



University of
Southampton

GET AHEAD **WITH MENTORING**

Career Mentoring Handbook

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Introduction

The Mentoring Handbook is designed to provide Mentors and Mentees with:

- Key points about mentoring and how the Career Mentoring programme works,
- Information about how to make the most of the 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 this Handbook carefully before you start your mentoring relationship. It is important that you are aware of how the programme works and what is involved before mentoring begins to avoid misunderstandings about the nature and scope of the relationship. If anything is unclear, please do contact us for clarification.

Career Mentoring Programme Timeline



Please note that this timeline may be subject to change.

UoS Career Mentoring Programme

The Programme

The Career Mentoring Programme is designed to help students and recent graduates (up to one year after graduation) with:

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

The role of a Career Mentor is to advise, guide, support, encourage and challenge, whilst encouraging the mentee to reach their own conclusions.

The mentoring team will be on hand to support mentors and mentees to get the most out of the programme.

Benefits

The Career Mentoring Programme has many benefits for all involved. These include:

Mentees

- Development of career management skills – the benefit of someone advising on how to increase employability skills, gain work experience, and where to go for help with developing their career
- Increased confidence – contact with professionals who know how to succeed
- 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
- Development of key transferable and employability skills – active listening, analysis and communication skills
- Increased exposure, both for yourself at work, and for your organisation in the local community
- Provides closer networks and contacts within the University of Southampton
- Opportunity to give something back (for alumni)

Organisations

- Develops closer relationship with, and more involvement in the Careers, Employability and Student Enterprise Service and UoS students
- Can aid in staff development and an individual's skills
- Access fresh talent and students

Training

All new mentors and mentees must submit an application form before training.

Mentors can find the [application form here](#).

Mentees can find more information on [our website](#).

Any mentor or mentee who does not attend a training session will, unfortunately, not be able to participate. If you are unable to attend any training date but would still like to take part in the programme, please contact us and we will try to accommodate different schedules.

Existing mentors will be invited to training as an annual refresher session – although this is not compulsory.

Training will cover:

- A brief overview of the Career Mentoring programme and its aims
- The matching process
- Some practical tips for getting the most out of mentoring
- Mentees only - How to set goals for mentoring using the Graduate Capital Model and SMART framework to prepare for the mentoring relationship

Slides will be shared after the training session, along with a copy of the handbook.

Matching

We are unable to match anyone who had not attended a training session.

Matching is a manual process where we look carefully at the information provided to us in the application forms.

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

If we are unable to match a mentee, we will offer a 1:1 appointment with one of our Career Consultants to discuss other available options in which Careers, Employability and Student Enterprise can support.

We will make contact by email as soon as we have found a match and ask mentors to confirm before notifying the mentee.

If your circumstances change, or you no longer wish to partake in the programme, please inform us as soon as possible.

Getting the most from mentoring

The role of a mentor – Mentors will be able to offer advice and support on a range of topics related to careers, but mentors are not expected to know the answer to all their mentees' questions. Instead, mentors are there to empower their mentees to source information themselves and can signpost to resources/ networks/ guidance they believe to be relevant. Mentors can see the wide range of support we give to students by [clicking here](#).

Mentees drive the process – Mentees are responsible for driving the mentoring process, not the mentor. However, in the earlier stages of the mentoring relationship, it may be that mentors take more of a leadership role.

Professional boundaries - Mentors and mentees need clear guidelines about levels of responsibility, commitment, and modes of communication. The relationship itself must have clear boundaries which have been agreed upon at the beginning of these relationships. For example, keeping contact via your University email, and during typical working hours (Monday – Friday, 9am – 5pm). An example template can be found at the back of this handbook.

Meeting up - Whilst mentees should take the lead on arranging mentoring sessions, ensure that you both communicate clearly with each other about the times/how you plan to meet and agree when and how you will contact each other if you need to cancel/rearrange a meeting.

Preparation – Ensure that you are both prepared for your meetings and that you have carried out any actions which you have agreed to. You can use the resources provided to you at the back of this handbook to keep track of meeting progress and actions.

Frequency of meetings - Mentors and mentees are expected to meet at least 4 times during the academic year (typically one hour per meeting). However, mentees/mentors can meet beyond this if they wish. Both mentors and mentees will be alerted to the preferred mode of meeting stated by each person (i.e., in-person or online).

Safety and Confidentiality - If you do choose to meet face-to-face, we recommend that meetings are held in public or professional settings, not in private. Additionally, please respect the privacy of whatever is said within your meetings (only sharing confidentiality with a member of the mentoring team if you are concerned about your mentee/mentor's wellbeing, or someone else's).

Expectations – What IS and IS NOT the role of a Mentor/ Mentee?

A Mentor DOES	A Mentee DOES
<ul style="list-style-type: none"> • Place the mentee and their learning at the centre of all mentoring conversations. • Keep confidentiality • Encourage reflection and recognise the mentee's progress • Offer guidance on work and career development • Assist mentees with practical tips on issues raised by the mentee • Develop understanding, skills and support with problem-solving • Identify areas for development and improvement • Help the mentee build a network 	<ul style="list-style-type: none"> • Drive the mentoring relationship; it is their primary responsibility • Communicate their circumstances clearly, concisely and honestly • Question where they do not fully understand or comprehend • Accept differing perspectives • Initiate learning by asking questions, researching and seeking others' opinions • Provide their own experience to aid discussions • Take action where action has been agreed • Keep in regular communication
A Mentor MUST NOT	A Mentee MUST NOT
<ul style="list-style-type: none"> • Act as a therapist or counsellor • Overstep or assume the role of problem solver for the mentees • Use undue influence, such as a sense of obligation to influence the mentee's professional decisions • Force or attempt to force a mentee in one direction • Disappear. If problems or issues arise, these need to be addressed quickly and clearly 	<ul style="list-style-type: none"> • Expect mentors to solve all their problems • Take advantage of their relationship with a mentor • React negatively to feedback • Avoid talking about problems, or anxieties, for fear of judgement • Stay in their comfort zone or shy away from new learning experience • Disappear. If the mentee has any issues with their mentor, they need talk to them

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 Inclusion and Respectful Behaviour Policy can be [found here](#).

Feedback and Celebration event

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

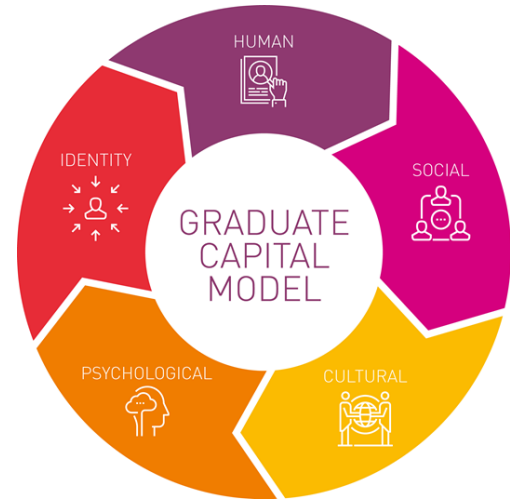
Celebration event – Towards the end of the mentoring year, all participants in the programme will be invited to a celebration event where mentors and mentees will get the opportunity to network, meet the mentoring team and celebrate the individual and collective successes of the programme.*

*Please note, this may be subject to change.

Career Mentoring and the Graduate Capital Model

The Career Mentoring Programme strongly encourages mentees when working with their mentors to define and achieve their goals by using the Graduate Capital Model framework.

[The Graduate Capital Model](#) provides a framework which mentees/mentors may wish to use to identify goal related to their career development. Created by Professor Michael Tomlinson, the model refers to a set of capitals which are seen to be 'key resources that confer benefits and advantages in the labour market'. Tomlinson refers to five capitals which play a role in shaping students' future career-related aspirations (but are also applicable to pursuing PGR). These include:



The Graduate Capital Model (Tomlinson, 2017)

Human Capital – Developing graduate-level knowledge and skills to become well-rounded professionals, confident to access the labour market.

Social Capital – Building connections, opportunities, and networks, e.g., utilising the knowledge and expertise of mentors who can support entry into a particular field of work.

Cultural Capital – Self-awareness and adaptability to an organisation's culture e.g., demonstrating how you will be able to fit into a particular working environment and present yourself and your profile in a credible way.

Psychological Capital – Proactivity and resilience in the face of hardships e.g., how do you deal with rejection and develop contingency plans if you are initially unsuccessful with applications and interviews.

Identity Capital – Understanding experiences, values and achievements to support development of your professional profile; the development of strategies to accomplish career goals.

The Career Readiness Test

The Career Readiness Test is an online test developed here at the University of Southampton, based on the Graduate Capital Model. It is designed to help students identify their strengths and career readiness.

All mentees take the Career Readiness Test during the training session, and we encourage them to retake it towards the end of the mentoring relationship. Mentees are encouraged to share their results with mentors, and it may be helpful to discuss the results as part of your mentoring relationship.

The test takes about 10-15 minutes to complete and the link to the test is:

<https://www.southampton.ac.uk/careers/students/career-planning/index.page>

Both the Graduate Capital Model and Career Readiness Test can be used to set goals within the mentoring relationship.

Graduate Capital Model Learning Outcomes

Capital	Key Resources	Learning Outcomes	Pre-Assessment score	Post-Assessment score	Key Actions
HUMAN: The development of graduate level knowledge & skills to become well-rounded professionals, confident to access the labour market.	Hard skills (subject specialism, technical knowledge), soft skills, career building skills	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: Developing networks and social relations to enhance knowledge and access to target employment.	Networks, contacts, relationship formation, bonding activities	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: Appreciating the culture of sectors and organisations; being able to present yourself and your profile in a credible way.	Embodied behaviour, symbolic resources, culturally valued knowledge	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: Understanding experiences, values and achievements to support development of your professional profile; development of strategies to accomplish career goals.	Experiences & personal narrative, investment in employment, formation of work identities	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: The capacity of individuals to move into and adapt to a fluid job market and to withstand challenges and pressures.	Withstanding setbacks and job pressures, malleable behaviour	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) 			

The Successful Futures Pathway

The Successful Futures Pathway is a personal journey designed to help mentees explore and reflect on the amazing skills they have developed during their studies. The Successful Futures pathway aims to support mentees to:

- Generate, explore and reflect on your career ideas and find out how to access support and guidance on different stages of career planning
- Complete the Skills Self-Assessment to help you assess how experienced and confident you are in the 14 employability skills from the Southampton Skills Model
- Interact with our new AI ChatBot to find out which skills are needed for specific career paths and review how your skills and experience align with your chosen path and next steps for the future
- Identify the skills that have already been mapped to your course to find out what skills you're already developing, and which ones to focus on developing outside of your course
- Find opportunities outside of your course to further develop or start to develop your chosen skills and plan your next steps

Mentees can use the Successful Futures pathway to explore their career options and set goals for the mentoring relationship. [Mentees can access the Successful Futures pathway on MyCareer.](#)

Structured conversation guide

Meeting 1

Introductory Meeting

- Use the first meeting to get to know each other e.g. job roles, educational journey and preferred meeting/communication methods
- Discuss what the mentee would like to get out of the relationship; set goals or objectives to ensure the meetings progress well. You can use the Graduate Capital Model to facilitate this session
 - Complete a Mentoring agreement and clarify roles in the relationship

Meeting 2

Setting Priorities

- Use this meeting to prioritise goals and objectives set in the 1st meeting.
- Create an action plan and a clear timeline of how these goals/ objectives will be met in the given time frame.
- Mentee to take the lead and propose a date and time for the third meeting
 - Confirm preferred communication methods

In between communication via email.

Meeting 3

Making progress

- Mentee to update progress towards goals and objectives, including any challenges faced
- Mentor to provide feedback to the mentee
- Review progress against the objectives – make any adjustments as needed
- Agree final meeting or the next meeting if going beyond four meetings

Meeting 4

Next steps

- Revisit goals and objectives set in meeting one
 - Retake the Career Readiness test and review progress
- Discuss ideas about how the mentee will continue to progress with the support of the University of Southampton Careers, Employment, and Student Enterprise service

Mentoring FAQs

How and when do I need to apply?

To sign up as a mentor, please complete the online application form by [clicking here](#) and book a place on one of our online training sessions through MyCareer. Training dates usually run between July and September. A list of training dates, with up-to-date links, will also be available on our [website](#).

To sign up as a mentee, you can visit [our website](#) which will include a link to MyCareer.

When will I be matched?

Matching takes place between November and December, with all mentees and mentors being matched at the same time. Please note we may not be able to make a suitable match, as the number and types of mentors and mentees applying to the programme fluctuate 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, considering any preferences either party has noted on their application form.

Who initiates contact first?

Both mentors and mentees will receive an email from the Programme team to let them know about the match. Once a match is made, it is expected that mentees will reach out to mentors via email to arrange the first and subsequent meetings. This scheme encourages mentees to be proactive about their development and, in collaboration with their mentor, work towards goals related to career development.

How do I contact my mentor/mentee?

Once you have been matched with your mentee, the Programme team will provide mentors and mentees with each other's University email address so that initial contact can be made. It is up to the discretion of mentors/mentees if they wish to use alternative communication methods, however we encourage you to make use of professional channels within standard working hours (i.e., Monday – Friday, 9am – 5pm).

How often should I meet with my mentor/mentee?

Mentors and mentees are expected to meet at least four times during the academic year, however you are more than welcome to meet beyond this. For example, typical mentoring relationships see that mentors and mentees meet once a month. Mentees may also be happy to receive advice via phone and email, in addition to in-person and/or online meetings but this will need to be discussed in your initial meeting.

What support can I provide to my mentee/expect from my mentor?

Mentors are there to provide information, advice and guidance related to career development and will largely help empower their mentees to actively work towards the goals set. It is important to respect professional and time boundaries of each party. Please show flexibility and respect to each other's time and adhere to the expectations set out in your initial meeting.

What if my mentor/mentee isn't what I expected?

We encourage all mentors/mentees to ensure they have given their mentoring relationship a fair chance to develop. However, we recognise that sometimes issues may occur. If you have any concerns, please contact a member of the Programme Team immediately to discuss this further. We want both mentees and mentors to have a positive mentoring experience, and we will endeavour to rectify any issues that may arise.

What support will mentors and mentees be given?

All new mentors and mentees will be required to attend a mentoring training session, and the mentoring team will be on hand to support you both throughout the relationship. There are also several resources and templates at the back of the handbook.

I am a mentor, and I have a concern about my mentee.

If you ever have concerns about a student's well-being or progress (e.g. due to changes in behaviour, attendance, punctuality, productivity), please remind them that they can seek well-being or disability support via the Student Hub which offers a 24/7 service on 02380 599599 or studenthub@soton.ac.uk. Alternatively, you can contact us at mentoring@southampton.ac.uk We can discuss any issues directly with the student and escalate if required.

What do I do if I cannot log into my MyCareer account?

Please use the [following link to access your MyCareer account](#). Please also consider using an 'incognito' browser, which should remove any cookies and previous site data and allow you to log in. [You can also download our help sheet.](#)

Staff members will already have a staff MyCareer account but will require a separate account for Career mentoring, please register with either a personal email or ensure your registered email ends with @southampton.ac.uk (rather than @soton.ac.uk). This will ensure the system recognises both emails. If you are still having issues or are unsure what email address or username is associated with your mentoring account, please email mentoring@soton.ac.uk and we will be able to let you know.

Resources

Careers resources and websites

Careers, Employability and Student Enterprise website – Information about the support available to UoS students

<https://www.southampton.ac.uk/careers>

Prospects – Information and advice about specific job roles and industries, job vacancies

<https://www.prospects.ac.uk>

Targetjobs – Job vacancies and internships, careers advice articles

<https://targetjobs.co.uk>

UKCISA – Information and advice for international students

<https://www.ukcisa.org.uk>

CV and Cover Letter Guide – Guide for creating an effective CV and Cover letter:

<https://www.southampton.ac.uk/~assets/doc/careers/CV-and-Covering-Letter-Guide.pdf>

Interview and Assessment Centre guide:

https://www.southampton.ac.uk/~assets/doc/careers/Interviews_and_Assessment_Centres_Guide.pdf

Subject Specific advice from UoS –

<https://www.southampton.ac.uk/careers/students/subject-info.page>

Mike the Mentor

<https://www.mikethementor.co.uk/>

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

<https://www.jisc.ac.uk/>

The Coaching & Mentoring Network

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

Books

[Click this link for a list](#) of useful books on Mentoring.

Specialist support

[Student Disability and Inclusion](#) – tailored support for disabled and/or neurodivergent students

[Southampton University Students' Union](#) – Impartial advice from the representative body of students at the University of Southampton

[Student Hub](#) – for general student queries including issues related to pregnancy, childcare, finance, accommodation, security, and safety.

[Student Wellbeing team](#)

[Chaplaincy and faith support](#)

[Inclusion and Respectful Behaviour Policy](#)

Contact us

The Career Mentoring Team offer further support by telephone and email if required.

Email: mentoring@southampton.ac.uk

Telephone: 02380593501

Mentoring Agreement



Mentoring Agreement

This document serves to help mentoring pairs to clarify their relationship, frame their first conversation and agree how they wish to proceed. Experience and research have shown that having an open discussion and setting objectives for mentoring will help you get the most out of it.

Part A: EXPECTATIONS Please ensure you have discussed each of the below items.

1. Confidentiality

Partners agree to respect each other's privacy and understand that all information disclosed during mentoring sessions will be kept strictly confidential. Your participation in mentoring is also confidential unless you choose to disclose it. Are there any exceptions to the confidentiality rule?

2. Frequency and Location of Meetings

We agree to meet for a minimum of [number] x [length] sessions over the next [time period]. Frequency, duration, method (in person, phone, online) and location of these meetings will be arranged to suit both of us and will be influenced by the mentee's objectives, our working patterns, preferences, commitments and responsibilities.

3. Communication

It is the mentee's responsibility to keep up momentum and keep in touch to organise meetings. What other rules of communication (content, frequency, methods) are you expecting before, after and between mentoring meetings. What happens if either of you needs to cancel a meeting? What happens if no email response is received?

4. Feedback

A highly recommended way to get the most out of mentoring is by having an exchange after each mentoring session about what has worked well, and how to go forward. Some example questions mentees can answer after each session are provided below.

Mentees it is your responsibility to send feedback to the mentor to help them get it right for you. Mentors it's your responsibility to take this into account for next time.

1. How useful was our meeting for (both of) you and please say why this is.
2. What would you like me to do more of in the session? What would you like me to do less of?
3. How did your thoughts change positively/negatively during the session? What triggered this?
4. What will/did you do differently because of the meeting?

Part B: Working Together and Expectations

Spend some time (meeting one) discussing your expectations and roles. A good way to start is to spend some time getting to know each other.

- What do you have in common?
- What do you both need to know about each other?

Good mentoring should not rely on an 'advice only' model: Some other things mentors can do are below. Please briefly talk through them. What are you looking for from a mentor?

A sounding board	A critical friend
Some challenges to achieve	A role model
A listening ear	Someone to ask the right questions
A career guide	A link to a new role or professional network

Is there anything else that might affect the mentoring relationship?

Part C: Clarifying Objectives and Roles

Mentee's Objectives

(Spend time before the meeting to reflect on this. We'd suggest that two or three major objectives provide appropriate focus for the relationship. These can be changed as the mentoring relationship progresses, but make your objectives specific, and achievable. How will you know if you have achieved the objective?)

What I want to achieve

How do I think mentoring will help me to achieve it

Mentor's Commitment

Spend time before meeting one to reflect on this. We appreciate how busy you are, but clarity here as to what your role is and is not

What I will endeavour to bring to the mentor role

Just In Case - Ending the Partnership

It's OK if you decide to move on. Mentoring generally has a finite time span and sometimes things just don't gel between you, and it's nobody's fault. If either party is unhappy, the partnership can be ended. To do this you will need to have a conversation about it, fact-to-face is ideal, but you can do this by email if that is preferable. A good way to end a partnership is to both acknowledge what you have gained and what you will take forward from this partnership. Say thanks and move on.

Signatures

We are undertaking a voluntary mentoring relationship for our mutual benefit. Our intention is to spend most of our time in effective development activities. To ensure confidentiality and clarity, and to maximize the likelihood of a successful outcome, we have agreed the terms for this relationship.

We will honour personal and professional confidences, and we will always seek to maintain a learner-centred relationship built on mutual trust, respect, and confidentiality.

Mentor..... **Date**.....

Mentee..... **Date**.....

Adapted from the work of Kay Guccione (2020)

Clarifying Objective and Roles

MENTEE

Mentee's Objectives

(Spend time before the meeting to reflect on this. We'd suggest that two or three major objectives provide appropriate focus for the relationship. These can be changed as the mentoring relationship progresses, but make your objectives specific, and achievable. How will you know if you have achieved the objective?)

What I want to achieve

How do I think mentoring will help me to achieve it

MENTOR

Mentor's Commitment

Spend time before meeting one to reflect on this. We appreciate how busy you are, but clarity here as to what your role is and is not

What I will endeavour to bring to the mentor role

Mentee Preparation Sheet

Name:	Date of first meeting:
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<p><i>Goals/ Objectives for mentoring:</i></p> <ol style="list-style-type: none">1.2.3.

<p><i>Focus areas from Career Readiness Test/ Graduate Capital Model/ Successful Futures Skills Assessment:</i></p> <ol style="list-style-type: none">1.2.3.
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<p><i>Potential challenges for reaching goals:</i></p> <ol style="list-style-type: none">1.2.3.

<p><i>Questions I would like to ask my mentor are:</i></p> <ol style="list-style-type: none">1.2.3.

Mentoring Meeting Record



Mentoring Meeting Record

Date of Meeting:

Location:

Preparation

Actions from last meeting:

Topic(s) for discussion:

Focus

Agreed outcomes/ SMART Actions:

Date / location for next meeting

Example Questions

Question type	Description	Example
Open	Designed to get your mentee talking, and usually starts with How, What, When.	What would you like to do.....? How is that working...? When did that happen?
Closed	These are usually a yes, no or short answer, and are used to check understanding.	When do you want to have it decided by?
Hypothetical	These invite someone to imagine themselves in a situation or be creative	What would happen in an ideal world?
Focused	These are aimed at achieving focused (but not predetermined) answers.	What's standing in the way of X, Y, Z?
Reflective	With reflecting questions, the mentor may adapt the adjectives, verbs or nouns that the mentee has already used.	[Mentee] "That will be difficult?" [Mentor] "What specifically will be difficult about it?"
Challenging	These questions are designed to crystallise a thought or spur a mentee towards an action.	'If you had to choose, right now...which goal of those three would you prioritise?"

Example coaching model



THE GROW MODEL



THE COACHING
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GROW Model Question to Establish a Session G - Goal

- "What *specifically* would you like to get out of the next 30/45/60 minutes?"
- "What's the outcome you're looking for from our session today?"

GROW Model Questions for R - Reality

- "Where are you now in relation to your goal?", "What have you already done towards your goal?" and "What have you learned so far?"
- "What has prevented you from doing more/moving towards your goal?"

GROW Model Questions to Establish O – Options

- "Let's imagine it's a year from now and you've accomplished your goal. What steps have you taken to achieve it?"
- "Imagine you're an expert in this area. What ideas do you have now?"

GROW Model Questions for W - Will Do/Actions

Choosing Actions to Take

- "So, re-play your key options to me..."
- "What could you do as the very first step towards meeting your goal?"

Establishing Commitment

- "How might you commit to that?"
- "On a scale of 1 to 10, how likely are you to complete that action?"
Then, "What stops that being a 10?" And, "What could you do to raise the score?"

Identifying and Dealing with Obstacles to Action Completion

- "What could get in the way of you completing that action?"

Accountability

- "What 3 things could you do to support yourself and make sure this gets done?" / "How would you like to be held accountable for these actions?"

W can also be: "WHAT do you need from me?": Ask this question to find out what they need from you to support them in moving forwards.