

The IoD Student Mentoring Scheme

Introduction for new mentors

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Our plan for the next hour

- Introductions
- An overview of our mentoring scheme
- An brief overview of mentoring
- Mentoring key skills and the mentoring lifecycle
- A chance to hear from some current mentors
- Then, later on...
 - Meet some of the other mentors
 - Meet your mentees 😊



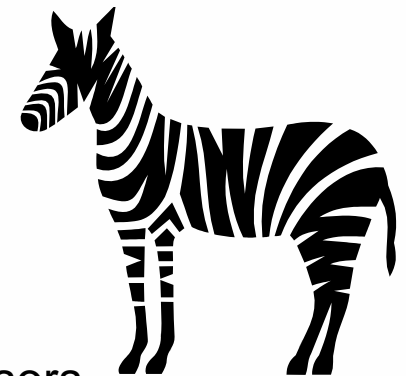
Introductions to each other

- Please share;
- a) what you do
- b) your previous (mentor) experiences
- c) why you are joining this scheme



Some mentor's companies

- Aspray24
- Static Systems
- Nextiraone/Dimensions Data
- Higgs & Sons
- Torquil Clark
- High Court Enforcement Group Ltd
- Lanyon Bowdler
- Comau UK
- Wolverhampton City Council
- HMRC
- Nat West/Lloyds Bank
- Virgin Trains
- Dudley Zoo
- Pertemps Recruitment
- Sales/Marketing, Coaching, Consultancies, Business Advisors






A brief overview of our University and our students

- Our University
 - ‘Knowledge. Innovation. Enterprise’
 - Foundation, Undergraduate, Postgraduate, Doctoral and Professional programmes
 - Pioneering. E.g. MBA, Masters in Coaching & Mentoring
 - Widening participation
 - Professional accreditation e.g. ILM/CMI/CIPD
- Our students
 - Non traditional students/first generation
 - Large percentage from local area
 - Widening participation = increased need for personal support

2 of our mentors



It is good to know there are real quality individuals prepared to work very hard to gain a business role in the future. I would like to say that if more people in business had the approach and integrity that my mentee has, business for the future would be in safe hands.

My mentees and I have been on a journey. Our first meetings were to identify strengths and what jobs my mentees were looking for. I provided both of them with the opportunity of meeting with my HR & Finance Director, and other contacts. We then focussed on their CVs and applying for jobs and the final meetings were more focussed on the interviewing process. They have both now secured jobs.



Our IoD Student Mentoring Scheme

- The purpose
 - Employer-student partnership; ***Directors as 'critical friends'***
 - Recognising/supporting/developing employability skills and beyond
- The people
 - 80 mentors & 200 mentees (final year students) so far, over 8 yrs
- The process
 - Students complete short form about expectations from mentoring
 - Students matched with a mentor close to their aspirations/future job
 - Students meet mentors and attend a short expectations session
 - Students and mentors meet for group reviews/activities/tours





The process...

- During mentoring
 - (1 hour) meeting once a month
 - Meeting senior colleagues/using mentor networks to go elsewhere
 - Tours of local workplaces
 - Mini-work experience sessions for students
 - Mock interview sessions
 - Invites to IoD regional/local events
- Successes beyond mentoring
 - @ 40% mentees achieve a first class degree
 - @ 30% mentees are awarded University special prizes
 - IoD (West Midlands) Director of the Year Award given to mentors (2013/2015)
 - Over 80% of those mentored are now in employment
 - **Example 1 – Mike on DHL Graduate Scheme**
 - **Example 2 – James on Nationwide Graduate Scheme**
 - **Example 3 – Jessica in marketing role at Advantage Healthcare Group**
 - **Example 4 – Sylwia at Carillion**

Some of our student mentees



We have gained so much from the experience; mentors have helped us revisit our strengths and development needs, showed us how to work on some of these, encouraged us to consider what job we REALLY want and introduced us to some additional networks that can help support and guide us towards our career goals.

David and Mike



My mentor Mike has a background in Communications and PR. He helped me think about things from an employer's perspective when they are recruiting, and I have been successful in getting a job.

David is extremely motivated. He took advantage of this mentoring scheme to tap into my experience and to find out what organisations are *really* looking for, in order to develop those skills and qualities that make an individual stand out from the crowd!



2014/2015





What was learnt by them?

- **Students/mentees**

- What employers need and want and what they (the students) really need and want
- How different departments and different companies operate
- Further developed interview techniques
- How to use a PDP to focus on strengths and development needs
- Honed employability skills; time management, presentation skills, marketing self
- Increased self confidence
- Re-motivation towards studies
- The importance of networking

- **Mentors**

- What students need and want
- What different generations bring
- An insight into different countries and different cultures
- New knowledge in relation to business (e.g. modern marketing techniques)
- Developed mentoring skills, including flexibility/adaptability – one size does not fit all



Some feedback

- “In my opinion I think the scheme has been great, and I would have missed out a lot if I didn't take part in it. **I feel like it's complemented my third year of Uni as it's given it more substance than just studying, but hasn't taken loads of time out of it at all.** Most importantly, I feel the scheme has been motivating, which is the best thing for my third year, as meeting the Directors (such as the speed mentoring and an event John has invited me to) has also inspired me to work hard. Which is great as it's easy to lose motivation when there's a lot going on. John has been a great mentor, I only have positive things to say about him! He's very friendly, responsive and genuine! I couldn't have asked for anything more from him honestly, **he's really guided me in terms of a career path, improved my confidence so much and helped me with a CV.** I'm super grateful for all his help as he is extremely busy. He always stresses if I need help he will try his best to arrange a meeting/phone call, which he does. **I think it's a brilliant scheme for third year students, to give them an edge, motivation, confidence and that this should be stressed more to the next third year!**” (Mentee)
- “I have loved every minute of it as it is very fulfilling, I am actually surprised why this type of initiative is actually not embedded more in education at all levels using people with business experience. **I believe it makes a massive difference in getting students into employment.**” (Mentor)



Typical feedback

Mentees

- ‘I’m getting to know what I’m good at.’
- ‘I’ve learnt how to manage my time and workload effectively.’
- ‘I would have liked more meetings but recognise my mentor is busy.’
- ‘Some mentors were more accessible and flexible about meeting up than others.’
- ‘Some Mentors did more than others; I was happy with my mentor until I heard that others had a mentor who did so much more.’

Mentors

- ‘I have learnt that there is so much involved in degree studies.’
- ‘It’s pleasing to work with mentees that have so much enthusiasm for improving their life and who are focused on achieving.’
- ‘Best to let mentee travel, so they can see where I work and get access to other key people.’
- *‘My mentee was wanting to discuss her dissertation. I needed to remind a few times that here to discuss their employability and not student work.’*
- ‘Don’t do too much for your mentee...need to check motivation.’

**The focus is on
EMPLOYABILITY SKILLS**



Employability is...

http://www.nus.org.uk/Global/CBI_NUS_Employability%20report_May%202011.pdf (CBI/NUS report)





What does the University of Wolverhampton want to create?

Our students need 7 survival skills

1. Critical thinking and problem solving
2. Collaboration and leadership
3. Agility and adaptability
4. Initiative and entrepreneurialism
5. Effective oral and written communication
6. Accessing and analysing information
7. Curiosity and imagination

University Graduate Attribute project

http://www2.wlv.ac.uk/celt/Projects/GA/ILE_Grad_Attributes_Poster.pdf

An overview of mentoring





	Coach	Mentor	Trainer	Consultant	Therapist
Roles	Partner and Advocate	Teacher and Guide	Teacher, Expert, Guide	Advisor, Expert, and Guide	Counselor and Therapist
Authority	Client	Mentor / Mentee	Trainer	Consultant	Counselor
Uses	Curiosity, Facilitation and Support, Coaching Models	Experience, Self-proven methods, Contacts	Models, Methods, Procedures	Expertise Experience	Healing Methods, Clinical Models
Purpose	To partner with the client in clarifying, aligning, and achieving goals, while championing who the client is at their core	To teach the client the Mentor's methods and open doors that have led to success	To teach the client skills, procedures, methods, expertise, etc. To develop skill and proficiency in an area of an endeavor	To advise client and provide with success strategies	To assist the client in healing traumas from the past
Client Objective	To connect with their deepest values and desires and to create their own guiding principles and model of success	To understand and use the Mentor's methods of success and contacts	To develop skill and proficiency in an area of an endeavor	To use the advise, expertise, and strategies for success	To release the past and/or have better coping skills
Desired Result	Personal Alignment and Profound Change	Increased success by implementing the Mentor's approach and contacts	Increased or improved ability and proficiency	Using the Consultant's Advice	Emotional Healing through clinical models



Expectations/Responsibilities

- The University/The IoD (West Midlands)
 - To support students beyond the classroom teaching
 - To share/offer real life knowledge/experiences for students
 - To build student's networks
 - To develop wider relationships with each other
- Students
 - ***To put themselves in a better position to get the job of their dreams***
 - To develop employability skills, particularly in relation to marketing self
 - To have a fantastic CV and apply for the right jobs
 - To learn from 'role models'
- Mentors
 - To share real life experiences and enthusiasm for business
 - To offer practical advice
 - To open doors
 - To put something back

Mentoring key skills and behaviours



Qualities of coach or mentor (Connor & Pokora 2007)

Box 2.6 Some qualities of a coach or mentor

- *Supportive*: a confidential non-judgemental listener
- *Sounding board*: good at bouncing around ideas
- *Challenging*: able to challenge constructively
- *Networker*: skilled at identifying and knowing how to develop connections
- *Respected*: commands attention of others
- *Assertive*: able to state wants and needs without being aggressive
- *Open*: receptive to new ideas and ways of thinking
- *Transparent*: communicates their values and 'walks the talk'
- *Creative*: able to think laterally and 'outside of the box'
- *Visible*: known in the organization/professional community
- *Interpersonally skilled*: at negotiating, conflict resolution
- *Strategic*: able to take the long-term view
- *Kind*: sensitive to others and shows care for them
- *Genuine*: being themselves, not hiding behind a professional façade
- *Just*: treats people fairly and equally, is not prejudiced or partial



A MENTOR needs to know, to be, to do

MacLennan (1999)

- Strong RAPPOR creators
- Excellent LISTENING skills
- Sophisticated QUESTIONING skills
- Facilitate GOAL SETTING & OWNERSHIP
- Share hopes/expectations of success
- Help provide opportunities to experience (if applicable)
- Provide a safe structure/environment to share/learn
- Objective & honest feedback
- Emotional intelligence/self awareness



What differentiates the best mentors from the rest?

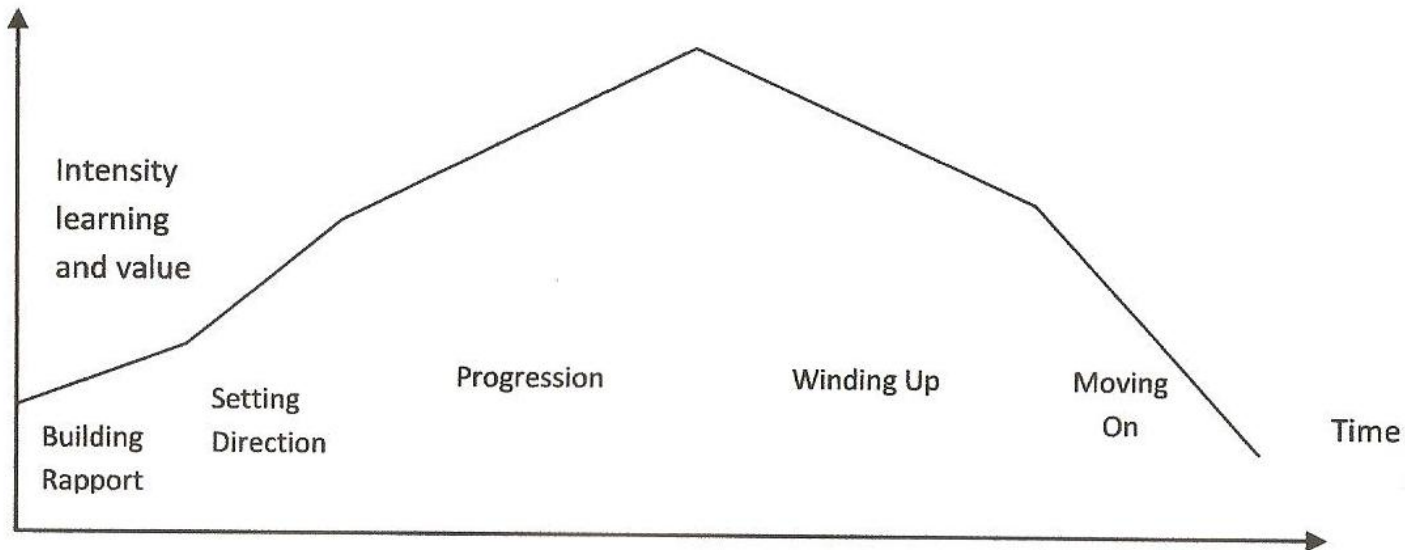
Gibbons (2006)

- Mentor does not blame – stays neutral
- Will give open and honest answers
- Not intimidating – easy to approach at any time
- Knows what they are talking about – good at own job
- Actively questions mentee
- Enabling, caring, open and facilitative
- Gives constructive and positive feedback
- Provides subtle guidance, but ensures mentees make the decisions
- Interested in mentee personally, genuine concern
- Sensitive to mentees needs – agenda driven by mentee
- Willing to debate, argue, discuss sensitively...

The mentoring lifecycle and suggested structure



5 phases of the mentoring relationship



Phases of the mentoring relationship

Clutterbuck & Lane, 2004



Coaching & Mentoring Processes

- Create rapport
- Formulate general objectives
- Assess the 'here' & 'now'
- Decide on the 'there' and 'then'
- Formulate clear objectives
- Plan a bridge between 'now' & 'then'
- Build the bridges
- Assess progress



Suggested structure/themes for each mentoring meeting

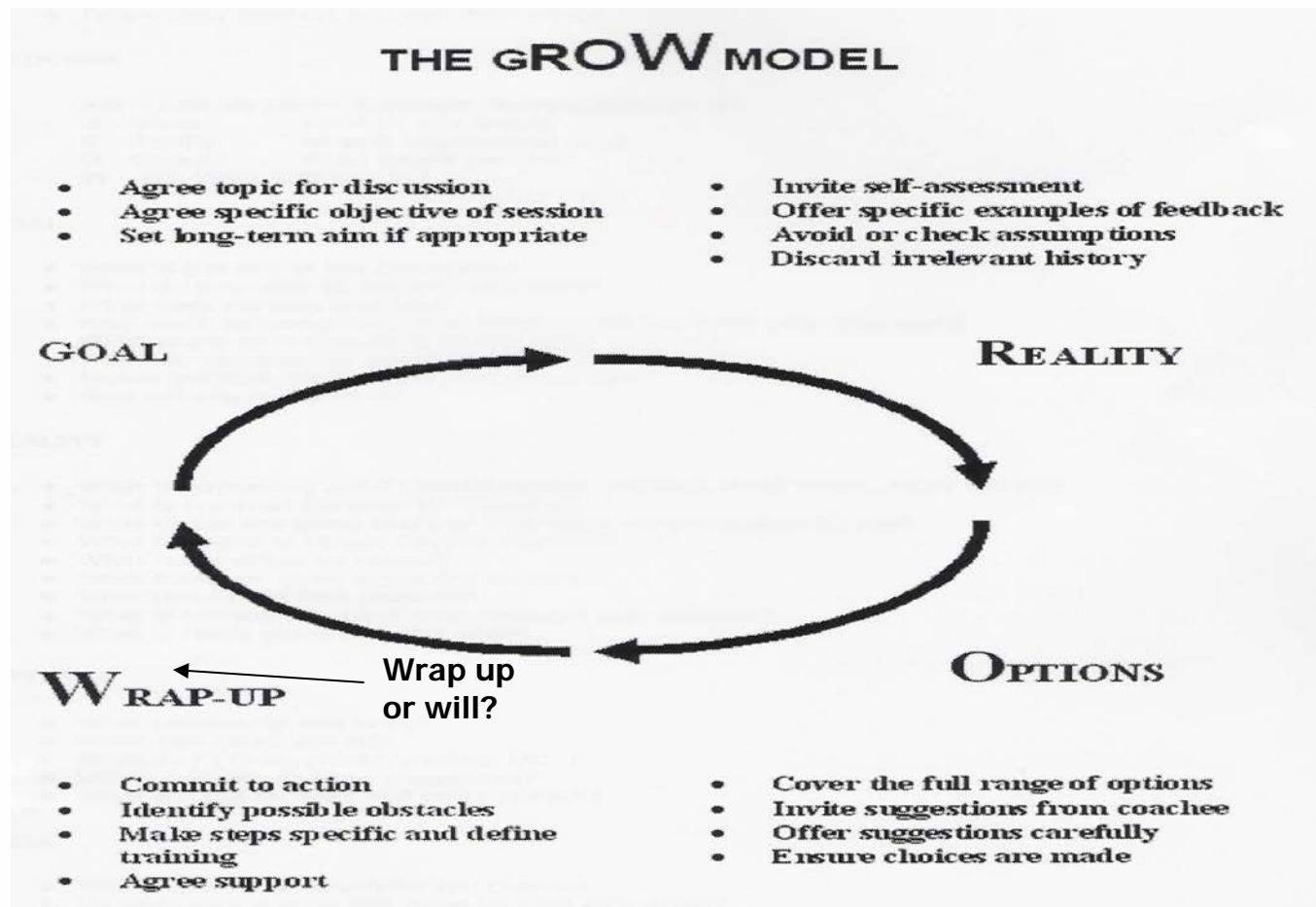
- Mtg 1 – get to know each other/expectations and career aspirations?
- Mtg 2 – start to talk about employability skills/create an action plan
- Mtg 3 – develop an action plan – strengths/development needs/CV?
- Mtg 4 – start to re-develop CV and discuss career opportunities
- Mtg 5 – review CV and action plan – progress/job search strategies
- Mtg 6 – discuss interview skills/practice and job applications
- Mtg 7 - discuss how best to market self/future job search strategies
- Mtg 8 – review action plan and reflect on progress/feedback/formal end

Please see 'Broad Guidelines' hand out too



The (infamous) GROW model

Taken from Downey (1999) & Whitmore (2003)





The support and challenge model

http://www.sagepub.com/upm-data/39882_9780857024190.pdf (pg 37)

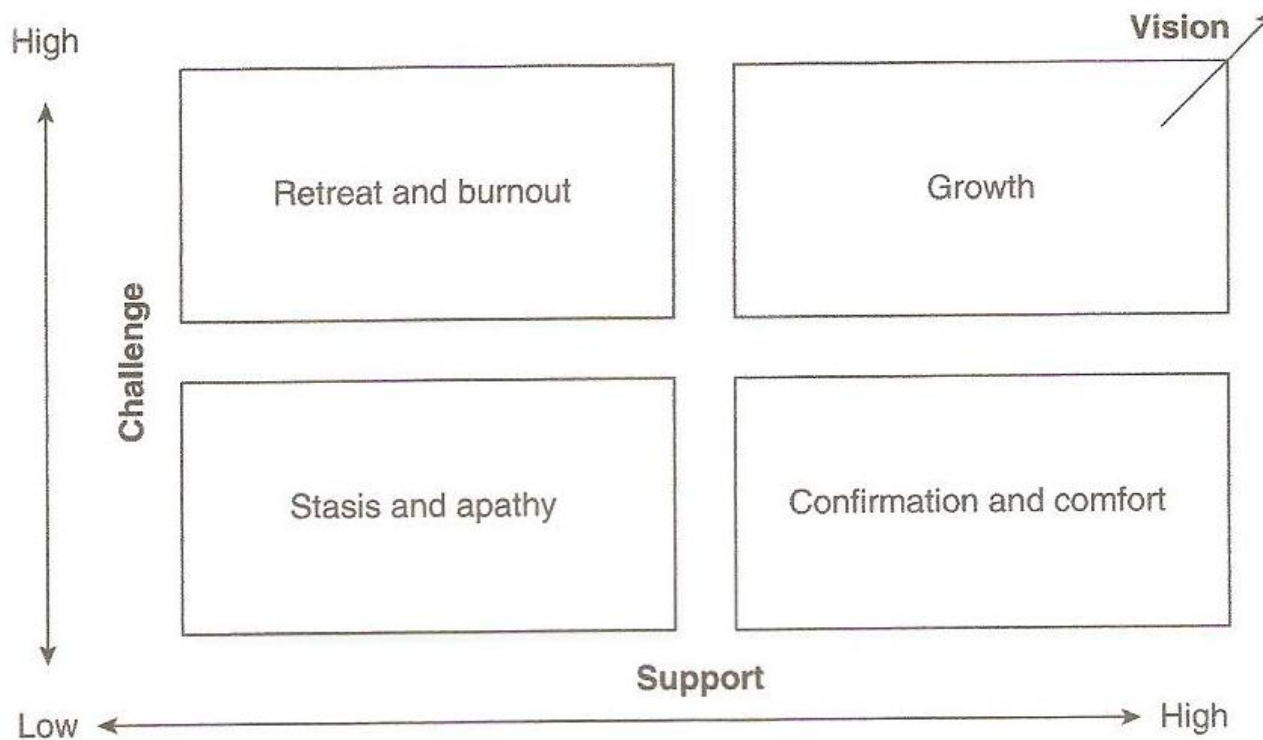
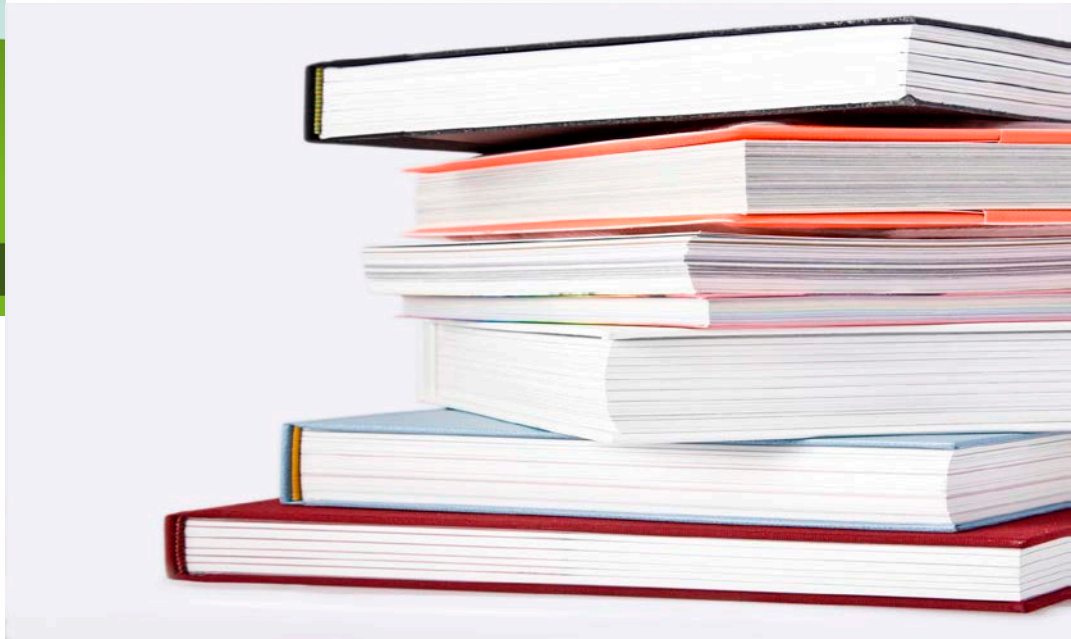


FIGURE 1.3 Effects of support and challenge on the mentee's development





**‘It is better to teach people to fish, than
to give them a fish’**

Mayo & Lang (1997)



Some additional thoughts...



John & Stuart's experiences

- **John Phillips** Mobile 07703 355891 or John@compliancestudio.co.uk
- **Stuart Squire** Mobile 07484 638031 or stuartws3@btinternet.com



The Ethical Code & EMCC

Competence Framework

- The Ethical Code sets out what the clients (students) and sponsors (the University and the IoD) can expect from the coach/mentor in either a coach/mentoring, training or supervisory relationship and should form the starting point for any contract agreed
- (2018) Global Code of Ethics <http://www.pressat.co.uk/releases/five-professional-bodies-join-in-launching-an-updated-global-code-of-ethics-for-coaches-mentors-and-supervisors-997dd4ed8d2cfc5016d0992aa6547f28/>
- Therefore, we have a brief mentoring contract to be signed on the first session too
- 8 competence key areas covered;
 - Understanding Self, Commitment to Self-Development, [Managing the Contract](#), Building the Relationship, Enabling Insight and Learning, Outcome and Action Orientation, Use of Models and Techniques & Evaluation

Our mentoring scheme on the Uni website

<http://www.wlv.ac.uk/about-us/our-schools-and-institutes/faculty-of-social-sciences/university-of-wolverhampton-business-school/employability-and-placement/mentoring/>



Additional group get-together dates

- 10/12/18 – Speed mentoring session re CVs
- 25/2/19 - Mock interview sessions (start at 3pm)
- 20/5/19 - Tour and celebration event



THANK YOU FOR SUPPORTING THE LEARNING AND DEVELOPMENT OF OUR STUDENTS

- Please contact either Jenni, John or Stuart if you need any support

jenni.jones@wlv.ac.uk