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Welcome to the Career Mentor Scheme!

Once you become part of the Career Mentor Scheme, you will be matched with a student who will become your ‘mentee’ for the duration of the academic year (typically from April until November). The QUT Career Mentor Scheme allows you to connect with a motivated student, and nurture a future member of your profession by supporting their transition from university to the workplace.

A mentor acts as a guide, a source of information, and a sounding board for their mentee by offering guidance and insights specific to their field. Students will typically seek help evaluating long-term career goals, advice on study options and view the mentor as a case study of someone else’s careers to date.

The QUT Career Mentor Scheme has been in existence for over 25 years and is the largest program of its kind in Australia. You will be supported by a full-time Coordinator who will support you with any needs you have along the mentoring journey.

We hope to have the opportunity to meet you at one of the Career Mentor Scheme Networking events and we hope you enjoy the wonderful benefits that come from being a mentor and being part of the QUT Mentor community.

How do mentors benefit?

- Enhancement of leadership and interpersonal skills
- Personal satisfaction and self-development
- Invest in the future of your profession
- Source students for employment
- Networking opportunities
- Establish or maintain links with QUT
- Access to QUT library and resources.

The Mentor’s Role

The mentor provides valuable knowledge, skills and information gained from years of professional experience and are dedicated to nurturing the new generation of industry professionals.

The Mentee’s Role

A mentee is a student looking to benefit from their mentor’s knowledge and guidance to assist with the transition between university and the workplace. They are responsible for their own learning and as such, often drive the process.
<table>
<thead>
<tr>
<th>Mentor Responsibilities</th>
<th>Mentee Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide industry information, insight &amp; knowledge</td>
<td>Contact mentor, schedule meetings and provide feedback on sessions</td>
</tr>
<tr>
<td>Listen with an open mind, challenge and encourage the exploration of ideas</td>
<td>Work to develop trust and foster the mentor relationship</td>
</tr>
<tr>
<td>Facilitate mentee learning</td>
<td>Communicate expectations, needs and feelings</td>
</tr>
<tr>
<td>Provide career development strategies for achieving development goals</td>
<td>Deeply consider career goals and aspirations, and discuss these openly with mentor</td>
</tr>
<tr>
<td>Teach specific skills including career planning, goal setting, job seeking and resume writing</td>
<td>Take responsibility for learning, embracing it with enthusiasm and commitment</td>
</tr>
<tr>
<td>Coach a healthy work lifestyle and attitude</td>
<td>Listen and take appropriate action</td>
</tr>
<tr>
<td>Provide feedback on observed performance</td>
<td>Learn to accept feedback and use it positively</td>
</tr>
</tbody>
</table>
Goals and Expectations

Before meeting with your mentee and entering into the mentoring relationship, it is important for both parties to formulate a plan of what they wish to achieve from the experience.

Before being matched with their mentor, students must attend a compulsory briefing session and are asked to identify some specific and achievable goals before meeting with their mentor. To reach these goals, they should have some objectives listed also.

A good place to start in your first meeting is to ask your mentee to outline what their goals and expectations are, and to ensure that they are congruent with what you wish to achieve. It is also advised to ensure that you a) can, and b) are willing to, work towards their expectations.

Sample student objectives:

1. Gain industry insight to help me work out my career direction after I complete university.
2. To establish a good industry network base during my final year of university. (Goal: Attend one industry event per month).
3. Improve my job seeking skills and develop a job seeking strategy with my mentor.

What skills do students want to develop?

- Communication
- Critical Thinking
- Technical/Professional/Research
- Social/Ethical Responsibility
- Teamwork
- Initiative/Enterprise
- Leadership
- Life Management/Life-Long Learning
- Problem Solving
- Managing/Organising
- Creativity/Design
- Technical/Professional/Research
- Leadership
- Communication
- Critical Thinking
- Social/Ethical Responsibility

What do Students Expect from Their Mentor?

Students want their mentor:

- To be approachable, positive, accessible, available, supportive, encouraging, open and honest
- To have a genuine interest in assisting students
- To listen and offer constructive criticism and advice
- To be available, contact often, dedicate time to mentoring, respond to emails and telephone calls
- To discuss everything – with real life explanations and advice
- To talk about career paths, career guidance, networking advice and job applications
- To offer workplace visits, work experience or a reference (as appropriate)

What are Mentors not expected to Provide Students?

All students

- Be the driver of the relationship and continually chase up contact with their student – motivation and follow through are needed by the student
- Be a professional referee before getting to know their student
- Be expected to provide students with work experience if this is not appropriate – however work experience is a very welcome addition to the mentoring experience if available and appropriate

International Students

- Assist students gain permanent residency or work visas.
- Sponsor students to stay in Australia.
- Be an English tutor, or correct grammar and English language in assignments.

If your mentee is requesting information that is listed above please refer them back to us and we can point them in the right direction. If you have any concerns about the Scheme, your mentee or your mentoring relationship at any time, please contact the Career Mentor Scheme Coordinator on 07 3138 2687 or email mentor@qut.edu.au.
How much time should I spend with my mentee?

There is no right or wrong answer to the question of how much time you should allow for mentoring activities. Each mentoring pair should determine their own schedule based on their availability.

It is important to set limits at your first meeting, for how much time you are willing to provide. This will set the framework for your mentoring relationship. On average mentors and mentees report spending **one hour per fortnight** on mentor related activities, some relationships are more active, and others not as much. Mentoring activities can include:

- Face-to-face meetings
- Networking events
- Emails
- Workplace visits
- Telephone calls
- Instant messaging

**Contacting your Mentee**

Students often do not have email at home or do not check their email every day. It is important to discuss from the outset some rules put in place, e.g. Turnaround time of one week on emails perhaps. You also need to manage the student’s expectations— if they are expecting a daily email relationship with you and you are overwhelmed by emails every day, then you will struggle to give a timely response.

**Mature Age Students**

Mature age students are defined as students who do not come straight to university from High School, but rather who have had time and experience under their belt before commencing their university studies – age 25 upwards.

You may find mature age students already have a vast background of experience, and are looking for industry specific advice and/or networking from their mentor rather than general exposure to a workplace. You might also find mature age students have more focus and clarity on what they want to do when they graduate.

Mature age students usually express a wish for older and more experienced mentors, and we do try to accommodate this, although our matching is based on common professional interests.

**The Mentoring Agreement**

A mentoring contract or written agreement is a tool that mentees and mentors may use to formalise the arrangement and pre-plan activities. Whilst not binding, a contract allows both parties clarity on what they wish to achieve out of the process and begins thought as to how to achieve both sets of objectives. Please note this contract is not a static document and should be amendable by both parties at any time.

Whilst this is not a requirement of the Career Mentor Scheme, developing a contract allows some parties to feel more committed to the process and can be a useful starting point for discussions.

If you choose not to use a contract in a written format, it is recommended you specify how you will ensure your mentoring relationship will meet expectations and achieve set objectives. Whether you choose a formal or informal contract, a written set of goals and operating procedures, or a verbal discussion on what you wish to achieve, it is often useful to have **something** specified in writing.

Below is an example mentoring agreement. This agreement is available in electronic format from the Resources link at www.careers.qut.edu.au/employer/mentor
Example Mentoring Agreement:

<table>
<thead>
<tr>
<th>Date of commencement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of mentor: __________________________ Name of mentee: ________________________</td>
</tr>
</tbody>
</table>

We agree to the following:

We have agreed on the following goals and objectives as the focus of this mentoring relationship:
1. 
2. 
3. 

Communication methods and frequency
*Here you can outline the frequency and nature of the meetings and the contact you anticipate. Think about any restrictions regarding contact. E.g. Not during working hours, preferably by email, mobile phone contact is allowed etc.*

As the mentor I undertake to:……
*Summarise the responsibilities agreed to achieve objectives. E.g. Introduce the mentee to relevant networks and colleagues; Provide feedback on the mentee’s progress towards learning objectives; Advise on relevant professional reading etc.*

As the mentee I undertake to:……
*Summarise the responsibilities agreed to by the mentee to achieve the objectives. E.g. Keep a reflective journal; Attend two networking functions during the year; Seek additional avenues of learning etc.*

Activities
*Bullet point some concrete activities or topics of discussion that will help the mentor and mentee achieve their goals. This section may need a page of its own!!*

Problems/Help:
*Specify ways in which you will seek help or overcome difficulties as they arise. E.g. Keep open lines of communication and be honest and tactful when broaching difficulties, Request assistance from the Career Mentor Scheme Coordinator if needed, keep regular contact by phone if meeting face-to-face becomes too difficult for a period etc.*

Other:
*You may wish to include any other items of importance to the mentoring partnership. E.g. Confidentiality; Time periods where one party will be away etc.*

Review of the mentoring partnership
*You may wish to agree to come back to your objectives and action plan periodically to reflect on the achievements made and to consider whether there should be any adjustments or new objectives.*
Suggested Discussion Topics and Activities

Mentees should be the drivers of the relationship, but it is also helpful if mentors have suggestions on what both parties can do within the mentoring relationship.

Below is a list of suggested discussions and activities. This list is not exhaustive, and some ideas may not be applicable or appropriate for your industry. You may also have your own ideas about how you would like to structure the mentoring relationship with your mentee. If you should like to contribute suggestions to the list below, please email the Scheme Coordinator at mentor@qut.edu.au.

Topics for discussion:

- Discuss your background and career path to date
- Discuss key tasks and duties of your current position
- Explore your mentee’s current career goals and career path expectations within the field
- Discuss areas of specialisation and job opportunities within the field and specifically for graduates
- Arrange access to a recent graduate to give insight on what your mentee can expect as a new graduate in their organisation
- Explore strategies aimed at improving your mentee’s ability to gain employment in the field
- Assist your mentee in choosing subjects
- Assist your mentee with understanding registration pathways and requirements, e.g. psychology, CPA
- Discuss current trends, issues, and areas of interest
- Examine the relationship between theory and practice, i.e. discussing a university assignment from a practical viewpoint
- Discuss ethical considerations of your industry’s practice and conduct

Practical ideas to implement:

- Resume critique from an employer’s point of view
- Provide feedback on letters of application for positions
- Interview preparation and practice
- Allow your mentee to shadow you or another staff member, giving exposure to daily activities for a greater appreciation of what the job involves
- Allow your mentee to attend meetings and hold follow up discussions
- Allow your mentee to accompany you to association events, seminars, or training and development activities
Provide networking opportunity with others in the department/industry
Show your mentee around your workplace and explain how different roles rely upon each other
Involve your mentee in a project, with achievable outcomes for both parties
Provide the opportunity to gain practical work experience (if appropriate)
Show your mentee past examples of work completed and assess why it was, or was not, successful or effective

**Distance Mentoring Advice**

A distance mentoring relationship is one where mentor and student are physically separated as one or both parties are not located in South East Queensland, and have limited opportunities to meet in person. The aim of students joining the Career Mentor Scheme often includes being able to gain industry experience, networking opportunities and/or exposure to a real profession. These objectives can be difficult to meet in a distance relationship and creative solutions need to be found and/or objectives of the student moderated.

**Points of Difference/Problems within Distance Relationships**

The main difficulties that participants report focus around the issues of contact and building rapport. It is easier to lose contact via an email relationship. If you forget to reply and one party is left waiting on the other, the relationship can often falter. It is surprising how many times a relationship fails because both parties were waiting for the other to contact them! Regular meetings and/or points of contact can also be tougher to organise as they have to be at a certain time each week/month. You need to be reliable and organised!

Distance relationships can also become quite impersonal as you do not have the chance to meet face-to-face and build rapport. Don’t be afraid to add some personality to your communications and talk on the phone occasionally, it will help you both to get to know each other on a deeper level.

The final point to watch, is the lack of feedback that can often occur when there is no face to face or verbal interaction, which can reduce understanding. Be clear in your communications and talk about your objectives for the relationship upfront.

**Example of the beginning of an email relationship**

- First point of contact—student emails mentor, introduces themselves and attaches their resume
- First reply email – the mentor outlines their career history
- The student picks out some parts of the mentor’s experience, asks questions and looks for expansion on areas of interest
- The student gives ideas as to what their career goals may be
- The mentor comments, probes, clarifies and questions
- Relationship continues from there

**Tips for success**

- Check email regularly and don’t leave an email for longer than a few days
- Build rapport from day one, including non-career related interests can help with this
- Use more than just email as a contact method
- Be organised – think about what you wish to achieve throughout the year and discuss expectations with the other party
- Try to show commitment from the start and establish a regular contact routine
- Utilise other sources beyond the mentor for the student’s information and progression. Set students tasks to complete, encourage students to search for networking events themselves. Email the student any event information or interesting articles that you think they might be interested in
Mentors may have colleagues or contacts in the Brisbane area that they can set students up with for a face-to-face meeting or workplace visit.

**Contact methods**

Email is not the only way you can communicate with your student in distance relationships. Phone calls are a great way of building rapport and achieving on-going interaction.

- Phone at a regular time – e.g. every month
- Communicate on-line together via instant messaging
- Teleconferencing/net meeting - useful if both parties own the same software, and allows for information to be shared collaboratively over the net
- If you sometimes travel to Brisbane, it is worthwhile discussing when any trips will be planned and taking this opportunity to meet face-to-face

**Potential Challenges and Strategies to Overcome Them**

The table below outlines a list of potential challenges and some suggested strategies for overcoming these problems.

If you have any concerns about the Scheme, your mentee or your mentoring relationship at any time, please contact the Career Mentor Scheme Coordinator on 07 3138 2687 or email mentor@qut.edu.au.

<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>STRATEGY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Difference in expectations</strong></td>
<td>Ensure that there is open communication at all times and both parties know what the other wants to gain from the relationship. These issues are best addressed during the initial meeting, using the agreement. If your mentee is requesting information that is listed in &quot;What Mentors are not expected to do for students&quot; please refer them back to us and we can point them in the right direction.</td>
</tr>
<tr>
<td><strong>Time commitments – work, family life, etc.</strong></td>
<td>Use all forms of communication – telephone, email and face-to-face. Typically contact is one hour a fortnight, but may vary. Try setting dates and times in advance to help with scheduling other commitments.</td>
</tr>
<tr>
<td><strong>Personality clashes</strong></td>
<td>Please contact the Career Mentor Scheme Coordinator ASAP so that the situation does not get out of hand. Rematching is possible in extreme cases.</td>
</tr>
<tr>
<td><strong>Places to meet</strong></td>
<td>Meetings do not necessarily have to take place at the mentor’s work; it may be more convenient to meet for lunch/coffee. Be creative and flexible in your approach.</td>
</tr>
<tr>
<td><strong>Activities with your mentee</strong></td>
<td>Refer to the activities and discussions section on pages 6-7 or contact the Career Mentor Scheme Co-ordinator for suggestions.</td>
</tr>
<tr>
<td><strong>Professional interests are not aligned</strong></td>
<td>It is almost impossible to facilitate a perfect match of professional interests; however we do match as closely as possible. Many of the activities sought in mentoring are general that any experienced professional can assist with. If your student has specific interests, perhaps you could set them up with contacts you might have to help solve this problem.</td>
</tr>
<tr>
<td><strong>Unable to contact your mentee</strong></td>
<td>Students are to make the first point of contact and drive the ongoing relationship. If they are not making contact or if their phone number or email is incorrect, please contact the Scheme Coordinator to rectify the problem.</td>
</tr>
<tr>
<td><strong>Your details change</strong></td>
<td>Please inform the Career Mentor Scheme Co-ordinator of your new details via email (<a href="mailto:mentor@qut.edu.au">mentor@qut.edu.au</a>) or log into your CareerHub profile to update your details, interests or experience at any time.</td>
</tr>
</tbody>
</table>
Insurance

Insurance for the QUT Career Mentor Scheme covers students undertaking site/office visits and unpaid work experience at their mentor’s place of work, or in a work setting organized through their QUT mentor. Work experience and/or site/office visits must be related to the student’s field of study and supervised either by their mentor or by someone appointed by their mentor.

QUT carries four insurance policies within the Career Mentor Scheme: Public and Products Liability, Professional Indemnity, Medical Malpractice and Group Personal Accident.

For more information on the policies, please the insurance link on the Career Mentor Scheme website – www.careers.qut.edu.au/employer/mentor/insurance.jsp

Timeline: What Happens Now?

FEB / MARCH — Briefing Sessions for mentees and new mentors, and matching. Please email mentor@qut.edu.au if you wish to attend the next New Mentor Briefing session.

APRIL — Networking Launch Function to attend with your mentee. This is a great opportunity to meet other mentors and mentees participating in the Scheme. Depending on the timing of your allocation, it is a good idea to meet face-to-face with your mentee before this function.

MAY / JUNE — Progress reports will be requested from mentors to ensure that contact has been made by their student and all is going well. If no contact has eventuated, the student’s participation in the Scheme will be evaluated. If the match is cancelled, we will endeavour to rematch the mentor with another mentee. Students will also be required to complete a progress report as a check point to ensure the relationship is progressing well from their point of view.

AUGUST — Early Career Mentor Event and mid-year matching. If your original mentee has graduated, you may be matched with a new student.

OCTOBER — End of Year Function to attend with your mentee. This is an opportunity to thank participants for their wonderful contribution to the program. Your mentoring relationship will formally continue until the end of October (although students will have insurance until the end of the year).

NOVEMBER — Mentors and Mentees are invited to give us feedback about the Scheme. Mentors will also be asked to confirm their participation for the following year.

DECEMBER — Although the Career Mentor Scheme has officially ended, we encourage mentors and mentees to keep in touch.
2017 Semester Key Dates

**Semester 1**  
20 February – 2 June 2017  
*Semester commences:* 20 February  
*Mid Semester break:* 17 April – 21 April  
*Exam prep:* 5 – 7 June  
*Exams:* 8 - 23 June  
*Vacation:* 26 June – 21 July  

**Semester 2**  
17 July – 27 October 2016  
*Semester commences:* 24 July  
*Mid Semester break:* 25 Sept – 29 Sept  
*Exam prep:* 30 Oct – 1 Nov  
*Exams:* 2 Nov – 17 Nov

**Summer Program**  
20 November – 16 February 2017  
*Exams:* 12 – 29 February 2017

### Save the date!

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Discipline Groups</th>
<th>Venue &amp; time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelvin Grove Launch Function</td>
<td>April 26th 2017</td>
<td>Health, Education, Creative Industries</td>
<td>Kelvin Grove Campus</td>
</tr>
<tr>
<td>Gardens Point Launch Function</td>
<td>April 27th 2017</td>
<td>Law, Business, Science and Engineering</td>
<td>Gardens Point Campus</td>
</tr>
<tr>
<td>Mid Year Function (TBC) Early Career Mentor Event</td>
<td>TBC</td>
<td>TBC</td>
<td>TBC</td>
</tr>
<tr>
<td>End of Year Function including Awards</td>
<td>October 18th, 2017</td>
<td>All disciplines</td>
<td>Gardens Point Campus</td>
</tr>
</tbody>
</table>
Additional QUT Support Services

QUT has a number of support services that mentors may find useful in directing students to, to complement the mentoring role.

**Careers and Employment - www.careers.qut.edu.au**
Job opportunities, career counselling appointments, resume checking service, resume writing workshops, interview and employment skills, graduate destinations or work experience.

**Counselling Service - www.counselling.qut.edu.au**
Professional, confidential and free counselling service for current QUT students.

**Student Guild - www.guildonline.net/**
A casual employment service advertising part-time and non-professional employment for students. Student Guild also offers a number of support services, campus facilities and events.

**International Student Services (ISS) - www.issupport.qut.edu.au**
Information on language, learning and student life, including employment issues such as visa requirements etc.
Frequently Asked Questions

More FAQs are available on the Career Mentor Scheme website at www.careers.qut.edu.au/employer/mentor/faqs.jsp or contact the Career Mentor Scheme Coordinator if you have any questions or concerns throughout the year about the Scheme, your mentee or your mentoring relationship.

What are the time commitments?
The Career Mentor Scheme officially runs from April until October/November each year and, as a general guide, mentors and students make contact for approximately one hour each fortnight. This may very during busy times and each pair will determine their own mentoring schedule based on their individual availability.

In what form does contact usually take place?
Contact can include face-to-face meetings (including work visits or coffee catch-ups), emails, telephone calls, Skype or facilitating work exposure within the industry. Each pair will negotiate the type of contact that will work most effectively for their mentoring relationship and individual schedules.

What if I can’t give the student work experience?
Work experience is not an automatic part of the Career Mentor Scheme and no promise of employment is made or sought in a mentoring relationship. However, mentors are welcome to offer work experience to their mentee and QUT insurance covers students for unpaid work experience if this eventuates.

Are students covered by QUT insurance?
QUT maintains a range of insurance policies that cover students while they are involved in the Career Mentor Scheme. For more information on the policies, please visit the insurance page on the Career Mentor Scheme website – www.careers.qut.edu.au/employer/mentor/insurance.jsp

What level of involvement does QUT have?
QUT offers support by providing a coordinator who manages the Career Mentor Scheme throughout the year and is available to advise and assist mentors.

Please contact the Career Mentor Scheme Coordinator at any time throughout the year to discuss any concerns or questions you may have, or to let us know how you are going with your mentoring relationship.

Help, Advice and Further Information

The Career Mentor Scheme website has information and links to pages on mentoring.

If you have any concerns about the Scheme, your mentee or your mentoring relationship at anytime, please contact the Career Mentor Scheme Coordinator.

Rosaria Kiely
Career Mentor Scheme Coordinator
Ph: 07 3138 2687
Email: mentor@qut.edu.au
Thank you for your participation in the QUT Career Mentor Scheme.

Connect with the future of your profession.