

# EMPLOYABILITY MENTORING



**Mentor introduction & reference pack  
2018/19**

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# Welcome!

## Welcome to DMU's Employability Mentoring Project!

We are pleased that you're considering joining our Employability Mentoring Project. Since 2014, our industry mentors have given guidance and advice to current DMU students and alumni. A mentor can make a huge difference to a mentee's confidence, employability and professional plans. In this introduction pack, we will take you through everything you need to know before you decide if you want to get involved, covering what mentoring is, what will be expected of you and what you can expect out of the process.

We will explore aim and objectives of the project whilst also explaining the role of the mentor and how you can help. We can support you as you explore your personal motivation for mentoring and help you identify what sort of mentoring experience will bring out the best in your talents as a growing mentor. Throughout the mentoring programme we ask you to focus on the power of answering questions and to help our mentees to develop the ability to extract key information from your own experience, which will help them to become the professional they aspire to be!

Whilst we can work through this pack with you, please do take the time to go through this information again on your own to ensure you fully understand what is involved so that you can make the right choice for you, and get the best out of your mentoring experience.

## Defining 'Employability Mentoring'

Employability is a concept not easily defined. We believe that it involves the skills, knowledge, attitude and self awareness in being able to promote the best of oneself to potential employers in a way that makes one stand out from the crowd. It's not just about getting a job, but about being successful in that job and having a positive impact on the work of the organisation. It's a journey and an outcome where one is deliberately and consciously developing oneself to be the best one can be in the world of work.

Mentoring is defined as *'a voluntary, mutually beneficial and purposeful relationship in which an individual gives time to support another to enable them to make changes in their life'*.

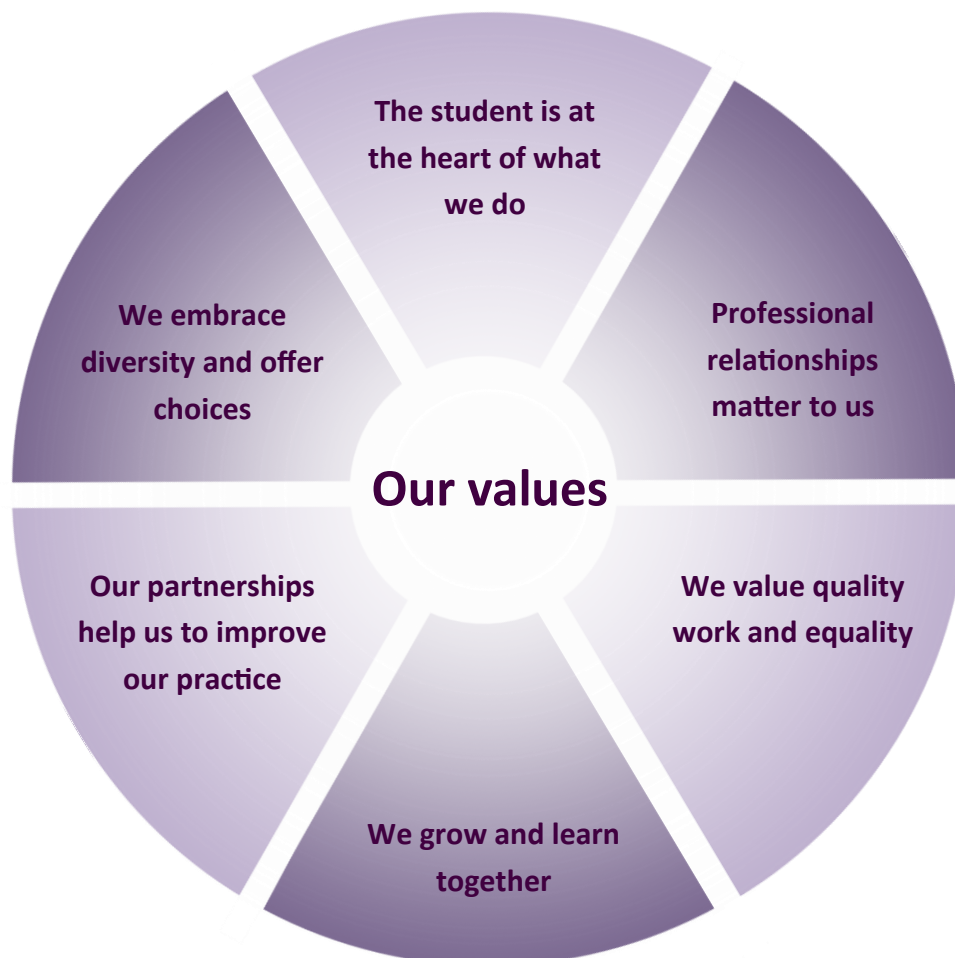
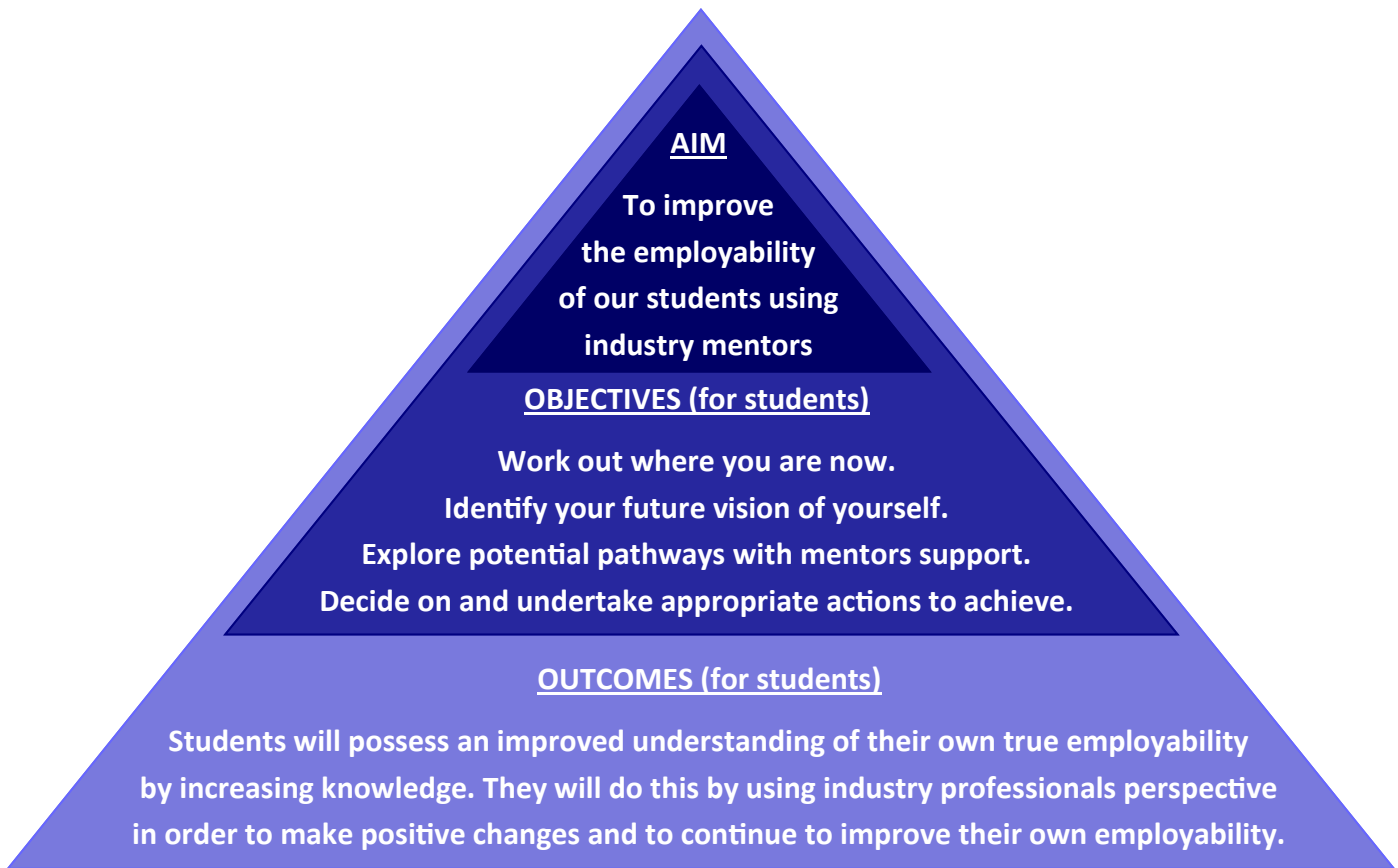
### **Mentoring and Befriending Foundation, April 2012**

Essentially mentoring is 'seeking to learn from the experience of another to help one understand the potential pathways ahead'. This will help to inform one's decision-making by listening to others, applying notes and taking action.

Employability Mentoring is either a one-to-one or small group based voluntary relationship where there is a two-way exchange of information. This relationship may be either face to face or online and includes both the mentor and the mentee/s sharing their perspective and life experience based on topics associated with the mentee's 'employability'.

Employability Mentoring will enable our students to learn from the achievements and guidance of an experienced and trusted advisor to discover their own potential. It's an opportunity for them to focus on development, step into the future and receive personalised support from a professional in industry.

# What is the project looking to achieve?

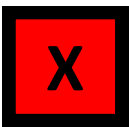


# What is and is not 'Employability Mentoring'?

## Employability Mentoring is...



- Based specifically on topics related to a students own employability
- About sharing perspective with each other relating to employability
- Listening and asking questions between people as mentee and mentor
- A relationship driven by people wanting to learn from each other
- A great opportunity to learn, develop and grow professionally
- Coming to a better understanding of ones own career aspirations
- Working long term towards the sort of professional you want to be
- About building an informal yet professional relationship with others



## Employability Mentoring is not...

- Just idle chit-chat between people with no purpose
- Only beneficial to just one person in the mentoring relationship
- Just giving someone the answers or doing their work for them
- Complaining to someone about something which is bothering you
- Having all the answers for someone who wants to know everything
- Telling someone who does not have experience what to do as a manager might

## What is Employability Mentoring?

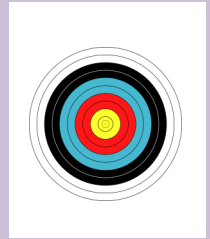
Below is a selection of statements about Employability Mentoring. Which statements do you think are the most accurate? Place a tick next to just one of the statements on each line which you think is correct.

<input type="checkbox"/>	A one way relationship	Or	A two way relationship	<input type="checkbox"/>
<input type="checkbox"/>	Driven by the mentor & their motivation	Or	Driven by the mentee & their motivation	<input type="checkbox"/>
<input type="checkbox"/>	Getting clear direct answers to questions	Or	Discussing other peoples thoughts	<input type="checkbox"/>
<input type="checkbox"/>	Listening and making choices	Or	Being told what to do	<input type="checkbox"/>
<input type="checkbox"/>	Just socialising with someone	Or	A professional relationship	<input type="checkbox"/>
<input type="checkbox"/>	A serious commitment	Or	Not a serious commitment	<input type="checkbox"/>
<input type="checkbox"/>	About employability related topics	Or	About how to undertake my academics	<input type="checkbox"/>
<input type="checkbox"/>	A negotiated flexible arrangement	Or	A set formal arrangement	<input type="checkbox"/>
<input type="checkbox"/>	A mandatory commitment	Or	A voluntary commitment	<input type="checkbox"/>

# What does a typical mentoring session look like?

**The mentee sets a target** for the session. What do they want to know more about? Perhaps an area they want to develop such as understanding, attitude or knowledge? Their plan is to ask questions that focus on employability and work towards action.

*For example, they might be struggling with self-confidence when presenting and want to learn more about how to handle nerves.*



**They come with a plan** for the session. They will need to think about how they will use the time to enable you both to talk. It doesn't matter if you go off briefly topic, just as long as you both agree its ok and can get back on track.

*For example, they should plan a basic structure to the meeting, e.g. introduction, catch up from last time, their issues, key questions to ask and action points.*

**They have great questions** ready for to ask you that allow you to delve into and explore using your work experiences. They also should ask good additional questions and thinking about how they can further explore your responses in detail.

*For example, they might ask you about when you have had to deal with an issue and then explore it further using supplementary questions.*



**They make notes...** Lots of them. As you share information they need to be listening and taking note. Some information you share may have immediate value, other information could one day become valuable.

*For example, you might share some tips, a model, discuss a useful book or talk to them about how something didn't work out. What will you say that they can use?*

After your session, they should **refer to their notes**. They need to consider what relates to them and their own pathway and what is less useful. They should sift through and put aside what they need to, in order to create useful actions.

*For example, something you share might be specific to their reality such as sector based issues or a working culture and not relevant to them.*



**They should act on their notes.** If they have a list of things to do that they know will benefit them, then they should do them! Learning should embed when they introduce change based on what they have listened to. Thinking, speaking and acting.

*For example, using something you said that helped them, for them to try out, apply it in their work (thoughts, word, actions) and observe what happens.*

**Reflect on their new experiences** as a result of the action they took... You will likely be keen to listen and learn about what they did, how they did it and if it helped. New experiences bring new questions and learning.

*For example, After they have completed their actions, they should share these with you to assess the impact and maybe discuss further ways for them to develop/grow.*



# What will be expected of me and of others?

In any mentoring relationship its important to ensure that expectations are managed. The Employability Mentoring team can help offer guidance on your role as mentor and what you can expect from the mentee and ourselves.

The Venn diagram below shares an overview of what we should expect from each other. We share the central areas such as respect, openness, confidentiality and professionalism. The additional areas are ones that we each take a lead on within our roles as mentee, mentor and project staff.

By clarifying these at this point, it will help you to commit to the project with confidence knowing what will be expected of you. It will also act as a reference point for the future if you have any questions or concerns and guide you to potential answers over who is responsible for what.

We respectfully ask all parties to agree to joint and individual expectations, in order to commit to the three way relationship and to help ensure that should issues arise they can be easily identified and resolved.



# What is the mentee responsible for?



The student is the **INITIATOR**

The mentor is the **RESPONDER**





# What is involved if I sign up?

Think of the mentoring project as a journey which will help you both grow and learn about with the support our project. If you sign up we need to know that you are committed to the programme. Both mentor and mentee offer their time on a voluntary basis. Below we've mapped out each stage of the journey for you to understand so that you are prepared for when you meet your one-to-one mentee. Please refer to these stages in order to understand what is next if you commit to mentoring.

## 1. Understand ...

Submit your expression of interest form and talk with us to find out if the mentoring project is right for you!

## 2. Apply...

Provide us with additional information that helps us build a picture of you. Here you will provide us with the mentor related information that we need.

## 3. Prepare...

Once you join the project we will provide you with online learning to help you prepare for the mentoring experience. We'll provide you with optional additional training and support to add to your development.

## 4. Group Mentoring...

The mentoring journey begins with access to group mentoring sessions. Here students will ask questions of the mentors and learn from the responses they share!

## 5. Masterclasses...

We provide opportunity for mentors to engage in specialist one off mentoring sessions with mentees on specific employability topics.

## 6. One-to-One Mentoring...

Experience one to one mentoring being matched to your own mentee!

# Mentor role description

**Responsible for:** DMU student / graduate 'mentee'

**Responsible to:** Employability Mentoring Manager for accountability purposes

**Employability Mentoring Project aim:** To improve the employability of DMU students using industry mentors

## Main role responsibilities

As a 'critical friend', Employability Mentors can offer guidance, support and form positive relationships with mentees, who have questions, concerns and aspirations when it comes to their potential career path. Mentors encourage learning by sharing their experiences in order to improve a mentee's employability. The mentor's role is to share their experience with the mentee to help encourage them to take responsibility for their career development. Mentors can do this by creating a supportive, challenging and reflective learning environment.

## Key mentor tasks include (but are not limited to):

- To undertake mentoring induction and training, provided to you by the Employability Mentoring Project
- To liaise with the Employability Mentoring Project Manager to identify an appropriate mentee to work with
- To provide a safe space in which mentees can talk about a particular issue around employability
- To build an effective short/long term relationship with a mentee
- To plan mentoring sessions with mentee in advance where the mentee brings their agenda to be discussed
- To listen to and help mentees to identify and address barriers to their employability
- To offer perspective, drawing on own experience in applying for and working in roles in industry
- To work with the mentee and to set and monitor agreed outcomes in line with the mentee's employability
- To keep effective written records of meetings using the forms provided and undertake relevant evaluations

## Time commitment (as a broad example)

To commit to working with a mentee for the duration of the mentoring agreement (e.g. usually up to five months) and on average for around an hour per discussion (approximately once a month with additional email dialogue).

## Safeguarding and wellbeing

To work according to the guidance of the project and maintain appropriate professional boundaries

To work with your mentee observing confidentiality at all times

To respect different cultural values and work in a non-discriminatory manner

## Mentor specification

We are looking for mentors who display at least the following:

- At least one year's experience working in industry
- Knowledge and experience of building supportive relationships
- Knowledge and experience of how to network and develop contacts
- The skill of being able to question and challenge constructively
- Ability to use one's own perspective professionally and respect confidentiality

## Person specification, qualities and experience

Mentors can provide a spectrum of knowledge and experience. We value these perspectives to bring out the best in our students. Whilst such qualities bring a unique combination and value to mentoring, we believe that there are qualities that all mentors should display in their work with mentees. These qualities include a mentor being:

- Enthusiastic
- Reliable
- Friendly
- Positive
- Patient
- Committed
- Engaged
- Supportive
- Interested

# Mentoring style self assessment

Name (print): .....

## Step one

Please read the statements below and identify which ones you believe best fit your natural mentoring style. Please circle the numbers next to your natural preferences, Only circle **six** or **seven** of the numbers.

	I feel that as a natural mentor I tend to:
1	Confront issues head on which I see as holding others back
2	Provide others with creative input to help them, in turn, develop creativity
3	Give others a healthy push to improve their performance and seek to set goals and targets
4	Offer others lots of positive encouragement and support
5	Help others see the value in getting connected with other people to build a network of contacts
6	Help others learn from their issues, then apply my knowledge to help them overcome these issues
7	Communicate lots of motivation and energy to influence others
8	Advise others on the best types of people to speak with, to get them where they want to go in life
9	Share where I've faced difficult situations but despite the challenges show it's possible to achieve
10	Introduce others to new people and build their technique to do this for themselves
11	Help others to understand things in a better, more logical way
12	Challenge others should they be considering dropping out or giving up on something
13	Work with others to generate new thinking around the bigger picture in life
14	Provide others with a form of teaching to help them to understand something better
15	Help others to raise their aspirations in life with fresh thinking and ideas

## Step two

Now look at the numbers that you circled above and circle the same numbers on the grid below:

Style 1	Style 2	Style 3	Style 4	Style 5
1	4	6	2	5
3	7	11	13	8
12	9	14	15	10

## Step three

Looking at the grid and based on the number of circles under each style heading, consider which of the five styles are those that you might favour and what sort of mentor style you might naturally hold.

Style 1 = **Challenger**

Style 2 = **Cheerleader**

Style 3 = **Educator**

Style 4 = **Ideator**

Style 5 = **Networker**

The natural style/s of mentor I adopt is/are: .....

**If you have any questions / want to contact us:**

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