be done with you, another individual at your organization or the student may attend any of the University sponsored events. The student will be responsible to provide supporting documents as part of a Career Portfolio.

**University Sponsored Events**

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<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Etiquette Dinner</td>
<td>February 10</td>
<td>Career Development</td>
</tr>
<tr>
<td>Career Fair</td>
<td>February 25</td>
<td></td>
</tr>
<tr>
<td>JJ’s Entrepreneur Business Plan Competition</td>
<td>February 27</td>
<td><a href="mailto:Mary_Jacobs@pba.edu">Mary_Jacobs@pba.edu</a></td>
</tr>
<tr>
<td>United Franchise Group field trip</td>
<td></td>
<td><a href="mailto:Mary_Jacobs@pba.edu">Mary_Jacobs@pba.edu</a></td>
</tr>
<tr>
<td>Alumni Networking Event</td>
<td>TBD</td>
<td><a href="mailto:Maria_occarrroll@pba.edu">Maria_occarrroll@pba.edu</a></td>
</tr>
<tr>
<td>Linkedin Workshop</td>
<td>TBD</td>
<td>Career Development</td>
</tr>
<tr>
<td>Resume Review w/ Career Peer</td>
<td>Mon-Thurs</td>
<td>11 am – 1pm</td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td>In Career Development</td>
</tr>
</tbody>
</table>
  - StrengthsFinder
  - Strong Interest Inventory
  - Values clarification
  - Motivated Skills

**Activities You Can Do**

- Review mentee’s resume and cover letter
- Conduct a mock interview (see following evaluation to use with the student)
- Discuss interest, strengths, values or motivated skills assessment results and how it impacts career choice
- Review mentee’s Linkedin profile
- Assist with mentee’s elevator pitch
- Assist with a business plan
- Discuss time/priority management
- Discuss ethics in the workplace and how you integrate your faith
Mock Interview Evaluation

Interviewer:  
Date of Mock Interview:  
Student Name:  

Rate on the following scale of 1 (lowest) to 5 (highest) in the following areas related to interviewing skill.

**Nonverbal Behaviors**

1. Dressed appropriately  
2. Firmly shook hands of interviewer before and after  
3. Maintained eye contact with interviewer  
4. Brought copy of resume and relevant artifacts  
5. Punctual (plan to arrive 10 min early)  
6. Overall body language (good posture, no fidgeting)

**Verbal Behaviors**

1. Started career goal(s) and related it to position  
2. Answered questions completely, yet briefly  
3. Used power/action words  
4. Emphasized qualifications  
5. Pointed out work-related skills with 3 examples  
6. Spoke positively about past experiences  
7. Displayed controlled enthusiasm  
8. Focused on strengths; but addressed weakness  
9. Acted in polite manner—greeting, thanking  
10. Asked appropriate questions of the interviewer  
11. Spoke clearly and at a reasonable volume  
12. Demonstrated knowledge of the field/company  
13. Avoided use of filler phrases such as ‘um’, ‘like’

**Best interviewing skills:**

**Areas of improvement:**
Additional Resources

In addition to this handbook, please find listed below links to additional information that may assist you in establishing and maintaining a positive and productive relationship with your mentee. Please do not hesitate to contact me with any questions or concerns.

Palm Beach Atlantic University Mentoring Program Contact:

**Jennifer Fonseca**  
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561-803-2470  
Leslie_Turner@pba.edu

**Maria O’Carroll**  
Assistant Director of Alumni Relations  
561-803-2016  
Maria_OCarroll@pba.edu

**PBA JobLink**  
Our employer database, hosting over 2,000 employers and job postings. JobLink also includes a Documents Library where students may find valuable resources such as resume guides, interview helps, and more.

**PBA Alumni Linkedin** | [www.pba.edu/alumni-linked](#)

**Tips for Mentors**  
[http://www.mentors.ca/mentorideas.html](http://www.mentors.ca/mentorideas.html)

**Mentoring Publications**  
[http://www.mentors.ca/topmenbks.html](http://www.mentors.ca/topmenbks.html)

**Amazon also has some more recent publication such as:**

- The Person Who Changed My Life: Prominent People Recall Their Mentors by Matilda Cuomo
- A Game Plan for Life: The Power of Mentoring by Don Yaeger and John Wooden