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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
- Mentoring, key skills and the mentoring lifecycle
- A chance to hear from some current mentors
- Q&As
- Then, later on...
 - Meet some (more) of our current mentors
 - Meet some of our mentees 😊



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Introductions to each other

Please share 4 sentences;

- a) Name
- b) Current position
- c) Mentoring experience
- d) Mentoring 'super power'



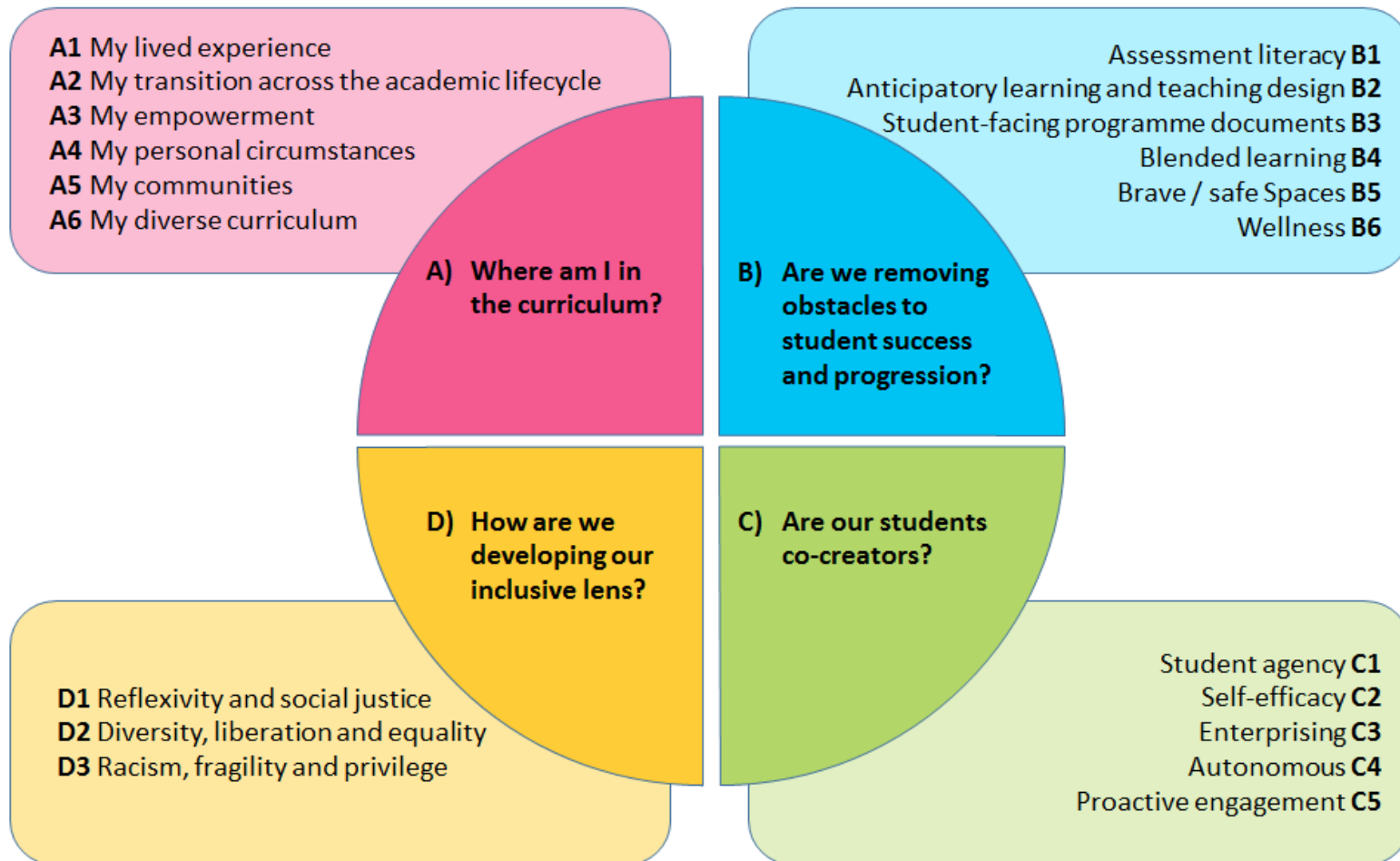
A brief overview of our University and our students

- 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 = limited networks/increased support

The University of Wolverhampton

- Anchor institution for the Black Country
- Social justice is central to our mission and we pride ourselves on being the University of Opportunity
- UoW student body mirrors diverse communities in the Black Country (80% are from a 20 mile radius)
- 54% of students are Black and Minority Ethnic (BAME/Global Majority)
- 67% from the most disadvantaged backgrounds IMD Quintiles 1&2
- 68% first in family to attend university – no reference point
- 50% of our undergraduate students are mature
- Recognition of intersectionality – considerations of multiple characteristics/identities = inclusivity framework

Our UoW Inclusivity Framework



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.



<https://youtu.be/3PHlwH7QOVc>

Our IoD Student Mentoring Scheme

- The purpose
 - Employer-student partnership; **Directors as ‘critical friends’**
 - Developing employability skills/finding highly skilled employment
- The people
 - 80 mentors & 400 mentees (final year students) so far, over 14 yrs
- The process
 - Students complete short form about expectations from mentoring
 - Students matched with a mentor close to their aspirations/future job
 - Students attend short expectations session, then meet mentors
 - Students meet mentors monthly (1 hour) face to face/Teams etc
 - Students and mentors meet for 3 group reviews/activities/tours



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Interview practice with mentors

http://issuu.com/universityofwolverhampton/docs/uwbs_ug_student_newsletter_spring_2013?mode=window





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**The focus is on
BUILDING CONFIDENCE,
EMPLOYABILITY SKILLS and
HIGHLY SKILLED EMPLOYMENT**

Employability is...

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





What type of graduate does the University of Wolverhampton want to create?

Attribute (what our graduates do/are)	Knowledge, Attitudes, Skills and Habits (How)
<p>Inclusivity: Reflexive practitioners with a commitment to inclusivity, equity and diversity</p> <p>Well-being: Aware of their own wellbeing and that of others</p> <p>Sustainability: Demonstrate individual responsibility for sustainability and understand the importance of sustainability</p> <p>Digital: Confident and critical users of digital technologies</p> <p>Community: Make positive contributions to the economic, social and cultural life of their communities</p>	<p>Empowered, Community-minded,</p> <p>Critical, Academically skilled,</p> <p>Adaptable, Resilient,</p> <p>Confident, Enterprising,</p> <p>Autonomous, Proactive,</p> <p>Reflexive, Enquiring,</p> <p>Challenging, Kind...</p>



The process...

- **During mentoring**

- **(1 hour) meeting once a month**
- In addition (if at all possible):
 - Meeting senior colleagues/using mentor networks to meet helpful others
 - Tours of local workplaces
 - Mini-work experience sessions or placements for students
 - CV and mock interview sessions in their workplace
 - 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 Awards given to mentors
- Over 80% of those mentored are now in 'highly skilled' employment
 - **Example 1 – Davinder now working as a Consultant for PWC**
 - **Example 2 - Mike now running his own clothing business**
 - **Example 3 – James on the Nationwide Graduate Scheme**
 - **Example 4 – Julia on KPMG Graduate Scheme** <https://youtu.be/fz1dGQFbuGo>

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!



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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 focus on strengths within your CV
- Honed employability skills; time management, presentation skills, marketing self
- Increased self confidence
- Awareness of (graduate) job opportunities in the West Midlands and beyond
- The importance of networking

• Mentors

- What are students differing needs and wants
- The different strengths that different generations bring
- An insight into different countries, different cultures, different perspectives
- New knowledge in relation to business (e.g. digital 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 complimented my third year of Uni as its 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’ve learnt that I can go for graduate jobs’
- ‘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.’
- ‘I have learnt about the complexities of student lives!’
- *‘My mentee was wanting to discuss her dissertation. I needed to remind a few times that here to discuss their employability and job opportunities, and not student work.’*
- ‘Don’t do too much for your mentee...need to check motivation.’



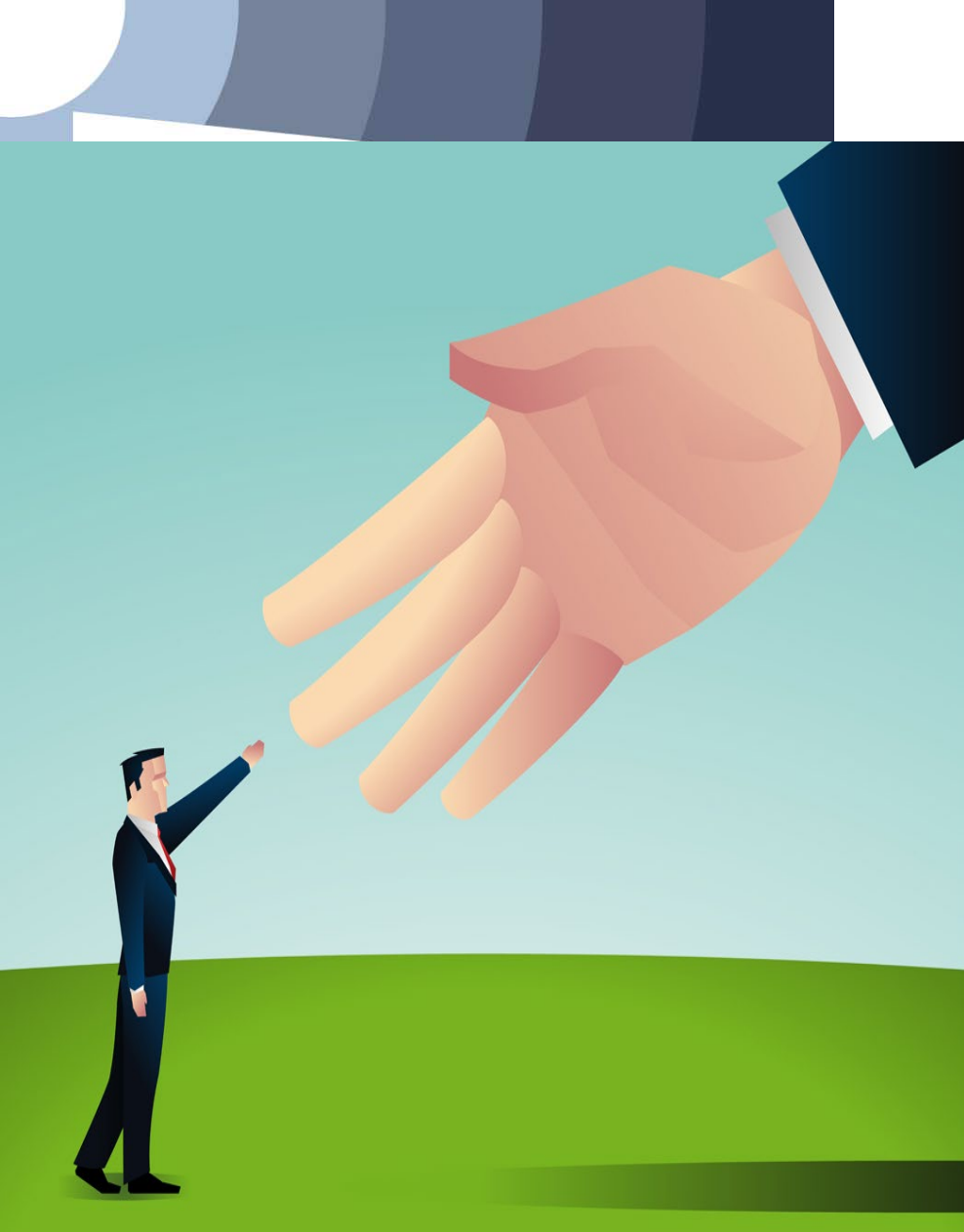
Expectations/Responsibilities

- 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 enhance the support offered by University Careers
- 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 meet their student regularly
 - To share real life experiences and enthusiasm for business
 - To offer practical advice
 - To open doors/to put something back



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An overview of mentoring





Qualities of coach or mentor (Connor & Pokora)

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



What differentiates the best mentors from the rest?

Gibbons

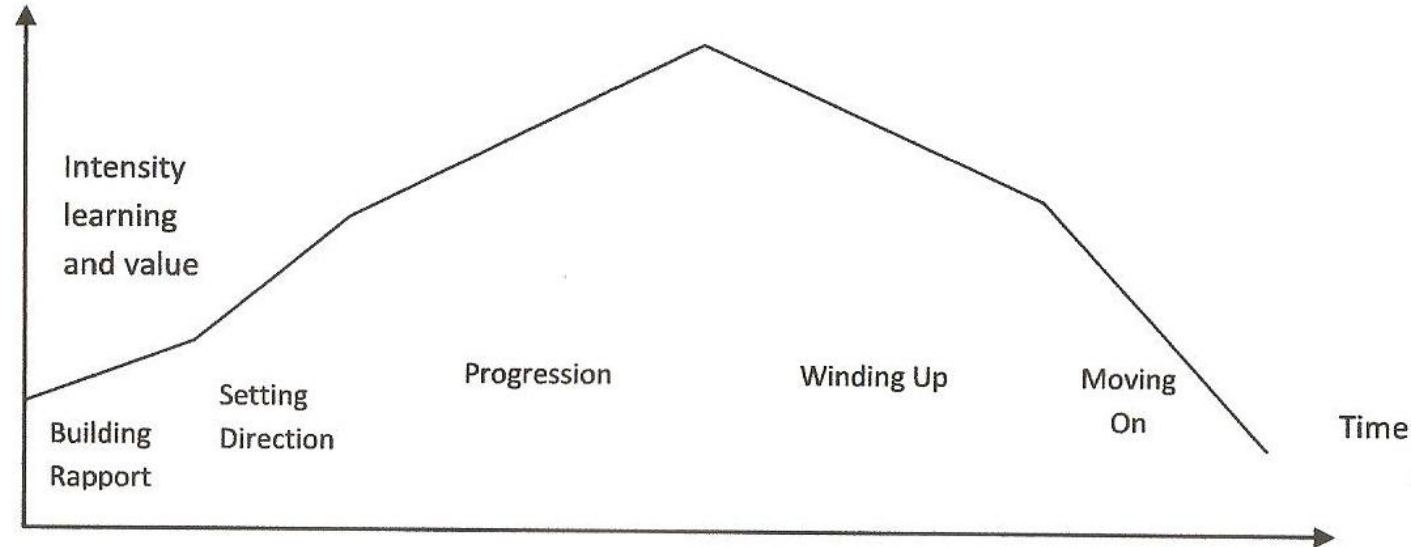
- Mentor does not blame – stays neutral
- Will give open and honest answers
- Not intimidating – easy to approach at any time
- Knows what they are talking about – good at own job
- Actively questions mentee
- Enabling, caring, open and facilitative
- Gives constructive and positive feedback
- Provides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

Ideas for mentoring students

- Start with developing an understanding/rapport/relationship
- Be open to hearing about their different 'lived' experiences
 - what's worked for you, may not work for them
 - 'one size does not/will not fit all'
- Be clear about boundaries
 - theirs and your work-life balance [4 Things You Thought Were True About Managing Millennials \(hbr.org\)](https://hbr.org/4-things-you-thought-were-true-about-managing-millennials)
- Check for motivation
 - strength-based view/up the praise
 - don't be too pushy
- Busy people/complex lives = it's their final year
- Tempting to be proactive but resist the urge to do everything for them
- Not every 'win' is tangible – key learning is around confidence
- They have lots of other help eg CL/ML, Personal Tutors, Careers, Counselling
- They don't often access this help, particularly Careers = need signposting!
- 2 emails and then leave it with them! 😊 (then send me an email, please)



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/career/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 'Scheme Guidelines' on the website (in MENTOR ZONE)



The (infamous) GROW model

Downey & Whitmore

THE GROW MODEL

- Agree topic for discussion
- Agree specific objective of session
- Set long-term aim if appropriate

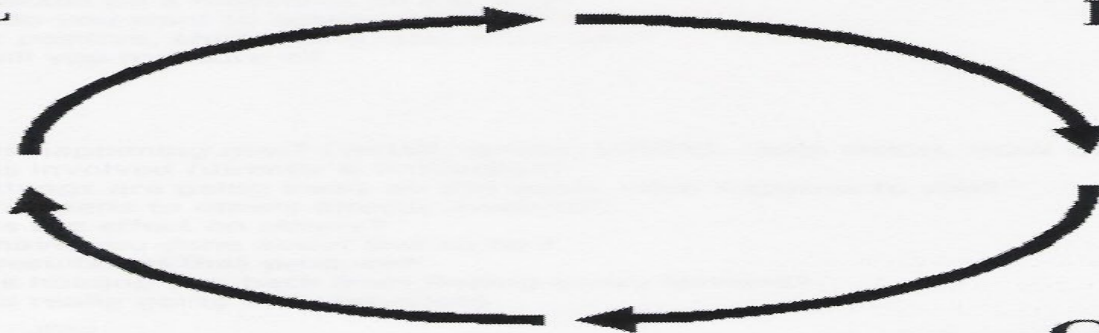
- Invite self-assessment
- Offer specific examples of feedback
- Avoid or check assumptions
- Discard irrelevant history

GOAL

REALITY

WRAP-UP

OPTIONS



Wrap up
or will?

- Commit to action
- Identify possible obstacles
- Make steps specific and define training
- Agree support

- Cover the full range of options
- Invite suggestions from coachee
- Offer suggestions carefully
- Ensure choices are made

The support and challenge model

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

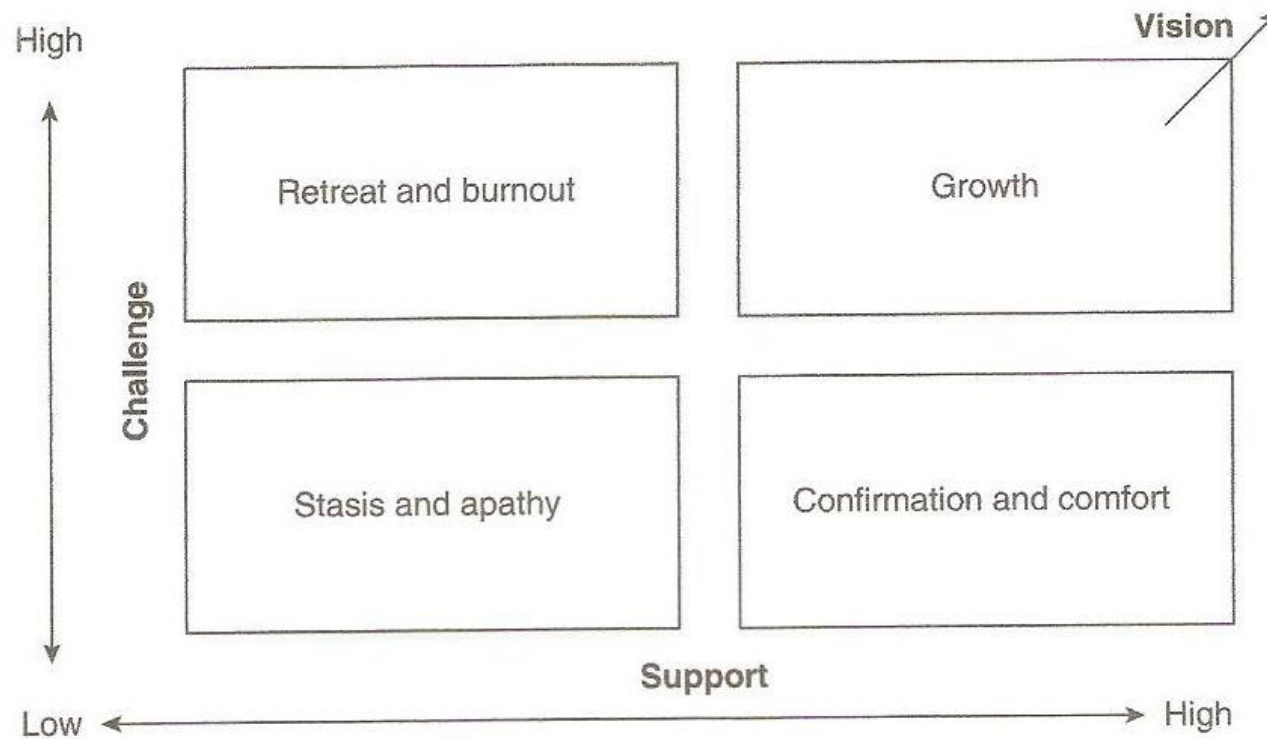
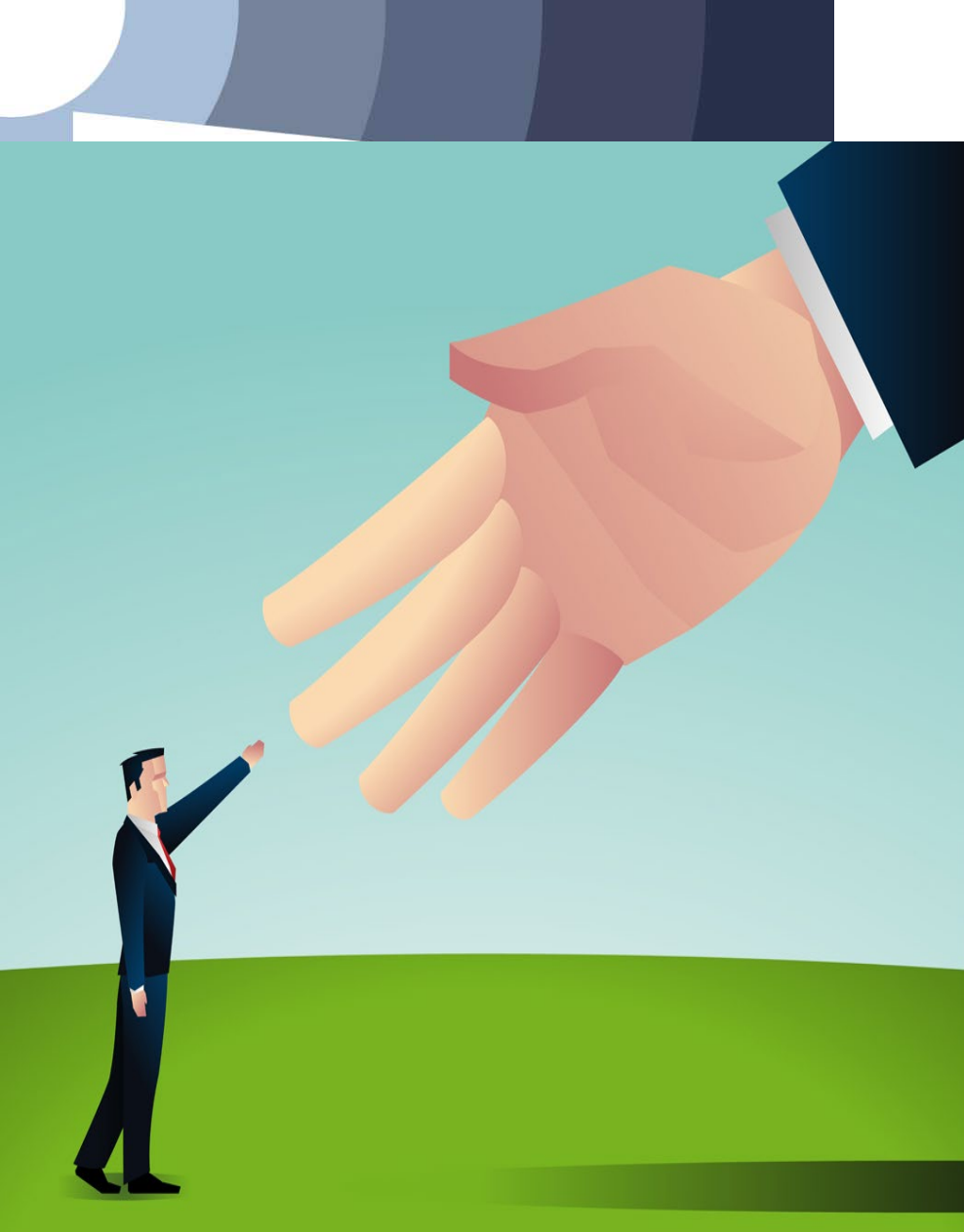


FIGURE 1.3 Effects of support and challenge on the mentee's development





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

Mayo & Lang





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John & Stuart's experiences

John Phillips Mobile 07703 355891 or
John@compliancestudio.co.uk

Stuart Squire Mobile 07484 638031 or
stuartws3@btinternet.com



The EMCC Global Code of Ethics

- [https://emccuk.org/Public/Accreditation/Global Code of Ethics.aspx](https://emccuk.org/Public/Accreditation/Global_Code_of_Ethics.aspx) and [Global Code of Ethics EN v3.pdf](https://emccuk.org/Public/Accreditation/Global_Code_of_Ethics_EN_v3.pdf) (emccuk.org)

Therefore, we have a brief mentoring contract to be signed (and passed back to me) at the first session too

Please see 'Contract' on the website (in MENTOR ZONE)



How students can contact us:

Careers Centre

Telephone: 01902 321414

Email: careers@wlv.ac.uk

www.wlv.ac.uk/careers



wlvcareers

Enterprise

Telephone: @ 01902 518908

Email: enterprise@wlv.ac.uk

www.wlv.ac.uk/careers



@wlvcareers

@wlv_workplace

The Workplace

Telephone: 01902 323400

Email: theworkplace@wlv.ac.uk

www.wlv.ac.uk/careers



wlvcareers



Additional group get-togethers

- Dec - Speed mentoring session re CVs
- Feb - Mock interview sessions with Careers
- May - Tour and celebration event
- *All normally late afternoon/evenings (except last session = day)*
- *Please encourage your mentee to come to all of these*



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Q&As

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



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THANK YOU FOR SUPPORTING THE CAREER ASPIRATIONS OF OUR STUDENTS

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