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Introduction

The Mentee Handbook is designed to:-

- Provide key information about mentoring and how the Career Mentoring Scheme works
- Provide information about how to make the most from your mentoring relationship
- Act as a guide to which you can refer throughout the year.

In addition, the handbook contains information about how the mentoring relationship should 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 mentor. 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.
1. Overview of Mentoring

a. What is mentoring?

A mentor is defined in the Oxford Dictionary as a ‘wise or trusted adviser or guide’. A mentor’s role is to advise, guide, support, encourage and challenge, whilst encouraging the mentee to reach his/her own conclusions.

Mentoring commonly occurs in the workplace, where it is recognised as a powerful tool in improving communication and interpersonal skills, as well as improving morale and having motivational benefit. Increasingly, peer mentoring is taking place in Education and many students value having a mentor who is a more experienced fellow student. Mentors do not do the work of Supervisors or Careers Advisors. They can, however, share their knowledge and experience with their mentee in order to support and encourage them in their consideration of their career.

‘A mentor is someone who acts as a ‘professional’ friend towards another person to provide help and support as they experience a period of change and embark on a journey of learning and development’

A mentoring relationship may be viewed as a developmental alliance that leads to self-empowerment and the further realisation of ‘potential’.

b. Benefits

Mentees
- Personal contact – feel part of the University and its community
- 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

Mentors
- 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
- Provides closer networks and contacts within the institution

Institution
- Support strategy to aid student integration and retention
- More involvement in Careers and Employability Service from students
- Provides students with key skills to aid graduate employability rates
- Develops closer relationships with local employers and exposes them to students from the University of Southampton
c. The Functions of Mentoring

**Formative or educative** – enables learning to take place
- Enabling mentee to recognise own strengths/weaknesses therefore increasing self-awareness
- Enabling mentee to apply this to their present situation
- Advising on possible future learning and development

**Normative** – ensures that:
- The mentee is well informed
- The mentee recognises the realities in their current situation and understands the norms that exist in an organisational or occupational context

**Supportive or Restorative** – stresses the well being of the person:
- Mentor offers opportunities for mentee to explore feelings in relation to their situation

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d. The Befriending/Mentoring Spectrum

Devised by the Befriending Network (Scotland)

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<th>MENTORING</th>
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<th>BEFRIENDING</th>
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<td>3</td>
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<td>1</td>
<td>4</td>
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<td>2</td>
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</tbody>
</table>

1. **Befriending**
The role of the volunteer is to provide informal social support. The primary objective of the relationship is to form a trusting relationship over time usually in order to reduce isolation and to provide a relationship where none currently exists. Other outcomes may occur eg: a growth in confidence, but these are never set as objectives for the relationship

2. **Befriending**
The role of the volunteer is to provide informal social support. There may be additional stated objectives at the start of the relationship- eg: increasing involvement in community activities. The success f the relationship is not dependent on these objectives being achieved, but they are seen as a potential benefit of befriending over time.

3. **Befriending/Mentoring**
The role of the volunteer is to provide informal social support and through this supportive relationship to go on to achieve stated objectives eg: increasing client’s confidence to enable them to do activities independently in the future. The objectives do form a basis of discussion between project, volunteer and client at an early stage, and are reviewed over time.
4. **Mentoring/Befriending**
   The role of the volunteer is to develop objectives with the client over time. Initially the role is to develop a relationship through social activities in order to establish a level of trust on which objective setting can be based. Due to the client’s changing circumstances, objectives may take time to set, and may be low key.

5. **Mentoring**
   The role of the volunteer is to work with the client to meet objectives which are agreed at the start of the relationship. These are achieved through the development of a trusting relationship which involves social elements but which retains a focus on the objectives agreed at the start.

6. **Mentoring**
   The role of the volunteer is to work with the client solely on agreed objectives which are clearly stated at the start. Each meeting focuses primarily on achieving the objectives, and the social relationship if achieved is incidental.

Relationships will be likely to move along the scale as your relationship develops and as you come to different points in your life. The movement is usually from left to right but may differ according to the stability and personal circumstances of your life.

Range 1-3 allows for informal relationship building where this is absent from someone’s life, as well as more objective-based relationships which retain an element of social support.

Relationship types 5-6 are potentially more suitable for people who have reached a certain level of stability in their lives and who are able to make a commitment to an ongoing relationship that will focus on their personal development. It may well be that mentees whose lives are currently very disrupted will be less likely to fit this style of support, whereas mentees who are resettled and have achieved greater stability may be open to focusing on further positive change.

In the context of our two schemes, it is envisaged that your relationship will largely fall in the range of 3-6.
2. Your Career Mentoring Scheme

a. Overview of the scheme

The Insider scheme:
This matches students who are further advanced in their career development, with local employers and other professionals.

b. Matching

We will do our best to match everyone who’s been trained with a suitable mentor. However, depending on the numbers trained and the interests of the individuals concerned this may not always be possible. Shortly after you have been trained filled in your online self-analysis the mentors will each be allocated 1 mentee, unless they have advised that they are happy to be paired with more. The application form has been used to match mentors and mentees together and will try to take account of any particular preferences either the mentors or mentees have expressed, before matching according to areas of development identified, and areas of career interest.

c. Your relationship with your mentor

To be able to get the most out of the mentoring programme, it is important that both mentor and mentee are aware of their roles and that there are clear guidelines about levels of responsibility and commitment. The relationship itself must have clear boundaries.

As we are all busy people it is important to make sure that you communicate clearly with each other about the times you plan to meet, and adopt a policy for when and how you will contact each other if you have to cancel a meeting.

At the start of the relationship your mentor will form a ‘contract’ with you. The boundaries of your relationship need to be defined and you need to make sure that you both know where you stand and what the rules of your relationship are.

The mentoring relationship should be two-way, involving both parties equally. This means that the mentor receives training and is responsible for initiating the relationship and offering guidance, and the mentee is responsible for their own personal development.

It is important to be aware of the boundaries of what you can expect from your mentor. They will be able to offer advice and support on a range of issues to do with their career, but they are not expected to be able to deal with all your enquiries and problems. They are not a professional counsellor or supervisor and it is not their responsibility to get you a job or make sure that you are happy with where you are in life. However, one of their roles will be to signpost you onto more appropriate sources.
d. Confidentiality

Anything that you discuss with your mentor is confidential, although it is understandable that occasionally they may feel that they need additional support to deal with a particular issue. If this is the case they may want to discuss the situation with the programme coordinator, in which case this will be agreed with you first. Mentor mailing lists have also been created for each scheme to provide mentors with a system for gaining peer support. All mentors will maintain strict confidentiality on the mailing lists and ensure that any information given is not identifiable.

e. Location and Frequency of Meetings

You need to consider where you’re going to meet. You may decide to meet in a café or the playhouse bar to try and make it more informal but it depends on the individual relationship. This may not be the best setting for someone who wishes to discuss issues in confidence but it might be fine for someone who wants to talk in general about their career path. You should always hold your meetings in public or professional settings, not in private.

Mentors and mentees are expected to meet at least 4 times during the semester. On the Insider Scheme mentors are also expected to support their mentee in arranging a period of work experience. In addition mentors will be encouraged to invite their mentee along to any appropriate events and activities that they believe their mentee might be interested in. 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.

f. Your Personal Safety

We have adopted a policy of not giving out home addresses or telephone numbers of mentors and mentees to either party. This is standard practice in mentoring programmes and intended to protect mentors and mentees. In order that mentors and mentees can contact each other easily, we ask both parties to provide valid e-mail addresses. It is important, therefore that you check your e-mails regularly in case your mentee has contacted you. When meeting with your mentee make sure you inform someone of where you will be, and what time you are expected back. If this changes let them know. Take your mobile phone with you and if you are meeting in the evening then make sure you take care to stick to well populated and well lit areas.

g. Ethical Standards

All mentors and mentees are obliged to sign two copies of the ethical code of practice for Career Mentoring at the University of Southampton. One copy is kept by the Careers and Employability Service, and one kept for your own records.

h. Problems, Support and Possible Solutions

For a mentoring relationship to be successful it requires the establishment of a meaningful rapport between mentor and mentee. Its value cannot be overstated because you will be working very closely
together and may be sharing some distinct experiences and situations. However, there may be times when problems arise. The programme coordinators will endeavour to work with you in resolving any problems that may arise and ensure your partnership can continue fruitfully. You should always try to discuss any problems with your mentor initially, but if the problem persists then contact us - it is important that any problems are discussed at the earliest opportunity to enable them to be rectified. If you need to discuss any issues please contact Andy Port and Rob Wood initially via the mentoring email address – mentoring@southampton.ac.uk

While nearly all relationships are successful, problems may arise within the mentoring relationship. The scenarios below are common problems that can arise and possible solutions. It is not meant to be an exhaustive list but it should help you think about how your relationship with your mentor is progressing.

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>Problems</th>
<th>Consequences</th>
<th>Solutions</th>
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<tbody>
<tr>
<td>Arguments/Complaints</td>
<td>Conflict, clash of personalities</td>
<td>Poor relationship, ineffective process</td>
<td>Talk to Andy Port or Rob Wood</td>
</tr>
<tr>
<td>Not meeting/no time</td>
<td>Changing priorities, mentor or mentee motivation</td>
<td>Mentee or mentor de-motivation, frustration</td>
<td>Talk to Andy Port or Rob Wood</td>
</tr>
<tr>
<td>Lack of progress</td>
<td>Unclear objectives, commitment problems</td>
<td>Mentee de-motivation</td>
<td>Discuss/agree new objectives</td>
</tr>
<tr>
<td>Frustration over methods or time scales</td>
<td>Unclear contract, lack of communication</td>
<td>De-motivation, credibility loss</td>
<td>Re-negotiate/clarify contract</td>
</tr>
<tr>
<td>Unproductive meetings, uncommunicative mentee/mentor</td>
<td>Relationship “run its course”</td>
<td>Mentee/mentor frustration, doubts about value</td>
<td>Need honest feedback if relationship is to continue</td>
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i. **Equal Opportunities**

We believe that equality of opportunity is central to the work that we do and aims to promote an inclusive society. We are committed to non-discriminatory practice and to valuing people for who they are regardless of race, gender, class, sexuality or ability. We will therefore adopt working practices to promote equality of opportunity for mentors and mentees and respect for all individuals and groups with whom we work. We undertake to work in accordance with:

- University of Southampton Equality and Diversity Policy
- Sex Discrimination Act 1975
- Race Relations Act 1976
- UK Equality Act 2010

All mentors and mentees are expected to respect each other and the people with whom they are working. All mentors and mentees are expected to work in accordance with the University of Southampton’s Equality and Diversity Policy. Discrimination or abuse in any form will not be tolerated. We will investigate all allegations of a contravention of equal opportunities policies and procedures.
Southampton University Equal Opportunities Policy

We are committed to developing inclusive, evidenced-based policies through consultation with those that the policies will affect. As part of this, we volunteer for auditing and benchmarking processes, like the Stonewall WEI, to ensure that policy coverage is comprehensive.

The University of Southampton is dedicated to implementing effective strategies to support and improve equality and diversity, supported by quantitative and qualitative evidence.

Monitoring is an essential part of the evidence gathering process, and culminates in the publication of our Annual Diversity Report, reflecting on our progress for the past year.

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

j. Dignity at Work and Study

We recognise the right for all mentors, mentees and staff to work in an environment free of harassment, bullying and victimisation. As such, all mentors, mentees and staff are expected to abide by the University of Southampton policy on dignity at work and study.

The University of Southampton Dignity at Work and Study Policy

The University of Southampton is committed to supporting, developing and promoting equality and diversity in all of its practices and activities. The University aims to establish an inclusive culture, free from discrimination and based upon the values of dignity, courtesy and respect. The University recognises the right of every person to be treated in accordance with these values.

The failure of University staff and students to behave with dignity, courtesy and respect towards others can harm individuals and impair the functioning and reputation of the University. In particular, harassment, bullying and victimisation can cause: fear, stress, anxiety, and impose strains on work, personal and family life. They can lead to illness, accidents, absenteeism, poor performance, an apparent lack of commitment, staff resignation or student withdrawal from the University. Harassment, bullying and victimisation are unacceptable forms of behaviour which will not be tolerated.

For the full policy please see: http://www.southampton.ac.uk/diversity/policies/dignity_at_work.page

k. Feedback and Evaluation

It is intended that towards the conclusion of the mentoring relationship, that there will be the option to attend focus groups. In addition 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.
3. Mentoring Models and Your Sessions

a. Topics for discussion

The following three areas were identified in a joint report by Universities UK and CBI as the top three graduate attributes that employers are looking for. We are encouraging mentors to use these three areas to focus their discussions with their mentees and have produced a number of tools to enable your discussions. This wheel should not restrict you though if you feel that your mentor has other areas in which their experience can benefit you. The three areas are:

1. Employability Skills
   - This could include an assessment of what your current employability skills are and a discussion of ways to develop areas of weakness. Employability skills to be particularly considered could include IT skills, the application of numeracy, teamworking, problem solving, written and aural communication, self-management, and business/customer awareness.

2. Positive attitude
   - This involves a sense of energy and motivation, a can-do approach, an openness to new ideas and a drive to make those ideas happen.

3. Relevant work experience
   - You could discuss the benefit of work experience and how you will get relevant work experience. Other areas that could be covered include work shadowing and an awareness of work culture.

b. Career Evaluation Wheel

All mentees are asked to fill in a career wheel at the beginning of the scheme, and at the end to identify the progression made across the scheme. This wheel will form a starting point and framework for their discussions with their mentors. A copy of both the before and the after wheels should be given to the program coordinators. This information will be made anonymous and used in the program evaluation.

The wheel contains spaces for four sections that, together, represent different aspects that make a whole career. This exercise measures your level of satisfaction in these areas on the day you work through this exercise.

Taking the center of the wheel as 0 and the outer edge as an ideal 10, rank your level of satisfaction with each area by drawing a straight or curved line to create a new outer edge.

The new perimeter represents your Wheel of Life.
c. **Twelve Habits of the Toxic Mentee**

by David Clutterbuck  
Copyright David Clutterbuck  
A light-hearted look at **how not to be a mentee**!

1. Bring to the first formal meeting a long shopping list of things you want the mentor to do for you
2. Expect the mentor to be available for you, whenever you want them (heroes never need sleep!)
3. Regard the mentor as your prime source of gossip to pass on
4. Expect the mentor always to have the answer - that’s why they are more senior
5. Expect the mentor to decide when to meet and what to talk about
6. Boast about the relationship to your colleagues at every opportunity
7. Never challenge what the mentor says - s/he is paid to know best
8. Blame the mentor whenever advice doesn’t work out - s/he should have known better
9. Treat mentoring sessions as mobile - the easiest item in the diary to move at the last minute
10. Enjoy the opportunity to have a good moan or whinge, whenever you meet - especially if no-one else will listen to you

11. Make it clear to the mentor that you want to be just like them - adopt their style of speaking, dress and posture

12. Never commit to doing anything as a result of the mentoring session. If, by accident, you do, simply forget to follow the commitment up. (Why spoil the fun of discussion with outcomes?)

d. Twelve Habits of the Toxic Mentor

by David Clutterbuck
Copyright David Clutterbuck

A light-hearted look at how not to mentor!

1. Start from the point of view that you - from your vast experience and broader perspective - know better than the mentee what’s in his or her interest

2. Be determined to share your wisdom with them - whether they want it or not; remind them frequently how much they still have to learn

3. Decide what you and the mentee will talk about and when; change dates and themes frequently to prevent complacency sneaking in

4. Do most of the talking; check frequently that they are paying attention

5. Make sure they understand how trivial their concerns are compared to the weighty issues you have to deal with

6. Remind the mentee how fortunate s/he is to have your undivided attention

7. Neither show nor admit any personal weaknesses; expect to be their role model in all aspects of career development and personal values

8. Never ask them what they should expect of you - how would they know anyway?

9. Demonstrate how important and well connected you are by sharing confidential information they don’t need (or want) to know

10. Discourage any signs of levity or humour - this is a serious business and should be treated as such

11. Take them to task when they don’t follow your advice

12. Never, never admit that this could be a learning experience for you, too
5. Further Reading/Information

a. Useful Contacts

Andy Port and Rob Wood, who manage the Insider Career Mentoring Programme can be contacted via the mentoring email – mentoring@southampton.ac.uk

Careers and Employability Service (advice and guidance on career development and access to information on various jobs, internship and work experience placements)
www.southampton.ac.uk/careers 023 8059 3501

University Counselling Service
http://www.southampton.ac.uk/edusupport/counselling/index.html 023 8059 3719

University First Support Team (first point of contact for students experiencing some kind of crisis)
http://www.southampton.ac.uk/edusupport/wellbeing.html 023 8059 7488

Visa Guidance Team
https://www.soton.ac.uk/sais/visa/index.shtml 023 8059 2032

Student Advisory Team
https://www.soton.ac.uk/sais/ssc/index.shtml 023 8059 9599

Financial Information and Assistance
https://www.soton.ac.uk/sais/sfo/index.shtml 023 8059 3287

Students’ Union Advice and Information Centre (advice on Finance, Housing, Academic hearings, Fitness to Practice and Consumer Rights)
www.suaic.susu.org 023 8059 5241

Southampton University Students’ Union (including Student Societies, AU Clubs, RAG)
www.susu.org 023 8059 5020

Non-emergency Crimes 101
All local Police Stations 0845 045 45 45
SUSU Nightline 023 8059 5236
Neighbourhood Housing Advice 023 8033 9206
Citizens Advice Bureau 023 8022 1406
b. Further Reading

Websites:

Mike the Mentor
http://www.mentoringforchange.co.uk/index.php

JISC InfoNet - a repository of useful rules and business model, some of which include coaching/mentoring. Run by Nortumbria University as a resource to managers in Higher Education
http://www.jiscinfonet.ac.uk/about

Mentoring & Befriending Foundation
http://www.manabf.org.uk/

The Coaching & Mentoring Network
http://www.coachingnetwork.org.uk/resourcecentre/WhatAreCoachingAndMentoring.htm

Wikipedia's History and Description of Mentoring
http://en.wikipedia.org/wiki/Mentorship

Horsesmouth
http://www.horsesmouth.co.uk/

Books:

http://www.amazon.co.uk/Students-Tutors-Mentors-Russell-Seal/dp/0749417927/refsr_1_1?ie=UTF8&s=books&qid=1260287936&sr=1-1-spell

http://www.amazon.co.uk/Mentoring-Tutoring-Students-Humanities-Programme/dp/0749425598/refsr_1_1?ie=UTF8&s=books&qid=1260287901&sr=1-1

Available to borrow from the Careers and Employability Service reception desk (book must been used on-site only)
http://www.amazon.co.uk/Facilitating-Reflective-Learning-Mentoring-Coaching/dp/0749444487/refsr_1_1?ie=UTF8&s=books&qid=1291137244&sr=8-1

Clutterbuck, David  ‘Learning Alliances : tapping into talent’, London, IPD
http://www.amazon.co.uk/Learning-Alliances-Tapping-Developing-Strategies/dp/0852927495/refsr_1_3?ie=UTF8&s=books&qid=1260287861&sr=1-3-spell

Crow, Gary Monroe  ‘Finding one’s way : how mentoring can lead to dynamic leadership’ Thousand Oaks, Calif : Corwin Press c1998
http://www.amazon.co.uk/Finding-Ones-Way-Mentoring-Leadership/dp/0803965451/refsr_1_1?ie=UTF8&s=books&qid=1260287971&sr=1-1

Flaherty, J. Coaching for Excellence, Butterworth-Heinemann, 2005
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

Available to borrow from the Careers and Employability Service reception desk (book must been 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

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

Available to borrow from the Careers and Employability Service reception desk (book must been used on-site only)
http://www.amazon.co.uk/Techniques-Coaching-Mentoring-David-Clutterbuck/dp/075065287X/ref=sr_1_17?ie=UTF8&qid=1291137317&sr=1-1

Available to borrow from the Careers and Employability Service reception desk (book must been 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

Available to borrow from the Careers and Employability Service reception desk (book must been 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


6: Sample Questions

Obtaining Employment and Advancement

• What are the most important skills someone should have to find success in this occupation?
• What types of part-time, full-time or summer jobs should I be doing right now which may prepare me for this career path?
• What avenues did you explore to find job openings in your field?
• What kind of experience is needed to obtain an entry-level position in this profession?
• How long should I expect to stay in an entry-level position?
• What are the opportunities for advancement?
• In what ways did your education contribute to your career?
• Is post-graduate study necessary within this field?

Networking

• How important is it to know someone in this industry?
• What professional associations or organisations are useful to belong to in this field?
• What magazines, journals, websites are important to read in this field?
• Do you have any networking tips that you have found particularly effective in your own career?

Corporate Culture and Expectations

• What do you do in a typical day?
• What kind of salary can I expect in an entry-level position?
• Do you know of some other jobs in your field that are similar to your own.
• Are there key terminology or ideas I should bear in mind when applying for a position in this field?
• What kind of corporate/company culture exists?
• How many hours is the typical working week?
• What type of supervision and mentoring arrangements are typical in this career?
• Do opportunities to work from home exist in this industry?
Personal

- Who (or what) had the most significant impact on your choosing this career?
- What are the things that you find personally rewarding in your career?
- What do you find most frustrating or disappointing about your role?
- What extra-curricular activities should I consider to help me prepare for this career area?
- How important is volunteering to this career option?
- Is travel a component of the job?
- How stressful is this occupation?
- How would you assess the work and life balance in this career?
- What was the most surprising part of your transition from university to work?
- What do you see as the biggest challenges new graduates face when they enter your career sector?
The Career Wheel
Suggested Framework: Insider Scheme

Aims – Short-term improvements in employability skills receive Insider Knowledge and assistance in researching or getting experience of a chosen career sector and make a longer-term action plan

Session one - Introduction

Preparation:
Mentee to complete their ‘Wheel’.

In the Session: Get to know each other, talk about goals and get Mentee to talk about their scores on the ‘Wheel’.

Homework:
Mentee: Make some Action Plans to improve all areas on the Wheel by one point.
Mentor: Consider how they can help and what outside resources they can access and introduce the mentee to. 
Both: Research what may be able to be a help from the Careers and Employability Service.

Session Two: - Action Planning

In the Session: Talk about Action Plans and Mentor discuss how they can help and about outside resources available. Discuss the Careers and Employability Service resources and make an Action Plan to utilise those. Discuss the possibility of work experience or work shadowing and consider what might be suitable.

Homework:
Mentee: Follow through on the action plan.
Mentor: Organise/help to organise a period of work shadowing or work experience for their mentee.

Session Three: - Work Experience

Prior to the session: Whatever the mentor has arranged for the mentee by way of for example - work shadowing, a networking opportunity or introduction to an outside resource or event.

In the Session: Debrief afterwards in person/by phone or email. Discuss their expectations beforehand compared to the reality of the situation.

Homework:
Mentee to complete the Wheel exercise again and a current CV.
Mentor: what advice would you give to your mentee for longer-term success in this career sector.
Both: think about how best to make an Action Plan to get a placement, work experience, a job in this career sector upon graduation of during the next longer vacation.

Session Four: - Conclusion

In the Session: Discuss the new Wheel Score and the longer-term Action Plan. Mentor to give parting advice or, if appropriate, write a short report for the Mentee on how they can continue to develop and how they can succeed in the career sector they have been focussing on.
Main Goal to be achieved during the Career Mentoring Period

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<th>Course of Action</th>
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1\textsuperscript{st} Review of achievement (comments/reflection) Date:

2\textsuperscript{nd} Review of achievement (comments/reflection) Date:

Celebration of Achievement: Date: