



THE UNIVERSITY  
*of* ADELAIDE

# Mentor Handbook

Career Access Mentoring Program



GROUP  
OF EIGHT  
AUSTRALIA

**make  
history.**

# CONTACT INFORMATION

## Primary Contact

For all enquiries relating to this program, please contact:

### (Dr) Kym Teh

Mentoring Program Coordinator

Phone: +61 (08) 8313 7431

Email: [career\\_mentor@adelaide.edu.au](mailto:career_mentor@adelaide.edu.au)

### Career Services

Level 4 Hughes Building

North Terrace Campus

The University of Adelaide  
ADELAIDE SA 5005

Reception: +61 (08) 8313 5123

Email: [career.services@adelaide.edu.au](mailto:career.services@adelaide.edu.au)

Website: [www.adelaide.edu.au/student/careers](http://www.adelaide.edu.au/student/careers)

## Grievances

Any issues should be discussed with the Mentoring Program Coordinator. If this is not possible or you do not wish to do so, then please contact the Manager, Career Services.

### Fiona Brammy

Manager, Career Services

Phone: +61 (08) 8313 9908

Email: [careers@adelaide.edu.au](mailto:careers@adelaide.edu.au)

## Support

Career Services staff are available to assist you with questions or guidance throughout the program. Qualified Careers Advisers and Academic Coordinators will be available for student support.

Some enquiries cannot be dealt with by the University. In some instances, students may need to be referred to external agencies or government departments and a list of services is provided in this guide. If you are unsure of where to go, contact the Mentoring Program Coordinator for guidance.



# CAREER ACCESS MENTORING

## Program Participant Criteria

### Industry Mentor

- Are able to provide 2-4 meeting opportunities to students over an approximate 8-week period
- Currently working (preferable) - to be able to provide current workplace insights

### Student Mentee

- Current student in any discipline at the University of Adelaide
- Completed at least 1 year of study if studying an undergraduate degree
  - Any year level if studying a postgraduate degree
- Available and committed to the program
- Focused on their professional development

### Brief

The Career Access Mentoring Program aims to equip students with industry insights and increase their career readiness by connecting them to industry. Mentors may be matched with one student, or more student mentees, at a minimum of 2 meetings – often typically 4 meetings. Meetings are preferably face to face with Covid restrictions and social distancing policy taken into consideration if mentors and mentees are located in the same city (e.g. Adelaide). Online video conferencing products like Zoom, Skype or Google Hangout are strongly encouraged for both mentors and mentees to make meetings more flexible and efficient during challenging times.

This is not an academic assistance or work experience program. Rather, the program is designed to assist students with their career decision-making process and transition from tertiary study to professional life.

### Benefits for mentors

- Facilitates connections with current students in relevant fields of study
- Provides a valuable opportunity to reflect on your own career journey
- Opportunity to pass on knowledge and experience about career journeys and professional skills relevant to your own workplace

### Benefits for students

- Actively builds communication, networking and professional skills
- Builds confidence in personal interactions
- Build affinity with the professional community
- Improves knowledge of professional skills, career options, workplace environments which in turn improves their chances of securing employment after graduation
- Provides an opportunity for students to build professional networks in their chosen field

### Being connected to students

Students who are taking part in this program have been asked for their career interests, study details and an indication of their career mentor preferences.

We match students based on the current workplace or work experience of each mentor. Students will be provided with your contact details as you provided them in your registration. Your matched students will initiate contact with you via email before the meeting process begins.

### Making first contact

Your students will be the first to contact you. You will be notified by the Mentoring Program Coordinator as to when you should expect to hear from mentees.

When you receive your introductory email, we encourage you to meet your students as soon as practical. Students are required to discuss their objectives with you during your first meeting – a copy of the mentoring relationship agreement is also set out in the Appendix to this handbook as a reference, and forms part of the program's terms and conditions. We will ask students to complete a short questionnaire after each meeting to report what topics were discussed at your meeting. This is important to us to be able to evaluate the program successfully.

# PROGRAM STRUCTURE

## Program Structure

In order to facilitate engagement, students proceed through a structured induction process. This process begins with attendance at an information session, which outlines the program format, eligibility and expectations.

Students are encouraged to submit their registration forms after attending the information session or obtained a sound understanding of the program through recording/promotion. Once the submission period ends, a period of matching begins where the mentoring program coordinator allocates mentee and mentor matches.

### Student Process

1. Attend Information Session/view recording
2. Submit Registration Form
3. Matching Review Conducted
4. Successful Offer Made
5. Confirm Match Offer

Offers are then provided to students identified with a match. If these students accept their match, they must then confirm their participation in the program and participate in an induction.

Once a student has completed an induction, they are tasked with contacting their mentor, kicking off the formal mentoring period. This period consists of at least two mentoring meetings, which should occur roughly fortnightly. This is to ensure the meetings can be completed within the formal program timeline and avoid impacting critical study periods.

Immediately following each meeting, students are asked to submit a meeting reflection. This program requirement allows them to digest the information they would have just received and serves as an important step in the mentoring process. Once a student has completed all of the scheduled meetings, they will be asked to submit a program reflection, reflecting on the entire mentoring experience. Mentors will be asked to complete a similar evaluation of their experience in the program.

## MENTORING MEETINGS

Example Content	Action(s)
Meeting 1: Introduction	Students submit Reflection
Meeting 2: Resumes, Cover Letters & Job Hunting; Industry-specific Insight	Students submit Reflection
Meeting 3: Mock Interview, Selection Criteria Responses; Site/Office Tour	Students submit Reflection
Meeting 4: Wrap-up and Future Directions	Students submit Reflection
Post-program	Students and Mentors submit Program Evaluation

Given the program structure, the typical frequency and duration of mentoring meetings is fortnightly and ~1hr, respectively.

### Example Program Schedule (semester 1)

March: Mentor Registration Deadline  
April: Match Notifications Sent

April: Meeting 1  
April: Meeting 2  
May: Meeting 3  
May: Meeting 4

Early June, Feedback Submission

**\*All dates are approximate.**

# MANAGING MEETINGS

Remember that this is a student-driven program. Each mentorship is different and will depend on individual personalities and goals. We have recommended to students that they set goals for each meeting, ensuring to take notes and make action points.

## Example Meeting Topics

If you would like to structure your meetings beyond this, feel free to adopt the examples below:

### Meeting 1: Establishing the relationship

Get to know each other by hearing personal or career stories. Perhaps ask your mentee what they are hoping to get out of the program and if they have any particular goals. If appropriate, set some tangible goals around discussion topics and schedule meetings in advance.

### Meeting 2: Getting to know the workplace

Once you have gotten to know each other, start to talk through some of the discussion topics as suggested below and relate these to your own experiences. Perhaps discuss the student's current academic and career goals and see if you can assist with alleviating any worries, helping make decisions or encouraging actions. Remember to be open-minded and not to impose any strong personal views.

### Meeting 3: Interviewing, job seeking and making an impression

By now you may have developed foundations for extending the mentoring relationship. Some mentors have invited students to visit their workplace or introduced them to their networks.

### Meeting 4: Future career goals and summary discussion

Use this meeting to discuss long-term career success factors, celebrate progress as a group and close the mentoring relationship.

## Example discussion topics

Should you need to, we have outlined below some topic points you can initiate conversation with your student mentee(s):

- Finding your first job after graduating
- Challenges you faced along the way
- Becoming comfortable within the workplace
- The transition from University to work
- Career decision making, choosing between different pathways or opportunities
- Growing your professional network and upskilling
- Key professional skills to know before starting work
- Skills to develop for your professions or industry

A mentoring relationship is most effective when it is dynamic and continually growing. Students will be encouraged to take charge of their own development as individuals and within the role of a mentee.

Some examples of specific questions from these areas can be found below.

## The Mentor's Career

- **The mentor's background and career path to date**
  - How/why did you decide to pursue the career in which you are working?
  - How did you become interested in this field?
  - What are you most proud of in your career?
  - If you could start over, is there anything you would change about your career path?
  - What are your strengths and how have these influenced your career progression?
  - Who has assisted or influenced your career? How have they done so?
  - What do you do to challenge your beliefs or assumptions?
- **Key tasks and duties of the mentor's current role**
  - What does a typical day look like?
  - What does a typical year look like? What season(s) are the most demanding?
  - How many hours do you work in a typical week?
  - What do you love most about you do?
  - What surprised you when you commenced this role?
  - What used to be your biggest weakness in this role? What steps did you take to reduce the impact of this weakness?
  - What are you most proud of in this role?
  - How many hours do you work in a typical week?

## Advancing the Mentee's Career

- **Mentees discuss:**
  - current career goals and expectations of a career path within the field
  - where they currently get their career or industry information from
  - What are the areas of specialisation and job opportunities within your industry? Are these available to graduates or is a certain amount of work experience usually required?
  - Are there any useful stepping stone roles that I should look for? Do employers generally understand that these are stepping stone roles that I may not necessarily stay in?
  - What do you feel are critical factors or personal attributes for long-term success?
  - What do you wish you had known when you were a student?

# MANAGING MEETINGS (CONT.)

## Professionalism and the workplace

### • Professional etiquette

- What factors are on your mind when interacting with peers, senior staff or clients?
- What are the standards for in person and written communications?
- What behaviour(s) have you come across in the workplace that you feel isn't professional? What stage of the career are they at, and do you think it has an impact?

### • Dress expectations and professional presentation

- What is the standard dress code for your organisation?
- Do you feel there is a different dress standard for men and women?
- In your experience, what is the difference between casual, business casual, Friday casual and corporate dress codes?

### • Workplace culture

- Building successful relationships
- Different workplace attitudes and behaviours
- Personal pet peeves and industry no-no's!
- Issues and problems in the workplace, and workshop solutions together
- Hidden social aspects about work (e.g. long weekend debriefs; water cooler chats; sport clubs and after-work drinks)

### • Conflict resolution

- How do you handle it? Discuss general approach and specific examples.
- What is the most effective way to give feedback to a colleague or senior manager?
- How do you deal with colleagues who have done the same job for many years and influence their way of thinking?
- What is appropriate conflict resolution conduct and what isn't?
- When is breaking the rules okay? Can you tell us about a situation where it has worked or not worked out?

### • Motivation and mindset

- How can I work "smarter"?
- How do you mentally prepare yourself for a normal workday, a difficult task, or when you're tired?
- How do you sustain your energy throughout the day to work productively?
- What routines or rituals do you have that make work more pleasant/help motivation and creativity?
- What are the tasks that motivate or de-motivate you?
- How do you approach situations or scenarios at work that you haven't encountered before?
- What work relationships have benefited you? Why were they helpful?
- What barriers have you faced at work? How have you overcome them?

- What concerns do different business areas have within your organisation that you need to be mindful of in the course of your work?
- What 'jargon' or business terms do you frequently use or see others using? Do you think using this type of language is advantageous or not for someone new to workplace/industry?
- What is the balance/expectation with regard to working supervised or autonomously?

## Workplace transition

- What usually happens on the first day, week, month and year at a new workplace?
- What can new employees do to settle in quickly?
- What advice would you give to a new employee?
- What would you consider to be a deal-breaker? As the new employee; as an existing employee when someone new joins the team; or as a manager/employer?
- Thinking back to the interns or graduates that you've met in your organisation, what was it about their character, work ethic or abilities that made them stand out?

## Job opportunities in the industry

- How did you begin to build their networks in their career life?
- What advice would you give about how to look for jobs?
- What should I do about getting work experience or internships?
- Is there a hidden job market and how can I access it?
- Who in an organisation makes the decision to hire interns or graduates – and in which areas?
- What should I get involved in to build my career? e.g. volunteering, professional associations
- What should be included on a resume, especially if I don't have work experience?
- What opportunities are available to interns, graduates or senior staff in your organisation or outside? Where do they go?
- What is the advancement potential in the field? What is a typical career path like?
- How long does it take for managers to rise to the top? Do you think this will change in the next decade or more given generational shifts?
- What are the skills required or desirable given market demands?
- Given my skills and knowledge, what operational areas could I potentially work in?
- What companies or industries do you think I should target?

# MANAGING MEETINGS (CONT.)

## Job Applications

- What challenges have you faced as a job seeker? How did you overcome them?
- Should I include hobbies and personal interests in my resume?
- How have you changed jobs or managed a job search in the past?
- What was the hardest interview experience you've had?
- How do I answer a question about salary expectations?
- After I've submitted my application, when and how should I follow up?
- I made a mistake in my application – what should I do to rectify the mistake and make a good (second) impression?

## Future-proofing your career

- Discuss current trends and issues relating to the job, organisation or sector
- What are some growth areas in the industry?
- Adapting to and managing change in an organisation
  - Business restructuring
  - Core business and day to day priorities
  - Personnel changes – senior management and/or colleagues
  - Different economic climates
- Creating opportunities for myself - e.g. through entrepreneurship or skills management
- What education or training would you recommend for someone who wants to advance in the field?
- If you found yourself in a position that you knew was not making the most of your full potential, what would you do?
- How do I stay informed about industry issues and employers? What resources do you recommend? How often should I 'check in'?
- What are some life changes that might impact on your/our careers? How do you prevent them from 'de-railing' the career, or alternatively, recognise the potential of a change?

## Self-awareness

- How do I market myself as an employable investment?
- What is my personal brand? (i.e. how would you characterise yourself?)
  - What brand do mentees want to exhibit? What actions would you recommend to help them embody this brand?
- What are others' first impressions of mentees? What actions could we take to improve first impressions or make a bigger impression?
- Communication and interpersonal skills style – how do they come across? Are you communicating in an effective and persuasive way?

- What are your values? How would this impact on your life or career decisions?
- Identify the kind of tasks you like to do?
- What are some strategies for increasing self-confidence and assertiveness?
- What are your talents, strengths or weaknesses?
- What do you do to challenge your beliefs or assumptions?

## Workshopping - networking and application skills

- The 30-Second Elevator Pitch and practicing your handshake.
- What impression do you leave while speaking on the phone? What does your voicemail currently sound like?
- **Networking skills**
  - Being confident/ faking confidence/ concealing nerves - techniques
  - Example questions and conversation topics
  - Following up after meeting a contact
- **Analysing a sample job advertisement**
  - Mentees discuss their current job application approach
  - Identify areas to improve, what not to do, and what will make you stand out on paper
  - Read job descriptions or want-ads for positions you aspire to hold in the next three to five years. What skills do you have already? What skills/experiences do you need to develop to be qualified for these positions?
- **Mock interview**
  - Practice standard and behavioural questions
  - Workshop a STAR model response
- **Skills audit:** discuss work experience, education and how these can be transferred/leveraged into your industry/sector.
- **Professional associations and community participation**
  - What areas or organisations do you recommend I get involved in?
  - How do I identify the right organisation for my needs?
  - What actions would you recommend to leverage my involvement with the professional association/organisation?

# MANAGING MEETINGS (CONT.)

## Connecting with the workplace and industry

- Workplace visit: show students around the workplace and explain how different roles rely on each other for individual and organisational success
- Invite students to attend association events, seminars or training and development activities
- Provide networking opportunities with others in the department or industry
- Site visit (if applicable; please review public liability information prior to proceeding)
- Example job task – tackling a project; short presentation and feedback
  - E.g. give task descriptions of different jobs (may need to run this idea past managers or legal staff regarding commercial-in-confidence information)
- Guest speaker/guest mentor: invite a colleague, senior manager or industry contact to a meeting
- Examine the relationship between theory and practice (e.g. discuss university assignments from a practical viewpoint)
- Show past examples of work completed and assess why it was, or was not, successful or effective.

## Special Topics of Covid-19

- How do you think the global graduate labour market has been affected by the pandemic? Have particular skills become more popular with employers during the pandemic
- What will be the industry trend from your observation post Covid-19
- How do you think Covid-19 will change the graduate recruitment/campus recruitment format
- How a student can make him/herself outstanding under current competitive job market
- What employer will value the most when recruiting new students under the current challenge

## Specific skills for your industry

These may also include:

- Learning and application
- Policy analysis and development
- Report writing skills

**Students can take these suggestions and develop them into a structured program plan.**



# EXAMPLE MOCK INTERVIEW CONTENT

Many mentors have previously considered the facilitation of a mock interview during one of the later meetings as an effective tool for testing mentee understanding and application of program learning outcomes. Should you be interested in hosting such an activity for your mentee(s), please find a sample of both general and behavioral-based questions below.

## General questions

- Tell me about yourself.
- Tell me about your university studies.
- What skills have you obtained from your degree?
- How does your degree prepare you for this position?
- Why did you choose this particular major?
- What are your plans for further study?
- What makes you interested in this position?
- What attributes and skills do you possess that would help you to achieve in this position?
- In what ways could you contribute to this organisation?
- What are your strengths?
- What are your weaknesses?
- What are your career goals?
- What things are most important to you in a job?
- How would you describe your work style?
- Are you a good team worker or do you like to work alone?
- Are you a leader?
- Where do you see yourself in ten years' time?
- Tell me about a time when you had to deal with a difficult customer – what happened and how did you deal with it?
- Tell me about a time when you had to make a very quick decision under pressure – what were the circumstances and what did you do?
- Describe a time when you showed initiative.
- How do you deal with competing demands?
- Are you prepared to travel?
- Do you have commitments likely to interfere with this job?
- What do you know about our organisation?
- Is there anything else you'd like to tell us?
- Do you have any questions you'd like to ask?

## Behavioral-based questions

- Describe a situation in which you were able to use persuasion to successfully convince someone to see things your way.
- Describe a time when you were faced with a stressful situation in which you demonstrated coping skills.
- Give us a specific example of a time when you used good judgement and logic in solving a problem.
- Give me an example of a time when you set a goal and were able to meet or achieve it.
- Tell me about a time when you had to use your presentation skills to influence someone's opinion.
- Give me a specific example of a time when you had to conform to a policy with which you did not agree.
- Please discuss an important written document you were required to complete.
- Tell me about a time when you had to go above and beyond the call of duty in order to get a job done.
- Tell me about a time when you had too many things to do and you were required to prioritise your tasks.
- Give me an example of when you had to make a split-second decision.
- What is your typical way of dealing with conflict? Give me an example.
- Tell me about a time when you were able to successfully deal with a difficult individual?

# PROGRAM SUPPORT

## Continuing the relationship

Meeting face-to-face builds confidence in the student and encourages more meaningful discussions and relationship building. If necessary to assist the student(s) to achieve their aims or increase their program experience, we recommend offering additional options subject to availability, costs, expectation management, etc.

- Email communications or group forum to share job advertisements, ideas etc.
- Attend networking events or industry seminars together.
- Additional professional development opportunities, e.g. industry seminar, 'behind the scenes' at the workplace, etc.

Alternatively, you may prefer to connect the student with another contact in the industry, profession or organisation. This new possible 'mentor' may have different experiences or knowledge to yourself that you feel is going to be helpful to the student. If this is the case we recommend a warm referral as much as possible via an e-introduction or, if possible, a face to face meeting.

## Communication

Career Access Mentoring enables students to reflect upon and enhance their interpersonal and communication skills. As mentors your role is integral to this process.

Please be aware that for your initial mentorship meetings, your student mentees may be reluctant to initiate and lead the conversation. Whilst this is not the case for all students, previous year's feedback from mentors is that they have assisted or lead the discussion in the first and sometimes second mentorship meeting.

Should you have concern about communication and interpersonal interaction in your mentorship please contact the mentoring program coordinator on (+61) (08) 8313 7431 or via email at [career\\_mentor@adelaide.edu.au](mailto:career_mentor@adelaide.edu.au).

## Service Referral

The University has a number of student services which include: Career Services, Counselling and Disability, International Student Centre, UniThrive, Learning Centres and more. Feel free to refer students directly to these services (<http://www.adelaide.edu.au/student>) or get in touch with us and we can suggest a more direct referral path if needed.

**Enquiries to:** Mentoring Program Coordinator  
[career\\_mentor@adelaide.edu.au](mailto:career_mentor@adelaide.edu.au) or  
(+61) (08) 8313 7431.

# Appendix

## Career Access Mentoring Program Mentoring Relationship Agreement

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**This Mentoring Relationship Agreement is a reference and has been sent to the students mentees for:**

- > Expectations for the mentor and mentees in the group
- > Conflict resolution procedures
- > Goals for the Career Access Mentoring Program

This is in addition to any other documents (whether printed, electronic or in any other form) governing the conditions of the Career Access Mentoring Program, which includes the respective Mentoring handbooks for mentors and mentees and the University's Student Charter.

### 1. Availability

The Mentor and Mentee(s) (collectively referred to as "we") acknowledge that they have discussed their availability and understand that the minimum requirement is two (2) meetings between September and October in the case of second semester instances of this program, and for first semester occurrences of the program, between April and June (or as otherwise advised by the University). We agree to hold meetings between this time.

We agree to give at least 24 hours' notice, where possible, if we are unable to attend an agreed meeting.

We understand that the mentor is under no obligation to offer a 'make up' session if a group meeting is missed by a mentee.

The meeting agenda, topics and questions must be provided by the mentee(s) to the mentor before each meeting and no less than 24 hours prior to the meeting.

### 2. Expectations

We have discussed the expectations for this Program:

- > What the Program is expected to achieve
- > What the mentor expects of their students
- > What each mentee hopes to gain from the experience
- > Preferred communication - email/phone/text.

### 3. Conflicts

We have discussed possible conflicts in this program:

- > Expectations are not being met
- > We can't get in touch with each other
- > We don't get along as well as we would like

- > And any other relevant topics concerning the identification and resolution of any conflicts that might arise.

We agree to the no-fault termination clause (where no individual is at fault if the mentoring relationship ends) and aim to close the relationship positively and constructively.

### **Objectives**

The Mentee(s) will aim to make progress toward specific objectives, which may include the following topics forming part of (but not limit) the conversation:

- What employers are looking for
- Job advertisements and applications
- Job hunting
- Interview skills
- Getting work experience
- Career planning
- Specific role information
- Understanding workplace culture
- Professional communication
- Networking
- Application of studies to the workplace
- Specialisations and industries
- What makes a person stand out?
- Self-awareness

4. We are aware that information in the Career Access Mentoring program handbook form part of this program.
5. We agree to participate in the Mentoring Program and to fulfil our responsibilities as set out in these documents.
6. We understand that all information and advice provided by the mentor is based on their personal experiences only. The University is not liable for any negligent act, error or omission on the part of the mentor that results in injury, loss or damage to the student.
7. We have read, understood and agree to these guidelines and procedures.

## FURTHER ENQUIRIES

The University of Adelaide SA 5005 Australia

ENQUIRIES [future.ask.adelaide.edu.au](mailto:future.ask.adelaide.edu.au)

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