

Creating connections. Career Mentoring Programme

Mentee's Handbook



Introduction

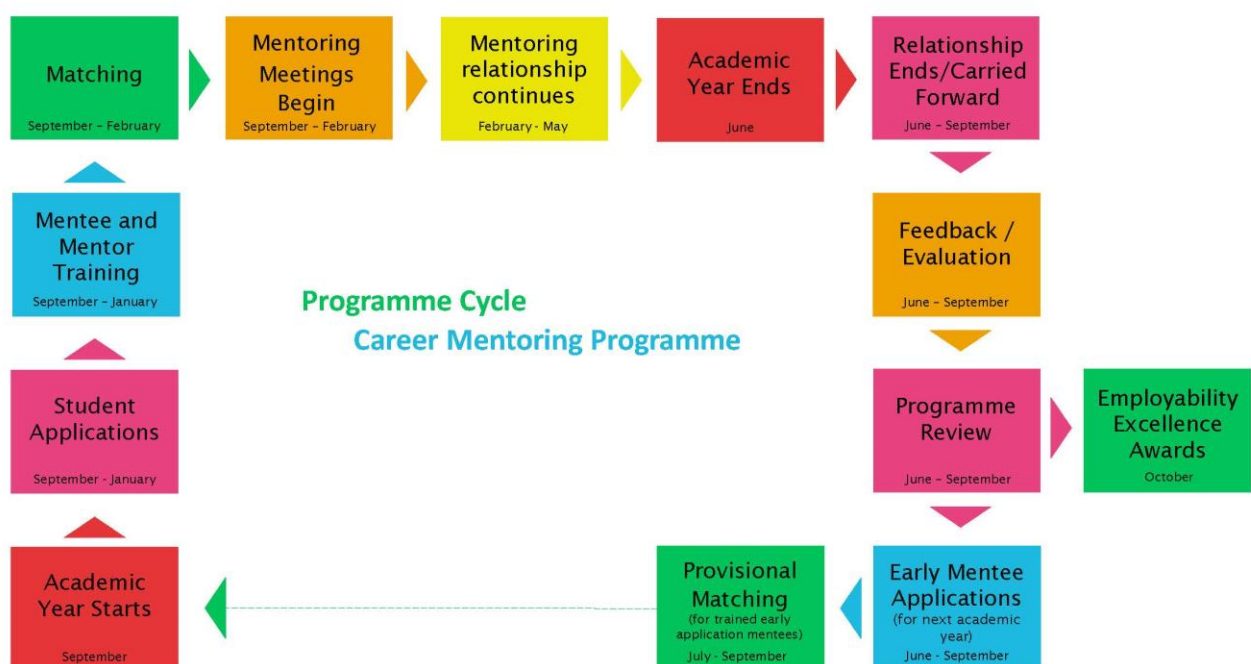
The Mentee Handbook is designed to provide you with:-

- 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 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.

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

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 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 mentor. However, depending on the numbers trained and your career interests, we may not have specific mentors who have applied that match your criteria. If this is the case we will then invite you to a 'Meet the Mentees' session.

Meet the Mentees

If we are unable to match you we will invite you to a 1:1 session, usually held after January, to meet with one of the team and discuss your application to see if we are able to find you a suitable match. If we are still unable to match you at this point we can discuss other options such as Career Contacts and ways the Careers Service can help you.

We open applications and begin the matching process in September each year. You will need to complete training and an application before you are eligible for matching, and once you have completed training we will endeavour to find you a match as soon as possible. Depending on your application and interests we may not be able to match you straight away.

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

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

- **Professional boundaries** - Both yourself and your mentor 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.
- **You drive the process** - You are responsible for driving the mentoring process (not your mentor). To achieve this, you need to think about what you want to achieve from your mentoring relationship. This can then be discussed and agreed with your mentor.
- **Preparation** – Ensure that you are well prepared for your meetings and that you have carried out any actions which you have agreed with your mentor.
- **A mentor's role** - Your mentor 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. One of their roles will be to signpost you onto more appropriate sources.

Confidentiality

Anything that you discuss with your mentor is confidential, unless your mentor feels that either you or anyone else may be at risk of potential harm, in which case they may make the Mentoring team at the University of Southampton aware.

- **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 meet at least 4 times during the semester (typically one hour per meeting). If difficulties arise in meeting in person, some meetings may be held electronically or over the phone, providing that at a minimum the first and last sessions are held in person.

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 Evaluation

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.

You will have the opportunity to nominate your mentor 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 mentor).

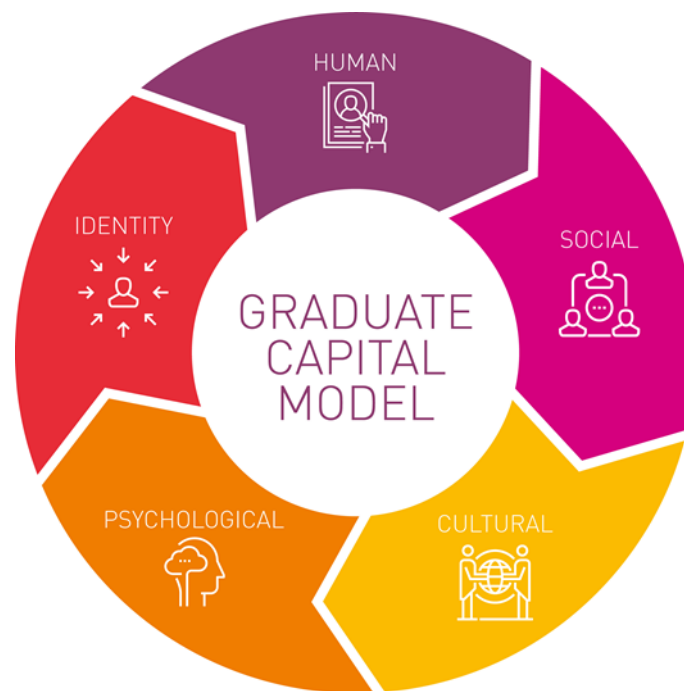


Fig.1: The Graduate Capital Model

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 you will have some initial thoughts about what you want to achieve from working with a mentor. The Graduate Capital model provides you with a framework to refine and prioritize your thoughts and help you to make the most out of your time with your mentor.

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

Do not worry that there are a number of elements and learning outcomes attached to each Capital, think about those that you feel it is most important to work on and develop together with your mentor. This will mean prioritizing and having a manageable number of areas you wish to focus 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) 			

Mentee Quick Reference Guide

What is the Career Mentoring Programme?

The Career Mentoring Programme, which is managed through the Careers and Employability Service, has been devised to create an opportunity for students, Undergraduate and Postgraduate, to receive relevant and up to date career sector or employability focused advice and help.

This will be from someone already in the world of work, ideally in the career sector or profession that you would like to eventually work in. The Career Mentor may be an alumnus of the university, but will always be someone who is based in the region and able to meet you to discuss your questions about your desired career path.

Can any student apply?

Yes the scheme is open to any student, undergraduates, postgraduate, PhD and recently graduated students.

How and when do I need to apply?

Applications for students are open from 1st September and close on the 31st January each year. Applications received after this date will not be eligible. You will need to complete an online application and a training session in order to be eligible for consideration to be matched to a suitable mentor.

Application:

- Please complete the online application form through MyCareer [here](#).

Training Session:

- Attend a 50 minute Career Mentoring induction session, bookable via our event calendar on MyCareer: <http://www.student.careers.soton.ac.uk/eventcalendar/>

What is expected of me as a mentee?

We encourage students who are proactive about their development and have already begun to develop a career plan to apply to the scheme. With your mentor's support, you are expected to progress during the scheme and will need to put time aside to do this. Remember that mentors are giving up their valuable time and will expect you to be committed to the programme.

What support will I be given?

You can download this Mentee handbook from the Mentoring homepage, which contains in-depth information about the programme.

How often will I meet with my mentor?

We recommend that mentors and mentees have contact at least four times throughout the academic year, of which a minimum of two contacts should be face-to-face. Your mentor may also be happy to provide advice via telephone and email but this will need to be discussed in your initial meeting.

What should I do if I have any questions or problems either during the application process or once I am matched with a mentor?

We advise that you read the mentoring section of the Careers and Employability Service website and if this information does not answer your question, email or telephone the Mentoring team.

Email: mentoring@southampton.ac.uk

Telephone: 02380593501

Further Resources

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 Northumbria University as a resource to managers in Higher Education

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

Mentoring & Befriending Foundation

<http://www.mandbf.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>

Horsemouth

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

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 reception desk (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

Clutterbuck, David 'Learning Alliances : tapping into talent', London, IPD

http://www.amazon.co.uk/Learning-Alliances-Tapping-Developing-Strategies/dp/0852927495/ref=sr_1_3?ie=UTF8&s=books&qid=1260287861&sr=1-3-spell

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http://www.amazon.co.uk/Finding-Ones-Way-Mentoring-Leadership/dp/0803965451/ref=sr_1_1?ie=UTF8&s=books&qid=1260287971&sr=1-1

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

Rogers, J. Coaching Skills Handbook, London, OUP, 2008
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

Skiffington, S & Zeus, P. The Coaching at Work Toolkit, McGraw-Hill Professional, 2005
http://www.amazon.co.uk/Coaching-Work-Toolkit-Techniques-Practices/dp/0074711032/ref=sr_1_17?ie=UTF8&s=books&qid=1259923516&sr=1-17