UNIVERSITY OF
Southampton

CREATING
NEW
CONNECTIONS

Career Mentoring Programme
Mentee Handbook

Contents

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 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 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.

Covid-19 and Mentoring

Due to the Covid-19 pandemic, meeting face-to-face will not be a requirement of the Career Mentoring Programme for this academic year. All training for the programme will also be taking place online.

Alternatively, we suggest remote methods of meeting such as Microsoft Teams, Skype, Zoom, WhatsApp, or telephone. We strongly recommend the use of video call rather than audio call as this will make it easier for you to build a relationship with your mentor.

Career Mentoring Programme Timeline

Applications Open
May - January

Academic Year Starts
September

Training Sessions
October - February

Mentoring
Ongoing

Matching
October - February

Reflection & Feedback
May

Celebration Event
June

Academic Year Ends
June

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

Benefits

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

Mentees
- Development of career management skills – benefit from someone who can advise you on how to increase your employability skills, gain work experience, and where to go for help with developing your career
- Increased confidence – contact with professionals 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
- Development of 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
- 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 open applications in the summer term for the following academic year, and applications will remain open until January. In order to be eligible for matching, you will need to complete an application form and complete our mandatory training. Depending on your application and interests we may not be able to match you straight away, however we do endeavour to get people matched as soon as possible.

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

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 match your criteria.

If we are unable to match you we will invite you to a 1:1 appointment with one of our Career Practitioners to discuss other available options and ways in which the Careers Service can support 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

- **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.

- **Your mentor's role** – Your mentor will be able to offer advice and support on a range of issues to do with your 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 to more appropriate sources.

- **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 need to cancel a meeting.

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

- **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 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 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 Career Mentoring Team at the University of Southampton aware.

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, Reflection and Celebration

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.

Reflection Session – You will be required to attend a short End-of-Year Reflection Session with other mentees. This session will assist you in consolidating what you have learnt from your mentoring, and to consider how this has impacted your mind-set and career planning.

Event – At the end of the academic year, we will hold a Celebration and Networking Event to celebrate the Career Mentoring Programme. This event will be open to mentees and mentors and will give you the opportunity to develop your professional network even further. Details will be confirmed and sent out to participants nearer to the event.

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.
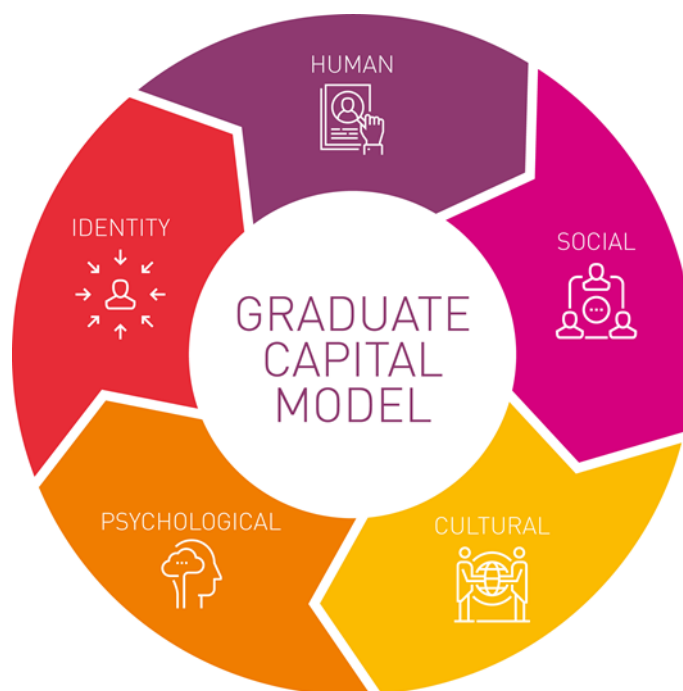
The Graduate Capital Model

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 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 assist you with refining and prioritising your thoughts and help you to make the most of time with your mentor.

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

Identifying your strengths – the Career Readiness Test

The Career Readiness Test is an online test based on the Graduate Capital Model, designed to help you identify your strengths and career readiness.

You are encouraged to complete this test before starting your mentoring relationship and nearing the end of your mentoring, as it will help you to see how your career readiness has developed. 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

You may also want to make brief notes on the emailed feedback of your test results on the Graduate Capital Model template (see pages 9-10).

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)			

Mentee FAQs

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

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. They will meet with you to discuss your questions about your desired career path. Your Career Mentor may also be an alumnus of the University of Southampton.

Can any student apply?
Yes, the scheme is open to any student: undergraduates, postgraduate, PhD and recently graduated students – up to one year after graduation.

How and when do I need to apply?
Applications for students are open from the summer term 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 complete our training in order to be eligible for consideration to be matched to a suitable mentor.

Application:
- Please complete the online application form through MyCareer. You will find a link to the application form on our webpage under the Apply Now tab

Training:
- Training can be completed remotely in your own time and will consist of a presentation followed by a short questionnaire. There will also be optional Q&A sessions throughout the autumn term, bookable via our Events Calendar on MyCareer. Dates are advertised on our webpage

What is expected of me as a mentee?
If you apply to the Career Mentoring Programme, we expect you to be proactive about your development and your career plan. You will be expected to also be proactive in organising meetings with your mentor and working on the goals that you decide together. 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 webpage, 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 video calls. 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 information on the Mentoring webpage, as well as this Mentee Handbook. 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
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/

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

Books

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