Guidance Document
ADPI Ambassador Program

1.0   Background

1.1   Purpose

This document provides recommendations for volunteers of the ADPI Ambassador Program and Campus Hosts for Career Spotlights. In addition to explaining the purpose and background of the two arms of the program, the document is meant to provide guidance on how to conduct Career Spotlights and provide Mentoring to students.

The objective of the ADPI Ambassador Program is to attract students from a variety of majors to consider dairy as a career option. We want to help ensure that dairy industry stakeholders will have well-trained job-ready employees for decades to come. Storytelling reaches people of all ages. Thus, **Career Spotlights** are designed to feature ADPI member company employees sharing their personal dairy journey stories with students. Timely guidance from experienced mentors can help young people make better decisions. The **Mentoring** arm of the ADPI Ambassador program is intended to foster relationships between students and dairy professionals, and nurture sound career decisions.

It is expected that all Campus Hosts, Career Spotlights and Mentors will reflect a positive image, uplifting the entire dairy industry, ADPI, and the volunteers' respective companies.

1.2   Who are ADPI Ambassadors?

ADPI Ambassadors are dairy industry professionals who want to share their stories, experience and wisdom with students. ADPI Ambassadors come from a variety of academic and industrial backgrounds and currently work in the dairy industry. They represent all aspects of the dairy ingredients supply chain, including people that process dairy ingredients; distribute equipment, materials, and/or services to the dairy industry; or simply use dairy ingredients in their business. By sharing themselves with younger generations, ADPI Ambassadors hope to help the dairy industry continue to thrive.

1.3   Who are Campus Hosts?

The Campus Host is any college or university faculty, staff or student who interacts directly with the ADPI Manager of Academic Engagement, Stephanie Clark (sclark@adpi.org), and the ADPI Ambassadors to help coordinate a Career Spotlight Event. Campus Hosts schedule rooms, ensure availability of audio-visual equipment, assist in setting up the room for the event, greet the ADPI Ambassador upon their arrival, assist with cleaning up after the event, and other activities that help ensure an exceptional event.

1.4   Time Commitment

With a goal to reach students all over the country, with numerous volunteers from coast to coast, it is expected that Career Spotlight volunteers will visit one university, college, or community college per year. The visit can also be coupled with a Career Fair if that helps keep travel costs down. If a volunteer desires more than one visit per year, that may potentially be arranged.

It is hoped that Mentors will establish and maintain a meaningful virtual relationship with one student. The time commitment will be arranged by the Mentor and student, and may consist of a single interaction, monthly for several months, or a year. If a volunteer desires to be a Mentor for more than one student, that may potentially be arranged.

2.0   Career Spotlights

2.1   Expectations of ADPI Ambassadors & Campus Hosts

The foundation of the ADPI Ambassador Program is ADPI Ambassador volunteers who completed either the volunteer portal survey (**link**) and Campus Hosts who completed the Academic Institution member survey (**https://www.surveymonkey.com/r/FV9LL36**). Responses are used to match ADPI Ambassadors with Academic Institutions seeking Career Spotlights and Mentors.

Currently, ADPI has 33 Academic Institution members, distributed throughout the US and internationally (Figure 1).   Since a primary objective of the Ambassador Program is to interest students in dairy industry careers, attempts will be made to prioritize visits to programs that do not have well-established dairy science programs. Thus, while a volunteer may exhibit a strong interest in visiting the University of Wisconsin-Madison, scheduling a visit for a different volunteer, interested in visiting a university in Texas, may be scheduled first. ADPI hopes that volunteers will be patient and understanding of this approach.

After "matches" are identified, ADPI Ambassadors and Campus Hosts are contacted to begin the event coordination process. The primary target for Career Spotlights at this time is undergraduate students who may not know about careers in the dairy industry. With the goal to maximize attendance, Career Spotlight events may be scheduled at a food science club, entrepreneurship club, or other club meeting or event. If a volunteer already plans to be on a particular campus during the week of a Career Fair, the event may be planned to coincide with that visit. If a volunteer plans to visit a child at a particular university, a Career Spotlight may be arranged at that institution.

The ADPI member company is expected to cover the ADPI Ambassadors's travel expenses, thus all volunteers are expected to coordinate travel support in advance of participating in the Career Spotlight event.

Figure 1. Academic Institution Members as of November 1, 2024.

ADPI Ambassadors are not permitted to participate in any site visit in connection with the Ambassador Program without first signing the "Waiver and Release for ADPI Ambassador Program Participation". The waiver is to be sent (by e-mail) to volunteers once official matches with schools have been completed.

The Campus Host is expected to provide directions and information about campus parking for the ADPI Ambassador.

Advertisement posters and social media announcements about the Career Spotlight will be created by ADPI and provided to Campus Hosts. A photograph may be requested of each ADPI Ambassador to include on such materials. The Campus Host is expected to post social media announcements (if they are on social media) and print and post fliers (in accordance with institutional/department policies).

The Campus Host is asked to print page 5 of this document, and have it available at the Career Spotlight event.

ADPI will send ADPI-themed "swag" to the Campus Host (college or university) in advance of the Career Spotlight event. The Campus Host will be asked to lay the ADPI-branded materials on a table, near the refreshments (if provided). The ADPI Ambassador is welcome to also distribute swag representing their company.

Career Spotlight events are expected to last up to one hour (without refreshments) or 90 minutes (with refreshments). Since refreshments are always appreciated by students (and tend to enhance attendance), providing refreshments for the Career Spotlight event is encouraged. If assistance is needed to order refreshments for delivery, the ADPI Manager of Academic Engagement, Stephanie Clark (sclark@adpi.org), is willing to help.

A Power Point presentation has been created, with notes at the bottom of each slide, so that volunteers do not have to start slide decks from scratch or memorize facts about ADPI. The ADPI portion of the presentation is designed to take 20 to 25 minutes, leaving about 20 to 25 minutes for the ADPI Ambassador's story, which leaves plenty of time for interaction with attendees prior to and after the presentation.

The Power Point slide deck is divided into 3 sections:

1. What is ADPI? This section includes an embedded 3-minute ADPI video
2. My career journey. Blank ADPI-template slides that are ready to be populated with material that helps volunteers tell their stories.
3. Opportunities for you. This section includes information about ADPI resources students can take advantage of.

ADPI Ambassadors are encouraged to review the slides carefully prior to the event so that they are familiar with the material. The presentation will be available in two different orientations so the speaker can be prepared for both styles of screens at different institutions.

ADPI Career Spotlight   Date:

We would like to know who attended this event. Please sign in!

First Name	Major	Year (Fr, So, Jr, Sr, Grad)	e-mail address	Indicate (X) if interested in a Dairy Industry Mentor

Please scan the completed form and e-mail to ADPI Manager of Academic Engagement, sclark@adpi.org.

2.2   Tips for a Successful Career Spotlight Event

Guide people to the event. The Campus Host is expected to post appropriate social media advertisements (provided by ADPI) and wall signage (provided by ADPI) that help guide people to the Career Spotlight event.

Open the room. The Campus Host is expected to greet the ADPI Ambassador and provide access to the room where the Career Spotlight will be held so that the volunteer can set up and prepare for the event.

Serve refreshments (optional). Refreshments (if provided) should be completely set up at least 15 minutes before the event so that set-up does not cut into the timing of the presentation. Campus Hosts may wish to open refreshments either BEFORE or AFTER the ADPI Ambassador's presentation.

- If the goal is to serve refreshments BEFORE the speaker, refreshments should be set up in the back of the room or to the side of the speaker, so that attendees can get refreshments without distracting from the speaker once the presentation has started. Attendees can be encouraged to have some refreshments as they enter. Approximately 30 minutes should be allowed for attendees to enjoy refreshments and socializing before the presentation.
- If the goal is to serve refreshments AFTER the speaker has concluded the presentation, refreshments should be set up behind the speaker. Attendees can be told that refreshments will be served after the presentation.

Welcome attendees. As faculty, staff and students arrive at the event, the Campus Host and ADPI Ambassador are encouraged to welcome them and facilitate engagement with other attendees, if possible.

Encourage people to sign in. ADPI will follow up with students who sign up for mentors, so it is important that the sign-in sheet be available throughout the session. Placing a copy at each entrance (if more than one), guiding people to sign in, and reminding them to request a mentor are good ways to ensure that no one is missed. The completed form is to be scanned and e-mailed to Stephanie Clark (sclark@adpi.org) after the event.

Be authentic. Authenticity resonates with people. Share your personal career journey story, including failures as well as successes.

Stay on time. To show respect for those who arrived on time, and to ensure that the event does not go over time, start the presentation and end the event "on time". Try to stick to the 60-minute (if no refreshments) 90-minute (if refreshments) allotted time. However, if not constrained to a tight schedule, welcome people to stay longer if they want to engage more with the ADPI Ambassador.

Distribute swag. ADPI-themed and company (optional) swag should be completely set up at least 15 minutes before the event so that set-up does not cut into the timing of the actual event. ADPI Ambassadors may wish to encourage people to pick up swag BEFORE or AFTER the presentation. Similar to refreshments, orientation of the set-up can facilitate swag distribution.

Make it memorable. Although a Power Point presentation is provided, it is not meant to limit the ADPI Ambassador's creativity. Memorable, effective events include a variety of visual, auditory and tactile aids to keep attendees engaged. Ask attendees questions and encourage them to ask questions. Feel free to pass around dairy ingredients, packaged food items, packaging examples, equipment parts or other things that your company manufactures or distributes. You are welcome to show additional short videos if they help tell them something about your company or about you. Remember, the Career Spotlight is on YOU…

3.0   Mentoring

3.1   Expectations of ADPI, Mentors, and Mentees

ADPI Ambassador volunteers with particular interest in serving as Mentors are identified based upon responses in the volunteer portal (**link**). During Career Spotlight events, students are invited to sign up for a dairy industry Mentor (page 4). Mentors are matched with mentees based upon alignment of responses to volunteer portal questions (e.g., undergraduate or graduate college attended, major).

ADPI will contact the matched Mentor (ADPI Ambassador volunteer) and Mentee (student) by e-mail within 2 weeks of the Career Spotlight event to initiate the introductions. At the end of the year, ADPI will contact the ADPI Ambassador to ask for an update (e.g., how many times Mentors and Mentees met during the year).

Mentors are expected to contact their Mentee by e-mail to arrange a mutually agreeable time to meet virtually. The Mentor should propose an appropriate program for communication (e.g., Microsoft Teams, Zoom) and set up the meeting.

While a formal mentoring agreement is not required, some people like to establish such an agreement. An example form is included on page 11. Prior to the first meeting, the Mentor may wish to consider:

1. A potential engagement plan to propose to the Mentee (e.g., bi-monthly virtual chats).
2. Personal goals and expectations for the Mentoring relationship.
3. Potential talking points.

3.2   Tips for Successful Mentoring

Good mentoring can help students forge new connections, improve their mental well-being, engage more deeply with their studies, and enhance their campus experience. In addition to

having knowledge in the subject area of interest of their mentee, good mentors are self-aware, and have a supportive attitude. According to (reference 4.5), the "best" mentoring happens when mentors and mentees are prepared and strong relationships develop.

Some ways that Mentors may prepare for Mentoring include (but are not limited to):

1. Identify your strengths, weaknesses, and biases.
2. Assess and build your communication and listening skills.
3. Realize that each mentor/mentee relationship is unique, and be flexible.
4. Consider discussion topics if unsure of how to get started (e.g., reference 4.7).

Mentoring relationships have four stages (4.3):

1. **Preparation.** The preparation stage involves a short conversation to determine whether the mentor and mentee can work well together.
2. **Negotiation.** The negotiation phase defines the nature, timeframe, and process of the relationship, goal-setting, and discussion of how to work towards agreed-upon goals.
3. **Enabling Growth.** This stage lasts the longest, and involves regular interaction to facilitate progress toward reaching goals.
4. **Closure.** The final stage involves evaluating and celebrating accomplishments and deciding how to move on.

Some examples of skills and attitudes to foster in mentoring include (but are not limited to):
1. Set goals and expectations for the relationship (e.g., general development, career-focused objectives, emotional support).
2. Draw out the mentee's thoughts in culturally appropriate ways.
3. Listen actively and use encouragement to facilitate growth.
4. Maintain confidentiality when sharing experiences and discussing issues.
5. Be willing to share personal successes and failures (wise and appropriate self-disclosure).
6. Create a safe space for the mentee to grow and build confidence.
7. Give constructive feedback that includes both criticism and praise.
8. Be complete yet succinct in comments and explanations.
9. Help students learn to deal with setbacks, see the bigger picture, and learn from mistakes.
10. Understand the limitations of one's own experience and perspective.

Most of the students who will be part of the ADPI Ambassador program will likely be considered part of "Gen Z" (born roughly between 1997 and 2014). According to (reference 4.1), Gen Z are looking for guidance, learning, and holistic personal development. In other words, they want an ongoing two-way relationship, rather than a top-down dissemination of knowledge from a superior.

Some characteristics that the Gen Z population share, and some tips on how to mentor them (4.1, 4.4) include:

1. **Digitally connected**. They are very technologically-savvy because they have grown up with the internet, social media and smartphones. Be present and available to help them process the world.
2. **Value-centric**. They value environmental sustainability, social responsibility and ethical practices. Encourage them to advance their individual talents and strengths.
3. **Learn by show, not tell**. They grew up learning how to do things from YouTube videos. The digital show and tell mentality transfers to how they do school work, approach new tasks and learn new concepts. Make mentoring and learning enjoyable and purposeful; allow them time to process information.
4. **Skeptics**. This generation grew up with a variety of life experiences (e.g., 9/11, cyber bullying, COVID) as well as fantasy (e.g., Harry Potter, Hunger Games) and real leaders (e.g., political figures) that have led them to question authority and even fear leadership. They often do not yet have the skills to discern fact from fiction. Provide them human connection, be authentic, demonstrate positive leadership, and help them distill truth.

Additional resources listed in section 4 may be of interest.

Some mentors and mentees like to establish a formal mentoring agreement. If that is of interest, an example template is included on page 11.

4.0   External References & Additional Resources

4.1   Allsteel. Mentorship in the Era of Gen Z. Available at: https://www.allsteeloffice.com/mentorship-era-gen-z. Date accessed: 11/5/24.

4.1   College Bound Mentor. Generation Z Goes to College. Available at: https://collegeboundmentor.com/generation-z-goes-college/. Date accessed: 11/5/24.

4.3   Mentoring Matters. Accessible at: https://mentoring-matters.org/types-of-mentoring/. Date accessed: 11/1/24

4.4   Metsker, M. 2024. 9 Ways to Engage Gen Z with Career Services. Available at: https://www.gouconnect.com/career-everywhere/9-ways-to-engage-gen-z-with-career-services/. Date accessed: 11/5/24

4.5   Michigan State University Office of Faculty and Academic Staff Development. Accessible at: https://ofasd.msu.edu/mentoring/best-practices-for-mentors-and-mentees-in-academic-settings/. Date accessed: 11/1/24

4.6   Planet Professional. 2023. How Mentoring Supports Gen Z. Available at: https://planet-pro.com/blog/mentoring-supports-gen-z/. Date accessed: 11/5/24.

4.7   Together. Accessible at: https://www.togetherplatform.com/blog/questions-to-ask-a-mentee. Date accessed: 11/1/24

4.8   Watermark. Accessible at: https://www.watermarkinsights.com/resources/blog/a-foundational-guide-for-mentoring-students/. Date accessed: 11/1/24

5.0   Formal Mentoring Agreement Template (example-modify as you see fit)

ADPI Ambassador Program Mentoring Agreement

Mentee's name, email address and school:	
Mentor's name, email address and organization:	
Start date:	
Meeting schedule:	
End date (up to 1 year):	

Mentorship Goals:

Responsibilities of each party:

As the mentor, I will:

- Act as a resource and support
- Assist in goal setting and clarification
- Utilize all my skill and experience in working with the mentee
- Provide honest and direct feedback
- Suggest activities for improvement
- Give time, energy and attention to this mentorship
- …

As the mentee, I will:

- Fully commit to make the most of the mentoring relationship through active participation
- Communicate with mentor about goals, needs and feelings
- Be receptive to honest and direct feedback
- Be prepared for mentoring sessions – have specific issues identified to discuss
- Keep an open mind about the process and participate in a professional manner
- …

Signatures:

Mentee _____   date _____

Mentor _____   date _____