International Career Mentoring Program
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SECTION 1

AIMS OF THE PROGRAM

RMIT University has established a new pilot initiative known as the ‘International Career Mentoring Program’. This high impact program is designed to link current onshore international students with mentors who are experienced professionals working in Malaysia, Vietnam, Singapore or China.

Mentoring partnerships will be on a one-to-one basis, in pairs and small groups. Due to the international focus of the partnerships most mentoring discussions will take place on a virtual basis, using video conferencing technology such as Skype.

The helping hand of a mentor

One of the key characteristics of this type of program is that mentors provide a small group of students with significant assistance to overcome a number of challenges, including:

» the transition from study to work
» navigating local recruitment practices
» developing ones understanding of the world of work
» aiding the career development process
» networking and learning from a professional in an appropriate field of work
» understanding cultural differences between Australian and home country workplaces

SECTION 2

ELIGIBILITY CRITERIA

The RMIT University International Career Mentoring program is open to professionals who have at least 3 or more year’s professional experience in the workforce in a supervisory, management or leadership capacity.

Eligible students in this program are penultimate or final year international students who are currently enrolled at RMIT. Students who join this program but graduate mid year, will only be entitled to participate until graduation, when their official involvement concludes.

Mentors and students may become part of each other’s professional networks through their introduction as mentor/mentee. If the parties choose to continue their interactions post the student’s graduation, they do so outside of this program. RMIT can not be held liable or take any responsibility.

A mentor is “..a person who is more experienced in a particular context helping a less experienced person achieve their goals.”

Keyhoe, 2007, p6
Activity: Remembering your first experience in job search

Write about your recollections of your initial entry into the labour market.

Reflect on your job search experiences. What were the greatest hurdles? What resources did you find most valuable? What resources do you wish you had used? Have the challenges you faced changed much since you were starting out? Jot down some ideas that you would like to discuss with students.

Keeping in mind your own experiences, what aspects of job search do you think your mentee would benefit most from knowing?
In order for the International Career Mentoring Program to be a success for both parties involved, we ask participants to make a minimum time commitment of one hour per month over six months. This can be undertaken at any time with agreement between the mentor and student(s).

Please note that this is to serve as a guide only and we would hope that both mentors and students are able to interact more regularly, or jointly agree to other correspondence such as via email.

**Stages in the Program**

<table>
<thead>
<tr>
<th>March</th>
<th>Recruitment of Mentors</th>
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<tbody>
<tr>
<td>April</td>
<td>Induction and training of participants</td>
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<td></td>
<td>Matches confirmed</td>
</tr>
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<td>October</td>
<td>Program concludes</td>
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**SECTION 4 WHY GET INVOLVED?**

Mentors participating in this program will provide a positive role model for students through a non-judgmental virtual relationship. The partnership aims to support the development in the mentee’s knowledge and thinking, enabling them to challenge their own misconceptions and stereotypes about employment in a specific country.

This program links students with industry professionals who are empathetic to the student’s situation, and currently work within an environment that enables them to perform to their full potential and actively contribute to the success of their organisations.

An International Career Mentor does not need to know, or to provide all the answers; instead the Mentor encourages the student to use their available resources to identify solutions.

The meetings may involve, but not limited to:

- Providing suggestions on job search strategies, feedback on the student’s resume, development of interview skills or even mock interview questions.
- Assisting with personal goal setting.
- Sharing life experiences, skills and knowledge.
- Listening with an open mind, challenging and encouraging the exploration of ideas.
- Broadening horizons by exploring career paths.
- Assisting your mentee to develop confidence in their ability to make the transition to their professional working life.
- Sharing job interview tips.
- Modelling and encouraging professional behaviour.
- Transition into the workforce – understanding specific country’s workplace culture.
- Encouraging your mentee to talk about their ambitions and hopes for the future.
- Professional networking.
- Building confidence and guiding the mentee on development of personal competencies.

The time and exact method of virtual meetings is very flexible and can be arranged between the mentor and the students. Mentors will also receive ongoing support from RMIT during the program.
SECTION 5  
BENEFITS FOR MENTORS

In addition to the above, this program aims to:

» provide mentors with the opportunity to further develop their leadership, coaching and communication skills

» provide an insight into some of the challenges and concerns international students face when choosing a career direction, which in turn allows you and your organisation to address these in your organisations recruitment and selection practices.

» increase your profile and the profile of your organisation among RMIT University students and staff.

» enable you to meet and interact with potential future employees.

» reconnect with RMIT or to establish mutually beneficial links with the university.

» provide support to international students to allow them to excel academically by building a sense of inclusiveness and belonging.

» help international students resolve challenges that will lead to increased well-being, self-confidence and capability in transitioning into the international workforce.

» increase your own personal satisfaction by helping to develop someone else’s career.

» provide an insight into the issues faced by international students and potentially their alternative perspectives on issues.

SECTION 6  
TRAINING FOR MENTORS

Due to the diverse locations of the program mentors, group training is not proposed. RMIT Career Development and Employment will provide online resources to all mentors participating in this program. Mentors are required to thoroughly read and/or listen to the training documentation and ask the program coordinator if they are uncertain of any aspect. The program coordinator will be also attend virtual mentoring sessions where possible to offer any guidance required to mentors or other participants to maximize the mentoring experience.
SECTION 7
EXPECTATIONS

For the program to achieve the maximum benefit for all parties, there are some expectations. Below is a list of the expectations of mentors.

» Thoroughly read our online training resources provided by RMIT Career Development and Employment staff.

» Conduct a minimum of six virtual mentoring meetings.

» Attempt to keep all appointments with RMIT student mentees. If a meeting cannot be kept, we would encourage rescheduling to take place at least two days in advance.

» Contact the Program Coordinator immediately of an issue arising in the relationship between a mentor and a student.

» Respect the range of views, experiences and backgrounds of the various participants in the program and share your own with others wherever possible.

SECTION 8
ROLE OF A MENTOR

Mentoring is a non-judgmental relationship in which an experienced individual voluntarily gives time to support and encourage others. The relationship focuses mainly on the student mentee’s career and personal development. A good mentoring relationship is professional and equal, recognising that both mentor and mentee can grow from the experience.

The role of a mentor also includes:

» Actively listening

» Clear communication

» Providing constructive feedback.

» Helping the mentee consider options.

» Referring the mentee to resources.

» Facilitating decision making.

» Sharing your own experiences.

» Helping mentees identify areas for their own personal development.

» Allowing the mentee an opportunity to practise new skills.

» Acting as a confidant.

» Asking questions that enable further exploration of ideas or that challenge the mentee’s thinking.

» Providing guidance, not direction.

» Collaborating in problem-solving but not solving the problems for the mentee.

» Acting as a role model.

» Supporting the mentee and motivating them to achieve their career goals.
The mentoring role

There is a growing body of literature on the subject of mentoring. David Clutterbuck, in his classic book on the subject, Everyone needs a mentor: Fostering talent at work (1991, p. 36), draws from his research to compile the following description of the mentoring role:

M » Manages the relationship  
   » Maintains a steady presence  
   » Has high level self-management skills  
   » Is assertive, clear about boundaries and management skills  
   » Has excellent interpersonal skills

E » Encourages  
   » Motivates others  
   » Is a good role model  
   » Able to provide clear and objective feedback  
   » Finds and focuses on the positive

N » Nurtures  
   » Fosters independence and personal responsibility  
   » Is able to maintain work-life balance  
   » Acknowledges need to maintain health  
   » Respects higher goals, values and spiritual needs

T » Teaches  
   » Understands the mentee’s learning needs  
   » Offers opportunities for learning  
   » Provides or directs to resources  
   » Accepts and responds to different learning styles

O » Offers mutual respect  
   » Accepts differences in values, interests  
   » Avoids judgment  
   » Maintains a relationship of equality

R » Responds to the mentee’s needs  
   » Does not seek to impose advice on the basis of own needs  
   » Acts as a resource base

8.1 Providing Effective Feedback

The use of positive feedback and constructive criticism is an important part of the program and important in building a relationship between the mentor and mentee. This should be provided through the duration of the program. You may need to comment on a student’s presentation, their contribution to a discussion, or their behaviour. This needs to be done in a way that is sensitive as well as effective.

Providing feedback is not a matter of simply telling the mentee what you think. It is important to frame your feedback so that it acknowledges the positive achievement in whatever you are providing feedback on. Then you can provide an objective evaluation and a structure for improvement. It is also more effective if this can be done in a collaborative and mutual manner rather than from a position of power.

When giving feedback on a student’s work, it is often helpful to first point out something that was done well and then to draw attention to what needs to be done differently.

For example

You have a lot of really interesting and relevant information here. The problem is with the organisation of the material. The ordering of your employment history has to be easy for the reader to understand at first glance.

Let’s look at how you might do that

Constructive feedback increases self-awareness, offers options and encourages development, so it is important to learn to both give it and receive it.
Activity: Feedback Activity for the Mentor

Deliver your own feedback

Think of a project, task or job that you have done recently. This may or may not be related to your profession. If possible, choose one that you feel could have been better but had also gone well in some way(s).

Put yourself in the shoes of your manager. Write down your own feedback as if you were the manager. Be honest about what needs improvement (but at the same time don’t beat yourself up).

Remember the principles of what good feedback should entail.
8.2 The Mentoring relationship

Developing the mentoring relationship initially may be difficult; therefore it is important that the first meeting sets a framework for the meetings to follow. Initially mentees may be nervous about commencing communication and so you may need to drive the first couple of meetings. The easiest way to begin your first meeting is to give your mentee an outline of who you are, such as, your background, what you studied, interests and hobbies; this is also an opportunity for you to learn about your students, in order to build understanding. It would also be beneficial to form an agreement on topics (set of activities or goals) everyone would like to cover and discuss. This meeting may also be used to create a schedule for future meetings, in order to build a stable basis for the relationship and to highlight the commitment of both parties.

Future discussion could explore the development and expansion of student's horizons in depth, and allow them to consider career options and directions they are not aware of, or confident in pursuing.

Please note that it is important to keep to all pre-arranged scheduled meeting times and methods of contact.

8.3 Dealing with Challenges in the mentoring relationship

Despite the considerable advantages to be gained from mentoring relationships, sometimes partnerships do not meet all parties’ expectations.

You may experience issues such as:

» The mentees needs evolving to the extent that you can no longer support them

» Mentor and mentee not being able to establish rapport

» Requests for support outside of the scope of the relationship, for example with personal issues or academic work

» Either party not following through or committing the required amount of time

If you feel you can not resolve a challenge you are experiencing, please discuss your concerns with the program co-ordinator.

SECTION 9
FACILITATING LEARNING

In order to enable learning during the meetings, the mentor needs to have the ability to communicate clearly. Improving your communication involves:

» Active listening

» Appropriate body language

» Questioning

» Giving Feedback

» Diversity awareness - communicating across cultures

9.1 Active Listening

Successful communication depends on a person’s ability to listen to the other person and respond appropriately. It is an active process which doesn’t happen automatically; it entails conscious use of skills that, in time, become unconscious practice.

9.2 Questioning

Well-placed questions are valuable communication tools. Questions encourage interaction and direct the course of the discussion. Most importantly, shrewd questions can assist students to think through the answer to their own question themselves, or come to see applications and contexts for an idea they might have.

In your work as a mentor, consciously develop your questioning skills by noting the response of mentees to your questions. By noting the responses to your questions, you will develop the ability to use questions creatively — to open up discussion, facilitate learning and invite participation.

Clarifying questions

These are used when you are unclear about a person’s statements or questions. You ask for meaning or more information. Clarify by rephrasing what you think is the statement or the question, and then ask for information.

What do you mean by…?

Am I correct that what you are saying is …?

Could you explain that in a little more detail?

Could you go over that again for me?

Can you be more specific?

Does that mean that you would like to see ….?

You didn’t exactly say it, but do you mean…..?
Questions to develop critical awareness

It can be really helpful for a student to be asked to reflect on their point of view or a claim they are making. Questions can be asked which encourage the student to develop a critical awareness not only of what they are thinking but also how their thinking is dependent on certain assumptions or evidence.

What do you think you may be assuming here?
Could you give an example of that?
What evidence may support that claim?
How might someone argue against that point?
What factors contribute to your conclusion?
Would it help to get more information?
What possibilities could result from..?

Statements to avoid using

As the role of mentor is an advisory role, in which you will guide mentees to reach their own conclusions, statements such as these should be avoided.

You should …
You ought to…
What I would do is …
It would be best for you to …

Searching questions

One of your tasks as a mentor is to help students genuinely interact, to think critically, and to encourage students to draw on other knowledge and concepts. Searching questions support you in this role. They assist the student to arrive at a new and deeper level of understanding through their own thought processes.

How do you relate this to….?
That’s a really interesting idea. What makes you think that?
If that’s the case here, what would apply in the case of …?
What would be the implications of this for…?
What would you need to do now to move forward?
9.3 Body Language

Effective attending is often described in terms of five behaviours that are introduced by Gerard Egan (1990) using the acronym SOLER. Research has suggested that speakers feel more trusting of listeners who use these attending behaviours.

S Square
This involves facing the speaker square on, with your shoulders in parallel line with the speaker. When in a group, you may need to adjust your position subtly in order to face the person speaking. However, such an adjustment can be quite powerful. It communicates that the person speaking has your full attention.

O Open
Here you adopt an open posture, particularly with your arms. This is a trusting position in contrast to one where arms are crossed, a position which can give the impression of withholding or self-protection.

L Lean
If you’re sitting in conversation with another person, lean forward slightly. This conveys interest and involvement, and focuses your fluid and dynamic when both parties are calm and at ease. Your level of relaxation will be obvious from your body language, so be aware of how you are positioned physically, take a deep breath and allow yourself to relax.

E Eye
Eye contact is an important part of communication. Avoidance of eye contact can be interpreted as indicating mistrust and evasion, and interferes with the building of rapport. It can cause the other person to disengage from the conversation. As with leaning forward, eye contact which is too intense can also interfere with communication. Here soft eye contact is appropriate, that is, regular, gentle eye contact that is not too intense but doesn’t avoid a direct, relaxed gaze.

R Relax
Ultimately, all previous postural positions will generally be adopted if you are relaxed and self-aware. Conversations are more fluid and dynamic when both parties are calm and at ease. Your level of relaxation will be obvious from your body language, so be aware of how you are positioned physically, take a deep breath and allow yourself to relax.
9.4 Stages of Group Development

Educational psychologist Bruce Tuckman (2001, p. 66) has described five distinct stages that most groups go through when they come together and begin to work as a team:

1. Forming – introductions
2. Storming – unsettled
3. Norming – getting down to business
4. Performing
5. Adjourning – disengaging

Awareness of these stages can assist you to recognize the process you are engaged in with your group. These stages are not fixed and rigid. What generally happens is that the group moves through them or reverts back to earlier stages according to the task at hand.

The objective is to reach the ‘performing’ stage but all stages are important in the process. It is useful to recognize that it is necessary to work through the other stages before the work of ‘performing’ can happen. Some groups don’t make this phase.

**Stage 1: Forming**
Avoidance of conflict

In this initial stage there is generally a desire on the part of group members to want to be accepted by others and avoid conflict or controversy. Icebreakers are very useful at this time to help people get to know each other. The organization of the team becomes a focus of the group (who does what etc). At the same time, there is a level of testing and dependence, orientation to the task, and information is gathered about other group members.

**Stage 2: Storming**
An unsettling time – different approaches

This can be a time of intra-group conflict as people begin to respond emotionally to the task.

**Stage 3: Norming**
Clarity and agreement on task and roles

Ways of working are established and the scope of the task and individual roles becomes clear and agreed.

**Stage 4: Performing**
Moral and energy are high, task getting done

Not all groups reach the stage which is characterized by interdependence and flexibility. Everyone knows and trusts each other, and roles and responsibilities can change in an almost seamless way. Group identity, loyalty and morale are high. Members are equally task oriented and people oriented. No energy is wasted and everyone is involved in getting the task done.

**Stage 5: Adjourning**
Consolidation of learning

This is the time to reflect on what was learned in the session. Students can be given the opportunity to talk about the one idea or concept that was most significant for them. A review of the work covered helps retention and an awareness of what was learned. It is also a time to plan for the next session and remind people of the tasks and topics that the group will be working on next time you all meet.
9.5 Managing Group Dynamics

In any group there will always be different personalities with both strengths and weaknesses that impact on the group dynamics.

The quiet student

At the end of a session you could ask the quiet student how they’re finding the discussions in a friendly, open way, to encourage them to let you know if they are having problems. Otherwise, simply generally encourage participation and eventually the quiet student may join in.

The disruptive student

It is sometimes helpful to ask this student if they have a problem with the nature or topic of discussion and explaining the impact their behaviour is having on the group. For example, you could say “I’m feeling disturbed by your conversation and I’m finding it difficult to hear what others are saying. Would you like to share your ideas with the group?”

The dominant student

When there is a particular student who is dominating the group, you could acknowledge the value of their ideas and request a contribution from the other members of the group. For example, you could say “thanks for your contribution, John; it’s an interesting point of view. Would someone else in the group like to share their ideas about that?”

9.6 Strategies to Encourage Participation

Use student’s names

This will encourage the group’s cohesiveness and help people feel they belong.

Encourage students to share their thoughts and ideas

Ask open questions and give students time to answer. Always show respect for student’s questions and if you don’t know the answer, say you don’t know and/or offer to find out the answer and get back to them (and of course, follow through). It is always good to turn questions over to the group as a whole to discuss. If they don’t seem to have answers, you could perhaps set the question for the group to investigate for the next session.

Avoid interrupting students

The freedom to express a point of view or to ask a question and be heard is an important factor in establishing a relaxed and comfortable atmosphere for group members.

Share your own experience of learning about career development

For example, if students seem to be having difficulties with understanding, you could tell them your own problems when first starting your career.

At some point you have hopefully experienced a dynamic group discussion where the ideas were flowing and everyone in the group was engaged in solving the problem at hand or exploring a concept or idea. It’s always exciting and stimulating when it happens, and learning is most effective at these times. You come away from the group energized and with greater commitment to the task.

However, while you aim a having an involving and lively group discussion, bear in mind that it won’t always eventuate. And when it does, it might just be in fits and starts. Nevertheless, it’s good to have an image of what you’re aiming at so healthy discussion can take place.

For guidance and a template on meeting structure see Appendix A.

The most effective general strategy for difficult situations is to focus on encouraging participation and collaboration through use of questions, sharing your own experienced and creating a friendly, interactive environment.

Sometimes there are situations you can’t do anything about directly, other than use strategies that encourage participation in the group.

Often, eventually, the quiet student may venture an opinion or an idea and difficult behaviours are moderated.

Remember, the students are responsible for their own learning; as a mentor you facilitate that learning.
SECTION 10
THE RIGHTS OF A MENTOR

RMIT University expects that students participating in the program will respect the rights of the mentor and adhere to the following guidelines:

» Treat mentors with respect and in a professional manner

» Advise mentors, at least two days before a scheduled meeting if they are unable to attend.

» Listen to views and opinions of the mentor

» Respect the privacy of the mentor

SECTION 11
AGREEMENTS

An agreement for each mentoring partnership will need to be signed by both student mentee and mentor and a copy is to be kept by each party for their own reference. Should there be a need, confidentiality clauses can be drawn up to protect the works and intellectual property of both parties.

SECTION 12
FURTHER INFORMATION

Please contact

Kim Feneley
International Career Mentoring Coordinator
Career Development and Employment
RMIT University
Phone: +61 3 99255275
Email: kim.feneley@RMIT.edu.au
The action plan information is a guideline that can be used by mentors during meetings with students. Please feel free to use it if you believe that it will help to structure your meetings.

13.1 Guideline for Initial meeting

»  Make sure you come prepared: know the topic, have your list of resources and any other relevant notes
»  Arrive with enough time to resolve any technical difficulties from your end.
»  Welcome everyone to the group and introduce yourself. You could briefly talk about your own experience such as your background, what you studied at university, interests and hobbies; this is also an opportunity for you to learn about your student mentees
»  Have an icebreaker prepared so that students can become familiar with each other — it is very important to get to know the names of the people in your group as quickly as possible.
»  Be relaxed and friendly, make everyone feel welcome, and maintain this feeling throughout the session.

During the Session

»  First, provide an overview of what you are going to be working on during the session.
»  Ask students if they have any questions they would like addressed or problems with the material the group will be covering. Encourage students to participate by letting them know that their contributions are welcome.
»  Make good use of questions. Use open questions and clarifying questions to get students talking but don’t target individual students.
»  Allow for silences, particularly after you’ve asked a question. Often people need time to reflect on the question and articulate an answer.
»  For some topics it may be possible to facilitate a discussion and enable students to discover the answers for themselves.
»  Enable each student to fully explain their point without interruption.
»  Be aware of the time during the session. You need to achieve a balance between being receptive to students’ discussion within the group, and generally keeping on task so that you get the topics of the meeting covered.

Ending the Session

»  Leave enough time at the end of the session to review what you’ve done.
»  Ask the students to summarise the main points that emerged in the discussion and give their views on what was particularly interesting or significant to them personally.
»  Give an overview of what to expect in the next meeting – the area to be covered, references to check etc.
»  Thank everyone for being involved

Adapted from Miller, V., Oldfield, E, and Murtagh, Y (2006)

Some useful icebreakers

Memory icebreaker

When each person introduces themselves, request that they give themselves an adjective starting with the same letter as their name, e.g. Argumentative Amelia.

After everyone has been introduced to the group, the first person gives his or her name. The second person gives the first person’s name and then his own name: Argumentative Amelia, Happy Harry. The third person starts at the beginning, reciting each person’s name before her and adding her own: Argumentative Anna, Happy Harry, Zany Zelda. Continue until each person in the whole group can recite all the names.

Three words

Ask your mentees to think of three words they would use to describe themselves. Then ask participants to introduce themselves and share the three words that best describe them. Invite questions for fun. This can be used to help people remember each other’s names.
### 13.2 Guideline for future meetings

**Suggested topics for discussion may include:**

| Country specific issues | Strength of the local economy  
|                        | Employment trends  
|                        | Labour market conditions |
| The Organisation / Sector / Industry Requirements | Training, education, or experience  
|                                                      | Skills & personal qualities |
| Job Overview | Entry level positions across the organisation  
|                                                      | Typical working day  
|                                                      | Hours & working conditions |
| Salary and Progression | Starting salary  
|                                                      | Other employment benefits, eg. Superannuation, medical fund membership etc.  
|                                                      | Steps of advancement  
|                                                      | Industry remuneration rates  
|                                                      | Process and opportunities for transfers or promotions |
| Advantages & Disadvantages | “Real life” picture  
|                                                      | Common stereotypes and misconceptions |
| Professional Development | Further study considerations  
|                                                      | Networking  
|                                                      | Developing a career plan  
|                                                      | Professional associations and value of joining |
| Workplace Practices and Environment | Expectations of graduates  
|                                                      | Dress standards  
|                                                      | Professional workplace etiquette  
|                                                      | Current, trends, and issues in the mentor’s profession/industry |
| Recruitment Process | Jobs to acquire experience / volunteer work  
|                                                      | How to maximise your marketability  
|                                                      | Approaching employers  
|                                                      | Techniques for job search, resumes and interviews  
|                                                      | Advertised and unadvertised job vacancies  
|                                                      | Best websites for the industry  
|                                                      | Hidden job market and how to uncover it. |
## 13.3 Meeting Outline

After discussing potential topics of interest with your student mentees, you will have a better understanding of what to address and how to structure each session. The following is a suggestion only.

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| Meeting 2 | In-depth sharing & exploration of chosen industry and career pathways |

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<th>Approaches to professional networking</th>
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<td>Membership to professional associations, etc</td>
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<td>Jobs to acquire experience</td>
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<td>How to be most “marketable”</td>
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<td>Future directions</td>
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<td>Thank you!</td>
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13.4 Meeting Preparation

Answering the following questions before each meeting can help ensure you that your meeting has structure and facilitates learning:

What is the purpose of this meeting?

What is the agenda for the meeting?

What questions do you plan to propose to the students?

Do you have any resources can you provide the mentees?
SECTION 14
APPENDIX B – MENTORING AGREEMENT

We have agreed to explore the following topics in our mentoring agreement:
(Please tick all that apply, and add in other topics you have agreed on together in the blank space)

- Cultural adaptation of application / interview process
- Finding a job that’s meaningful (job seeking)
- Work Experience
- Joining Professional organisations / associations
- Creating work and life balance
- Networking
- Professional communication
- Working in a new field
- Personal goal setting and planning
- Professional Development / Learning on the job
- Remaining motivated
- Specific industry / professional information
- Exploring career options
- Transferring university knowledge into the workplace
- Specific industry / professional information
- Understanding workplace culture variations
- Resources and where to go for help and support
- Improving your marketability – volunteer opportunities / work experience

We acknowledge each other’s rights and responsibilities and agree to maintain confidentiality of all information and opinions that are discussed as part of the mentoring relationship. Information will only be shared with the express permission of the other party.

Mentor
Full name ____________________________________________
Signature ____________________________________________
Date ________________________________________________

Student
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SECTION 15

REFERENCES


