

Business Career Mentor Program Guidebook 2018

Contents

Introduction.....	2
Objectives.....	2
Benefits for Students/ Recent Graduates.....	2
Benefits for the Mentor.....	3
Participants Obligations.....	3
Student Obligations.....	3
Mentor Obligations.....	4
Structure of the Program.....	4
Suggestions for Best Practice Mentoring.....	5
Ending the Relationship.....	6
Policies and Procedures.....	6
Guide To Being A Good Student/ Recent Graduate (Mentee).....	7
Guide To Being A Good Mentor.....	8

Appendix 1	Meeting Record and Planner
Appendix 2	Mentoring Plan
Appendix 3	Responsibilities



Business Career Mentor Program

Introduction

This booklet provides an overview of the roles and opportunities for participants in the Business Career Mentor Program.

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Objectives

The Business Career Mentor Program supports UniSA Business and Law students by engaging alumni and industry partners who are experienced business professionals to provide advice and career guidance. The mentor may facilitate development by sharing knowledge, exposure to the industry and career planning recommendations in the following ways:

- Insights into the practical work environment and Australian workplace culture
- Industry specific skills, abilities or knowledge
- Networking opportunities
- Career guidance and planning

Benefits for Students/ Recent Graduates

Having a mentor provides you with a friendly and supportive member of the profession. You are encouraged to form a meaningful business relationship with your mentor.

In return, your mentor may help you develop your professional networks, assist in the exploration of your career options, help identify your interests and skills and match them with appropriate career paths. They may offer insights into the expectations of employers and assist you to locate broader work experience (either personally or via contacts).

In addition, mentors might help you to develop generic “job-readiness” skills such as communication, goal setting and teamwork.

Participants in the program will receive a certificate from the University upon successful completion of the program requirements.



Benefits for the Mentor

As a mentor, you will find reward in *giving back* through sharing your knowledge and expertise. You will also be contributing to the education and training of future colleagues. You will find it beneficial to your professional life by learning new skills, networking and reflecting on your own experience. This is a leadership opportunity that demonstrates a level of accomplishment in your professional life in addition to maintaining a connection with your University and Business School.

Participants Obligations

- Mentors and students must complete a contract and be prepared to stay in contact for the term of the agreement (May – November).
- It is essential that mentors and students understand and discuss their separate expectations for the program. Students will participate in a Training and Preparation session to develop a series of goals that will help direct and focus the meetings. Students and mentors should discuss and agree on the purpose of the mentoring partnership and how it will work in practice.
- While every effort is made to match appropriate students and mentors, if interests and areas of expertise do not coincide, both need to take responsibility for having an open mind and consider how they might still work together to achieve a positive outcome. This can be a great opportunity to broaden perspectives and “look outside the square”.

To successfully complete the program, students must:

- Complete the online interview process
 - Commit to the Program from May - November
 - Participate in a Training and Preparation session on April, 24
 - Submit a contract and goals for the Program
 - Attend a networking event on May 23
 - Organise and attend a minimum of 6, one hour meeting (face to face, online or phone)
 - Lodge a minimum of 5 monthly reflections, to be submitted after each meeting
- ❖ It is the responsibility of the student to make contact with their mentor once they have received an email notifying of a match. The first meeting should take place prior to May 31, 2018. The first meeting can be assisted or independent.
- Assisted meetings have a member of the Business Career Mentor Program team available for support and are held at set times on City West campus.
- Independent meetings are scheduled at a location and time convenient to the mentor and the student without a member of the Business Career Mentor Program team present. Students have received instructions regarding both options in their matching email.
- If you encounter problems in establishing communication after your first meeting please contact a member of the Business Career Mentor Program team.**
- ❖ Remember that mentors are volunteering to participate in this program and that being offered a mentor is a privilege. If you fail to demonstrate your commitment to the program you may jeopardise your own reputation and fail to successfully complete the program. Be proactive and show initiative.



Mentor Obligations

- ❖ All students registered for the mentor program have been interviewed and are required to participate in a Training and Preparation session. This session covers etiquette, networking and goal setting. It is important for the success of the mentoring relationship that you both discuss and document your expectations and plan how you will meet them. Appendix 2 – Mentoring Plan may assist you with this.
- ❖ Students have committed to a minimum of 6, one hour for the duration of the program. This may be face to face, online via email/Skype etc., by telephone or a combination of these options. Students have been made aware that flexibility is crucial in order to allow for busy workloads and unexpected commitments. It is strongly advised that guidelines for rescheduling or cancelling meetings is established at your first meeting.

Structure of the Program

- **Training and Preparation for Mentor Program – Student Session (April 24, 2018)**

Students are required to attend this session to understand etiquette, networking and goal setting. It is made very clear that this is a development opportunity and not a recruitment exercise. Students who are unable to attend the session will still participate as the session is filmed and handouts supplied. Goals must be submitted online prior to being matched with a mentor.

- **Training and Preparation for Mentor Program – Mentor Session (April 19, 2018)**

Mentors are encouraged to attend this session. For continuing or experienced mentors the session is available from the following link: <https://i.unisa.edu.au/students/business/bcmp/resources/training/>

- **Connect – Networking Event (May 23, 2018)**

This networking event is open to participants of the Business Career Mentor Program, prospective mentors and industry partners. Registrations for this event can be made via the Portal.

Ongoing support and follow up will be included in the program and is outlined in the Guidebook.

- **Mentor Forums (July 24 and 25, 2018)**

The forums are an opportunity for mentors to provide feedback mid-way through the Program.



Suggestions for Best Practice in Mentoring

Staying in touch:

1. Students have been advised that it is their responsibility to establish and maintain communication and drive the program, but students are often reluctant to seem too demanding. To avoid this, plan for the next contact or meeting at the end of each communication. While students are responsible for arranging meetings, encouraging emails from the mentor can be very helpful.
2. There will inevitably be times when either the mentor or student has to cancel, but ensure you follow the guidelines established in the first meeting and arrange an alternative date straight away to avoid loss of momentum. Balancing time pressures is a common difficulty so discuss issues openly and renegotiate as required. If there is genuine commitment, there is always a solution.
3. If you have not been in contact for a while, it can be hard to re-establish the link. However, an email takes only a few seconds and is usually all that is required. For mentors, sending a quick “how are you going?” email can be the trigger to reconnect. For students, who sometimes feel awkward if they feel responsible for the lack of contact, try sending an email with an update of your progress so far this year. *If no response, contact the Business Career Mentor Program team.*

Finding direction

1. The student is required to establish a series of goals in their Training and Preparation session. This will assist in providing direction and structuring meetings. Of course, this is a guide so flexibility is encouraged if it supports the development of the student or provides an opportunity to gain additional skills or experience.

Possible activities

- Mentoring Plan (highly recommended)
- Orientation to the mentor’s workplace (a quick tour, meet other staff, etc)
- Job-shadowing (following the mentor or a colleague through a typical day/morning)
- Explore learning a specific skill, such as networking, report writing, job seeking strategies and resume writing.
- Professional practice tasks
- Following a project through its various stages, including client meetings or team meetings, site visits or final inspections.
- Self-development activities (self-assessment, setting personal goals, career paths, skills audits and personality profiling)

For more detailed information see Appendix 3, or visit the BCMP App (for mentors)



Ending the Relationship

Incompatibility is a part of life. It is no one's fault! If either the mentor or the student finds that they are having difficulty with the mentoring relationship support is available from other mentors and the Business Career Mentor Program team – please refer to the yellow sheet in the compendium relating to Support. By exploring issues objectively, some of the potential problems can be avoided at an early stage. If this is not possible, then either the mentor or the student can end the relationship without any blame attached.

If the student decides to end the relationship, they should remember that it is likely they will encounter their mentor later on in their professional life and it is important to leave a good impression – always remember to say thank you.

If a mentor decides to end the relationship, they should be aware of the impact this may have on the student, and ensure that the student has received adequate communication to understand the decision.

Policies and Procedures

Matching

Student and mentor pairs will be established through a confidential process based on the information provided in the mentor registration form or profile and the student's application and interview.

Privacy

All contact details will be kept confidential except those between identified mentor/student pairs.

Legal Issues- Insurance

Your Business Career Mentor Program contract includes insurance cover for field trips, site visits and work shadowing for the term of the mentor agreement (until November 30, 2017). Please note: placements, practicums & internships are **not** a requirement of the business career mentor program, however if the mentor offers a project or placement opportunity a **work placement scheme can be negotiated** to ensure compliance with the fair work act 2009.

Occupational Health and Safety

Mentors should be aware of relevant occupational health and safety issues relating to any student visit within their office environment and ensure students are adequately advised or inducted – refer to the red Safety Compliance insert.

University Policies

All participants should be aware of and abide by all University policies relating to discrimination and harassment – information provided on the red Duty of Care insert.



Ethical Requirements

Duty of care requires that mentors undertake all reasonable steps to ensure the safety of the students. Students and mentors must behave in an ethical and responsible manner at all times. Anyone who experiences any uncertainty or discomfort with the mentoring relationship should contact the Business Career Mentor Program team immediately.

No Warranty

The role of mentor is voluntary and will vary according to the individuals involved, and the agreed goals. Neither the mentor nor UniSA warrant that a particular outcome will necessarily be achieved and neither UniSA nor any mentor has any liability to any student in respect of any failure by the student to achieve any particular goal or desired outcome.

GUIDE TO BEING A GOOD MENTEE

The items listed below are certainly not exhaustive but merely provide a few suggestions.

1. If you have been invited to the mentor's workplace ask about **dress codes**. As a minimum we would suggest smart casual. This means smarter than a t-shirt, jeans and runners.
2. Always **confirm meetings**. For example, if your meeting is on Wednesday, phone or email your mentor by Monday and confirm the activity or focus of the meeting.
3. Remember that **your mentor is busy** and participates in this scheme free of charge. However, be assured that mentors have offered their time with a genuine interest in supporting you. They are very keen for it to work. Don't be embarrassed or feel uneasy about asking for information.
4. **Do not be late** for meetings or other obligations. If you are running late call the mentor and explain.
5. **Ask questions**. Think about your meetings well in advance and invest time in preparation. You will know what activity you will be doing, so think about what you want out of it. Record your questions and take them with you.
6. If introduced around the office **ask about expectations in advance** such as shaking hands. If you don't catch the name, a simple "how do you do" will suffice.
7. Ask the mentor what you should call him/her. Don't be embarrassed about asking, as it is courteous to ask rather than assume. Be conscious of not being over familiar with your mentor.
8. Remember that some of the information you will be exposed to may be confidential. Always respect and **be aware of the confidentiality of information**.



GUIDE TO BEING A GOOD MENTOR

1. Provide students with encouragement and recommendations for development.
2. Learn about your student – our student body is very diverse ranging from no experience in business to well established professionals. Students will have differing levels of need from their mentors.
3. Please prepare for the meetings and if rescheduling or cancelling follow the guidelines established in your first 1:1 session
4. All communication should be conducted in a professional manner, and using methods (face to face, e-mail, Skype, telephone) that are appropriate for both participants.
5. Mentors should be conscious of their position as a trusted advisor to the student, and not overstep any social boundaries.



Appendix 1 - Meeting Record and Planner

Date	Time	Venue	Proposed activity	Notes & Follow up	Next meeting

Appendix 2 - Mentoring Plan

We have agreed on the following goal(s) as a guide:

The areas of focus for this mentoring relationship include:

1.

2.

3.

4.

Possible activities:

Guidelines for cancelling or rescheduling meetings:

Preferred contact details:

Mentor

Phone:

Mobile:

Email:

Student/Recent Graduate

Phone:

Mobile:

Email:



Appendix 3 - Responsibilities

Mentor responsibilities	Student responsibilities
<ul style="list-style-type: none"> Act as a source of information and/or insight into the professional field; 	<ul style="list-style-type: none"> Take time to contact and meet mentor, both in the initial stages and on an ongoing basis;
<ul style="list-style-type: none"> Provide practical business experiences; 	<ul style="list-style-type: none"> Articulate areas of concern or interest and receive advice or observe professional practices;
<ul style="list-style-type: none"> Recommend career development opportunities for achieving professional goals; 	<ul style="list-style-type: none"> Explore career opportunity and career development;
<ul style="list-style-type: none"> Assist with personal goal setting and planning; 	<ul style="list-style-type: none"> Think about goals before meeting a mentor and being willing to openly discuss these goals with their mentor; negotiating activities in order to obtain goals;
<ul style="list-style-type: none"> Assist with specific professional skills including job seeking strategies and resume writing; 	<ul style="list-style-type: none"> Identify weakness in their knowledge and application of professional skills;
<ul style="list-style-type: none"> Listen with an open mind, challenging and encouraging the exploration of ideas; 	<ul style="list-style-type: none"> Develop a trust relationship and sharing concerns;
<ul style="list-style-type: none"> Encourage professional behaviour; 	<ul style="list-style-type: none"> Explore professional practice;
<ul style="list-style-type: none"> Facilitate self-directed learning; 	<ul style="list-style-type: none"> Embrace learning and exploration with enthusiasm and commitment;
<ul style="list-style-type: none"> Provide feedback on observed performance; 	<ul style="list-style-type: none"> Be willing to listen and when appropriate take advice;
<ul style="list-style-type: none"> Advise on effective coping strategies; 	<ul style="list-style-type: none"> Learn to accept feedback and use it positively;



- Conduct a skills audit to identify areas of strength and opportunities for development;

- Implement mentor suggestions.