BEL CAREER MENTORING PROGRAM

2017 Mentor Handbook

The University Of Queensland AUSTRALIA

BUSINESS, ECONOMICS & LAW SET

STUDENT EMPLOYABILITY TEAM

INTRODUCTION

The BEL Career Mentoring Program puts high achieving, motivated students from The University of Queensland's Faculty of Business, Economics and Law in contact with key industry professionals.

The program complements mentees' academic knowledge by offering a real industry perspective and practical advice to prepare them for their career. This invaluable guidance enhances all aspects of a mentee's employability, including their transition to work, applying academic knowledge in the workplace, goal setting and career options. As a mentor, you can play a key role in a mentee's development while enhancing your own leadership and coaching skills and gaining an insight into younger employees. You might even identify new talent for your organisation.

PROGRAM OBJECTIVES

1. To establish and foster positive individual mentoring relationships which provide value to both you and your mentee
2. To provide mentees with current, relevant and applicable career information and guidance
3. To provide an environment where mentees feel comfortable to explore career options and topics of interest
4. To encourage mentees to build professional networks and relationships

HOW THE PROGRAM OPERATES

The program operates throughout both semesters (March – June; August – November) and is facilitated by the Business, Economics and Law Student Employability Team (BEL SET) which supports mentors and students by:

- pairing you with a mentee
- providing a point of contact for you should you have any concerns or problems
- delivering a series of workshops and information sessions for mentees.

MENTORING GUIDELINES

WHAT IS MENTORING?

Career mentoring is a one-to-one relationship in which an experienced individual voluntarily offers their knowledge, insight and encouragement to facilitate the learning and development of a less experienced person or person of differing experience.

A good career mentoring relationship is professional and equal, recognising that both mentor and mentee can grow from the experience.

A mentor does not guarantee success and will often play contradictory roles – sometimes offering advice and support; at other times posing tough challenges and sharing critical insights.

WHY SHOULD I BECOME A MENTOR?

At some stage of your career you would have had help from colleagues or friends who were more experienced or who had different experiences from yourself. This is a chance for you to be that person for a mentee. Your life experiences, gained through learning and working with others, make you well qualified to help a young person starting their career. Mentoring also enhances your management, leadership and coaching skills.

WHAT WOULD BE EXPECTED OF ME?

Commitment, availability and frequency of contact

As a mentor, you will be committing to regular contact with your mentee for the duration of the Mentoring Program. The ability to meet regularly with your mentee is essential.

We ask that you take reasonable steps to ensure that your work and personal circumstances will permit you to commit for the duration of the program.

Although the regularity and method of contact is negotiable between you and your mentee and needs to be convenient for both parties, it is recommended that you meet approximately fortnightly. If face-to-face contact is difficult due to your location or commitments, it may be easier to maintain contact via email, Skype or telephone.

It is also recommended that in your initial meeting you agree on dates and the frequency of meetings to reduce unscheduled contact.

If, at any stage, your work or personal commitments make it difficult to continue mentoring, please advise the Mentoring Coordinator, Cate Clifford by email: **c.clifford@uq.edu.au**.

Initiating contact

Once the matching process has been finalised you will be notified of your mentee. Your mentee will contact you via phone or email to arrange the initial mentoring meeting. Please respond to that communication as soon as possible.

Mentor responsibilities

As a mentor you are asked to:

- provide information, guidance, support, encouragement and constructive feedback
- be willing to have regular contact with the mentee
- encourage the exploration of ideas and facilitate self-directed learning
- devote appropriate, uninterrupted time to meet with the mentee
- create opportunities for learning and development
- encourage your mentee to approach other people for information and develop their own network of resources
- respond in a timely and professional manner to all mentoring commitments and communication
- maintain confidentiality regarding information obtained in the course of the relationship
- attend the BEL Career Network Breakfast.

WHAT CAN I EXPECT FROM THE STUDENT?

Your mentee will apply for a position in the Mentoring Program, and be selected based on academic achievement, stage of study, and motivation to learn from the mentoring experience. It is expected that the mentee has a genuine desire to learn from this experience and that they will abide by the guidelines. These include:

- respecting your privacy and under no circumstances disclosing information without prior consent
- remembering that the you are a busy professional and keeping scheduled appointments or providing you with adequate notice if unable to attend as scheduled
- refraining from contacting you out of arranged meeting times
- maintaining a professional manner and treating you with respect and courtesy at all times.

Please be aware that it is not appropriate for a student to use the mentoring relationship to:

- ask for assistance with assignments
- expect employment or work experience.

THE MENTORING PROCESS

Mentoring relationships progress through predictable stages: preparing, managing the relationship, reflecting and transitioning. These stages build on one another but will vary depending on the mentoring relationship.

Awareness of the stages is a key factor in successful mentoring relationships. Simply being aware of them provides significant signposts.

PREPARATION

1. You and your mentee should reflect on your motivations and goals for the mentoring relationship
2. Mentors are matched with an appropriate mentee, based on the information provided in the expression of interest
3. BEL SET informs you about the match by email with brief introductory information about your mentee and mutual contact information
4. Your mentee sends an initial email to you
5. You and your mentee begin communicating by expressing expectations and agreeing upon some common procedures e.g. the frequency of contact and availability of both parties

You and your mentee will also receive an online evaluation of the Career Mentoring Program. Please be open and honest about your opinion of the program, your relationship with your mentee, highlights, and any improvements that could be made.

MANAGING THE CONNECTION

Planned mentoring relationships need clearly focused goals and activities that meet the needs of both the mentor and mentee to help sustain the relationship. The following suggested discussion topics and activities help to clarify your mentee's expectations, assist with career goal setting and building a professional network, as well as helping to strengthen your mentoring relationship.

Initial meeting: Establishing the mentoring relationship

The success of the Mentoring Program relies on maintaining a level of interest, commitment and communication. It is important to build rapport from the very beginning, so take some time to get to know one another. Information about your life will enable the relationship to progress.

Below are some suggestions for the initial meeting:

- discuss your mentee's background, strengths and goals
- ask what classes your mentee is taking this semester
- ask about the mentee's plans after graduation
- ask what expectations they have from the mentoring relationship
- ask if they have any concerns about trying to establish this relationship
- tell the mentee why you are interested in mentoring
- if you have ever been mentored, discuss how it helped your career
- together complete the Mentoring Protocol form – the mentee will provide this document

In addition to getting to know each other, you will also need to use this first meeting to agree on the general terms of the relationship:

- how often you will meet
- how/where you will meet
- how will you maintain contact between meetings (phone, email, Skype)

This information should be recorded on the Mentoring Protocol form provided and sent back to Cate Clifford at: **c.clifford@uq.edu.au**

REFLECTION

You and your mentee might like to use the meeting agenda template provided to outline particular areas for discussion at each meeting.

Periodically, you and your mentee should reflect on the learning process and progress to ensure that your goals are being met. Determine if your initial goals and agreements should be re-evaluated and make adjustments if necessary.

- what do you feel is going well during your mentoring sessions?
- are there any obstacles which may be preventing the establishment of a good relationship with your mentee?
- what positive impact do you feel you have in helping your mentee?
- what are you learning about yourself during this process?

TRANSITIONING AND EVALUATION

By reflecting regularly on how the program is working for you and your mentee, any issues can be resolved quickly and easily.

At the completion of the formal Mentoring Program you can choose to discontinue your relationship with the mentee or, if both parties agree, continue the mentoring relationship outside the structured program. If you decide to remain in contact with the mentee, BEL SET will no longer facilitate the connection.

If you agree to discontinue the connection, please spend the last meeting reviewing the progress made and working out “where to from here” for the mentee.

MENTORING TOOLKIT

Suggested discussion topics.

CAREER GOAL SETTING AND PLANNING

- what are your plans for your professional future?
- do you have a specific career goal?
- what is your plan to reach this goal?
- how will you monitor your progress?
- what is most important to you in your future career?

MENTOR BACKGROUND

- discuss your own career progression, current role and day-to-day work
- discuss how your degree prepared you for real work
- discuss why you chose your career path
- talk about what you like most about your job and what you don't like so much
- look over your current job description, discussing each element of the role

JOB INFORMATION AND WORKPLACE INSIGHTS

- discuss current trends in the field
- discuss possible courses to study/further education options
- discuss useful publications, subscriptions or forums
- discuss the focus of certain roles and career progression
- if appropriate, arrange for a short period of 'job shadowing'
- invite the mentee to relevant seminars, lectures or industry events and discuss the topics presented
- further workplace experience such as attending team meetings or training sessions

THE JOB SEARCH

- work together on the mentee's résumé and cover letter
- look over your résumé (if appropriate)
- discuss the benefits of work experience/internships/volunteer work
- discuss questions you might expect in an interview or mock interview
- talk about the most sought after attributes in your line of work
- suggest ways to look for work in this industry – e.g. websites

BUILDING A PROFESSIONAL NETWORK

- discuss the importance of networking
- help create the mentee's 'elevator speech' to introduce themselves in a networking situation
- discuss how to overcome shyness or awkwardness
- keeping in touch with contacts – what is expected and what is appropriate
- ask what kind of network they would like to develop and whether they need any assistance in learning how to network?
- ask if there are any specific contacts that the mentee would like you to initiate; compile a list of suggested contacts
- practice networking conversations
- arrange for the mentee to visit your workplace and introduce them to your colleagues
- set up 'coffee meetings' with other colleagues in the mentee's area of interest
- suggest organisations that the mentee can get involved in and attend any associated functions

UNLOCKING YOUR EMPLOYABILITY MOOC

The University has developed a Massive Open Online Course (MOOC) to assist students and professionals to develop their employability.

There are seven modules in the course:

- what is employability?
- developing your employability
- connecting your employability to the workplace
- communicating your employability
- workplace behaviours and attitudes
- career transitions
- ongoing learning and working globally.

In this free, self-paced course, you'll hear from:

- employers discussing what they value when recruiting new graduates
- current students who have maximised their university experience
- graduates who have transitioned successfully into the workplace
- academics in the field of employability with insights into key topics.

Go to **edx.org**, register for an account, then sign in and enrol in *EMPLOY101x: Unlocking your employability*.

MENTORING PARTNERSHIP CODE OF CONDUCT

By registering to participate in the Career Mentoring Program you agree to undertake your mentoring responsibilities in accordance with the Code of Conduct.

PROGRAM REQUIREMENTS

- negotiate the Mentoring Protocol including a commitment for ongoing communication between the mentor and mentee
- fulfil all meeting commitments and agreed actions, and provide adequate warning of changes
- assist with evaluation and feedback
- contact BEL SET with any concerns or difficulties

PROGRAM EXPECTATIONS

- respond as soon as possible to all email and phone messages
- develop a professional friendship – be honest and respectful
- be objective and non-judgmental
- observe confidentiality and professional standards of behaviour at all times

EXPECTATIONS OF MENTOR

- guide mentees to achieve self-reliance
- challenge, motivate, inspire and encourage
- encourage self-directed reflection, analysis and problem-solving
- be patient and build trust
- create opportunities for learning and development
- avoid providing solutions, counselling or assuming responsibility for the mentee's career development

If either party breaches this Code of Conduct, notify BEL SET as soon as possible. Any improprieties will result in the mentoring relationship being discontinued immediately.

PRIVACY POLICY

The University of Queensland and the Faculty of Business, Economics and Law respects your privacy and treats information gathered accordingly. For details please read the BEL SET privacy notices at **bel.uq.edu.au/set/privacy**.

OTHER TIPS

Although the mentoring relationship you build with your mentee will depend on the objectives you set initially, and how comfortable you feel with each other, here are a few suggestions to keep the relationship moving forward and worthwhile:

- allow time to talk with your mentee without interruptions
- ask open-ended questions
- be a positive role model
- be an active listener
- allow your mentee to get to know you
- create an agenda – utilise the Mentoring Agenda sample provided
- follow up on agreements
- try to vary the style of mentoring – include activities, brainstorming, role plays, attending events, meetings with contacts
- be as clear as possible about anything that may hinder regular communication e.g. let the mentee know if you will be unavailable for a period of time
- don't rely on the mentee to always initiate contact – the mentor is also responsible for evolving the relationship.

MEETING AGENDA: SAMPLE

This sample agenda for the first four mentoring meetings offers a suggested format for the mentoring meetings and discussions.

Mentors and mentees are encouraged to develop a plan of meetings that suits their own requirements and provides flexibility to explore other topics as they present themselves.

1 INTRODUCTION

Discussion points/activities:

- discuss your own respective backgrounds
- expectations of the mentoring relationship
- decide on Meeting Two topic = e.g. goal setting and career planning
- mentee to complete and submit Student Acknowledgement form

To complete:

- negotiate objectives of the mentoring relationship
- agree upon frequency and method of contact
- discuss how you will maintain contact between 'meetings'
- return completed Mentoring Protocol form to Cate Clifford **c.clifford@uq.edu.au**. Save the file as: Mentoring Protocol_Mentee's name_ Mentor's name

Preparation for next meeting:

- mentee to think about career goals – graduate position, two/five/10 years later

2 GOAL SETTING/CAREER PLANNING AND MENTOR BACKGROUND

Discussion points/activities:

- mentee's specific career goals: graduate position, two/five/10 years later
- what is important for the mentee: job satisfaction, financial reward, seeing results, helping in the community, balancing job with other interests
- what can your mentee do now to reach these goals? Areas of study to focus on
- mentor to talk about their own career progression – how did they get this far? Is it what they had planned after uni? How does it differ – is that better or worse?
- decide on Meeting Three topic = e.g. possible positions and job search strategies

Preparation for next meeting:

- mentee to find their ideal job and bring to next meeting
- bring in your résumés (both mentor and mentee)

3 POSSIBLE POSITIONS AND JOB SEARCH STRATEGIES

Discussion points/activities:

- mentee to go over his/her ideal job advertisement. What appeals to them? Why?
- what mentee needs to do to be considered for this role – further study/training, work experience, networking?
- what entry level roles could lead to this position? How can mentee finds out more about working in this role/company? Any avenues for meeting people in this field?
- compare mentor's and mentee's résumés – how do they differ? How far away is the mentee from being suitable for their ideal position?
- revise résumé – highlight areas that need work or require more experience/knowledge
- decide on Meeting Four topic = e.g. networking

Preparation for next meeting:

- mentee to think about what networking is
- mentor to arrange to have mentee briefly visit workplace at next meeting

4 NETWORKING

Discussion points/activities:

- discuss the best attributes for working in preferred roles. Strengths and weaknesses (mentor and mentee) – what can be done to overcome these?
- discuss possible professional organisations to join, continuing education opportunities, publications and subscriptions of interest
- assist with creating the mentee's 'elevator speech' – to introduce themselves in a networking situation
- discuss any concerns about networking: what to say, small talk, what they can offer you in return
- compile a list of people it may be beneficial to meet prior to graduation and how to achieve that – be realistic
- briefly visit the mentor's workplace
- job applications, interviewing and transition to work

Preparation for next meeting:

- mentor to suggest professional for student to contact for further discussion on working in the field - coffee meeting
- arrange for mentor and mentee to attend one networking function before next meeting

MEETING AGENDA

The BEL Career Mentoring Program is designed to encourage participants to explore a range of topics.

The following form is an optional tool to assist with meeting preparation and may provide direction for discussions. As such, you will notice that apart from the initial meeting, no focus or discussion points have been set. Ideally, at the end of each meeting, participants will decide on the focus of the next session. Some suggested topics are listed on page 6 of this handbook.

1

Discussion points/activities:

-
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-
-

To complete:

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-
-

Preparation for next meeting:

-
-

2

Discussion points/activities:

-
-
-
-

To complete:

-
-
-
-

Preparation for next meeting:

-
-

3

Discussion points/activities:

-
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-
-

To complete:

-
-
-
-

Preparation for next meeting:

-
-

4

Discussion points/activities:

-
-
-
-

To complete:

-
-
-
-

Preparation for next meeting:

-
-

MENTORING PROTOCOL

We are voluntarily entering into a mentoring relationship and agree that for the duration of the program we will:

- maintain confidentiality and respect each other's privacy
- be respectful, non-judgmental and supportive
- keep to scheduled meeting times or give adequate notice of change
- behave ethically and safely at all times
- advise the Mentoring Program Coordinator of any issues or concerns
- use the Mentoring Toolkit (see page 6 of this handbook) to assist in establishing objectives

FREQUENCY AND PREFERRED METHOD OF CONTACT: (recommended one hour fortnightly)

AGREED OBJECTIVES AND DESIRED OUTCOMES:

1

2

3

4

5

Although we will endeavour to complete the program, we understand that the relationship can be discontinued by either party on a no-fault basis if necessary.

MENTOR:

Name: _____

Signed: _____ Date: _____

MENTEE:

Name: _____

Student Number: _____

Signed: _____ Date: _____

Mentor and student to each keep a copy. Once completed, please scan and email a copy to Cate Clifford: **c.clifford@uq.edu.au**.
Save the file as: Mentoring Protocol_Student's Name_Mentor's Name

HOW TO REGISTER

If you can play an important role in a student's career development, please visit our website for application forms:
bel.uq.edu.au/set/belmentor

SPEAK TO US

If you have not previously registered or completed an online application, please contact the Career Mentoring Coordinator: **Cate Clifford**
Email: **c.clifford@uq.edu.au**
Phone: **+61 7 3346 9258**

VISIT THE WEBSITE

Visit BEL SET's website for the latest information on their employability programs, events and workshops.
bel.uq.edu.au/set

CONTACT US

Visit:
Room 117, Level 1
Colin Clark (Building 39)
St Lucia Campus

Email:
careers@bel.uq.edu.au

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+61 7 3365 4222

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