



# Warwick Business School Mentoring Toolkit

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# Purpose of the Toolkit

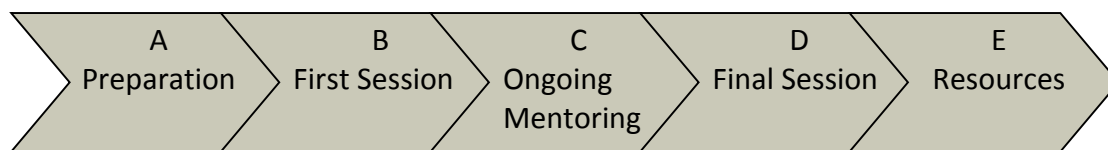
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This Mentoring Toolkit is an ever-developing and evolving resource to support mentors in their mentoring relationships, designed to maximise the success and benefit to both Mentee and Mentor.

The resources range from tools and templates for specific mentoring situations through to more generic information and guidance. We will also include a number of case studies and, lists of additional materials and resources: books, journals, articles and other media.

These resources are there to support you so please let the Mentoring Steering Committee (MS Committee) know if there is anything else you would find useful. If you are willing to share it, please let us have anything that you have found particularly useful for your mentoring.

The Toolkit has the following structure:



- Differing Mentoring needs
- Preparation for first session

- First meeting – aide memoire
- Key questions
- Proforma for note taking

- Structuring a session
- Specific Mentoring Challenges

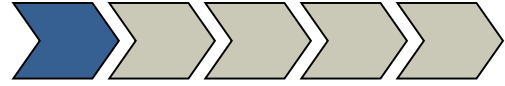
- Closing the relationship
- Next Steps

- Resources

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# A. PREPARATION

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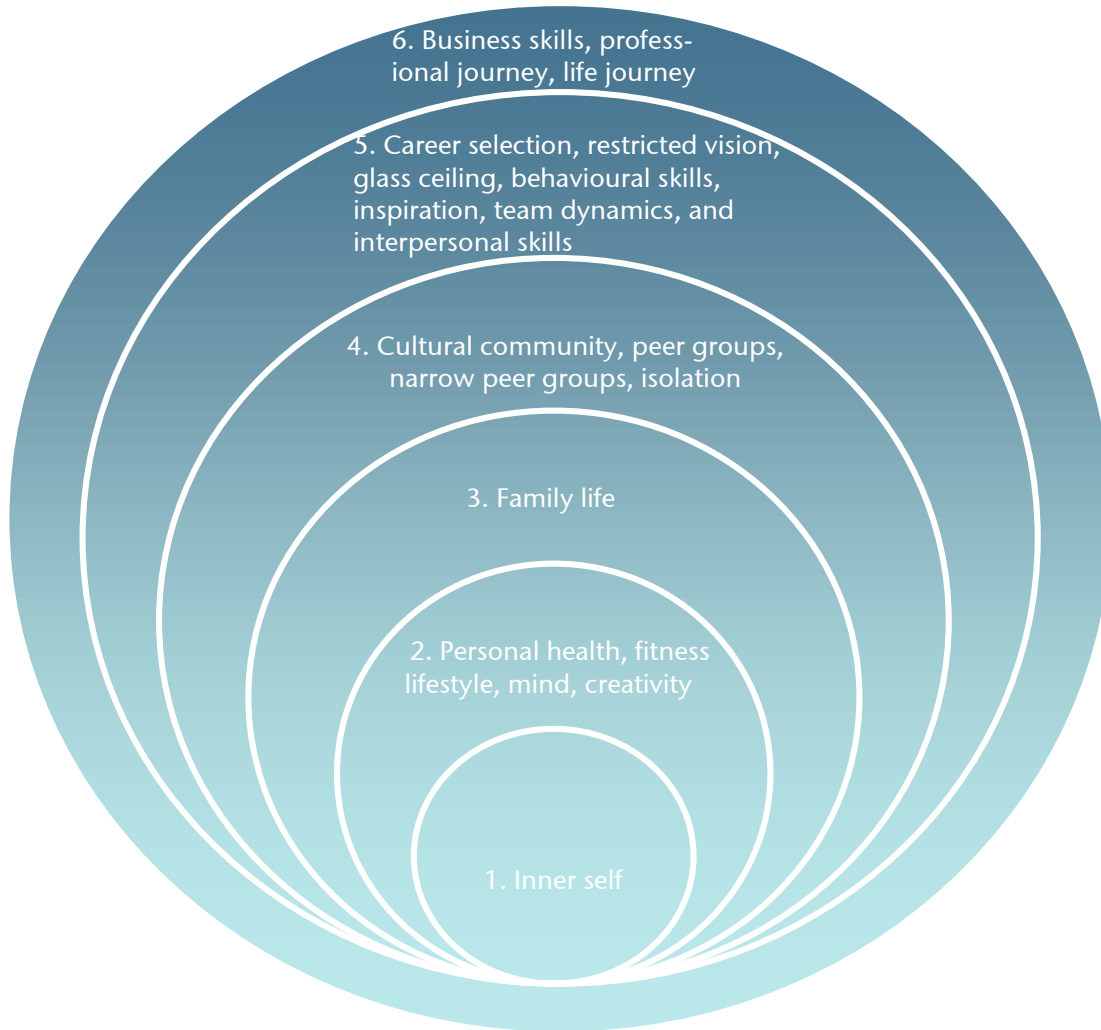
Within this section we look at:

1. *Different Mentoring Needs*
2. *Mentoring Approaches*
3. *Preparation for First Session*

## A.1 Different Mentoring Needs

Mentees have a wide variety of needs that may be encountered in your mentor/mentee relationship. Whilst it is possible to mentor on any of these individual elements it is often the case that you will end up mentoring in more general areas as your relationship develops.

Potential areas of mentee need are shown in the diagram below:



In addition mentees may have differing challenges depending on their current professional, academic or life journey.

Depending on the mentee's situation, typical challenges may include:

- Career direction
- Major thesis
- Specific subject types
- Cultural isolation
- Isolation
- Overwhelmed
- Cultural difficulties

As mentors we aim to ask the right questions to enable our mentees to resolve their challenges and move forward. Where necessary and appropriate we also provide guidance and support.

Some of the models and approaches within this toolkit will help you achieve this aim.

## A.2 Mentoring Approaches

### *What do I have to offer?*

Don't be afraid if you come from an unconventional background: mentoring requires distinctive individuals. The possibility of mentoring is open to all. It is less about convention and more about style; less about background and more about shared and common values.

Someone will value your experience and relate to your unique qualities.

The WBS Alumni form a global community with more than 28,000 members worldwide, incorporating a rich diversity of experiences and cultures. This breadth of experience is invaluable to the WBS Mentoring Programme.

### *Why be a Mentor?*

Mentoring is a starting point from which to explore the individual passion which will lead you through to success. It will include:

- Helping others with personal growth
- Engaging in a dynamic, two way learning process
- Passing on the 'pearls of wisdom' gained on your own journey
- Reflecting on your own life's journey and being honest with yourself about mistakes made and lessons learned

### *Mentoring Skills and Behaviour*

This is not meant to be a prescriptive document. Rules, regulations and good codes of conduct can be found elsewhere in the WBS system. However, there are fundamental generic mentoring skills which are worthy of mention.

### *Generic skills*

- Respect confidentiality
- Establish trust
- Demonstrate understanding
- Strong listening skills
- A non prescriptive/judgmental approach
- A willingness to learn



## The Mentoring Journey

### *Getting Started*

This is perhaps the pivotal part of establishing a relationship and consideration should perhaps be given to items such as:

- Prior to the initial meeting, ask the mentee to send you a CV so that at least you know who you are talking to. Likewise, send the mentee a short biography of yourself - a résumé of who you are as a person rather than a formal CV.
- Early on, try and establish whether or not you have common interests and values with the mentee. This will prove to be a good cornerstone and will help to develop the relationship.
- In any session, let the mentee talk for at least 80 per cent of the time and the remainder is for joint discussion.
- More guidance on this aspect in Section B of the toolkit.

If in the time left the mentor can ask two to three thought-provoking questions, this would be a good outcome.

### *The Developing Relationship*

The relationship will develop over time and the range of subject areas and issues will evolve naturally.

- As the relationship develops, the greatest skill of the Mentor is to listen.
- Establish in your mind a clear idea where you can help in the short and medium term on the issues raised by the mentee. The skill will be for you to bring your ideas into the conversation in a reflective manner.
- Show empathy, when appropriate and do not be afraid to show warmth and an element of caring in the relationship.
- Over time, the mentee's top four issues may change. Do not be concerned with this; it is a natural part of the process.
- Guidance and tools to support the on-going relationship are in section C.

### *Closing the Relationship*

This is an important part of the process and may occur naturally as the mentor/mentee reaches the end of their engagement or may come at the end of the agreed 2 year cycle. It is useful at this time to reflect on what has been achieved through the relationship and also maybe celebrate your joint success.

Section D of the toolkit has guidance for this closing period of the relationship.

### A.3 Mentor's Preparation for First Session

Preparation is the key to getting the mentoring relationship off to a good start and, having canvassed the views of a number of successful mentors, we have pulled together a list of suggested 'best practice' elements for you to consider using with your mentees.

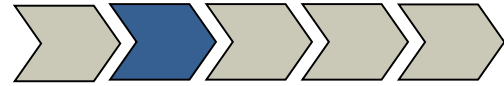
Make contact by phone or email before the first session and in doing that ask the mentee for:

- Short Bio/CV
- What do they want out of the relationship?
- What are their Top 4 subject areas?
- Personal contact details

Also, provide some details about yourself:

- Short Bio/CV
- Your personal interests outside of work
- Maybe details of your family
- Possibly details about where you live etc, particularly where Mentee is from a different country/culture

More detailed guidance, an aide memoire and supporting templates are provided in section B of this toolkit 'The First Session'.



## B. THE FIRST SESSION

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The first session can be the key to getting the mentoring relationship off to a good start although this is not always the case. It can take time to build a strong relationship of mutual trust.

A number of successful and experienced mentors have kindly provided the following suggestions and approaches, which should help you achieve strong relationships.

In this section we cover:

*1. The first meeting - an 'aide memoire'*

*2. Key questions*

*3. Example proforma for note taking*

*4. Levels of perspective*

## B.1 The First Meeting – an aide memoire

This section provides some key pointers on making the first session a success and also includes an aide memoire template. The first meeting is important as it can provide a firm foundation for the relationship. However, it often takes a few sessions to really develop some mentor/mentee chemistry so there is always an opportunity to build and evolve the relationship.

### *Context*

This document provides some useful tips and guidance to help you prepare for the first mentor/mentee meeting.

### *Approach*

The recommended approach is to prepare in advance and also share some relevant information in advance of the meeting - share an e mail/CV and a little bit about yourself...  
BEFORE THE FIRST MEETING.

Ideally the first meeting will be face to face in a neutral setting – cafe, office, WBS... whatever suits you both.

### *Guidance*

- Find an area of commonality – humour, sport, music i.e. a common value, which may prove to be an initial corner stone for the relationship.
- As a mentor you need to leave your ego behind... this is not a business meeting.
- Most importantly; listen... listen... listen... to your mentee.
- Prepare some initial questions (see question bank in toolkit below in section B2)
- Typically explore 4 subjects or less depending on mentees needs and maybe agree to work on 1 or 2 of these for the next session.
- Takes notes (for your own benefit) and agree next steps/action. (Example meeting note template is in the toolkit at Section B3)  
Note: Mentee should be encouraged to take their own notes - it isn't your role to provide the meeting notes and also the mentee writing notes is more likely to result in them taking ownership of the agreed actions.
- Capture the desired outcomes.
- Agree any actions.
- Agree subject of next meeting.

## Initial Meeting Preparation

### *Aide memoire*

1.	Introductory e-mail sent by Mentor	
2.	CV/e-mail received from Mentee	
3.	Meeting date & time agreed	
4.	Meeting venue agreed	
5.	Initial Questions prepared	
6.	Note template prepared	
7.	Mentor guidance notes reviewed	

## B.2 Some Key Questions

*Key Questions for the opening session  
(Based on the 'GROW model – see Toolkit section C for more information on this model)*

### *Goals - what do you want?*

- What are you looking to get out of this mentoring relationship?
- What are your goals?
- If we were standing looking back a year from now, what would you hope to have got out of our sessions together?
- What are the three or four key areas that you would like to cover?
- Which of these is most important to you right now?
- If we addressed one of the areas today, which would have the biggest impact on you/your business?
- How will that take you towards your outcome?

### *Reality – what is happening now?*

- Tell me about where you are now?
- What are some of the challenges/obstacles that you are facing today?
- What's stopping you?

### *Options – what could you do next?*

- What options do you have?
- What upside/benefit; what downside/risk?
- What's the worst that could happen?
- What else could you do/what could you do differently?
- Who will be impacted/what does this mean for xxxx?

### *Will – What will you do next?*

- What needs to happen to take this forward?
- What actions will you take?
- How will you measure success?
- What's your first step going to be?
- How committed are you on a scale of 1-10?
- How important is this to you?
- When will you take this action(s)?
- What will you hear, see, and feel when you have achieved it?

## B.3 Mentoring Meeting Summary Sheet

### *Context*

This document provides some short guidance on note taking and also includes a suggested 'notes template'.

### *Approach*

The recommended approach is to take sufficient notes for you to keep track of your mentoring sessions and also enable you to gauge and monitor progress of your mentee.

You are not expected to take notes for the mentee - that is their job.

The notes are solely for you/your mentee's benefit and will not be required or shared with WBS, mentee's employer etc.

### *Guidance*

- Note taking by the mentor is recommended best practice but is not mandatory.
- Mentee should be encouraged to take their own notes.  
(Note: it isn't your role to provide the meeting notes and also the mentee writing notes is more likely to result in them taking ownership of the agreed actions)
- A template is provided but you can use your own template if you prefer.
- The notes are private between you & the mentee.
- The notes will not be shared with WBS or mentees employer or anyone else unless agreed by mentee and yourself.
- Be aware that under the Data Protection Act the mentee is entitled to see any notes, and so as a mentor you should avoid including things that you wouldn't want the mentee to see.

### *Template*

A template to help in your note taking is on the next page...

**Mentee:**

**Date of session:**

<b>Preparation:</b>
<b>Models/Tools/Approaches Used:</b>
<b>Priorities Agreed:</b>
<b>Actions Agreed:</b>
<b>Outcomes:</b>
<b>Brief Summary of Session:</b>
<b>Length of Session:</b>

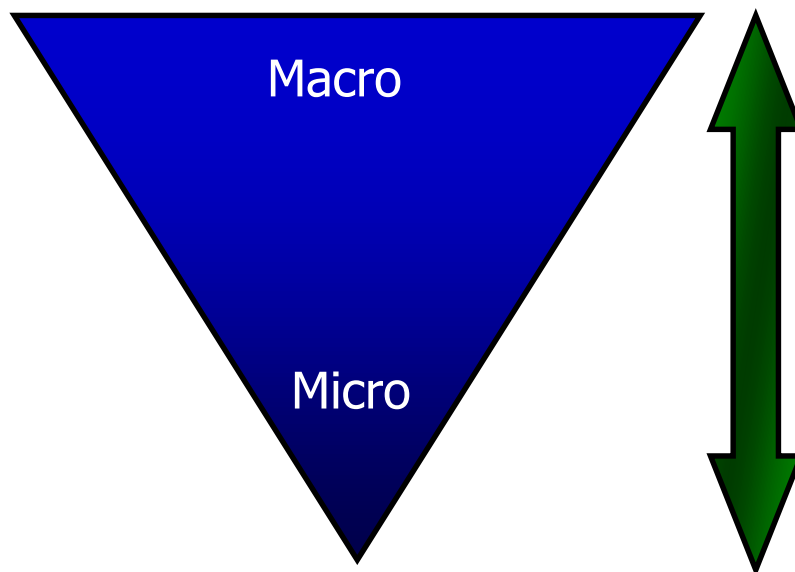


## B.4 Levels of Perspective

### *Macro to Micro*

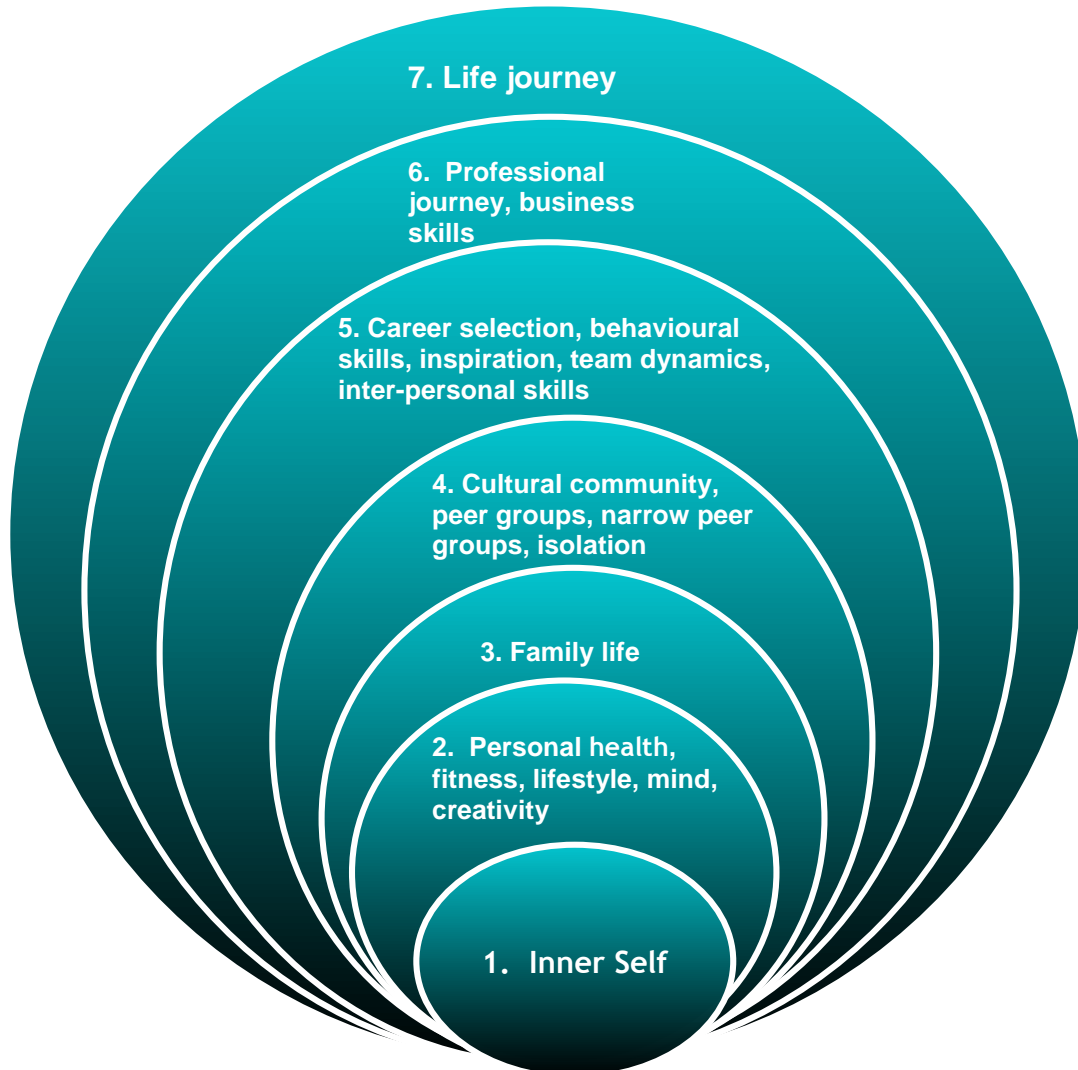
When viewing a mentor/mentee relationship, there are times when it is appropriate to take a macro viewpoint - an overview and likewise, there are times where it is more appropriate to consider issues at a micro level – seeking to examine a point of detail.

A flexible level of perspective is an important skill to be used within the relationship.



The following model indicates the seven potential levels of perspective relating to the individual mentee. Mentor involvement may be engaged at one or several of these levels.

My suggestion is to let the mentee share with you four areas for which they may wish to have support. The mentee will then influence the level of perspective and thus offer by invitation the level of intervention that is comfortable for them.



### *Respecting Boundaries*

- Look at both the mentor's and mentee's personal boundaries.
- Find neutral territory in terms of meeting location, initial topics of conversation and subsequent communication.
- Ensure there are no conflicts of interest, either professionally or privately.
- Avoid becoming involved inappropriately:

- Financial assistance.
- Acting as a therapist or career advisor.
- Helping current students with course work/assignments.

As a coach and mentor you are generally offering help around career, skills and personal development. Inevitably there may be some occasions where discussions cross over into a mentee's personal life. However, where you identify issues outside the scope of the mentoring relationship the mentee needs to be encouraged to take these up with the appropriate professional – counsellor, psychotherapist, GP etc.

### *Intensity of Intervention*

- WBS offers a code of practice which outlines recommended timescales for contact and communication between mentor and mentee.
- The mentee's priorities may change over time and a degree of flexibility will be required from the mentor in response to this.
- Natural enthusiasm, on behalf of the mentor, to be involved with resolving possible problems or issues raised by the mentee is understandable but, it is for mentees to solve their own problems. Any involvement here by the mentor may lead to disappointment and could even be destructive within the relationship.
- It is also a natural process for the contact time between mentor and mentee to ebb and flow. In the early part of the relationship, communications may be fairly structured; it then may fall away for a period of time and be re-energised by either the mentor or the mentee when appropriate.

### *Different Priorities in the Relationship*

The WBS mentoring programme is broad ranging and covers present day students through to very experienced members of the Alumni.

The stage of the individual mentee's career and life journey influences the points of perspective:

- Current WBS students:
  - Career direction. It is appropriate to listen to the concerns of the mentee, but then perhaps suggest that any career issues are better handled by the appropriate team within WBS.
  - The major thesis within the course will also be discussed. However, as with specific subject topics, listen, give a perspective, but avoid contributing to the actual work involved.
  - Cultural isolation can be a problem with students who are away from home for the first time. Having 'someone there', such as the mentor, is a great bonus.
- Business entrepreneur:
  - Validity of business model.

- Management of cash flow.
- Route to market is rarely understood at the beginnings of a business start-up.
- Ownership of IPR.
  
- Distance learning:
  - Isolation.
  - Overwhelmed.
  - Cultural.
  
- Alumni:
  - Personal journey.
  - Professional.
  - Family.
  - Giving back.

As a mentor, you may be involved in facilitating your mentee through some big 'life decisions' for Alumni who might be at a different stage of their lives, when compared to current students.

### *Who has the Answers?*

The answers to issues being raised by the mentee may inevitably come from a wide range of sources including:

- Mentor
- Mentee
- WBS
- Family
- Alumni network

As a mentor you are not expected to have all the answers!

Within the WBS Mentor population, there is a vast range of skills, personalities and opportunity for access to resource... the potential answers will be out there somewhere. Your Mentoring SteerCo member, the Alumni mentoring scheme administration team or the Mentors LinkedIn Group may all be useful entry points to finding what other expertise is available in the wider mentor community.

In terms of Mentor/Mentee perspective, while there may be a glorious opportunity for a valuable two way learning process and it is incredibly important for the *mentee to own and resolve their own issues*.



## C. ONGOING MENTORING

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Having undertaken the first meeting and agreed actions this second session begins to cement the relationship and will be built on through sessions 3, 4, 5+.

Typically this, and subsequent sessions, will be used to:

- Refine initial outcomes
- Review any actions undertaken
- Clarify if there is any new/pressing issue for today's session
- Undertake the session
- Agree new set of actions
- Set date of next meeting

Don't be concerned if the initial top four priorities change over time. This can be very healthy and is normal as the relationship develops

During this phase of the mentoring relationship, new areas of challenges and deeper issues may be raised by the mentee, as trust and rapport continue to develop.

In this section we cover:

### [1. Structuring a session/useful tools](#)

#### [1.1 GROW](#)

#### [1.2 ISIS](#)

#### [1.3 5C's](#)

#### [1.4 Wheel of Life](#)

#### [1.5 Tools to Help Mentees Think](#)

#### [1.6 Question Bank](#)

#### [1.7 Bigger 'Breakthrough' Questions](#)

#### [1.8 Silent Mentoring](#)

### [2. Specific Mentoring Challenges:](#)

#### [2.1 Distance Mentoring](#)

#### [2.2 Being Overwhelmed](#)

#### [2.3 Exploring Work Place Tensions](#)

#### [2.4 Handling Emotions](#)

#### [2.5 Career Management](#)

## C.1 Structuring a session

There are a number of ways of structuring a session and below we include a number of useful models that you wish to use.

### *C1.1 GROW Model*

#### **Context**

The GROW model is a useful model around which to structure a mentoring session.

For a given topic, e.g. the four topics originally agreed at or prior to the initial meeting:

**GOAL** - what do you want?

**REALITY** - what is happening now?

**OPTIONS** - what could you do next?

**WILL** - what will you do next?

#### **Approach**

The recommended approach is to ask the mentee to define the area they wish to work on and then use the GROW process to first clarify their goal and then identify where they are now. Hence there is usually a gap of some sort.

Through open questioning and challenge, you elicit potential options from the mentee and finally work to help them identify their next step(s).

Follow up progress at next mentoring session.

#### **Guidance**

The following questions may help. It is not necessary to ask all the questions, just pick what feels relevant at the time... or use your own!

#### **Goals - what do you want?**

- What are you looking to get out of this mentoring relationship?
- What are your goals?
- If we were standing looking back a year from now, what would you hope to have got out of our sessions together?
- What are the three or four key areas that you would like to cover?
- Which of these is most important to you right now?

- If we addressed one of the areas today, which would have the biggest impact on you/your business?
- How will that take you towards your outcome?

***Reality – what is happening now?***

- Tell me about where you are now?
- What are some of the challenges/obstacles that you are facing today?
- What's stopping you?

***Options – what could you do next?***

- What options do you have?
- What upside/benefit; what downside/risk?
- What's the worst that could happen?
- What else could you do/what could you do differently?
- Who will be impacted/what does this mean for xxxx?

***Will – what will you do next?***

- What needs to happen to take this forward?
- What actions will you take?
- How will you measure success?
- What's your first step going to be?
- How committed are you on a scale of 1-10?
- How important is this to you?
- When will you take this action(s)?
- What will you hear, see, and feel when you have achieved it?

**Template**

See GROW template on the next page.

**Mentee:**

**Date:**

**GOAL** - what do you want?

**REALITY** - what is happening now?

**OPTIONS** - what could you do next?

**WILL** - what will you do next?



## C1.2 ISIS Model

### Context

The ISIS model is a higher level model that is useful for root cause exploration...

<b>Investigate</b>	overall situation - wide, exploratory questions
<b>Specific</b>	drill down on specific areas
<b>Impact</b>	what is the impact?
<b>Suggestions</b>	on next steps/actions

### Approach

The recommended approach is to ask the mentee to define the specific area that they wish to explore and then use the ISIS process to drill down into the root cause.

Through open questioning and challenge, you elicit responses from the mentee to enable them to gain clarity and potential next steps.

Follow up progress at next mentoring session.

### Guidance

The following question bank may help you prepare for the session.

It is not necessary to ask all the questions, just pick what feels relevant at the time... or use your own!

#### ***Investigate – overall situation wide, exploratory questions***

- What is the issue that you would like to cover?
- Why is that important to you right now?
- Tell me about where you are now?
- What are some of the challenges/obstacles that you are facing today?
- What's stopping you?
- What's enabling you?
- Tell me about the bigger picture

#### ***Specific – drill down on specific areas***

- What specifically is concerning you?
- Why specifically is this of interest?
- Tell me more...
- At a more detailed level...what does this mean?
- Can you give me a specific example?

***Impact – what is the impact?***

- Who will be impacted/what does this mean for xxxx?
- What upside/benefit; what downside/risk?
- What's the worst that could happen?
- What does it mean for the organisation?
- What is the impact on your customers (internal & external)?
- Is there any legal or regulatory impact?
- What else?
- Are there any potentially unforeseen impacts?

***Suggestion – next steps/actions?***

- What is a good next step?
- What actions will you take?
- How will you measure success?
- What's your first step going to be?
- How committed are you on a scale of 1-10?
- How important is this to you?
- When will you take this action(s)?
- What will you hear, see, and feel when you have achieved it?

**Template**

See ISIS template on the next page.

**Mentee:**

**Date:**

**Investigate** overall situation - wide, exploratory questions

**Specific** drill down on specific areas

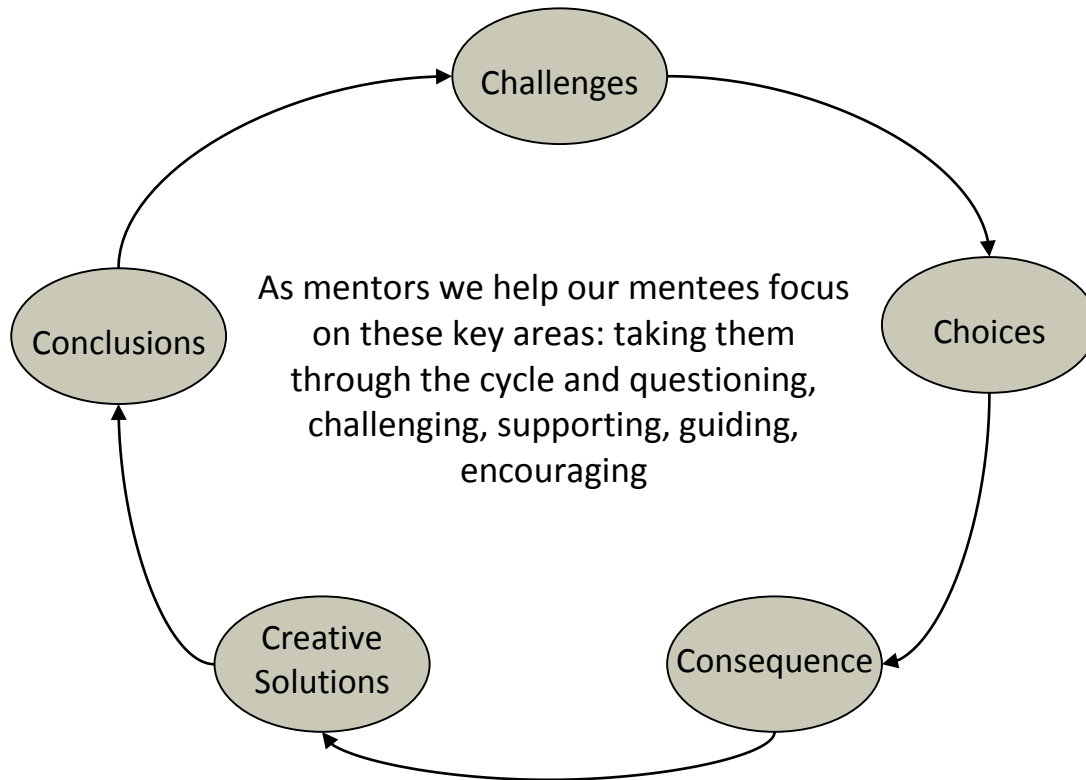
**Impact** what is the impact?

**Suggestions** next steps/actions

### C1.3 The 5 Cs Mentoring Model

#### Context

This is a useful model to help structure the overall mentoring approach, particularly for use in specific sessions. This cycle can be followed at a high level or for each of the three or four key areas identified and agreed with the mentee.



#### Approach

The overall approach is to take the mentee through the cycle of Challenge; Choice; Consequent; Creative Solution and Conclusion.

Actions are agreed as part of conclusion phase and progress is followed up at the next mentoring session.

The mentors role is to facilitate, question, challenge, support guide and encourage throughout the cycle.

The cycle may be repeated a number of times.

#### Guidance

The following questions may be helpful in preparing the sessions. It is not necessary to ask all the questions, just pick what feels relevant at the time... or use your own!

### **Challenge**

- What is the issue that you would like to cover?
- Why is that important to you right now?
- Tell me about where you are now?
- What are some of the challenges/obstacles that you are facing today?
- What are the key things you want to focus on in the next year?

### **Choices**

- What choices do you currently perceive?
- What else?
- What is Option A?
- Do nothing is also an option.
- What is option B? What steps would you take?
- What other options... C, D, E...?
- Can you think of anything else?
- Does that seem like enough?

### **Consequence**

- What upside/benefit; what downside/risk in pursuing option A, B, C etc?
- What's the worst that could happen?
- What else could you do/what could you do differently?
- Who will be impacted/what does this mean for xxxx?
- Describe all the benefits of Option A, B, C etc.
- What about the possible negatives? Describe those too...
- Take a moment to rate the attractiveness of each option on a scale.

### **Creative Solutions**

- Let's take a helicopter view and see what solutions present themselves.
- What if we were to take the best elements from each option to define a new/different solution?
- Looking back, what has worked for you in the past, could any of those elements/patterns be used here?
- Imagine you were a consultant... what would you advise?
- If there were no constraints what would you propose?
- What about best practice... are there any other people, teams, organisations who have solved something similar?
- Looking over this session, what is your preferred solution?
- What is your back up plan?

### **Conclusions**

- Having gone through this cycle... what do you conclude?

- What is a good next step?
- What actions will you take?
- How will you measure success?
- What's your first step going to be?
- How committed are you on a scale of 1-10?
- How important is this to you?
- When will you take this action(s)?
- What will you hear, see, and feel when you have achieved it?

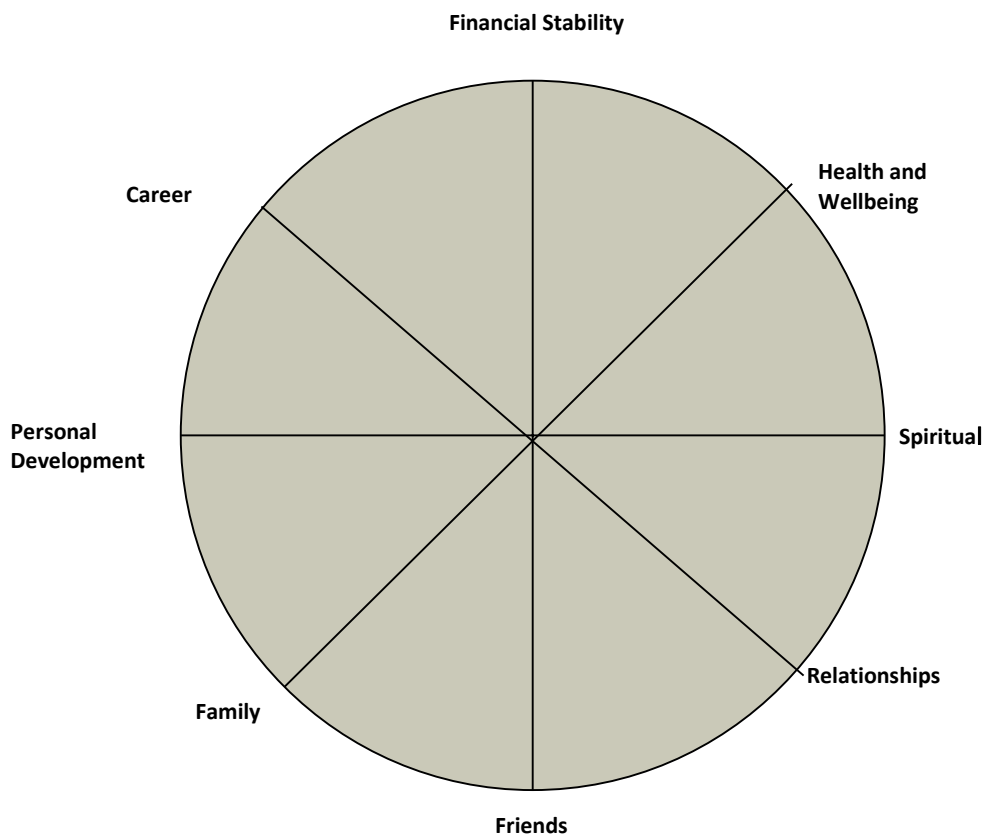
## C1.4 The Wheel of Life

### Context

This model is particularly helpful in enabling the mentee to take a more holistic view of their situation and also to check the ecology of a decision.

We have suggested titles for the axes but you can change these and customise them with your mentee to make them more relevant/suitable to their personal situation/context.

You can also use a scale of 1-10 On each axis to help the mentee with their scoring



### Approach

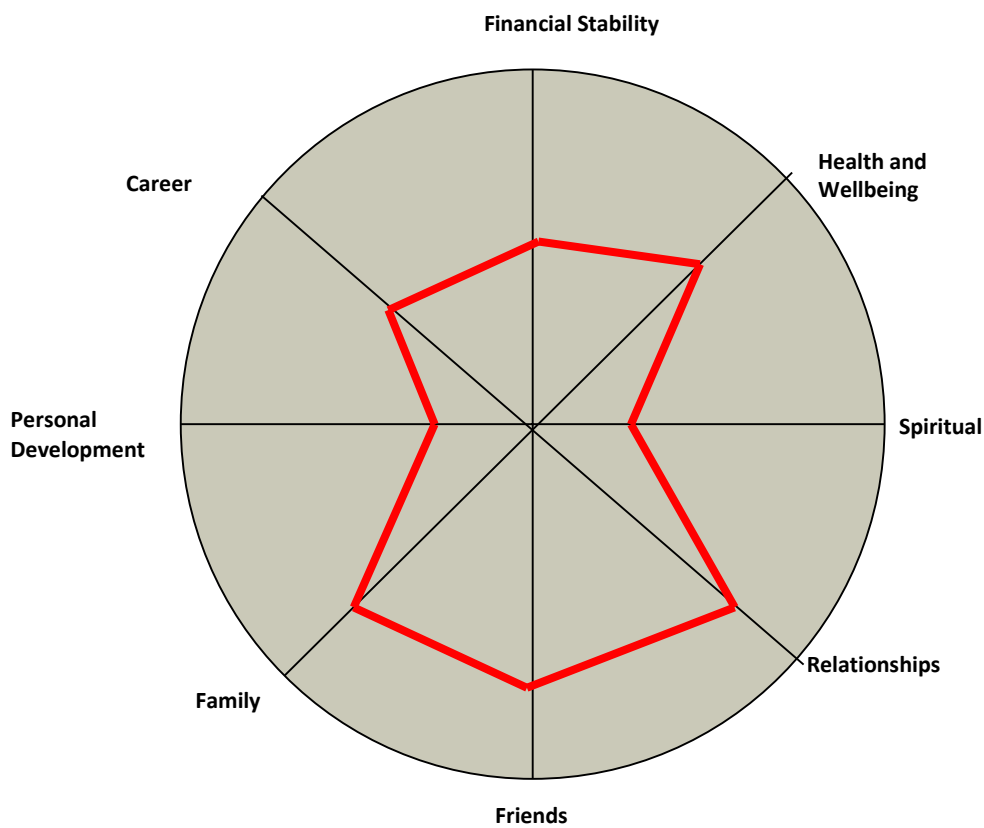
- Use the wheel to understand the mentee's current and desired position.
- Once the axis titles are agreed ask the mentee to mark where they currently are.
- Next ask them to mark where they desire to be.
- Facilitate the mentee to enable them to identify options to 'close the gaps' between current & desired positions...essentially this is their 'action plan'.
- Agree next steps and follow up at the next mentoring session

### Guidance

A few guidance points and an example are shown below:

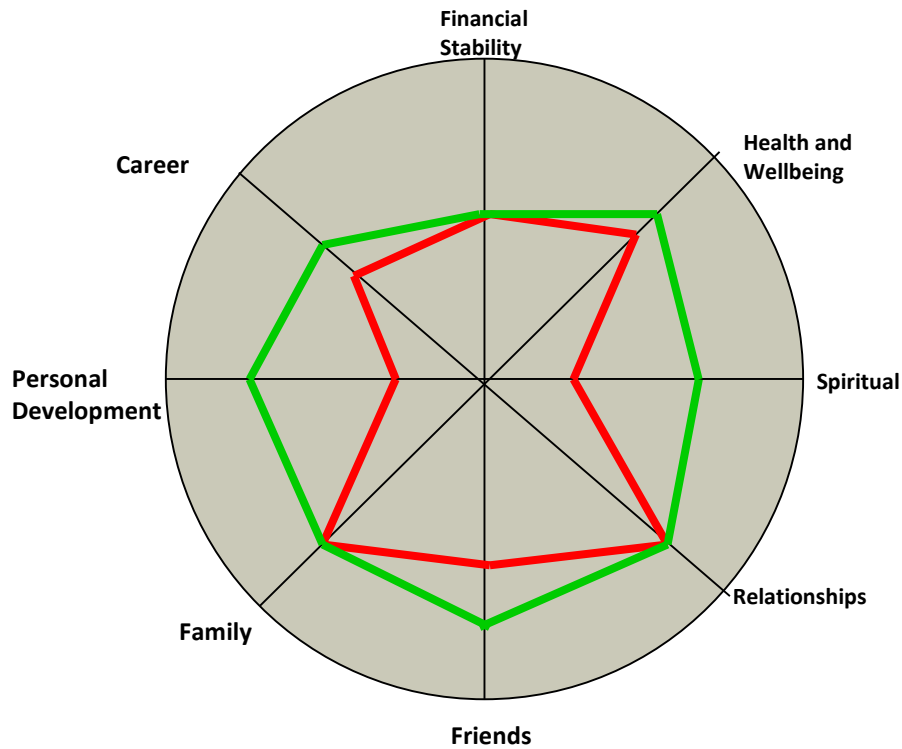
- It is not expected to have maximum scores across all axes. The key point is to ensure balance across the wheel that is right for the mentee and their family/friends/colleagues etc.
- Gently, challenge, probe and question.
- Use open questions.
- Borrow question ideas from the Question back under other models in the toolkit e.g. GROW.
- Facilitate the Mentee in developing and agreeing an action plan.
- Schedule a follow up.
- An example is shown below.

Ask the mentee to mark their current position...



Then ask them to mark where they wish to be...





Develop a plan to close the gaps. In this example the mentee is comfortable with the position of family, finances and relationships; is generally comfortable with Career and Health & Wellbeing but sees gaps in Personal Development, Friends & Spiritual elements.

Perhaps they are so busy focusing on making family, relationships finances and career successful that they have little time left for themselves.

In building a plan to address Personal Development and Spiritual elements.... can this be achieved without too much impact on other elements?

What trade-offs would the mentee be happy with?

**Looking at the action plan and next steps... is the wheel still in balance?**

### *C1.5 Tools to Help Mentees Think*

In this section you will find a number of tools that you might introduce in a session to help a mentee think through their situation.

These include:

- Rich pictures
- Metaphor
- Reflective writing
- The empty chair

This list is not exhaustive and you may have your own tools/preferences for helping mentees think through their situation

Each mentee and their context is different, so ultimately it is up to each mentor to judge what the most appropriate tool or approach would be at a given time.

Generally, we would not expect mentors to use these tools in the initial sessions as they tend to work more effectively once strong rapport has already been established.

*Thank you to Bob Thompson for these exercises. More detail on these and other approaches can be found in Bob's numerous books on coaching/mentoring (see resources section of the toolkit for details).*

## Rich pictures

### Context

A technique which can be used in mentoring conversations is simply to ask the client to draw a picture which illustrates some aspect of their situation. It is a great way to facilitate fresh ideas in the mentee's thinking as they explore their images.

The term *rich picture* is used as it captures the notion that the drawing might contain a wealth of ideas and information. People usually sketch a series of images rather than just one picture.

The exercise is both simple & open and within the given focus, it is entirely up to the client to choose what to depict. It is also a great illustration of how the mentor can be directive about the structure of the conversation and yet non-directive about the content.

### Approach

Ask the mentee a specific question to focus on (and draw) that is relevant to the mentoring conversation/situation.

Leave them time to draw.

When they have finished drawing, invite them to talk about their picture, encouraging them to consider in more depth what lies behind the images they have sketched.

Agree next steps (if appropriate)

### Guidance

- Key ground rule – the picture must not contain any words. As the mentee draws, and later as they talk about the images in their picture, they may make connections, gain insights or think laterally.
- Some people protest that they're no use at drawing. Reassure them that artistic skill isn't important – matchstick people are fine. If a mentee is really uncomfortable about drawing, however, find another way to take the conversation forward
- Choose your words carefully when asking a question. A crisp question – simply expressed – helps to focus the mentee's thinking.
- Ensure that you phrase crisply the theme of the rich picture. '*Draw a picture which represents your life today*' has a very different focus than '*Draw a picture of what you'd like to be doing in five years' time*'. Choose the focus which reflects where you are up to in the conversation, selecting what you think will be most useful for the mentee to think through next.
- Leave the mentee for five minutes (more if they seem to need it) to do the drawing, possibly making them a drink while they work.

- Provide a sheet of flipchart paper and a selection of coloured pens. There's something about writing on a large sheet of paper that can be liberating. But you can simply use A4 paper, though it is helpful to have different coloured pens.
- Ask them to talk you through the picture and also take time to question them and explore their thinking.

### **Lifelines**

An extension/similar use of rich picture is the 'lifeline'

Drawing a 'lifeline':

- Ask the mentee to take a piece of flipchart paper and draw a line which represents their life to date.
- Ask them to mark and label those events in their life that they consider significant.
- Ask them to reflect upon what they were thinking and feeling at each of these times.
- Reflect too on how they made decisions at these times.
- Ask them to add some notes to their lifeline which captures these reflections.

This is an exercise that can be useful to undertake with a mentee at the start of a mentoring relationship – it's a quick way of finding a lot about a new mentee.

If you ask them questions to explore aspects of their lifeline, it can help them to spot patterns in their life or to reflect upon how they made key decisions.

We suggest that when you ask a mentee to draw their lifeline, that you deliberately do not offer them an example. This leaves them free to draw whatever kind of line they wish.

## Metaphor

In everyday language each of us continually uses metaphors to express our thoughts and ideas. However, metaphor is much more than just a matter of language. The language we use shapes the frames through which we view the world. And how we see the world affects how we behave and the actions we take. In other words:

- We speak in terms of metaphors
- We think in terms of metaphors
- We act in terms of metaphors

Any metaphor offers a partial way of looking at something. Like looking at a mountain from different sides, different metaphors offer different perspectives. Thus any metaphor is incomplete, and potentially misleading.

A metaphor is neither true nor false. Rather, the usefulness of a metaphor depends on the richness of the insights it generates. This is particularly significant when we consider the use of metaphor in mentoring.

If a mentee uses a metaphor that seems particularly vivid or meaningful encourage them to explore their metaphor further. A simple phrase such as *'Say a bit more about'* is often all that's required to allow them to think more deeply.

Mentees vary in how comfortable they feel exploring metaphors. If they find the idea uncomfortable then use a different approach.

Another way of working with metaphor is to ask the mentee to come up with a comparison that encourages them to think laterally. For example:

- If your organisation was a high street store, which would it be and why?
- If your boss was an animal, which animal would they be?
- If your team was a sports team, what team would it be?
- If your job had a theme tune, which piece of music would it be?
- If you and a particular colleague were going to a fancy dress party together, what would you be wearing that captures the nature of your relationship?

This kind of comparison often generates some real insights for the mentee. And, on other occasions, it does nothing for them!

You might prefer to devise some of your own questions to help a mentee use metaphor to explore their situation or their relationships.

## Reflective writing

### Context

Another potentially useful intervention in a mentoring relationship is to invite the mentee to write. One way of doing this is simply to ask the client to write for six minutes on whatever is in their mind. There is something about specifying six minutes that seems to free people up to write – it's longer than five minutes but not daunting.

You can also give a more specific focus to what you'd like the mentee to explore. For example, you might ask them to write about:

- Their thoughts and feeling about their current role
- What they'd like to be doing in five years' time
- What they're going to do following the mentoring session

### Approach

As with rich pictures (see earlier item in the toolkit) choose a theme which will be of most value for the mentee.

Ask the client to write a letter (to a significant person/influencer for example) or an advertisement (for their ideal job for example) or another written context of your choosing.

Leave them on their own for five or ten minutes to write the letter and then ask them to read it out.

Explore what is significant for them in what they've written.

### Guidance

- The exercise is richer when the mentee writes prose rather than just bullet points.
- If the mentee is speaking a lot about another person – maybe their boss or a difficult colleague, for example – is to ask them to write from the perspective of the other person. This sometimes really helps them to appreciate the other individual's viewpoint.
- You can set up different expectations about what the mentee will share with you. In the six minute exercise, for instance, you might say that I don't expect the client to share anything of what they write, so their reflections can be as deep and personal as they wish. Alternatively, you might say that you would like them to share whatever they wish, which leaves them free to choose how much or how little to share with me.

### Journaling

Another reflective writing technique to be used outside rather than within a session is the use of a journal that is written over time. Jeannie Wright and Gillie Bolton say that:

Journal writing has the power to help people understand themselves, each other, their relationships with each other and their world better. It draws on the imagination and deep memory as well as logical cognitive thought. (Wright and Bolton, 2012)

These are all aspects that might be very useful for your mentee clients. (As a mentor you yourself might find it a simple and inexpensive way of reflecting upon and learning from your mentoring experiences!).

A journal is not a diary in which the mentee records events. Rather, a journal is a place where the mentee can record important experiences, how they responded, and their thoughts and feelings about what happened. It is a place where they can take some private time to explore what is going on for them. It is also a place where they can look forwards and explore their hopes and plans for the future.

By taking time to reflect on what happened, their thoughts and feelings and through writing it down, the journal will help the mentee learn from an experience. Over time patterns may emerge and become evident as they re-read their journal. This may help them understand more deeply the meaning of events and appreciate more clearly their motives, feelings or behaviour.

## The empty chair

### Context

This is a useful exercise to use in a mentoring session when the mentee is speaking a lot about someone else, such as their boss or a difficult colleague.

### Approach

You can set up the exercise in different ways. One way is to place an empty chair near the mentee and ask them to sit in it. Explain that when they are sitting in that chair you'd like them to speak as if they were the other person, using terms such as '*I think*' rather than '*He or she thinks*'. Then ask them a number of open questions to explore how things look from the perspective of the other person. Inviting the client to sit in the chair of the other and look at the situation from that different perspective often helps the client to deepen their understanding of what is going on and what they need to do.

Another way of doing the exercise is to ask the mentee to imagine that the other person they have been speaking about is sitting opposite them in the empty chair. Invite them to speak "directly" to the other person, saying the things that matter or need to be said.

You can combine the two ways by asking the mentee to swap chairs a number of times, in a sense encouraging a conversation between the mentee and the other person. When you use both chairs you may like to finish by asking the mentee to stand up, look down on these two "people" and tell you what they see going on between them.

Once the conversation is over, you help the mentee to process the experience by asking them what they found significant or surprising in the exercise.

Some mentees find the exercise really useful, opening up fresh insights, while others report that nothing new emerged for them.

### Guidance

- Set up the chair(s) with mentees input and understanding.
- In the 2 chair examples the chairs should be nominated and named and stay the same throughout the exercise.
- It can be helpful to set up a third 'meta' position from which the mentee can observe the 2 chairs, particularly when asking them to consider what they see going on between those 2 people etc.
- When sitting in the chair of the other person, it can be helpful to ask the mentee to adopt a similar poise, voice tone, attitude, even accessories (iPad; laptop; phone) of the other person.



## A final thought.....

Tools like these are not a substitute for the basic mentoring skills of listening, questioning and playing back. Rather the skills and the tools complement one another, enabling you to create meaningful conversations that help your mentees to become more aware and to respond more effectively as a result of their increased awareness.

## *Bank of useful questions*

Below is a selection of questions that may be useful in your mentoring sessions.

- Could you treat this as an experiment and see what happens between now and your next meeting?
- How committed are you to achieving this?
- How committed are you, on a scale of 1-10, to taking this action?
- How confident are you that this is the right way to move forward?
- How difficult do you think this will be to execute?
- How do you think things are going with your career/role/issue?
- How important is this to you?
- How realistic is this?
- How will that take you towards your ultimate outcome?
- How will this help you achieve your required outcome?
- How will this move you towards your goal(s)?
- How will you feel about this decision when you look back at it in two years' time?
- How will you feel when you've achieved this?
- How will you measure the success?
- How would you feel if this action was achieved?
- How would you feel if you were to take/achieve that course of action?
- If all the obstacles disappeared what would you do?
- If this is really what you want to do why haven't you started?
- If you had another 100 years to live would this still be a priority for you?
- If you had no fears, what would you dare to do with your life/career/time/xxxx?
- What are the biggest challenges you'll face in achieving these actions?
- What are the consequences of doing nothing?
- What are you expecting to get out of this session?
- What could increase your commitment?
- What could you do differently?
- What do you fear most?
- What do you want the outcome to be?
- What does this mean for you?
- What does your gut instinct tell you?
- What else could you do?
- What is the downside/risk of this option?
- What is the upside/benefits of this option for you, your team, the organisation?
- What is your preferred option?
- What is your unique selling point, what makes you stand out?
- What job/role/activity has given you the best enjoyment, fulfilment & satisfaction?
- What needs to happen to take this option forward?
- What obstacles are you facing in your current role?
- What options do you have to move forward?
- What preparation do you need to do?

- What two or three things would make a difference to how you feel if you focused on doing them and ignored everything else?
- What were the differences between the best and worst (career/business/other) decisions you have made?
- What will it look like/how will you feel when you are happy?
- What will you put in place in order to move your next step forward and work the process again?
- What would you like to talk through today?
- What's the real issue you are facing right now?
- What's your first step?
- When do you expect the results to be seen?
- When will you do this by?
- When your future self looks back on this, what should you have learned from?
- Where do you think you should be with your career at this moment in time?
- Who could/should you ask for help? What's stopping you doing so?
- Who do you know that may have tackled something like this in the past?
- Who is in control of this situation?
- Who will be impacted by this?
- Why does this matter?
- Why might that not be the right way forward?
- Will this take you further towards your goal?

### *C.1.7 Bigger 'Breakthrough' Questions*

#### **Context**

Sometimes we need to encourage our mentees to think bigger picture or more holistically. Here are a few bigger picture/breakthrough questions that have worked some of our mentors/mentees.

#### **Approach**

Ask the question...

- What would you do if you knew you could not fail?
- What would you do if you already had xx?
- What would you do if you only had xx years/months to live?
- What would you do that is so much fun that it doesn't feel like work?
- What job would you pay to do?
- What is/would you like to have as your legacy?
- How do you want to be remembered?
- What are you going to do with your one short precious life?

#### **Guidance**

- One or two per session is enough!
- Good rapport helps... so it is often better to use these once the relationship is established.
- Judge the context and appropriateness of the question.

**If it still doesn't unlock the bigger picture then don't worry, just try something else.**

## C.1.8 Silent Mentoring

### SILENT MENTORING QUESTIONS

#### **Typical questions for a silent mentoring session**

##### **GOAL**

*What are you trying to achieve?*

*Imagine that you have successfully addressed your issue. What does success look like? What does success feel like?*

*What do you really, really want?*

##### **REALITY**

*What is going on that makes this an issue for you?*

*Who is involved?*

*What are the key features of the situation?*

*What assumptions are you making?*

*What - if anything - have you already done to address the situation?*

*And what has been the effect of what you have done so far?*

##### **OPTIONS**

*What options do you have?*

*What else might you do?*

*If you had absolutely no constraints - of time or money or power or health - what would you do?*

*If you had a really wise friend, what would they do in your shoes?*

##### **WILL**

*You have just generated a set of options. Looking back at these options, rate them quickly on a scale of 1 to 10 on how practical they seem (where 10 means completely practical).*

*Looking over your list of options, which options will you actually pursue?*

*For each chosen option, what specifically will you do?*

*What help or support do you need?*

*What deadlines will you set for yourself?*

*What is the first step that you will take?*

*Note how many of the questions begin with What?*

*The very simple question What else? – or in conversation the phrase Tell me more – often stimulates new thinking or ideas.*

## C.2 Specific Mentoring Challenges

### C2.1 Mentoring at a distance

Due to the Geographical spread of WBS mentors and mentees it is likely that many mentoring relationships will, at some point, take place at a distance. In an ideal world it is preferable that mentor and mentee do manage to meet face to face, at least for their initial session but in many instances this is not possible or practical.

This section of the toolkit gives some general guidance on distance mentoring/mentoring those from a different culture to your own. It then goes on to consider the various tools/mediums available to support mentoring at a distance. Finally, some specific guidance on mentoring by call/skype is also provided

#### *General Guidance*

Based on the experience of a number of our experienced mentors some of the following observations may be of help to those mentors who are mentoring someone for the first time from a different country, cultural or religious background:

- Ask the mentee to share something about their life and culture with you.
- Respond softly in response, to bring you into the relationship. The emphasis should be more about you as a mentor and perhaps less about your personal achievements in life.
- Respect confidentiality.
- Establishing bridges to cross cultural divides may take time and patience.
- Research the country and culture prior to making contact with your mentee.
- Having common values or interests can be a link between one culture and another. A good example of this is the following quote from the renowned Hindu Guru, Pramukh Swami Majaraj:  
*“In the Joy of Others, Lies Our Own; In the Progress of Others, Rests Our Own...”*
- Be aware of the generation gap and working across different cultures. The thoughts and values of someone in their 20s may be different from someone in their 30s, 40s etc.
- Avoid making bold assumptions about cultures, countries and religions, this can be offensive.
- If appropriate, understand the sacrifices made by some families in order to have their son or daughter educated at WBS.
- Plan ahead for any full-time modules that the mentee may be attending in the UK at WBS.
- Consider visiting your mentee if possible – it can be a wonderful experience.

## Mentoring using remote technology

Medium	When to use	Benefits	Potential disadvantages	Tips
Face to Face Meeting	At beginning of mentoring process	Builds rapport Ability to interpret non-verbal behaviour helps understanding and relationship building	Logistics and travel time  Need a private and quiet venue	Recommended for first mentor meeting
Telephone Mentoring	When travel time is an issue  When relationship is already strong	Flexible – can fit appointment around workday  Can refer to online resources during call  Better than skype when there is a lot of paperwork to consult and need desk space	Mentor cannot read non-verbal clues: potential for misunderstandings  Unreliable phone signals!	Useful for quick review between sessions  Still need to ensure a quiet spot without interruptions
Skype	When travel time is an issue When relationship is already strong	Easier to build rapport when both parties can see each other  Can involve more than two parties e.g. mentee's boss	Need a quiet space where will not be interrupted – and a reliable connection	Connections can be easily lost – have a backup number handy!

WBS Live	When it is useful for the parties to refer to other resources during the conversation (slides, reports etc)	As skype	Need familiarity with the technology Technology not always 100% reliable  Need to manage the technology can distract from rapport  Can feel quite corporate and impersonal	Best when both parties are already familiar with the technology
E-mentoring Through emails	When time differences make simultaneous contact difficult  When mentee wants to reflect an issue or question before responding  Communicating factual information and referring to online resources	Very flexible – can be done on the move Can maintain the relationship when parties unable to meet frequently	Mentor cannot judge or read mentee’s response Time delay in the conversation Can be long winded	Use in combination with other forms of mentoring and for action planning  Agree in advance what kind of response times are reasonable
E-mentoring through instant messaging	When mentee feels more comfortable expressing themselves in writing  When mentee needs an immediate response	More immediate than emails – more like real conversation	Mentor cannot judge or read mentee’s response Still need to schedule the ‘meeting’	



## *Guidance on mentoring by call/skype*

### **Positioning the call**

As with all mentoring sessions arrange the practicalities:

- Time – agree the time for the session and ensure it is long enough and that you both agree how long.
- Interruptions – ensure a time that is free from interruptions.
- Environment – ensure a suitable environment for the call e.g. not a crowded office or loud café/street.
- It can be good to meet physically for the first meeting if possible (to establish rapport etc).
- Skype/Video can be helpful.

Some opening questions to start building rapport:

- “How are things in general?”
- “What’s your biggest challenge at the moment?”
- “Is there anything specific that you wish to cover today?”

### **Listen**

- Listen and note – statements, contradictions, things to come back to.
- What do they think?
- Let them talk and give them space.
- Listen and calibrate their tone of voice and other voice qualities (see also ‘matching’ below).

### **Mirror**

- Play back their comments using their language, i.e. their actual words.
- Be culturally sensitive and aware in terms of language, speed of speech (especially if English is the first language ); allow space between each of you talking.

### **Listen and then Challenge/Guide/Share expertise etc**

Write down statements that the mentee makes during the call so that you can:

- Challenge them... “Why do you think x?”, or “What do you mean by x?”.
- Guide and/or provide expert knowledge where appropriate.
- Respond as appropriate for a normal mentoring session.

### **Summarise and Agree Actions**

- Summarise key points of call.
- Agree actions (actions, target dates etc).
- Date of next session.
- Email a short summary.

## *C2.2 Being Overwhelmed*

This will tend to show in discussion in phrases such as “cracking up”, “stressed out”, “panic stricken” or “frozen solid” “I’ve got so much to do, I don’t know where to start”, “I can’t do/deal with all of this” or “I’m cracking up/going under”.

Sometimes you will see this happening to someone else – a work colleague perhaps, or a member of the family. The issues are the same and require a similar approach.

The first thing, whether this is happening to you or another person, is to start talking about the issue/problem – ‘a problem shared is a problem halved’ – often people know what to do, what they need is a helpful background against which think more clearly.

Usually it is the sheer volume of issues that has led to this feeling of utter despair on the part of the sufferer. Try listing all the most worrying tasks, and next to each a note a date by when it should, or separately must, be done. Group the issues by length of time likely to be required to complete – this will isolate perhaps three or four big tasks that are going to take most of the time (80/20 rule).

The next part is difficult, because your mentee has to recognise that they are not indispensable. Against each task, write the name of the person who would likely do that task if they were not around – perhaps ill in hospital, or worse. It might even lead them to query whether certain tasks are actually necessary – perhaps work is just creating more work (i.e., the process being used may be inefficient and therefore need changing).

Then, suggest they allocate the tasks out – perhaps not all of them, but most – to the identified people. Explain why help is needed (“big deal approaching, need all hands to the pump, all pull together”) and the time constraints applicable, also the interdependencies (“when X has finished Y, you’ll have another batch to look through – that should be tomorrow afternoon”)

Now your mentee has time to think and no need to panic, they can try objectively to establish what led to this issue, and devise steps to avoid a recurrence.

Remind them to go back and thank the people, not least the one(s) they first spoke to, for all their help.

### *C2.3 Exploring Work Place Tensions*

This section deals only with some of the common tensions within the typical workplace – when combined with other stresses and strains, e.g. at home, place of study, extended family and so on, a feeling of being overwhelmed can arise – this is dealt with in a separate section (C2.2).

Internally, tensions can arise between the mentee and their boss, the mentee and member(s) of their peer group or between mentee and subordinates.

Initially it would be appropriate to invite the mentee first to consider what they think that they could do in their work situation (which they know best). Careful questioning and/or use of tools such as GROW or ISIS (earlier in section C1 of the toolkit) may enable them to identify the underlying causes and also identify suitable next steps.

These can be undertaken as Mentee action from that session, implemented and the outcomes reviewed at the subsequent mentoring session. Depending on the circumstances it may be appropriate to run through a number of cycles until a solution is found.

In the absence of success from this approach, then a more directive advice may be required from the mentor to aid the mentee. For example:

**Boss** – suggest taking responsibility and ‘the blame’ – say words like “Fred, I feel something’s going wrong here, I’m clearly not living up to your expectations. Can we discuss how you see things and work out what’s the best way to deal with the identified issues?”. Do bear in mind that even if you think you know the issue and the solution, you may be wrong – there is nothing to lose and everything to gain by asking for the other’s take on things. Avoid at all costs making threats or putting them or you in a position where there is no ability to back down or change tack – confrontation is not usually the best way to resolve a difference with anyone, especially your boss!

**Member of your peer group** – try something along the lines of “We don’t seem to be getting along as well as we used to. Do you sense that as well or is it just me?” and try to resolve the situation amicably – you never know when you’ll need someone’s help, there is no sense going around upsetting people (even if they are in the wrong!).

**Subordinate** – try again to avoid confrontation. They may not realise something is wrong – ask open questions like “Fred, how are things going with you – any pressures you would like to discuss, any issues that need resolution?”. With the benefit of the responses you may have an easy way to say “Yes, I’ve noticed that as well, I think you’re right, we could do with sorting that out...”.

The key with all these is to avoid confrontation, try to see the other person’s viewpoint and find a solution where no-one is ‘beaten up’ and both parties ‘win’.

## *C2.4 Handling Emotions*

Mentee emotions can and do arise in mentoring relationships for various reasons. So, as a mentor, what can you do, how can you react/manage the situation and what do you need to be aware of....

### **What sort of issues can cause an emotional outburst with a mentee?**

- A family crisis or pressure from home
- Lack of support
- Work pressure
- Financial pressures
- Illness or fatigue
- Loss of motivation due to failure (failed exams etc)
- Failure in the job market and/or feelings of rejection.
- Fear (of failure, loss, stability etc)
- A lack of self-confidence
- A sense of inadequacy
- Someone focused on and listening to them can release strong emotions

### **Key elements of emotional support:**

- Listen and give them time.
- Be empathic and kind, this may be very hard for them to share.
- Let them tell their story – you may be the first person they've trusted to tell.
- Have tissues at the ready.
- Keep a professional distance, but be there for support.
- Do whatever you can to help, but know your limits.
- Get support if you need it.
- Keep within the code of confidentiality.
- Keep yourself safe.

### **How to manage the situation...**

- Listen and listen some more. Sometimes a mentee just needs to talk and will often find their own solutions along the way. However, depending upon your own personality, the amount of listening and support you offer, needs to be within your comfort zone. You should work within your limits.
- Be prepared. Mentees become emotional; it happens and it's normal. Have a box of tissues in your mentoring kit and give your mentee time to be emotional and then collect themselves before gently moving them on; either to resolving the problem or to the next subject area.
- Understand your limitations. Many of our mentors have professional coaching skills, but those of you who do not, should not put yourself in uncomfortable situations. If you feel out of your depth, move on to the next stage.
- Ask for help. If you know you are out of your depth, call upon your steering group leader for assistance. He/she will help guide you and ensure that the situation is documented appropriately.

- What next. Your steering group leader will help you to find a professional person/service, able to help appropriately.

**What to be aware of:**

- Remain within the boundaries of your confidentiality agreement as far as is possible. Unless you have reason to believe that your mentee is at serious risk, you should respect your confidentiality agreement at all times. Most mentees will welcome outside guidance if you recommend it, but you should always ask first.
- If anything is mentioned in a conversation that makes you feel uncomfortable, talk to your steering group leader. None of us are capable of being all things to all people, so if you need help – ask.
- Never put yourself in a vulnerable position with an emotionally charged mentee. If your mentee becomes too familiar or demanding of your time, perhaps because they need someone to talk to, speak with your steering group leader, so you can manage it together.
- If you truly believe that your mentee is at risk, talk to your steering group leader as soon as possible and together you can locate the right professional to help your mentee. There may be times when you are concerned for your mentee's health and wellbeing. If this happens, you need to find professional assistance. Do not deal with this sort of thing on your own.

**A final thought ....**

A rule of thumb from one of our experienced coaches and mentors is that if there are tears in one session with a client, that's okay, but if there are tears in several sessions then that may be an indicator that a referral to a counsellor or therapist would be appropriate.

## *C2.5 Career Management*

An area that mentors will likely cover with their mentees at some point in the relationship is career management. As well as the various tools in the kit, in particular GROW and the wheel of life that are well suited for exploring career issues, WBS has a great selection of Career related tools and resources.

The service provisions for the various courses include:

- Alumni Service Provision
- DLMBA Service Provision
- Exec MBA Service Provision
- FTMBA Service Provision
- GEMBA Service Provision
- Online Service Provision
- RR Team MBA Service Provision
- Specialist Masters Service Provision

These are detailed on the following pages but for any further or more detailed information then do please contact the WBS Careers Department.

It can be useful for the mentee to undertake some of these specific career interventions and then discuss the results/outcomes/learning with their mentors.

# Alumni Service Provision



## Coaching & career consultations

- Ongoing support throughout your career
- Bookable 45 minute career consultation with WBS CareersPlus Manager
- Executive Career Coaching drawn from WBS Coaching Panel - £125 for hour available to purchase individually or in discounted blocks of 3 or 6 sessions
- Sector specialists
- Alumni Mentoring Programme



## Leadership & Skill Development

- Online workshops on 'Career Planning' & 'Onboarding'
- 360 degree feedback tool to help you gather feedback on your leadership competencies-£50
- 1/2 day Masterclasses from £95
- Skills webinars -£10 for hour long sessions focusing on personal development topics and leadership challenges



## Building your Network

- Monthly 'Virtual Business Cafes' where senior alumni discuss their approach to business and leadership issues
- Recent Graduate Network events
- Professional Interest Network - join others with shared sector interests and challenges
- WBS Global networks - join a group in your region
- WBS 'LinkedIn' group - over 12000 members for discussions and networking



## Recruiter Events & Opportunities

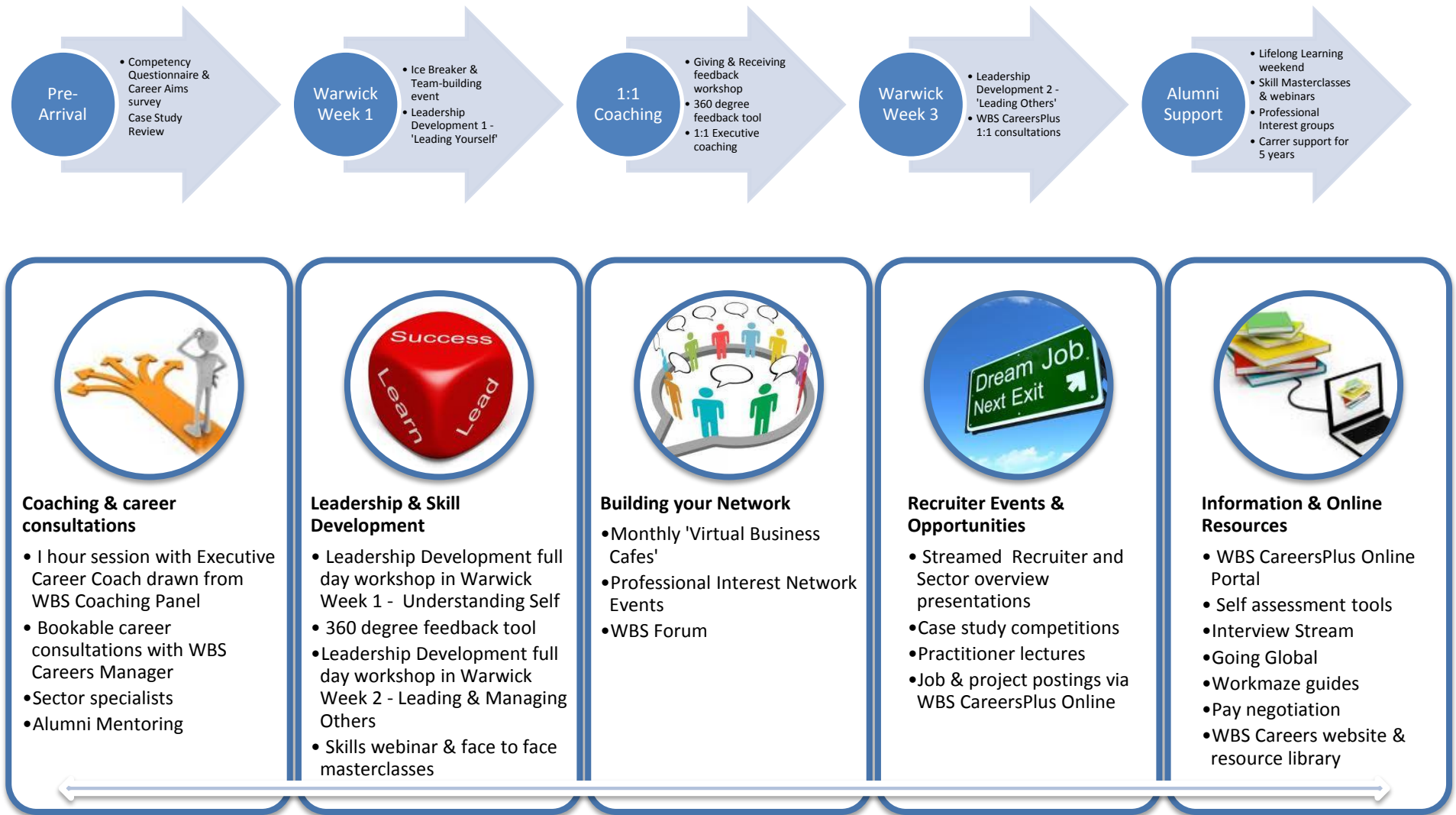
- Streamed Recruiter and Sector overview presentations
- Case study competitions
- Practitioner lectures
- Job & Project postings via WBS CareersPlus Online



## Information & Online Resources

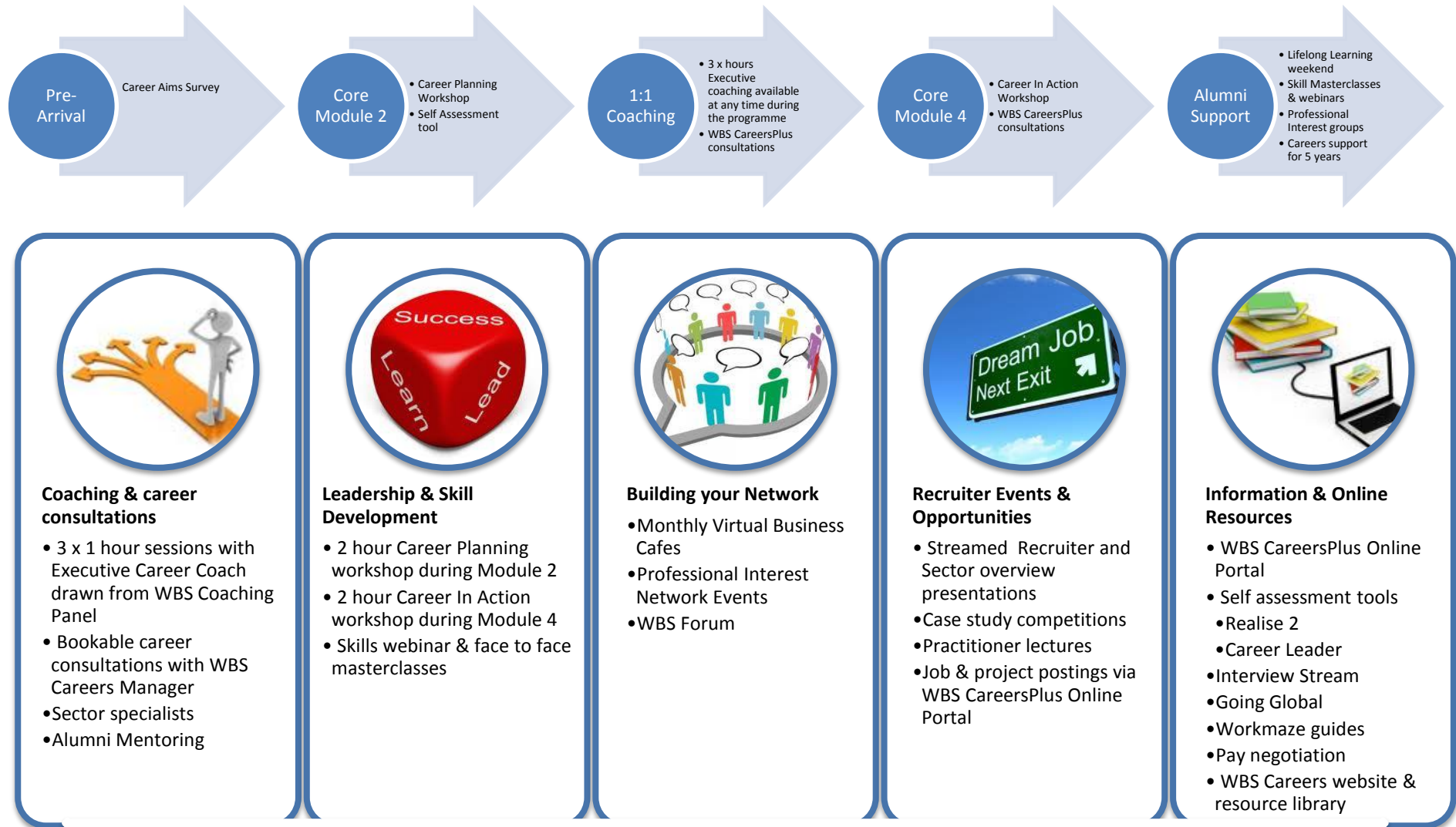
- WBS CareersPlus Online Portal
- Self assessment tools available at discounted rate of £20 each. Choose from Realise 2, Career Leader and MBTI
- Interview Stream
- Going Global
- Workmaze guides
- Pay negotiation
- WBS CareersPlus website & resource library

# DLMBA Service Provision

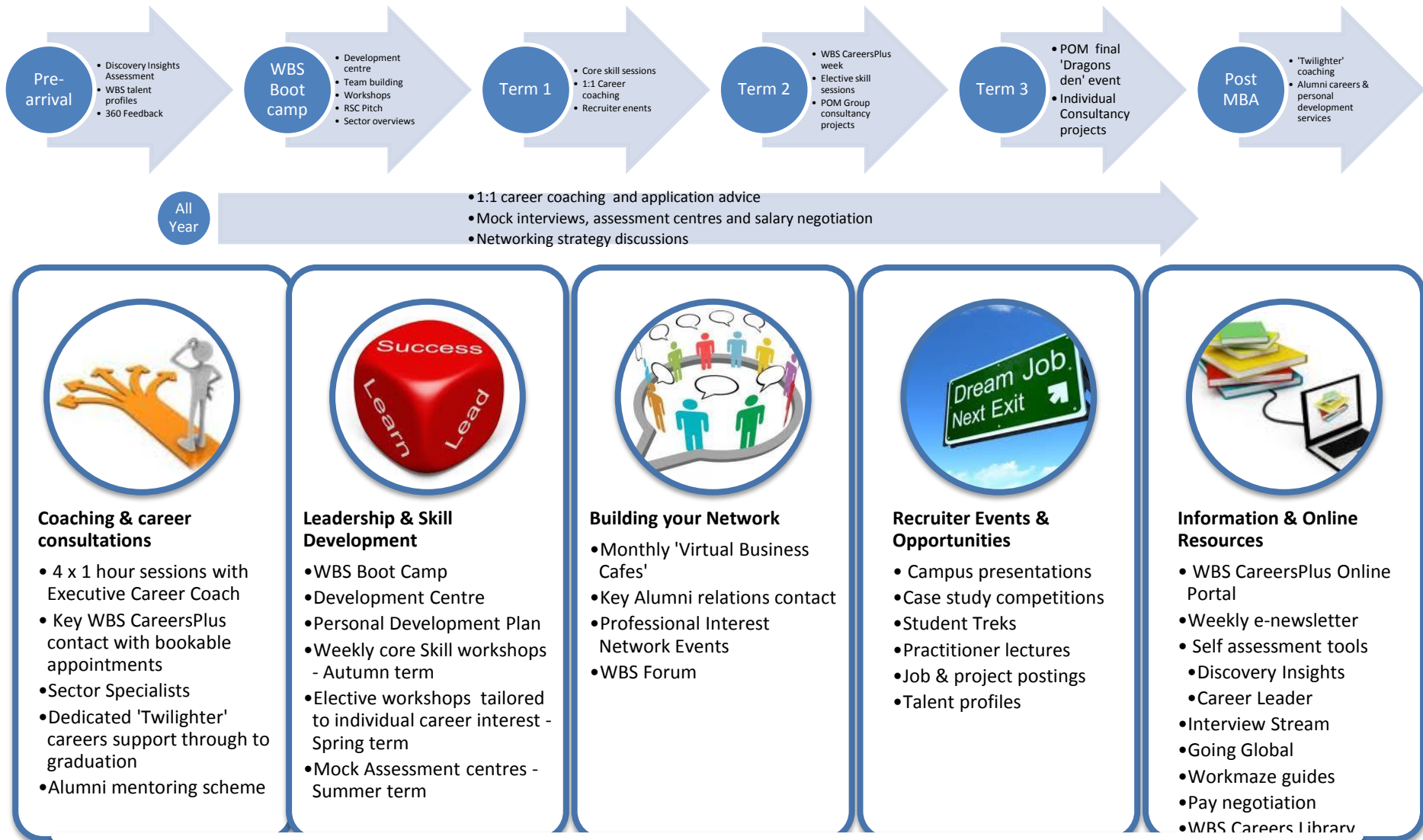




# Exec MBA Service Provision



# FTMBA Service Provision



# GEMBA Service Provision



## Coaching & career consultations

- Ongoing support throughout your career
- Career consultations with WBS CareersPlus Manager
- Executive Career Coaching drawn from WBS Coaching Panel - £125 for hour available to purchase individually or in discounted blocks of 3 or 6 sessions
- Sector specialists
- Alumni Mentoring Programme



## Leadership & Skill Development

- Online workshops on 'Career Planning' & 'Onboarding'
- Face to face workshops during some of the residential weeks
- 360 degree feedback tool to help you gather feedback on your leadership competencies-£50
- 1/2 day Masterclasses from £95
- Skills webinars -£10 for hour long sessions focusing on personal development topics and leadership challenges



## Building your Network

- Monthly 'Virtual Business Cafes' where senior alumni discuss their approach to business and leadership issues
- Recent Graduate Network events
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## Recruiter Events & Opportunities

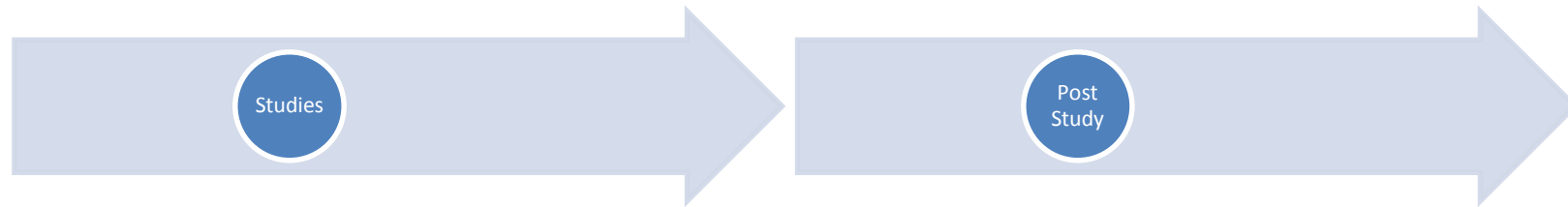
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## Information & Online Resources

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- Self assessment tools available at discounted rate of £20 each. Choose from Realise 2, Career Leader and MBTI
- Interview Stream
- Going Global
- Workmaze guides
- Pay negotiation
- WBS CareersPlus website & resource library

# Online Service Provision



 <p><b>Career Management Platforms</b></p> <ul style="list-style-type: none"> <li>• WBS Careers Plus Online             <ul style="list-style-type: none"> <li>• MBA &amp; Alumni</li> </ul> </li> <li>• MyAdvantage             <ul style="list-style-type: none"> <li>• SM</li> </ul> </li> <li>• One-stop-shops for range of career related activities:             <ul style="list-style-type: none"> <li>• Search &amp; apply for jobs</li> <li>• Sign-up for employer presentations, workshops &amp; coaching</li> </ul> </li> <li>• access a resource library</li> </ul>	 <p><b>Careers Websites</b></p> <ul style="list-style-type: none"> <li>• Websites providing information, advice and guidance for all elements of the career development cycle             <ul style="list-style-type: none"> <li>• Mywbs Careers</li> <li>• WBS Careers Plus Online</li> </ul> </li> </ul>	 <p><b>Self Evaluation Tools</b></p> <ul style="list-style-type: none"> <li>• Careerleader</li> <li>• Discovery Insights</li> <li>• OPQ32</li> <li>• Realise2</li> <li>• MBTI</li> <li>• Ability Tests (Verbal, Numerical and reasoning)</li> <li>• 360 Feedback</li> </ul>	 <p><b>Online Career Resources</b></p> <ul style="list-style-type: none"> <li>• Careerinsider</li> <li>• Goinglobal *</li> <li>• Interviewstream *</li> <li>• Marketline *</li> <li>• Paynegotiation *</li> <li>• QS Global Workplace</li> <li>• Workmaze Guides *</li> <li>• 10 minutes with *</li> </ul> <p>• * student only access</p>	 <p><b>Workshops &amp; Information</b></p> <ul style="list-style-type: none"> <li>• Introduction to Online Resources</li> <li>• WBS Careers Plus Online and project activity</li> <li>• Manage your Online Identity</li> <li>• Careers Library</li> </ul>
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# RR Team MBA Service Provision



**WBS CareersOnline:** online student environment where you can...

Get access to...

- Job opportunities & MBA Leadership Development Programmes
- Internship & project postings
- Upcoming employer events (who, what, where & when)
- Links to lots of online resources including Workmaze & Going Global

You can also...

- Post your CV for employers to view
- Register for coaching & skills sessions
- View recorded presentations and other useful resources in the 'Document Library'
- Receive regular communications by selecting personalised update criteria on your profile

Log in regularly to keep-up-to-date.



**Industry Sector Insight Seminars & Sector Challenge**

A series of industry sector insight seminars organised to give you a comprehensive overview of key industry sectors. Unique opportunity to meet with industry specialists, WBS Alumni and potential recruiters who could help with your job, internship or project search!

- Consulting
- Finance
- Consumer Products
- Technology/Telecommunications
- Manufacturing
- Pharma/Biotech & Healthcare
- Petroleum & Energy

**MBA Student Sector Challenge**

Student-led challenge designed to increase your knowledge of key industry sectors by delivering a group presentation encompassing an industry overview, industry facts, trends and employers! The real challenge – bring and/or engage an employer with WBS.



**Ask The Expert!**

Following on from our Sector Insight Seminars you will have a further opportunity to explore industry sectors in more depth, during 121 discussions with Industry Sector Specialists.

- Individual 45 min appointments
- Explore industry sectors
- Advice on working in the sector (internships and full time opportunities)
- Discuss project opportunities/proposals
- Establish new contacts and networks
- Advice on the application process (eg. Development Centres)
- Hints & tips on developing your CV & Cover Letter
- Limited availability - sign up early via WBS Careers Online and check regularly for new additions.



**Employer Events & Presentation**

Don't miss these unique opportunities to meet and network with high profile recruiters at our range of employer presentations and events organised exclusively for MBA students!

Come along to learn more about an organisation, meet and network with professionals, discover the range of opportunities available and find out about the recruitment process. Events followed by networking where you can meet company representatives in an informal setting and get the inside track on what it's like to work in the company and uncover hints and tips on succeeding in the application process. This ultimately will expand your network, potentially leading to job and project opportunities.

Keep an eye on WBS CareersOnline for other event updates including: the Dean's Forum, presentations, employer treks, 121s with alumni/recruiters, recruiter webinars and lots more!

**Check out other employer events taking place on central campus including:**

- 4 careers fairs attracting 320+ companies
- 100+ employer presentation



**Consultancy Projects**

Help & support available from the Recruiter Relationships Team on making your project a success from beginning to end!

**Workshop:** Your Consultancy Project; Sourcing & Beyond; 14<sup>th</sup> Nov 2012

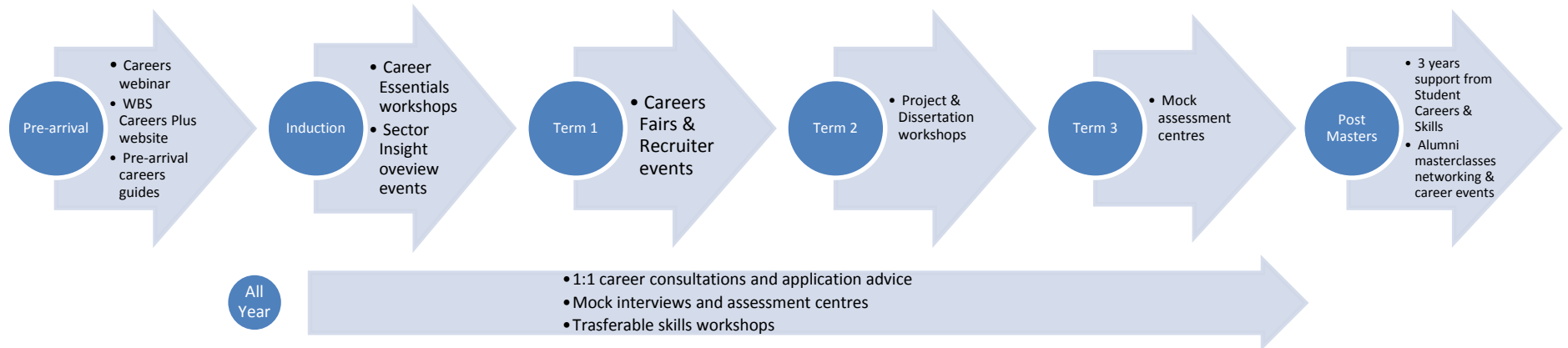
Kick-start workshop to get you thinking about your project!

**Come along to...**

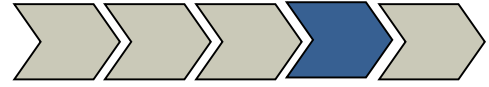
- Learn more about the project process at WBS
- Find out how the Recruiter Relationships Team can help you
- Get advice on the dos and don'ts for sourcing a project
- Pick up ideas for generating your own project and sponsor
- Get advice on targeting your CV & Cover Letter
- Meet with past sponsors & students to hear more about their project experiences
- Visit Project & Dissertation (P&D) website on [my.wbs](http://my.wbs) for additional assistance



# Specialist Masters Service Provision



<p><b>Career Coaching</b></p> <ul style="list-style-type: none"> <li>• Dedicated Careers Consultant with bookable appointments for 1:1 support, application advice and mock interviews</li> <li>• Sector Insight workshops &amp; alumni panels</li> <li>• Access to careers guidance appointments via University Career &amp; Skills in addition to WBS CareersPlus services</li> </ul>	<p><b>Leadership &amp; Skills Development</b></p> <ul style="list-style-type: none"> <li>• Career Essentials Workshop for all students - at WBS</li> <li>• Transferable skill workshops focused on recruitment cycle and leadership skills</li> <li>• Mock interviews &amp; assessment centres</li> <li>• International Week with focused workshops on finding work overseas and in the UK</li> </ul>	<p><b>Building your Network</b></p> <ul style="list-style-type: none"> <li>• 'How to network' workshop</li> <li>• Monthly 'Virtual Business Cafes'</li> <li>• Professional Interest Network Events</li> <li>• WBS Forum</li> <li>• Alumni database</li> </ul>	<p><b>Recruiter Events &amp; Opportunities</b></p> <ul style="list-style-type: none"> <li>• Campus presentations</li> <li>• University careers fairs</li> <li>• Case study competitions</li> <li>• Practitioner lectures</li> <li>• Job postings via 'MyAdvantage' university career portal</li> <li>• Project postings via WBS CareersPlus Online</li> </ul>	<p><b>Information &amp; Online Resources</b></p> <ul style="list-style-type: none"> <li>• 'My Advantage' online careers portal for searching jobs, booking events and careers appointments, and accessing resource library</li> <li>• Self assessment tools &amp; aptitude tests</li> <li>• Weekly e-news letter</li> <li>• WBS CareersPlus website &amp; resource library</li> </ul>
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## D. Final Session

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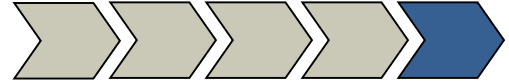
### D1.1 Completion of your Mentoring Relationship

As the relationship comes to an end either due to time or the mentee having achieved all of the desired/agreed outcomes then ensure that you hold a final meeting to close off the relationship. This helps to review what has been achieved and for you to celebrate any successes.

As a guide we suggest that you consider the following when completing your relationship.

- **What are the successes of your relationship?**
- **List the achievements for both the mentor and the mentee.**
- **What would you especially like to thank one another for?**
- **How will you celebrate?**
- **What have you learnt that you can take to your next mentoring relationship?**
- **Is there any feedback for the WBS Mentoring programme – what went well, what could be improved, what additional resources would help etc.**

When your relationship comes to an end make sure that you contact WBS so that the mentoring database can be updated. If you'd like to be paired with a new mentee then this may also be arrange



## E. Resources

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This section is work in progress and will include:

- Recommended Resources – books, journals, links etc
- Learnings from WBS Mentors & Mentees
- Case Studies
  - Long distance coaching
  - Career Change
  - Promotion
  - New Director
  - Other....?

### **Acknowledgement**

*I would like to thank all Mentoring Steering Committee colleagues past & present for their invaluable contribution to the creation this latest edition of the WBS Mentor toolkit.*

*Don Barratt, Chair Mentoring Steering Committee  
June 2013*