

Creating connections.
Career Mentoring
Programme

Mentor's Handbook



Introduction

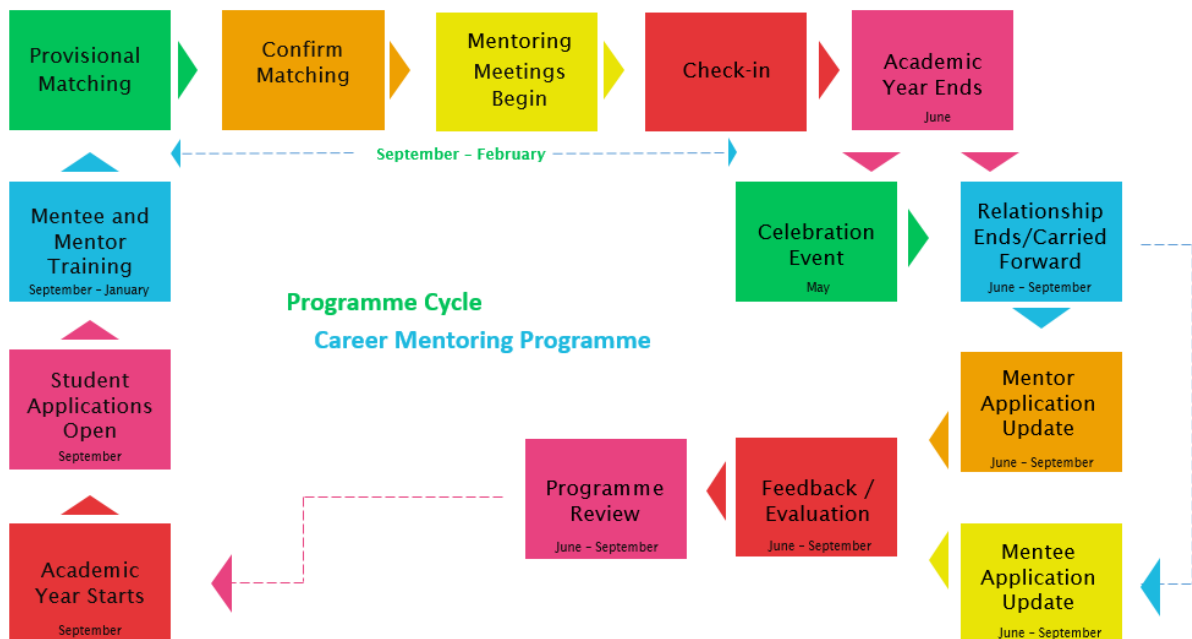
The Mentor Handbook is designed to provide you with-

- key points about mentoring and how the Career Mentoring programme works;
- information about how to make the most from your mentoring relationship; and
- A guide to which you can refer throughout the year.

In addition, the handbook contains information about how mentoring relationships can operate; giving guidelines about the roles of mentors and mentees, levels of commitment and relationship boundaries.

Please read the guide carefully before you meet your mentee. It is important that you are aware of how the programme works and what is involved before mentoring begins in order to avoid misunderstandings about the nature and scope of the relationship.

Career Mentoring Programme Cycle



UoS Career Mentoring Programme

The programme

The Career Mentoring Programme is designed to help students with:

- Career planning
- Building professional skills (e.g. interview technique, building confidence)
- Developing a professional network

A mentor's role is to advise, guide, support, encourage and challenge, whilst encouraging the mentee to reach his/her own conclusions. We will help and support you to become a mentor for our students

Benefits

There are many benefits of mentoring for all involved. Some of the benefits are:

Mentees

- Development of career management skills – someone who can advise on how to increase employability skills, gain work experience, and where to go for help with developing your career
- Increased confidence – contact with people who are succeeding
- Opportunity to network with business professionals and understand the differences between professional and academic environments

Mentors

- Personal contact- feel part of the University and its community
- Key transferable and employability skills – active listening, analysis and communication skills
- Increased exposure, both for themselves at work, and for the organisation in the local community
- Opportunity to give something back (for alumni)
- Provides closer networks and contacts within the institution

Organisation

- Develops closer relationship with, and more involvement in the Careers and Employability Service and UoS students
- Can aid in staff development and PDU skills
- Access fresh talent and students
- Onsite group training if 5 or more staff wish to be trained at the same time

Matching

We will do our best to individually match everyone who has been trained with a mentee. However, depending on the numbers trained and the career interests of students who have applied this may not always be possible.

We begin the matching process in September each year. If you are trained between September – January you will be eligible for matching once you have completed training. Depending on student application and interests we may not be able to match you straight away, however we do endeavour to get people matched as soon as possible.

We will contact you by email as soon as we have found a suitable match for you.

If your circumstances change or you move into a new job, please inform us as soon as possible.

Getting the most from mentoring

- **Professional boundaries** - Both yourself and your mentee need clear guidelines about levels of responsibility and commitment. The relationship itself must have clear boundaries.
- **Meeting up** - Ensure that you communicate clearly with each other about the times you plan to meet, and agree when and how you will contact each other if you have to cancel a meeting.
- **The mentee drives the process** – The student (mentee) is responsible for driving the mentoring process (not the mentor). As a mentor, however, you may need to help the student if they are finding a part of the mentoring process difficult.
- **Preparation** – Ensure that you are prepared for your meetings and that you have carried out any actions which you have agreed with your mentee.
- **A mentor's role** – As a mentor, you will be able to offer advice and support on a range of issues to do with your career, but you are not expected to know the answer to all of your mentees questions. One of your key roles will be to signpost your mentee to more appropriate sources such as the Careers Service. You can see the wide range of support we give to students by [clicking here](#).

Confidentiality

Anything you discuss with your mentee is confidential, unless as a mentor you feel that either your mentee or anyone else may be at risk of potential harm. If this happens, we ask you to make accurate notes of the discussion and contact the Career Mentoring team at the University of Southampton as soon as possible.

- **Your safety** - You should always hold your meetings in public or professional settings, not in private.
- **Frequency of meetings** - Mentors and mentees are expected to contact each other at least 4 times during the semester (typically one hour per meeting). However the Career Mentoring Programme is designed to be flexible to suit the needs of you and your mentee. If difficulties arise in meeting in person, meetings may be held via Skype, Facetime, email or over the phone.

Equal Opportunities

We believe that equality of opportunity, and the promotion of an inclusive society, is central to the work we do. We are therefore committed to non-discriminatory practice and to valuing people for who they are regardless of race, gender, class, sexuality or ability.

All mentors and mentees are expected to respect each other and the people with whom they are working, and to work in accordance with the University of Southampton's Equality and Diversity Policy.

The University has a number of policies that underpin and support their equal opportunities policy. This includes the Race Equality Policy, the Disability Equality Scheme and the Gender Equality Scheme. The University publishes an annual report on progress in equality and diversity.

For a full copy of the policies, please see: <http://www.southampton.ac.uk/diversity/policies/index.page>

For the full University Dignity at Work and Study policy please see:
http://www.southampton.ac.uk/diversity/policies/dignity_at_work.page?

Feedback and Celebrations

Towards the conclusion of the mentoring relationship, all participants in the programme will be invited to complete by email a short questionnaire by way of evaluation in order to help us improve and develop our programme.

We will also be hosting a celebration event in May to recognise you and your mentor's achievements, as well as encourage networking with other mentors, mentees and our team. If you would like to talk about your mentoring experience at this event, please contact the team to express your interest.

In addition to this celebration event, you will also have the opportunity to nominate your mentee for our Employability Excellence Awards. This awards ceremony is to recognise the achievements of students, mentors and employers who have participated across the Careers Service programmes. Students and employers can nominate each other to have their achievements and contributions rewarded.

Career Mentoring and the Graduate Capital Model

The Career Mentoring programme strongly encourages students when working with their mentors to define and achieve their goals by using the Graduate Capital Model framework (see below for an explanation of the model plus supporting resources for you to use with your mentee).



Fig.1: The Graduate Capital Model

What is the Graduate Capital Model?

The Graduate Capital Model was created by Dr Michael Tomlinson, Associate Professor in the School of Education at the University of Southampton. It builds on his extensive research in the field of employability. The Careers and Employability Service have adapted the model to meet the needs of students at the University of Southampton by creating a set of learning outcomes suited to our students.

What are capitals?

Tomlinson defines capitals as 'key resources that confer benefits and advantages in the labour market' (2016). They are acquired through formal and informal experiences and are recognised as playing a considerable role in shaping graduates' transitional experiences and early employment outcomes (Tomlinson, 2016).

How many capitals are there?

There are five capitals within the Graduate Capital Model. They are:

Human Capital	Developing graduate level knowledge and skills to become well-rounded professionals, confident to access the labour market.
Social Capital	Developing networks and social relations to enhance knowledge and access to target employment.
Cultural Capital	Appreciating the culture of sectors and organisations; being able to present yourself and your profile in a credible way.
Psychological Capital	Having the capacity to move into and adapt to a fluid job market and to withstand challenges and pressures.
Identity Capital	Understanding experiences, values and achievements to support development of your professional profile; the development of strategies to accomplish career goals.

Evaluating and prioritising your mentoring needs using the Graduate Capital Model

It is likely that your mentee will have some initial thoughts about what they want to achieve from working with a mentor. The Graduate Capital model provides you and your mentee with a framework to refine and prioritize your mentee's thoughts and help them to make the most out of their time with you.

On pages 8 & 9 of this handbook, you will find a template for your mentee to complete and which contains more detail about the elements and learning outcomes that are attached to each capital. We recommend that your mentee assess themselves against each of the five Capitals before meeting with you.

Encourage your mentee not to worry that there are a number of elements and learning outcomes attached to each Capital. Together, think about those Capitals that you feel it is most important for your mentee to work on and develop. This will mean prioritizing and having a manageable number of areas they wish to work on.

See pages 8 & 9 for the Graduate Capital Model template.

Career Mentoring and the Graduate Capital Model

Capital	Key Resources	Definition	Learning Outcomes	Pre-Assessment score (0=least like me, 6=most like me)	Post-Assessment score (0=least like me, 6=most like me)	Key Actions taken against learning outcomes e.g. practiced my interview technique, through a mock-interview exercise
HUMAN	Hard skills (subject specialism, technical knowledge), soft skills, career building skills	Human Capital: The development of graduate level knowledge & skills to become well-rounded professionals, confident to access the labour market.	Graduates with well-developed Human Capital will be able to: <ul style="list-style-type: none"> · Apply subject discipline knowledge and concepts · Demonstrate transferable skills* relevant to the graduate job market · Interpret the labour market and search for opportunities · Identify appropriate ways to apply for opportunities · Write high quality applications and perform well in the recruitment process 			
SOCIAL	Networks, contacts, relationship formation, bonding activities	Social Capital: Developing networks and social relations to enhance knowledge and access to target employment.	Graduates with well-developed Social Capital will be able to: <ul style="list-style-type: none"> · Identify a range of graduate-level roles · Examine what is new or changing in the graduate job market · Describe the key influencers in their field · Recognise and capitalise on opportunities that arise · Build a network of career contacts · Create an effective online presence · Demonstrate the confidence to talk to people they do not know 			
CULTURAL	Embodied behaviour, symbolic resources, culturally valued knowledge	Cultural Capital: Appreciating the culture of sectors and organisations; being able to present yourself and your profile in a credible way.	Graduates with well-developed Cultural Capital will be able to: <ul style="list-style-type: none"> · Demonstrate that they have added value through extra-curricular activities · Select and apply methods to present themselves in a professional and targeted manner (on paper, online and in person) · Assess the culture of key organisations in their chosen sector · Demonstrate an awareness and sensitivity to different cultural contexts and an increasingly internationalised labour market 			

IDENTITY	Experiences & personal narrative, investment in employment, formation of work identities	Identity Capital: Understanding experiences, values and achievements to support development of your professional profile; development of strategies to accomplish career goals.	Graduates with well-developed Identity Capital will be able to: <ul style="list-style-type: none"> · Identify their skills, attributes and experiences and evaluate gaps to be addressed · Evaluate their self-concept, including their values and motivations · Appraise their strengths and areas for development · Test their ideas through work experience and insights · Judge their fit for roles and opportunities · Select an emerging or clear career path(s) · Assess their progress, identifying and recording their learning 			
PSYCHOLOGICAL	Withstanding set-backs and job pressures, malleable behaviour	Psychological Capital: The capacity of individuals to move into and adapt to a fluid job market and to withstand challenges and pressures.	Graduates with well-developed Psychological Capital will be able to: <ul style="list-style-type: none"> · Manage workplace uncertainty and when necessary generate plans to take measured risks · Demonstrate the capacity to be adaptable, able to manage setbacks, changes and transitions · Establish personal strategies to manage workplace stresses effectively · Construct career contingency plan(s) 			

Mentor Quick Reference Guide

How and when do I need to apply?

To sign up as a mentor, please complete the following online application form and then book a place on one of our training sessions by emailing mentoring@southampton.ac.uk. Training dates usually run from September – January, a list of training dates will be available on our website.

When will I be matched with a student (mentee)?

Students are eligible to apply to the Career Mentoring programme between September and February each calendar year. Please note we may not be in a position to match you with a suitable student, as the numbers and types of students who apply to the programme fluctuates each year.

How are the matches made?

The Career Mentoring team review all mentor and mentee applications and aim to match students with a mentor in their preferred industry, taking into account any particular preferences either party has noted on their application form.

How do I contact my mentee?

Once you have been matched with your mentee, the Career Mentoring team will provide you with the student's University email address and so you can contact them to introduce yourself.

How often will I meet with my mentee?

Mentors and mentees are expected to meet at least four times during the semester, of which a minimum of two should be face-to-face. If difficulties arise in finding appropriate times to meet in person then some meetings may be held electronically or over the phone, providing at a minimum the first and last sessions are held in person.

What support could I provide?

The aim of the Career Mentoring programme is for all students to receive relevant and up to date career sector or employability focused advice and help. Therefore, we ask that you provide your mentee with advice and guidance on how to prepare for and pursue a career in your industry.

The mentoring relationship should be mentee driven, with the student encouraged to take responsibility for stating their key goals for the mentoring relationship.

What if my mentee isn't what I expected?

We encourage all mentors to persist with their mentoring relationship, even if your first impression of your mentee is not what you expected. Please remember that this may be the first time your mentee has met an experienced professional in their chosen industry and this can be daunting.

If you still have concerns after persisting, please contact the Career Mentoring team to discuss these further. We want both you and your mentee to have a positive mentoring experience and we will endeavour to rectify any issues that may arise.

What support will I be given?

All new mentors will be required to attend a mentoring training session at the University. You can also view and download this Mentor handbook from the Mentoring webpage which gives in-depth information about the programme, advice on how to structure your mentoring sessions and possible topics for discussion.

The Career Mentoring team will also offer further support by telephone and email if required.

Email: mentoring@southampton.ac.uk

Telephone: 023 8059 3501

Further Resources

Websites:

Horsemouth

<http://www.horsemouth.co.uk/>

Mike the Mentor

<http://www.mentoringforchange.co.uk/index.php>

Mentoring & Befriending Foundation

<http://www.mandbf.org.uk/>

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The Coaching & Mentoring Network

<http://www.coachingnetwork.org.uk/resourcecentre/WhatAreCoachingAndMentoring.htm>

JISC InfoNet - a repository of useful tools and business model, some of which include coaching/mentoring. Run by Northumbria University as a resource to managers in Higher Education

<http://www.jiscinfonet.ac.uk/about-the-service>

Wikipedia's History and Description of Mentoring

<http://en.wikipedia.org/wiki/Mentorship>

Books:

ed: Goodlad, Sinclair 'Students as tutors and mentors' London, Kogan Page, 1995

http://www.amazon.co.uk/Students-Tutors-Mentors-Russell-Seal/dp/0749417927/ref=sr_1_1?ie=UTF8&s=books&qid=1260287936&sr=1-1-spell

ed: Goodlad, Sinclair 'Mentoring and Tutoring by Students', London, Kogan Page, 1998

http://www.amazon.co.uk/Mentoring-Tutoring-Students-Humanities-Programme/dp/0749425598/ref=sr_1_1?ie=UTF8&s=books&qid=1260287901&sr=1-1

Brockbank, A. and McGill, I, Facilitating Reflective Learning Through Mentoring and Coaching, Kogan Page, London, 2006

Available to borrow from the Careers and Employability Service (book must be used on-site only)

http://www.amazon.co.uk/Facilitating-Reflective-Learning-Mentoring-Coaching/dp/0749444487/ref=sr_1_1?ie=UTF8&s=books&qid=1291137244&sr=8-1

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http://www.amazon.co.uk/Coaching-Evoking-Excellence-James-Flaherty/dp/0750679204/ref=sr_1_15?ie=UTF8&s=books&qid=1259923516&sr=1-15

Klasen, N. Clutterbuck, D. Implementing Mentoring Schemes: A practical guide to successful programs, Elsevier Butterworth Heinemann, London, 2002
Available to borrow from the Careers and Employability Service (book must be used on-site only)
http://www.amazon.co.uk/Implementing-Mentoring-Schemes-Nadine-Klasen/dp/0750654309/ref=sr_1_1?ie=UTF8&qid=1291137278&sr=1-1

Meggison, D & Clutterbuck, D 'Mentoring in Action', London, Kogan Page, 1995
http://www.amazon.co.uk/Mentoring-Action-Practical-Guide-Managers/dp/0749413905/ref=sr_1_6?ie=UTF8&s=books&qid=1260288043&sr=1-6

Meggison, D. and Clutterbuck, D. Techniques for Coaching and Mentoring, Elsevier Butterworth Heinemann, London, 2005
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http://www.amazon.co.uk/Techniques-Coaching-Mentoring-David-Clutterbuck/dp/075065287X/ref=sr_1_1?s=books&ie=UTF8&qid=1291137317&sr=1-1

Meggison, D. and Clutterbuck, D. Further Techniques for Coaching and Mentoring, Elsevier Butterworth Heinemann, London, 2009
Available to borrow from the Careers and Employability Service (book must be used on-site only)
http://www.amazon.co.uk/Further-Techniques-Coaching-Mentoring-Clutterbuck/dp/1856174999/ref=sr_1_1?ie=UTF8&qid=1291137361&sr=1-1

Miller, A. Mentoring students and young people: A handbook of effective practice, Routledge, London, 2002
Available to borrow from the Careers and Employability Service (book must be used on-site only)
http://www.amazon.co.uk/Mentoring-Students-Young-People-Effective/dp/0749435437/ref=sr_1_1?ie=UTF8&qid=1291137389&sr=1-1

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http://www.amazon.co.uk/Coaching-Skills-Handbook-Jenny-Rogers/dp/0335225527/ref=sr_1_18?ie=UTF8&s=books&qid=1259923516&sr=1-18

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