“What a fantastic programme - I wish this had existed when I was a student! Both the student and the mentor get so much out of the relationship. It’s a great thing to be involved with.”

Julia Harvie-Liddel, Global VP - Head of Resourcing, BP
Career Mentoring Programme: Overview

WHAT’S IT ALL ABOUT?
The Career Mentoring Programme gives you an opportunity to meet a working professional who is willing to offer you support to help you develop your career ideas. Your mentor will be able to provide you with the benefit of their experience in a particular profession or employment area, giving you an insight into the knowledge and skills you will need to succeed. The Programme runs annually from for a period of six months.

COMMITMENT
• Prepare fully for involvement in the programme.
• Take the lead in arranging, keeping track of and recording any actions from your meetings.
• Commit to interacting with your mentor via phone, email and Skype/Facetime, as well as in person.
• Attend an introductory mentoring workshop delivered by the Careers Service in October 2017.
• Attend a mid-programme workshop delivered by the Careers Service in February 2018.
• Provide feedback to the Careers Service about the programme.

BENEFITS
The chance to talk to a professional in their workplace.
• The opportunity to learn about a particular profession or employment area.
• An ‘insider’s guide’ to job hunting and the application process.*
• The opportunity to develop professional networks and meet people in that profession.
• Helping you to identify your personal development needs.
• Increased knowledge and confidence.

* Please note a work placement or future graduate employment is not guaranteed as part of the programme. However, you are welcome to explore with your mentor potential employment opportunities and other career openings.

GETTING THE BEST OUT OF THE PROGRAMME
Before your first meeting it is important you research your mentor’s organisation and their employment area. Suggestions for areas to explore with your mentor include:
• Finding out what employers are looking for.
• The link between your subject of study and the world of work.
• The nature of their organisation and available career opportunities.
• More information about working in a specific role or career area.
• How to develop confidence and build on your interpersonal skills.
• Identify your development needs.
• After each meeting, you should record and reflect on your discussions. This will help you to consolidate your learning and plan for your next meeting.
• What goals are you planning to set yourself to develop your employability?
• Are you able to show how you have developed your subject-specific based skills, generic skills and personal attributes?

ORGANISING YOUR MEETINGS

Successful mentoring is a two-way process and as both you and your mentor have busy schedules, it is important to take time to plan your meetings ahead. You are encouraged as a mentee to take the lead on setting up meetings with your mentor and agreeing the focus of each meeting in advance. As a guideline, we recommend a meeting in person should last 30 minutes to an hour. Ideally, you should have meetings in your mentor’s organisation, on campus or in a public place. However, we understand that this may not always be possible and that some contact via Skype/FaceTime, email or telephone might be necessary. You will need to discuss with your mentor the most appropriate arrangements for both of you. You should aim to interact with your mentor at least once every 4 weeks over the 6-month programme.

WHAT HAPPENS AT THE END OF THE PROGRAMME?

You will be asked to complete feedback of your experience (and your mentor will be asked to do the same). This will help us to enhance the programme for future students. It is also a good idea to thank your mentor for his or her time and input; this is best done in writing after the programme has finished.
The Career Mentoring Programme links students with working professionals who are willing to share their experience and expertise. The initiative is designed to help students make contacts in specific employment areas and to provide them with an opportunity to enhance their professional skills and employment knowledge outside of their academic study. Work placements, internships or future graduate employment are not guaranteed as part of the programme.

Participation in the University’s Career Mentoring Programme assumes full understanding of and adherence to the content of this policy. Please read it carefully and contact the Careers Service (mentor@abdn.ac.uk) if you have any questions about its content before you commence your mentoring relationship.

**Mentors and Mentees**

- Participation in the Career Mentoring Programme is voluntary for both mentors and student mentees.
- Mentors and mentees are expected to maintain regular contact with each other for the duration of the mentorship.
- Participants are expected to commit to a minimum of 1-2 hours per month to the Programme.
- Normally mentoring interactions occur via face-to-face meetings or via e-mentoring i.e. online, Skype or telephone. Mentors and mentees are expected to keep a record of all interactions for the purposes of the end-of-programme evaluation. Mentees are expected to take the lead in arranging, keeping track of and recording any actions from mentoring meetings.
- Mentors and mentees are required to prepare for each meeting to maximise benefits from mentoring interactions.
- Student-funded journeys to visit mentors within or beyond the UK with either an overnight stay or a flight in an aircraft, students must register with the University Insurance (https://www.abdn.ac.uk/staffnet/working-here/travel-insurance-application-373.php).
- Mentors and mentees may contact the Careers Service at any time during normal office hours (9-5pm, Monday to Friday) for assistance or advice, or to discuss mentoring issues. Email mentor@abdn.ac.uk or telephone 01224 273601.
- As far as possible, mentors and mentees should endeavour to reply to communications from their assigned mentor/mentee and from the University within 5 days.
- Participants should inform their mentor or mentee of any major absences such as illnesses that
limit their ability to respond to communications.

- Mentors and mentees will inform the Careers Service immediately if they are unable for any reason to continue to participate in the Programme.

- Mentors and mentees should respect confidentiality. Confidentiality should be discussed during the first meeting when boundaries are established. Mentees should be prepared to sign confidentiality agreements when required by their mentor’s organisation.

- Participants are reminded that the mentorship represents a professional relationship. It is the responsibility of both mentors and mentees to conduct themselves appropriately. Face-to-face meetings should be arranged at the mentor’s place of work, at the University or in a public place such as a café. If required, the Careers Service can suggest suitable meeting venues on campus.

- Mentors wishing to park free of charge on campus must contact the Careers Service at least 72 hours prior to their visits to allow the request to be processed. Car parking is normally allocated behind Elphinstone Hall. All mentees will be expected to attend an introductory and mid-session workshop and then complete the end-of-programme evaluation in order to help the Careers Service to improve the quality of the Programme for future cohorts.

- Mentors and mentees can informally extend the mentoring process beyond the 6 month period if both wish to do so.

The Careers Service will:

- Provide support for all student mentees and mentors, and provide supporting mentoring documentation in advance of each mentorship commencing.

- Provide a Career Mentoring Toolkit to support mentors in their interactions with mentees.

- Provide a supporting workshop programme for student mentees.

- Be available to provide support and guidance and to respond to requests for room bookings or car-parking space for mentors.

- Address issues arising in a mentoring relationship providing these are brought to the attention of the Careers Servicer in a timely manner.

- Ensure that all personal details are maintained in a secure environment and are not revealed to a third party.

- Monitor student participation in the Career Mentoring Programme and determine final approval of the Programme onto the Enhanced Transcript to demonstrate students’ wider university learning.

- Recognise and reward a mentor’s contribution to the 6 month programme via a continuing professional development certificate. Mentors should apply for the certificate by contacting the Careers Service.
The Career Mentoring Programme provides an opportunity for undergraduate and taught postgraduate students to receive employability and careers support from working professionals. Mentors benefit from the CPD opportunity mentoring provides. There are six career mentoring Streams: General, Law, Engineering, Biosciences Research, Engineering (January Start) and Medicine. The timelines for each programme are as follows:

### General, Law, Engineering, Biosciences Research

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June - August 2017</td>
<td>Mentor recruitment</td>
</tr>
<tr>
<td>September 2017</td>
<td>Student recruitment</td>
</tr>
<tr>
<td>October 2017</td>
<td>Students and mentors are matched</td>
</tr>
<tr>
<td>November 2017 - April 2018</td>
<td>Mentoring takes place on a monthly basis</td>
</tr>
<tr>
<td>May 2018</td>
<td>Mentor and mentee feedback requested</td>
</tr>
</tbody>
</table>

### Engineering (for students commencing their studies in January)

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2017</td>
<td>Mentor recruitment</td>
</tr>
<tr>
<td>January 2018</td>
<td>Student recruitment</td>
</tr>
<tr>
<td>February 2018</td>
<td>Students and mentors are matched</td>
</tr>
<tr>
<td>February - July 2018</td>
<td>Mentoring takes place on a monthly basis</td>
</tr>
<tr>
<td>August 2018</td>
<td>Mentor and mentee feedback requested</td>
</tr>
</tbody>
</table>

### Medicine Stream

<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2018</td>
<td>Mentor recruitment</td>
</tr>
<tr>
<td>May 2018</td>
<td>Student recruitment</td>
</tr>
<tr>
<td>June 2018</td>
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</tr>
<tr>
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</tr>
<tr>
<td>January 2019</td>
<td>Mentor and mentee feedback requested</td>
</tr>
</tbody>
</table>
WHAT IS THE ENHANCED TRANSCRIPT?
The Enhanced Transcript is a formal University document which will help maximise students’ employability. It records University achievements on one document which can be shared with employers and postgraduate recruiters.

The Enhanced Transcript records both courses and grades as well as approved co-curricular activities. It is more detailed than a degree certificate and functions as a supplement to it. Undergraduate and taught postgraduate students will receive the Enhanced Transcript when they leave the University.

WHY DOES THE UNIVERSITY HAVE THE ENHANCED TRANSCRIPT?
The Enhanced Transcript is similar to the nationally recognised Higher Education Achievement Report (HEAR). Many institutions across the UK are in the process of implementing the HEAR.

PROCESS FOR INCLUSION ON THE ENHANCED TRANSCRIPT
From July 2015, successful participation in the Career Mentoring Programme is now a ‘Recognised Activity’ on the Enhanced Transcript. Students who engage in the Programme will qualify for Enhanced Transcript recognition provided that they satisfactorily meet each of the following stages of the monitoring process.

The following actions will take place throughout the mentorship to confirm and ultimately verify successful participation in the Career Mentoring Programme.

- **December**
  - STUDENTS will be asked to confirm initial first contact via MyAberdeen
  - MENTORS will be asked to confirm initial first contact via SNAP survey.

- **Throughout**
  - STUDENTS are required to maintain a log of all interactions and discussions and ask their MENTOR to sign this document.

- **April**
  - STUDENTS must upload their signed meeting log to MyAberdeen.
  - If the mentor has electronically signed the log also send us an email from him/her confirming that the record is accurate.

FURTHER INFORMATION
Further information can be found on the University of Aberdeen website:

www.abdn.ac.uk/infohub/enhancedtranscript
Preparing for your career mentorship

The University's Career Mentoring Programme normally runs from November to April, and offers a great opportunity for you to learn about a particular employment area, profession or career path. Your mentor has volunteered their time to help you to discuss and review your career ideas, to help you think about how to achieve these, and to agree a course of action for you to act upon. This flyer provides an overview of your responsibilities as a mentee, and provides hints and tips on getting the most out of your mentorship. We hope you find your career mentorship interesting and rewarding.

Your responsibilities as a mentee

- Communicate and meet with your mentor on a regular basis, as agreed between both parties. Normally in the programme, mentors and mentees commit 1-2 hours per month.
- Take the lead in setting up meetings and making initial contact with your mentor. Remember to research your mentor and/or their organisation before your first meeting. Try using LinkedIn and other online resources to help you.
- Communicate with your mentor in a professional and courteous manner at all times. You are encouraged to send emails to your mentor from your @aberdeen.ac.uk address.
- Maintain a record of your mentoring meetings discussions and plans.
- Attend and participate in the introductory and mid-programme workshops.
- Reflect upon your Aberdeen Graduate Attribute development throughout the programme.
- Liaise with the Careers Service in a timely manner to discuss any mentorship issues.
- Provide feedback at the end of the programme.
Your responsibilities as a mentee

Think carefully about what you would like to achieve out of your mentorship before you meet your mentor. Suggestions include:

How to develop your employability
- CV preparation
- Networking skills
- Job search strategies
- Interview skills e.g. personal presentation, practice interviews
- Work shadowing
- Application tips
- Identifying and developing your skills (SWOT analysis)
- Exploring different career paths
- Researching different careers
- Analysing job adverts
- Assessment centres
- Effective public speaking
- Discussing Aberdeen Graduate Attributes

The first meeting

Areas you should discuss and agree on at your first session include:

- Agree a format of regular contact with each other (e.g. once a month or fortnight).
- Set content and meeting objectives.
- Discuss boundaries (e.g. managing expectations, confidentiality, location and duration of meetings, suitable meeting times and methods of contact).

Remember to also tell your mentor about yourself – your degree programme, your interests and achievements so far, your career ideas, what you hope to gain from the mentoring programme.

- Why did they join their particular organisation?
- What do they find particularly enjoyable about their job?
- What is the most challenging aspect of their work?
- What are the key skills they use on a day-to-day basis?
- What do they regard as the highest achievement in their work so far?
SUGGESTIONS FOR MENTORING ACTIVITIES

The following guidance is intended as a source of ideas and/or direction, as each mentoring experience is designed to be flexible. You are encouraged to use this list to start your career mentoring discussions but bear in mind that many more potential areas are likely to emerge as the mentorship develops. The list is not exhaustive, but these career-related issues have been a common focus in previous career mentoring interactions.

SAMPLE AGENDA A: THE FIRST MEETING

The following are important to discuss and agree at your first meeting:

- Aims of the programme.
- Agreement of meeting dates.
- Frequency and length of meetings.
- Location of meetings.
- Expectations of the programme (both mentor and mentee) - refer to the University of Aberdeen’s Career Mentoring Policy.
- Confidentiality.
- Find out about your mentor.
- Provide an overview of your background and experience.
- Agree objectives for future meetings.
- Issues you need to/should address.
- Keeping a record of meetings (mentor/mentee).

SUGGESTED ACTIVITY A

The mentor and the mentee make three or four statements about themselves, one of which is false. The other then asks questions to determine which is false. Although remember that the career mentoring process is about building trust and being honest! Consider this a potential ice-breaker activity.

SAMPLE AGENDA B: DEVELOPING YOUR EMPLOYABILITY

Employability is one of the current buzzwords in Higher Education. In simple terms, employability is about developing the skills and attributes to succeed at University and recognising how these can be used in other contexts, such as work placements, part-time work or graduate employment. Explore with your mentor your understanding of the term ‘employability’.

Potential Discussion Questions:

- What have you found out about yourself and employability since you started your University studies?
- How has your degree programme contributed to your employability so far?
• What have you done outside of your formal study (i.e. lectures & tutorials) to develop your
generic/transferable skills (i.e. teamwork, communication, leadership, creativity etc)?
• What goals are you planning to set yourself to develop your employability?
• Are you able to show how you have developed your subject-specific based skills, generic skills
and personal attributes?

SUGGESTED ACTIVITY B
Undertake a SWOT analysis of your employability development so far and discuss with your mentor.
(SWOT stands for Strengths, Weaknesses, Opportunities and Threats.) A SWOT grid for use in this
exercise is available from the resources webpage of the Career Mentoring Programme (CMP):
www.abdn.ac.uk/mentoring/resources

SAMPLE AGENDA C: CVS
A simple two page CV will generally allow students to provide a clear layout of their skills, academic
achievements and interests which they believe make them suitable for a particular placement,
internship or graduate position.

Potential Areas for Discussion:
• Talk about the two key aspects to consider when developing a CV i.e. content and format.
• Explore your understanding of tailoring your CV. Discuss areas such as matching skills and
experience in CVs with the job description. Using language given in the job description to
describe experiences. Reordering, adding or removing information to better match the job
description.

SUGGESTED ACTIVITY C
Look at the CV information provided on the Careers Service website (linked from the CMP resources
webpage: www.abdn.ac.uk/mentoring/resources) and discuss what makes an effective and ineffective
CV. What are the most common CV errors?

Ask your mentor for feedback on your CV - use the information and guidance on the Careers Service
website to support your discussions. Consider the comments and return to a subsequent meeting with
a revised draft.

SAMPLE AGENDA D: NETWORKING
Networking is a necessary part of any career development and an important aspect of working life. It
involves meeting people and building long-term relationships, networking through face-to-face meetings
or online networking through social media such as Twitter or LinkedIn.

Potential Discussion Questions:
• How do you start a networking conversation?
• How do you introduce yourself?
• How can you prepare to network? i.e. relevant questions to ask, and summarising your own
background.
• How much should you talk about yourself?
• How do you overcome shyness or feeling uncomfortable with new people?
• How do you use social media effectively to job hunt?

SUGGESTED ACTIVITY D
• Practise networking conversations to enable you to feel more comfortable in the networking role.
• Consider asking your mentor if you could be involved in a work place activity that enables you to meet colleagues informally.
• Discuss one of the networking resources from the Careers Service virtual library (linked from the CMP resources webpage: www.abdn.ac.uk/mentoring/resources).

SAMPLE AGENDA E: JOB SEARCH STRATEGIES
Talk about creating a solid job search plan and how to go about this by:
• Understanding your values, skills, motivations and interests.
• Studying the employment market in your field of interest.
• Identifying employment opportunities that match your goals.
• Developing an effective CV and interview skills.

SUGGESTED ACTIVITY E
• Writes a short profile to sell yourself to potential employers. Discuss with your mentor.
• Write a cover letter and ask for feedback from your mentor on both content and format. Refer to the University of Aberdeen Careers Service website for further information (linked from the CMP resources webpage: www.abdn.ac.uk/mentoring/resources).

SAMPLE AGENDA F: INTERVIEW TECHNIQUE
Discussion points:
• How do you prepare for an interview? Researching the employer, personal presentation, practice interviews, organising your journey etc.
• Common interview questions and how to tackle them e.g. what are your strengths in relation to this position?
• Discuss the information about interviews on the Careers Service website on interviews (linked from the CMP resources webpage: www.abdn.ac.uk/mentoring/resources).

SUGGESTED ACTIVITY F
Set up a practise interview and request feedback from your mentor.

ADDITIONAL SUGGESTIONS FOR MENTORING ACTIVITIES
If you run out of ideas on what to cover in your sessions with your mentor, here are some suggestions you might like to consider. You are under no obligation to tackle any of these; they are merely suggestions as your focus will vary depending on your mentor.
SUGGESTED ACTIVITIES (mentors):

- Arrange a tour of your organisation.
- Provide application tips for your organisation.
- Introduce your mentee to a different area of the organisation.
- Explore Aberdeen Graduate Attributes ([www.abdn.ac.uk/graduateattributes](http://www.abdn.ac.uk/graduateattributes)) and analyse their relevance in your organisation/employment area.
- Set your mentee the task of completing a skills audit. A sample grid for your mentee to complete is available from the resources webpage of the Career Mentoring Programme: [www.abdn.ac.uk/mentoring/resources](http://www.abdn.ac.uk/mentoring/resources)
- Set tasks for researching a specific career area or job role.
- Set up some work shadowing for your mentee.
- Look at different job adverts and how to apply.
- Invite your mentee to attend a business meeting or in-house training/events.
- Look at different career paths and routes into a specific sector.
- Set your mentee the task of preparing and delivering a presentation.
- Identify competencies employers require and explore how to demonstrate them.
- Discuss the post-mentoring reflection template available on the resources webpage: [www.abdn.ac.uk/mentoring/resources](http://www.abdn.ac.uk/mentoring/resources)
# Career Mentoring Programme: Top Tips

## TOP TEN TIPS FOR A SUCCESSFUL MENTOR/MENTEE RELATIONSHIP

A successful mentor/mentee relationship should be fulfilling and beneficial for all involved. Utilise these ten tips for a more effective and productive relationship.

<table>
<thead>
<tr>
<th>Category</th>
<th>Tips for Mentee</th>
<th>Tips for Mentor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep communications open</td>
<td>Mentee: Be up front. Let your mentor know what your goals are and what you hope to take away from the program.</td>
<td>Mentor: Help your mentee set realistic expectations. Also, if you know you will be unavailable because of business or personal travel, let them know.</td>
</tr>
<tr>
<td>Offer support</td>
<td>Mentee: Remember that your mentor is there for you, but is only a guide.</td>
<td>Mentor: Encourage communication and participation. Help create a solid plan of action.</td>
</tr>
<tr>
<td>Define expectations</td>
<td>Mentee: Review your goals. Make sure your mentor knows what to expect from you.</td>
<td>Mentor: Help set up a system to measure achievement.</td>
</tr>
<tr>
<td>Maintain contact</td>
<td>Mentee: Be polite and courteous. Keep up with your e-mails and ask questions.</td>
<td>Mentor: Respond to your e-mails. Answer questions and provide advice, resources and guidance when appropriate.</td>
</tr>
<tr>
<td>Be honest</td>
<td>Mentee: Let your mentor know if you don’t understand something or have a differing opinion.</td>
<td>Mentor: Be truthful in your evaluations, but also be tactful.</td>
</tr>
<tr>
<td>Actively participate</td>
<td>Mentee: Listen. Ask if you can observe your mentor’s practise if he/she is local.</td>
<td>Mentor: Engage in your own learning while you are mentoring, collaborate on projects, ask questions and experiment.</td>
</tr>
<tr>
<td>Be innovative and creative</td>
<td>Mentee: Offer ideas on what activities and exercises you can do together.</td>
<td>Mentor: Share your ideas, give advice and be a resource for new ideas.</td>
</tr>
<tr>
<td>Get to know each other</td>
<td>Mentee and Mentor: Remember that people come from diverse backgrounds and experiences. Get to know each other on an individual basis.</td>
<td></td>
</tr>
<tr>
<td>Be reliable and consistent</td>
<td>Mentee and Mentor: The more consistent you are, the more you will be trusted.</td>
<td></td>
</tr>
<tr>
<td>Stay positive</td>
<td>Mentee: Remember that your mentor is offering feedback and not criticising.</td>
<td>Mentor: Recognise the work the mentee has done and the progress made.</td>
</tr>
</tbody>
</table>
SMART is an acronym and an approach for setting yourself goals that are: **Specific, Measurable, Achievable, Relevant** and **Time-bound**. When using this approach, aim to reflect honestly on your own learning and personal development, and to identify areas for improvement.

SMART goals can be used to motivate you to work towards achieving a specific objective, and to plan and structure the process. By thinking carefully about what you want to achieve and determining a clear course of action, you will have a better understanding of what your goals really are and how you can achieve them. Consider using the SMART goal technique in your studies and co-curricular activities to help your planning.

SMART goals are defined by the following characteristics:

**Specific** – To help you write a specific goal, think about: Who is involved? What do you want to achieve? Why do you want to achieve it? Ensure that your goal is well defined and clear.

For example, instead of “I want to get more feedback from my classmates as a Class Representative”, consider “I will increase the number of students providing comments by doing two additional lecture shouts before the next Staff-Student Liaison Committee Meeting.”

**Measurable** – You will need to be able to know how close you are to attaining your goal and when you have achieved it. Ask yourself questions such as “How many...?” “How much...?” or decide on other criteria that will help you to know when you have achieved your goal.

**Achievable** – Make sure that your goal is realistic given your available time, resources and support. This does not mean that your goal cannot be ambitious, but you need to make sure that your aim is reasonable. However, your goal should be significant; by setting a goal too low, it will seem meaningless.

**Relevant** – Your goal should be relevant to your aims. In other words, you should actively want to achieve it! When writing down your goal(s), make sure that they are worthwhile.

**Time-bound** – Write down time-related criteria for your goal. This will help create a sense of focus, and knowing by when you want to achieve your goal will help you get there.

**Next steps**: Complete the tables in the “Setting SMART Goals” document. You should include as much detail as possible in each section. Documents outlining SMART goals can also form part of your MyAberdeen Portfolio to demonstrate your personal development and organisational skills as part of your STAR Award submission or to inform graduate job applications.

[www.abdn.ac.uk/mentoring](http://www.abdn.ac.uk/mentoring)
And Finally

The University of Aberdeen Career Mentoring Programme website contains further information including previous mentor/mentee case studies and frequently asked questions (FAQs) about the programme: www.abdn.ac.uk/mentoring.

A successful mentorship is based on clarity of commitment and expectations. With your mentor, establish clear goals and objectives at the beginning of the 6-month session. The direction of the mentorship may change as time passes and the goals and objectives should be re-assessed regularly. The mentorship represents a professional relationship; the purpose of the match is to improve the student’s careers knowledge and employability.

There are templates for all documents such as SWOT analysis, Skills Audit and meeting records on the resources section of our website: www.abdn.ac.uk/mentoring/resources

www.abdn.ac.uk/mentoring