UNIVERSITY OF Southampton

CREATING NEW CONNECTIONS

Career Mentoring Programme

Mentor Handbook

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Introduction

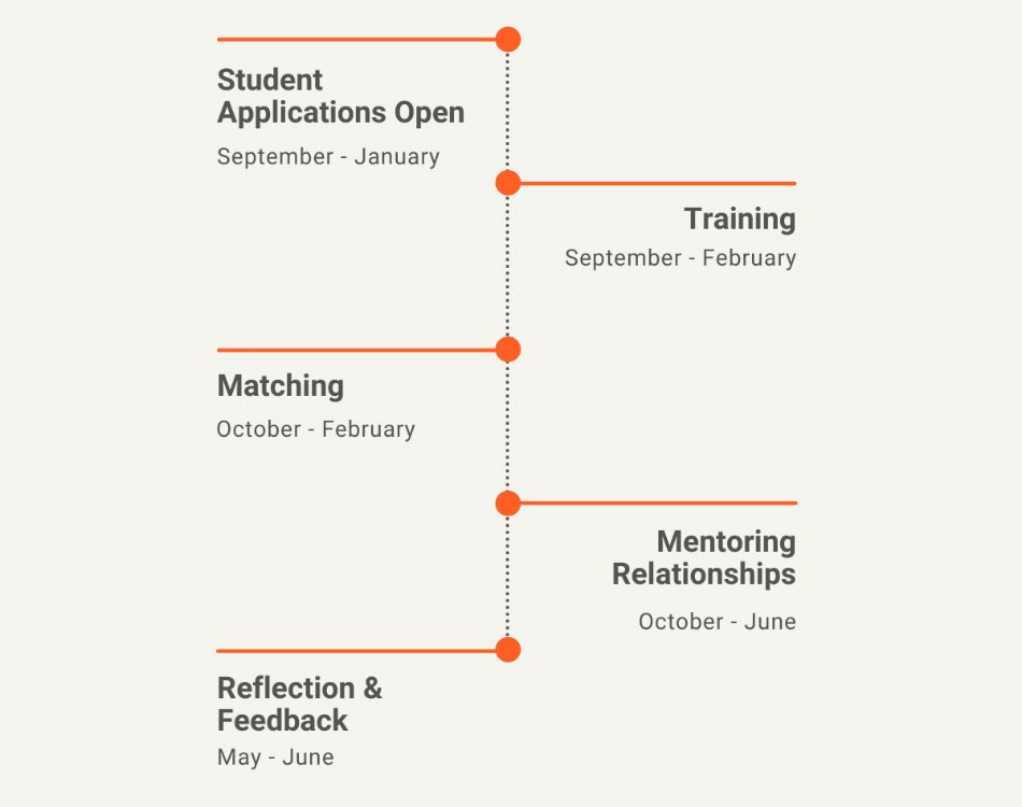
The Mentor Handbook is designed to provide you with:

- Key points about mentoring and how the Career Mentoring programme works;
- Information about how to make the most of 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 this Handbook 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 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 with:

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

The role of a Career Mentor is to advise, guide, support, encourage and challenge, whilst encouraging the mentee to reach their own conclusions. We will help and support you to become a mentor for our students.

Benefits

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

Mentees

- Development of career management skills – the benefit of someone advising them 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)

Organisation

- Develops closer relationship with, and more involvement in the Careers and Employability Service and UoS students
- Can aid in staff development and an individual's 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 October each year. In order to be eligible for matching, you will need to complete an application form and attend an online training session. Mentors can apply at any point in the year, with training sessions running from October – February. Depending on student applications 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

- **Your 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 mentee's 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.

- **Your mentee drives the process** – Your 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.

- **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 need to cancel a meeting.

- **Preparation** – Ensure that you are prepared for your meetings and that you have carried out any actions which you have agreed with your mentee.

- **Frequency of meetings** - Mentors and mentees are expected to meet at least 4 times during the academic year (typically one hour per meeting), of which a minimum of two contacts should be either face-to-face or video calls.

- **Your safety –** If you do choose to meet face-to-face, you should always hold your meetings in public or professional settings, not in private.

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.

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

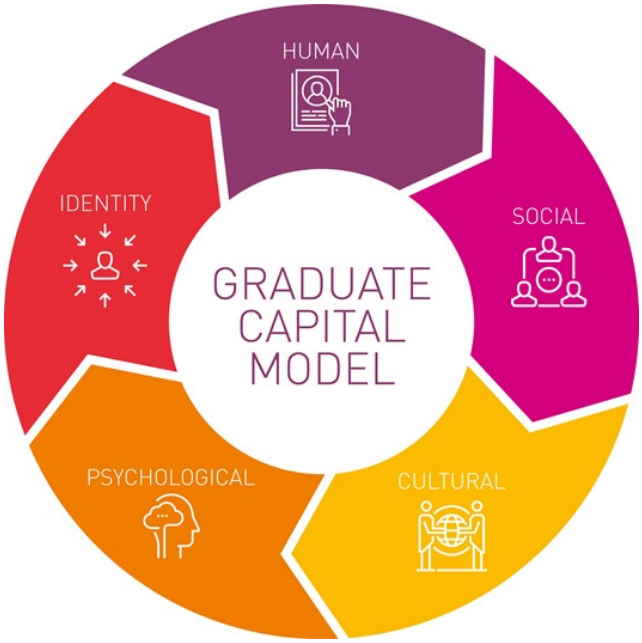
Feedback and Newsletter

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 in order to help us improve and develop our programme.

Newsletter – At the end of the academic year, we will create a newsletter celebrating the Career Mentoring programme. This newsletter will showcase the highlights of the year and feature stories from both mentees and mentors.

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.



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.

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 prioritise your mentee's thoughts and help them to make the most of their time with you.

On pages 9-10 of this handbook, you will find a template for your mentee to complete containing more detail about the elements and learning outcomes 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, focus on the Capitals that you feel are most important for your mentee to work on and develop. This will mean prioritising and having a manageable number of areas they wish to focus on.

See pages 9-10 for the Graduate Capital Model template.

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.

We encourage all our mentees to take the test (it takes 10-15 minutes to complete), both before and towards the end of the mentoring relationship. Students sign in to take the test using their university login and password. You may find it helpful to discuss the results as part of your mentoring.

Graduate Capital Model Learning Outcomes

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: • 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: • 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: • 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: • 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: • 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 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 from October – February. A list of training dates, with up-to-date links, will also be available on our website.

When will I be matched with a mentee?
Matching takes place between October and February, while student applications are open and training sessions are running. Please note we may not be in a position to match you with a suitable student, as the number and types of students applying 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 so that 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 academic year, of which a minimum of two should be either face-to-face or video calls. Your mentee may also be happy to receive advice via telephone and email but this will need to be discussed in your initial meeting.

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 based on developing their professional skills or preparing for 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 this 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 an online mentoring training session. 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.

Contact us
The Career Mentoring Team offer further support by telephone and email if required.
Email: mentoring@southampton.ac.uk **Telephone**: 02380593501

Further Resources

Careers resources for students

Careers and Employability Service 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

Websites

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

Scan or click the QR code for a list of useful books on Mentoring