# Guides & Templates for Mentees

How to get set up & what to expect from a mentoring programme

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# How can mentoring help you?

Know when to seek mentoring and setting mentoring goals can be challenging. Often, people seek out mentors that they find inspiring and want to follow a similar path, but mentors can help with a variety of different skills and challenges that you might face.

Here are some of the situations that a mentor could help with:

## Furthering careers
Writing / improving your CV
- Mentors will have experience of tailoring their CV to specific job roles and industries, so they can help you to improve your CV

Completing a job application
- Increasingly employers are using automated tests as part of job application processes; it can be useful to hear tips on how to handle these tests and make the most of your skills

Practising interview skills
- Even a one-time session with a mentor can help you to understand what to expect, how you can best prepare & how to calm your nerves!

## Settling into an industry
Researching careers
- Speaking to a mentor can be very beneficial to understand the rate of progression and typical responsibilities of different job roles

Applying for further study
- If you're considering further study, speaking to a mentor can help you to consider what type of further study might be most beneficial for your future career plans

Visits to their workplace / finding out about working cultures in organisations
- Learning about working cultures can help you make the right decision about which organisations and job roles to apply for

## Sharing experience / personal development
Confidence building
- Whether you're starting a new career, dealing with a challenge or just need some reassurance, having a mentor can help you to build confidence in yourself and your role

Setting development goals
- It can be overwhelming to plans years ahead for your career - setting development goals can be valuable to ensure you stay on the right path, and a mentor can help you to set these and make a plan to achieve them

Time management
- Developing soft skills such as time management is essential to succeed in the workplace; mentors can share tips and strategies for managing multiple workstreams

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# Code of conduct

The mentoring relationship, acting either as a mentor or a mentee, may present you with a number of issues or dilemmas.  Often, there are no easy or obvious solutions and there may be no clear-cut sense of 'right' or 'wrong'.

The aim of these simple guidelines is to highlight a set of behaviours which might impact upon the mentoring relationship or, indeed, when using mentoring/coaching techniques in other situations.

## Roles
The role of the mentor is to assist the mentee through a process of self-reflection, questions and support, signposting challenges and offering feedback.

The role of the mentee is to work with the mentor to set goals and carry out a plan to meet those goals, using the mentor as a sounding board for reflection and decision making.

## Responsibilities
Both the mentor and mentee should carry out their roles with professionalism, consideration and support.

## Personal information
Please do not pass on any personal information, including any contact details, to anyone else unless required to as outlined above or as agreed between yourselves. Any personal information you receive should be kept in accordance with the data protection laws for your country.

## Communication
Please communicate through safe and secure channels, such as email or through the online mentoring platform. Please keep your conversations as confidential as possible; mentees may wish to record a video meeting, but please gain consent from all parties before doing so. If there is a concern of harm to one person, please speak to your mentoring co-ordinator or another trusted person in the organisation.

## Competence
Mentors need to be conscious of their own levels of mentoring competence and experience and to never overstate them.  Instead, they should help the mentee to practice self-reflection and ask questions about their own development, rather than advising the mentee specifically. Remember that the mentee has the ability and the potential, the mentor's job is to help them realise it.

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# Goal setting for mentees

| Personal objectives: what do I want/ need to learn? | What will I do to achieve this? | What resources/ support will I need? | What will my success criteria be? | Target dates for review & completion | Date reviewed (when you review, add comments re what you need to do next) |
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# Feedback form for mentees

| To be completed after meeting 1 | | | | | |
| --- | --- | --- | --- | --- | --- |
| How did you hear about the mentoring programme? | How often are you planning to meet your mentor? | What type of mentoring were you seeking when you entered the program (e.g., academic, career, general, personal)? | Are you satisfied with the support of the Mentoring Programme? | Have you completed your goal setting document? | |

| To be completed after 3 months | | | | | |
| --- | --- | --- | --- | --- | --- |
| Approximately how many times have you met with your mentor so far? | Are you satisfied with the support of the Mentoring Programme? | Have you reviewed and made progress towards your goals set at the start of your partnership? | | | |

| To be completed after 6 months / end of mentoring pairing | | | | | |
| --- | --- | --- | --- | --- | --- |
| How would you rate your mentoring experience? | What do you think your mentor's greatest strengths are? | Are you satisfied with the support of the Mentoring Programme? | Would you recommend the mentoring programme to your peers? | Do you have any suggestions for programme improvement? | Any additional comments? |

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# Goal setting for mentees

Setting goals with your mentor is one of the most important parts to establishing your mentoring partnership. It will help to determine how long the relationship will last, give you benchmarks to show you're on the right track, and enable your mentor to best assist you with their skills and experience. You need to consider both your long and short term objectives, and consider how these fit into the bigger picture of your career.

Using the SMART method to set your objectives ensures that you are making a clear plan for how to achieve your goals, and can set regular check ins and benchmarks to reach. For example, if you wanted guidance for switching to a different industry, here is how you could break down this goal.

## 1) Specific

Which industry do you want help moving into? Be specific, e.g. moving from investment banking to private equity.

## 1) Measureable

How can you measure whether you have achieved this goal? E.g, your measurable goal could be landing a position at equal seniority in your chosen industry. You can also set benchmark measurable goals along the way, such as being invited to 3 interviews for these roles.

## 2) Attainable

Setting goals that are attainable and realistic help to maintain a healthy level of motivation and sense of achievement. You'll also need to consider the impact of your goals upon other aspects of your life; for example, could you afford to take a salary change to achieve this goal? Who will you need to consult with to assess this?

## 3) Relevant

Why is this goal important and relevant for you? For example, your relevant goal could be to improve in a certain skill that is currently a weakness, or to provide you with experience that you will need for your long-term career direction.

## 4) Timebound

How long will this goal take to achieve? You can set time-bound goals to help move you towards your goal, for example, sending out 2 applications per day.

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# Making matches: Mentoring at the Francis Crick Institute

The Francis Crick Institute is the largest biomedical institute in Europe, and with over 1,000 staff, students and alumni from undergraduates to post-doctorates signed up to their ToucanTech online platform Crick Connect, there's a lot to learn from one another.

Over the two last two years, they have launched their mentoring programme to provide members of the Crick community with everything they need to succeed and have matched over 100 people to date, with 200 mentors signed up to their Crick Connect platform.

## Who is the mentoring programme for?

What makes the mentoring programme at the Crick so unique is that it is for everyone in their community, as they believe everyone has something to learn and something to offer to another person. That means that anyone, whether they are an undergraduate student, a laboratory leader or an operations professional, can sign up as a mentor or a mentee. Rather than focus on matching up people based on their narrow research interest, they instead choose to make great matches based on soft skills such as communication or relationship building, or life situations such as moving to a foreign country. Some matches are fairly short, set up to guide them through a particular challenge, while others have gone on for years with a much more general set of goals.

## Getting mentoring relationships off on the right foot

Often the most difficult part of mentoring is getting the foundation right; once a match has been made, it's in the hands of the mentee to organise meetings and work with the mentor to achieve their goals. Mentoring pairs can message each other, share resources and send feedback using the ToucanTech platform, and admins have full visibility of messages and activity. Handing ownership of the partnership to the participants early on has led to strong relationships and great progress towards the mentee's goals.

## Feeding back on what has worked

The team at Francis Crick collect regular feedback from mentors and mentees using the built-in forms on their ToucanTech platform, and the overall consensus has been overwhelmingly positive. They check in at one month, three months and nine months; in the first form they check in on whether they have had their first meeting, and if they have any questions. At three months, they are checking in on progress and how the relationship is going, and at the final check-in they hand over responsibility to the mentor/mentee pair to manage the relationship ongoing, should they wish to - some mentoring relationships have lasted over two years and they continue to have a positive impact on the career of the mentees!

> *"Often, mentees realise that they could share their own skills with another, while mentors find they could benefit from advice themselves."*
>
> **George Prygos, Alumni Manager, Francis Crick Institute**

# Making matches: Mentoring at the Institute of Development Studies

[The Institute of Development Studies](#) is a think tank associated with the University of Sussex, with 10 research clusters each focused on a different area of international development. Over the course of its 60 year history, the IDS alumni community has grown significantly, and their online community of 1,500 members is a hive of interesting discussion, peer-to-peer support and networking.

With the diverse range of career paths that IDS alumni have taken since graduating, it presents a great opportunity for more junior alumni or current students to learn from their peers. One of the ways that the IDS encourages this is through their mentoring programme, facilitated by their ToucanTech platform. Established in 2019, their programme began with 118 mentors and they now work with over 400 mentors. They cover a range of industries, from NGOs to investment, and offer career guidance, CV reviews and sector-specific advice.

## Encouraging mentors to sign up

Often, one of the most unpredictable parts of setting up a mentoring programme is how many alumni will be available to help as a mentor, and making sure that they can sign up to the platform easily. As part of the online registration process, new IDS members are asked whether they would like to sign up to become a mentor, and this has been instrumental in signing up a significant number of new mentors. They have also introduced regular workshops for featured mentors to help with their skills and training.

## Using resources to help mentees/mentors get involved

Often, the purpose and responsibilities of mentoring can be misunderstood, both by the mentors and mentees. IDS have penned an article on 'What mentoring isn't', and created a set of resources to help both parties to understand what they could achieve with mentoring, and what the typical roles and responsibilities are in a mentoring partnership.

In addition to the resources that they provide, they have also established a specific 'IDS Alumni Mentors' group where mentors can share success stories, ask for tips and upload resources for others to use.

*"An engaged online community is essential to making the connections needed for mentoring relationships. IDS alumni and students are more likely to sign-up to be mentors/take part in experiences where this is promoted where they are engaged with other online activities and the alumni network website provides us with a space to do this easily and effectively."*

*Michelle Cruickshank, Alumni Relations Officer, Institute of Development Studies*

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# Making matches: Mentoring at the Institute of Development Studies

## Top tips for getting started

Making sure that your mentors and mentees are on the same page when setting expectations is important before they even begin to match. Often, postgraduate students are looking for very specific industry advice or networking opportunities, which may misalign with what mentors are offering. To help mitigate this, the IDS offers a cut-down version of their full mentoring scheme called 'Virtual Connections', for quick meetings to discuss a few questions or make introductions.

Michelle Cruickshank, Alumni Relations Officer at the IDS also offers these **5 tips** to ensure that mentees and mentors are well-matched:

1.  Clear and transparent expectations and objectives, these can be published on the website and linked in communications and online groups for mentoring and careers

2.  The workshops with our mentoring consultant will help relationships get off on the right foot by explaining the role of mentors and helping mentees see how a mentor can help them

3.  Bookable slots with our alumni relations officer for students to talk about how to use the online mentoring will also help manage expectations in mentoring relationships, and ad-hoc advice via the online system

4.  Having student organisers and facilitators for the 'Careers with Alumni' seminars to learn more about how the IDS can support them in their careers early on

5.  A clear outline of what our 'Virtual Connections' mini-mentoring programme is, and providing more ideas of what to talk about irrespective of specific career goals

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# Good luck!

Mentoring is one of the most valuable ways you can connect your community; there are always skills to learn from one another and you will build valuable, life-long bonds between people.

Using the right tools to manage your mentoring programme will reduce administrative input, enhance the quality of the experience for community members and encourage mentees and mentors to sign up.

**Talk to ToucanTech today about how to set up your own mentoring programme using specially designed software.**

Email **hello@toucantech.com** for more information.